



Maryland

GWDB CTE COMMITTEE

Career & Technical Education Expert Review Team

Baltimore City Public Schools Post-Visit Report

Governor's Workforce Development Board
Career and Technical Education Committee

Published June 2026



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

Elena Quiroz-Livanis

Interim 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-Callaham

Lead Director, Workforce Initiatives
CVS Health

CONTRIBUTORS

Shamara P. Bownes

Senior Director, CTE
Governor's Workforce Development Board

Dr. Edrees Nawabi

Research Data Analyst, CTE
Governor's Workforce Development Board

Christine Lynch

Contractor (Strategic Facilitator Grant)
CityWorks

The Governor's Workforce Development Board is grateful to the CTE Expert Review Team (ERT) members that participated in the visit of this LEA's CTE programs, as well as central office and school leadership, staff, and students that contributed valuable insights during this CTE ERT visit.



FROM: Governor's Workforce Development Board CTE Committee

TO: Baltimore City Public Schools

DATE OF SUBMISSION: June 3, 2026

DATE OF VISIT: November 5, 2025

SUBJECT: CTE Expert Review Team Post-Visit Report

PURPOSE: This report summarizes the key observations, strengths, and opportunities for growth identified during the CTE Expert Review Team's site visit. It is intended to provide actionable feedback and highlight promising practices to support continuous improvement of high-quality career-connected learning in accordance with state policy and the *Blueprint for Maryland's Future* goals.

QUESTIONS: Shamara P. Bownes
Senior Director, CTE
Governor's Workforce Development Board
shamara.bownes1@maryland.gov
C: 443-890-1456

For general inquiries, please email GWDB.CTE@maryland.gov.

Table of Contents

Executive Summary	5
CTE Expert Review Team Background.....	8
CTE Expert Review Team Visit to Baltimore City Public Schools	13
About Baltimore City Public School System	15
CTE Expert Review Team Observations & Analysis	16
INDICATORS OF INTERNAL STRENGTHS AND CHALLENGES.....	16
INDICATORS OF EXTERNAL FACTORS AND INFLUENCES.....	26
POTENTIAL NEXT STEPS.....	29
Conclusion	37
Appendix Guide	38



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 direct and coordinate the development of an integrated, globally competitive and aligned system for providing CTE to Maryland students in public schools, postsecondary institutions, and the workforce. As part of this effort, the *Blueprint* calls on the CTE Committee to establish, administer, and supervise Expert Review Teams (ERTs) to visit schools offering CTE pathways.¹ CTE ERTs are a key tool through which the state observes and tracks the progress of Local Education Agencies (LEAs) in implementing CTE programs that align with the CTE Committee's framework, policies and the *Blueprint's* vision and goals.² In particular, the *Blueprint* and Joint CTE Vision statement sets a goal that by the School Year (SY) 2030-2031, 45% of high school graduates who are college and career ready (CCR) shall complete the high school level of a Registered Apprenticeship or another industry-recognized credential ("45% goal").³

This report reflects a visit during Phase 1 of the CTE ERT visits. The purpose of Phase 1 is to assess the current state of CTE across all 24 LEAs to identify systemic challenges and establish a baseline for statewide improvement.

This report summarizes observations and initial recommendations that the CTE ERT developed by reviewing the LEA's self-reported data and by conducting interviews, focus groups, school tours, and classroom visits during the CTE ERT visit. The CTE Committee staff, along with volunteer CTE ERT members, have collaborated on this report to provide observations and preliminary points of analysis to readers.

In this report, readers will find the purpose of the CTE ERT, an overview of the LEA, a summary of the CTE ERT visit, Strengths, Challenges, and External (SCE) analysis, and Potential Next Steps for the LEA to consider.

VISIT OVERVIEW

LEA:	Baltimore City Public Schools (City Schools)
Date of Visit:	November 11, 2025
Schools Visited:	Forest Park High School (FPHS) Carver Vocational Technical High School

¹ Md. Code Ann., Educ. § 21-209 (2024). <https://bit.ly/3W0JoeU>

² For a list of policies issued to date, please visit www.gwdb.maryland.gov/policy/.

³ CTE Committee, Maryland State Board of Education, and Accountability and Implementation Board. (2025, December). *Career and Technical Education (CTE) Vision for Maryland's Future*. Governor's Workforce Development Board.

www.gwdb.maryland.gov/ctecomm/ctecomm-jointvisionstatement2025.pdf

This CTE ERT visited Baltimore City Public Schools (City Schools), located in the Central region of Maryland. City Schools offers 37 CTE programs at 18 comprehensive high schools, as well as City Schools' CTE technical center, Carver Vocational Technical High School.

SUMMARY OF FINDINGS

Below is a summary of the observations and findings from this CTE ERT visit, which is further detailed in the following report:

LEAs' Progress Toward the Blueprint's 45% Goal for the School Year 2024-2025: (IRCs + HSLRA/Graduating Students)

14.6%

Internal Strengths

- Progress Toward 45% Goal
- Integration of CTE Within Schools and Across Staff
- Passionate and Experienced CTE Teachers and Staff
- Exemplar Culture at Forest Park High School
- Students' Ability to Describe Transferable Skills
- Strong Culture of Collaboration Within CTE and Beyond
- School Choice

Internal Challenges

- Balance Between Career Exploration and Committing to CTE Pathways
- Pathways, IRCs, and Post-Secondary Plans
- System-Wide Communication and Career Advising and Counseling
- Attendance and Literacy Challenges Impacting Completion and IRC Attainment
- Disjointedness and Inconsistencies Across Schools
- Student Desire for Additional Real-World Equipment and Experiences
- Limited HSLRA Offerings and Interest
- School Choice
- Inequitable Student Representation in CTE Within Schools

External Factors

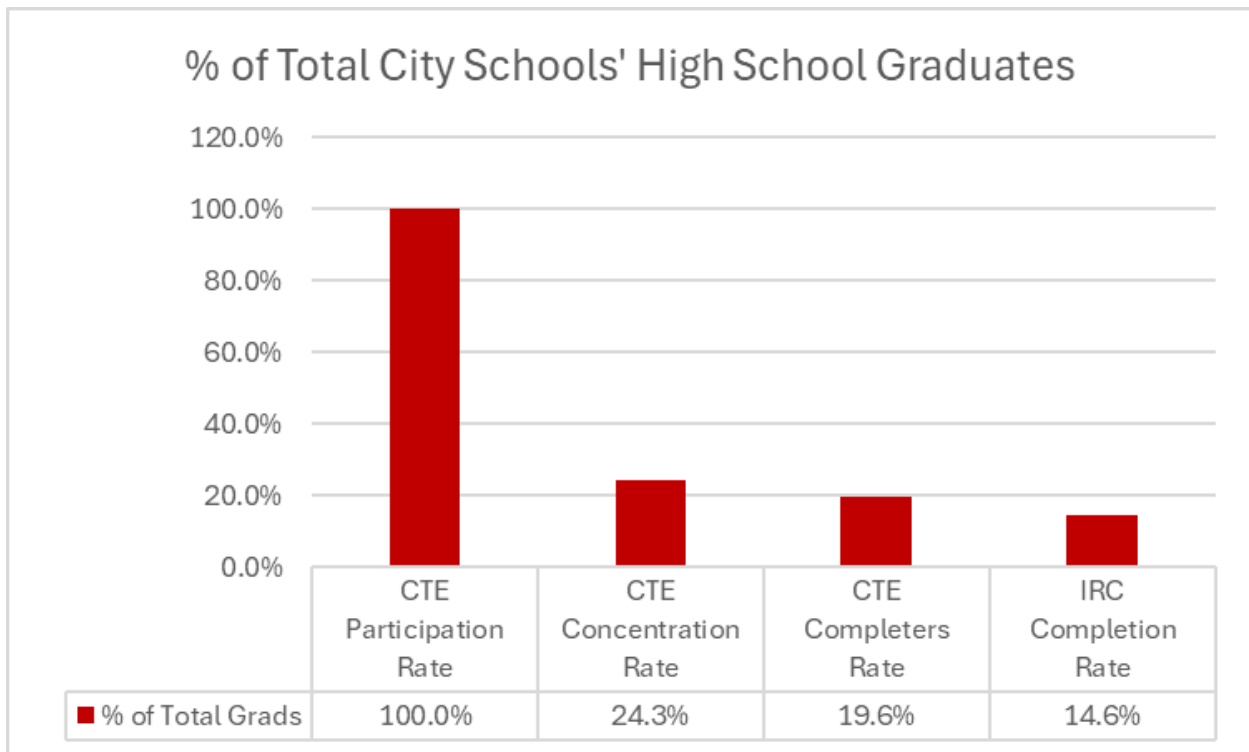
- **External Strength:** Support from the Mayor's Office of Employment Development
- **External Strength:** Employer Partners and Community Connections
- **External Strength:** Philanthropic, Nonprofit, and College Partnerships
- **External Strength:** Robust and Accessible Employers
- **External Challenge:** Mindset

Potential Next Steps

- Deepen Use of Data into Informed Action
- Develop Professional Development Around Career Advising
- Consider Career Exploration Course
- Continue to Push Literacy for Professional Development to all Teachers
- Consider Identifying Areas of Consistency Across Schools and Identifying Core CTE Experiences Across Schools

- Continue to Explore Creative Partnerships to Source Partnerships and Target Those in Areas of Under-Resourced Communities and Schools
- Continue to Center CTE Teacher Voices in Decision-Making
- Create More Detail Around Implementing *Blueprint* Plan, Targeting Specific Schools and Programs with Greater Fidelity Aligned with *Blueprint* Goals
- Consider Community and District-Wide Messaging Campaigns
- Codify and Replicate Best Practices Around CTE Culture at Forest Park to Other Schools
- Focus on Expanding Work-Based Learning Opportunities, Career Exposure, and Establishing HSLRAs
- Explore Technical Assistance with MSDE, the Maryland Department of Labor (MD Labor), and the CTE Committee in Meeting the *Blueprint's* 45% Goal.

Figure 1: LEA CTE Summary Data for the School Year 2024-2025



CTE Expert Review Team Background

PURPOSE

The *Blueprint for Maryland's Future* (“the *Blueprint*”), Md. Code Ann., Educ. § 21-209, established the Career and Technical (CTE) Committee as a unit within the Governor’s Workforce Development Board (GWDB).⁴ The GWDB serves as the Governor’s chief strategic and policy-making body for workforce development in the State of Maryland.⁵ The purpose of the CTE Committee is to direct and coordinate the development of an integrated, globally competitive and aligned system for providing CTE to Maryland students in public schools, postsecondary institutions, 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 Expert Review Teams (ERTs) to visit schools with CTE pathways.⁶ The CTE ERTs perform the following key functions through both qualitative and quantitative analysis:

1. **Monitoring:** determine whether Local Education Agencies (LEAs) are implementing CTE programs aligned to the *Blueprint*’s vision and monitor progress toward reaching the statewide goal that by the School Year (SY) 2030-2031, 45% of public high school graduates who are college and career ready (CCR) will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential.
2. **Assessment:** analyze and assess the progress of LEAs in implementing CTE programs that align with the *Blueprint*’s CTE vision, Maryland’s CTE Framework as established by the CTE Committee, and associated policies.
3. **Technical Assistance:** analyze trends, identify challenges and best practices, and provide technical assistance to address issues and uplift best practices.
4. **Post-Visit Reports:** summarize findings and develop recommendations to address challenges faced by schools, LEAs, and the State in implementing the *Blueprint*. Submit reports to the LEA, Accountability and Implementation Board (AIB), and the CTE Committee.
5. **Action:** summarize key findings and make recommendations to the CTE Committee on strategies to address challenges, including policy changes and technical assistance, within the CTE Committee’s annual report or other avenues, as appropriate.
6. **Accountability:** Starting in Fiscal Year 2026 (FY26), the CTE Committee can make recommendations to the AIB on whether to withhold funds if an LEA is not making a

⁴ Md. Code Ann., Educ. § 21-209 (2024). <https://bit.ly/3W0JoeU>

⁵ Executive Order No. 01.01.2023.22. (2023). <https://tinyurl.com/execorder01012023>

⁶ Md. Code Ann., Educ. § 5-412 (2024). <https://tinyurl.com/5cb36cvy>

good faith effort to implement the *Blueprint* and is not demonstrating sufficient progress over time based on findings from CTE ERT visits.⁷

All of these functions build on each other, leading to a systemwide approach that is continuously improving the career-connected learning pathway for all students across Maryland.

On March 26, 2026, the AIB ratified a motion to amend the deployment strategy for CTE ERTs. This action was taken in accordance with Senate Bill 311 of the 2026 Maryland legislative session, which enacted a formal suspension of the ERT program. This suspension facilitates the development of a revised ERT implementation proposal by the AIB and Maryland State Department of Education (MSDE), which is due by November 1, 2026. Consequently, the AIB motion modifies the CTE ERT timeline, requiring the CTE Committee to conclude all Phase 1 visits by the end of the fall 2026 semester (i.e. visit all 24 LEAs). Phase 2 deployment will be deferred for the duration of the SY 2026-2027, during which time the CTE Committee will collaborate with the AIB and MSDE to identify and recommend an optimal, value-driven framework for the future operation of CTE ERTs.

CTE ERT APPROACH

The CTE ERT approach and plan is organized around two key principles: visits focused from an LEA-lense (rather than an individual school) as CTE strategies and programming is organized at an LEA level across the state; and a phased approach to completing and organizing visits over time. The CTE ERTs were organized with the following phased approach, which notes the pause in timelines of starting Phase 2 pursuant to the AIBs motion in March 2026:

Phase 1: Discovery (SY2024–2026)

- **Goal:** Establish a baseline of local strengths and systemic barriers to early implementation of the *Blueprint*.
- **Action:** Conduct field-level observations and collect data across all 24 LEAs to identify where technical assistance and state-level policy shifts are most needed.

Phase 2: Analyze & Assist

- **Goal:** Shift from observation to active alignment with the *Blueprint*, established policies, CTE Vision, and statewide CTE Framework.
- **Action:** Deploy targeted assistance and pursue policy or regulation changes to address common challenges.

Phase 3: Evaluate

⁷ Pursuant to Md. Code Ann., Educ. § 5-405, the AIB may release withheld funds to a school or local school system upon recommendation from MSDE, the CTE Committee, or an Expert Review Team - or if the school/LEA demonstrates sufficient progress in implementation or to improve student performance. In determining whether to release or withhold additional funds, the AIB shall consider whether a public school or local school system has been responsive to the recommendations of MSDE, CTE Committee, an Expert Review Team, and the AIB's staff. <http://bit.ly/3OMwcJh>

- **Goal:** Evaluate progress toward *Blueprint* goals and analyze outcomes; additional purposes to be developed during Phase 2.
- **Action:** Direct intensive support to LEAs struggling with progress.

Given the pause in CTE ERT visits once Phase 1 visits to all 24 LEAs are completed by the fall semester of the SY 2026-2027, this approach and structure may be amended. The CTE Committee will work closely with the AIB, and MSDE, to analyze the optimal structure and timelines for CTE ERTs.

CTE ERT VISIT MEMBERS

The CTE ERT visits consist of members from various backgrounds and expertise, ensuring a variety of analysis of the LEA's CTE programming.⁸ The CTE ERT typically consists of 10-14 individuals for each visit. This group is then split into two teams during the visit. The CTE ERT core team members must include:

- CTE Committee staff (1-3);
- CTE teacher (1): 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;
- School/LEA leadership (1): i.e., Principal, Assistant Principal, LEA Lead CTE Staff Designee, or Blueprint Implementation Coordinator, preferably a representative from a neighboring LEA; and
- Employer, trade union representative, and/or apprenticeship sponsor (1)

Teams also typically include representatives from the:

- CTE Committee or their designee
- Local Workforce Development Board or staff
- Local community college
- State agencies responsible for implementing the *Blueprint*, inclusive of MSDE and AIB staff

CTE ERT VISIT STRUCTURE

Every CTE ERT visit during Phase 1 adheres to the following structure:

Pre-Visit Data Analysis and Dialogue:

- LEA completes a schedule for the day (Appendix B)
- LEA completes and submits brief with quantitative and qualitative data (Appendix A)
 - ERT members review in advance of orientation and training session
- Virtual orientation and training session for ERT visit members with LEA leadership, including:

⁸ 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

- Pre-recorded training providing an overview of CTE ERTs, roles and responsibilities during visits, and what to expect from the day
- Virtual orientation (within 1-week prior to the visit):
 - Overview of CTE in the LEA provided by the LEA Lead CTE staff
 - Review and discussion of LEA data brief
 - CTE enrollment practices, observed challenges, and any other information the LEA Lead CTE staff deems necessary

Full-Day District Visit:

- **Where:** typically two schools per day, depending on the LEA CTE structure. Visits typically include both a CTE Center and comprehensive high school with CTE programming.
- **What:** Guided school tour, CTE classroom visits, and focus groups at each school with:
 - Students
 - CTE teachers
 - Career coaches/counselors, and possibly school counselors or work-based learning coordinators, as relevant, in each LEA
 - LEA administrators/leadership (optional)

Post-Visit Debrief, Assessment, and Reporting:

- CTE ERT members submit their notes and a short survey on initial feedback
- Virtual debrief held with ERT members 1-week after visit to discuss observed strengths and challenges
- CTE ERT members review post-visit report to provide feedback
- Post-visit report provided to LEA with option for asynchronous or synchronous feedback
- Final post-visit report submitted to the CTE Committee, AIB, and LEA leadership

At every visit, the team engages in discussions with stakeholders to gain insights into the strengths and challenges of the CTE programming. These conversations reveal valuable information about how CTE supports students' post-graduation pathways and career goals, as well as areas where the LEA could enhance program access and resources. The focus groups in particular aim to uncover the experience these stakeholders have in CTE by asking consistent questions about professional development opportunities, their opinions on their experience in CTE classes, perspective on hurdles, etc. (Appendix C).

CTE ERT POST-VISIT REPORT

Following each visit, CTE Committee staff drafts a report to present observations and preliminary analyses. To ensure accuracy, drafts are shared with the CTE ERT members and LEA lead staff prior to publication. These reports integrate quantitative and qualitative findings from the LEA data brief, classroom observations, focus group recordings, team discussions, and all feedback received from CTE ERT team members either written or during the debrief.



Phase 1 reports include a summary of the visit, LEA background information, and a Strengths, Challenges, and External (SCE) analysis to guide potential next steps. The SCE analysis organizes observations into internal factors - strengths and challenges - and external factors that emerge during the visit. This framework allows LEAs to target internal improvements, and it provides an opportunity to share best practices with other LEAs. During Phase 1, the observations and next steps documented in the post-visit reports are preliminary and do not address every challenge observed, they are also not meant as a directive, but rather the intent is that LEAs utilize the findings as opportunities of improvement to explore.

CTE Expert Review Team Visit to Baltimore City Public Schools

CTE ERT VISIT MEMBERS

The CTE Expert Review Team visits consist of members from various backgrounds and expertise ensuring a variety of analysis of the LEA’s CTE programming. The following is a list of members who joined this CTE ERT visit:

Name	Title	Organization	Role within ERT ⁹
Shamara Bownes	Senior Director	GWDB-CTE Committee	CTE Committee Staff - Facilitator
Christine Lynch	CTE Contractor	CityWorks	CTE Committee Staff - Notetaker
Dr. Genevieve Floyd	Director, Department of College and Career Readiness	Montgomery County Public Schools	LEA Leader
Heather Bradley	CTE Programs Coordinator	Montgomery County Public Schools	LEA Leader
Heather Carias	CTE Supervisor	Montgomery County Public Schools	LEA Leader
Katherine Swanson-Palmer	Program Manager	GWDB-CTE Committee	CTE Committee Staff - Facilitator and Notetaker
Katie Eckstein	Coordinator of CTE and Magnet Programs	Harford County Public Schools	LEA Leader
Lindsey McCormick	Direct of College and Career Readiness	Caroline County Public Schools	LEA Leader
Myra Norton	Senior Director	Johns Hopkins Technology Venture	Employer; CTE Committee Chair

⁹ Due to a cancellation, this CTE visit did not have a CTE teacher present for the visit.



Rita Bradunas	Coordinator of Career Counseling	Maryland State Department of Education	State Agency Partner
---------------	----------------------------------	--	----------------------

CTE ERT VISIT OVERVIEW

During this visit, the CTE ERT visited Forest Park High School (FPHS), one of the LEA's comprehensive high schools with CTE offerings, and Carver Vocational Technical High School (Carver), the LEA's sole CTE technical center. The team visited FPHS in the morning, which houses 5 CTE programs, and Carver in the afternoon, which houses 16 CTE programs.

- LEA:** Baltimore City Public Schools (City Schools)
- Date of Visit:** November 5, 2025
- Schools Visited:** Forest Park High School
Carver Vocational Technical High School

About Baltimore City Public School System

Baltimore City Public School (City Schools), located in Central Maryland, enrolls 21,040 high school students, and has a 100% participation rate in CTE for graduating students. City Schools offers 37 CTE programs that cover a wide range of areas, from Agricultural Science to Teacher Academy of Maryland. City Schools is in alignment with the Mayor's Office of Employment Development (MOED) Plan's focus on building key sectors like cybersecurity, healthcare, clean energy, infrastructure, and advanced manufacturing.¹⁰ CTE programs in JROTC, Interactive Media Production, Pre-Engineering, and Automotive are all at maximum enrollment. This demonstrates the LEA's focus on developing a robust workforce targeting key sectors that are in-demand in this region.

City Schools has CTE offerings at all 18 comprehensive high schools and at the CTE technical center, Carver Vocational Technical High School. City Schools is a choice district, where students and families choose what school from throughout the district is the right fit for them. Students choose their high school in 8th grade while also selecting a CTE pathway, if they choose. Students begin the CTE pathway in 10th grade. CTE programs are offered to all students. As a general rule, students must be enrolled at the school of the CTE pathway.

City Schools has 100% of graduating students participate in CTE and 24.3% of graduating students are CTE concentrators.

Students enrolled in CTE programs have the opportunity to earn industry-recognized credentials (IRC), and 14.6% of graduating students from the SY 2024-2025 completed an IRC; however, this rate comes from the previously approved MSDE IRC and technical skills assessment (TSA) list as the updated policy and approved IRCs by the CTE Committee does not go into effect until the SY 2025-2026.¹¹ As such, the CTE IRC Policy published in December 2024 may impact this LEA's attainment rate for 2025 and beyond.¹²

City Schools reports that they had 0 graduating students participate in the high school level of a Registered Apprenticeship, aligned with the CTE Committee's Apprenticeship Policy issued December 2024.

¹⁰ Baltimore City Workforce Development Board. (2024). *Baltimore City Local Plan 2024–2028*. https://s3.amazonaws.com/baltimorecity.gov/if-us-east-1/s3fs-public/2026-04/final_approved_baltimore_city_local_plan_2024-2028.pdf

¹¹ IRC completion data from the current *Blueprint*-aligned list will not be available until after the end of the SY 2025-2026.

¹² GWDB CTE Committee. (December 2024). Career and Technical Education: Industry-Recognized Credentials. <https://www.gwdb.maryland.gov/policy/gwdbcte2024commindustrycredentialpolicy.pdf>

CTE Expert Review Team Observations & Analysis

OVERVIEW OF ANALYSIS

The following report is organized around a Strengths, Challenges, External (SCE) approach. A SCE analysis is meant to organize the CTE ERT's observations and notes into internal factors - Strengths and Challenges - and External factors and influences. Although the CTE ERT does not currently have a focus group specifying external stakeholders, external factors come up in conversations, focus groups, the debrief, and orientation that must be documented. With a SCE Analysis, readers may use this section to target changes and best practices internally and better understand how external factors may influence CTE.

It is important to emphasize that the following observations reflect insights that were documented as of the date of the visit. As such, it is possible that observations noted below have been altered or addressed since the CTE ERT visit was conducted.

INDICATORS OF INTERNAL STRENGTHS AND CHALLENGES

Strength: Progress Toward 45% Goal

Baltimore City Public Schools (City Schools) demonstrated progress toward the *Blueprint's* 45% Goal based on an LEA the size of City Schools. Based on school year (SY) 2024-2025 data, City Schools reported 655 out of 4,484 graduating students earned an IRC, meaning they are at 14.6% towards meeting the goal. Considering the state average for SY 2024-2025 hovered at approximately 11%, City Schools has made considerable progress compared to peer LEAs across Maryland. City Schools, being one of the state's largest LEAs, contributes a large number of students to the overarching number of students graduating state-wide; therefore, City Schools plays a significant role in ensuring that Maryland meets the 45% goal. City Schools's progress toward the 45% goal is a strength compared to peer LEAs and should remain a focus in upcoming years.

Strength: Integration of CTE Within Schools and Across Staff

The CTE ERT visited 2 schools out of the 21 total high schools within Baltimore City Public Schools, meaning the CTE ERT had a small sample size to draw conclusions from. City Schools is a School-Choice district which means that students in the district apply to the middle and high schools of their choice. At City Schools, not all schools have the same offerings, impacting the CTE ERT's observations and limiting the capacity to make generalized observations about the LEA at-large.¹³ Based on the two schools visited, the CTE ERT observed the integration of CTE within a comprehensive high school and the CTE center

¹³ Baltimore City Public Schools. School Choice. <https://www.baltimorecityschools.org/page/choice>

across each school's staff as a strength. As one participant in the career counseling focus group explained,

“We have CTE as not everyone is going to college. [Students can] see how CTE and college work together - [it is] unique.”

Based on the ERT observations, CTE is not competing with college, but rather an additional, complementary option. Students are encouraged to explore Advanced Placement, CTE, and other offerings. There are plenty of examples of CTE integration across the curriculum at City Schools.

In City Schools, each student has a Student Learning Plan (SLP) where teachers and counselors list postsecondary plans as part of a student's goals within their SLPs. All teachers and counselors have access to the SLPs. One CTE focus group participant explained,

“[we look at] student learning plans and do that with them [the student] and see what their goals are and see what they want to do after high school and connect them with those we need to connect them to. Every kid needs to have a plan. We can access the plans in an Infinite Campus [district-wide software platform].”

There is an emphasis on CTE teachers ensuring they are connected to the SLPs and leveraging them within classrooms. CTE is integrated into SLPs as 9th grade students are integrating career goals into the SLPs and pathways are selected based on their goals. Career coaches also have access to the SLPs and both core content and CTE teachers are utilizing SLPs to engage with their students.

Starting in SY 2025-2026, City Schools decentralized Perkins funding to the individual schools, giving principals autonomy to address specific instructor and student needs, improving program effectiveness and flexibility. This is also creating more ownership and autonomy for the schools, and greater buy-in.

It was evident to the CTE ERT that City Schools emphasizes that all teachers, including CTE teachers, are responsible for the academic success of students in core content areas. Students often enter high school with reading deficits affecting IRC certification success; therefore, recent professional development at the district-level is for providing literacy support and instruction to all staff, including CTE teachers.

During a CTE teacher focus group, teachers explained how CTE pathways provide valuable insights for students into their general education classes. One teacher described it as,

“A lot of kids come to school just for CTE. It motivates them to do well in their general ed classes. They see the connection. We have the strength to motivate kids to do well in other courses - when they see concepts are valuable, they work harder in other classes so everything can balance out and motivates them to be successful.”

Another CTE teacher focus group participant explained how a student in their class gained confidence in their CTE class and how that confidence translated into other classes. Ultimately, the CTE ERT observed how enrollment in CTE may potentially lead to improved outcomes in other classes because students can make a clearer connection with knowledge and how it is applied.

Strength: Passionate and Experienced CTE Teachers and Staff

City Schools has experienced and dedicated CTE staff and teachers. The CTE ERT noticed that many teachers and staff have extensive industry experience and industry relationships. CTE teacher focus group participants described the career counselor as a “powerhouse - if we say we want something they will figure out how to put it together and make it work,” acknowledging their relationships with employers and passion for supporting students. CTE teachers at both schools described how they love their jobs and how dedicated they are to the students. One CTE teacher explained,

“I love what I do. I had other opportunities to leave and I decided to stay.”

Another shared how the students are key to teacher retention, “[the kids] make me stay, the kids - every day we change lives... year after year...they come back and say thank you to the teachers. As long as I see growth I am going to stay with the kids and keep pushing.” At both schools, CTE teachers shared their impressive industry experience across all fields like JROTC, Healthcare, Culinary, etc. Many teachers continue to leverage their industry connections to provide work experience and career exposure for their students.

The CTE ERT observed that many of the CTE teachers are alumni of the respective schools, and that both schools have strong alumni connections. One CTE teacher uplifted the importance of their responsibility as a role model, sharing,

“I grew up here and I wanted them to see that you can and will be able to fit in. If I can give them any type of help or assistance in the healthcare field - that was my main reason for coming here.”

Another teacher emphasized the importance of students having teachers that are representative of the student body, particularly as it comes to shared experience with socio-economic status.¹⁴ The CTE teacher explained their dedication to teaching as inspired by their ability to provide inspiration to current students to,

“have someone that looks like them and come from the same place they come from and give examples [...] to be able to get at students from socioeconomic backgrounds to [...] have a real life example [of what success can look like].”

¹⁴ According to the LEA Data Brief (Appendix A), City Schools high school students have a Free and Reduced Meals rate of 95%.

CTE teachers and staff are a strength of City Schools, as they are passionate, industry-experienced, and committed to their students.

Strength: Exemplar Culture at Forest Park High School

The CTE ERT was impressed by the culture at Forest Park High School (FPHS). FPHS highlighted the mission and vision statements in every single room and reiterated them during the ERT visit and as a core emphasis within all classrooms, including CTE. One administrator focus group participant described the mission and vision being a throughline regardless if a teacher is a CTE teacher or not,

“[everything is] tying to vision and mission of school-experience as high school educator - either CTE or college ready - concerted effort to teach CTE teachers the same as math, English etc. Everyone who signs up to teach are teachers first [but there is an] intentional effort to train them alongside the other teachers on pedagogy, literacy strategies and don’t feel like an ‘other’. Always say to them ‘a teacher that happens to be a chef’, not the other way around.”

Administrators treat CTE teachers with the same rigor and respect as core subject matter teachers. Students are also treated the same regardless of postsecondary plans. One administrator explained, “everything we have to do for academics we do for CTE - when we celebrate our seniors and those that go to other places - we are adamant with how important they are. Same treatment.” Another CTE teacher shared when describing the culture, that it was,

“More of a family dynamic. The principal cared about the whole dynamic of the school and worked at several other schools before here and it was different.”

The culture of care at FPHS is exemplary and a strength for City Schools, getting all stakeholders to buy-in and provide comprehensive care.

Strength: Students’ Ability to Describe Transferable Skills

The CTE ERT observed that students could describe the transferable skills they were learning within their CTE programs. Students understood the connection between what they were learning in the classroom and how it can be applied in real life and across multiple career pathways. During a focus group, one student participant shared, “[the] difference is really about practicing skills for the real world.” Another student explained that they,

“Get a lot of work experience in school and set us up for college and future endeavors.”

Several students were able to name specific skills such as leadership, communication, and relationship-building acquired through CTE programs. Even in cases where a student's CTE pathway did not align to career interests, many students could articulate skills obtained that were beneficial to their long-term career success. Students expressed an appreciation for their CTE teachers and their approach to teaching problem-solving. For example, a student

described the process as, “[the CTE teachers] let us figure it out ourselves and learn from our mistakes and tell us how to do it the right way.” The student’s ability to identify transferable skills acquired in their CTE programs is a strength as these skills will serve students beyond high school and allow them to adapt to an evolving workplace, regardless of career paths.

Strength: Strong Culture of Collaboration Within CTE and Beyond

Collaboration was apparent and a core strength of City Schools. The CTE ERT observed the collaborative nature of CTE teachers at both FPHS and Carver Vocational Technical High School (Carver). Teachers in the focus groups noted terms like “family dynamic”, and sharing of resources across CTE programs. For example, when the Computer Science program needed resources, a CTE teacher explained,

“We gave our money to comp sci. We share with each other and if someone needs it, we make a call down here and never heard ‘no’ yet.”

Another CTE teacher focus group participant shared,

“We have an opportunity to work with all of the other trades to enhance what our students are learning and doing - leaving here with so much knowledge and background that they collaborate to support students and have a strong rapport with each other.”

The career counselors, career advisors from the Mayor’s Office of Economic Development (MOED), and other counseling or advising entities at both schools explained how they all collaborate and work together. When describing how they support students, the career advising and counseling team shared, “[we] can help with either or...we share an office and collaborate with [career coaches] through conversations we have with students, we lean on each other’s strengths to get the students whatever they require.” There is a strong culture of collaboration on behalf of the students at both high schools.

Strength: School Choice

City Schools is a school choice district, where students have the option to apply for their middle and high schools of choice (as explained above). This can be seen as a strength as City Schools students have multiple options to apply for their CTE program of choice. The CTE enrollment process is such that students choose their high school in 8th grade while also selecting a CTE pathway if they choose. Students begin the CTE pathway in 10th grade. CTE programs are offered to all students. As a general rule, students must be enrolled at the school of the CTE pathway. This means that every student has the opportunity to apply for their preferred school of choice based on their preferred CTE pathway of choice. City Schools offers 18 high schools with CTE programs across 11 clusters. Students can leverage their pathway interests to decide which high schools they should apply to and if there are more seats than applicants, there is a lottery.

City Schools leverages the Fair Student Funding Model, a per pupil funding model that emphasizes that schools obtain funding based on student need rather than enrollment and staffing requirements. In practice, students with disabilities, multilingual learners, and students experiencing poverty are given funding regardless of the school they attend. With this funding model and school choice, schools are resourced based on the number of students enrolled. School choice, coupled with funding, afford students an opportunity to explore any program of interest across the city. The enrollment process for CTE, with the exception of a handful of high schools with entrance requirements, provides equitable access to apply for CTE programs.

Challenge: Balance Between Career Exploration and Committing to CTE Pathways

The CTE ERT observed an ongoing challenge balancing career exploration and career pathways. In City Schools, students self-select their high school in 8th grade, but do not enroll in a CTE pathway until 10th grade. Without intentional career exploration opportunities system-wide and subsequent career pathway selection, there are limited opportunities for a student to switch career pathways once they enroll in 10th grade. During the career counseling focus group, one school counselor told the CTE ERT about how challenging it is to balance providing every opportunity possible to students, while simultaneously, “figuring out how to get numbers we want and focus on graduation rate and rich and personal experiences.” This focus group participant uncovered a common challenge observed in the state, which is pressure to meet quantitative goals while simultaneously providing every opportunity for students to explore various career pathways. At FPHS, all 224 graduating students participated in CTE, meaning they earned at least one credit in a CTE program, but the CTE completion rate of 7.1% (or 16 total CTE completers) may potentially suggest City Schools use CTE pathways to provide career exploration opportunities; therefore, creating hurdles for HSLRA and IRC attainment.

There is also a challenge in the time gap from 8th grade’s career planning and pathway selection to the 10th grade when the CTE pathway coursework begins. While MOED offers career advising, there is no intentional district-wide curriculum offered to the students in 9th grade to further their exploration opportunities. Counselors also encourage students to continue in a pathway that might not be of interest so they can complete the pathway and/or earn an IRC. If a student switches pathways after 10th grade, they will not likely have the time to complete an entire new CTE program. It should be noted that City Schools are not the only LEA in Maryland facing this challenge and that this challenge has come up in several CTE ERT visits.

Challenge: Pathways, IRCs, and Postsecondary Plans

During the CTE ERT, multiple students in focus groups expressed that their enrollment in a CTE pathway was mismatched to their career interests. Some students enrolled because their school choice was based on proximity, or because of transfer status and preferred programs were either not offered or were unavailable. In one student focus group, at least four students (out of six) expressed a mismatch between their career interests and their CTE pathway. One student enrolled in JROTC when their interest was in early childhood, another

in cosmetology when they expressed their career interest in medicine. Another student explained they enrolled in P-Tech, but they “didn’t know it was computer science” and preferred a medical pathway, which was not offered at the school. Another student was in electrical because HVAC was fully enrolled, which, out of the four students who expressed a mismatch, was the only one in a related program.

When asked about postsecondary plans, there were inconsistencies around what students shared and varied levels of engagement. Some students shared they were interested in attending college, but did not share specifics around a plan to do so, or were vague. Few students across both focus groups shared specific IRCs and how they connected to future career opportunities. Some could speak to IRCs at a high-level and important transferable skills, but there seemed to be varied levels of connection of CTE pathways to specific postsecondary plans and IRCs. The level of student connection of CTE pathways to specific postsecondary plans and IRCs also varied across schools, which is a challenge, especially since most student focus group participants were 11th and 12th graders without clear plans.

Challenge: System-Wide Communication and Career Advising and Counseling

All CTE programs, while accessible to all students, are not available at every high school and require a level of research and commitment to understand what high schools offer programs of interest. In parallel, during one Career Counseling focus group, there were named challenges around middle school counselors, most notably that middle school counselors have high turnover, which further exacerbates some of these challenges. Considering selection of CTE pathways occurs in 8th grade, this system presents challenges to City Schools students.

When it comes to course enrollment and CTE pathway selection in high school, the mismatches the CTE ERT observed suggest that there is not sufficient career advising at the middle school level to ensure students are applying for schools that have their CTE pathway of interest. Furthermore, once students are in their respective high schools, the continued mismatch suggests there are potential ongoing misalignments in counseling around CTE pathway placements. The varied levels of postsecondary plans described by students also suggests there are greater opportunities for counseling and career advising staff to better coordinate and support students.

Challenge: Attendance and Literacy Challenges Impacting Completion and IRC Attainment

The CTE ERT observed how literacy rates and attendance challenges negatively impact IRC attainment rates. The Pre-Visit Orientation materials highlighted that students often enter high school with reading deficits, which affects IRC certification success. CTE teachers also identified attendance during focus groups as a core challenge with IRC completion rates and CTE pathway completion. One CTE teacher focus group participant explained,

“[A teacher] can go a week without seeing a kid - not everyone has drastic reasons - some kids just don't come.”

It is challenging for students to learn and pass IRC content if they are chronically absent and/or experiencing reading challenges. As of the SY 2023-2024, City Schools had the highest chronic absentee rate in the state at 48.7%, nearly 10% points higher than the next LEA with high absenteeism.¹⁵ Maryland State Law requires regular school attendance of children between six and sixteen years of age, but enforcement of this law can be challenging.¹⁶ While this may not be representative of every school in the district, this is certainly a challenge that is likely affecting multiple schools within City Schools.

Challenge: Disjointedness and Inconsistencies Across Schools

City Schools is a large district consisting of 21 high schools with varied CTE offerings within each school. The CTE ERT noticed challenges around inconsistencies and disjointedness across schools within the district. While district-wide CTE pathways may be available, the CTE ERT observed that some programs within the schools the CTE ERT visited were full, even though the Pre-Visit Data Brief identified Automotive Transportation Technologies and Food and Beverage Management as the only two programs overenrolled. One student focus group participant explained that, “I wanted to do ECE (early childhood education), but not enough space, [so I was] put in JROTC.” While only two schools were visited, the career counseling focus groups contained participants that oversee the MOED career counseling initiatives across schools. One career counseling focus group participant explained the partnership with MOED as, “no standard model - [there is a] mandate from the top either push in or advisory,” which may be leading to inconsistent levels of quality delivery of career counseling across schools. While both schools the CTE ERT visited demonstrated clearly differentiated roles and responsibilities across MOED, school staff, and nonprofit support, one school appeared to have those differentiated by roles, and the other school appeared to have it defined by the staff in those roles. Another example of the disjointedness is the limited data around pathway placement and student interest. While there are efforts to leverage Naviance, and soon SchoolLinks, to better centralize career advising data, there is a disconnect between the level of data collection efforts between schools and how closely that data is being utilized to support student advising. The decentralization of Perkins dollars may also be something to review for equitable distribution as this approach is dependent on school leadership. The varied ability of students to describe their postsecondary plans also demonstrate inconsistency in career advising across schools.

Another example is related to student goal-setting. The career advising focus group participants raised concerns around students’ ability to set goals as a barrier to postsecondary success. One focus group participant stated that students, “don’t really know how to set goals, and kids hear it is May and they still don’t know.” The participant explained that many students do not have the ability to set goals for themselves around postsecondary plans, and often are approaching graduation with no clear plan in place. That same individual

¹⁵ Maryland State Department of Education. (2025). *Aligned Metrics Update*. <https://marylandpublicschools.org/stateboard/Documents/2025/0128/AM/Chronic-Absenteeism-A.pdf>

¹⁶ Maryland Code, Education Article [§ 7-301](#).

referenced that challenge did not exist while in the same role at a different high school in Baltimore that required composite scores for admission. This can possibly be tied to challenges with middle school advising and fully understanding pathway options, and support in how to set goals to achieve those pathway options. Other contributing factors may be related to the mindset of students. For instance, if they are not going to college, messaging around pathways, and the importance of strong alumni relations for students to see representation of what success might look like outside of college are all important factors to support students in both goal setting and achieving those goals. The disjointedness and inconsistencies across schools is a challenge for City Schools and may be leading to inequitable CTE pathway opportunities for students across schools.

Challenge: Student Desire for Additional Real-World Equipment and Experiences

A challenge for City Schools is outdated equipment and limited resources. During the CTE teacher focus group CTE teachers raised concerns around outdated software or district-wide software limiting a student's ability to learn. They also shared that district-wide firewalls are preventing students from accessing software necessary for their pathways. Another teacher said they “need more equipment and how it keeps up with what is truly going on with the workforce - more up-to-date technology as a resource.” Students in CTE focus groups also raised similar concerns around equipment and resources, for instance in the Nursing Assistant program they have access to a bed lift, but that it is faulty, and that they are “taking vital signs the old school way - no machinery. It is hard”. Students also expressed a desire for more hands-on field opportunities like field trips and that, “it would be good to go to hospitals and see how it is used.” Students expressed a desire for greater connections to real-world equipment and experiences. While schools across the state are facing budget challenges, City Schools students will continue to face hurdles with outdated equipment and limited resources as budget hurdles persist; however, creating a system where each school is responsible for their own independent Perkins budget may potentially lead to a better understanding of how to prioritize what equipment needs to be replaced.

Challenge: Limited HSLRA Offerings and Interest

The CTE ERT observed there were no students who participated in high school level Registered Apprenticeships (HSLRAs) through City Schools. Furthermore, during the career counselor focus group, participants noted the limited interest of students in internships, let alone HSLRAs. The participant explained,

“We are pulling kids out by their feet and dragging them into sunlight - not too many for the waitlist for interns.”

Based on data in the LEA brief, about 20% of graduating students are accessing work-based learning opportunities and there are zero students participating in HSLRAs. The plan for increasing that number as noted in the Pre-visit Orientation is vague and requires a district-wide approach and partnership with MOED. The limited number of students participating in HSLRAs is a challenge as City Schools is relying solely on IRC attainment to meet the 45% goal and requires a coordinated cross-district effort to increase HSLRA numbers.

Challenge: School Choice

School Choice offers positives for City Schools but it also has limitations that create challenges. City Schools does not provide students with equitable CTE offerings at each school and if a student chooses to attend a school with specific programming, the result may be long commute time or a student attending a neighborhood school that does not offer the programs of interest. As the CTE ERT observed during the student focus group at Carver, many of the students were at Carver for reasons outside of CTE pathway choice, which is a challenge for a school centered on CTE. For example, one student transferred into the school because of challenges in a prior high school or chose to attend Carver because they “[were] accepted to three different schools and then Carver was closest.” Another student shared, the district, upon transferring, “put me in Carver because it was closer to where I live - I didn’t go to Baltimore middle school.” The CTE ERT observed that students are opting for the closest neighborhood school rather than exploring CTE program offerings which is a challenge with school choice policies.

School choice may be particularly challenging when real-world equipment and experiences are varied at each school, Perkins funding may vary at each school, and middle school advising has faced hurdles, though it must be noted that the students the CTE ERT spoke to were not in middle school when *Blueprint* middle school career began implementation. In addition, navigating School Choice requires both extensive middle school advising and research, and varied hurdles. This may create challenges for less informed or under-resourced families as each school has its own context and history that are nuanced and hard to navigate without additional resources. School Choice also affects literacy and attendance, as well. In an ideal world, where each Baltimore City high school was at the same starting point, School Choice would be equitable, but when each high school has its own unique history, context, and budget, it puts a great deal of burden on students and their families to understand what school is the right choice for them. When a school is not a good fit, students are often less likely to want to show up to school and fully engage in learning.

Challenge: Inequitable Student Representation in CTE Within Schools

When reviewing the demographic data of students across the district, the CTE ERT observed some misalignment with the student population at Carver. For example, as noted in the LEA Data Brief, across the district, the percentage of Students with Disabilities from SY 2024-2025 was 14.9% while the percentage at Carver was 18.9%. Data from the same school year at Carver showed 5% of students identified as multilingual learners and 6% identified as Hispanic. Across the district, 15.2% of students identified as multilingual and 18% as Hispanic. There was an overrepresentation of students that identified as African American at Carver of 92% compared to the district-wide percentage of 74%. City Schools should explore why some student populations are under-represented at Carver, like multilingual learners and students that identify as Hispanic, and why some are overrepresented groups, like Students with Disabilities and students that identify as African American. While the CTE ERT did not have data across all programs or CTE offerings, at a CTE Center like Carver, it is important for student representation to be reflective of the full district.

INDICATORS OF EXTERNAL FACTORS AND INFLUENCES

External Strength: Support from the Mayor's Office of Employment Development

The support from the Mayor's Office of Employment Development (MOED) was evident during the CTE ERT visit. City Schools has a strong partnership with MOED where MOED career advising staff work alongside City Schools staff to support career development and long-term employment goals for students. MOED has a Career Coach at every middle and high school who works collaboratively with school counselors, 12 post-secondary advisors (PSA), and Individualized Education Program (IEP) Chairs. City Schools employs a Work-Based Learning Manager and 4 Work-Based Learning Specialists at the district level. Within this partnership, MOED's Blueprint Career Coaches play a critical role by working closely with school counselors, post-secondary advisors, and IEP Chairs to support student career exploration, pathway selection, and readiness for postsecondary success. Career Coaches provide workshops, one-on-one counseling, and career exposure opportunities focused on self-awareness, career research, preparation, financial management, and personal branding to empower students in their career journeys. The MOED staff support and collaborate with the current career counselors and other individual school staff to support academic and career focused goals for students.

In addition to Career Coaching staffing support, MOED offers a program called Youth Works, which offers workforce readiness programs, paid summer internship opportunities, and year-round employment opportunities for youth in Baltimore City. In Baltimore City, the Mayor is term-limited so the extent of direct support may change under new mayoral leadership; however, the partnership with MOED is a strength and the decades-long YouthWorks program further strengthens MOED's partnership with City Schools.

External Strength: Employer Partners and Community Connections

A strength of City Schools is the multiple opportunities for work-based learning and community connections. Throughout the CTE ERT visit and Pre-Visit Orientation, there were references to multiple partnerships with local employers to provide work-based learning opportunities. CTE teachers mentioned partnerships with Baltimore Gas and Electric (BGE), local governments on vehicle maintenance, the Steamfitters Union, Associated Builders and Contractors (ABC), local salons, and daycares. As explained by a participant during the CTE teacher focus group, there are "opportunities for students to 'do something tangible' before graduating."

At Carver Vocational Technical High School (Carver), students have access to work-based learning without having to commute offsite through onsite opportunities. For example, Carver offers "Carver Cubs", which is a daycare center for community members that provides work-based learning opportunities for high school students in the early childhood education pathway. This early learning center also provides childcare options for the local community. Another example is Carver House, led by the Requity Foundation, which provides paid work-based learning opportunities for the more traditional construction trades (including plumbing, electrical, HVAC etc.) to renovate a vacant home in the local community and meal preparation opportunities for the culinary pathway (they provide meals for students doing

labor at Carver House).¹⁷ Once fully renovated, the home is sold to a local community member and supports economic development in the community.

In addition to many CTE teachers being former or current community members or alumni, both schools encourage community connections and support. For example, FPHS leverages teacher service days as service-learning opportunities for students to volunteer with the local community or obtain career exploration opportunities. The robust connections to local work-based learning partners and community connections are a strength for City Schools and provide valuable opportunities to students.

External Strength: Philanthropic, Nonprofit, and College Partnerships

The CTE ERT observed the multiple partnerships that City Schools instituted to offset resource challenges, and enhance current student offerings. City Schools staff identified philanthropic partners such as the Annie E. Casey Foundation and Bloomberg Foundation as a means to supplement financial opportunities. Multiple nonprofit partners were referenced by focus group participants during the CTE ERT visit, such as Urban Alliance which provides internships, and College Bound, that provides post-secondary college advising support. In addition, other examples include Chrysalis and Empower as organizations providing career exploration opportunities. Requity House is the nonprofit partner leading the Carver House initiative where multiple youth apprenticeships, and hands-on learning opportunities and experiences are available for students, directly across the street from Carver.

During the CTE ERT visit, the team observed evidence of multiple partnerships with local colleges and universities. For example, in addition to personal relationships CTE teachers have with local colleges, Coppin State and Morgan State were both named as partners and field trip sites for college exploration opportunities for CTE students, particularly related to the JROTC program at Carver. Students also referenced field trips to Bowie State for JROTC and coding classes. P-Tech offers a partnership with Baltimore City Community College (BCCC), where professors come onsite at Carver to teach specific classes. One CTE focus group student offered advice to other students stating,

“[Other students should be] doing college classes - [they] make you feel smarter and that you are doing something with your life and moving forward.”

In addition to funding, intentional partnerships with local philanthropic organizations, nonprofits, and colleges and universities, are a strength for City Schools and offer additional resources and wrap-around supports for students in the school system.

External Strength: Robust and Accessible Employers

Baltimore City is a relatively large city with easy access to many large-scale employers. The city is centrally located in the state of Maryland with access to public transportation with over 300 local employers spanning multiple industries, many of which are high-demand

¹⁷ Requity Foundation Inc. Carver House. <https://www.requity.org/carver-house>

industries. Over 20 of the local employers employ more than 1,000 individuals.¹⁸ The location and access of Baltimore to many employers is a strength and creates many opportunities for student engagement with employers across a variety of career pathways.

External Challenge: Mindset

The CTE ERT observed the theme of “mindset” as a core challenge to student success. During the administrator focus group, an administrator explained this theme, with one participant sharing,

“[A] barrier is convincing kids they are worthy if not going to college. Convincing kids that there is an option other than this one option that we’ve been stressing and we’ve built schools around that...more to life than that...[that] barrier is the mindset - CTE vs. everything else.”

The focus group participants explained that the real challenge is in convincing both students and parents that college is not the only path to meaningful careers and family-sustaining wages. While individual schools have done campaigning and messaging to communicate that CTE is not a less valuable option, City Schools are still facing barriers with the mindset shift and changing perceptions that have been consistent for decades. This mindset is also contributing to some of the systemic challenges around disjointedness as it is likely more reflective within some schools and populations in the district more than others.

¹⁸ Maryland Department of Labor. Baltimore City – Major Employer Lists. <https://www.labor.maryland.gov/lmi/emplists/baltocity.shtm>

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 for progress toward *Blueprint* goals across Maryland and identify key challenges. The Potential Next Steps are areas that this LEA may look for improvement in and something the CTE ERT may examine more closely in the future. These Potential Next Steps are not a directive, but opportunities of improvement to explore. They are meant to be the beginning of a conversation that will continue into future school years, and for this reason, these Potential Next Steps do not comprehensively address the challenges the CTE ERT notes in this report.

Deepen Use of Data into Informed Action

City Schools is committed to equity and leveraging data, and City Schools can deepen that commitment by further collecting, analyzing, and acting upon data within each CTE program. Building off of the current plans for enhanced data collection efforts and rolling out a new school-wide career platform, SchoolLinks, City Schools can better capture data to ensure effective career advising. With greater effectiveness leveraging data, City Schools can align career interest to CTE pathway choices so that students are selecting schools that offer their pathways of interest. City Schools can use enhanced efforts to ensure access and enrollment are representative of the school, the neighborhood, and the city. This may include, for example, providing targeted professional development across CTE programming to collect and understand data, disaggregate it, or institute new infrastructure to better capture additional nuance. Once data is better understood, City Schools can use this information to implement strategies to provide better representation across programs and ensure that certain programs do not overrepresent specific subpopulations. This will also identify where there are opportunities to enhance recruitment and retention strategies for more equitable participation, especially for special populations that are not as well represented.

Part of this process should also be better understanding enrollment and completion data and enrollment patterns. Then using this to analyze some of the root causes as to why these patterns are occurring and identifying some of the barriers so City Schools can work to address them. For example, barriers may be related to communications strategies not reaching certain middle schools, specific counseling misunderstandings, transportation issues, etc. Both schools the CTE ERT visited explained the use of social media and messaging campaigns around the opportunities and value-add of CTE. City Schools can explore a more intentional approach and expand on these school-specific campaigns to ensure similar efforts are happening district-wide. Leveraging data to inform decisions like this can provide evidence to support the best path forward.

Since the school-level Perkins request process is new, there are also opportunities to review feedback and data on the process. By obtaining feedback and analyzing data both at the school-level and across the district, City Schools can determine if this process is more effective and equitable across schools or if there are ways to improve the process going forward.

The CTE ERT has observed strong data collection and analysis systems that impact decision-making at both Howard County Public School System (HCPSS) and Washington County Public Schools (WCPS), and perhaps there is an opportunity to collaborate with them. WCPS has created an equitable and data-informed process for enrollment that may be a useful model for City Schools to collaborate on. On the other hand, HCPSS has prioritized data collection and analysis on IRC attainment to target specific areas for technical assistance so the LEA can reach the 45% goal. Collaborating with these two LEAs may be a good starting point for City Schools.

Develop Professional Development Around Career Advising

The disconnect regarding student placement into CTE pathways and student career interest suggests there are opportunities to provide greater alignment across school counselors, Career Advising staff, and CTE programs. In particular, this can occur through a variety of professional development opportunities:

- *Middle School Support:* Since high school and CTE Pathway selection takes place in 8th grade, a heavy focus on career interest and exploration should take place with middle school counselors and career coaches. When counselors and coaches better understand CTE pathways, the schools where they are offered, and student interest, students will be better advised to attend schools aligned to their long-term goals. The district can also further explore the retention strategies in place around for teachers, such as New Educator Institute (NEI) which offers personalized support to novice teachers and are assigned as mentor teachers to help them, and replicate similar targeted strategies towards middle school counselors to help increase continuity of individuals in roles and reduce the high turnover rates that were elevated as a concern. The CTE ERT has observed effective middle school career advising in Howard County Public School System, Prince George's County Public Schools, and Frederick County Public Schools all of which may be effective collaborators when trying to improve middle school career advising.
- *School-wide CTE Professional Development:* Additional school-wide professional development on CTE offerings supports greater integration of CTE into SLPs and across the school, somewhat addressing the "mindset" concern of CTE students considering themselves "less worthy" than their college-going peers. This school-wide professional development can also include a greater emphasis on IRC attainment and its importance and goal-setting, as the CTE ERT observed both topics as areas of opportunity for expanded learning. Although Montgomery County's population varies a great deal from Baltimore City, Montgomery County Public Schools have done an excellent job of integrating CTE and career advising across the curriculum, and therefore, may be a good collaborator for City Schools.
- *Career Advising School-staff and MOED:* While the two groups already have a strong working relationship, it does not appear to be standardized across the schools. Opportunities exist to provide more professional development to all staff on how the two entities work together, to maximize the available resources and provide more equitable support to students at differing schools. In addition, with the upcoming

rollout of School Links as the new career advising software platform, there are opportunities to provide instruction on how to utilize this platform across the schools, across departments and within each school.

- *Professional Learning Communities:* To support CTE-specific staff, City Schools can consider implementing professional development through professional learning communities of like-positions both within and across district schools to share best practices, problem-solve challenges and build community connections. HCPSS has done this with great effectiveness and it has yielded positive results and CTE teachers appreciate the opportunity to collaborate with other experts in their field.

Consider Career Exploration Course

As noted previously, the CTE ERT observed the disconnect between student CTE pathway placement and student career interest. While some of this mismatch is connected to career advising, the low CTE completion rates at FPHS and the year gap between pathway selection in 8th grade and starting a CTE career pathway in 10th grade suggest that students may need additional career exploration opportunities before committing to a CTE pathway. For example, student interest may change during 9th grade, and there are limited system-wide opportunities for a student to intentionally explore other career options. Students expressed concerns of feeling “stuck” and a career exploration course may mitigate some of those feelings and provide another “check point” confirming the CTE pathway selection is the right selection for students. It also gives students an opportunity to change their mind prior to entering a pathway in 10th grade, and prevent being advised to complete the pathway and graduating with certifications outside of their career interest areas.

A CTE course in the middle school setting might also alleviate some of the burden on, and challenges with, middle school advising. Providing more intentional messaging around CTE options in middle school through a career exploration course that includes key (and nuanced) messaging around CTE being a worthy option, can support addressing the mindset challenges that exist for many students and families. In addition, a middle school course may provide additional and earlier opportunities for career advising in parallel to many of the systems in place like the career advising partnership with MOED.

At Somerset and Wicomico County Public Schools, students have the opportunity to explore all of the CTE programs offered at the CTE Center through a dedicated course. In these two neighboring districts, students typically complete their CTE Exploration Course in 9th grade, enter their desired program in 10th grade, complete the program at the end of 11th grade, and complete work-based learning opportunities during 12th grade. This CTE Exploration Course and CTE program design demonstrates a strong focus toward reaching *Blueprint* goals because it ensures students get hands-on exposure to the various options available to them.

Examples of Middle School Career Exploration Course Offerings

- At Kent County Public Schools, nearly all students in 8th grade are enrolled for one quarter in a course called Managing Your Future. This is a 45-day course designed to

help students explore their interests, skills, and potential career paths while building real-world readiness for life after high school.

- Career counselors at Talbot County Public Schools teach Career Exploration, an elective course for middle school students that helps them better understand CTE pathways and how they connect to careers.

Examples of High School Career Exploration Course Offerings

- At Somerset County Public Schools, 88% of 9th grade students completed the semester-long CTE Exploration Course in SY 2024-2025. Students at Somerset County Public Schools are required to participate in the CTE Exploration Course unless they have a required math course that causes a scheduling conflict.
- The Applied Technical Exploration (ATEX) program at Wicomico County Public Schools, lasts two quarters: the first is for students to explore four CTE programs, and the second is to prepare foundational skills in the selected CTE program.

Additional Examples of Early Exposure

- At Washington County Public Schools, both 8th and 10th grade students have the opportunity to shadow CTE students and CTE classes.
- At Montgomery County Public Schools, all middle school students participate in the Junior Achievement Finance Park Activity, which is held at the Technical High School, and during this time, students tour the facility and learn about CTE programs.
- Worcester County Public Schools weaves career exposure and career planning throughout a student's K-12 journey, with students taking their first tour of the CTE Center in 3rd grade.

Continue to Push Literacy for Professional Development to all Teachers

The challenges with student reading comprehension and its direct impact on IRC completion is already being addressed by providing professional development to all teachers on literacy strategies. While this will not solve some of the systemic issues, this can provide targeted interventions to students in all classes and equip teachers with strategies and resources to address student needs across literacy levels. City Schools should also consider reviewing data if this approach is resulting in positive outcomes for students, and if a similar approach should be implemented for math, assuming that the data suggests math scores may also be a barrier.¹⁹

Kent County is also experiencing similar challenges with literacy rates and reading comprehension levels. City Schools may consider sharing their professional development offerings around literacy and best practices with the Kent County team to support neighboring LEAs facing similar challenges. While a very different school system in terms of size and demographics, it also may be an opportunity for ongoing collaboration around

¹⁹ The *Blueprint for Maryland's Future* implementation targets literacy and math comprehension skills; however, that is not within the scope of CTE ERT visits and is primarily a focus of MSDE ERT visits.

resource sharing and uplifting promising practices around literacy support to expand the most effective resources available to students in the state.

Consider Identifying Areas of Consistency Across Schools and Identifying Core CTE Experiences Across Schools

While each school has local nuance and community context, City Schools should explore if there are ways to ensure that CTE and career advising can be more equitably delivered across schools. City Schools can further build out and standardize the specific CTE experiences that can be codified across schools. This can address some of the disjointedness across the differing schools. For example, MOED is already looking to better align and systemize roles across the district, and should continue to do so, while incorporating feedback and input from school staff. This will ensure that students are more likely to have similar experiences regardless of school choice. A similar approach can be taken around work-based learning opportunities. While City Schools already has multiple staff at the district level in work-based learning positions, City Schools should consider how to better support schools and school staff with work-based learning opportunities, to ensure all schools have access to these opportunities and employer support. Washington County Public Schools leverages a great deal of data, including graduating student questionnaires, to identify challenges and create consistency across the district. Perhaps collaborating with Washington County Public Schools on how they leverage data to inform decision-making would be a great place to start.

Continue to Explore Creative Partnerships to Source Partnerships and Target Those in Areas of Under-Resourced Communities and Schools

City Schools already leverages a variety of partnerships to enhance current district offerings, and should continue to do so. Baltimore houses a plethora of nonprofits and community partners and City Schools should consider how those partnerships can be continued, expanded, and/or deepened to address resource gaps. For example, College Bound is in 17 of City Schools' 21 high schools and can be further utilized. The partnership with Johns Hopkins school of social work can continue to support addressing student counseling needs, and the Requity Foundation, through its work with Carver house and other work-based learning opportunities, can continue to be utilized to further enhance student experiences (and community connections). The local colleges and universities also offer multiple touchpoints and access to college and career opportunities, and City Schools should further explore how to maximize those connections. They offer a plethora of student exploration and exposure opportunities. These partnerships may also provide additional opportunities for work-based learning opportunities and as ways to address some of the transportation challenges.. Continued data collection and analysis can identify which schools and student populations are in greatest need of support, and where these partnerships can aid in addressing some of the inequities.

Continue to Center CTE Teacher Voices in Decision-Making

Across other LEAs, a best practice is incorporating CTE teacher voices into decision-making rolled out by the Central Office within the LEA. The CTE ERT recognized how City Schools has

incorporated CTE teacher perspectives in many decisions, for example in identifying what teachers need for their CTE classrooms. By further centering their voices, this can help alleviate some of the disconnects with guidance, identify creative solutions to budget challenges, and tap their insights to support shifting community mindsets. When teachers have more input in decision-making that impacts them, it is possible that their overall buy-in for CTE increases, and likely that student experience is better incorporated in decisions. Because teachers have a strong sense of students' day-to-day experience, their perspective is invaluable when it comes to decision-making. City Schools leadership have faced nuanced challenges with budget, resources and other city-wide challenges, but continuing to incorporate teacher perspectives in decision-making will benefit all City Schools stakeholders.

Create More Detail Around Implementing Blueprint Plan, Targeting Specific Schools and Programs with Greater Fidelity Aligned with Blueprint Goals

City Schools is already making progress towards *Blueprint's* 45% goal, but current pacing and the lack of HSLRAs suggests there are areas of opportunity to further refine and expand opportunities. The Pre-Visit Orientation and LEA brief offer a high-level overview of City School's approach to increase the number of students meeting the 45% goal; however, the CTE ERT recommends building out and sharing more details around the plan, targeting specific schools and programs with greater fidelity aligned with the *Blueprint* 45% goal. For instance, in the LEA Data Brief, City Schools said that the district plans to increase CTE pathway seats from 3,815 in SY 2019-2020 to 7,950 by SY 2023-2024, ultimately reaching 9,000 seats aligned to living-wage occupations, even though the visit was in November 2025. Without necessary specifics, both about the goals and any future plans, it will be challenging for City Schools to reach toward the 45% goal. In the LEA Data Brief, the plan commits to continuously redesigning and refreshing curriculum, certifications, and equipment to ensure pathways align to in-demand, high-wage occupations and industry expectations. By leveraging enhanced data collection and analysis efforts, the plan can take a more detailed approach and inform which schools to target most deeply, with what specific supports and how to enhance efforts to address the 45% goal. Perhaps City Schools may use this opportunity to leverage their Perkins budget to directly relate to Baltimore City's Comprehensive Local Needs Assessment so there can be unified and aligned growth in CTE programs related to key sectors.

Consider Community and District-Wide Messaging Campaigns

Mindset challenges exist beyond the classroom in Baltimore, as the CTE observed how the mindset of students feeling less worthy in CTE, as compared to their college-going peers, may be contributing to CTE adoption and completion. FPHS made targeted efforts to campaign in the community about the value of CTE and emphasized its importance and value, regardless if a student intends to go to college or not. Rolling out a district-wide campaign that targets parents and community members, alongside students, as well as school and neighborhood specific messaging opportunities, can help address some of the barriers with the current mindset. In this process, City Schools can leverage the strong alumni and community connections that already exist. City Schools may also want to

collaborate with Prince George's County Public Schools on the way they conduct district-wide and school-specific recruitment and messaging.

Codify and Replicate Best Practices Around CTE Culture at Forest Park to Other Schools

The CTE ERT observed the exemplar culture at FPHS, and recommends that this culture be codified and replicated across schools in the district. City Schools should explore what specific enabling factors are in place that can be replicated and codify them. For example, strong principal leadership and school pride were apparent. The messaging around CTE as a complementary option to college, instead of “either or” is also a best practice. The CTE teachers were treated as core subject teachers instead of being “othered”, and the mission and vision of the school were integrated into every classroom. City Schools can explore how to identify these best practices, particularly around CTE, and expand them to increase positive outcomes for students in other schools.

Focus on Expanding Work-Based Learning Opportunities, Career Exposure, and Establishing HSLRAs

Students named their desire for more field trips and exposure to real world work-based settings. There are opportunities to further build out employer partnerships and leverage the robust employer landscape to provide those additional options to students. City Schools identified challenges in obtaining HSLRAs and some of the barriers in obtaining them. Efforts are underway to address some of the barriers such as aligning classroom curriculum more closely to RA instruction and partnering with MOED and state programs to support employers, expand advisory committees, and fund incentives for RA participation. These efforts should remain a continued district-wide focus and City Schools should replicate best practices as it onboards new employers as RA sites.

City Schools can explore the model of Carver House through the Requity Foundation for replication across the city, in addition to utilizing it as a HSLRA opportunity. While Requity House has other offerings, City Schools should continue to expand their partnering offerings including replicating the Carver House model beyond just the neighborhood surrounding Carver, as a no-commute way for multiple CTE pathway students to obtain paid work-experience opportunities to students.

In addition, an intentional accompanied work-based learning curriculum can be applied to the internship opportunities, district-wide, to enhance the student experience and broaden the connection between transferable skills and the work-place in real time. For example, Kent County's internship class offers a more skills-based approach and includes an accompanying curriculum. This updated curriculum includes meaningful modules such as resume-building and other soft skills relevant for employment that City Schools can consider replicating and adopting to their own LEA.

Explore Technical Assistance with MSDE, the Maryland Department of Labor (MD Labor), and the CTE Committee in Meeting the Blueprint's 45% Goal.

In order to achieve the *Blueprint's* 45% goal, establishing and expanding RAs should be one of City Schools's priorities. City Schools should explore closer or continued collaboration with MD Labor's Apprenticeship Navigators on what opportunities are available for high school students in the city. City Schools could work with MD Labor's Apprenticeship Navigators to ensure employers understand scheduling options for students, as well as accessing available incentives such as grants and tax credits.

Examples of Best Practices

- Several LEAs employ interns and youth apprentices and may consider working with MD Labor to become Registered Apprenticeship sponsors in order to convert these WBL opportunities to high school level Registered Apprenticeships.
- Washington County Public Schools, which was a pilot district for setting up youth apprenticeship programs, puts on a career fair with over 1,000 attendees who get to see students' work from their CTSOs, from classwork, and from their youth apprenticeships.
- Somerset County Public Schools approved a new policy to allow students to leave school early for an apprenticeship or employment: "Co-Operative Work" is for students who have time in their schedule to be employed at any part-time employer and "Directive Work" is for students who finished their CTE programs and are working in a related field.

At the time of the visit, City Schools's true IRC attainment rate was difficult to quantify given it is based on a prior approved IRC list, but nevertheless, City Schools can seek technical assistance from MSDE and similar LEAs in strategies to increase IRC attainment.

Examples of Best Practices

- Dorchester County Public Schools conducts annual audits to evaluate which programs to expand, sunset, or start, which has created a responsive system that adapts to evolving students' needs and interests and industry trends.
- Somerset County Public Schools had posters in the hallways of the CTE Center identifying IRCs tied to various programs and the IRCs' benefits in the industry.
- Worcester County Public Schools administrators conduct a thorough data analysis of Labor Market Information before the start of the school year with all the administrators, staff, and teachers so they can analyze what jobs, skills, and IRCs are in-demand regionally.

The CTE Committee recognizes that policies defining the 45% goal were not issued until December 2024, and this CTE ERT visit took place in November 2025, so all of those implementing this work and the partnerships required are still in the early stages of development. Exploring technical assistance with MSDE, MD Labor, and the CTE Committee will prove to be a useful addition to meeting the 45% goal.

Conclusion

This Phase I visit to City Schools was conducted to assess progress in strengthening CTE program quality, alignment to labor market demand, student access and equity, and *Blueprint* implementation of state policy priorities. The visit provided an opportunity to engage with leadership, educators, students, and partners to better understand current practices, celebrate successes, and identify areas for continued growth. The CTE Committee appreciates the transparency, preparation, and collaboration demonstrated throughout the visit process.

The CTE Committee commends City Schools for its clear commitment to advancing high-quality CTE programs and for the strengths observed during the visit. At the same time, the CTE Committee recognizes that challenges remain. Some of these reflect broader external factors - including evolving policy requirements, workforce dynamics, resource constraints, data system transitions, and shifting student needs - that influence local implementation. Continued focus on strategic alignment, program quality, and equitable student outcomes will be essential as the system moves forward.

As implementation of CTE ERT Phase 2 is currently paused, the CTE Committee will be taking insights from Phase 1 visits to inform a longer-term strategy for the CTE ERT program. The CTE Committee will be working closely with the AIB, MSDE, and relevant stakeholders to make an informed recommendation regarding the structure and timelines for resuming CTE ERT visits in future school years.

We look forward to continued partnership as City Schools advances this important work and we encourage City Schools to reach out to CTE Committee staff for any questions or technical assistance.

Appendix Guide

- A. LEA Brief
- B. School Visit Agenda
- C. Focus Group Protocol and Interview Questions
- D. Glossary and Acronym Guide

Appendix A | LEA Data Brief

LOCAL EDUCATION AGENCY (LEA) BRIEF

CTE Expert Review Team Visit Baltimore City Public Schools

CTE LEA LEAD STAFF

Name	Role(s)	Contact Info
Shionta Somerville	Director- Career Readiness	ssomerville@bcps.k12.md.us
Eugene Chong Qui	Coordinator- Career Readiness	echongqui@bcps.k12.md.us
Stan Wolfe	Coordinator- Career Readiness	swolfe@bcps.k12.md.us

COMPREHENSIVE HIGH SCHOOLS WITH CTE

School Code	School Name
0239	Benjamin Franklin High School at Masonville
0341	The Reach! Partnership School
0345	Joseph C. Briscoe Academy
0377	Green Street Academy
0382	Baltimore Design School
0400	Edmondson-Westside High

0403	Baltimore Polytechnic Institute
0405	Patterson High
0406	Forest Park High
0407	Western High
0410	Mergenthaler Vocational-Technical High
0414	Paul Laurence Dunbar High
0416	Digital Harbor High School
0419	Reginald F. Lewis High School
0421	National Academy Foundation
0429	Vivien T. Thomas Medical Arts Academy
0432	Coppin Academy
0450	Frederick Douglass High

LEA CTE CENTER(S)

0454 Carver Vocational-Technical High

CTE ERT VISIT

Date	School
------	--------



11/05 (AM)	Forest Park High School
11/05 (PM)	Carver Vocational Technical High School

LEA CTE Data*

*Enrollment (Data is from 2024-2025 SY)	Balt City PS	FPHS	Carver VS
Total Enrollment (# of all HS students)	21,040	989	966
Total Enrollment (# of all graduating students)	4484	224	188
CTE Participation Rate ²⁰ (# and % of all graduating students)	4484; 100%	224	213
CTE Concentration Rate ²¹ (# and % of all graduating students)	1089; 24.3%	123	109
CTE Completers Rate ²² (# and % of all graduating students)	877; 19.6%	16	91
Dual Enrollment Participants ²³ (# of all graduating students)	505	7	1
Dual Enrollment Completers ²⁴ (# of all graduating students)	430	7	1
Work-Based Learning Participants ²⁵ (# of all graduating students)	976	n/a	n/a
Apprenticeship Participants ²⁶ (# of all HS students)	RA: YA: 47 YA+IRC: 702	RA: YA: YA+IRC:	RA: YA: YA+IRC:

²⁰ CTE Participants are students completing not less than one credit in a MSDE-approved CTE program of study.

²¹ 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.

²² CTE Completers are students who meet all requirements in a state-approved CTE program of study, typically three or four courses.

²³ 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).

²⁴ Dual enrollment completers is defined as the number of all graduating students who earned college credit through dual enrollment.

²⁵ Work-based learning includes internships, job shadowing, and other work-based experiences excluding apprenticeships.

²⁶ Participation is defined as the number of all high school or graduating students who have participated in the high school portion of a registered apprenticeship (RA), an AMP youth apprenticeship (YA), or a Youth Apprenticeship with an attached IRC.

Apprenticeship Participants (# of all <i>graduating students</i>)	RA: YA: YA+IRC:	RA: YA: YA+IRC:	RA: YA: YA+IRC:
Apprenticeship Completers ²⁷ (# of <i>graduating students</i>)	RA: YA: YA+IRC:	RA: YA: YA+IRC:	RA: YA: YA+IRC:
IRC Completion Rate ²⁸ (# and % of all <i>graduating students</i>)	655; 14.6%	63	74
Progress Towards 45% Goal²⁹	14.6%	n/a	n/a

LEA HIGH SCHOOL STUDENT DEMOGRAPHICS

*Enrollment (Data is from 2024-2025 SY)	Maryland	Balt City PS	FPHS	Carver VS
District Student Demographics (Enrollment data for 2025) ³⁰¹¹	278238	22,005	1,024	1,041
% Asian	7%	211; <1%	0	n/a
% American Indian / Alaska Native	<1%	48; <1%	n/a	n/a
% African American	33%	16,261; 74%	803; 78%	955; 92%
% Hispanic	23%	3,916; 18%	192; 19%	59; 6%
% Native Hawaiian / Other Pacific Islander	<1%	33; <1%	0	0

²⁷ Completion is defined as the number of all graduating students who have completed the high school level of a Registered Apprenticeship (RA), have completed an AMP youth apprenticeship (YA) without an IRC (YA completers who don't earn an IRC will not count towards 45% goal), or both an AMP youth apprenticeship (YA) and an IRC.

²⁸ Defined as the percentage of all graduating students who have earned an IRC ([as defined by the CTE Committee](#)).

²⁹ 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.

³⁰ This is the most recent information according to [The Maryland Report Card](#)

% Two or More Races	5%	206; <1%	0	0
% White	32%	1,330; 6%	13; 1.2%	23; 2.2%
% Students with Disabilities	11%	3,279; 14.9%	144; 14.1%	197; 18.9%
# of Multi-Lingual Learners	11%	3,345; 15.2%	148; 14.4%	52; 5%
% Free and Reduced Meals (FARMS)	49%	20,905; 95%	973; 95%	989; 95%
Instructional Staff Per 1,000 Pupils	70.8	68	n/a	n/a

LEA TEACHER DEMOGRAPHICS

SY 2024-2025 ³¹	Maryland	Balt City PS
District Teacher Demographics		
	63,736	5,333
% Asian	0.20%	8.9%
% American Indian / Alaska Native	4.80%	0.4%
% African American	21.40%	46.5%
% Hispanic	4.90%	4.3%
% Native Hawaiian / Other Pacific Islander	0.50%	0.1%
% Two or More Races	1.70%	3.1%
% White	66.60%	36.8%
% Female	76.80%	73.6%
% Male	23.10%	26.4%
Average Length of Service (Years)	12.5 Years	11.2 Years
New Hires (#)	5,317	740

³¹ This is the most recent information according to [the Educator Dashboard](#), but LEAs are welcome to make revisions



Teacher Retention Rates (%)	90.60%	86.1%
National Board Certified Teachers	2,279	74

LEA CTE OFFERINGS

CTE Program Enrollment 2024-2025 SY

Program Name	Total Enrollment	Overenrolled or Underenrolled?	Number of Students on Waitlist
Agricultural Science	95	N/A	N/A
AMP (Apprenticeship MD Program)	8	N/A	N/A
Automotive - Autobody Collision Repair	57	N/A	N/A
Automotive - Transportation Technologies	414	Overenrolled	20
Biomedical & PTECH	356	N/A	N/A
Business - Accounting & Finance	365	Underenrolled	N/A
Business - Business Mgmt	155	Underenrolled	N/A
Business - NAF Finance	125	N/A	N/A
Construction - Carpentry	390	N/A	N/A
Construction - Design & Mgmt	146	N/A	N/A
Construction - Electrical	110	Underenrolled	N/A

Construction - HVAC	176	N/A	N/A
Construction - Masonry	51	Under	N/A
Construction - Welding	63	N/A	N/A
Cosmetology	276	N/A	N/A
Early Childhood Education	158	N/A	N/A
Fire EMT	99	N/A	N/A
Food & Bev Mgmt (ProStart)	578	Over	
Graphic Comms / PrintED	111	N/A	N/A
Health - Dental Assistant	12	Under	N/A
Health - Nursing Assistant	119	N/A	N/A
Health - Pharm Tech	45	Underenrolled	N/A
Health - Physical Rehab	11	Underenrolled	N/A
Health - Surgical Tech	4	Underenrolled	N/A
Homeland - Criminal Justice & Law Enforcement	228	N/A	N/A
Homeland - Homeland Security	51	N/A	N/A
Hospitality & Tourism	87	N/A	N/A
Interactive Media Production	669	N/A	N/A
IT - Computer Science	134	N/A	N/A
IT- CISCO Networking CCENT	283	N/A	N/A

JROTC - Air Force	441	N/A	N/A
JROTC - Army	852	N/A	N/A
Law & Society	228	N/A	N/A
Manufacturing	54	N/A	N/A
(IGNITE)			
Maritime	28	N/A	N/A
Pre-Engineering (PLTW)	590	N/A	N/A
Teacher Academy of MD	141	N/A	N/A

Progress Toward the 45% Goal:

What progress are you projecting toward meeting the 45% goal for your district in the 2025-2026 SY? By SY 2026-2027? By SY 2030-2031?

City Schools strategic plan details the concrete steps and numerical goals it is implementing to increase college and career readiness, primarily by reforming its Career and Technical Education (CTE) pathways:

CTE Seat Expansion Goal: The district projects increasing the number of available seats in CTE pathways that are aligned to occupations earning at or above a living wage from 3,815 (SY 2019-2020 enrollment) to 7,950 by SY 2023-2024. The overall goal is to provide 9,000 available seats in career and technical education programming that align to occupations that earn a living wage.

Curriculum Alignment: The plan commits to continuously redesigning and refreshing curriculum, certifications, and equipment to ensure pathways align to in-demand, high-wage occupations and industry expectations.

Long-Term Outcomes: The goal is that, over the long term, more students will:
 Complete their pathway sequence and earn an industry credential or certification.
 Earn college credit and stackable credentials. o Gain workforce skills and experience.

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

Program and Curricula Alignment

The priority is integrating the apprenticeship's Related Technical Instruction (RTI) into the existing CTE curriculum to ensure seamless transition and avoid duplication of effort.

Integrate RTI into CTE Pathways: Focus on Construction (Carpentry, Electrical, Welding), Manufacturing (Advanced Manufacturing), and IT (CISCO Cybersecurity, Computer Science) where high school-based apprenticeships are already concentrated and the district plans to expand seats.

Use the Curriculum Redesign and Refresh process (SY 2023-2024 for trades; SY 2020-2022 for IT and Business) to embed the specific academic and technical competencies required for the RA's credential into the high school coursework.

Establish a "Full Alignment" model where CTE coursework fulfills both high school graduation and RA-related instruction requirements.

Stackable Credentials and Dual Enrollment: Prioritize RAs that incorporate stackable credentials and college credit to maximize student return on investment and address the postsecondary goal of the strategic plan.

Focus on High-Wage, In-Demand: The selected pathways for RA expansion must strictly align with BCPS's core value of preparing students for occupations that earn at or above a living wage.

Employer and Community Engagement

Successful RA programs are employer-driven and require strong, sustained business involvement and the support of an intermediary organization.

Establish an Apprenticeship Intermediary: Collaborate with the Mayor's Office of Employment Development (MOED) and the state's Apprenticeship and Training Program to create or utilize an intermediary organization. This entity will:

Assist small and medium-sized businesses in program design and navigation of the RA registration process.

Coordinate partners, oversee work-site logistics (scheduling, legal compliance), and provide recruitment support.

Deepen Advisory Committee Engagement: Expand the role of Pathway Advisory Committees (PACs) in RA planning, requiring PAC employers to commit to sponsoring RA seats or providing Structured On-the-Job Training (OJT) mentorship opportunities.

Fund Employer Incentives: Work with philanthropy and policymakers, as called for in the plan, to fund incentives (such as tax credits or launch grants) to offset initial costs for employers and encourage RA participation.

Student Access and Support

The expansion plan must address the challenge of providing equitable access and supporting students through program completion.

Establish a Work-Based Learning Team: Immediately activate and resource the district's planned Work-Based Learning team to manage the continuum of RA-related experiences.

Remove Barriers for Entry: Eliminate school entry criteria that restrict student access to high-demand CTE pathways, specifically for those linked to RAs.

Wrap-Around Services: Address major barriers like transportation and scheduling, which are critical for RA participation, by securing necessary support from philanthropy and city agencies.

Targeted Recruitment: Implement middle grades recruitment and engagement strategies to increase awareness of the RA model, framing it as an "earn-while-you-learn" career path leading to a high-wage job and a nationally recognized credential.

Staff and Performance Metrics

Counselor Training: Provide specialized training for counselors and career readiness staff on the RA model, including its post-secondary options and how RA pathways lead to stackable credentials, enabling them to effectively advise students.

Performance Tracking: Utilize the existing Outcome Measures framework to track RA-specific metrics:

Student participation in work-based learning activities (OJT hours). Student certification success (Registered Apprenticeship credential).

Student post-high school placement in workforce (RA completion and full-time employment).

Program Plans for Future

Are there any new programs you plan on adding to your current programming within the next 2 school years? Why are you adding the program(s)?

N/A

Are there any current programs you plan on expanding upon within the next 2 school years? Why are you expanding the program(s)?

Welding & Automotive, Surge Tech, Teacher Academy of MD, HBI. Edmondson Vocational Technical High School will undergo a major building renovation

Are there any programs you are eliminating/removing within the next 2 school years? Why are you eliminating/removing the program(s)?

Cosmo and culinary, carpentry. These programs will be sunseting from Edmondson as enrollment is down in these pathways.

Enrollment Practices

How do students enroll in CTE programs? Are all CTE programs offered to all students? Can a student participate in a CTE program at another school?

City Schools is a choice district. Students choose their high school in 8th grade while also selecting a CTE pathway if they choose. Students begin the CTE pathway in 10th grade. CTE programs are offered to all students. As a general rule, students must be enrolled at the school of the CTE pathway.

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?

City Schools continuously review their CTE pathways and course offerings to ensure programming is aligned with labor market needs in industries that earn a livable wage. As of SY 25-26, City Schools shifted Perkins funding to the school level so principals can better meet the needs of their CTE instructors and students.

LEA Support for Schools

What challenges does your LEA face in reaching the 45% goal?

City Schools students often arrive to high school with reading deficits that have not been addressed in K-8. Providing professional development to our CTE instructors on reading strategies is something we are prioritizing to better meet students where they are to meet proficiency to pass IRC certifications.

How is CTE financial support structured within the LEA?

City Schools using a “Fair Student Funding” model in which schools have autonomy on staffing. CTE positions are “locked” at the district level to help ensure over enrollment of CTE pathways. This year Perkins’ allocations to school were awarded based on enrollment and state/district initiatives. Each school with a CTE pathway receives a minimum funding level regardless of enrollment. City Schools also partner with philanthropic organizations such as Annie C. Casey Foundation and the Bloomberg Foundation. We also work with local non-profits and city agencies to braid funds and cover additional expenses.

Please explain the CTE administrative structure at your LEA?

City Schools’ CTE office fall under our Secondary Success & Innovation Office led by our Executive Director. The Career Readiness department, of which CTE is a part of, is led by our Director. The Director is supported by 2 Coordinators (one is operations, and the other is instructional). The coordinators are supported by a team of 4 CTE Managers of Professional Development, each of them manages 4-7 CTE pathways. The CTE Managers work in tandem with 4 Work-Based Learning Specialist.

LEA Teachers

What are the requirements to be an instructor in this LEA?

Requirements to be an instructor vary by pathway but in general candidates must have the following:

- A 4-degree in the subject or
- 5 years’ industry experience
- And industry certification

How are teachers recruited in this LEA?

Our Human Capital Office in collaboration with the Director of CTE manages the recruitment of CTE teachers in the LEA. Jobs are posted on City Schools website, and we also collaborate with our PACs to assist in the recruitment process.

How are teachers retained in this LEA?

New teachers (anyone with less than 2 years) must attend the district's New Educator Institute (NEI). NEI offers personalized support to novice teachers and are assigned as mentor teachers to help them navigate their entry into the profession. Our new teacher career ladder provides multiple teacher leaders roles and opportunities for career advancement without leaving the classroom.

What difficulties do you face with recruitment and retention?

Teacher salaries are often non-competitive with industry especially in the areas of IT, Healthcare, Engineering and some construction trades.

How is teacher feedback/perspective incorporated into administrative decision-making?

Teacher voice is a critical element in district and school-based decisions. Each school has an instructional leadership team (ILT) which has voice in yearly school level budget cycle. The teacher workgroups and union reps are instrumental in evaluation tools and other district policies and practices. Results from yearly climate survey are analyzed and considered.

Career Exploration

How is career coaching structured in your LEA? Is there a WBL Coordinator? How frequently does an LEA representative meet with an Apprenticeship Navigator?

City Schools partners with the Mayor's Office of Employment Development (MOED). MOED has a Career Coach at every middle and high school. Career Coaches work collaboratively with school counselors, post-secondary advisors (PSA), and IEP Chairs. City Schools employs a WBL Manager, 4 WBL Specialists at the district level.

What career exploration opportunities are available to students in your LEA?

Awareness

By the end of 5th grade student should be Career Aware. MSDE Career Development Standards: Standard 1: Self-Awareness, Standard 2: Career Awareness. Evidence (Student Level Goals): Able to identify up to 10 careers and talk about their industries of interest. Participate in at least (1) WBL activity each semester and submit artifact. Participate in JA BizTown.

Exploration

By the end of 7th grade student should be a Career Explorer. MSDE Career Development Standards: Standard 3: Career Exploration. Evidence (Student Level Goals): Begin a career journey map with the support of a parent and counselor. Able to identify career clusters and clusters of interest. Be aware of the knowledge, skills, and abilities for (10) or more careers. Able to identify high schools based on programs and career cluster of interest. Participate in a CTE Tour. Participate in a Job Shadow/Company Tour. Participate in at least (1) WBL activity each semester and submit artifact. Participate in JA Finance Park.

Planning & Preparation

By the end of 10th grade, student should have a prepared Career Plan. MSDE Career Development Standards: Standard 4: Career Preparation. Evidence (Student Level Goals): Complete and utilize career journey map. Student develops a Professional network through a professional coach or mentor. Attend at least (2) WBL activities each semester and submit artifact.

Experience

By 12th Grade a student should be Career Experienced & Ready. MSDE Career Development Standards: Standard 5: Job-Seeking and Advancement. Evidence (Student Level Goals): Student has completed a career readiness toolkit. Student meets and can demonstrate 21st Century Job Readiness skills. Student has experienced an internship, job shadow, apprenticeship, and/or employment tied to career plan(s). Student has earned job-related certifications.

Career exploration in middle schools within Baltimore City Schools provides students with valuable opportunities to discover and develop their interests, ultimately helping them make informed decisions about their future educational and career paths. As students are still in the early stages of their academic journey, middle school career programs introduce them to various industries and professions in a hands-on, engaging manner, offering a glimpse into the world beyond the classroom. Some of the flagship programs available at these schools include specialized courses that align with high-demand industries. For instance, Pimlico Elementary Middle School and Green Street Academy offers a Health and Bioscience Medical Detectives program, where students explore careers in healthcare and the sciences through interactive learning. Booker T Washington Middle School stands out with its Graphic Design and Entrepreneurship program, providing students with the skills to combine creativity and business acumen. At the Stadium School, the Culinary and Consumer Services program gives students practical experience in the food industry, while Vanguard Middle School offers a Pre-Engineering program, exposing students to the basics of engineering and technology. These programs not only teach foundational skills but also help students connect their interests to realworld careers.

Furthermore, in partnership with the Mayor's Office of Employment Development, each middle school in Baltimore City has a Blueprint Career Coach assigned to assist students in exploring career pathways. The Career Coach serves as a guide, helping students identify their strengths and interests and connecting them with appropriate resources and programs. This support ensures that students are not only introduced to careers early on but are also equipped with the tools to pursue their passions and aspirations.

How do students access their career coach(es)?

Each student completes a student learning plan (SLP) where they set goals and Career Coaches have access. Career Coaches provide support to students around the following monthly themes:

- August - Settling in + Introductions
- September - Building Relationships
- October - Career Exploration
- November - Career Exploration
- December - Reviewing + Drafting Postsecondary Plans
- January - Taking the Next Step: Applications + CTE Choice
- February - Professional Portfolio and Employability Skills
- March - Exploring Options
- April - Financial Literacy + Student Feedback

How does/do the career coach(es) serve students in your LEA?

Baltimore Career Coaching Initiative (BCCI) offers high-quality career counseling to middle and high school students in Baltimore City Schools. They guide students in identifying career pathways that align with their interests, strengths, and skills. Middle school students are encouraged to pursue high schools with Career and Technical Education (CTE), P-Tech, or Dual-Enrollment/Early College programs, depending on their chosen career path.

High school students are expected to meet College and Career Readiness (CCR) standards by 10th grade to access Post-CCR pathways. Students can participate in advanced coursework, earn college credits and industry credentials, and prepare for meaningful opportunities beyond high school graduation.

We empower students to explore who they are and what they can become. Our coaches provide engaging lessons on:

- Self and Career Awareness
- Career Research & Exploration
- Career Preparation & Mindset
- Financial Management
- Digital Storytelling & Personal Branding

Through workshops, one-on-one counseling, and career exposure opportunities, we ensure students are prepared to excel in their chosen fields.



INFORMATION FOR VISITING SCHOOLS

Forest Park Senior High School

School Leadership: Nina Mouzone

School Contact: 410-396-0753

School [Website](#)

Carver Vocational Technical High School

School Leadership: Craig Rivers

School Contact: 410-396-0553

School [Website](#)

Overview of CTE School Administrators, Teachers, Career Counselors, Staff, etc.

Name	Subject	Years in Position	Classes
Sean Markley	Dept Lead Automotive	14 years	Adv. Topics Auto Trans Tech
Dwight Burgess	Automotive	3 years	Intro Auto Trans Tech Adv. Topics Auto Trans Tech
Jerome Strayham	Automotive	6 years	Found Top Auto Trans Tech Adv. Topics Auto Trans Tech
Shannon Smith	Culinary	n/a	Becoming a Food Service Pro 1 Pract. Expr. as Food Service Pro
Artitus McDowell	Culinary	17 years (8 FP)	Becoming a Food Service Pro 1 Becoming a Food Service Pro 2 Pract. Expr. as Food Service Pro
Chanel Payne	Comp Sci	n/a	AP Computer Sci A Application Development ½ AP Computer Science Principles
Keysha Fearon	Comp Sci	17 years (16 FP)	Intro to Computer Science
Akinwale Brown	JROTC	2 years	Leadership Education 1 Leadership Education 2
Guadalupe Vega	JROTC	2 years	Leadership Education 3 Leadership Education 4
Veronica Holland Barner	Nursing	n/a	AHP Med Spec Cert Nursing Medical Terminology Health and Biosciences Apprent.
Yetta Hammond	Nursing	3 years	Foundations of Med&Health AHP Med Cert Nursing Asst

CTE Lead, School Administrators & Staff

Name	Role	Location
Nina Mouzone Alison Snow Sean Markley	Principal CTE Administrator CTE Instructor	Forest Park HS
Craig Rivers Benard Dezurn Kia Dean	Principal CTE Administrator CTE Lead Instructor	Carver Voc. Tech HS

Career Counselors, Coaches, and Related Staff

Name	Role	Experience (Years)
Ninia Mouzone	Principal	6 years
Alison Snow	Asst. Principal	3 years
Mike Chiang	Ed Associate/Scheduler	4 years
Lisa Mitchell	Career Advisor	3 years
Ebony Meyers	Lead Counselor	
Amanda Ruther	Counselor	
Angelique Dixon	Counselor	

Teachers and Faculty

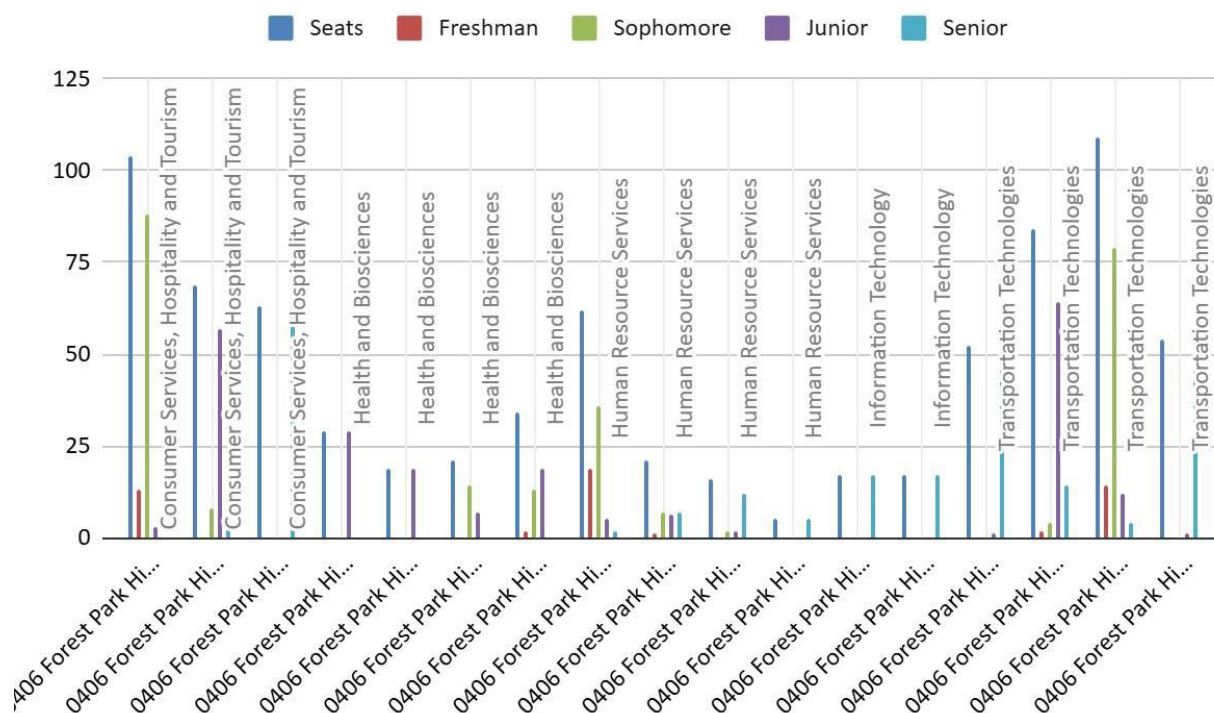
Name	Subject	Years in Position	Classes
April Brodie	JROTC	3	Leadership Education 1 Leadership Education 2 Leadership Education 3
William Cooper	Culinary	11	Becoming a Food Professional 1 Becoming a Food Professional 2 Practicum Experience Professional

Brook Daba	Computer Science	1	Application Development AP Computer Science AP Computer Science Principles
Willie Brown	JROTC	3	Leadership Education 1 Leadership Education 2 Leadership Education 3
Kia Dean	Business Management	28	Work Study
Christopher Doering	CISCO	11	IT ESSENTIALS Cybersecurity
Clara Fowowe	Childcare	26	Childcare 1 Childcare 2 Childcare 3
Joseph Fisher	Advanced Manufacturing	4	Introduction to Advanced Manufacturing Introduction to Systems Mechatronic Systems
Rick Jackson	PLTW	2	Honors Introduction to Engineering Honors Principles to Engineering
Crystal Hinnant	Childcare	6	Child Care Lab Experience
Steven Kord	HVAC	3	Core Construction HVAC HVAC 1 HVAC 2
Devin Peters	Business Management	3	Business Principles and Finance Advanced Business Management Business Management Capstone
Richard Novak	Carpentry	30	Core Construction Carpentry 1 Carpentry 2 Construction Professions WBL
Daniel Griffin	Electrical Wiring	2	Core Construction Electrical 1
Lamont Sutton	Masonry	2	Core Construction Masonry 1
Tionne Scribner	Cosmetology	12	Principles and Practices of Cosmetology Advanced Cosmetology

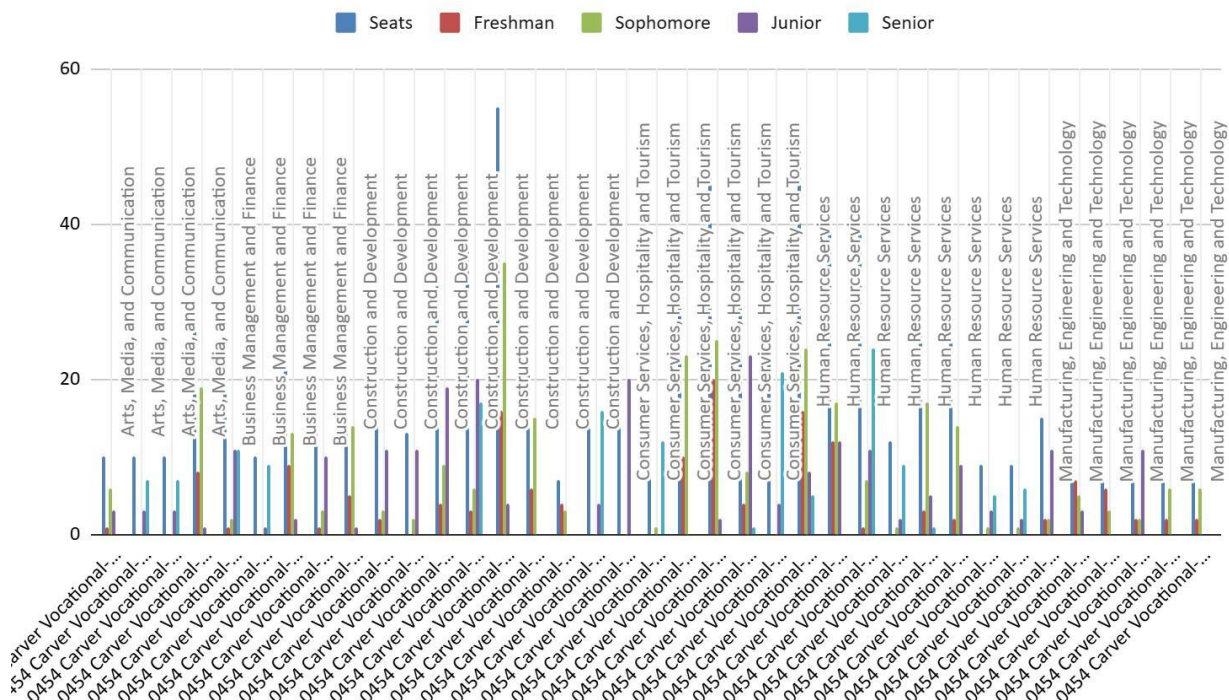
			Master Cosmetology
Terry Thompson	Childcare	10	Child Care 1 Child Care 2 Child Care 3 Child Care Exam Prep Child Care Internship
Reginald Trogden	Culinary	8	Becoming A Food Service Professional 1 Becoming A Food Service Professional 2
Sharonda Whitfield	Computer Science	5	Foundations of Computer Science
Mike Williams	Interactive Media Productions	10	Principles of Arts, Media and Communication Interactive Media Design Level 1 Interactive Media and Design Level 11 Interactive Media Portfolio Capstone
Amthony Williams	Cosmetology	9	Principles of Cosmetology Advanced Cosmetology Mastery Cosmetology

CTE PROGRAMS AND ENROLLMENT AT VISITING SCHOOLS

CTE Enrollment at City Schools



Enrollment by Program at Carver Vocational Technical High School



Overview of CTE Programs (Sample Below)

- [CTE course of study/programs of study](#)
- [CTE Promotional Packets/Portfolios](#)

COMMUNITY CONTEXT

Nearby Universities & Community Colleges

Baltimore City Community College
Coppin State University
Goucher College
Johns Hopkins University
Loyola University Maryland
Maryland Institute College of Art
Morgan State University
Notre Dame of Maryland University
Stevenson University
Towson University
University of Baltimore
University of Maryland, Baltimore
University of Maryland, Baltimore County
University of Maryland, Global Campus

Economic Profile

Baltimore City is centrally located in the MidAtlantic region with easy access by highways, port, rail and air travel, Maryland's largest city and economic Centre, and constitutes the northeastern hub of the Baltimore-Washington metropolitan area. Baltimore City lies at the head of the Patapsco River estuary, 15 miles above Chesapeake Bay and home to 565,239 residents with a regional metro (Baltimore Columbia-Towson) population 2,834,316 million people. Among major U.S. metros, Baltimore ranks in the top four for greater affordability, higher pay, and strong hiring and 5th in best small business sentiment. Nearly 44.4% of people in the metro area have a bachelor's degree or higher, 8% more than the United States average. Greater Baltimore ranks second for science, technology, engineering, and mathematics due to top-tier universities such as Johns Hopkins and the University of Maryland. Major businesses located in Baltimore include Exelon, T. Rowe Price, Morgan Stanley, Under Armour, and Amazon. The city's private sector industries generate more than \$51,151,033 billion.

Recent investments include the \$208 million 4 MLK BioPark, developed by Wexford Science & Technology; Baltimore Peninsula’s Phase 1 full buildout of 14 million square feet of space with key tenants like CFG Bank and the Ravens; and completion of Harbor Point’s Parcel 3, with T. Rowe Price as its anchor tenant. Additionally, the Harborplace transformation plan passed by referendum with strong support from both residents and city officials.

More than 60 federal agencies and research labs are within 30 miles of Baltimore. Johns Hopkins Hospital and University is the largest recipient of federal research dollars nationally, and two state-of-the-art biotechnology parks flank the city. Some of Baltimore’s thriving industries include life sciences, technology, hospitality and tourism, logistics, creative industries and social innovation.

The Port of Baltimore (POB) in Baltimore City offers the deepest harbor in Maryland Chesapeake Bay and is within an overnight drive of one-third of the nation’s population. POB and Foreign Trade Zone #74 (FTZ) are significant economic engines for the region. POB is the number one roll-on/roll-off port in the US and FTZ#74 is a duty-free area for global business spanning more than 850 acres in the region.

Educational Attainment

Source: [2023 United States Census](#)

Label: Age By Educational Attainment	Estimate Total	Estimate %
Population 18 to 24 years	52,391	(X)
Less than high school graduate	6,231	11.9%
High school graduate (includes equivalency)	20,132	38.4%
Some college or associate's degree	16,069	30.7%
Bachelor's degree or higher	9,959	19%
Population 25 years and over	397,690	(X)
Less than 9th grade	14,318	3.6%

9th to 12th grade, no diploma	29,867	7.5%
High school graduate (includes equivalency)	110,897	27.9%
Some college, no degree	73,062	18.4%
Associate's degree	17,946	4.5%
Bachelor's degree	74,248	18.7%
Graduate or professional degree	77,352	19.5%
High school graduate or higher	353,505	88.9%
Bachelor's degree or higher	151,600	38.1%
Population 25 to 34 years	97,987	(X)
High school graduate or higher	92,767	94.7%
Bachelor's degree or higher	49,503	50.5%
Population 35 to 44 years	84,897	(X)
High school graduate or higher	76,327	89.9%
Bachelor's degree or higher	37,336	43.9%
Population 45 to 64 years	123,620	(X)

High school graduate or higher	109,835	88.8%
Bachelor's degree or higher	39,560	32.0%
Population 65 years and over	91,186	(X)
High school graduate or higher	74,576	81.8%
Bachelor's degree or higher	25,201	27.6%

Leading Business Groups*

Name	Industry	Size Category
7-ELEVEN	Retail Trade	250-499
Access Demolition & Environ	Construction	250-499
Ace Uniform Svc Inc	Other Services (except Public Administration)	100-249
Alice Manor Nursing Home	Health Care and Social Assistance	100-249
Alliance Inc	Health Care and Social Assistance	100-249
Alliance Roofing & Sheet Metal	Construction	100-249
Amazon Fulfillment Ctr	Professional, Scientific, and Technical Services	1000+

American Business Forms	Wholesale Trade	100-249
Aon Risk Svc Inc	Professional, Scientific, and Technical Services	100-249
Arc Day Ctr Seton Ctr-Contract	Administrative and Support and Waste Management...	1000+
Archdiocese of Baltimore	Administrative and Support and Waste Management...	100-249
Archdiocese-Baltimore Tribunal	Other Services (except Public Administration)	250-499
Ascension St Agnes Hospital	Health Care and Social Assistance	1000+
Atwater's-Belvedere	Accommodation and Food Services	100-249
Automatic Rolls-Baltimore Inc	Manufacturing	100-249
Autumn Lake Healthcare	Health Care and Social Assistance	100-249
Ayers St Gross	Professional, Scientific, and Technical Services	100-249
B Green & Co Inc	Wholesale Trade	100-249
Baker Donelson Bearman	Professional, Scientific, and Technical Services	250-499
Baltimore City Cmnty Clg Fndtn	Educational Services	500-749

Baltimore City College High	Educational Services	100-249
Baltimore City Fire Dept	Public Administration	1000+
Baltimore City Fire Dept- Sta	Public Administration	500-749
Baltimore City Public Schools	Educational Services	500-749
Baltimore City State's Atty	Professional, Scientific, and Technical Services	250-499
Baltimore City Towing	Transportation and Warehousing	100-249
Baltimore Country Club	Arts, Entertainment, and Recreation	250-499
Baltimore Crisis Response	Health Care and Social Assistance	100-249
Baltimore Crisis Response Inc	Health Care and Social Assistance	250-499
Baltimore Healthcare Access	Health Care and Social Assistance	100-249
Baltimore International Acad	Educational Services	100-249
Baltimore School For the Arts	Educational Services	100-249
Baltimore Sun Media Group	Information	100-249

For the full list, please visit the Maryland Department of Labor [website](#).

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

Appendix B | School Visit Agenda

Visit Date: November 5, 2025 Time: Forest Park - 8 AM – 11:30 AM Carver - 12:00PM – 3:00PM	<i>Location AM:</i> <i>Forest Park HS</i> <i>3701 Eldorado Ave</i> <i>Baltimore, MD 21207</i>	<i>Location PM:</i> <i>Carver Vocational</i> <i>Technical HS</i> <i>2201 Presstman St</i> <i>Baltimore, MD 21216</i>	Arrival Time: 7:45AM
---	--	--	----------------------

AM Session: Forest Park HS: 3701 Eldorado Ave, Baltimore, MD 21215

Time	Activity	Location
7:45 - 8:00	Arrival	Main Entrance
8:00-8:45	Teacher Focus Group	Black Box Theatre
8:45-9:30	Student Focus Group	Black Box Theatre
9:30-10:15	Career Coaches Focus Group	Black Box Theatre
10:15-11:00	Classroom Visits Markley - Automotive (023) Holland Barner - Nursing (013) Brown/Vega - JROTC (008) Smith - Culinary (146)	Through Building
11:00-11:30	Admin Focus Group/Debrief	Black Box Theatre
11:30-12:00	Travel time Carver Voc., HS	x

PM Session: Carver Vocational Technical HS: 2201 Presstman St. Baltimore, MD 21216

Time	Activity	Location
12:00-12:45	LUNCH (Provided by CTE Culinary students)	Carver Cafe

12:45-12:55	Greetings from Principal	Carver Cafe
12:55-1:40	Teacher Focus Group	Presstman Street
12:55 -1:40	Student Focus Group	Carver Cafe
1:40- 2:25	Classroom Visits	Cosmo (249), Kord (148), Thompson (240), Brodie (113)
1:40-2:30	Career Coaches and Counselors Focus Group	246
2:30-3:00	Admin Focus Group/Debrief	246

Team Member Roles

Facilitator/Recorder	Shamara Bownes – Student Focus Group Katherine Swanson-Palmer – Teacher Focus Group
Notes/Time	Christine Lynch – Student Focus Group Katherine Swanson-Palmer – Teacher Focus Group

CTE ERT Participants

Name	Role
Shamara Bownes	Senior Director, CTE Committee - Facilitator
Christine Lynch	CTE Contractor, Flown Consulting - Notetaker
Dr. Genevieve Floyd	Director, Department of College and Career Readiness, Montgomery County PS
Heather Bradley	CTE Programs Coordinator, Montgomery County PS
Heather Carias	CTE Supervisor, Montgomery County PS
Katherine Swanson-Palmer	Program Manager, CTE Committee
Katie Eckstein	Coordinator of CTE and Magnet Programs, Harford County PS
Lindsey McCormick	Director of CCR, Caroline County Public Schools
Myra Norton	Senior Director, Johns Hopkins Technology Venture; Chair, CTE Committee
Rita Bradunas	Coordinator of Career Counseling, MSDE

Appendix C | Focus Group Protocol and Interview Questions

Focus Group Best Practices

To be read by CTE ERT before focus group or during Orientation

- **Stay Focused.** Focus groups are conversations with a purpose; remind both the CTE ERT and focus group participants what our purpose is. The CTE ERT is not here to provide our perspective, any solutions, assessments, or inform the LEA. Our role here is to make observations and collect our observations into a report identifying the state of CTE in Maryland and common challenges we can provide Technical Assistance for.
- **Ask Questions and Be Curious.** Focus groups run best when the CTE ERT focuses on asking questions and actively listening. If you need to, ask participants to repeat themselves. Ask follow-up questions. Be curious.
- **Keep Track of Time.** Time flies by in the focus groups, so the facilitator needs to have a ten-minute warning so both the CTE ERT and the participants know time is starting to run out. If the facilitator hasn't yet, move to the "Important Questions" with at least ten minutes left.
- **Speak Up.** The CTE ERT records focus groups (except students), but the range on the recorder isn't great, so we need folks to speak up. If there are announcements or bells going over the intercom, pause because the recorder and our transcription service won't be able to differentiate.
- **Cut Any Cross-Talk.** The CTE ERT should not be having conversations with each other during the focus group. It's not only disrespectful to focus group participants, but it also disrupts our transcription services.
- **Create a Safer Space.** Brief introductions and some light humor at the beginning of the focus group can ease participants to provide more authentic and honest reflections.
- **Be Mindful of Non-Verbal Cues.** So much is said before speaking, so please be intentional with non-verbal cues that may distract participants or make participants uncomfortable.
- **Summarize and Validate Participants.** We are here to observe and listen, so remember to validate participants' perspective with an accurate summary of what a few participants say.
- **Convey Appreciation.** Focus group participants take time out of their busy day to provide their perspective. Don't forget to thank them for their participation and explain how it will help improve CTE across the State.

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. We are here to observe, not judge.
- 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 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. Be sure to save at least ten minutes to ask “Important Questions”.

Priority Questions:

1. What program do you teach in and how long have you been in your role? What is your background in this area?
2. For newer teachers, what was your recruitment like? What were important factors for your decision to work here?
3. For senior teachers, what factors influence your decision to stay here?
4. Do you have contact with employers in your industry? If so, what partnerships have been most beneficial for students?
5. Where do students from your program go after graduating (i.e., further training, work, college, etc.)?
6. 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?
7. How do you measure the effectiveness of your CTE program, and what data or feedback informs changes or improvements?
8. If you could redesign your subject's program of study, what would you change?
9. What professional learning opportunities are available for you?

Important Questions to Ask with At Least 5 Minutes Left:

1. From your perspective, what are the strengths of your school's CTE programs?
2. What do you need as a CTE teacher that you feel you may not be getting?
3. What do you see as the key CTE challenges facing your school now?

Additional Questions:

1. How do you collaborate with your colleagues (CTE and academic teachers)? How do you collaborate with other colleagues within this LEA?
2. Do any of your programs have school-based businesses that serve the school community and/or local clients?
3. Do you think the certification requirements for CTE teachers are well-aligned to what is needed to teach in the area you teach in?
4. What CTSOs (Career and Technical Student Organizations) do you all participate in? What clubs/programs/sports do you all participate in? Can you speak to those and how they help students?
5. What do you see as the biggest hurdles in expanding CTE at your school?

Questions for CTE Students

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. Be sure to save at least ten minutes to ask "Important Questions".

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 enrolled into the program?
3. How has your experience in the classroom been for your CTE classes? How 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? Did you work with a career coach or career counselor to help with this plan?
8. How much do you know about careers in your industry (salary, training paths)? How did you get this information?

Important Questions to Ask with At Least 5 Minutes Left:

1. What would you say is the best thing about your program? What are some of your CTE program's strengths?

2. If you could change anything in your program, what would it be? What challenges have you faced in your CTE program?
3. 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?

Additional Questions:

1. Are there any CTE programs you think the school/LEA should offer that it does not now?
2. Have you participated in any competitions or extracurricular activities related to your CTE program? If so, what was your experience like?
3. How well do you feel your CTE program is preparing you for the workforce or further education in your chosen field?
4. How do your family and friends perceive your enrollment in a CTE program, and has their perception changed since you started?
5. How does your school promote CTE programs to students, and what improvements would you suggest to increase awareness and interest?

Questions for Career Counselors/Coaches

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. Be sure to save at least ten minutes to ask "Important Questions."

Priority Questions:

1. How long have you been in your role? What is your background in this role? What is your title? Career Coach? Career Counselor? Something else?
2. How is career counseling organized at your school, and in this district? How do professional school counselors and career coaches work together in your district?
3. Is there a work-based learning coordinator and if so what is their scope of work and how do they interact with career counselors/coaches?
4. How does the 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 and informed of CTE programs? Who leads this introduction? How are parents informed about CTE offerings?
6. How are students who change their minds about a program/career path supported?
7. What opportunities are there for career exploration/education in middle school? In high school?
8. How are CTE students supported in planning for post-CCR pathways?
9. How are CTE students supported in making post-graduation plans?

Important Questions to Ask with At Least 5 Minutes Left:

1. What do you see as the strengths of career coaching/career counseling in this school/district? What is going well? What are you celebrating?

2. What do you see as the challenges of career coaching/career counseling in this school/district? What has been a challenge?

Additional Questions:

1. Do you track post-graduation outcomes, such as enrolling in further education /training or entering the workforce?
2. In what ways does the school involve parents and the community in the CTE program?
3. How do you think the CTE guidance could be improved? Is feedback on guidance and support collected from students?
4. 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 your perspective?
5. What do you see as the biggest hurdles in expanding CTE at this LEA?

Questions for School/LEA Leadership

Instructions for focus group lead: Focus groups with School/LEA Leadership are rare since we receive most of this information through the Brief and Orientation. 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. Be sure to save at least ten minutes to ask "Important Questions".

Priority Questions:

1. How long have you been in your role? What is your background in CTE?
2. From your perspective, what are the strengths of your LEA/school's CTE program, and what have you made the most progress on recently?
3. 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
4. Is there capacity for all interested students to participate in CTE programs? Are there any barriers to enrollment?
5. 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?
6. How does the LEA/district update CTE programs? What are some current plans you have for adding new programs, expanding existing programs or eliminating current programs?
7. What are your district's strategies for increasing CTE enrollment and WBL opportunities, particularly apprenticeships?

Important Questions to Ask with At Least 5 Minutes Left:

1. From your perspective, what are the strengths of your LEA/school's CTE program, and what have you made the most progress on recently?

2. What do you see as the key challenges facing your LEA/school now in CTE?
3. Where would you like the LEA to be in five years in regards to CTE?

Additional Questions:

1. Are any CTE teachers earning National Board Certification? If so, have they been able to move into differentiated roles?
2. How do you collaborate with local business and industry and community colleges?
3. Do you have sufficient teachers for current programs? If not, what are the issues in recruiting them?
4. What measures are in place to assess the long-term impact of CTE programs on students' career trajectories and contributions to the local economy?
5. Do certain programs have higher completion rates than others?
6. Are there clear pathways from current CTE programs to community college certificate and degree programs?
7. What strategies are employed to raise awareness and improve perceptions of CTE programs among students, parents, and the broader community?
8. In your opinion, how well does the programming at your school align with key (high-growth, high-wage) industries in your community and statewide?

Appendix D | Glossary and Acronym Guide

Term	Acronym	Definition
Accountability and Implementation Board	AIB	An independent unit of Maryland State government created by the <i>Blueprint for Maryland's Future</i> law to ensure successful implementation of the <i>Blueprint</i> over the multi-year implementation period and achievement of the <i>Blueprint's</i> intended outcomes.
American Job Center	AJC	One-stop centers where job seekers and employers access coordinated workforce services (also sometimes called One-Stops). Every local workforce area has at least one.
Bachelor of Arts	BA	University degree that focuses on liberal arts, humanities, social sciences, languages and culture, and fine arts.
<i>Blueprint for Maryland's Future</i>	<i>Blueprint</i>	A set of policies and dedicated funding that is intended to transform Maryland's early childhood, elementary, and secondary education system to the levels of high-performing systems around the world. The <i>Blueprint</i> became law in 2021 with a 10-year plan to create a world-class public school system by transforming early childhood, K-12, and career readiness, focusing on five key pillars: expanding universal Pre-K; developing high-quality teachers; creating career pathways, including CTE; increasing resources for struggling schools/students; and strong governance/accountability for equity and excellence. The <i>Blueprint</i> aims to ensure every student, regardless of background, achieves college and career readiness through increased funding and systemic changes.

Term	Acronym	Definition
Blueprint's 45% Goal	45% Goal	The <i>Blueprint for Maryland's Future</i> set a goal that by the 2030-2031 School Year, 45% of high school graduates will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential (Md. Ed. Code §21-204). The joint CTE Vision, approved in 2025, updated this goal to specify that the goal would be out of CCR graduating students. This metric is calculated by adding together the high school level of a Registered Apprenticeship completion and the IRC attainment rate, divided by the total number of graduating students who are CCR. The CTE Committee is charged with defining the terms that meet the <i>Blueprint's</i> 45% goal. For more details on these policies, visit the GWDB website .
Career and Technical Education	CTE	Courses and learning opportunities in a range of vocations that provide students with the skills, knowledge, and competencies necessary to thrive in their careers.
Career and Technical Student Organization	CTSO	National organizations for middle and high school students in CTE programs that develop real-world activities, competitions, and service projects to prepare students for future careers and higher education.
Career Connected Learning	CCL	A continuum of learning experiences that includes career awareness, career exploration, career preparation, and/or career training through learning. These experiences are connected to learner interests and abilities and industry- or occupation-based needs and expectations.
Career Counseling/Coaching	-	A new initiative within the <i>Blueprint</i> wherein LWDBs, LEAs, and their local community college partner together to provide individualized career counseling to all middle and high school students. Many of the areas have distinguished their career counselors from school counselors by referring to them as career coaches, hence the terminology counseling/coaching is used interchangeably.

Term	Acronym	Definition
Career Ladder	-	A compensation structure enacted by the <i>Blueprint</i> that is developed by an LEA with the input of local school leaders, educators, and union representatives that provides teachers with opportunities to advance in their careers while remaining in the classroom and recognizes high quality school leaders. As teachers advance to higher tiers of the career ladder, educators will take on additional leadership responsibilities.
Carl D. Perkins Career and Technical Act	Perkins V	Federal legislation providing funding for CTE in the U.S., aiming to prepare students for high-skill, high-wage jobs by linking academics with technical skills through hands-on training and support for special populations, with the latest version being Perkins V (2018) that reauthorized funding and emphasized strong business-industry connections and equity.
Code of Federal Regulations	CFR	The official compilation of federal rules and regulations, including those governing WIOA programs.
Code of Maryland Regulations	COMAR	Official compilation of all administrative regulations issued by agencies of the state of Maryland.
College and Career Readiness	CCR	A student's readiness to succeed in entry-level courses at a postsecondary institution or a professional pathway upon graduation from high school. The State Board of Education defines the College and Career Readiness (CCR) standard, as required by the <i>Blueprint</i> . To view this policy, visit the State Board of Education website .
Comprehensive High Schools	-	Comprehensive high schools are traditional high schools with available CTE programs for students to enroll in.
Comprehensive Local Needs Assessment	CLNA	Local applicants of Perkins V must conduct a comprehensive local needs assessment at least every two years and include it in their local application to be eligible to receive financial assistance. The law requires eligible applicants to describe how their CTE programs are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the

Term	Acronym	Definition
		State workforce development board or local workforce development board, including career pathways, where appropriate; or are designed to meet local education or economic needs not identified by State boards or local workforce development boards.
CTE Completers	-	Students who meet all requirements in a state-approved CTE program of study.
CTE Concentrators	-	An individual who has earned at least two credits in a single state-approved CTE program of study.
CTE Framework	-	Under the <i>Blueprint</i> , the CTE Committee is charged with developing a statewide Framework for CTE that prepares students for employment in a diverse, modern economy. Maryland's CTE Framework lays out the State's vision and priorities for CTE and supports the goals of the <i>Blueprint</i> . To view the CTE Framework, visit the GWDB website .
CTE Participants	-	An individual who earns not less than one credit in a state-approved CTE program of study.
CTE Program of Study	CTE POS	A structured, multi-year educational pathway connecting high school academics with real-world career skills, allowing students to explore various fields, earn industry certifications and college credits, and gain work-based experience (internships, apprenticeships etc.) for smoother transitions to careers or further education. These programs align academic and technical standards, preparing students for today's dynamic workforce through hands-on career connected learning and partnerships with businesses.
Department of Public Safety and Correctional Services	DPSCS	Maryland state agency that is responsible for overseeing correctional institutions, community supervision, and related public safety programs to protect the public and support rehabilitation.
Division of Rehabilitation Services	DORS	DORS is an agency of MSDE. DORS is composed of the public vocational rehabilitation (VR) employment services program and the Disability Determination Services.

Term	Acronym	Definition
Division of Workforce Development and Adult Learning	DWDAL	A division within the Maryland Department of Labor, overseeing Maryland's apprenticeship programs, Maryland Workforce Exchange, correctional education, and other workforce development initiatives.
Dual Enrollment	DE	An opportunity where high school students take college courses for both high school and college credit, often with low or no tuition, though requirements and credit transfer vary by state and institution. Programs can be on-campus, online, or at high schools, sometimes leading to an associate degree alongside a diploma. For the <i>Blueprint</i> -specific policy on dual enrollment, visit the Maryland Public Schools website .
Eligible Training Provider List	ETPL	WIOA mandates that each state have an eligible training provider list (or system, as it is called in Maryland) so the consumer can research career and training options suitable to their interests. ETPL is continuously updated to provide accurate information on currently approved eligible programs of postsecondary providers.
Employment Advancement Right Now	EARN	A Maryland state-funded, competitive workforce development grant program that is industry-led, regional in focus, and a proven strategy for helping businesses cultivate the skilled workforce they need to compete. It is flexible and innovative, designed to ensure that Maryland employers have the talent they need to compete and grow in an ever-changing 21st century economy.
Expert Review Teams	ERT	Created under the <i>Blueprint</i> , these are teams of expert educators and industry leaders who visit schools on scheduled visits to observe, interview, and engage with school faculty, staff, students, and stakeholders. ERTs will review data, conduct a comprehensive school visit, and then identify opportunities for improvement, particularly for implementation related to the <i>Blueprint</i> .
Fiscal Year	FY	Covers a funding period that starts on July 1 and ends on June 30, i.e., fiscal year 2023 (FY23) begins July 1, 2022, and ends June 30, 2023.

Term	Acronym	Definition
<p>Governor’s Workforce Development Board</p>	<p>GWDB</p>	<p>The GWDB is Maryland’s state workforce development board. State workforce development boards vary in name and structures across the U.S., but they all share statutory responsibilities under the 2014 Workforce Innovation and Opportunity Act (WIOA), including serving as the Governor’s policy-making body for workforce development, oversight of the state’s public workforce development system, and development of the state’s workforce development plan. State workforce boards are appointed by the governor and led by private sector business representatives, who make up a majority of the board’s membership. Boards also include organized labor; leaders from state agencies responsible for post-secondary education, career and technical education, workforce development and economic development; and community organizations. Boards often represent the embodiment of public-private partnerships. Maryland’s GWDB serves as the Governor’s chief strategy and policy-making body for workforce development by engaging key business, labor, education, community, and State and local government leaders to collaborate and advise the Governor on business-led workforce approaches that advance Maryland’s economic competitiveness and build pathways to work, wages and wealth for all Marylanders. Governor Wes Moore’s 2023 executive order concerning the GWDB solidifies its leadership role in setting the statewide vision and strategy for workforce development, building partnerships to accelerate implementation of that strategy, and holding Maryland’s workforce development system accountable to delivering results.</p>
<p>Graduation Rate</p>	<p>-</p>	<p>The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the next three years and subtracting</p>

Term	Acronym	Definition
		any students who transfer out, emigrate to another country, or die during that same period. This definition is defined in federal regulation 34 C.F.R. §200.19(b) (1) (a)-(iv).
High School Level of a Registered Apprenticeship	HSLRA	A Registered Apprenticeship (RA) program, approved by the Maryland Apprenticeship and Training Council (MATC), that begins while an apprentice is in high school, and requires that students complete 144 hours of related instruction (RI) and at least 250 hours of paid on-the-job training (OJT) before their high school graduation. Further RA requirements continue post-graduation, in accordance with total program standards approved by MATC. For more information on this policy, please visit the GWDB website .
Industry-Recognized Credential	IRC	A formal validation of an individual's skills and/or competencies that align with state or regional in-demand occupations and are recognized by industry and employers. It may be a certification, license, or credential obtained through an assessment process, and is portable and may be stackable. The IRC leads to documented positive employment outcomes, ensures relevance in the labor market, and supports career advancement and economic development for credential holders. An IRC must be approved by the CTE Committee's criteria to meet the definition of counting in the <i>Blueprint's</i> 45% goal. For more information on this policy and which IRCs are currently approved, visit the MSDE website .
Labor Market Information	LMI	Data about jobs, wages, hiring trends, and economic conditions used to guide workforce planning and career decisions.
Local Education Agency	LEA	A local school system or school district. Maryland has 24 local education agencies, one for each of the counties and Baltimore City.

Term	Acronym	Definition
Local Workforce Development Board	LWDB	There are 13 local workforce areas in Maryland, each supported by a Local Workforce Development Board. The areas are guided and led by the private industry in the area to meet the current and future hiring needs of their employer community. The local workforce areas build connections between workforce development and economic development by serving as a vehicle for identifying needs and developing and ensuring implementation of an effective workforce strategy. Local workforce areas develop and oversee locally delivered workforce services as well as leverage community resources through their American Job Centers.
Maryland Apprenticeship and Training Council	MATC	An appointed Council that reviews all Registered Apprenticeship sponsor applications and decides if the program meets all the apprenticeship requirements.
Maryland Apprenticeship and Training Program	MATP	A unit within MD Labor’s DWDAL that oversees apprenticeship.
Maryland Department of Labor	MD Labor	Maryland state agency that provides job development and employment training to help citizens get the skills and expertise they need to move with the economy into Maryland's future.
Maryland Department of Legislative Services	DLS	Maryland state agency that operates under the policies and directives of the President of the Senate, the Speaker of the House of Delegates, the Legislative Policy Committee, and the Joint Audit Committee. DLS conducts research and drafts legislation for members of the Maryland General Assembly.
Maryland General Assembly	MGA	The legislative body of the state of Maryland, including the House of Delegates and State Senate.
Maryland Higher Education Commission	MHEC	State of Maryland's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers state financial aid programs that affect students on a statewide basis.

Term	Acronym	Definition
Maryland Longitudinal Data System Center	MLDSC	State agency created for the purpose of generating timely and accurate information about student performance that can be used to improve the State’s education system and guide decision makers at all levels. To accomplish this task, the MLDS collects and organizes individual-level student and workforce data from all levels of education and the State’s workforce.
Maryland State Department of Education	MSDE	State agency overseeing education throughout Maryland.
Maryland Workforce Association	MWA	Association of the 13 Local Workforce Development Board directors that collaborates with the Maryland Department of Labor, GWDB, and other state workforce partners to foster regional and statewide collaboration and sharing of best practices.
Maryland Workforce Exchange	MWE	Online job seeker/workforce services system. It was specifically designed for job seekers, students, case managers, employers, training providers, workforce professionals, and others seeking benefits and services.
Memorandum of Understanding	MOU	A legal document describing the broad outlines of an agreement that two or more parties have reached.
National Board Certification	NBC	Professional certification available in pre-K–12 education that certifies a teacher’s demonstrated ability to positively impact student learning. NBC is administered by the National Board of Professional Teaching Standards (NBPTS).
On-the-Job Training	OJT	Hands-on training from an experienced mentor at the job site, focusing on skill and knowledge necessary for occupational proficiency. OJT is a requirement of the Registered Apprenticeship system.
Personally Identifiable Information	PII	
Reemployment Services and Eligibility Assessment	RESEA	Federally funded program that helps unemployed individuals return to work more quickly by combining eligibility reviews for unemployment insurance with personalized career guidance, job search assistance, and referrals to training and

Term	Acronym	Definition
		support services.
Registered Apprenticeship	RA	An industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally-recognized credential. Registered Apprenticeships are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency. In Maryland, Registered Apprenticeships are approved by the Maryland Department of Labor’s DWDAL in consultation with MATC.
Registered Apprenticeship Programs	RAP	Training programs that combine paid on-the-job training with related classroom instruction. RAPs provide workers with skills and industry-recognized credentials, ensuring quality through registration with USDOL or State Apprenticeship Agencies.
Related Instruction	RI	A systematic form of instruction that teaches technical and academic competencies that apply to the occupation, often in a classroom setting or online, for Registered Apprenticeships.
Request for Proposal	RFP	A document issued by an organization to solicit bids from vendors for a project or service. It outlines the project's requirements and evaluation criteria. Vendors submit proposals detailing how they will meet the requirements, including costs and timelines. The RFP process ensures competitive and transparent vendor selection.
School Year	SY	The months of the year during which school is open and attendance at school is required.
Social Security Number	SSN	

Term	Acronym	Definition
Special Populations	-	In Perkins V, special populations demographic groups include the following: (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); (H) youth who are in, or have aged out of, the foster care system; (I) youth with a parent who - (i) is a member of the armed forces (as such term is defined in section 101 (a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title; and (J) migrant students (secondary only).
State Apprenticeship Agency	SAA	State-level entities that oversee and manage apprenticeship programs. They ensure programs meet federal and state standards, provide technical assistance, and promote apprenticeship opportunities to employers and job seekers.
State Determined Performance Level	SDPL	Targets set by states under Perkins V to measure the effectiveness of CTE programs. These performance levels assess how well CTE programs prepare students for postsecondary education and the workforce.
Supplemental Nutrition Assistance Program Employment & Training	SNAP E&T	Federal program run by states that helps people receiving food assistance (Supplemental Nutrition Assistance Program [SNAP]) get job skills, training, and work experience to find employment.
Technical Assistance	TA	The process of providing targeted support, such as training or resource sharing, to a specified body.
Temporary Assistance for Needy Families	TANF	Federally funded, state-administered program providing temporary cash assistance, job training, and support services (like childcare) to low-income families with children to promote self-sufficiency and economic stability, operating through block grants with flexible state-run programs.
United States Department of Education	USDOE	Federal agency that sets education policy and administers federal funding, working to serve America's students and support state/local

Term	Acronym	Definition
		systems.
United States Department of Labor	USDOL	Federal agency overseeing labor in the U.S.
Work-Based Learning	WBL	A continuum of activities that occur in part or in whole in the workplace, providing the learner with hands-on, real-world experience. It combines skill development with training opportunities and is a key strategy for developing talent and preparing students for the workforce and evolving labor market.
Workforce Innovation and Opportunity Act	WIOA	A federal law that aims to strengthen and improve the U.S. workforce system. WIOA provides funding for job training and education programs, promotes workforce development, and ensures that job seekers acquire skills necessary for employment. WIOA also supports employers in finding skilled workers and aligns workforce programs with economic development.
Youth Apprenticeship	YA	An apprentice with a valid Apprenticeship Maryland Program (AMP) agreement submitted by an LEA and their approved employer. AMP Youth Apprentices are not formally Registered Apprenticeships in Maryland. Participants are required to complete at least 450 hours of OJT and 1 credit of approved RI.



Maryland

GWDB CTE COMMITTEE

Governor's Workforce Development Board
Career and Technical Education Committee

www.gwdb.maryland.gov