



Career & Technical Education Expert Review Team

Post-Visit Report
WORCESTER COUNTY PUBLIC SCHOOLS

Governor's Workforce Development Board
Career and Technical Education Committee

Submitted Date: 07/21/2025

GOVERNOR'S WORKFORCE DEVELOPMENT BOARD CTE COMMITTEE

Myra Norton, *CTE Committee Chair*
Senior Director
Johns Hopkins Technology Ventures

Harry Coker, Jr.
Secretary
Maryland Department of Commerce

Dr. Donald Boyd
Director of Teaching and Learning
Dorchester County Public Schools

Brian Cavey
International Vice President
International Association of Heat and Frost
Insulators and Allied Workers

Matthew Holloway
Owner & Operator
Quantico Creek Sod Farms, Baywater
Farms, Baywater Seafood

Dr. Sanjay Rai
Secretary
Maryland Higher Education Commission

Michael Thomas
Vice President, Workforce Development
and Continuing Education
Baltimore City Community College

Dr. Carey Wright
State Superintendent of Schools
Maryland State Department of Education

Portia Wu
Secretary
Maryland Department of Labor

Charnetia Young
Lead Director, Workforce Initiatives
CVS Health

CONTRIBUTORS

Shamara P. Bownes
Senior Director, CTE Committee
Governor's Workforce Development Board

John Strickland
Expert Review Team Mgr, CTE Committee
Governor's Workforce Development Board

Dr. Edrees Nawabi
Research Data Analyst, CTE Committee
Governor's Workforce Development Board

Chloe Woodward-Magrane
President
One Table Strategies

The Governor's Workforce Development Board is grateful to the CTE Expert Review Team members that participated in the exploration of this District's CTE programs, as well as central office and school leadership, staff, and students that contributed valuable insights regarding CTE programs in their Local Education Agency (LEA).

Table of Contents

04	09
Executive Summary	Observations of Internal Factors
06	12
Purpose of CTE ERT	Observations of External Factors
07	14
About Worcester County Public School System	Potential Next Steps
08	16
Summary of Visit	Appendix Guide

Executive Summary

The *Blueprint for Maryland's Future* ("the *Blueprint*") established the Career and Technical Education (CTE) Committee within the Governor's Workforce Development Board (GWDB) to develop an integrated, globally competitive framework for providing CTE to Maryland students in public schools, postsecondary institutions, and the workforce. As part of this effort, the *Blueprint* mandates that the CTE Committee establish, administer, and supervise Expert Review Teams (ERT) to visit schools offering CTE pathways. These visits observe and track the progress of local education agencies (LEAs) in implementing CTE programs that align with the *Blueprint's* vision and the CTE Committee's framework and policies. In addition to reviewing progress, the visits are intended to provide support and identify technical assistance needs as LEAs build their CTE systems.

This CTE ERT visited Worcester County Public Schools (WCPS), located on Maryland's Eastern Shore, on October 16, 2024. This was the second CTE ERT visit conducted by the CTE Committee during the 2024-2025 academic year. WCPS offers CTE programs at three comprehensive high schools – Pocomoke High School, Snow Hill High School, and Stephen Decatur High School – as well as the LEA's CTE technical center, Worcester Technical High School. The CTE ERT visited Worcester Technical High School in Newark, Maryland and the visit lasted from 8:00am-3:30pm.

A CTE Committee member, CTE Committee staff, Lower Shore Workforce Alliance members, neighboring LEA representatives, an apprenticeship sponsor, and other experts, participated in this CTE ERT visit.¹ Using the LEA's self-reported data, interviews, focus groups, school tours, and classroom visits, the CTE ERT organized their observations in this report.

Preliminary observations show data for program enrollment are in high demand for CTE programs. Completion rates are relatively high as well and more than 36% of graduating students in WCPS have completed an IRC.² WCPS is facing a common challenge many CTE programs in Maryland face: mixed messaging where despite students' interests, teachers and counselors have encouraged some who are interested in CTE to follow a different path.

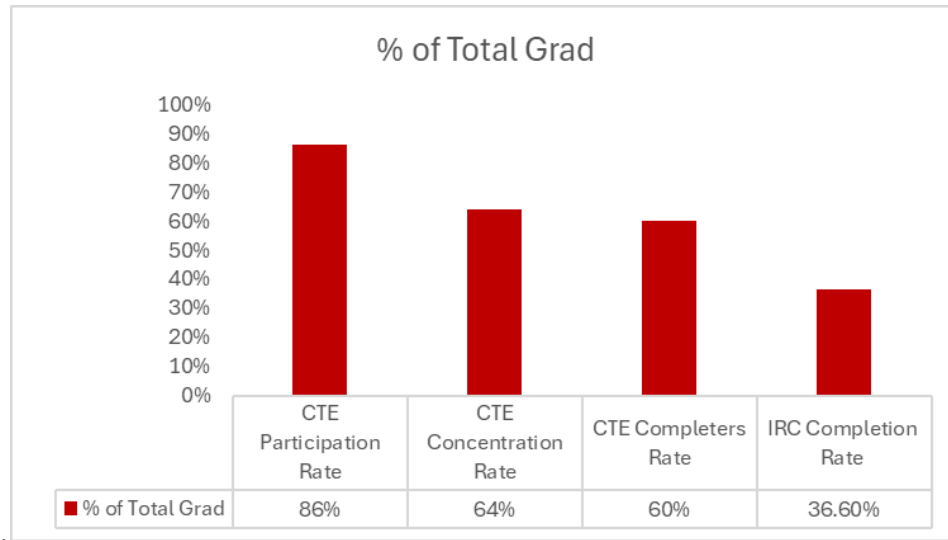
The CTE Committee staff, along with the CTE ERT, have collaborated on this report to present observations and preliminary analyses. In this document, readers will find the purpose of the CTE ERT Program, a brief explanation of WCPS, a summary of the CTE ERT visit, Strengths, Challenges, and External (SCE) analysis, and Potential Next Steps for the LEA to consider.

Please feel free to reach out to the CTE Committee or CTE Committee staff to answer any questions, comments, or concerns.

¹ See Appendix A

² Worcester County Public Schools measured IRC attainment using the MSDE IRC guidelines, not the [CTE IRC Policy](#), published in December 2024.

Figure 1: WCPS CTE and IRC completion rates for the 2023-2024 SY.



Purpose of the CTE ERT

The *Blueprint for Maryland's Future* ("the *Blueprint*"), Md. Ann. Code, Ed. Art. §21-209, 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.³ 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. The CTE Committee aims to fundamentally reimagine and redesign career-connected learning and career pathways to ensure all of Maryland's students have real access to fulfilling and family-sustaining careers.

The *Blueprint* requires the CTE Committee to establish, administer, and supervise CTE ERTs to visit schools with CTE pathways. The goals of these visits are to: 1) review alignment with *Blueprint* vision, 2) assure consistency between the CTE Framework and policies on the high school level of a Registered Apprenticeship (RA) and Industry-Recognized Credentials (IRCs) with CTE Programs and Practices, and 3) support technical assistance needs for LEAs as they create new systems or revise existing frameworks. Ultimately, the CTE ERTs report back to the CTE Committee on progress towards the *Blueprint* outcomes, common challenges and opportunities for alignment or growth. The CTE Committee staff will publish a thorough recap of findings from CTE ERT visits every December beginning in 2025.

The CTE ERT Program has three phases that transition from Phase 1: Discovery, to Phase 2: Analyze and Assist, and Phase 3: Evaluate. The primary goal in Phase 1 is to visit all 24 LEAs and build a baseline set of observations to understand the state of CTE in Maryland, along with common challenges LEAs face in creating a robust CTE system. The common challenges will inform what technical assistance sessions will be in Phase 2, which will focus on alignment, systemic data collection, and assistance. Phase 2 is set to begin in the 2026-2027 SY, so the specifics for Phase 2 will be planned in Spring 2026. Phase 3 will begin in the 2028-2029 SY and will focus on evaluating progress towards *Blueprint* goals, but will be more specifically planned during Phase 2.

The CTE Expert Review Team visit to WCPS consisted of members from various backgrounds and brought expertise in areas such as student learning, workforce development, and CTE, ensuring a comprehensive review of the LEA's CTE programs (see Appendix A).

³ Executive Order No. 01.01.2023.22. (2023). <https://tinyurl.com/execorder01012023>

About Worcester County Public School System

Worcester County Public Schools (WCPS), located on Maryland's Eastern Shore, enrolls about 2,100 high school students, and has an 86% participation rate in CTE for graduating students. The LEA offers 27 CTE programs covering a wide range of areas of specialization, from Biomedical Sciences to accounting and finance to cosmetology. WCPS is in alignment with the Lower Shore Workforce Alliance's (LSWA) focus on building key sectors like cybersecurity, healthcare, clean energy, infrastructure, and manufacturing. CTE classes in Biomed, Nursing, Criminal Justice, Interactive Media, Electrical, Masonry, HVAC, Automotive Tech, and Welding are all over enrolled. This demonstrates WCPS's focus on developing a robust workforce targeting key sectors identified in the LSWA's Four-Year Local Plan 2024-2028.⁴

Students enrolled in CTE programs have the opportunity to earn industry-recognized credentials, and an impressive 36.6% of graduating students complete an IRC; however, this rate comes from the previously approved MSDE IRC list. The CTE IRC Policy published in December 2024 may impact WCPS's IRC attainment rate for 2025 and beyond.⁵ In addition, WCPS sees a high rate of participation and persistence through CTE programs, with 86% of graduating students having some exposure to CTE, and 60% of graduating students completing their CTE program. Worcester admins predict an increase in IRC and RA attainment rates for the 2024-2025 SY because all three Project Lead The Way programs - BioMed, PreEngineering, and Computer Science - have new IRCs. Combining these new IRCs with a targeted objective of increasing high school level Registered Apprenticeships has led WCPS admins to predict a 17% increase in growth towards the 45% *Blueprint* goal. This means WCPS is well positioned to achieve the *Blueprint's* 45% goal before the 2030-2031 timeline, possibly as early as the 2025-2026 SY.

There are 22 CTE teachers in WCPS with a combined 244 years of teaching experience, averaging over 11 years per teacher. WCPS has Worcester Technical High School as its CTE Center, but it also has three comprehensive high schools with CTE Programs: Pocomoke High School, Snow Hill High School, and Stephen Decatur High School. There is not an application or selection process to get into CTE in WCPS and all students are welcome to enroll in CTE programs, pending any classes with waitlists. While WCPS's CTE programs are open to all students, they must apply for the programs they wish to enroll in to make sure counselors match students into the best program for each individual, prioritizing a cohort model.

⁴Lower Shore Workforce Alliance Four-Year Local Plan 2024-2028: <https://tinyurl.com/bdfp4j58>

⁵GWDB CTE Committee. (December 2024). *Career and Technical Education: Industry-Recognized Credentials*. <https://www.gwdb.maryland.gov/policy/gwdbcte2024commindustrycredentialpolicy.pdf>

Summary of Visit

Prior to the visit, the team attended a virtual orientation to review the visit agenda, materials, and tools. During this session, WCPS' CTE Director provided an overview of the LEA's CTE system, highlighting key strengths and challenges. This pre-visit preparation helped the team understand the specific context and priorities of Worcester County's CTE programs, setting the stage for focused observations and discussions during the visit.

During the visit, the CTE ERT visited Worcester Technical High School in two teams. The two teams conducted classroom observations across multiple CTE programs, including cybersecurity, welding, cosmetology, early childhood, nursing, and HVAC. The team conducted a focus group with CTE instructors, students, school counselors, and administrators to gather a range of perspectives on how the CTE programs are being implemented and the impact they have on students' career readiness.

The CTE Expert Review Team visit to WCPS consisted of members from various backgrounds, and brought expertise in areas such as student learning, workforce development, and CTE, ensuring a comprehensive review of the LEA's CTE programs (see Appendix A). Throughout the day, the team engaged in observations, interviews, and focus groups with stakeholders to gain insights into the strengths and challenges of the CTE programs. The CTE Committee staff created a set of questions for each focus group: leadership, teachers, students, career counselors/coaches and school counselors (See Appendix D). These questions aimed to uncover the experience these parties have in CTE by asking questions about professional development opportunities, their opinions on their experience in CTE classes, their perspective on hurdles, etc.

After the visit, the CTE ERT compiled all their individual notes and shared it with CTE Committee staff. A week after the visit, the CTE ERT gathered together for a debrief, where the team members collaborated, reviewed, and discussed their compiled observations. These conversations revealed valuable information about how CTE in WCPS supports students' postsecondary pathways and career goals, as well as areas where the LEA could enhance program access and resources. Together, these data, observations, focus groups, interviews, and debrief help inform the following SCE analysis and Potential Next Steps.

OBSERVATIONS FROM THE EXPERT REVIEW TEAM VISIT

ABOUT THE SCE ANALYSIS

A SCE Analysis is meant to organize the CTE ERT's observations and notes into internal factors - Strengths and Challenges - and External factors. This method of analysis is based on the SWOT analysis method, which also differentiates between internal and external factors. This SCE analysis will help readers differentiate among internal Strengths, internal Challenges, and External factors, which are conventionally Opportunities and Threats. The CTE ERT did not have the opportunity to observe and coordinate with external stakeholders, but external factors came up in interviews, focus groups, debrief, and orientation that must be communicated. With a SCE Analysis, readers may use this section to target changes and best practices internally.

INDICATORS OF STRENGTHS AND CHALLENGES

Strength: Teacher and Administrator Dedication and Supportive Relationships

Students spoke highly of the dedication, support, and knowledge of the educators and administrators working in their CTE program. Numerous students in focus groups named a specific teacher as the reason for their interest in joining CTE or their favorite thing about their CTE program. Students felt that teachers create an environment where CTE “feels like a family”; one student shared “I get to be myself” in CTE programs, alongside other students sharing similar sentiments.

Several of the teachers included in the focus group had nearly lifelong teaching experience, with 14, 30, and 40 years teaching, alongside their industry experience. Similarly, these teachers lauded the support and encouragement of their administrators, saying “the support we get is overwhelming,” and “the administration is 100% behind us” when it comes to professional development and additional resources.

Strength: High Rates of Persistence Across CTE Participation, Concentration, and Completion

Close to 90% of graduating students in WCPS have participated in at least one CTE course. Even more impressive, that high participation rate translates into high rates of CTE program completion and IRC completion – 60% of students complete their CTE program, and 36% of graduating students complete an IRC, both of which are higher than the State average.

Students demonstrated their understanding of the connection between their CTE program, their IRC or work-based learning experience, and a future career pathway: “This is where you get to try on your future,” said one focus group participant.

Strength: Opportunities for Early Grades CTE Exposure and Career Planning

WCPS weaves career exposure and career planning throughout a student's K-12 journey, starting in elementary school. Several students in the focus group pointed to early exposure to CTE as the original spark of their interest, with field trips or visits in third, fifth, and eighth grade to see courses and programs in action. In eighth grade, students join a “walking tour”

of programs that students can join in high school. During the tour, staff include extra time in the CTE programs open for students in ninth grade, like Pre-Engineering, to see what their future CTE classes may look like.

In addition to the tour, WTHS hosts a STEM and Trades Info Night, where incoming ninth, tenth, and eleventh graders and their families can learn more about WTHS's offerings. Students and their families get a chance to go on a school tour together, review Programs of Study, and meet the teachers. These students and their families see a window into the day-to-day life of a WTHS student in this highly attended event.⁶ The intentional early exposure through field trips, school tours, and the STEM and Trades Info Night are an important factor in WCPS's very strong participation and completion rates for CTE programs.

Strength: CTE Program of Study Information Binders for LEA Staff

In the career counseling focus group, participants said there have been improvements in setting career counselors up for success coordinating with school counselors. School counselors created and disseminated Program of Study binders to help advise students when it comes to CTE information. In focus groups, teachers, administrators, school counselors and career counselors talked about how these binders have helped improve scheduling students into CTE courses. These binders have streamlined the access to information and ensured consistency in information provided, so students can more easily make informed decisions about their options in CTE regardless of their information source within the school.

Challenge: High Demand Leads to Oversubscribed CTE Programs

WCPS sees high demand for CTE programs, with a majority of graduating students having some exposure to a CTE pathway. WCPS students take field trips to the CTE Center in third, fifth, and eighth grade, so students are frequently exposed to CTE offerings, which is most likely an important factor to 86% of WCPS students taking at least one CTE course. The drawback to the popularity of CTE programs is that for many pathways, interest outstrips space available. About half of the CTE programs offered by WCPS are oversubscribed and have waiting lists, meaning there is more interest than seats available.

During student, and career counselor and school counselor focus groups, individuals expressed that some students who are highly interested in a specific CTE pathway do not get access, or that they must wait until their senior year for a spot to open up. In some cases, WCPS may see a mismatch between student interest and student program enrollment, with students reporting that some of those enrolled in specific CTE pathways may not have selected that pathway as their first choice, while others with high interest remain on the waiting list.

Challenge: Communication of Different Values Around CTE

Students, teachers, administrators, and counselors pointed to a challenge within WCPS that is familiar across schools and LEAs: students and families are hearing different messages

⁶ Zimmer, T. (December 19, 2023). "STEM/Trades Info Night". *Western Technical High School*. <https://www.worcesterk12.org/o/wths/article/1383866>

about the value, quality, and importance of CTE as a college and career preparation option. Students reported that some teachers and school counselors make comments that question the rigor of CTE programs, or push a student toward Advanced Placement (AP) or dual enrollment (DE) options, even when the student is interested in a CTE-focused pathway.⁷ For this reason, some students are unsure of the value of enrolling in CTE. Students also reported that the marketing of CTE programs could be stronger in middle school and early high school to help them understand the full range of options and their respective benefits.

Ultimately, these types of comments may lead students away from experiences that would build their college and career readiness skills, including preparing for an industry recognized credential, completing a registered apprenticeship or another type of work-based learning experience, or advanced coursework (e.g., AP and DE).

Challenge: Scheduling Challenges Between the Technical School and the Home School

Students attending Worcester Tech also have a home school, and only attend the technical high school campus for a few hours per day. Counselors at Worcester Tech discussed their collaboration and coordination with administrators and teachers at the home schools, but also pointed to challenges. Bell schedules are different for each comprehensive school, causing difficulties at the technical high school campus, and bell periods are shorter at Worcester Tech than at the comprehensive schools (60 minutes versus 88 minutes). Students noted the missing instructional time throughout the year, stating that they lose over two weeks each year to bussing in between their two campuses.

⁷ Some CTE Programs may also have Dual Enrollment and AP options.

INDICATORS OF EXTERNAL FACTORS AND INFLUENCES

A SCE Analysis is meant to organize the CTE ERT's observations and notes into internal factors - Strengths and Challenges - and External factors. This method of analysis is based on the SWOT analysis method, which also differentiates between internal and external factors. With a SCE Analysis, readers may use this section to advocate for change externally.

Strong Connection with the Community

The Worcester County community, whose county seat is Snow Hill, and whose most populous city is Ocean Pines, has a strong connection to WCPS, which is something that came up in the focus groups and observations the CTE ERT conducted. Whether connected with banks like M&T for cybersecurity programs or with local salons for cosmetology programs, WCPS has developed a strong connection with employers, volunteers, and other external stakeholders across the county, leading CTE students to WBL opportunities. Both CTE teachers and students acknowledged a great opportunity for WCPS is to continue building this connection with the community to enhance students' pathways to IRCs and RAs - and to community impact. One student in particular was proud of earning National Incident Management System (NIMS) certifications and leveraging those certifications to serve the Worcester community in the event of an emergency. This demonstrates the strong school-to-community pipeline WCPS has developed and one aspect of its ROI.

Engagement with CTSOs (Career and Technical Student Organizations)

As students make strong connections with the community, WCPS has capitalized on CTSOs and it benefits students a great deal. The CTE ERT observed high levels of engagement with CTSOs in the focus groups and in the post-visit CTE ERT Debrief. One important highlight is WCPS's engagement with SkillsUSA. Worcester Technical High School (WTHS) students had a dozen first-place finishers at the Skills USA competition in 2024, but in 2025, WTHS almost tripled the number of SkillsUSA competitors earning first-place at 41.^{8 9} WTHS also takes part in the National Technical Honor Society, Future Farmers of America, and Project Lead the Way to provide CTE students with resources to develop key skills in preparation for future careers. This external engagement with CTSOs prepares students with the knowledge and skills they need to succeed, while providing an opportunity for WCPS students to showcase their skills.

Budget Cut to Maintenance of Effort (MOE) Funds

Perhaps the greatest external factor that is a potential hurdle to CTE growth in WCPS is budget. For the 2024-2025 school year, WCPS's CTE programs receive financial support from the local budget through MOE money, through Perkins grant money, and from products it sells through certain programs, like the Worcester Tech Sideline Store.¹⁰ Both in focus groups

⁸ Levy, M. (2024). "Worcester Technical High School SkillsUSA Chapter Competed in the SkillsUSA Maryland State Championships." *Worcester Technical High School*: <https://tinyurl.com/2scdaytn>

⁹ Levy, M. (2025). "WTHS - 2025 SkillsUSA Maryland State Team" *Worcester Technical High School*: <https://tinyurl.com/2c379vup>

¹⁰ The Perkins Act is the primary piece of legislation that supports CTE at the federal level. For more information, please visit: <https://tinyurl.com/29wwwy83e>

and in the post-visit CTE ERT debrief, experts observed stakeholders feel the significant impact of budget cuts. Because of these budget cuts, funding new teachers and programs is a difficult, if not impossible task. While CTE staff make every effort to cut spending, like removing the Career Research and Development program because “numbers have been historically low,” there is no plan for program expansion at this time because of limited space and budget.

LEA Employee Replacement is a Potential Hurdle for Growth

Related to the previous threat for growth, focus groups noted that when teachers, school counselors, and other WCPS employees leave, it is hard to replace them and can take a long time to refill those positions. In a focus group, many stakeholders acknowledged that there was no long-term plan for teacher turnover, especially for teachers who retire. Teachers take on many different roles at WCPS, so when one leaves, the connection they built with the community, the local expertise, and the engagement they had with CTSOs is difficult, if not impossible, to replace. Of course school staff turnover in public schools is a national issue, not just a hurdle for WCPS's growth. Employee turnover complicates relationships with students because students really value their relationship with career counselors and CTE teachers, but the Program of Study binders have helped create clarity and consistency for students.

POTENTIAL NEXT STEPS

Although the CTE ERT has presented its observations in this report, these observations and potential next steps are preliminary. The purposes of Phase 1 of the CTE ERT are to establish a baseline across Maryland and identify key challenges. While the following Potential Next Steps are preliminary, they are areas WCPS may look for improvement in and something the CTE ERT will look at more closely as the CTE Committee transitions into Phase 2 in the 2026-2027 SY. In other words, these potential next steps are not a directive, but opportunities of improvement to explore. These Potential Next Steps are meant to be the beginning of a conversation with WCPS that will continue into Phase 2, and for this reason, these Potential Next Steps do not comprehensively address the challenges the CTE ERT notes in this report. In Phase 2, the CTE ERT will target specific areas to gain a more comprehensive understanding of the state of CTE in WCPS.¹¹

Raise Awareness of CTE Programs Through Increased Professional Development

The CTE ERT observed that students are receiving mixed messages around the rigor and value of CTE programming – an indicator that not everyone in WCPS understands the importance of providing CTE options. Additional professional development opportunities for staff, including teachers, counselors, and administrators, could provide “myth-busting” information about the ways CTE prepares students for college and careers, as well as raising awareness about the programs offered. WCPS could choose to tap CTE teachers as well as students or alumni to share their personal experiences with CTE, their professional backgrounds, and information about the pathways students take after program completion. In an effective step to remedy this, school counselors have begun to tackle this problem by providing Program of Study binders to help create consistency in messaging for students.

Implement District-wide Marketing Campaign for CTE Programs

In addition to addressing different perceptions of CTE with staff and teachers, a marketing campaign sharing the availability of CTE programs that are currently undersubscribed and their successes would provide more information to students and families. WCPS has begun to do this by collaborating with school counselors, administrators, and teachers to create Program of Study binders to clarify CTE courses. They have also done this by inviting community members and stakeholders to skills showcases, like SkillsUSA competitions and similar events. Moving forward, the district should consider the communication channels that most directly reach students and families, including social media and promoting programs via middle and elementary schools in the district. Giving fifth and eighth graders the opportunity to tour schools has been an effective step towards marketing CTE programs to students.

If funding is limited, WCPS could choose to focus marketing on those feeder schools where few students choose to enroll in CTE programs.

¹¹ GWDB CTE Committee. (July 1, 2024). *CTE Committee Expert Review Team Deployment Plan School Year 2024-2025*. https://gwdb.maryland.gov/ctecomm/ctecomm-ctedeploymentplan_draftsy24-25_62624.pdf



APPENDIX GUIDE

- A. Visit Participants
- B. LEA Brief
- C. Visit Agenda
- D. Interview & Focus Group Questions

Appendix A | Visit Participants

Name	Role
Brian Cavey	CTE Committee Member; VP, International Assoc. Of Heat and Frost Insulators & Allied Workers; Chair, MATC
Cortney Monar	CTE Director & Principal, Somerset County Public Schools
John Strickland	Expert Review Team Manager, CTE Committee
Julie Allen	Business Service Manager, Lower Shore Workforce Alliance
Lauren Martin	Vice President, Seaside Plumbing
Lindsey McCormick	Director of College and Career Readiness, Caroline County Public Schools
Matt Geel	Department Head of Business and Hospitality, WorWic Community College
Molly Mesnard	Senior Advisor, CTE Committee
Ashley Robinson	CTE Director & Principal, Dorchester County Public Schools
John Ward	Automotive Technology Teacher, Somerset County Public Schools
Theresa Vener	Principal, Talbot County Public Schools
Thomas Saito-Sherris	Career Coach Liaison, Lower Shore Workforce Alliance

Appendix B | LEA Brief

CTE LEA LEAD STAFF	
Name	Role(s)
Dr. Brian Phillips	Coordinator of CTE, World Languages, Technology Education, Computer Science & Professional Learning
Diane Stulz	CTE Facilitator
Tony Bevilaqua	Principal, Worcester Technical High School

COMPREHENSIVE HIGH SCHOOLS WITH CTE	
Pocomoke HS	Snow Hill HS
Stephen Decatur HS	

LEA CTE CENTER(S)
Worcester Technical High School

CTE ERT VISIT	
Date	School(s)
Wednesday, October 16, 2024	Worcester Technical High School

LEA CTE ENROLLMENT, PARTICIPATION and COMPLETION RATES

	Worcester Co	CTE
Enrollment		
Total Enrollment (# of all HS students)	2104	748
Total Enrollment (# of all graduating students)	467	230
CTE ¹²		
CTE Participation Rate (% of all graduating students)	400/467= 86%	
CTE Concentration Rate (% of all graduating students)	300/467= 64%	
CTE Completers Rate (% of all graduating students)	282/467= 60%	
IRC Completion Rate (% of all graduating students) ¹³	171/467= 36.6%	
Apprenticeship and Other Work-Based Learning ¹⁴		
Work-Based Learning Participants ¹⁵ (# of all graduating students)	208/467=45%	52/230=23%
Dual Enrollment Participants ¹⁶ (# of all graduating students)	199*/467=43% (526 DE Courses)	118/282=42%
Dual Enrollment Completers ¹⁷ (# of all graduating students)	112/467=24%	112/282=40%

¹² CTE Participants are students completing not less than one credit in a MSDE-approved CTE program of study. CTE Concentrators are students who have completed at least two courses and are enrolled in a third course in a single MSDE-approved CTE program of study. CTE Completers are students who meet all requirements in a state-approved CTE program of study, typically three or four courses.

¹³ Defined as the percentage of all graduating students who have earned an IRC (as defined by the CTE Committee)

¹⁴ Participation is defined as the number of all high school students or all graduating students who have participated in the high school portion of a registered apprenticeship (RA) or an AMP youth apprenticeship (YA). Completion is defined as the number of all graduating students who have completed the high school level of a Registered Apprenticeship (RA) or have completed both an AMP youth apprenticeship (YA) and an IRC (YA completers who don't earn an IRC will not count towards 45% goal).

¹⁵ Work-based learning includes internships, job shadowing, and other job-based experiences.

¹⁶ Participation is defined as the number of all graduating students participating in dual enrollment (does not count towards the 45% goal unless they earn an IRC).

¹⁷ Dual enrollment completers is defined as the number of all graduating students who earned college credit through dual enrollment.

Apprenticeship Participants (# of all HS students)	RA: 0 YA: 16
Apprenticeship Participants (# of all graduating students)	RA: 0 YA: 2
Apprenticeship Completers (# of graduating students)	RA: 0 YA: 1
Progress Towards 45% Goal¹⁸	171/467= 36%

LEA CTE OFFERINGS

CTE Program Enrollment

Program Name	Total Enrollment (SY2025)	Overenrolled or Underenrolled?	Number of Students on Waitlist
MJROTC	68		
NJROTC	32		
Business Marketing	163		
Accounting & Finance	12		
Cosmetology	53	Over Enrolled	16
Early Childhood	12	Over Enrolled	1
AMP	15		
TAM	17	Over Enrolled	2
Culinary Arts/ Professional Cooking	14	Over Enrolled	11
Baking & Pastry	12	Over Enrolled	7
BioMed	48	Over Enrolled	27

¹⁸ This metric is calculated by adding together the Apprenticeship Completion Rate (RA completers plus YA completers who also earn an IRC) and the IRC Completion Rate (based on draft guidance from the CTE Committee), divided by the total number of graduating students.

PreEngineering	43	Over Enrolled	9
Computer Science	22		
CRD	7	Under Enrolled	
Hospitality	20	Over Enrolled	0
Welding	23	Over Enrolled	23
Nursing	36	Over Enrolled	12
Criminal Justice	48	Over Enrolled	0
Homeland	8	Under Enrolled	
Digital Audio/Video	13		
Interactive Media	31	Over Enrolled	0
Electrical	24	Over Enrolled	3
Masonry	13		
CDM	8	Under Enrolled	
HVAC	30	Over Enrolled	5
Carpentry	30	Over Enrolled	7
Automotive Tech	26	Over Enrolled	21
Agricultural Science/CASE	24		

Progress Towards the 45% Goal:

- **What are you projecting, for next school year, in growth towards the 45% goal for your district?**

Growth will be in the areas of PLTW BioMed, PreEngineering, Computer Science and Youth Apprenticeship. In all three PLTW programs, a new IRC will be administered to all students in their final year. We project a 17% increase in growth toward the 45% of graduating seniors attaining an IRC. In addition, we project a 3% increase in the number of students completing a youth apprenticeship. Therefore, we project a 20% total increase in growth toward the 45% in Worcester next year.

- Next 3 years? Worcester projects that apprenticeships will continue to increase as employers are recruited for AMP and students are placed with these employers and complete the AMP program. This will only continue to contribute toward our goal of 45%+ seniors with an IRC

and/or Youth Apprenticeship experience. A new program, Digital Audio and Video Production, was implemented in SY 2024/25 and these students are expected to attain IRCs as well, contributing more to our growth.

- Next 5 years? Worcester projects that apprenticeships will continue to increase as employers are recruited for AMP and students are placed with these employers and complete the AMP program. This will only continue to contribute toward our goal of 45%+ seniors with an IRC and/or Youth Apprenticeship experience. CTE programs will continue to grow and increase in enrollment as a result of improved marketing efforts and program expansion.
- By SY 2030-2031? Replacement of outdated and underperforming CTE programs will continue to contribute to growth toward the 45%. Worcester projects that apprenticeships will continue to increase as employers are recruited for AMP and students are placed with these employers and complete the AMP program. This will only continue to contribute toward our goal of 45%+ seniors with an IRC and/or Youth Apprenticeship experience.

- **What are your plans for expanding Registered Apprenticeships in your LEA?**

Worcester will continue to work closely with the Lower Shore Workforce Alliance (LWSA) to develop School to Apprenticeship programs. Career Coaches will continue to have conversations at local economic development meetings, advertising the options available to employers for work-based learning, specifically, registered apprenticeship.

Program Plans for Future

- **Are there any new programs you plan on adding to your current programming within the next 2 school years?**

We are already offering every program that our market analysis would suggest to be most beneficial. We are interested in adding barbering because is in high demand and is being requested by students and comprehensive high school staff.

- **Why are you adding/not adding the program(s)?**

Due to a lack of funding for new teachers and programs, we will need to wait until we are able to replace instructors through attrition and for an Innovation grant to be released before expanding any CTE programming.

- **Are there any current programs you plan on expanding upon within the next 2 school years?**

No, program expansion is limited due to space and funding constraints.

- **Why are you expanding upon the program(s)?**

No expansion at this time.

- **Are there any programs you are taking away within the next 2 school years?**

Likely removing the Career Research and Development program.

- **Why are you taking away the program(s)?**

There is little interest in the Career Research and Development Program. The numbers have been historically low. This trend continues and students are expressing a disinterest in taking this program. Many staff members have a difficult time expressing the value of the program to students, especially when it does not have any aligned IRC.

Enrollment Practices

- **How do students enroll in programs?**
 - Rising 9th graders take tours of the school and choose programs they are interested in studying.
 - CTE teachers visit comprehensive schools to showcase their programs and “recruit” during lunches.
 - Other students meet with their comprehensive school counselors and choose a CTE program.
 - Students complete their scheduling sheets, the courses they select are put into PowerSchool course requests, schedules are built.
 - If/when CTE programs have low numbers, school counselors collaborate over the summer and reach out to students who may be interested in a specific program.
- **Are all CTE programs offered to all students?**
 - Yes, all students are welcome to take any CTE program. Several programs have a wait list due to the numbers of students interested in taking a program.
 - There is not an application or selections process to get into a CTE program.
- **Can a student participate in a CTE program at another school?**
 - Yes, currently, students can take JROTC and the business and accounting courses at their comprehensive schools.
 - CTE teachers also offer after school programs featuring cosmetology, computer science, robotics, and engineering.

Program Design

- **What are some best practices from CTE in your LEA that you think are worth sharing with other CTE programs across the state?**
 - All programs post daily learning targets and success criteria.
 - All programs are required to record three grades per week to “track” student progress on acquiring requisite skills.
 - All programs are cognizant of the IRC requirements and work with their students towards mastering the content.
 - CTE programs are highly differentiated for students.
 - Students have access to CTE counselors, career counselors, and CTE administration.
 - Our CTE school is piloting its own “businesses” to hire students in an effort to place students in apprenticeships and offer a model for other local businesses.

LEA Support for Schools

- **How is CTE financial support structured within the LEA?**
 - The school receives MOI money from the local budget.
 - The school receives Perkins grant money.
 - The school receives money from the products it sells from certain programs. This money helps offset the cost of consumables within the program.
- **How is CTE staffing structured within the LEA?**
 - There are 22 CTE teachers. The BMF cluster as well as the JROTC programs are both offered at the comprehensive high schools while all other programs are housed at WTHS.

Career Exploration

- **What career exploration is available to students in your LEA?**
 - SchoolLinks (Onboarding, interest inventories, career surveys, career exploration), Career Research and Development Program (WTHS), Field Trips to WTHS (3rd and 8th), Career based field trips (Skilled Trade Worksite based), Career Exposure via Career Cafe, Your 60 or Career Fair (based by school), and Guest Speakers.
 - Community College exposure to trades through WorWic, and DelTech.
 - Work with local businesses to develop work-based learning opportunities.
- **How do the students access their career coach(es)?**
 - QR code meeting sign-up/Microsoft form, email, text messaging, Schoology messaging, stop-by Office Hours, set-up in person through the guidance office.
- **How does/do the career coach(es) serve students in your LEA?**
 - Exposure to Careers through SchoolLinks lessons via 1:1 coaching or classroom-based lessons.
 - Connecting students to Pathways to those careers- WTHS, Community College, trade programs, apprenticeships, internships, work-based learning,
 - Soft Skills training; job applications, written communication lessons, verbal communication lessons (phone calls, self-advocacy), and
 - Service-Learning activities.
 - Career coaches assist with academic scheduling to address career planning goals.
 - Summer School programming to provide career exploration, career-based field trips (for example; agriculture focus – farm field trip).

INFORMATION FOR VISITING SCHOOLS

Worcester Technical High School

School Leadership: Tony Bevilacqua, Principal & Laverne Cray, Assistant Principal

School Contact: 410-632-5050

School Website: <https://wths.worcesterk12.org/o/wths>

Overview of Meeting Participants

CTE Lead, School Administrators & Staff

Name	Role	Location
Brian Phillips	Coordinator of CTE	Central Office
Tony Bevilacqua	Principal	WTHS
Laverne Cray	Assistant Principal	WTHS
Erica Hensley	School Counselor	WTHS
Mary Shockley	School Counselor	WTHS

CTE PROGRAMS AND ENROLLMENT

ENROLLMENT	CLUSTER	CTE PROGRAM	2023/2024 FULL ENROLL- MENT #	COMPLETION RATE (% '24)	IRC (% '24, using <i>Blueprint</i> IRC list)
Total Enrollment: 793	AMP	Apprenticeship Maryland Program	16	1 of 1 = 100%	1 of 1 = 100%
	AMC	Interactive Media Program	24	5 of 6 = 83%	5 of 6 = 83%
	BMF	Business Marketing	255	15 of 18 = 83%	NO IRC ¹⁹
	HRS	Fire Science	9	1 of 1 = 100%	1 of 1 = 100%
	HRS	Early Childhood	19	1 of 1 = 100% OLD	New 2025
	HRS	TAM	10	8 of 8 = 100%	5 of 8 = 63%
	HRS	MCJROTC	43	9 of 10 = 90%	NO BP IRC ²⁰
	HRS	NJROTC	47	8 of 8 = 100%	NO BP IRC
	HRS	Criminal Justice	52	28 of 28 = 100%	NO IRC
	HRS	Homeland	9	4 of 6 = 67%	NO IRC
	EANR	Agricultural Science	29	7 of 7 = 100%	NO IRC
	HB	BioMed	109	20 of 22 = 91%	NO IRC
	HB	Nursing	33	16 of 17 = 94%	17 of 17 = 100%
	MET	PreEngineering	89	11 of 11 = 100%	NO IRC
	IT	Computer Science	55	11 of 15 = 73%	2 of 2 = 100%
	AMC	Digital Audio Video Prod.	New	New	New
	BMF	Accounting/Finan ce	16	5 of 5 = 100%	NO BP IRC

¹⁹ Indicates that there is no current IRC attached to this course

²⁰ Indicates that there is an IRC, but it is not aligned with the *Blueprint*

	CSHT	Hospitality & Tourism	21	9 of 9 = 100%	4 of 5 = 80%
	CSHT	Culinary Arts	32	11 of 11 = 100%	100%
	CSHT	Baking and Pastry	32	11 of 11 = 100%	100%
	CSHT	Cosmetology	36	7 of 7 = 100%	100%
	CRD	CRD	10	6 of 6 = 100%	NO BP IRC
	CD	CDM	7	7 of 7 = 100%	100%
	CD	Welding	25	12 of 12 = 100%	100%
	CD	HVAC-R	28	22 of 22 = 100%	22 of 22 = 100%
	CD	Masonry	16	8 of 8 = 100%	8 of 8 =100%
	CD	Electrical	21	19 of 19 = 100%	18 of 19 = 95%
	CD	Carpentry	27	17 of 17 = 100%	11 of 14 = 79%
	TT	Auto	22	7 of 7 = 100%	7 of 7 = 100%

OVERVIEW OF CTE PROGRAMS

A complete list and full descriptions of all courses offered in Worcester County Public Schools can be found in the Course Catalog. CTE Course descriptions can be found beginning on page 63.²¹

LEA STUDENT DEMOGRAPHICS

	Maryland	Worcester Co
District Student Demographics (2023)	276495	2150 ²²
% Asian	7%	<1%
% American Indian / Alaska Native	<1%	n/a
% African American	33%	17%
% Hispanic	21%	8%
% Native Hawaiian / Other Pacific Islander	<1%	Data not available
% Two or More Races	4%	7%
% White	34%	66%
% Students with Disabilities	11%	9%
# of Multi-Lingual Learners	9%	<5%
% Free and Reduced Meals (FARMS)	47%	49%
Child Poverty Rate % (2022)	12%	11.1% ²³
Unemployment Rate % (2024)	3%	1.9% ²⁴

²¹ [Worcester County Public Schools Course Catalog 2023-24](#)

²² [Maryland Report Card](#)

²³ [Maryland Family Network](#)

²⁴ [Maryland Family Network](#)

COMMUNITY CONTEXT

Nearby Universities & Community Colleges

University/College Name
WorWic Community College
Salisbury University
University of Maryland: Eastern Shore
Wilmington University

Economic Profile

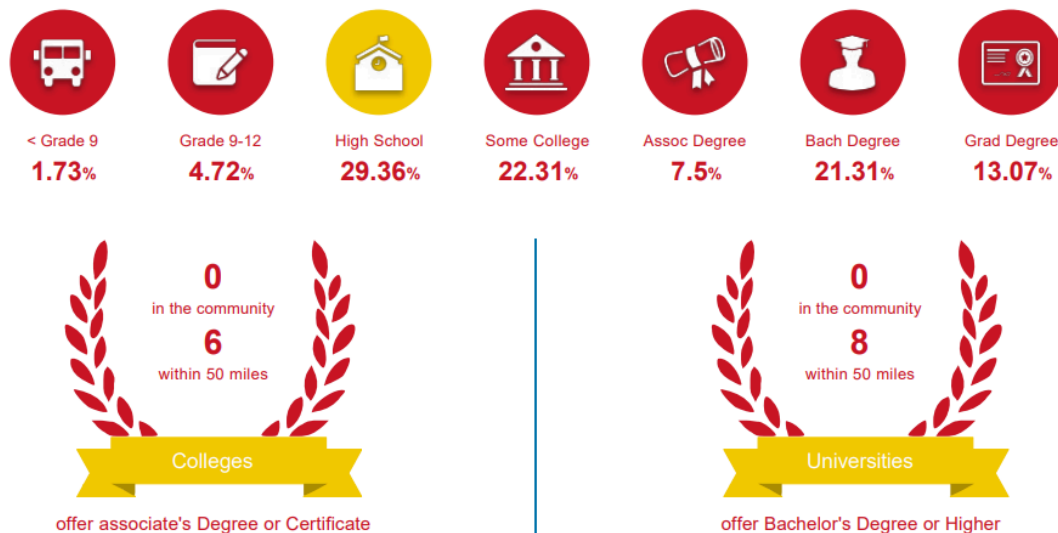
Worcester County²⁵ is a dynamic, pro-business county with opportunities for business development, expansion and relocation. As Maryland's only seaside community, Worcester is strategically located in the heart of the Delmarva Peninsula, offering a superb, family-friendly lifestyle, and ready access to major metropolitan markets, including Washington D.C., Baltimore and Philadelphia. Low property tax rates, an abundant workforce, and a transportation network of highways, rail, and airports serve the needs of business. Incentives to create jobs include state income and real property tax credits for businesses locating or expanding in three Enterprise Zones (Berlin, Snow Hill, and Pocomoke City). Worcester County is a U.S. SBA designated HUBZone. Low interest financing for working capital and fixed assets is available through a Video Lottery Terminal (VLT) Fund and a Manufacturing Machinery Tax Exemption (MMTE) is available to encourage, retain, expand or establish manufacturing industries. Worcester County's private sector industries generate \$2.8 billion in economic output. Tourism and agriculture are the largest industries in the county, and major private sector employers include Harrison Group, Atlantic General Health Systems, Blue Water, Bayshore Development, Fager's, and O.C. Seacrets.

²⁵ <https://commerce.maryland.gov/Documents/ResearchDocument/WorcesterBef.pdf>

Educational Attainment²⁶

Educational Attainment

41.88% of the population in Worcester County have an associate's degree or higher. 93.55% have a high school degree or higher.



Leading Business Groups²⁷

Company	Industry	Size Category
ACME Markets	Retail Trade	100-249
Advantage Services	Administrative and Support and Waste Management and Remediation Services	100-249
Atlantic General Health System	Health Care and Social Assistance	1000
Beach Plaza Hotel	Accommodation and Food Services	100-249
Berlin Intermediate School	Educational Services	100-249
Berlin Nursing & Rehab Ctr	Health Care and Social Assistance	100-249
Bj's On the Water	Accommodation and Food Services	100-249
Bull On the Beach	Accommodation and Food Services	100-249
Captain's Table Restaurant	Accommodation and Food	100-249

²⁶Maryland Department of Commerce, <https://properties.zoomprospector.com/maryland/community/Worcester-County-MD-/24047>

²⁷ Maryland Department of Labor, Division of Workforce Development and Adult Learning <https://www.labor.maryland.gov/lmi/emplists/worcester.shtml>

	Services	
Carousel Skating Rink	Arts, Entertainment, and Recreation	250-499
Casino At Ocean Downs	Arts, Entertainment, and Recreation	100-249
Castle In the Sand	Accommodation and Food Services	100-249
Clarion-Resort Fontainebleau	Accommodation and Food Services	100-249
Coldwell Banker Residential	Real Estate and Rental and Leasing	100-249
Crab Bag	Accommodation and Food Services	100-249
Denny's	Accommodation and Food Services	100-249
Doubletree By Hilton Ocean	Accommodation and Food Services	100-249
Dough Roller	Accommodation and Food Services	100-249
Dumser's Dairyland Restaurant	Accommodation and Food Services	100-249
EA Engineering Science & Tech	Professional, Scientific, and Technical Services	250-499
Embers Restaurant	Accommodation and Food Services	250-499
Fager's Island	Accommodation and Food Services	250-499
Fairfax Nursing Ctr	Health Care and Social Assistance	100-249
Fish Tales	Accommodation and Food Services	100-249
Food Lion	Retail Trade	100-249
Francis Scott Key Motel	Accommodation and Food Services	100-249
Harbor Watch Restaurant	Accommodation and Food Services	100-249
Harrison House of Snow Hill	Health Care and Social Assistance	100-249
Hilton-Ocean City/Oceanfront	Accommodation and Food	100-249

	Services	
Holiday Inn	Accommodation and Food Services	100-249
Home Depot	Retail Trade	100-249
Hooper's Crab House	Accommodation and Food Services	100-249
Jolly Roger Amusement Park	Arts, Entertainment, and Recreation	100-249
Jolly Roger At the Pier	Arts, Entertainment, and Recreation	100-249
Keller Williams Realty	Real Estate and Rental and Leasing	100-249
Lowe's Home Improvement	Retail Trade	100-249
Mc Donald's	Accommodation and Food Services	250-499

Appendix C | Visit Agenda

Visit Date: October 16, 2024 Time: 8:00am-3:30pm	Location: Worcester Technical High School 6290 Worcester Highway Newark, MD 21811	Arrival Time: 8:00am-8:15am
---	--	---------------------------------------

Worcester Technical High School

Team 1: John Strickland, Brian Cavey, Leslie Porter-Cabell, Ashley Robinson, Theresa Vener, Lauren Martin			Team 2: Cortney Monar, Molly Mesnard, Lindsey McCormick, Julie Allen, Matt Geel, John Ward, Thomas Saito-Sherris		
Time	Activity		Time	Activity	
8:00am-8:30am	Meet and Greet		8:00am-8:30am	Meet and Greet	
8:30am-9:10am	Classroom Visits	PLTW Cybersecurity	8:30am-9:10am	Classroom Visits	Early Childhood/The Nest
		Welding			Nursing
		Criminal Justice			BioMed
		Cosmetology			HVAC-R
9:10am-9:20am	Break		9:10am-9:20am	Break	
9:25am-10:15am	Classroom Visits	Early Childhood/The Nest	9:25am-10:15am	CTE Student Focus Group Location: Media Center	
		Nursing			
		BioMed			
10:20am-11:15am	School Counselor & Career Coach Focus Group Location: Front Office Conf Room		10:20am-11:20am	Teacher Focus Group Location: Media Center	
11:20am-12:20pm	CTE Staff/School Admin Mtg. Location: Main Office Conf Room		11:20am-12:20pm	CTE Staff/School Admin Mtg. Location: Main Office Conf Room	
12:20pm-1:10pm	Lunch		12:20pm-1:10pm	Lunch	
1:10pm-2:00pm	CTE Student Focus Group Location: Media Center		1:10pm-2:00pm	Classroom Visits	Cosmetology
					Masonry

				PreEngineering
				Welding
				Criminal Justice
2:00pm-2:10pm	Break	2:00pm-2:10pm	Break	
2:10pm-3:00pm	CTE Teacher Focus Group Location: Media Center	2:10pm-3:00pm	School Counselor & Career Coach Focus Group Front Office Conference Room	
3:00pm-3:30pm	End of Day Debrief & Gathering Counseling Conference Room	3:00pm-3:30 pm	End of Day Debrief & Gathering Counseling Conference Room	

Appendix D | Interview & Focus Group Questions

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—does that work for you all? 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. For those students who are not able to enroll and stay on a waitlist, what's the process for those students? What happens if they don't get off the waitlist?
7. How does the LEA/district update CTE programs? What are some current plans you have for adding new programs, expanding existing programs or eliminate current programs?
8. From your perspective, what are the strengths of your LEA/school's CTE program, and what have you made the most progress on recently?
9. What do you see as the key challenges facing your LEA/school now?
10. Where would you like the LEA to be in five years in regards to CTE?

Additional Questions:

- Are any CTE teachers earning National Board Certification? If so, have they been able to move into differentiated roles?
- 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. Where do students from your program go after graduating (i.e., further training, work, college, etc.)?
5. 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?*
6. If you could redesign your subject's program of study, what would you change?
7. What professional learning opportunities are available for you?
8. From your perspective, what are the strengths of your school's CTE programs?
9. What do you need as a CTE teacher that you feel you may not be getting?
10. 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?
- Do most students who enroll in your program intend on completing the program?
- 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 getting in to the program?
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?



Maryland

GWDB CTE COMMITTEE

Governor's Workforce Development Board
Career and Technical Education Committee

www.gwdb.maryland.gov