

August 30, 2017

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: More Jobs for Marylanders Act of 2017 (MSAR #11301)

Dear Governor Hogan, President Miller, and Speaker Busch:

The Maryland State Department of Education (MSDE), the Department of Labor, Licensing and Regulation (DLLR), and the Maryland Longitudinal Data System Center (MLDSC) are required to jointly determine ways to expand and analyze available data, including participation in career and technology education courses, relating to individuals who participate in registered apprenticeship training programs. Section 5 of Senate Bill 317/Chapter 149 of 2017 requires MSDE and DLLR to report to the General Assembly regarding the results of certain discussions and determinations made under §2-1246.

Attached, please find the report required in Section 5 of Senate Bill 317/Chapter 149 of 2017 which describes the progress made thus far. Should you have any questions regarding this report, please contact Dr. Lynne Gilli, Assistant State Superintendent for the Division of Career and College Readiness with MSDE at [lynne.gilli@maryland.gov](mailto:lynne.gilli@maryland.gov)/410-767-0518 or James Rzepkowski, Assistant Secretary for the Division of Workforce Development and Adult Learning with DLLR at [james.rzepkowski@maryland.gov](mailto:james.rzepkowski@maryland.gov)/410-767-2173.

Best Regards,



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



Kelly M. Schulz, Secretary  
Labor, Licensing and Regulation

KBS/KMS:LMG

c: Sarah Albert (DLS Library)



**Report to Governor and General Assembly on  
More Jobs for Marylanders Act of 2017  
([Chapter 149, Acts of 2017](#))**

**September 1, 2017**



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## **I. Background/Introduction**

The More Jobs for Marylanders (MJFM) Act of 2017 includes several programs and requirements aimed at increasing skills training and employability of students in Maryland. The Act requires the Maryland State Department of Education (MSDE) in partnership with the Department of Labor, Licensing and Regulation (DLLR) and the Governor's Workforce Development Board (GWDB) to:

- develop goals for the percentage of students completing Career and Technology Education (CTE) programs and earning credentials;
- develop a method to consider students' attainment of credentials or completion of an apprenticeship program as equivalent to certain academic exam scores; and
- report to the Governor and General Assembly regarding progress toward attaining goals.

As required in the Act, MSDE in consultation with DLLR and GWDB will establish statewide goals beginning in 2018 through 2024. By 2025, 45 percent of high school students prior to graduation will complete a CTE program, earn an industry-recognized occupational or skill credential, or complete a registered youth or other apprenticeship.

In addition, MSDE will recognize and support student attainment of industry certifications through the accountability requirements under the Every Student Succeeds Act (ESSA). Currently, schools must report the percentage of students designated College and Career Ready (CCR). The CCR designation options are included in the Maryland ESSA plan to be submitted for approval by the US Department of Education in September 2017. To monitor the participation and progress of students across education and workforce systems, each agency (MSDE and DLLR) will work with the Maryland Longitudinal Data System (MLDS) Center.

This report is a joint effort between each agency and the Center and is the first in a series of reporting requirements. The purpose of this report is to outline the current data collection and reporting capabilities and determine ways to expand and analyze available data for the MJFM Act.

## II. Work Group Membership

Representatives from MSDE in partnership with the Department of Labor, Licensing and Regulation, the Governor’s Workforce Development Board, and the Maryland Longitudinal Data System Center reviewed requirements of the Act to determine the current status of data collection and reporting. Members of the work group included the following individuals:

<b>Member</b>	<b>Position / Organization</b>
Lynne Gilli, Ed.D.	Assistant State Superintendent, Maryland State Department of Education
Patricia Mikos	Program Manager, Maryland State Department of Education
Jeanne-Marie Holly	Program Manager, Maryland State Department of Education
James Rzepkowski	Assistant Secretary, Department of Labor, Licensing and Regulation
Brandon Butler	Deputy Assistant Secretary, Dept. of Labor, Licensing and Regulation
Michael Harrison	Policy Director, Department of Labor, Licensing and Regulation
Michael DiGiacomo	Executive Director, Governor’s Workforce Development Board
Ross Goldstein	Executive Director, Maryland Longitudinal Data System Center

## III. Charge to the Work Group

Section 5 (page 30) of the Act requires MSDE, DLLR and the MLDS Center to determine ways to expand and analyze available data, including participation in CTE courses, relating to individuals who participate in registered apprenticeship training programs. On or before September 1, 2017, MSDE and DLLR jointly shall report to the General Assembly regarding the results of discussions and determinations made under this section.

The Work Group met on August 14, 2017 at DLLR to discuss the reporting requirements, availability of data, and ways to expand and analyze available data. The workgroup jointly developed this report.

## **VI. Work Group Determinations**

Information regarding CTE course taking (enrollment) and completion of CTE programs (completers) is available through MSDE. For more information of CTE enrollment, by program area and school system, please see visit [www.mdctedata.org](http://www.mdctedata.org).

The MDCTEDATA.ORG website is a collection of data compiled on an annual basis to provide information on Career and Technology Education programs to all education stakeholders; provide information to support school improvement efforts; and provide accountability at the state, school system and school level for reporting educational progress.

CTE completer status and graduate information is also provided to the MLDS Center for the purpose of determining CTE graduates' participation in the workforce through wage record matching. There are additional CTE data elements collected by MSDE that are not currently provided to the Center. These include CTE student participation and concentration in a program of study and technical skills assessment information. Beginning with the 2017-2018 school year, MSDE will begin collecting CTE students' information at the course level. This information will be provided to the Center along with the course information already provided.

Currently, the Maryland Longitudinal Data System (MLDS) does not have data related to apprenticeship. In its 2016 Annual Report to the Governor and General Assembly, the MLDS Governing Board recognized the important role of apprenticeship programs as a strategy for improving workforce outcomes of Maryland students. As such, the Governing Board directed the Center to work with the Governor's P20 Council to explore ways to expand and analyze apprenticeship data.

DLLR is dedicated to reenergizing the State's apprenticeship system by integrating it into the workforce system. In 2016, the Maryland General Assembly unanimously approved Senate Bill 92, a measure that transferred the Apprenticeship and Training Council and the Youth Apprenticeship Advisory Committee to the Division of Workforce Development and Adult Learning within DLLR. The measure, which took effect October 1, 2016, was a strategic initiative of the Department to better align the needs of Maryland's businesses with the apprenticeship system. The transfer of the program also presented greater opportunities for Maryland's youth to engage in the apprenticeship system.

In the State of Maryland, youth can connect to apprenticeship activities in one of three ways: 1) through school-to-apprenticeship programs, 2) through the Apprenticeship Maryland youth apprenticeship pilot program, and 3) through existing Registered Apprenticeship programs outside of school. DLLR presently maintains program records and statistics for all three of these pathways in a limited fashion.

## **School to Apprenticeship Programs**

Several local school systems in Maryland offer school-to-apprenticeship programs in collaboration with selected sponsors of Registered Apprenticeship programs. Currently, these include the Associated Builders and Contractors (ABC) chapters working with their local CTE programs in construction. These programs are administered by the specific local school systems. DLLR only tracks whether the apprentice takes part in a registered apprenticeship program. This is done through the attestation of the sponsor/participating employer when he or she registers an apprentice with DLLR. Moving forward, DLLR anticipates working with the Maryland State Department of Education to expand these programs so that an increasing number of participants are registered apprentices.

## **The Apprenticeship Maryland Youth Apprenticeship Pilot Program**

In accordance with the provisions of the Apprenticeship Pilot Program - Apprenticeship Maryland Act of 2015 (Chapter 140), DLLR has collaborated with MSDE and the Department of Commerce in developing a pilot apprenticeship program in two school systems. This partnership in Frederick and Washington counties gives Maryland businesses the unique opportunity to train, influence and shape high school students into top-performing employees by providing employment opportunities for Maryland's high school juniors and seniors. Participants "learn while they earn" by not only obtaining a wage, but also academic and occupational skills leading to both a high school diploma and a State Skill Certificate. Local schools currently administer the program and provide data to DLLR.

## **Existing Registered Apprenticeship Programs**

Youth can enroll and be accepted into one of Maryland's existing Registered Apprenticeship programs without the assistance of a participating school system and independently from either of the pathways described previously. For the purposes of the United States Department of Labor, a youth is defined as a participant between the ages of 16 and 22. Participant data for these Registered Apprentices is maintained by DLLR.

Recognizing the need to update the current data system housing the State's apprenticeship data, DLLR has been working with the United States Department of Labor to migrate the State's apprenticeship data to the Registered Apprenticeship Partners Information Data System (RAPIDS). This system will allow the State to provide participant level data to the United States Department of Labor for reporting and tracking purposes. DLLR has been participating in trials of the RAPIDS 2.0 system and is now migrating sponsor information.

Due to these factors, apprenticeship data is currently not available for the MLDS. In order to be able to produce reporting that helps policymakers understand the impact of apprenticeship on student workforce outcomes and how those outcomes compare to other pathways into the workforce, the MLDS Center has determined that it will need the following types of data from both the youth apprenticeship efforts and registered apprenticeship programs:

1. Student/apprentice information;
2. Professional/technical credential conferred;
3. Workforce program type;
4. Apprenticeship area and type; and
5. Sponsor, employer, and job placement information.

The work group will continue efforts to align data collection to complete the reporting requirements of the MJFM Act. The work group will report on baseline data and progress in the Annual MJFM report in December 2017.