



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

December 1, 2020

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

The Honorable Bill Ferguson
Senate President
State House, H107
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Speaker of the House
State House, H101
Annapolis, Maryland 21401

RE: More Jobs for Marylanders Act Annual Report (MSAR #11686)

Dear Governor Hogan, President Ferguson, and Speaker Jones:

The Maryland State Department of Education (MSDE) is required to report annually to the Governor and General Assembly on the progress 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 Zachary Hands, Director, Educational Policy and Government Relations, at Zachary.hands1@maryland.gov or at (410)-767-0504.

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
November 2020**



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

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

Clarence C. Crawford
President, Maryland State Board of Education

Larry Hogan
Governor

A full list of Maryland State Board of Education Members can be found on the [Maryland State Department of Education's website](#).

Division of Career and College Readiness

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Assistant State Superintendent

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Director of Finance and Legislation for Career Programs

A full Division staff list is in [Appendix A](#).

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Table of Contents

Background and Introduction.....	2
Definition for CTE Completion.....	2
Definition for Industry-Recognized Occupational or Skill Credential.....	3
Definition for Completion of a Registered Youth or Other Apprenticeship.....	3
Data Collection and Evaluation Methods.....	3
Baseline and Projections for Reaching the 45% Goal by 2025.....	4
Table 1. Previously Reported Projections in 2017 to Reach the 45% Goal Based on 2016 Data.....	4
Table 2. Revised Projections to Reach the 45% Goal Based on 2017, 2018, 2019, and 2020 Data.....	5
Analysis of 2020 Outcomes.....	6
Table 3. 2020 Data Toward Reaching the 45% Goal by 2025.....	6
Statewide Trends Toward Reaching the 45% Goal.....	7
Table 4. Statewide Trend Data Toward Reaching the 45% Goal by 2025.....	7
Next Steps.....	8
Appendix A: Division of Career and College Readiness and Office of Leadership Development and School Improvement Team Members.....	9



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 Career and Technical Education (CTE) Completion

CTE completion requires students to fulfill all requirements of a Maryland State Department of Education (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 60 CTE state-developed and 41 locally-developed programs of study. Each program of study is aligned to high-skill, high-wage, or in-demand careers. Statewide articulation agreements for each state-developed 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 provide the opportunity for 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 2020 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.



More Jobs for Marylanders Act Annual Report

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 14,075 high school students completed a CTE program of study in the class of 2020, which increased from the prior year. 2020 outcomes demonstrate that 23.24% of the class of 2020 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](#). This demonstrates a slight decrease from the prior year. The decreased is due to the COVID-19 pandemic which limited opportunities for students participate in work-based learning experiences.

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 complete an apprenticeship to nearly twice as many students (from 14,075 to 27,253). [Table 2](#) identifies the revised interim goals based on actual data from 2017, 2018, 2019, and 2020.



More Jobs for Marylanders Act Annual Report

Table 2. Revised Projections to Reach the 45% Goal Based on 2017, 2018, 2019, and 2020 Data

	Actual				Projected			
	2017	2018	2019	2020	2021	2022	2023	2024
Percent of students meeting desired outcomes	22.47%	23.44%	24.21%	23.24%*	27.50%	33.00%	39.00%	45.00%
Number of students meeting desired outcomes		13,654	14,001	14,075	16,655	19,985	23,620	27,253
Number of students needed each additional year to meet desired outcomes					+2,580 students	+3,330 students	+3,635 students	+3,633 students
Additional number of students needed relative to 2020				+1974 students	+2,580 students	+5,910 students	+9,544 students	+13,179 students

*26.5% projected in previous year.



More Jobs for Marylanders Act Annual Report

Analysis of 2020 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. 2020 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 (who were NOT CTE Grads)	Total Number of Registered Youth/Other Apprenticeship (who were NOT CTE Grads nor earned an industry certification)	Total Number of Students Meeting 45% Goal	Percentage of Students Meeting 45% Goal	Number of Additional Students Needed to Attain 45% Goal
Garrett	258	210	0	0	210	81.40	0
Kent	134	84	0	0	84	62.69	0
Caroline	371	204	9	0	213	57.41	0
Somerset	152	84	1	0	85	55.92	0
Queen Anne's	616	339	1	0	340	55.19	0
Worcester	459	236	1	0	237	51.63	0
Washington	1595	796	12	0	808	50.66	0
Calvert	1300	646	0	0	646	49.69	0
St. Mary's	1192	549	0	0	549	46.06	0
Carroll	2076	910	4	0	914	44.03	20
Dorchester	247	101	0	0	101	40.89	10
Talbot	378	148	2	0	150	39.68	20
Cecil	1070	374	0	0	374	34.95	108
Baltimore City	3891	1298	27	0	1325	34.05	426
Harford	2711	708	0	0	708	26.12	512
Wicomico	957	237	0	0	237	24.76	194
Charles	2096	509	3	0	512	24.43	431
Baltimore County	7521	1651	0	0	1651	21.95	1733
Frederick	3125	677	0	0	677	21.66	729
Howard	4359	832	3	0	835	19.16	1127
Allegany	553	78	0	0	78	14.10	171
Montgomery	11820	1468	144	0	1612	13.64	3707
Prince George's	8203	1043	31	0	1074	13.09	2617
Anne Arundel	5452	631	24	0	655	12.01	1798
SEED School	27	0	0	0	0	0.00	12
State	60563	13813	262	0	14075	23.24	13616

Statewide Trends Toward Reaching the 45% Goal

[Table 4](#) identifies statewide trend data from 2016-2020 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	2020 45% Goal Attainment
Allegany	23.82%	23.08%	24.56%	21.45%	14.10%
Anne Arundel	12.35%	11.97%	14.30%	15.01%	12.01%
Baltimore City	31.18%	29.48%	31.51%	33.68%	34.05%
Baltimore County	23.49%	24.43%	24.89%	25.21%	21.95%
Calvert	41.26%	41.95%	40.75%	48.73%	49.69%
Caroline	51.08%	35.87%	47.28%	53.41%	57.41%
Carroll	42.45%	43.35%	38.70%	44.28%	44.03%
Cecil	23.86%	30.83%	32.27%	33.72%	34.95%
Charles	36.83%	42.14%	37.81%	27.09%	24.43%
Dorchester	42.16%	48.81%	44.22%	44.36%	40.89%
Frederick	23.85%	20.89%	21.28%	19.87%	21.66%
Garrett	70.18%	68.77%	73.31%	73.68%	81.40%
Harford	40.08%	38.38%	33.88%	32.33%	26.12%
Howard	17.68%	19.51%	19.32%	18.81%	19.16%
Kent	70.31%	61.76%	66.21%	74.14%	62.69%
Montgomery	9.74%	10.20%	10.26%	12.86%	13.64%
Prince George's	9.72%	10.85%	13.27%	17.76%	13.09%
Queen Anne's	43.15%	42.91%	47.39%	19.39%	55.19%
SEED	0.00%	0.00%	0.00%	0.00%	0.00%
Somerset	52.74%	57.74%	43.79%	55.19%	55.92%
St. Mary's	43.32%	40.70%	44.14%	45.62%	46.06%
Talbot	50.64%	43.03%	56.68%	49.50%	39.68%
Washington	49.58%	31.37%	45.43%	45.08%	50.66%
Wicomico	26.08%	20.49%	19.26%	24.54%	24.76%
Worcester	40.47%	42.40%	45.03%	46.82%	51.63%
Total	22.84%	22.47%	23.44%	24.21%	23.24%

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



Next Steps

The MSDE is committed to providing support to school systems to reach the 45% goal by 2025. The MSDE is the process of implementing 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. adding additional CTE pathway options;
3. aligning all curriculum to industry standards;
4. strengthening the CTE teacher and faculty pipeline;
5. providing increase funding to support the implementation of apprenticeship programs in school systems;
6. partnering with employers to offer more apprenticeship opportunities for students;
7. revising the career counseling model; and
8. 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](#).



Appendix A: Division of Career and College Readiness and Office of Leadership Development and School Improvement Team Members

All members of the Division of Career and College Readiness Team and Office of Leadership Development and School Improvement team will support compliance reviews and technical assistance to recipients.

Tiara Booker-Dwyer, Assistant State Superintendent
Miranda Hill, Administrator to the Assistant State Superintendent

Nicassia Belton, Ed.D., Director of Data and Accountability for Career Programs
China Wilson, Ph.D., Equity and Civil Rights Compliance Specialist

Marquita Friday, Director of Career Programs
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Charles (Chuck) Wallace, Coordinator of Career Programs and Student Organizations
Michelle Brownson, Management Associate
Jennifer Griffin, Career Programs and Apprenticeship Specialist
Elissa Hozore, Computer Science Specialist
Kent Seuferer, Career Programs and Student Organization

Nina Roa, Director of Finance and Legislation for Career Programs
Traci Verzi, Coordinator of Finance and Legislation for Career Programs
Hazel Hamond-Terry, Administrative Officer III
Nancy Hauswald, Career Programs and Grants Specialist, Region II
Dean Kendall, Career Programs and Grants Specialist, Region I

Office of Leadership Development and School Improvement

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Laura Liccione, Coordinator of Academic Improvement
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Anders Alicea, Instructional Transformation Specialist
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Lori Ellis, Ed.D, Leadership Development Specialist
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