

Blueprint for Maryland's Future: College and Career Readiness

Roadmap to Implementation

August 2022 | Version 2

Figure 24

HOW IT WORKS	YEAR 1	YEAR 2	YEAR 3
HIGH SCHOOL ACADEMIC CLASSES	THE EQUIVALENT OF 3 DAYS PER WEEK	THE EQUIVALENT OF 2 DAYS PER WEEK	NONE
ON-THE-JOB TRAINING	12-16 HOURS PER WEEK	20-24 HOURS PER WEEK	32+ HOURS PER WEEK
ADDITIONAL COURSEWORK PATHWAY- AND OCCUPATION- SPECIFIC INDUSTRY CERTIFICATIONS AND HIGHER-ED COURSEWORK	ON THE JOB UPSKILLING & CERTIFICATION APPRENTICE UPSKILLS FOR SPECIFIC OCCUPATION AND EARNS AN INDUSTRY RELEVANT CERTIFICATION.		HIGHER-ED COURSEWORK APPROVED BY BUSINESS AND APPRENTICE.

APPRENTICESHIP INDUSTRIES IN MARYLAND

While apprenticeships in the US have commonly been concentrated in the construction trades, these opportunities can exist in any industry. Maryland’s current Career and Technical Education (CTE) programs consist of career clusters in Arts, Media, and Communications; Business Management and Finance; Construction and Development; Consumer Services, Hospitality, and Tourism; Environmental, Agriculture, and Natural Resources; Health and Bioscience; Human Resource Services; Information Technology; Manufacturing, Engineering and Technology; and Transportation Technologies. Any of these areas can support an apprenticeship evidenced by established program opportunities in IT, education, health care, and more. Career and technical education assessments are called Technical Skills Assessments (TSA). TSAs are end-of-course assessments that lead to college credit or third-party assessments that lead to a recognized postsecondary credential, such as an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, or an associate degree. A comprehensive list of approved TSAs in Maryland along with accommodations for each assessment and data for the number of CTE students who attained a credential or postsecondary credit from completion of TSAs can be found on the Maryland CTE Data Dashboards.⁸³

CTE Coordination in Maryland

MSDE collaborates proactively with stakeholders to revise the vision and direction for CTE. The revised vision for CTE in Maryland is grounded in ensuring that each student has access and opportunity to engage in career programs of study that align to high-skill, high-wage, and in-demand careers; lead to earning industry-recognized and/or postsecondary credentials that allow for entrance or advancement in a career field; and provide work-based learning experiences that require the application of academic and technical knowledge and skills in a work setting. Outcomes of the review informed revisions to industry credentials that students can earn, standards used for CTE courses, and credits required to graduate as a CTE completer. A Comprehensive Review of Standards, Credits, and Credentials for each CTE Program of Study was published in September 2020.⁸⁴ The Maryland Career and Technical Education Four-Year State Plan was intentionally developed to align with the goals of *The Blueprint*.⁸⁵

MSDE is actively working to increase the number of students who complete these programs. MSDE provided grants to school systems to expand apprenticeship programs and supported building awareness and promoting

⁸³ Maryland CTE Data Dashboards. <https://www.mdctedata.org/dashboards/technicalskillsassessments.php>

⁸⁴ Comprehensive Review of Standards, Credits, and Credentials for CTE Each Program of Study. MSDE. https://www.marylandpublicschools.org/programs/Documents/CTE/CTE_Programs_of_Study.pdf

⁸⁵ Maryland Career and Technical Education Four-Year State Plan. MSDE. https://marylandpublicschools.org/programs/Documents/CTE/PerkinsV/Resources/MD_PerkinsV_4yrStatePlan.pdf

apprenticeship opportunities in school systems. For example, MSDE supported “Signing Days” for students and created videos to promote apprenticeships statewide.⁸⁶ Additionally, to increase the number of industry credentials, MSDE has expanded the number of available credentials that students can earn, facilitated grant programs that support preparation and administration of credential exams, and developed work-based learning data dashboards to share work-based learning participation, wages, student preparedness, and employer satisfaction. MSDE has also recently launched its Maryland Leads grant program that enables local education agencies to access grant funds to build and expand apprenticeship programs.⁸⁷

To complement MSDE’s ongoing internal efforts, The Blueprint for Maryland’s Future creates a new CTE Committee for Maryland within the Governor’s Workforce Development Board. The CTE Committee has a goal of further integrating the labor market and individual employers in the state with the development of a statewide framework for CTE that prepares students for employment in a diverse, modern economy. The State Superintendent of Schools will be an active member of the CTE Committee and MSDE will continue to work with all stakeholders to ensure that Maryland has a robust CTE system that works for all entities involved.

CASE STUDIES

TranZed Academy for Working Students (TAWS) – Montgomery County, MD

The TranZed Academy for Working Students (TAWS) program helps working high school students prepare for life after graduation through flexible school schedules and career coaching. The program is designed to build on a student’s strengths while turbocharging their career path. TAWS builds students’ academic programs and schedules around their jobs and career goals. For example, students take high school and college courses in person and online. This flexibility gives them the opportunity to work more hours and earn more money. In addition, each participant works one-on-one with a career coach to design Individual Career Plans (ICPs).⁸⁸

TAWS is built on several pillars. These include:

- Flexible study options and scheduling, including online, face-to-face, early college classes, or a combination
- Self-paced curriculum for students to learn at their pace
- Career coaching to help students explore and navigate their career options even as they learn and earn
- Assisting students in developing and learning to utilize social capital or the networks of individuals who can help them identify and benefit from education and career opportunities
- On-demand academic support through tutoring
- Support in navigating the complexities of work, school, and relationships as young people become adults

Students are concurrently enrolled at their home high school and in the TAWS program, allowing them to benefit from the education and support services of their home high school and TAWS. These students can take courses to complete their high school diploma in one of three ways: (1) through one of the online education providers approved by the State of Maryland, (2) through face-to-face or online courses at Montgomery College, the county’s community college, or (3) by completing the courses face-to-face at their home high school. Given their responsibilities and workloads, the students are provided with more support through TAWS than a traditional high school student might otherwise receive.

⁸⁶ Empowering the Workforce of the Future. MSDE. https://marylandpublicschools.org/programs/Pages/CTE-Programs-of-Study/CTE_Videos/Index.aspx

⁸⁷ The Maryland Leads Initiative. MSDE. <https://www.marylandpublicschools.org/MDLeads>

⁸⁸ How the TAWS Program Helps Working Students. TranZed Academy for Working Students <https://tranzedacademy.org/how-does-taws-work/>