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MARYLAND GENERAL ASSEMBLY APPRENTICESHIP 2030 COMMISSION

CTE Interoperability Workgroup

CTE Interoperability Workgroup Members

Commission Members:
- Myra Norton, Chair CTE Committee
- Richard Kincaid, MSDE
- Rachael Stephens Parker, Executive Director GWDB
- Delegate Chao Wu

Additional Experts:
- Ryan Sackett, CTE Director
- Gary Bockrath, GWDB Member
- Nona Carroll, MBRT

Categories of Recommendations

1. Educating Students, Families and Employers to shift misperceptions about apprenticeships

2. Recruiting employers to offer apprenticeships

3. Recruiting students to participate in apprenticeships

4. Addressing transportation challenges

5. Addressing challenges with current High School schedules

6. Providing proper resourcing to achieve the goals laid out in the Blueprint

Addressing Misperceptions about Apprenticeships

- Public perception of apprenticeships can be stereotyped. We need a broad based communication and education strategy to overcome misperceptions.

- This work should include students, families and employers.

Recruiting Employers to Offer Apprenticeships

- This work is currently distributed to a number of entities across the state – from MD Labor, local workforce development boards, Community Colleges, to local education agencies.

- The challenge with the current framework is that there is no central entity whose sole job it is to develop and execute a state-wide strategy for recruiting employers to generate the number of apprenticeships we need for high school students by 2030.

- One recommendation is to create an entity who wakes up every day focused on this specific goal. This entity can support and coordinate the great work that is currently being done across the state, scaling it to the level required to deliver the volume of apprenticeships we seek.

Recruiting Students to Participate in Apprenticeships

- This is where we should lean on the expertise of our CTE Directors and local education agencies, integrating the work of career counselors, to match students to apprenticeship opportunities.

- Recommendation to develop an apprenticeship matching program that serves the businesses we are recruiting. If done well, this is a compelling value proposition for employers because they will not have to spend time and resources recruiting apprentices.

- If we establish an entity focused on employer recruitment, we free up the local education agencies to focus on their strengths. They are closest to the students and best positioned to match these students to the right opportunities.

Addressing Transportation Challenges

- Getting to and from worksites is a challenge for many students. We likely need a multi-faceted approach to address this challenge.

- One approach is to consider digital/remote apprenticeships where this makes sense for both the employer and the student. This is particularly compelling for more remote locations around the state where physical apprenticeships are not within a reasonable commuting distance.

- Another approach is to identify opportunities to provide space to employers near the host schools so that students can walk.

- Finally, where possible, we should look at providing transportation to and from worksites. If we are thoughtful about the strategies for recruiting employers (targeting employers who can offer larger volumes of apprenticeships at a single site), we are more likely to be able to efficiently transport students.

Addressing Challenges with Current High School Schedules

- The current high school schedule can prove challenging for students participating in apprenticeships as the work to meet the required in-school time while having enough time on the job is not always possible.

- Consideration should be given to ways in which the "in school" requirements might be adjusted to better support students completing an apprenticeship.

Providing Proper Resourcing to Realize Our Goals

- Reaching 60,000 apprenticeships by 2030 requires a coordinated, aligned effort at the state level. This simply cannot be achieved without proper resourcing.

- As described earlier, we need to establish and properly resource an entity accountable for recruiting employers to offer apprenticeships. This entity should have ultimate accountability for ensuring that the supply of apprenticeships is large enough to realize the 60,000 by 2030 goal.

- The CTE committee is responsible for ensuring that 45% of high school graduates from Maryland Public Schools have completed the high school level of a registered apprenticeship. This work involves deep collaboration and coordination between LEAs, LWDBs, MSDE, Maryland employers and others. To affect real change, the committee must be resourced appropriately.