









# Apprenticeships and Industry-Recognized Credentials for High School Students Under the *Blueprint for Maryland's Future*

## Summary of Policy Issuances 2024-01 and 2024-02

The *Blueprint for Maryland's Future* ("the *Blueprint*") established a goal that, by the 2030-31 school year, 45% of public high school graduates will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential, as defined by the CTE Committee of the Governor's Workforce Development Board ("45% goal"). The CTE Committee has issued two policies to define minimum standards and quality criteria for both the "high school level of a Registered Apprenticeship" and other "industry-recognized credentials" (IRCs) that will be counted toward the *Blueprint's* 45% goal.

### Defining the *Blueprint's* 45% Goal

High school students must complete one of the following by graduation to be counted

| Options                                     | Details   | In 45% Goal   |  |   |
|---|---|---|--|---|
| <b>Registered Apprenticeship (RA)</b>       | <ul style="list-style-type: none"> <li>- Gold standard for fulfilling the <i>Blueprint's</i> 45% goal</li> <li>- Requires 144+ hours of related instruction (RI) and 250+ hours of on-the-job training (OJT) before graduation<sup>1</sup></li> <li>- Does not require completion of entire RA during high school</li> </ul>  |  |  |   |
| <b>Industry-Recognized Credential (IRC)</b> | <ul style="list-style-type: none"> <li>- IRC that validates skills for in-demand occupations and is recognized by employers, as approved by the GWDB CTE Committee<sup>1</sup></li> <li>- Student must earn an IRC on the approved list</li> <li>- Student can also complete as part of a YA (see below)</li> <li>- Should be pursued when a RA is not available</li> </ul> |  |  |   |
|   | <table border="1"> <tr> <td>Youth Apprenticeship (YA) + IRC</td> <td>- Student must have completed an IRC, per above, as part of their YA</td> <td></td> </tr> </table>  | Youth Apprenticeship (YA) + IRC   | - Student must have completed an IRC, per above, as part of their YA |  |
| Youth Apprenticeship (YA) + IRC             | - Student must have completed an IRC, per above, as part of their YA  |  |  |   |
| YA Only                                     | - Completion of YA without an IRC may still be a valuable experience for some students and employers, but cannot count toward the <i>Blueprint's</i> 45% goal <sup>2</sup>  |  |  |   |

### High School Level of a Registered Apprenticeship

Registered Apprenticeship (RA) provides a structured career pathway and is an earn-and-learn training model proven to have a strong return-on-investment for both apprentices and employers. In Maryland, RAs must be approved by the Maryland Apprenticeship and Training Council (MATC).

A "high school level of a Registered Apprenticeship" is defined as a MATC-approved RA program that begins while an apprentice is in high school, and **requires that students complete a minimum of 144 hours of related instruction (RI) and 250 hours of paid on-the-job training (OJT) before their high school graduation.** Further RA requirements continue post-graduation, in accordance with total program standards approved by MATC.

1. To view the GWDB CTE Committee's Apprenticeship Policy and IRC Policy, visit [www.gwdb.maryland.gov/policy](http://www.gwdb.maryland.gov/policy).  
 2. YA only cannot be included in the 45% goal given statutory definitions and interpretation of the law from the AIB.

# Industry-Recognized Credential

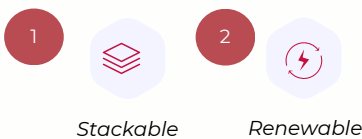
An industry-recognized credential (IRC) is a **formal validation of an individual's skills and/or competencies that align with state or regional in-demand occupations and is recognized by industry and employers. It may be a certification, license, or credential that is obtained through an assessment process, is portable, and may be stackable. The IRC leads to documented positive employment outcomes, ensures relevance in the labor market, and supports career advancement and economic development for credential holders.**

The CTE Committee and the Maryland State Department of Education (MSDE) have developed a coordinated IRC vetting process to ensure that State efforts through the *Blueprint* as well as through federal Perkins CTE funding are focused on quality IRCs that fit the above definition.

Specifically, each IRC on the State-approved list used by both the CTE Committee and MSDE must meet the following required quality criteria:



It is also preferred, but not required, that IRCs also meet the following quality criteria:



Applications for new IRCs to be considered that are not on the approved list will be open annually August 1 through October 31. The IRCs will be reviewed by MSDE and submitted to the GWDB CTE Committee for approval to go into effect the following school year.

Additional information can be found in the GWDB CTE Committee's Apprenticeship Policy and IRC Policy, which can be viewed at [www.gwdb.maryland.gov/policy](http://www.gwdb.maryland.gov/policy).

## ABOUT THE GWDB

The GWDB serves as the Governor's chief strategy and policy-making body for workforce development by engaging key business, labor, education, community, and State and local government leaders to collaborate and advise the Governor on business-led workforce approaches that advance Maryland's economic competitiveness and build pathways to work, wages and wealth for all Marylanders. The GWDB is a business-led board, with a majority of members representing the business community. Other members include the governor, cabinet secretaries, college leaders, the state superintendent of schools, elected officials, and representatives of labor organizations and community-based nonprofit organizations. More information can be found at [www.gwdb.maryland.gov](http://www.gwdb.maryland.gov)

## ABOUT THE CTE COMMITTEE

The CTE Committee was established under the *Blueprint for Maryland's Future*, Md. Code, Educ. § 21-209, as a unit within the GWDB. The CTE Committee's mission is to build an integrated, globally-leading framework for providing CTE to Maryland students in public schools, institutions of postsecondary education, and the workforce. The *Blueprint* envisions a system where academic knowledge and occupational competencies are integrated to enable students to develop the critical thinking, problem solving, employability, and technical skills required to meet the workforce and economic development needs of the 21st century. The CTE Committee is responsible for strategy and policy for core elements within Pillar 3 of the *Blueprint*, and its work falls under the oversight authority of the Accountability and Implementation Board (AIB). More information can be found at [www.gwdb.maryland.gov/ctecomm](http://www.gwdb.maryland.gov/ctecomm)