



CTE Committee Expert Review Team Deployment Plan 2024-2025 School Year

CTE Committee, Governor's Workforce Development Board

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The Governor's Workforce Development Board CTE Committee is grateful to those who participated in the pilot CTE Expert Review Team visits this year to test and provide feedback on the program design, especially Queen Anne's County Public Schools and Anne Arundel County Public Schools for hosting the pilot visits.

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Purpose

The *Blueprint for Maryland's Future* (“the *Blueprint*”) requires the Governor’s Workforce Development Board (GWDB) CTE Committee to “establish, administer and supervise” a CTE Expert Review Team (ERT) program for schools in Maryland. The CTE ERT program is required to visit every CTE school in the state by July 1, 2031, with at least 10 percent of CTE schools visited each year. The *Blueprint* directs the CTE Committee to prioritize schools where students are not making adequate progress towards the completion of a CTE pathway, which the CTE Committee will need to define. The ERT model is based on practices of systems with strong student performance across academic and career pathways where experts regularly visit schools to deeply understand their programs, their challenges, and their successes. The CTE ERTs are separate from the Maryland State Department of Education’s (MSDE) ERT program.

The goal of the *Blueprint*’s CTE ERT program is to determine whether schools are implementing CTE programs aligned to the *Blueprint* vision, as detailed in the CTE Committee’s forthcoming CTE Framework, and monitor progress toward reaching the statewide goal that by the 2030-2031 school year and each year thereafter, 45% of public high school graduates will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential by the time of graduation. In addition to monitoring progress, the CTE ERT program is also expected to:¹

- Identify issues that schools and Local Education Agencies (LEAs) are facing as they expand and strengthen CTE programming and ensure equity of access for all;
- Identify promising practices in schools and LEAs to highlight and share across the state;
- Monitor ongoing progress in implementing high-quality CTE pathways and reaching the *Blueprint*’s 45% goal;
- Develop recommendations to address challenges faced by schools, LEAs, and the state in implementing the *Blueprint*’s CTE goals
- Submit reports to the LEA and the CTE Committee after each visit summarizing progress and making recommendations to address identified issues; and
- Create annual reports for the CTE Committee, which will be reported to the Accountability and Implementation Board (AIB), to provide information on the status of CTE *Blueprint* implementation and identify policy and technical assistance needs.

The CTE ERT program is a key component of the CTE Committee’s long-term role in *Blueprint* implementation and governance of the CTE system as it will allow GWDB CTE Committee staff and members to deeply understand programming across the state, gather continuous feedback on state strategies and policies, gauge progress, exchange information with district leaders, and build best practices and innovation across the state.

¹ The *Blueprint for Maryland's Future*, <https://aib.maryland.gov/Pages/blueprint-law.aspx>, and the AIB’s Comprehensive Implementation Plan, updated August 2023, <https://bit.ly/3U0YBF9>

Pilot Year | 2023-2024 School Year

Since the CTE ERT program was not funded in the first two years of the *Blueprint* implementation, the focus for the 2023-2024 school year (SY) shifted from immediate implementation of a full CTE ERT program to planning and piloting the design of the CTE ERT program. This also shifted the timeline for implementation of the full CTE ERT program to begin in 2024-2025 SY. Key questions explored during the design and pilot phase include:

- How should the CTE Committee design a robust and useful program given a more limited timeline and budget than envisioned by the legislation?
- What would be the best way to organize the school visits to gain a deep understanding of CTE in each Local Education Agency (LEA)?
- How to think about monitoring “progress” with a strategy of one-time visits to all schools?
- How to encourage a collaborative and constructive partnership with the LEAs and make the work most useful for them?
- What kind of staffing would the CTE Committee need to manage this work?
- What kind of tools, protocols, and templates would need to be developed for the visits?
- How to organize and ensure the required range of perspectives on the teams?
- How to define the “purpose” of the visits, as this would inform the approach, structure, and post-visit action items?

Overview of Pilot Activities

In **Summer 2023**, the CTE Committee designed a proposed plan for the pilot 2023-2024 SY visits. The plan was presented to, and voted on by the CTE Committee on August 23, 2023, and submitted to the Accountability and Implementation Board (AIB) on September 1, 2023. This plan was based on the goal of needing to visit about 32 schools per year, which is the number of schools required to meet the legislative goal of visiting all schools in seven, rather than 10, years. The initial proposed budget was based on a regional staffing structure, with leads in three regions, a permanent CTE instructor expert to join visits, and a policy and data analyst to help organize and monitor data collected on the schools and LEAs. The plan was based on one-day visits during the year, which was the most efficient way to reach the visit goal given the funding constraints.

In **Fall 2023**, CTE Committee staff, along with a partnership with subject matter experts at the National Center for Education and the Economy (NCEE), developed a draft set of tools and protocols for a visiting CTE ERT program including:²

- LEA background template to organize key information about each LEA and the schools the team will visit
- Visit agenda template

² See the Appendix to review sample tools developed.

- Interview and focus group questions for LEA CTE staff, school/CTE center leaders, teachers, students, school counselors, career coaches, work-based learning staff, and any other appropriate LEA staff
- Classroom visit protocol
- Notes organizer
- Debrief protocol and tools
- Post-visit report template for LEAs

In **Winter 2023**, CTE Committee staff planned pilot visits to take place during spring 2024. At this point, it was decided to plan the visits with a LEA-level approach, rather than a focus on individual schools, with a goal of visiting several schools within a LEA to give the CTE Committee an understanding of the LEA strategy as well as that of the individual schools. For more information on this approach, see the [Proposed CTE ERT Plan](#) section of this plan. The CTE Committee decided to visit one smaller and one larger LEA for the pilot. A key question the team wanted to answer with this approach was whether the design of visits would need to vary depending on LEA size.

In **Spring 2024**, the CTE Committee organized and carried out two pilot visits: one to Queen Anne's County Public Schools and one to Anne Arundel County Public Schools. Queen Anne's County has one of the smallest student populations in Maryland and has CTE programs only in its two comprehensive high schools. The CTE ERT visited both schools, so the visit "covered" the whole county. Anne Arundel County is one of the larger LEAs in the state and has a different structure for CTE, with programs delivered in two regional CTE centers and seven comprehensive high schools. The CTE ERT visited one CTE center and one comprehensive high school in Anne Arundel, with the goal of seeing a representative set of CTE schools in the LEA. The visit team agreed that this was a good approach to getting a snapshot of LEAs with a mixed delivery system. The team did acknowledge the need to spend more time on understanding the LEAs prior to the visits, possibly inclusive of a longer orientation and overview provided by LEA CTE leadership.

For both visits, teams were assembled that included CTE Committee staff, the LEA CTE Director, a CTE Committee member, MSDE staff, CTE Directors from neighboring LEAs, Blueprint Coordinators, and Local Workforce Development Board staff. An AIB staff member was also invited to participate in both visits. This team brought perspectives from policy, the classroom, and industry. Before each visit, an orientation session was held to review the site visit agenda and other ERT tools. The LEA CTE Director and key LEA CTE staff were also invited to the orientation to provide an overview of the LEA's CTE system as well as strengths and challenges. At each school, the team visited classrooms and held focus groups with teachers, school leaders, students, school counselors, career coaches, and work-based learning staff to better understand the system from their perspectives (see agenda in the [Appendix](#)).

Proposed CTE ERT Plan Overview | 2024-2031 School Years

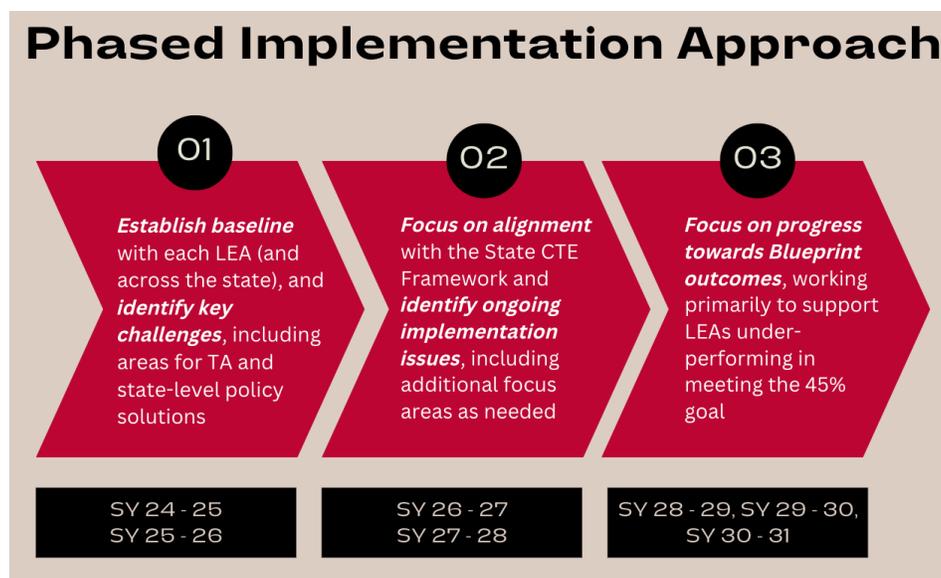
The CTE Committee is proposing two key organizing principles for the overall CTE ERT plan:

- A LEA (rather than school) focus to guide the work, as CTE strategies and programming is organized at a LEA level across the state;
- A phased approach to completing and organizing visits over time.

The rationale for a **LEA focus** is that CTE - including strategies, programming priorities, budgeting, transportation, and staffing - is typically organized at the LEA level and not by individual schools. This focus will allow the CTE Committee to understand the LEA strategy, as well as individual school approaches, and to consider how schools across a LEA are serving students district-wide. It would also allow the CTE Committee to report not only progress by LEA and schools, but use this to inform the CTE Committee's view of CTE at the state level. This LEA focus will guide the selection of schools to visit by identifying which schools would be representative samples in each LEA for each visit and sequencing visits on a LEA-based cycle, to the extent possible. Additionally, a LEA focus allows the CTE Committee to conduct multiple visits to each LEA to see their implementation progress over time and impact how CTE is led from the LEA level, whereas visiting all CTE schools in the state would take the full seven years, leaving no time to revisit schools or work with LEA leadership.

The CTE Committee is also proposing a **phased approach** to organizing visits. These phases would reflect the ongoing phases of implementation of a new CTE system in the state. The initial proposal is to use the following three phases to guide the CTE ERT work over the seven remaining years of initial *Blueprint* implementation:

- **Phase 1 (2024-2025 SY and 2025-2026 SY):** Establish statewide baselines as well as baselines with each LEA, and identify key challenges and areas for technical assistance and state-level policy solutions as well as strengths across the system to build on. Continue refining the CTE ERT visit model.
- **Phase 2 (2026-2028 SYs):** Focus on alignment with the statewide CTE Framework and identifying ongoing implementation issues. During this phase, there may be additional targeted areas or topics deemed critical for each year based on information gathered during CTE ERT visits, such as work-based learning and particularly expansion of Registered Apprenticeships, or CTE programming in specific sectors or occupations.
- **Phase 3 (2029-2031 SYs):** Focus on progress toward *Blueprint* outcomes, working primarily to support LEAs struggling to make forward progress toward the statewide 45% goal.



The goal of Phase 1 would be to visit all 24 LEAs in Maryland so as to construct a statewide baseline and analysis of the range of challenges, strengths, and status of CTE implementation and administration. The pacing of Phases 2 and 3 will be adjusted to reflect the CTE Committee's budget and staffing levels and the program timeline. If the CTE Committee is to meet the goal of visiting all 230 schools with CTE programming in the state by 2031, CTE ERTs would need to visit 36 schools each year after 2025-2026 SY. No matter the number of schools to be visited, the CTE ERT tools and approach will need to be adapted in each phase to reflect the progression of the work and emerging priorities.

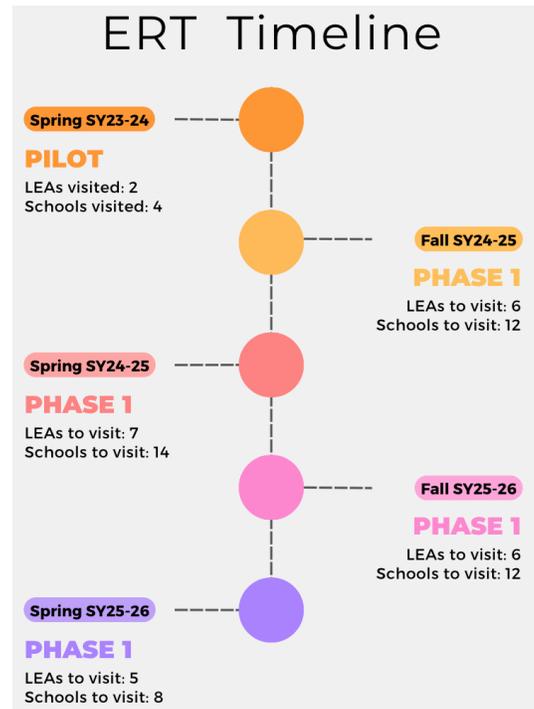
In addition to following these organizing principles for the CTE ERT program, the CTE Committee also plans to focus the site visits on broad discussion of key issues and challenges, with as much background information shared and discussed in advance to optimize the in-person time and to make the visits valuable to the school and LEA participants. CTE ERT visits will be structured as a learning process for the LEAs and the schools participating and an opportunity for them to reflect, as well as a time to inform the CTE Committee and elevate recurring themes. CTE Committee staff will plan the visits closely with the LEAs and the schools, and strive to make the visiting process as helpful as possible for the LEA and not a compliance activity. The CTE Committee will also make every effort possible to coordinate planning with MSDE's ERT program, so as to avoid a duplication in visits.

CTE ERT Deployment Plan | 2024-2025 School Year

The sections below explain how the CTE Committee plans to organize activities for 2024-2025 School Year (SY) CTE ERT visits.

Timeline

As explained above, the CTE Committee plans to visit all LEAs in Phase 1 of the CTE ERT visit program. This would mean visiting schools in 13 LEAs in the 2024-2025 SY and the remaining nine LEAs in 2025-2026 SY, with the assumption that two LEAs have already been visited during the pilot year. The proposed timeline means conducting six visits in the fall semester and seven visits in the spring semester of 2024-2025 SY, targeting a mix of small and large LEAs. Each visit will span one day and will encompass at least two schools (or one comprehensive high school and one CTE center). This will mean visiting at least 26 schools in the 2024-2025 SY, which meets the legislative requirement to visit 10 percent of schools with CTE programs (approximately 23 schools) per year. In each LEA, the CTE Committee will choose a representative set of schools to visit, taking into account multiple factors including school type (CTE center vs. comprehensive high school), geography, size, and range of programming. The CTE ERT will also consider schools or programs with lower enrollment or completion rates. See the graphic below for a draft timeline for visits in the 2024-2025 SY. CTE ERTs will prioritize visiting the 22 LEAs that were not part of the pilot year. If time and resources allow, CTE ERTs will revisit the pilot LEAs which would mean visiting 11 LEAs in the 2025-2026 SY. The CTE Committee will also spend time in spring of 2026 revising tools for Phase 2 visits. The timeline takes into account LEA calendar constraints; CTE Committee staff will work with the LEAs to organize the agenda to ensure the least disruption as possible to the school day.



School Selection

In Phase 1 of the work, the CTE Committee will continue the strategy employed in the pilot visits of visiting two schools in each LEA chosen to be representative of schools in the LEA. In LEAs with both CTE centers and CTE offered in comprehensive high schools, CTE ERTs will visit one of each. In LEAs where CTE is offered only in comprehensive high schools, CTE ERTs will likely visit two high schools. In addition to structure, the CTE Committee will also consider geography, academic performance, and the level of CTE enrollment and completion as criteria for selecting representative schools.

The statute also requires that the CTE ERTs prioritize visits to schools “in which sufficient numbers of students or groups of demographically distinct students are not making adequate progress towards the completion of the CTE pathway.”³ Since there is no current definition of CTE pathway completion and or adequate progress, the CTE Committee will define these terms and establish a methodology to identify schools based on these definitions during Phase 1. The key issues to address in establishing a definition and aligned metrics are:

- How to define a statewide bar for progress or consider progress within each LEA?
- How is completion defined once the CTE Committee’s Framework, the industry-recognized credential and high school level of a Registered Apprenticeship policy is finalized, and how will this differ from the current Perkins-based definition of CTE completers?
- In setting a bar for sufficient progress, how will students who switch CTE programs or change to a different post-CCR path be accounted for?
- Per the definition, is data readily available to provide a school-level baseline of sufficient progress?

This task will necessitate the CTE ERT team to expand its data collection from what was collected during the pilot phase. During the pilot visits, CTE ERTs collected data on CTE enrollment and CTE concentrators as well as the percentage of students who have completed CTE programs, earned an industry-recognized credential (IRC), per the prior MSDE definition, or completed a youth apprenticeship. This gave the CTE ERTs a high-level understanding of participation in current CTE programming in the LEA but not a way to gauge the school-level completion of CTE pathways. Therefore, the pilot visit materials have been updated to collect additional LEA- and school-level data that will help the CTE Committee understand each LEAs current CTE programs and progress towards the 45% goal.

CTE ERT Members

The *Blueprint* legislation envisions the CTE ERT to have a mix of educator and workforce perspectives, requiring teams to include:⁴

³ Md. Ann. Code, Ed. Art. §21-209, <https://bit.ly/3W0JoeU>

⁴ Md. Ann. Code, Ed. Art. §5-412, <https://bit.ly/3XGrLLZ>

- Highly regarded CTE teachers who are represented by teachers' organizations that, for the purposes of collective bargaining, represent a majority of teachers in the State or in a local school system
- School leaders
- Employers
- Trade unions
- Apprenticeship and internship sponsors

In addition to these perspectives, the team will need to include core CTE Committee staff and LEA leaders. Given the layers of partnership that the *Blueprint* envisions, it seemed prudent to develop a team that also includes representatives from postsecondary, Local Workforce Development Boards, MSDE, and the AIB when possible. Organizing the right set of team members is a challenge for several reasons:

- Given the limited budget for this work, the CTE Committee is unlikely to be able to pay stipends for the participation of CTE instructors and will likely need to limit the number of visits any particular teacher or school leader participates in for this reason, especially since participation will be voluntary and involves a lot of time, including taking part in the orientation, full-day visit, and debrief. The CTE Committee is looking into the possibility of visit participation counting as a professional learning activity for teachers.
- There is a desire to balance a set of consistent team members who can compare across LEA visits with new team members to offer new perspectives on each visit. Additionally, having a core set of consistent members on most visits ensures that CTE ERTs have continuous analysis of adjustments that need to be made to the structure and tools. However, this is a significant time commitment for a core group of CTE ERT members to attend all visits.
- Many employers cannot spare a full day of time for visits, or for multiple visits. Because apprenticeship is the preferred pathway, the CTE Committee will prioritize including employers who are Registered Apprenticeship sponsors over internship sponsors on CTE ERTs.

Given these limitations, the CTE Committee proposes that the core team members include:

- 1-3 CTE Committee staff
- 1 CTE teacher represented by a teachers' organization that, for the purposes of collective bargaining, represents a majority of teachers in the State or in a local school system, preferably a representative from a neighboring LEA
- 1 school/LEA leader (i.e., Principal, Assistant Principal, CTE Director, CTE Department Chair, Blueprint Implementation Coordinator), preferably a representative from a neighboring LEA
- 1 employer, trade union representative, and/or apprenticeship sponsor

Optional team members will include a representative from:

- CTE Committee member or their designee

- Local Workforce Development Board staff or board member
- Local community college
- Other agencies responsible for implementing the *Blueprint*, inclusive of MSDE and AIB staff

The CTE ERT will consist of about 10-12 individuals for each LEA visit. This number is based on our pilot visits where the team was split into two groups. The team learned that 5-6 individuals is a reasonable number to visit classrooms and conduct focus groups without being overwhelming for the students, teachers, and staff. It is likely that some individuals will fulfill more than one category of team representation. For example, a CTE Committee member who joined one of the pilot visits was also an employer and Registered Apprenticeship sponsor. It is also likely that some CTE teachers, school leaders, and LEA CTE Directors may be able to join multiple visits, and some may only be able to join a single visit. These and other factors suggest that the makeup of teams will likely vary by visit. The goal is that over multiple visits, CTE ERTs are able to bring in a full range of perspectives to contribute to our overall understanding of the state of CTE across Maryland. The CTE Committee also sees fall of 2024 as a period for determining the most efficient and effective way to organize teams to continue to refine:

- The number of members that should consistently join visits and who should rotate
- The appropriate number of members to spend the day in a school
- Whether to over-enroll the team to accommodate potential attrition.

Required responsibilities of CTE ERT members will include:

- Participating in an orientation training session
- Reviewing background documents about the LEA and the schools in advance of the meeting
- Participating in a full-day visit and fulfilling assigned roles (i.e., notetaker, facilitator, timekeeper)
- Participating in a debrief of the visit and submitting written feedback on the visit
- Reviewing visit reports

In addition, each member will be expected to contribute to the conversation and debrief from their own perspectives (employer, teacher, etc.).

The CTE ERT will recruit members for the visits through several avenues. CTE Committee staff will work with LEA CTE Directors to nominate CTE teachers and school leaders from their district to participate in visits to neighboring districts. For employers, and Registered Apprenticeship sponsors, the CTE Committee will utilize its network of Governor's Workforce Development Board members and connections with the Local Workforce Development Boards. For the optional team members, the CTE Committee will partner with the respective listed agencies to plan on staff participation accordingly.

Visit Structure

The CTE Committee plans for the 2024-2025 SY visits to be structured in much the same way as the pilot visits in the spring of 2024. The major elements of these visits include:

- A full-day visit with one school in the morning and one in the afternoon
- An extended (~75 min) meeting with school leaders to understand the structure of the CTE programs at the school
- Focus group sessions (45-60 min each) with:
 - Students
 - CTE teachers
 - Career coaches/advisors/counselors, and possibly school counselors or work-based learning coordinators if applicable/appropriate, depending on the LEA's structure
- Short visits (~5 min each) to a range of CTE classrooms during instruction time to observe CTE instructors and student participation

The CTE Committee does plan to make some adjustments to the agendas used for the pilot visits, including extending the focus group sessions with school leaders and teachers to allow for a fuller conversation and modifying the number of CTE classrooms visited to maximize engagement among CTE ERT members, students, and teachers. For the pilots, CTE ERTs were split into two groups to cover the range of conversations and classroom visits planned at each school. The CTE Committee has considered a number of scheduling questions like whether the two groups should specialize (all focus groups vs. all class visits) or if each group should do a mix of activities, and how best to assign roles (notetaker, facilitator, timekeeper). The CTE Committee will continue to experiment and adapt as CTE ERT visits continue this fall.

In addition to the visit itself, the CTE Committee staff will organize an orientation and a debrief session for each LEA visit. For the pilot visits, the CTE ERT conducted the orientation and debrief virtually and will plan to continue this approach in order to get as many CTE ERT members as possible to participate.

Visit Planning and Tools

For each visit, there is extensive planning involved to create an agenda and background materials for CTE ERT members. In addition, a set of tools and protocols have been developed to use on the visits to guide the CTE ERTs work and conversations.

Once a LEA is chosen for a visit, the CTE Committee staff will plan the visits closely with the LEA CTE Director, relying on them for recommendations of initial schools to visit with a goal of understanding the LEA-wide system. In addition, the staff will have an initial conversation with the LEA CTE Director/lead staff to understand their sense of the LEA's strengths, challenges, and current implementation plans. Once the schools are selected, CTE Committee staff will reach out to the schools to explain the goals of the visit and ask how best to make the visit useful for the school while minimizing disruptions. For example, school leaders will be asked if there are particular issues they want to get feedback on so that their

needs can be added to the team's questions/conversations. CTE ERTs rely on the help from school leaders to create the visit agenda, especially given the different schedules across schools/LEAs. Additionally, CTE Committee staff will work with MSDE staff to confer on MSDE ERT visits scheduled during the upcoming school year to avoid a duplication in visits and potential overlap.⁵ As of the writing of this plan, MSDE ERTs are planning to exclusively visit elementary schools in the 2024-2025 SY, so there would not be an overlap in visits to high schools.

Once the set of LEAs to be visited in 2024-2025 SY is determined, the CTE Committee will:

Compile Background Materials

- Collect and organize information:
 - The structure of CTE in the LEA;
 - The range of programs offered by schools across the LEA;
 - LEA or School strategic plans;
 - Enrollment, performance, and completion data and trends; and
 - Information about higher education institutions, leading employers and industries, and employment rates in the LEA.

Organize ERT Visits & Orientations

- Organize orientation for the team, with each LEA director prepared to provide an overview of the system, key strengths, and key challenges and a review of the visit schedule and protocols
- Develop an agenda with background information about who the team is interviewing and the programs to visit.

Debrief & Create Post Visit Reports

- Schedule a debrief with ERT members to review the visit and identify key strengths and opportunities at the school, county, and state level.
- Develop a report on each visit (reviewed by the team) and time to discuss the visit and the report with schools and LEA leadership.

CTE Committee staff have developed a set of templates, tools and protocols to help structure and organize the visit work (these can be viewed in the [Appendix](#)). To inform visit reports and school/LEA recommendations, the following data will be collected before or during the visits:

- Enrollment and completion rates in CTE, IRC attainment, and high school Registered Apprenticeship programs at the district and school level

⁵ MSDE has a separate Expert Review Team program, charged with visiting all schools K-12. While the MSDE ERTs purpose and structure are different and separate from the CTE ERTs, staff from both agencies are in communication to avoid overlap in visit schedules, and an MSDE staff representative is an optional team member to join CTE ERT visits.

- Enrollment (including over and under enrollment) in programs at school and LEA levels⁶
- New programs planned, including Registered Apprenticeships
- Post high school paths of current students, to the degree possible
- IRCs offered by each program

Reporting and Follow Up

After debriefing each visit, CTE Committee staff will develop a LEA report that focuses on:

- System overview (how the system is structured)
- Summary of the visit, including specifics from each school visited
- Strengths of the system (looking specifically for practices that might be shared across the network of counties)
- Challenges of that LEA
- Looking ahead (ideas about strategies the LEA might consider as it moves ahead to reach *Blueprint* goals)

Draft reports will be reviewed by team members, as well as CTE Committee members and staff. The reports will also be shared with LEA and school leaders, and when possible, debrief sessions to discuss the findings of the reports will be arranged. The goal is to produce LEA reports within six weeks of the visit.

In addition to each LEA report, the CTE Committee staff will include information on the visits in an annual report that is due December 1, starting in 2024. The CTE ERT section will compile findings across LEAs and focus on:

- Key progress being made in strengthening LEA programs and meeting outcome goals around completion of CTE programs, the high school level of a Registered Apprenticeship and awarding of IRCs that meet the new standards;
- Challenges LEAs are confronting that call for consideration of state initiatives or policy changes; and,
- Proposed changes, if any, in legislation either in the timeline of CTE system implementation or in the substance of required changes.

The first such report is due in December 2024 and will draw on insights and findings from the two spring 2024 pilot visits and some of the fall 2024 visits.

Under the *Blueprint*, the AIB may withhold a portion of the increase in the State share of major education aid. According to the law, the criteria for releasing LEA funds shall be based on LEA implementation plan approval by the AIB, in addition to recommendations made by

⁶ This is inclusive of CTE programs that are “oversubscribed.” Oversubscribed generally refers to CTE programs of study where there are more students applying than there are seats/instructors/space available, and therefore some students are put on a waitlist. LEAs have varying approaches for deciding which students are chosen from the waitlist, but typically this includes a portion that are chosen through a lottery. For example, 100 students may apply for the welding program in the upcoming SY, but due to safety and space allocation for the welding work space required, only 20 students can be in the class.

MSDE, the CTE Committee, and/or sufficient evidence of progress in implementing the *Blueprint* in the AIB's judgment.⁷ Starting in FY26, the CTE Committee can leverage the information gathered through the CTE ERT program to recommend the AIB exercise this authority if a LEA is not making a good faith effort to reach the 45% goal and is not demonstrating sufficient progress over time. It is highly unlikely the CTE Committee will make a funding recommendation until the CTE ERTs are able to visit the LEA at least twice to assess implementation progress over time, recognizing that laying the groundwork for achieving these ambitious goals will take several school years. Additionally, before recommending the AIB withhold funds, the CTE ERT will first provide the LEA with targeted technical assistance to address their identified challenges, with adequate time to implement changes and demonstrate progress.

Staffing

The proposed FY 2025 CTE ERT supplemental budget submitted in the fall of 2023 included funding for a regional staffing structure, with coordinators for three areas of the state. It also saw the potential of building the capacity of the CTE Committee to deliver needed technical assistance identified during school visits. The level of 2024-2025 SY funding secured is not, however, at the original vision, so the CTE Committee has adapted the scope of the work of the program, reducing the number of potential school visits from 35+ to 22-26 and setting aside the technical assistance capacity of the CTE Committee itself.

The CTE ERT approach has shifted to a strategy focused on LEAs rather than schools and will focus on how to advise LEAs and the state to better support and provide assistance to LEAs. The CTE Committee, however, will continue to focus on inviting outstanding teachers, leaders, and directors in each system to join other visits, both as a way to build the professional knowledge of those individuals and bring new perspectives and also to build networks of CTE teachers and leaders across the state.

The CTE Committee is still considering the best overall staffing structure for the CTE ERT program given increasing but still-limited budget and staffing, including what positions will focus exclusively on CTE ERT work and which ones will have responsibilities across CTE ERT and other aspects of CTE Committee work. At a minimum, the CTE ERT program work tasks and functions that will need to be staffed include:

- Logistics of planning and overseeing visits;
- Liaison to LEAs;
- Preparation and dissemination of background materials;
- Organization and analysis of data from LEAs and visits;
- Preparation of LEA reports and debrief with LEA and schools;
- Analysis of data and visit reports across the state to develop state level recurring themes and challenges, recommendations for ways to address challenges and subsequent required followup resulting from the recommendations, and drafting these elements within the annual report;

⁷ AIB's Updated Comprehensive Implementation Plan, August 2023, <https://drive.google.com/file/d/1PsYOGHld5Owk7PgK2cEubr68SSKrG5dH/view?usp=sharing>.

- Ongoing data collection and monitoring of LEA progress toward *Blueprint* goals; and
- Analysis of technical assistance needs.

In addition to this set of functions required for the 2024-2025 SY visits, staff will also need to start planning 2025-2026 SY visits, including creating a new budget and revising tools based on the visit experience of 2024-2025 SY as well as the status of the work. In addition, building a monitoring capacity and system will be a key task, as will building on the relationships and conversations started through the visit process to create ongoing networks and opportunities for peer-to-peer learning opportunities across the state to problem-solve together and share innovative solutions and policies.

Budget

The GWDB successfully secured a dedicated budget of \$700,000 in FY25 to support the work of the CTE Committee. This includes five positions, three of which will be new in FY25. However, as of the writing of this plan, the GWDB is still awaiting finalized details from the Maryland Department of Budget and Management on these new staffing positions. Once details are finalized, the GWDB can complete the staffing titles and duties to support the CTE ERT deployment and hiring. Additionally, other categories of costs to be mindful of include: travel reimbursement; meals during visits; and supplies.

Appendix | CTE ERT Tools

1. **LEA Brief:** provided to CTE ERT members in advance of a visit. Attached is an example from the Queen Anne's County Public Schools pilot visit in March 2024.
2. **School Visit Agenda:** detailed day of schedule for CTE ERT pilot visit. Attached is an example from the Anne Arundel County Public Schools pilot visit in May 2024.
3. **LEA Visit Addendum:** supplements the main agenda by offering detailed background information on the individuals in the focus groups, and the CTE programs that will be visited. Attached is an example from the Anne Arundel County Public Schools pilot visit in May 2024.
4. **Focus Group Protocol and Interview Questions:** script for the beginning of the focus groups and priority questions, as well as additional questions, specific for the type of focus group (i.e. school leadership, CTE teachers, CTE students, and career coaches).
5. **Classroom Visit Protocol:** note taking template for ERT members to use while observing classrooms.
6. **CTE ERT Visit Look Fors:** guidance on items CTE ERT members should look for and consider when visiting a school.
7. **Debrief Notes Organizer:** note taking tool for CTE ERT members to organize thoughts and submit to the CTE ERT manager for review and consideration in the post-visit report.
8. **Post-Visit Report:** sample template of the post-visit report. Attached is a partial example structure from the Queen Anne's County Public Schools pilot visit in March 2024. The full report has not been provided as this was an unofficial pilot visit.

CTE Committee Expert Review Team District Visit Queen Anne's County Public Schools

LEA Brief

| CTE LEA Leads | | |
|---------------------------|--------------|-----------------------|
| Name | Role(s) | Contact Info |
| Adam Tolley, CTE Director | CTE Director | adam.tolley@qacps.org |

| Comprehensive High Schools with CTE | |
|--|--|
| Kent Island High School | Queen Anne's County High School |
| 900 Love Point Road Stevensville, Maryland 21666 (410)604-2070 | 125 Ruthsburg Road Centreville, Maryland 21617 (410)758-0500 |

| LEA CTE Centers |
|-----------------|
| None |

| ERT Visit | |
|---------------|--|
| Date | School(s) |
| March 6, 2024 | Kent Island High School Queen Anne's County High School |

LEA CTE Enrollment, Participation, and Completion Rates

| | Queen Anne's County |
|---|---------------------------------------|
| Programs & Enrollment, 2021-22 | |
| # of High Schools with CTE Programs | 2 |
| # of CTE Centers | 0 |
| # of CTE Programs | 22 |
| Total High School Enrollment (2021) | 2,351 |
| CTE Enrollment (2022) | 1,473 |
| CTE Enrollment (%) | 62.5% Queen Anne's (47% State Avg) |
| Participation & Completion Rates, 2022 | |
| CTE Concentrators | 393 |
| CTE Concentrators (%) | 17% Queen Anne's (12% State Avg) |
| CTE Completers (#) | 253 |
| CTE Completers (% of graduates) | 99.7% Queen Anne's (97% State Avg) |
| WBL Participation (#) | 7 |
| # of Apprenticeship Participants | 4 |
| # of Apprenticeship Completers | 4 |
| IRC Completion Rate | 13.5% Queen Anne's (6% State Avg) |
| Dual Enrollment Participation Rate (2020-21) | |
| Progress Towards 45% Goal | |

LEA CTE Offerings

Overview

Queen Anne's County High School and Kent Island High School are comprehensive high schools that offer Career and Technical Education (CTE) programming within Queen Anne's County, featuring a CTE enrollment rate of 62.5% among high school students. This rate is above the state average. Also, the CTE programs within Queen Anne's County schools achieve a completion rate of 99.7%, surpassing the state's average. These schools provide 22 CTE programs in total.

Career Exploration

- Queen Anne's county does not offer career exploration for students

Enrollment Practices

- How do students enroll in programs?
 - Students selecting a CTE course complete an application—selecting their first, second, and third choice—and submit it to their guidance counselor. Students are placed on a master spreadsheet and courses are filled based upon the order requests and applications are received. All students who request are enrolled in programs that do NOT meet enrollment capacity .
 - KI and QA guidance meet to match course selections between the schools. Process for CTE entrance into programs that are considered over-enrolled:
 - Applications are reviewed for over-enrolled classes and if the student's second or third choice is under-enrolled, all those are approached to select the under-enrolled option in an effort to fill all programs.
 - If over-enrollment still exists; remaining student applications are assigned a number and if all minimum qualifications (if based on essential criteria necessary for success in the program) are met, a random lottery will be held to fill the class.
 - Where applicable, students who do not gain entrance in one year are given a priority in the next year should they still have interest.
- Are all CTE programs offered to all students?
 - All students are afforded equal access to all of our CTE courses and programs of study. No students are discriminated against on the basis of race, color, national origin, sex, gender identity, disability, or age in their employment of educational programs and activities.
- Can a student participate in a CTE program at another school?
 - Yes, all programs are duplicative at each school with the exception of our trades programs that are offered at Queen Anne's County High School.
 - We offer full bus transportation for Kent Island students that wish to attend any of those programs at QACHS.



Program Design

- The programs, like all in Maryland, follow a program design that is approved by MSDE and meets Perkins requirements for secondary CTE. Most programs consist of 3-4 courses, taken in 10th to 12th grades.
- A CTE participant is one who is enrolled in one course; a completer has completed the sequence of 3-4 courses in his or her program area.
- For more information about each program, see the [county descriptions](#).

LEA Support for Schools

- Professional development initiatives
- Transportation for CTE students

Kent Island High School

School Leadership: Mr. Daniel Harding, Principal

School Contact: Adam Tolley, CTE Director; Dr. Stacey Rankin, Academic Dean

[School Website](#)

Kent Island High School, with a total student population of 1,143, boasts specialized programs in areas such as Interactive Media Production, Computer and Information Sciences, and Pre-Engineering, amongst others. The school offers the Apprenticeship Maryland Program, facilitating pathways into careers across healthcare, automotive, and other key industries, reflecting a tailored approach to career readiness.

Queen Anne's County High School

School Leadership: Mr. John Schrecongost, Principal

School Contact: Adam Tolley, CTE Director; Dr. Billie Brice, Academic Dean

[School Website](#)

Queen Anne's County High School, home to 1,208 students. It offers a slightly different mix of programs including Cosmetology, Construction Trades Professions, and an Academy of Health Professions. Its offerings in trades, alongside comprehensive academic tracks, underscore the school's role in preparing students for both higher education and immediate workforce entry.

List of Queen Anne's CTE Programs

| Schools with CTE Programs | CTE Program | Student Enrollment |
|--|--|--------------------|
| Kent Island High School Total student population: 1,143 | Interactive Media Production | 50 |
| | Computer and Information Sciences | 75 |
| | Teacher Academy of Maryland | 83 |
| | Construction Design and Management | 92 |
| | Pre-Engineering (PLTW) | 146 |
| | Fire Emergency Medical Training / High School Cadet (MFRI) | 10 |
| | Homeland Security and Emergency Preparedness - Homeland Security Sciences | N/A |
| | Homeland Security and Emergency Preparedness - Information/Communications Technology | 73 |
| | Biomedical Science (PLTW) | 115 |
| | Business Management | 0 |
| | Accounting and Finance & Marketing | 213 |
| | Apprenticeship Maryland Program* | # |
| Queen Anne's County High School Total student population: 1,208 | Curriculum for Agricultural Science Education (CASE) | 130 |
| | Interactive Media Production | 68 |
| | Computer and Information Sciences | 52 |
| | Careers in Cosmetology | 42 |
| | Teacher Academy of Maryland | 86 |
| | Construction Design and Management | 74 |
| | Pre - Engineering (PTLW) | 151 |
| | Fire Emergency Medical Training/ High School Cadet (MFRI) | 10 |
| | Homeland Security and Emergency Preparedness - Homeland Security Sciences | 127 |



| | | |
|--|---|-----|
| | Construction Trades Professions - Masonry | 67 |
| | Construction Trades Professions - Carpentry | 47 |
| | Automotive Technology Maintenance and Light Repair - Plus (NATEF) | 45 |
| | Construction Maintenance Professions - Welding | 46 |
| | Academy of Health Professions - Certified Nursing Assistant | 58 |
| | Biomedical Science (PLTW) | 110 |
| | Accounting and Finance & Marketing | 200 |
| | Business Administrative Services-MOS | 22 |
| | Apprenticeship Maryland Program* | # |

*According to the [2022 Youth Apprenticeship Advisory Committee Annual Report](#) developed by the Maryland Department of Labor, the following employers are approved to offer youth apprenticeships for Queen Anne’s County students:

- Acts Retirement Life Communities (Healthcare)
- Atlantic Tractor, LLC (Automotive)
- Campbell’s Boatyard (Marine Trades)
- Chesapeake Chef Service (Hospitality and Tourism)
- Chesapeake CNC (Manufacturing)
- Dock House LLC (Hospitality and Tourism)
- Dixon Valve and Coupling Company (Manufacturing)
- E&B Automotive, Inc. (Automotive)
- Eastern Shore Title Company (Finance, Insurance and Real Estate)
- Gross Mechanical Laboratories, Inc. (Manufacturing)
- Grounded Electrical Construction (Construction)
- iFrog Digital Marketing (Marketing and Communications)
- Itaberco, LLC (Hospitality and Tourism)
- Kent Manor FBS (Hospitality and Tourism)
- Midshore Technology Services (Information Technology)
- Net Vision Consultants, Inc. (Information Technology)
- NRL & Associates, Inc. (Manufacturing)
- Phillips Wharf Environmental Center, Inc. (Aquaculture)
- Pro-Air, Inc. (Construction)
- Queenstown Collision Center, Inc. (Automotive)
- Queenstown Harbor (Hospitality and Tourism)
- Queenstown Landing (Hospitality and Tourism)
- RAUCH, Inc. (Engineering)

- Rommel Construction (Construction)
- The Jetty Restaurant (Hospitality and Tourism)
- The Narrows, Inc. (Hospitality and Tourism)
- Weisman Electric, Inc. (Construction)
- The Whalen Company (Manufacturing)
- Willard Agri Service (Agriculture)
- Woods Aviation d/b/a Chesapeake Sport Pilot (Aviation)
- Wye River Marine (Marine Trades)



LEA Student Demographics

| | Maryland | Queen Anne's |
|---|----------|--------------|
| LEA Student Demographics (2022) | | |
| % Asian | | 1.1 |
| % American Indian / Alaska Native | | 0.2 |
| % Black | 33 | 5.5 |
| % Hispanic | 22 | 12.1 |
| % Native Hawaiian / Other Pacific Islander | | 0.1 |
| % Two or More Races | | 6.4 |
| % White | 33 | 74.7 |
| % Students with Disabilities (2021-22) | 12 | 10.6 |
| # of English Learners | | 389 |
| % Low-Income | 54 | 36 |
| Child Poverty Rate % (2022) | 12 | 8 |
| Unemployment Rate % (2022) | 3 | 5.2* |
| Educational Attainment Rate (bachelor's or higher) (2022) | 42 | 37 |

*This is the most recent data provided by the USWIB: The unemployment rates for the state and the five counties were presented. The state is below 2% in the state. In particular, youth unemployment is 4 - 5 times higher than average. The unemployment rate for July 2023 in Caroline County was 1.6%, Dorchester was 1.8%, Kent County was 1.8%, Queen Anne's was 1.5%, and Talbot County was 1.7%. Maryland gained 12,400 jobs in August.

Community Context

Nearby Universities & Community Colleges

- Chesapeake College, 2 year
- Washington College, 4 year
- Salisbury University, 4 year
- Anne Arundel Comm College, 2 year

Economic Profile

As of 2023, the region's population increased by 3.5% since 2018, growing by 1,762. Population is expected to increase by 2.3% between 2023 and 2028, adding 1,210.

From 2018 to 2023, jobs increased by 2.5% in Queen Anne's County, MD from 17,908 to 18,347. This change fell short of the national growth rate of 3.6% by 1.1%. As the number of jobs increased, the labor force participation rate decreased from 70.2% to 67.6% between 2018 and 2023.

The top three industries in 2023 are Restaurants and Other Eating Places, Education and Hospitals (Local Government), and Services to Buildings and Dwellings.

Educational Attainment

Concerning education attainment, 23.0% of Queen Anne's County residents possess a Bachelor's Degree (1.9% above the national average), and 7.9% hold an Associate's Degree (1.1% below the national average).

Leading Business Groups*

| Company | Industry | Size Category |
|----------------------------------|---|---------------|
| Chesapeake College Allied Health | Educational Services | 259-499 |
| Chesterwye Center | Other Services (except Public Admin) | 100-249 |
| Compass Regional Hospice | Health Care and Social Assistance | 100-249 |
| Corsica Hills Ctr | Health Care and Social Assistance | 100-249 |
| Cracker Barrel Old Country Store | Accommodation and Food Services | 100-249 |
| Federal Resources | Retail Trade | 100-249 |
| Fisherman's Inn Restaurant | Accommodation and Food Services | 100-249 |
| Food Lion | Retail Trade | 100-249 |
| Friel Lumber Co | Real Estate and Rental and Leasing | 259-499 |
| Groco Ltd | Manufacturing | 100-249 |
| Kent Island High School | Educational Services | 100-249 |
| McDonald's | Accommodation and Food Service | 100-249 |
| Paul Reed Smith Guitars | Retail Trade | 100-249 |
| Queen Anne's County High School | Educational Services | 100-249 |
| Reeb Millwork Corp | Manufacturing | 100-249 |
| Safeway | Retail Trade | 100-249 |

*[data in this table](#) comes from the Maryland Department of Labor, Division of Workforce Development and Adult Learning

CTE Committee Expert Review Team District Pilot Visit Anne Arundel County Public Schools

| | | | |
|--|---|---|---|
| Visit Date: Thursday, May 2, 2024 Times: 8:00am-3:30pm | Location AM: Center of Applied Technology-North 800 Stevenson Rd Severn, MD 21144 | Location PM: Old Mill Senior HS 600 Patriot Ln Millersville, MD 21108 | Arrival Time: 8:00am Morning Meet & Greet: 8:00am-8:30am WiFi is public and has no password |
|--|---|---|---|

AM Session: Center of Applied Technology-North

| Team 1: Rachael S Parker, Charnetia Young, Lateefah Durant, Bekki Leonard (Ryan Sackett/Other Staff) | | Team 2: John Strickland, Bill Forrester, Molly Mesnard, Jackie Kraemer, (AACPS/School Staff) | |
|--|---|--|--|
| Time | Activity | Time | Activity |
| 8:00am-8:30am (30) | Meet and Greet Sheila Coffman, Caroline Hathaway, Joe Rose, Ryan Sackett | 8:00am-8:30am (30) | Meet and Greet Sheila Coffman, Caroline Hathaway, Joe Rose, Ryan Sackett |
| 8:30am-9:20am (50) | School Counselor & Career Coach Focus Group ¹ Location: School Counseling Office | 8:30am-9:20am (50) | Teacher Focus Group ² Location: Media Center |
| 9:25am-10:10am (45) | Classroom Visits | 9:25am-10:10am (45) | CTE Student Focus Group ³ Location: Media Center |
| 10:10am-10:20am (10) | Break | 10:10am-10:20am (10) | Break |
| 10:20am-11:00am (40) | Classroom Visits | 10:20am-11:00am (40) | Classroom Visits |
| 11:00am-12:15pm (45) (30) | CTE Staff/Admin Mtg ⁴ & Lunch (at CAT North) | 11:00am-12:15pm (45) (30) | CTE Staff/Admin Mtg ⁴ & Lunch (at CAT North) |
| 12:15pm-12:45pm (30) | Travel Time | 12:15pm-12:45pm (30) | Travel Time |



PM Session: Old Mill High School

| Team 1: Rachael S Parker, Charnetia Young, Lateefah Durant, Bekki Leonard (Ryan Sackett/CTE Staff) | | Team 2: Bill Forrester, Jackie Kraemer, John Strickland, Molly Mesnard (CTE Staff/School Staff/AACPS Staff) | |
|--|--|---|---|
| Time | Activity | Time | Activity |
| 12:45pm-1:00pm (15) | Arrival and Check In: Counseling Conference Room | 12:45pm-1:00pm (15) | Arrival and Check In: Counseling Conference Room |
| 1:00pm-1:50pm (50) | Classroom Visits | 1:00pm-1:50pm (50) | CTE Student Focus Group ⁵ Location: Media Conference Room |
| 1:50pm-2:00pm (10) | Break | 1:50pm-2:00pm (10) | Break |
| 2:00pm-2:50pm (50) | School Counselor, WBL Facilitator & Career Coach Focus Group ⁶ Location: Counseling Conference Room | 2:00pm-2:50pm (50) | CTE Teacher Focus Group ⁷ Location: Media Conference Room |
| 2:50 pm-3:30pm (40) | End of Day Debrief & Gathering Counseling Conference Room | 2:50pm-3:30pm (40) | End of Day Debrief & Gathering Counseling Conference Room |

[Old Mill HS Bell Schedule](#)

CAT-North Focus Group Participants¹

| School Counselors & Career Coach(es)¹ | Teachers in Focus Group² | Students in Focus Group³ | CTE Staff/Administrator Meeting⁴ |
|---|--|--|--|
| <i>School Counselor, Department Chair</i> | <i>Printing Technology</i> | <i>Academy of Health Professions</i> | <i>CTE Coordinator</i> |
| <i>School Counselor</i> | <i>Barbering</i> | <i>Barbering</i> | <i>Principal- CAT North</i> |
| <i>Work-Based Learning Facilitator</i> | <i>Automotive Collision</i> | <i>Barbering</i> | <i>Assistant Principal</i> |
| <i>Middle School Career Coach</i> | <i>Automotive Technology DC Transportation</i> | <i>Drafting & Design Technology</i> | <i>Assistant Principal</i> |
| | <i>Drafting & Design Technology</i> | <i>CASE</i> | <i>AVID Site Coordinator</i> |
| | <i>CASE</i> | <i>Cosmetology</i> | <i>Business Support Technician</i> |
| | <i>Culinary Arts</i> | <i>Electricity</i> | <i>Principal- Old Mill HS</i> |
| | <i>HVAC, DC Construction</i> | <i>Transportation</i> | |

CAT-North Team Member Roles

| AM Roles (Team 1) | | AM Roles (Team 2) | |
|--------------------------|--|--------------------------|--|
| Facilitator | | Facilitator | |
| Facilitator | | Facilitator | |
| Notes/Recorder | | Notes/Recorder | |
| Time | | Time | |

CTE Staff /Administrator Meeting

| | |
|-----------------------|--|
| Facilitator | |
| Facilitator | |
| Notes/Recorder | |
| Time | |

¹ For confidentiality, names have been removed from this example.

Old Mill HS Focus Group Participants

| Students in Focus Group ⁵ | School Counselors WBL Facilitator & Career Coaches Focus Group ⁶ | Teachers in Focus Group ⁶ |
|--|---|--------------------------------------|
| <i>H Culinary/Hospitality 1</i> | <i>Internship/Work Study</i> | <i>CTE DC</i> |
| <i>H Culinary/Hospitality 1</i> | <i>WBL Facilitator</i> | <i>FACS DC</i> |
| <i>Technological Design</i> | <i>WBL Facilitator</i> | <i>Business Teacher</i> |
| <i>Princ Business Mgt & Ent, Career Conn</i> | <i>Counseling DC</i> | <i>Computer Sci Teacher</i> |
| <i>H Culinary/Hospitality 2, H Business Mgt</i> | <i>Principal</i> | <i>Technology Teacher/SkillsUSA</i> |
| <i>Marine Tech, Career Conn, SkillsUSA</i> | | <i>Computer Science Teacher</i> |
| <i>H Culinary/Hospitality 1</i> | | |

Old Mill HS Team Member Roles

| PM Roles (Team 1) | | PM Roles (Team 2) | |
|-------------------|--|-------------------|--|
| Facilitator | | Facilitator | |
| Facilitator | | Facilitator | |
| Notes/Recorder | | Notes/Recorder | |
| Time | | Time | |

CTE Committee Expert Review Team LEA Visit Addendum Anne Arundel County Public Schools

Purpose: This addendum supplements our main agenda by offering detailed background information on the individuals we will be meeting and the Career and Technical Education (CTE) programs we will be exploring during our visits.

Section 1: Overview of Meeting Participants

1.1 CTE Staff, School Administrators & Staff

| Name | Role | Location |
|-----------------|--------------------|----------------------|
| Ryan Sackett | CTE Coordinator | AACPS |
| Amy Baer | Program Specialist | AACPS |
| Joseph Rose | Principal | CAT-North |
| Allison Mikeska | Principal | Old Mill High School |

1.2 Teachers and Faculty

| CAT-North | | | |
|-----------|--------------------------|-------------------|-----------------------------------|
| Name | Program | Years in Position | Classes |
| | Manufacturing Technology | 32 | Manufacturing Technology |
| | Electricity | 6, 16 overall | Electrical |
| | Academy of Health | 8 | Academy of Health Professions |
| | Graphic Design | 24 | Graphic Design |
| | Plumbing | 3 | Plumbing |
| | Barbering | 3 | Barbering |
| | IT Networking | 8 | IT Networking |
| | Auto Refinishing | 1, 23 overall | Auto Refinishing |
| | Pharm Tech | 1 | Academy of Health Professions |
| | Auto Technology | 10 | Automotive Technology |
| | CASE: Natural Resources | 8 | Environmental & Natural Resources |
| | Welding | 2 | Welding |

| OLD MILL High School | | | |
|----------------------|---|-------------------|---|
| Name | Program | Years in Position | Classes |
| | Accounting and Finance, Business Management, CRD | 3 | Principles of Accounting and Finance, H Business Management, H Entrepreneurship, Career Connections |
| | Computer and Information Sciences, Administrative Management, CRD | 2 | Foundations of Computer Science, Intro to Microsoft, Career Connections |
| | Engineering Systems | 5 | Practical Programming, Mobile Apps, Design & Prototyping, Energy/Power/Transportation, Engineering Design, Technological Design 1 |

| | | | |
|--|--|------------------|---|
| | Architecture, various Tech & Eng courses | 5 OM, 16 overall | Architectural Design and Development 1 & 2, Marine Tech, DIY Electrical, DIY Carpentry, Foundations of Computer Science |
| | ProStart | | H Nutrition A, H Nutrition B, H Culinary 1, H Culinary 2 |

Section 2: Overview of CTE [Clusters and Programs](#)

[2.1 Arts, Media and Communication](#)

The Arts, Media and Communication industries offer great opportunities for innovative careers. Students interested in this cluster combine creative abilities with technical skills and knowledge that prepare them for careers in: Video Production, Graphic Communications, Web Design, Interactive Media and Game Design. The Arts, Media and Communication programs focus on mass communication, graphic communications, and multimedia production. Partnering with business professionals helps ensure our programs keep pace with the industry. These programs include options for students to earn industry certifications and college credit toward advanced study in their chosen career field.

[2.2 Business Management & Finance](#)

Careers in leadership, management, and support roles are needed by all types of organizations to operate successfully. The Business Management and Finance cluster focuses on financial services, accounting and finance, marketing, business management, and business administrative support. Students learn topics that relate to planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. These programs include options for students to earn industry certifications and college credit in a business-related career field. Business Management and Finance programs prepare students to continue their education at a postsecondary institution or begin employment immediately after high school.

[2.3 Career Research & Development](#)

The Career Research and Development (CRD) cluster includes CTE programs that prepare students with the academic, technical and workplace skills necessary to seek further education and employment in a career field of their interest upon graduating from high school. The overarching goals of the CRD cluster are to help students to:

- Become aware of personal characteristics, interests, aptitudes and skills;
- Develop an awareness of and respect for the diversity of the world of work;
- Understand the relationship between school performance and future employment choices;
- Develop a positive attitude toward work; and
- Formulate a process for evaluating employability skill development and future education/training options.

2.4 Construction & Development

Advances in science and technology will continue to drive innovation in the design, construction, and maintenance of all kinds of structures, including homes, manufacturing plants, office buildings, streets and highways and more. These advances will also impact infrastructure systems, including new design concepts, construction materials and methods, and the application of information technology. The programs included in the Construction and Design cluster allow students to advance their knowledge in specific construction trades, design or construction management.

2.5 Consumer Services, Hospitality & Tourism

Programs in the Human and Consumer Services, Hospitality, and Tourism cluster offer opportunities for students to pursue interests in careers related to the largest, fastest growing industry in the United States. Programs include options for students to earn industry certifications and/or college credit. Students interested in Culinary Arts, Restaurant Management, Barbering or Cosmetology engage in real-world experiences through internships and mentoring opportunities. This experience allows students to apply their classroom instruction in meaningful ways to give them (through licensure or certification) a head start in their profession.

- Ensure that all high school graduates are career and college ready
- Prepare students to earn industry certifications
- Promote the transferable skills of problem-solving, decision-making, and effective communication
- Provide value-added options for all career pathways
- Prepare students for occupations in the 21st century workforce

2.6 Environmental, Agriculture & Natural Resources

The Environmental, Agriculture, and Natural Resources cluster encompasses a wide range of careers. The agricultural sector is a highly competitive industry, creating new challenges in identifying global and domestic markets; improving business planning, financing, risk management, and productivity; and reducing costs. Advances in science and technology, in particular biotechnology and agribusiness, will continue to drive innovation and growth in this career cluster. Growing public concerns over natural resources, environmental quality, and public health will continue to expand the role and scope of the natural resource management and environmental services sectors. Programs in this cluster concentrate on the fundamental elements of life: food, water, land, and air and often entail working with plants, animals, and the environment.

2.7 Health & Biosciences

The Health and Biosciences Cluster encompasses a broad range of professions and industries that focus on the study, maintenance, improvement, and understanding of human health, biology, and related sciences. This cluster combines the fields of healthcare, medicine, biotechnology, pharmaceuticals, and more. An aging population and the increase in health care needs results in these careers being among the fastest growing and most in demand in the country. Students will gain in-depth knowledge of the human body, disease, major biological themes, and other concepts related to medicine and healthcare. Programs in the Health and Biosciences Cluster focus on preparing students for careers and post-secondary education in direct patient care settings, research and laboratory facilities, as well as for opportunities in business and management related to healthcare.

2.8 Human Resource Services

The Human Services career cluster focuses on careers in education and public service. Programs within the Human Services cluster are designed to prepare students for entry-level employment and post-secondary education in areas related to planning, managing, providing, and supporting human services, such as early childhood education and care, teaching professions, and homeland security and emergency preparedness. Human services professionals work to improve the quality of life and promote safe, healthy communities. Students in these programs have the opportunity to earn industry recognized certifications and early college credit as well as participate in internships and apprenticeships.

2.9 Information Technology

The Information Technology (IT) career cluster encompasses a wide range of careers related to computer systems, software development, data management, cybersecurity, and more. IT professionals play a crucial role in today's digital age by designing, developing, managing, and securing technology solutions that drive businesses, organizations, and society as a whole. The Information Technology career cluster is at the forefront of innovation and plays a pivotal role in shaping the way we live and work. IT professionals are essential for businesses and organizations to leverage technology effectively, improve efficiency, enhance customer experiences, and address complex challenges in various industries. This cluster offers diverse opportunities for students interested in technology, problem-solving, and staying at the cutting edge of digital advancement to earn industry certifications, early college credit, and participate in internships and apprenticeships.

2.10 Manufacturing, Engineering & Technology

The Manufacturing, Engineering, and Technology Career Cluster encompasses a broad range of professions and roles related to designing, creating, producing, and maintaining products and systems across various industries. This cluster plays a vital role in the development and advancement of technology, infrastructure, and products that shape modern society. Programs in the Manufacturing, Engineering and Technology Cluster prepare students for a variety of career areas, including opportunities to become engineers, engineering technologists or manufacturing technicians. Students engage in challenging, real-world projects that teach them how to design, plan, manage and process materials into final products. It offers a variety of industry certification opportunities, early college credit, and internship and apprenticeship opportunities.

2.11 Transportation Technology

The Transportation Technologies cluster prepares students for a range of careers that involve the diagnosis, maintenance, repair, and servicing of vehicles to ensure they operate safely and efficiently. The transportation industry has experienced significant growth and transformation over the past few decades, driven by advancements in technology, changing consumer preferences, and global market dynamics. As one of the world's largest economic sectors, it presents a wealth of opportunities for individuals interested in pursuing a career within this diverse and dynamic field. Transportation Technology programs provide students with the essential skills required to secure an entry-level position and/or the foundational knowledge necessary to transition into a post-secondary program. Students gain hands-on experience by working with professional equipment and diagnostic tools, learning about

industry standard safety rules, service information, career strategies and the importance of job performance. Industry and business partnerships provide excellent work-based learning opportunities.

Section 3: Resources

[AACPS CTE Website](#)

[CAT-North & Old Mill High School CTE Offerings](#)

[Anne Arundel Public Schools Program of Study for SY23-24](#)

[AACPS College Credit/Certification Opportunities](#)



CTE ERT Visit Interview & Focus Group Questions

CTE Committee Expert Review Team

CTE Committee, Governor's Workforce Development Board
SY 2024-2025
Phase 1

[Editable Copy Here](#)

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Focus Group Reminders

To be used by team facilitator for focus group participants before starting

- We're here on behalf of the CTE Committee, committed to improving CTE programs in line with Maryland's goals outlined in the Blueprint.
- Our team represents a variety of different perspectives. Our members here today are teachers, administrators, school leaders, researchers, employers, local workforce board members, and CTE Committee staff and board members.
- Our purpose in this visit is to try to understand what is in place now in your LEA, including plans for expanding or strengthening existing programs and current challenges. We also want to identify any strong practices in place that we might be able to highlight statewide. These visits will also inform the CTE Committee's development of the statewide CTE framework.
- We are not here to "assess" or grade CTE programming or CTE teachers in schools or LEAs.
- After the visit, CTE Committee staff will draft a LEA report summarizing what we saw and heard, including our understanding of the LEA's CTE strategy, current strengths and challenges, and suggestions to help the LEA reach its goals.
- We look forward to hearing about your experiences and your thoughts on what's working and where we can support CTE here in your LEA.
- We would like to record this session (except student groups) to capture your thoughts accurately—is that okay? To be clear, this recording is only for note-taking purposes; we ensure confidentiality meaning no names will be cited in our reports.
- Your contributions today will help us improve CTE programs both here and statewide. Any questions before we start?

Questions for School Leadership

Priority Questions:

1. How long have you been in your role? What is your background in CTE?
2. Can you give us an overview of the structure of CTE programs in your school / LEA? *If not addressed, ask about: Dual enrollment, WBL, Range of programs, Application process, Transportation*
3. What are the school's current priorities for CTE in your school/LEA? *If not addressed, ask about: Eliminate/add programs, Apprenticeship, Increasing enrollment, Working with industry*
4. In your opinion, how well does the programming at your school align with key (*high-growth, high-wage*) industries in your community and statewide?
5. Is there capacity for all interested students to participate in CTE programs? Are there any barriers to enrollment?
6. From your perspective, what are the strengths of your LEA/school's CTE program, and what have you made the most progress on recently?
7. What do you see as the key challenges facing your LEA/school now?
8. Where would you like the LEA to be in five years?

Additional Questions:

- How do you collaborate with local business and industry and community colleges?
- Do you have sufficient teachers for current programs? If not, what are the issues in recruiting them?
- What's your process for reviewing the IRCs currently offered to students as part of their CTE program?
- What measures are in place to assess the long-term impact of CTE programs on students' career trajectories and contributions to the local economy?
- Do certain programs have higher completion rates than others?
- Are there clear pathways from current CTE programs to community college certificate and degree programs?
- What strategies are employed to raise awareness and improve perceptions of CTE programs among students, parents, and the broader community?

Questions for CTE Teachers

Instructions for focus group lead: Please start by asking everyone to introduce themselves with the first question. Since there are a lot of questions to get through, ask for a few people, not everyone, to answer each of the following questions, asking for different perspectives as needed.

Priority Questions:

1. What program do you teach in? How long have you been in your role? What is your background in this area?
2. Can you give us an overview of your CTE program? *If not addressed, ask about: Dual enrollment, WBL, IRCs, completion rates, post-grad options*
3. Do you have contact with employers in your industry? If so, what partnerships have been most beneficial for students?
4. What support do you and/or the school provide to help CTE students develop post-graduation plans? *Are your students getting time with a Career Coach as part of that support?*
5. If you could redesign your subject's program of study, what would you change?
6. What professional learning opportunities are available for you?
7. From your perspective, what are the strengths of your school's CTE program?
8. What do you see as the key CTE challenges facing your school now?

Additional Questions:

- How do you collaborate with your colleagues (CTE and academic teachers)?
- Do any of your programs have school-based businesses that serve the school community and/or local clients?
- Do you think the certification requirements for CTE teachers are well-aligned to what was needed to teach in the area you teach in?
- Can you share a success story of a former student who has benefited from your program?
- How do you measure the effectiveness of your CTE program, and what data or feedback informs changes or improvements?

Questions for CTE Students

Priority Questions:

1. What year are you, what program are you enrolled in, and why did you choose the program you're in?
2. How did you learn about the program you are enrolled in now? What was the process of enrolling?
3. How has your experience in the classroom been for your CTE classes? Is it different from your other classes?
4. Have you had any work experience as part of your program?
5. If you have a different home school, how do you get to your CTE program and / or to your job (if applicable)?
6. Will you graduate with any certifications/credentials or college credits?
7. What is your plan post-graduation, and how did you develop it?
8. How much do you know about careers in your industry (salary, training paths)?
9. What would you say is the best thing about your program?
10. If you could change anything in your program, what would it be?

Additional Questions:

- Are there any CTE programs you think the school/LEA should offer that it does not now?
- Have you participated in any competitions or extracurricular activities related to your CTE program? If so, what was your experience like?
- How well do you feel your CTE program is preparing you for the workforce or further education in your chosen field?
- How do your family and friends perceive your enrollment in a CTE program, and has their perception changed since you started?
- How does your school promote CTE programs to students, and what improvements would you suggest to increase awareness and interest?
- Looking back on when you first enrolled in your CTE program, what advice would you give to students who are currently considering CTE as an option?

Questions for School Counselors/Career Coaches & Staff

Instructions for focus group lead: Please start by asking everyone to introduce themselves with the first question. Since there are a lot of questions to get through, ask for a few people, not everyone, to answer each of the following questions, asking for different perspectives as needed.

Priority Questions:

1. How long have you been in your role? What is your background in this role?
2. How is school counseling and career counseling organized at your school? Do the counselors work together?
3. Is there a work-based learning coordinator and if so what is their scope of work and how do they interact with counselors?
4. How does the school counseling staff and career counseling staff stay up-to-date with CTE programming and workforce trends in the LEA and the state?
5. How are students introduced to CTE programs? Do students have opportunities for career exploration/education?
6. How are CTE students supported in making post-graduation plans?
7. How are parents and families introduced to programs? Are there other efforts to publicize CTE in the community?
8. What do you see as the strengths of CTE in this school?
9. What do you see as the key challenges facing your LEA/school's CTE programs?

Additional Questions:

- Do you track post-graduation outcomes, such as enrolling in further education / training or entering the workforce?
- In what ways does the school involve parents and the community in the CTE program?
- How are students who change their mind about a career path supported?
- How do you think the CTE guidance could be improved? Is feedback on guidance and support collected from students?

- Are there issues with students being able to access CTE programs? If so, what are the reasons and what are current strategies to address access issues from a counseling perspective?

Classroom Visit Protocol

For an editable version of this document, please follow [this link](#)

We expect the classroom visits to vary depending on the program area and the activities that are happening when we visit. Some of these visits will be observations of teaching and activities; some classrooms will organize time for us to walk around and talk to teachers and students individually; some will open it up for a group discussion/questions. We expect the teams to adapt to the guidance of the classroom teacher. Here are some tools to guide the classroom visit:

- Observation “look fors”
 - Is the class engaged in the work/lesson?
 - Does the class look fully enrolled?
 - Does the classroom simulate a work setting?
- Questions for students
 - Why did you choose the program you’re in?
 - What do you like most about your class / program?
 - Have you had any work-based learning experiences (such as, career fairs, internships, apprenticeships) as part of your program?
 - What are your plans after you graduate?
- Questions for teachers
 - Why did you become a CTE teacher?
 - What are the jobs students can get if they complete the program you teach? Do they need additional training/certifications in order to get a good job?
 - If you could redesign your subject’s program of study, what would you change?

Class Visit #1:

Class Visit #2:

Class Visit #3:

Class Visit #4:

Class Visit #5:

Class Visit #6:

Class Visit #7:

Class Visit #8:

Class Visit #9:

Class Visit #10:

CTE ERT Visit Look Fors

CTE Programming

Things to look for:

- District CTE programming intentionally aligned with industries that offer good jobs, both locally and statewide
- District programming organized into pathways that clarify post-secondary pathways and credentials and degrees of value in that industry
- Students in all schools offered a full range of good choices of programming
- Planning for expansion of CTE programming that responds to demand from students as well as employers, and might include rethinking programming that has low enrollment or is less likely to give students good career opportunities
- Attention paid to recruitment and support of highly qualified CTE teachers, including professional learning with peers and with academic teachers
- Evidence of close partnerships with local employers to help inform the district about changing needs in the workplace as well as provision of opportunities for career exploration and work-based learning

Student Support & Career Counseling

Things to look for:

- Well-designed and targeted math and literacy supports to help students succeed in CTE/apprenticeship programs are aligned to CCR standards, and includes different models of support for different needs
- District monitors student progress through CTE/apprenticeship programs, and is clear why and when students do not complete (and earn IRCs)
- Equitable opportunities to access CTE programs or work experience/ apprenticeship, including transportation
- Career exploration opportunities for students in 9th and 10th grades (and middle school) that help students understand options for high school (and the future) and allow them to make informed decisions about courses in 11th and 12th grades
- Individualized counseling for students to help them make choices of post-CCR pathways that best meet their interests and goals
- Students leave with clear plans for post high school education or training

Program Design

Things to look for:

- Work-based learning opportunities, with plans to expand, as possible
- Programs with opportunities to earn college credits towards certification/degrees in industry area, if it is a valued credential
- Programs that result in credentials or are stackable towards credentials that make students employable in this industry area
- Course sequences that make sense for students and result in students completing the high school programs with a useful set of skills and knowledge that enables them to move on to employment or post-secondary degrees or certifications of value

Other Guiding Questions

- What stands out in this area in this school/district?
- What seems missing in this school/district?
- What could help improve CTE in this school/district?
- What questions do I still have?

District CTE Strengths

District CTE Challenges

| | |
|--|--|
| | |
|--|--|

[Make a copy here](#)

Suggestions for the District

Takeaways for the State

| | |
|--|--|
| | |
|--|--|

Visit Logistics Feedback

Shareables *(quotes and/or highlights from students and/or staff)*

Did the agenda design work to help team members get an overall sense of CTE programming across the district?

Were there any perspectives we missed and should integrate into our visit design in the fall?

What might be potential ways to engage employer and industry perspectives in visits next fall?

Other notes:



Maryland

**GOVERNOR'S WORKFORCE
DEVELOPMENT BOARD**

Pilot Visit Post-Visit Report

CTE Committee Expert Review Team

LEA Name Here

CTE Committee, Governor's Workforce Development Board

Date here

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Overview of the CTE Committee Expert Review Team Visit

PURPOSE OF THE CTE EXPERT REVIEW TEAM (ERT)

The *Blueprint for Maryland's Future* (“the *Blueprint*”), Md. Ann. Code, Ed. Art. §21-209¹, established the Career and Technical (CTE) Committee as a unit within the Governor’s Workforce Development Board (GWDB). The GWDB serves as the Governor’s chief strategic and policy-making body for workforce development in the State of Maryland.² The GWDB is composed of key business, labor, education, community, and State and local government leaders appointed by the Governor to collaborate on business-led workforce approaches that advance Maryland’s economic competitiveness and build pathways to work, wages and wealth for all Marylanders. The CTE Committee was established in 2022 and is composed of 11 members of the GWDB, as required in statute. The purpose of the CTE Committee is to build an integrated, globally competitive framework for providing CTE to Maryland students in public schools, institutions of postsecondary education, and the workforce.

Key to the design of this new system is alignment of CTE to the state’s economic and workforce development strategy; the expansion of Registered Apprenticeships that begin during a student’s high school years; a focus on awarding industry-recognized credentials that are valued by employers and help qualify students for family-sustaining jobs and careers; and a rigorous program of study to ensure that all students are well-prepared for their future career pathways. The *Blueprint* requires the CTE Committee to establish, administer and supervise CTE Expert Review Teams (CTE ERTs) to visit schools with CTE pathways, with the goal of reviewing how LEAs are implementing CTE aligned to this *Blueprint* vision and the CTE Committee’s forthcoming CTE Framework and policies on Registered Apprenticeships and industry-recognized credentials. The CTE Committee is also designing these visits to provide support and identify technical assistance needs for LEAs as they build new systems, and to report back on the state of Maryland’s CTE programming, existing strengths, and areas for further enhancements to the CTE Committee.

PURPOSE OF CTE ERT PILOT VISITS

Queen Anne’s County Public Schools (QACPS) hosted the first pilot visit for the CTE Committee in March 2024. There were several goals of this pilot visit, including:

1. Test and modify CTE ERT tools and templates for visits, including questions, note taking, debriefing and follow-up reporting.

¹ <https://aib.maryland.gov/Pages/blueprint-law.aspx>

²

https://governor.maryland.gov/Lists/ExecutiveOrders/Attachments/29/EO%2001.01.2023.22%20Governor's%20Workforce%20Development%20Board_Accessible.pdf

2. Design visit models for different LEA types, to inform the CTE Committee's planning for ERT deployment for the 2024-2025 school year and beyond.
3. Understand the structure and effectiveness of current CTE offerings in the LEA, identify successful strategies already in place, pinpoint potential areas for growth, and identify challenges needing attention by the LEA and by the state.

ABOUT QUEEN ANNE'S COUNTY PUBLIC SCHOOLS

QACPS offers 22 CTE programs in the county's two comprehensive high schools: Kent Island High School (KIHS) and Queen Anne's County High School (QACHS). Each high school serves as a hub for delivering specialized training and education designed to prepare students for a diverse range of careers. Queen Anne's County High School houses the trades programs for the LEA, which are open to students from either high school. The remaining programs are offered at both high schools, although program focuses vary between them. Over half (63%) of Queen Anne's County students are enrolled in a CTE program, compared to the state average of 47%. See the LEA brief linked in the appendix for more information on the county's CTE programs.

The oversight of CTE initiatives and programming is the responsibility of the LEA-level CTE Director. At each high school, the Principal and Academic Dean are tasked with overseeing the day-to-day management of CTE programs. Per the *Blueprint*, career coaches have been hired and introduced in both high schools, focusing on career planning and facilitating work-based learning. They work in partnership with the pre-existing school counseling staff who provide educational and social counseling services to students. Additionally, a CTE Liaison, hired by Queen Anne's County Economic and Tourism Development, acts as a conduit between the schools and the local business community, aiming to create connections and opportunities for students. All other information about Queen Anne's County Public Schools can be located on the [Maryland Report Card website](#).

SUMMARY OF THE VISIT

This ERT visit included a team of 11 led by the CTE Committee staff. The team included CTE Committee staff, a CTE Committee member, a neighboring LEA CTE Director, a neighboring LEA Blueprint Coordinator, a MSDE representative, a Local Workforce Development Board representative and our partners at the National Center for Education and the Economy. The team's expertise spanned student learning, workforce development and CTE. Before the visit, the team participated in a virtual orientation to gather information about the visit, review the agenda, visit materials and tools, and have a discussion with the CTE county director who shared

background information about the county and the school and key questions for the county, and answered questions from team members.

During our visit to QACPS, the Expert Review Team spent the morning at Queen Anne's County High School and the afternoon at Kent Island High School. At each high school, the team visited classrooms and met with groups of CTE instructors, students enrolled in various CTE programs, school counselors, career coaches, and school administrators, aiming to capture a wide range of perspectives on the implementation and impact of CTE within the LEA.

Before visiting the LEA, the team engaged in a discussion with the LEA's CTE Director, to understand the broader context of the LEA's CTE initiatives, goals, and challenges and to provide a summary of all things CTE within Queen Anne's County Public Schools.

STRENGTHS

Draft based on debrief and member notes...

CHALLENGES

Draft based on debrief and member notes...

CTE ERT RECOMMENDATIONS

Draft based on debrief and member notes...

APPENDIX

Attach all documents prepared for the visit, including LEA Brief, Agenda, etc.