



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

December 30, 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 Adrienne A. Jones
Speaker of the House
State House, H101
Annapolis, Maryland 21401

Dear Governor Hogan, President Miller, and Speaker Jones:

The Maryland State Department of Education (MSDE) is required to report annually to the Governor and General Assembly on the progress, by high school and community college, toward attaining the goals established in 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). Attached is the required report.

Should you have any questions regarding this report, please contact Tiara Booker-Dwyer, Assistant State Superintendent for the Division of Career and College Readiness at tiara.booker-dwyer@maryland.gov or 410-767-3676.

Best Regards,

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

KBS:TBD:nsr

Attachment

**More Jobs for Marylanders Act
Annual Report to the Governor and General Assembly
December 2019**



**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)**



More Jobs for Marylanders Act Annual Report

Maryland State Department of Education

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More Jobs for Marylanders Act Annual Report

Background and Introduction

The State Board of Education is required to report annually to the Governor and 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 and the Governor's Workforce Development Board, 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 the Department of Labor and Governor's Workforce Development Board statewide goals so that by 2025, 45% of high school students prior to graduation will meet the requirements established by law.

This report provides an overview of data collection, evaluation, and progress towards attainment of the 45% goal by 2025.

Definition for CTE Completion

CTE completion requires students to fulfill all requirements of a MSDE-approved CTE program of study and exit high school with a diploma or certificate. A CTE program of study is a sequence of increasingly rigorous, non-duplicative courses that equip students with the knowledge and skills for entry or advancement in current or emerging professions. All CTE programs of study are aligned to academic and industry standards, provide the opportunity for students to earn industry-recognized and/or postsecondary credentials, and provide the opportunity for students to participate in work-based learning experiences.

There are 55 CTE state programs of study. Each program of study is aligned to high-skill, high-wage, or in-demand careers. Statewide articulation agreements for each program of study (except for cosmetology) allow students from any local school system to earn credits at two- or four-year colleges or universities. Industry partnerships allow students to complete internships, apprenticeships, or other work-based learning experiences. Over 40% of Maryland public high school students are enrolled in a CTE program of study.

Definition for Industry-Recognized Occupational or Skill Credential

An industry-recognized occupational or skill credential is a verification of an individual's qualification and competence in a specific career area. Credentials are typically issued by a qualified third-party such as a vendor, industry association, or governing board after an individual has completed an assessment demonstrating proficiency for a specific skill set. Credentials are recognized by business and industry at the local, state or national level.

Each CTE program of study provides the opportunity for students to earn industry-recognized credentials. Only state-approved industry credentials aligned with a MSDE-approved CTE program of study are identified for reporting in Maryland's data collections. This report identifies industry credentials earned by CTE concentrators. CTE concentrators are students that have completed two courses in a CTE program of study and have enrolled in a third course.

Definition for Completion of a Registered Youth or Other Apprenticeship

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.

Work-based learning experiences 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.

Data Collection and Evaluation Methods

The data for this report was submitted by each of Maryland's 24 school systems and the SEED School to the Division of Career and College Readiness and the Division of Assessment, Accountability and Information Technology at the MSDE in alignment with data collection protocols. The data represented in this report identifies the amount of high school students who, prior to graduation completed a CTE program of study, earned an industry-recognized occupational or skill credential, or completed a registered apprenticeship by local school system.

Due to the federal Family Education Rights and Privacy Act (FERPA), MSDE is prohibited from releasing individually identifiable information to the public. As a result, the MSDE did not include in the report any progress towards attaining the goals established in accordance with subsection (a) of the More Jobs for Marylanders Act by high school. When 2019 state outcome data is disaggregated by high school, certain data suppression rules must be applied to meet FERPA requirements. This resulted in a reduced amount of data being reported to protect identification of individual students. Additionally, the MSDE did not include in the report 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.



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Data reported includes the rates for students who complete a CTE program of study, the rates for students who attain an industry credential as a concentrator, and the rates for students who complete a registered youth or other apprenticeship.

Baseline and Projections for Reaching the 45% Goal by 2025

The December 2017 More Jobs for Marylanders Act of 2017 Report in December 2017 identified that in the class of 2016, 22.84% of students completed a CTE program of study and 3.7% of students earned an industry credential as a CTE concentrator. At that time, no data was 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:

Table 1. Previously Reported Projections in 2017 to Reach the 45% Goal Based on 2016 Data

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

Since 2016, CTE completion rates have shown an upward trend. A total of 14,001 high school students completed a CTE program of study in the class of 2019, which is a 4.40% increase from the prior year. The MSDE has improved the data collection process to obtain more accurate information. With the improved accuracy of Maryland’s revised CTE data collection framework, 2019 outcomes demonstrate that 24.21% of the class of 2019 completed a CTE program, earned an industry credential as a CTE concentrator, or completed a registered youth or other apprenticeship as identified in [Table 2](#).

Based on analysis of actual outcomes reported toward the 45% state goal, local school systems in Maryland will need to increase the amount of students who complete a CTE program of study, earn an industry credential, or completion an apprenticeship to nearly twice as many students (from 14,001 to 26,124). [Table 2](#) identifies the revised interim goals based on actual data from 2017, 2018, and 2019.



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Table 2. Revised Projections to Reach the 45% Goal Based on 2017, 2018 and 2019 Data

	2017	2018	2019	2020	2021	2022	2023	2024
Percent of students meeting desired outcomes	22.47%	23.44%	24.21%	26.5%	29.5%	34.0%	39.0%	45.0%
Number of students meeting desired outcomes		13,654	14,001	15,384	17,126	19,738	22,641	26,124
Number of students needed each additional year to meet desired outcomes				+1,383 students	+1,742 students	+2,612 students	+2,903 students	+3,483 students
Additional number of students needed relative to 2019			+569 students	+1,730 students	+3,472 students	+6,084 students	+8,987 students	+12,470 students



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Analysis of 2019 Outcomes

Table 3 identifies the number and percentage of students in each school system that met the 45% goal of completing a CTE program of study, earning an industry certification, or completing an apprenticeship.

Table 3. 2019 Data Toward Reaching the 45% Goal by 2025

School System	Total Number of High School Graduates	Total Number of CTE Graduates	Total Number of Industry Certification Earned	Total Number of Registered Youth/Other Apprenticeship	Total Number of Students Meeting 45% Goal	Percentage of Students Meeting 45% Goal	Number of Additional Students Needed to Attain 45% Goal
Kent	116	86	0	0	86	74.14	0
Garrett	247	182	0	0	182	73.68	0
Somerset	154	85	0	0	85	55.19	0
Caroline	352	184	4	0	188	53.41	0
Talbot	335	164	1	0	165	49.25	0
Calvert	1180	575	0	0	575	48.73	0
Worcester	519	242	1	0	243	46.82	0
Saint Mary's	1221	557	0	0	557	45.62	0
Washington	1584	696	8	10	714	45.08	0
Dorchester	275	119	3	0	122	44.36	2
Carroll	2003	868	19	0	887	44.28	14
Cecil	1035	318	31	0	349	33.72	117
Baltimore City	3798	1279	0	0	1279	33.68	430
Harford	2521	815	0	0	815	32.33	319
Charles	2001	542	0	0	542	27.09	358
Baltimore	7030	1772	0	0	1772	25.21	1392
Wicomico	917	221	4	0	225	24.54	188
Allegany	564	121	0	0	121	21.45	133
Frederick	3000	586	0	10	596	19.87	754
Queen Anne's	521	85	16	0	101	19.39	133
Howard	4051	758	4	0	762	18.81	1061
Prince George's	7966	1404	11	0	1415	17.76	2170
Anne Arundel	5163	731	44	0	775	15.01	1548
Montgomery	11238	1411	34	0	1445	12.86	3612
The Seed School	41	0	0	0	0	0	18
Total	57832	13801	180	20	14001	24.21	12250



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Statewide Trends Toward Reaching the 45% Goal

Table 4 identifies statewide trend data from 2016-2019 toward attainment of the 45% goal for all high school students to complete a CTE program of study, earn industry credentials, or complete a registered youth or other apprenticeship by 2025.

Table 4. Statewide Trend Data Toward Reaching the 45% Goal by 2025

School System	2016 45% Goal Attainment *	2017 45% Goal Attainment*	2018 45% Goal Attainment	2019 45% Goal Attainment
Allegany	23.82%	23.08%	24.56%	21.45%
Anne Arundel	12.35%	11.97%	14.30%	15.01%
Baltimore City	31.18%	29.48%	31.51%	33.68%
Baltimore County	23.49%	24.43%	24.89%	25.21%
Calvert	41.26%	41.95%	40.75%	48.73%
Caroline	51.08%	35.87%	47.28%	53.41%
Carroll	42.45%	43.35%	38.70%	44.28%
Cecil	23.86%	30.83%	32.27%	33.72%
Charles	36.83%	42.14%	37.81%	27.09%
Dorchester	42.16%	48.81%	44.22%	44.36%
Frederick	23.85%	20.89%	21.28%	19.87%
Garrett	70.18%	68.77%	73.31%	73.68%
Harford	40.08%	38.38%	33.88%	32.33%
Howard	17.68%	19.51%	19.32%	18.81%
Kent	70.31%	61.76%	66.21%	74.14%
Montgomery	9.74%	10.20%	10.26%	12.86%
Prince George's	9.72%	10.85%	13.27%	17.76%
Queen Anne's	43.15%	42.91%	47.39%	19.39%
SEED	0.00%	0.00%	0.00%	0.00%
Somerset	52.74%	57.74%	43.79%	55.19%
St. Mary's	43.32%	40.70%	44.14%	45.62%
Talbot	50.64%	43.03%	56.68%	49.5%
Washington	49.58%	31.37%	45.43%	45.08%
Wicomico	26.08%	20.49%	19.26%	24.54%
Worcester	40.47%	42.40%	45.03%	46.82%
Total	22.84%	22.47%	23.44%	24.21%

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



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Next Steps

The MSDE is committed to providing support to school systems to reach the 45% goal by 2025. The MSDE is in the process of releasing the Maryland CTE Four-Year State Plan, which identifies structures and supports designed to increase the number of high school students completing a CTE program of study, earning industry credentials, or completing an apprenticeship in alignment with the goals established in the More Jobs for Marylanders Act of 2017.

The Maryland CTE Four-Year State Plan is grounded in the state goals and vision for CTE; guided by requirements of the federal *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V); and informed by the Maryland Workforce Innovation and Opportunity Act (WIOA) State Plan, the Maryland Commission on Innovation and Excellence in Education (Kirwan Recommendations), and stakeholders representing business, higher education, workforce and economic development, and local school systems. Some strategies identified to support school systems in reaching the 45% goal include:

1. providing financial assistance for students to take industry credential assessments;
2. aligning all curriculum to industry standards;
3. strengthening the CTE teacher and faculty pipeline;
4. providing increased funding to support the implementation of apprenticeship programs in school systems;
5. partnering with employers to offer more apprenticeship opportunities for students;
6. revising the career counseling model; and
7. reviewing and revising, as necessary, requirements to complete a CTE program of study to better align with industry standards.

A comprehensive review of strategies can be found in the Maryland CTE Four-Year State Plan.