



Karen B. Salmon, Ph.D.
State Superintendent of Schools

November 2, 2018

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Michael E. Busch
H-101 State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller
H-107 State House
100 State Circle
Annapolis, Maryland 21401

Re: More Jobs for Marylanders Act of 2017 – Goals Update (MSAR #11299)

Dear Governor Hogan, President Miller, and Speaker Busch:

Section 21-204 of the Education Article of the Annotated Code of Maryland requires the State Board of Education to report to the Governor and General Assembly on the progress toward attaining certain goals disaggregated by high school and community college by December 1 of each year. The Maryland State Department of Education (MSDE) respectfully sends this correspondence to request that the submission of the report be accepted on January 15, 2019. This extension is needed because local school systems will not submit their final sets of data to MSDE until after the report is due to the Governor and General Assembly.

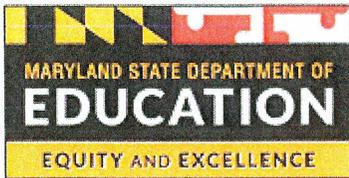
The MSDE would like to mention that upon further review of the reporting requirements in § 21-204 of the Education Article, the MSDE has concluded that disaggregating the data by high schools and community colleges is problematic. Federal privacy guidelines prohibit the reporting of data where a student's personally identifiable information may become known, which happens when data numbers are low. Currently, the MSDE believes that the data that will be reported will be so low that personally identifiable information will become known. This is why these types of data are traditionally reported at the local school system level and not by individual schools.

Additionally, the collection of data from community colleges is also problematic because community colleges report on different data goals than secondary education, thus, the requested data do not currently exist. Should you have any questions regarding this request, please contact Dr. Lynne Gilli, Assistant State Superintendent for the Division of Career and College Readiness, at (410) 767-0518 or via email at lynne.gilli@maryland.gov.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools

c: Lynne Gilli, Ed.D.
Victoria Gruber
Sarah Albert (DLS Library – 5 copies)



Karen B. Salmon, Ph.D.
State Superintendent of Schools

January 23, 2019

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Michael E. Busch
H-101 State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller
H-107 State House
100 State Circle
Annapolis, Maryland 21401

Re: More Jobs for Marylanders Act of 2017 – Goals Update (MSAR #11299)

Dear Governor Hogan, President Miller, and Speaker Busch:

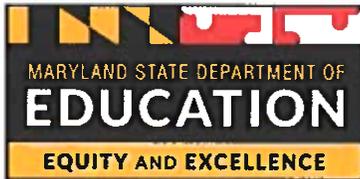
Section 21-204 of the Education Article of the Annotated Code of Maryland requires the State Board of Education to report to the Governor and General Assembly on the progress toward attaining certain goals disaggregated by high school and community college by December 1 of each year. The Maryland State Department of Education (MSDE) respectfully sends this correspondence to request that the submission of the report be accepted on February 15, 2019. This extension is needed because an inconsistency with the data reported by the local school systems was found when MSDE was verifying the data and compiling the final report. MSDE would like the opportunity to correct the inconsistency and present 100% accurate data.

Should you have any questions regarding this request, please contact Dr. Lynne Gilli, Assistant State Superintendent for the Division of Career and College Readiness, at (410) 767-0518 or via email at lynne.gilli@maryland.gov.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools

c: Lynne Gilli, Ed.D.
Sarah Albert (DLS Library – 5 copies)
Delegate Anne Kaiser
Delegate Paul Pinsky



Karen B. Salmon, Ph.D.
State Superintendent of Schools

February 15, 2019

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401-1925

The Honorable Thomas V. Mike Miller
Senate President
State House, H107
Annapolis, Maryland 21401

The Honorable Michael E. Busch
Speaker of the House
State House, H101
Annapolis, Maryland 21401

RE: Annual Report for the Career Youth and Public Sector Apprenticeship Act Formerly Reported Under the More Jobs for Marylanders Act of 2017

Dear Governor Hogan, President Miller, and Speaker Busch:

Attached please find the required annual report providing high school and community college progress toward attaining the goals established by the State Board. This is in accordance with subsections (a) and (b) of section 21-204 of the Career Youth and Public Sector Apprenticeship Act (Chapter 403, Acts of 2018) formerly reported under the More Jobs for Marylanders Act of 2017 (Chapter 149, Acts of 2017).

Should you have any questions regarding this report, please contact Dr. Lynne M. Gilli, Assistant State Superintendent for the Division of Career and College Readiness by email at lynne.gilli@maryland.gov or by telephone at (410) 767-0518.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools

KBS:LMG:nrb

Attachment

c: Lynne M. Gilli, Ed.D.



Annual Report to the Governor and General Assembly in Accordance With

§ 2–1246 of the State Government Article

More Jobs for Marylanders Act of 2017

(Chapter 149, Acts of 2017)

and

Career Youth and Public Sector Apprenticeship Act

(Chapter 403, Acts of 2018)

February 15, 2019



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I. BACKGROUND/INTRODUCTION

The State Board of Education is required to report annually to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly on the progress, by high school and community college, toward attaining the goals established by the State Board in accordance with subsection (a) and the goals established under subsection (b) of section 21-204 of the Career Youth and Public Sector Apprenticeship Act (Chapter 403, Acts of 2018) formerly reported under the More Jobs for Marylanders Act of 2017 (Chapter 149, Acts of 2017).

Section 21-204 of the Act requires:

- (a) On or before December 1, 2017, the State Board, in consultation with the Department of Labor, Licensing and Regulation (DLLR) and the Governor’s Workforce Development Board (GDWB), shall establish, for each year for 2018 through 2024, inclusive, statewide goals that reach 45% by January 1, 2025, for the percentages of high school students who, prior to graduation:
- (1) Complete a career and technical education (CTE) program;
 - (2) Earn industry–recognized occupational or skill credentials; or
 - (3) Complete a registered youth or other apprenticeship.
- (b) On or before December 1, 2017, the Maryland Longitudinal Data System Center and the Governor’s Workforce Development Board shall develop annual income earnings goals for high school graduates who have not earned at least a 2–year college degree by age 25.

As required by Section 21-204 of the Act, the Maryland State Department of Education (MSDE) established in consultation with DLLR and GWDB statewide goals so that by 2025, 45% of high school students prior to graduation will:

1. Complete a CTE program; or
2. Earn industry-recognized occupational or skill credentials; or
3. Complete a registered youth or other apprenticeship.

This report highlights current conditions for the collection and evaluation of required data in establishing the State’s 45% goal up to 2025. It also outlines current outcomes and trends for students with regard to CTE program completion, registered youth or other apprenticeship completion and industry credential attainment for CTE concentrators.

II. WHAT ARE CTE COMPLETION, ATTAINMENT OF AN INDUSTRY CREDENTIAL FOR A CTE CONCENTRATOR AND COMPLETION OF A REGISTERED YOUTH OR OTHER APPRENTICESHIP?

CTE completion is defined as exit from high school with a high school diploma or certificate and completes an MSDE-approved CTE program of study. CTE programs of study are offered in all local school systems (LSSs). Depending on the size of the school and availability of programs, students may choose from between eight (8) and thirty-eight (38) different CTE programs. Maryland offers fifty-three (53) MSDE-developed programs of study and twenty (20) MSDE-approved locally-developed programs of study. High school students are encouraged to explore careers of interest through CTE courses and programs. In 2018, total CTE enrollment was **109,808** students, more than **42%** of all high school students.

An industry-recognized occupational or skill credential is a credential recognized by representatives of business, industry, or labor at the local, state or national levels. The credential is typically a certificate or a license that is given to a student who passes an assessment that is administered and recognized by a third-party, such as a vendor, industry association, or governing board. Industry credentials measure competency in an occupation, and they enable students to demonstrate mastery of knowledge and skills in a particular industry. Only MSDE-approved industry credentials aligned with an approved CTE program are identified for reporting in Maryland's data collections. As such, industry credential attainment for CTE concentrators is defined as the attainment of an industry-recognized occupational or skill credential by students who have completed at least 50% of their CTE program of study and have been identified as a concentrator in a specific CTE program of study.

Completion of a registered youth or other apprenticeship is defined as the completion of a work-based learning experience included as part of a school-to-apprenticeship program in collaboration with selected sponsors of registered apprenticeship programs, the Apprenticeship Maryland program and/or other apprenticeship training programs approved by the Maryland Apprenticeship and Training Council in accordance with § 11-405 of the labor and employment article. The work-based learning experience must take place at a work-site and must be a paid experience (at least minimum wage) with a minimum of 450 hours. Youth apprenticeship programs are administered in partnership with local school systems.

III. DATA COLLECTION AND EVALUATION METHODS

The data for this report come from the data collections submitted by the twenty-five (25) LSSs across Maryland to the Division of Career and College Readiness (DCCR) and the Office of Accountability at the Maryland State Department of Education. DCCR and the Office of Accountability are the main repositories of CTE data including data on industry credential attainment for CTE students. Until 2018, DCCR was the sole repository for CTE and industry credential data for Maryland's CTE students. In 2018, the Office of Accountability began requiring LSSs to submit student data on CTE completion, concentrator status and industry credential attainment as a requirement under the Every Student Succeeds Act (ESSA). This has provided opportunities for Maryland to streamline its data collection and perform reporting analyses to ensure more accurate reporting of CTE outcomes.

Beginning in 2017, several efforts were made to develop a more robust data collection framework to accurately identify industry credentials to meet Federal and State reporting requirements. Prior to 2018, Maryland was unable to uniquely identify industry credentials from CTE Technical Skill Assessment (TSA) data collected from LSSs. As a stopgap measure, industry credential attainment approximations were identified based on the reported TSA outcomes for students in CTE programs that offered an MSDE-recognized industry credential. In 2018, Maryland's CTE data collection system was revised, and this report provides the most accurate baseline data for industry credential attainment. The revisions allowed this data point to be uniquely identified for all students for whom high school outcomes are reported to both DCCR and the Office of Accountability. Moreover, the revised data collection framework also allows for the collection of high school students' registered youth or other apprenticeship completion data. Through Maryland's revised data collection framework, all data collection requirements are able to be met to accurately evaluate current conditions, form reliable projections and set both ambitious and attainable goals to meet the State's 45% goal requirement.

CTE completion, industry credential attainment for CTE concentrators and youth or other apprenticeship completion varied widely across the state of Maryland and LSSs. This is a reflection of the varied and inequitable opportunities available to students possibly due to resource constraints especially the lack of transportation for working students and no dedicated funding to pay fees for students to take assessments leading to industry-recognized credentials. The data represented in this report identifies the CTE completion, industry credential attainment for CTE concentrators and youth or other apprenticeship completion outcomes for the class of 2018 by LSS as well the revision of the state 45% goals based on the revised 2017 baseline and projected data to include the truest account of industry credential data from 2018.

Due to the federal Family Education Rights and Privacy Act (FERPA), MSDE is prohibited from releasing individually identifiable information to the public. Because of this requirement, the State did not include in its report any progress towards attaining the goals established in accordance with subsection (a) by high school. When 2018 State outcome data is disaggregated by high school, certain data suppression rules must be applied to meet the FERPA requirements. This results in very little data being reported because in many cases it is possible to identify individual students. FERPA protects all students' right to privacy. Moreover, the State did not include in its report any progress towards attaining the goals established in accordance with subsection (a) by community college as none of the goals stated in subsection (a) relate to any community college rates (enrollment, retention, graduation, etc.) and MSDE's data on high school students does uniquely identify any high school students' community college enrollment.

It should be noted that CTE data analysis shows that many students who complete a CTE program of study also attain an industry credential and/or complete a youth or other apprenticeship. Taking this into consideration, reporting will include the rates for students who complete a CTE program of study, along with students who attain an industry credential as a concentrator (and do not complete a CTE program), and students who complete a registered youth or other apprenticeship (and do not attain an industry credential or complete a CTE program) as shown in Figure 1.

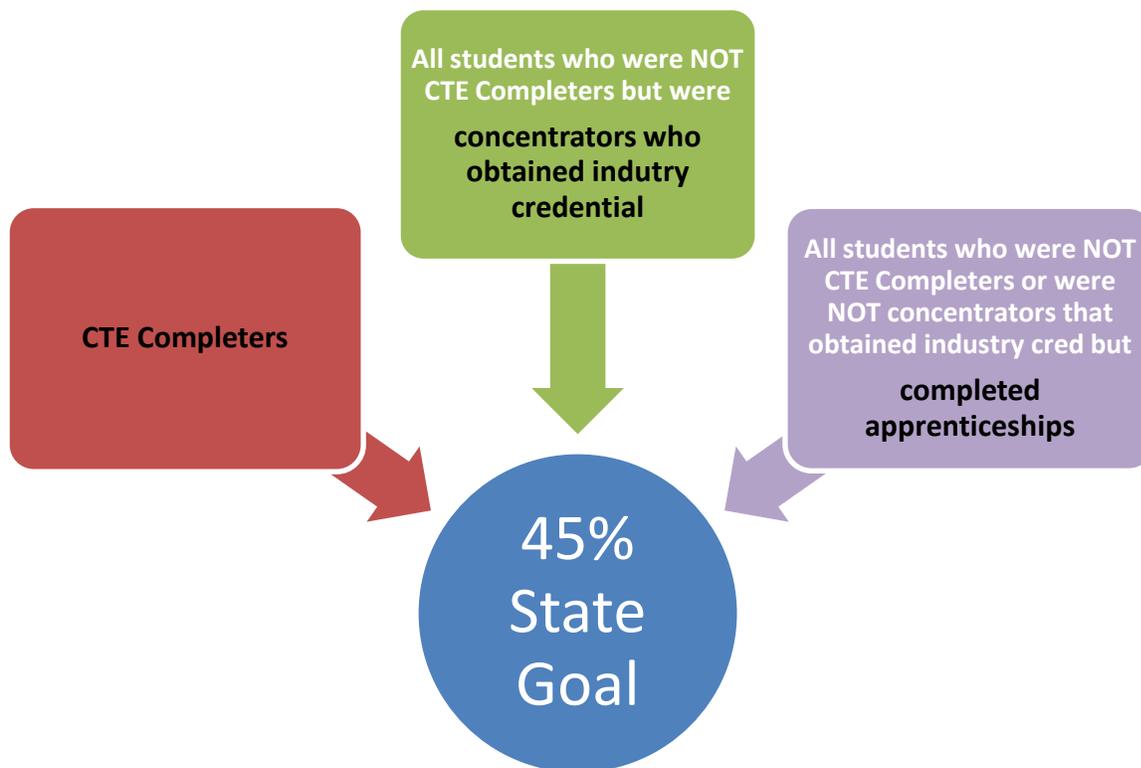


Figure 1. 45% State Goal Calculations Used For Reporting

IV. ESTABLISHING A BASELINE AND PROJECTIONS FOR REACHING THE 45% GOAL BY JANUARY 1, 2025

The goal of having 45% of the Class of 2024 meeting requirements as CTE completers, apprenticeship completers, and/or having attained an industry credential is an ambitious one even with the previously reported rate of 26.5% in 2016. In the More Jobs for Marylanders Act of 2017 report in December 2017, it was reported that in the Class of 2016, 22.84% of students completed a CTE program of study with an additional 3.7% of students earning an industry credential as a CTE Concentrator. At that time, no data were yet available on students completing a youth or other registered apprenticeship.

Based on the reported CTE enrollment and program offerings in 2016, it was projected that to reach the 45% goal by January 2025, the following interim goals would be both ambitious and attainable:

2017	2018	2019	2020	2021	2022	2023	2024
~26.5%	27.5%	29.0%	31.0%	33.5%	36.5%	40.0%	45.0%
(15,423)	15,962 or +539 students	16,832 or +870 students	17,993 or +1,161 students	19,444 or +1,451 students	21,185 or +1,741 students	23,217 or +2,032 students	26,119 or +2902 students

Table 1. Previously Reported Projections in 2017 For 45% Goals 2017-2024 Based on 2016 Data

In prior years, Maryland was unable to uniquely identify industry credentials from CTE TSA data collected from LSSs. As a stopgap measure, industry credential data were commonly reported based on the reported TSA outcomes for students in programs which offered an industry credential. However, this provided an inflated analysis of this data point and should be excluded in prior year calculations of the 45% goal. However, Maryland’s data collection framework has been able to accurately report on CTE completion which continues to provide a reliable measure for inclusion in the establishment of statewide goals and projections to January 2025. CTE completion rates have shown a continued upward trend with a total of 13,411 high school students completing a CTE program in the class of 2018 (see Figure 2). This is a 3.24% increase from the prior year and highest percentage of Maryland high school graduates every recorded.

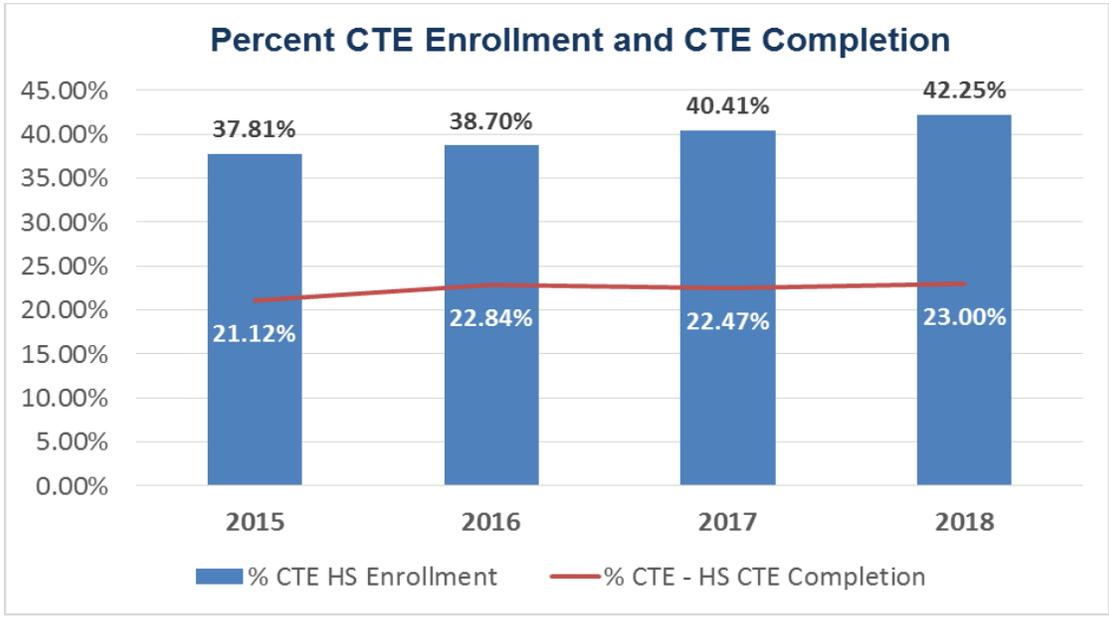


Figure 2. Percent of CTE Enrollment and CTE HS Completion 2015-2018

With the improved accuracy of Maryland’s revised CTE data collection framework, 2018 outcomes demonstrate that actually only **23.44%** of the Class of 2018 completed a CTE program, earned an industry credential as a CTE concentrator or completed a registered youth or other apprenticeship (see Table 2).

Based on analysis of actual outcomes reported for the 45% state goal for CTE completion, Maryland’s local school systems will need to expand CTE programming as well as industry credential and youth apprenticeship opportunities to nearly twice as many students (from 15,423 to 26,119 graduates). To reach this goal by January 2025, the following interim goals have been set:

	2017	2018	2019	2020	2021	2022	2023	2024
% meeting desired outcomes	22.47%	23.44%	24.5%	26.5%	29.5%	34.0%	39.0%	45.0%
# meeting desired outcomes		13,654	14,223	15,384	17,126	19,738	22,641	26,124
# needed each additional year			+569 students	+1,161 students	+1,742 students	+2,612 students	+2,903 students	+3,483 students
Additional # needed relative to 2018			+569 students	+1,730 students	+3,472 students	+6,084 students	+8,987 students	+12,470 students

Table 2. 2017 and 2018 Actuals and Revised Projections For 45% Goals 2019-2024 Based on 2018 Data

V. 2018 OUTCOMES ANALYSIS

Table 3. Number and Percentage of High School Graduates Completing CTE Programs, or Attaining Industry Credentials as a CTE Concentrator or Completing a Registered Youth or Other Apprenticeship By Local School System, 2018
2018 Baseline Data Toward The Goal of 45% By 2025

	Total HS Grads 2018	Total CTE Grads 2018	Industry Certs. 2018	Registered Youth/Other Apprenticeship 2018	Total # Meeting 45% Goal 2018	45% Goal (%) 2018	# Needed to Attain 45% Goal 2018
Garrett	266	195	0	0	195	73.31%	0
Kent	145	96	0	0	96	66.21%	0
Talbot	337	188	3	0	191	56.68%	0
Queen Anne's	555	262	1	0	263	47.39%	0
Caroline	349	165	0	0	165	47.28%	0
Washington	1697	765	4	2	771	45.43%	0
Worcester	453	204	0	0	204	45.03%	0
Dorchester	251	111	0	0	111	44.22%	2
St. Mary's	1169	516	0	0	516	44.14%	10
Somerset	153	65	2	0	67	43.79%	2
Calvert	1227	500	0	0	500	40.75%	52
Carroll	2119	811	9	0	820	38.70%	134
Charles	2087	725	7	57	789	37.81%	150
Harford	2677	907	0	0	907	33.88%	298
Cecil	1094	320	33	0	353	32.27%	139
Baltimore City	4132	1302	0	0	1302	31.51%	557
Baltimore Co.	7083	1763	0	0	1763	24.89%	1424
Allegany	627	154	0	0	154	24.56%	128
Frederick	3031	639	0	6	645	21.28%	719
Howard	4011	775	0	0	775	19.32%	1030
Wicomico	919	177	0	0	177	19.26%	237
Anne Arundel	5222	747	0	0	747	14.30%	1603
Prince George's	7677	900	119	0	1019	13.27%	2436
Montgomery	10950	1124	0	0	1124	10.26%	3804
SEED School	31	0	0	0	0	0.00%	14
Total	58262	13411	178	65	13654	23.44%	12564

Based on 2018 baseline data, the larger school systems will need to increase CTE program completion, registered youth/other apprenticeship completion and/or industry credential attainment rates by far greater percentages than the smaller school systems in order to meet the 45% state goal by January of 2025.

VI. STATEWIDE TRENDS

Table 4. Trend of High School Graduates Completing CTE Programs, or Attaining Industry Credentials as a CTE Concentrator or Completing a Registered Youth or Other Apprenticeship by Local School System 2016-2018
Toward The Goal Of 45% By 2025

LEA Number	County	2016 45% GOAL ATTAINMENT *	2017 45% GOAL ATTAINMENT*	2018 45% GOAL ATTAINMENT
320000	SEED	0.00%	0.00%	0.00%
150000	Montgomery	9.74%	10.20%	10.26%
160000	Prince George's	9.72%	10.85%	13.27%
020000	Anne Arundel	12.35%	11.97%	14.30%
220000	Wicomico	26.08%	20.49%	19.26%
130000	Howard	17.68%	19.51%	19.32%
100000	Frederick	23.85%	20.89%	21.28%
010000	Allegany	23.82%	23.08%	24.56%
030000	Baltimore County	23.49%	24.43%	24.89%
300000	Baltimore City	31.18%	29.48%	31.51%
070000	Cecil	23.86%	30.83%	32.27%
120000	Harford	40.08%	38.38%	33.88%
080000	Charles	36.83%	42.14%	37.81%
060000	Carroll	42.45%	43.35%	38.70%
040000	Calvert	41.26%	41.95%	40.75%
190000	Somerset	52.74%	57.74%	43.79%
180000	St. Mary's	43.32%	40.70%	44.14%
090000	Dorchester	42.16%	48.81%	44.22%
230000	Worcester	40.47%	42.40%	45.03%
210000	Washington	49.58%	31.37%	45.43%
050000	Caroline	51.08%	35.87%	47.28%
170000	Queen Anne's	43.15%	42.91%	47.39%
200000	Talbot	50.64%	43.03%	56.68%
140000	Kent	70.31%	61.76%	66.21%
110000	Garrett	70.18%	68.77%	73.31%
250000	Total	22.84%	22.47%	23.44%

*45% Goal recalculated **using only CTE completion rates** as accurate industry credential data collection in 2016 and 2017 was not yet established.