



**Maryland**

GWDB CTE COMMITTEE

# Career & Technical Education Expert Review Team

Prince George's County 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

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:** Prince George's County Public Schools

**DATE OF SUBMISSION:** June 12, 2026

**DATE OF VISIT:** May 6, 2026

**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](mailto:shamara.bownes1@maryland.gov)  
C: 443-890-1456

For general inquiries, please email [GWDB.CTE@maryland.gov](mailto:GWDB.CTE@maryland.gov).

# Table of Contents

Executive Summary.....	5
CTE Expert Review Team Background.....	8
CTE Expert Review Team Visit to Prince George's County Public Schools.....	13
About Prince George's County Public School System.....	15
CTE Expert Review Team Observations & Analysis.....	17
Conclusion.....	44
Appendix Guide.....	45



# 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.<sup>1</sup> 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.<sup>2</sup> 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").<sup>3</sup>

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:** Prince George's County Public Schools (PGCPS)  
**Date of Visit:** May 6, 2026  
**School(s) Visited:** Crossland High School  
Dr. Henry Wise Jr. High School

---

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

<sup>2</sup> For a list of policies issued to date, please visit [www.gwdb.maryland.gov/policy/](http://www.gwdb.maryland.gov/policy/).

<sup>3</sup> 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](http://www.gwdb.maryland.gov/ctecomm/ctecomm-jointvisionstatement2025.pdf)

This CTE ERT visited Prince George's County Public Schools (PGCPS), located in the Central region of Maryland. PGCPS offers 42 CTE programs at 20 comprehensive high schools, as well as the LEA's CTE technical center, Crossland High School.

## SUMMARY OF FINDINGS

Below is a summary of the observations and findings from this CTE ERT visit:

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

**4.6%**

### **Internal Strengths**

- Culture of Care and Hope
- Solid Foundation for Major Overhaul
- Opportunities to Tailor Career Coaching to Local Contexts
- CTE Program Additions and Expansions Connected to In-Demand Industries
- Mindset Change
- Required Financial Literacy Courses
- School-Specific Marketing
- Teacher Connections With Industry Partners and Experts
- School Events and Celebrations
- CTE Teacher Professional Development in Pedagogy
- PGCPS Are Registered Apprenticeship Sponsor

### **Internal Challenges**

- IRC Attainment
- CTE Demand Outpaces Available Seats
- CTE Exploration
- Teachers Doing Career Coaching Work
- Time for Structured Collaborations
- Budget Hurdles
- Including Teacher Input on Decision-Making
- Special Populations Enrollment and Support
- CTE Program Enrollment is Not Flexible
- Staggered Start Time and School Bus Hurdles
- Career Coaching Still Early in Implementation
- CTE Program Enrollment in Key Sectors

### **External Factors**

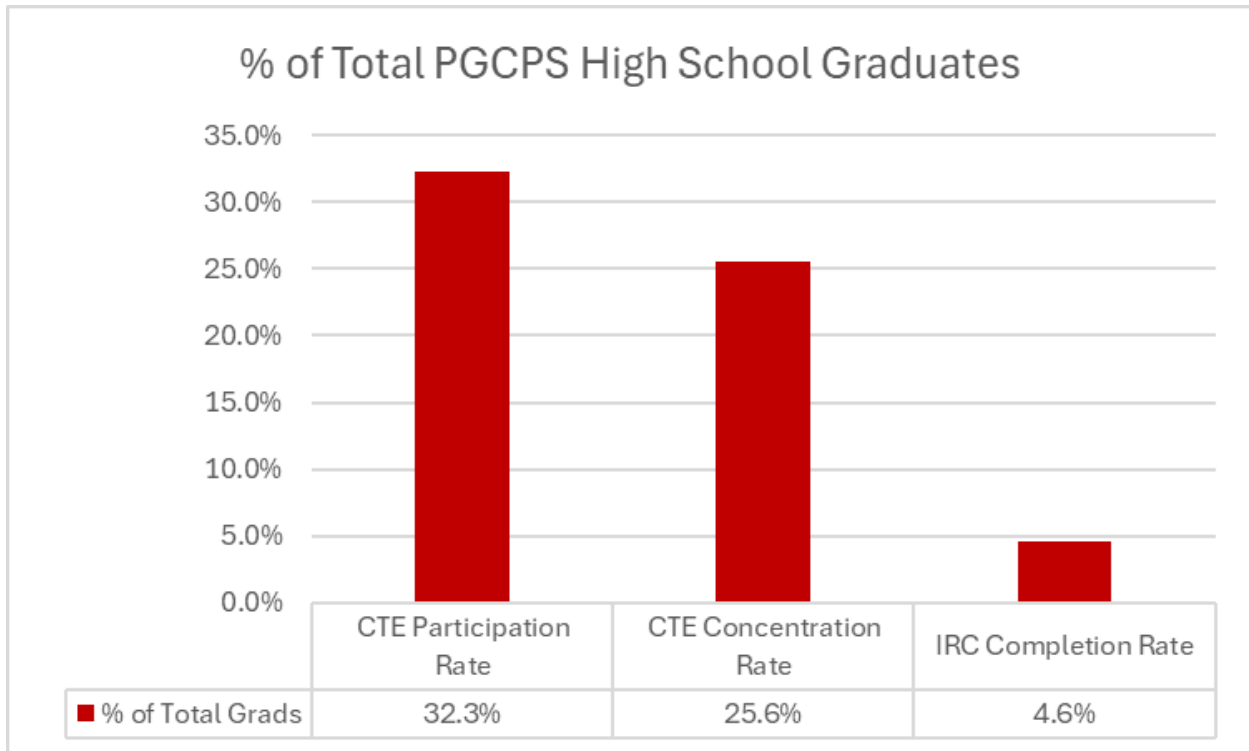
- **External Strength:** Career and Technical Student Organizations Engagement
- **External Strength:** Opportunities for Employer Engagement
- **External Challenge:** Career Coaches' Industry Connections in Key Sectors
- **External Challenge:** Keeping up with Industry Changes
- **External Challenge:** Limited High School Level Registered Apprenticeships

### **Potential Next Steps**

- Explore Strategies to Increase IRC Attainment

- Create a Strategy to Expand CTE Seats and Offer More Flexibility
- CTE Exploration
- Cultivate Collaboration Pathways Between Teachers and Career Coaches
- Establish and Expand School-Based Enterprises
- Find Opportunities to Incorporate Teacher and Career Coach Perspectives in Decision-Making
- Expand Recruitment and Retention Efforts for Special Populations
- Employ Prince George's (EPG) Connection to Enhance Career Coaching
- 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).<sup>4</sup> The GWDB serves as the Governor’s chief strategic and policy-making body for workforce development in the State of Maryland.<sup>5</sup> 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.<sup>6</sup> 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

---

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

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

<sup>6</sup> 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.<sup>7</sup>

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

---

<sup>7</sup> 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.<sup>8</sup> 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 staff or board member
- 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:

---

<sup>8</sup> 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](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 Prince George’s County 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
Brice Thomas	Coordinator, Equity and Civil Rights	Maryland State Department of Education	State Agency Partner
Charnetia Young Callaham	CTE Committee Member/Lead Director - Workforce Initiatives	CVS Health	CTE Committee Member, Employer
Christine Lynch	Contractor	CityWorks	CTE Committee Staff Contractor
Dr. Edrees Nawabi	Research Data Analyst	GWDB - CTE Committee	CTE Committee Staff
Erika Bailey	Associate Manager - Workforce Initiatives	CVS Health	Employer
Gretchen Cheney	Policy Analyst	Accountability and Implementation Board	State Agency Partner
John Hattery	Director for Strategic Initiatives	WorkSource Montgomery	Local Workforce Development Board Staff
Karen Parker	Apprenticeship Navigator	Maryland Department of Labor	State Agency Partner
Katherine Swanson-Palmer	Project Manager	GWDB - CTE Committee	CTE Committee Staff
Laura Brown	Career Coach Coordinator	Frederick County Public Schools	School/LEA Leadership



Name	Title	Organization	Role within ERT
Stacey Butler	Senior Manager - Workforce Initiatives	CVS Health	Employer
Travis Zimmerman	CTE Teacher	Frederick County Public Schools	CTE Teacher

### CTE ERT VISIT OVERVIEW

During this visit, the CTE ERT visited Dr. Henry Wise Jr. High School, one of the LEA’s comprehensive high schools with CTE offerings, and Crossland High School, the LEA’s sole CTE Hub. The team visited Crossland High School in the morning and Dr. Henry Wise Jr. High School in the afternoon.

- LEA:** Prince George’s County Public Schools (PGCPS)
- Date of Visit:** May 6, 2026
- School(s) Visited:** Crossland High School  
Dr. Henry Wise Jr. High School

# About Prince George's County Public School System

Prince George's County Public Schools (PGCPS), located in Central Maryland, enrolls 40,484 high school students, and has a 32.3% participation rate in CTE for graduating students. PGCPS offers 42 CTE programs that cover a wide range of areas, from Accounting to Teacher Academy of Maryland. PGCPS is in alignment with the Local Workforce Development Board (LWDB) Plan's focus on building key sectors like Government, Healthcare, Construction, Information Technology, and Transportation.<sup>9</sup> CTE programs in Business Management, Homeland Security and Emergency Preparedness, Junior Reserve Officers' Training Corps, Criminal Justice and Law Enforcement, and PLTW-Engineering are all the highest enrolled programs. More importantly, PGCPS is adding or expanding programs in key sectors, like Physical Rehabilitation, Information Technology, and the Certified Medical Assistant programs. This demonstrates the LEA's focus on developing a robust workforce targeting key sectors that are in-demand in this region.

PGCPS has CTE offerings at all 20 comprehensive high schools and at the CTE technical center, Crossland High School. PGCPS has a unique CTE structure to accommodate one of Maryland's most populous districts. PGCPS has Boundary/Out-of-Boundary CTE programs and a CTE Hub. CTE programs are available at all comprehensive high schools and Boundary programs are available to all students that reside within the school's regular attendance boundary. Schools with Out-of-Boundary CTE programs have a designated attendance area that allows students outside of the normal attendance area to apply and attend these programs. These Out-of-Boundary programs are formerly known as Technical Academies and are located at Bladensburg High School, Gwynn Park High School, Laurel High School, and Suitland High School. Crossland High School (CHS) serves as the southern CTE Hub, offering 20 distinct programs to students residing south of Central Avenue. CHS is still in its first year as a "CTE Hub", having phased out its status as an "Out-of-Boundary Hub" in SY 2024-2025. PGCPS has an application process for CTE programs that evaluates students using attendance and uses a randomized lottery for enrollment.

PGCPS has 32.3% of graduating students participate in CTE and 25.6% of graduating students are CTE concentrators.

Students enrolled in CTE programs have the opportunity to earn industry-recognized credentials (IRC), and 4.6% of graduating students from SY 2024-2025 completed an IRC. This rate comes from the updated policy and approved IRCs by the CTE Committee, which went into effect in the SY 2025-2026.<sup>10</sup>

---

<sup>9</sup> Prince George's County Workforce Development Board. (2024). *WIOA Prince George's County local plan 2024–2028*. Employ Prince George's. [https://pgcajc.com/wp-content/uploads/2026/04/WIOA-PGC-Local-Plan\\_2024-2028\\_APPROVED.pdf](https://pgcajc.com/wp-content/uploads/2026/04/WIOA-PGC-Local-Plan_2024-2028_APPROVED.pdf)

<sup>10</sup> GWDB CTE Committee. (December 2024). Career and Technical Education: Industry-Recognized Credentials. <https://tinyurl.com/37petc33>



PGCPS reports that for SY 2024-2025 they had 9 graduating students complete the high school level of a Registered Apprenticeship, aligned with the CTE Committee's Apprenticeship Policy issued December 2024.

Looking ahead to SY 2030-2031, PGCPS anticipates stronger progress as they increase their progress toward the 45% goal. PGCPS is actively collaborating with JROTC to identify and implement an approved IRC, with the goal of full integration aligned to the rollout of new CTE pathways by SY 2027-2028. This effort, along with continued expansion of credentialing opportunities across programs, is expected to significantly increase the number of students earning IRCs.

# 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: Culture of Care and Hope***

Prince George's County Public Schools (PGCPS) serves 40,484 high school students; yet, despite this scale, PGCPS has created a culture of care and belonging that attempts to make sure no student falls through the cracks. Throughout the visit, the CTE ERT observed how all stakeholders - students, teachers, staff, administrators, external collaborators, etc. - greeted each other and there were wraparound supports for everyone. One administrator told the CTE ERT about how they believe the culture of care they have established has helped increase attendance at their school. Another focus group participant drew a connection between the application process and the culture of care at Crossland, explaining when they set high expectations of students, most of them meet it. One student told the CTE ERT about their CTE teacher,

***“[The teacher] is not a friend, but as close that a teacher can be. [The teacher] bonds with each student because that is what encourages the most growth. Yeah, it's a lot of work, but [teacher] makes it worth the while. [The teacher] makes the education fun. [The teacher] makes us understand why we're learning something and what we can do with it once we learn. [The teacher] is not very corporate with it.”***

This culture of care established at PGCPS encourages students to challenge themselves in an environment they feel comfortable taking risks in, which is where the strongest growth can happen. It is also worth noting that the CTE ERT observed a strong culture of hope, where all stakeholders seemed confident about reaching toward the 45% goal. PGCPS will certainly face challenges with scaling, but with a culture of care and hope, they can more effectively make an attempt at making sure no student falls through the cracks.

### **Strength: Solid Foundation for Major Overhaul**

At PGPCS, CTE is structured through localized Boundary programs, regional Hubs, and specialized Out-of-Boundary sites situated at Bladensburg, Gwynn Park, Laurel, and Suitland High Schools. Notably, Crossland High School (CHS) serves as the southern CTE Hub, offering 20 distinct programs to students residing south of Central Avenue. Enrollment is governed by a formal application process that evaluates attendance and utilizes a randomized lottery system for final placement. CHS is still in its first year as a “CTE Hub”, having phased out its status as a “Boundary Hub” in SY 2024-2025. While there is not sufficient quantitative data to claim this transition a success, all PGPCS stakeholders look at CHS as a model to implement in the rest of the district. This foundation would allow for all PGPCS students to access CTE at their home school, at an Out-of-Boundary CTE program, or a specialized CTE Hub. For SY 2026-2027, the Department of CTE received 6,468 applications for 4,227 available seats districtwide, resulting in an acceptance rate of approximately 65.4%. At CHS, there were 2,733 applications for 492 available seats, which is a significantly lower acceptance rate of approximately 18%, reflecting the higher demand for CTE programs at PGPCS. PGPCS is planning to build a new CTE center to replicate CHS to serve students north of Central Avenue, the new Northern Adelphi Area High School, which is scheduled to be completed in 2032.<sup>11</sup> While scaling to serve 40,484 high school students will be a challenge, the CTE ERT observed how PGPCS has set a solid foundation for a districtwide overhaul so all students can access CTE.

### **Strength: Opportunities to Tailor Career Coaching to Local Contexts**

The CTE ERT observed how PGPCS’s career coaching system is early in its implementation, creating a plethora of opportunities to adapt it to Prince George’s County’s many unique local contexts. The workforce development board for Prince George’s County, Employ Prince George’s (EPG), manages and hires the career coaching staff. They are currently navigating a scaling challenge as they oversee approximately 50 coaches distributed across 70 different locations. During the Pre-Visit Orientation, PGPCS administrators told the CTE ERT the difficulty in scaling career coaching to the entire district, referencing all of the unique contexts found in Prince George’s County. While the Boundary, Out-of-Boundary, and CTE Hub structure attempts to make CTE available for all students, there is an opportunity to explore building and implementing a career coaching ecosystem across the district with the same intention of overcoming scaling challenges.

By consolidating the Department of Career and Technical Education and the College Readiness Office under a single Director, PGPCS established unified oversight for CTE programming, dual enrollment, and career coaching. This structural alignment facilitates a more seamless process for strategic planning and implementation, effectively bridging the gap between college and career pathways. This model creates organizational efficiency and strengthens the LEA’s capacity to provide all students with high-quality college and career readiness opportunities, while keeping a streamlined pathway for collaboration across departments. The CTE ERT observed teachers have long-established industry connections

---

<sup>11</sup> Prince George's County Public Schools. (2025). *Educational Facilities Master Plan: Fiscal Year 2026*. <https://tinyurl.com/yc5ztbrb>

they leverage to stay up-to-date on industry changes, but there is also an opportunity for the career coaching staff to build those connections in key economic sectors, like the Government Sector, Healthcare, Cybersecurity, Biotechnology, and Information Technology. Ultimately, the CTE ERT sees this opportunity to build their career coaching system that serves Prince George's County's varying community contexts as a strength.

### ***Strength: CTE Program Additions and Expansions Connected to In-Demand Industries***

In the LEA Brief, PGCPs administrators told the CTE ERT how PGCPs is adding and expanding CTE programs based on a combination of students' interests and in-demand career fields. PGCPs's highest-enrolled programs are in the business fields and Junior Reserves Officers Training Corps (JROTC), both of which teach a plethora of transferable skills students will use to advance their careers in an evolving workplace. During the school tours, students from the Barbering and Cosmetology programs could speak to a specific business plan they want to fulfill, demonstrating the type of skills taught across the curriculum. Moreover, within the next two school years, PGCPs plans to introduce a Physical Rehabilitation pathway with a sports medicine focus. This expansion effectively targets students' interests in alignment with high-wage and in-demand career fields.

PGCPs also plans to transition their current Certified Nursing Assistant (CNA) programs to Certified Clinical Medical Assistant (CCMA) programs. According to PGCPs's collaborations with local business and clinical sites, CCMA roles are in higher demand and offer higher starting wages than CNA positions. PGCPs also plans to introduce a 3D Animation and Game Design program as there has been a great deal of student interest in this field and provides students with relevant technical and creative skills aligned in digital media and interactive design. As Prince George's County is emerging as a hub for generative AI and quantum computing, PGCPs is collaborating with business partners to expand opportunities in Machine Learning and Data Science. These CTE program additions and expansions attempt to synthesize student engagement, program sustainability, and workforce needs, which speak to PGCPs's strength in long-term planning.

### ***Strength: Mindset Change***

The CTE ERT heard multiple sources talk about how they have made improvements changing the mindset of families and stakeholders about the value of CTE. One teacher told the CTE ERT that they heard counselors many years ago dissuade students from participating in CTE because they would not be able to earn family-sustaining wages, but that mindset has changed a great deal. Another teacher agreed, explaining,

***“They [the students] have options now. Some students don’t have the passion to further their education. Some want to go directly to industry. That’s where we come in and guidance comes in, giving them those pathways. I love that we are pushing college, but realistically, there are some families and students that just can’t do community college. Some kids are taking care of their families right now. All they have is their certification where they have to go out to work.”***

Several stakeholders the CTE ERT spoke to agreed with this mindset change that has plagued some of the other LEAs the CTE ERT has visited thus far. One teacher suggested CTE's improved marketing and application process are important factors for this mindset change, explaining the application process ensures buy-in from students. Another teacher told the CTE ERT how important it is to set accurate expectations with students and their families,

***"I have candid conversations with parents and families. I point them to different directions. I want students to have the passion for it."***

Another teacher agreed, explaining how several students have enrolled into a program because their family told them to do it, not because they had an interest in the program. When a student's support system and family has accurate information to know what to expect out of a CTE program, it will lead to students enrolled in programs they are interested in, ultimately yielding improved outcomes like program completion and IRC attainment. Whether it was teachers' ability to level-set with families or another cause, the CTE ERT observed how PGCPs has helped create a mindset that CTE is a valuable pathway.

### ***Strength: Required Financial Literacy Courses***

During the Pre-Visit Orientation, the CTE ERT learned about how PGCPs, beginning with the 2023-2024 graduating class, required financial literacy courses for students to graduate high school. Although it did not pass, 2026's SB592/HB943, which would have required all Maryland students complete a financial literacy course by 2030, received public support and demonstrates that PGCPs is adapting both to their students' needs and their local context.<sup>12</sup> PGCPs administrators highlighted how the required financial literacy courses have impacted enrollment in business-related CTE programs. Business Management is the program with the highest enrollment in PGCPs, but Business Marketing, Business Administrative Services, and National Academy of Finance are all highly enrolled programs as well. The financial literacy course has also helped PGCPs attain over 2,500 IRCs, according to PGCPs administrators.

There are two required financial literacy courses: the first is embedded in the 7th grade curriculum and the second is a standalone semester course in high school. 7th graders must complete a 14-lesson curriculum known as Junior Achievement Finance Park, culminating in a capstone project at the Junior Achievement Finance Park facility located in Landover, MD. This financial literacy course is embedded as part of 7th grade's social studies and math instruction, not a separate class on their schedule. On the other hand, high school students are required to complete a standalone semester course in high school titled, "Financial Literacy for Teens". In this class, students learn money management, decision-making, credit and debt, and future planning. As the CTE ERT toured the schools, CTE students could clearly speak to their future plans after graduating. Students in the Cosmetology and Barbering programs particularly stood out for being able to speak to how they will use what they have learned to start a business. PGCPs's required financial literacy courses are a strength because

---

<sup>12</sup> [House Bill 943](#)

the CTE ERT observed how it has impacted CTE enrollment and because students can clearly apply what they have learned to both their CTE Program and their other classes.

### ***Strength: School-Specific Marketing***

PGCPS's Boundary, Out-of-Boundary, and CTE Hub structure is more easily understood because PGCPS made a strong move to create unique marketing materials for each school. This marketing strategy allows for all stakeholders to more accurately understand what programs are at each school and what to expect from each program. These marketing materials include an assortment of video commercials and a one-page flyer for each CTE program that can be disseminated to students, teachers, counselors, or other stakeholders. These flyers are also available in Spanish and French so they can reach a wide audience. CTE commercials vary based on purpose, with an assortment of short-form commercials geared toward exposure and generating interest, while long-form commercials, which are between one-to-four minutes long, provide specific details about the school's most popular programs. Each PGCPS high school and middle school receives a tailored packet for what is offered at their school and the options available to their students. While each school has unique marketing materials, PGCPS administrators told the CTE ERT that recruitment also involves some mass marketing strategies, including CHS tours for middle schoolers, billboards, TV and radio commercials, and a district-wide specialty fair. These school-specific marketing materials are a strength because they help all PGCPS stakeholders better understand CTE offerings and help students make informed decisions about the pathways they choose.

### ***Strength: Teacher Connections With Industry Partners and Experts***

Several CTE teachers told the CTE ERT about how supportive and helpful their industry partnerships have been. PGCPS teachers leverage industry partnerships in many different ways: to support their curriculum, to find gainful employment opportunities for students after graduation, to set realistic expectations for what the work will be like, and to help create pathways to success. One teacher told the CTE ERT that CHS's move to a CTE Hub has helped strengthen business connections and has also increased academic rigor because of the increased focus on CTE. This teacher explained that industry partners help establish realistic expectations, which has helped increase academic expectations for students. Another teacher agreed, explaining that when students have higher expectations, most of them tend to meet those higher expectations.

CTE teachers spoke of positive relationships with the Program Advisory Committees, local community colleges and universities, and Employ Prince George's, Prince George's local workforce development board. The CTE ERT also noted how one teacher specifically sought expertise support from a nearby Historically Black College and University (HBCU) to help serve their local context. This teacher told the CTE ERT about how these professors provide expert feedback for students on their capstone projects. That said, a few CTE teachers spoke about the need for more industry connections to keep up with the rapid changes in the workforce, especially with the integration of language learning models. Despite the interest for more industry connections, one of PGCPS's strengths is how CTE teachers have established connections with industry professionals and experts.

### **Strength: School Events and Celebrations**

The CTE ERT heard various stakeholders talk about the various school events and celebrations PGCPs puts on to celebrate students' success and to inform students and families about CTE. Of particular note was the second annual "Anything but College Fair", which hosted over 30 vendors to talk to students about options beyond college, like apprenticeships, trade schools, military, and public safety jobs.<sup>13</sup> According to focus group



participants, over 400 students and families attended the event at Dr. Henry Wise Jr. High School (Wise), demonstrating interest in pathways beyond college. During the time of the visit, both CHS and Wise were celebrating their graduating 12th graders with special ceremonies for CTE completers. Graduating 12th graders at both CHS and Wise were participating in the awards night to celebrate these students' accomplishments. All of the graduating students who participated in the focus group came with at least one trophy in their hands. The Auto Tech program held an Electric Vehicle Race and went to PGCPs middle schools to showcase their electric vehicles. Focus group participants at both CHS and Wise told the CTE ERT about how important it is to celebrate students' achievements because it allows other students to see what they can potentially accomplish as well.

During the teacher focus group at Wise, teachers raved about how the programs collaborate with one another and that each teacher knows all CTE students in the school, not just the ones in their program. During the student focus group at Wise, students all greeted each other and knew each other by name and program, sometimes even referencing when and where they have collaborated in the past. This was Wise's first year hosting a joint awards night where all CTE programs celebrated their graduates together. Perhaps this was this particular set of students in the focus group and it may not be representative for the entire district, but the majority of students in the focus group at Wise told the CTE ERT that they had completed multiple programs. For instance, one student raved about completing three CTE programs, showing off their graduation cords to the CTE ERT. CTE teachers also told the CTE ERT about events they have hosted together, where the Culinary Arts program provided food and the Early Childhood Education program provided childcare for parents to attend the CTE event. These various events and celebrations are one of PGCPs's strengths because it demonstrates how some CTE programs collaborate with each other and also works as a marketing tool for non-CTE students.

<sup>13</sup> NBC4 Washington. (2026, March 17). *Anything But College Fair to be held at Maryland's Wise High School* | NBC4 Washington [Video]. YouTube. <https://tinyurl.com/23a94bx9>

### **Strength: CTE Teacher Professional Development in Pedagogy**

In the PGCPs Data Brief (Appendix A), PGCPs administrators identified the collaborative partnership between the Department of CTE and the Office of Language and Literacy as a best practice. This partnership has created an opportunity for CTE teachers to receive on-site professional development in pedagogy. CTE teachers who have a plethora of industry expertise without much teaching experience particularly benefit from this collaboration because they learn about high-impact strategies, like engaging students in learning, scaffolded lesson plans, and how to provide timely and constructive feedback. PGCPs administrators report that these on-site professional development opportunities minimize time away from the classroom, while increasing collaboration opportunities. In addition to CTE teachers receiving this targeted pedagogical professional development, school-based administrators also participate in these trainings. In doing so, administrators gain a deeper understanding and appreciation for the nuanced and challenging work CTE instructors face. By including school-based administrators, PGCPs has created an opportunity for sustainable, high-impact, and evidence-based instructional practices to support student learning.

### **Strength: PGCPs Are Registered Apprenticeship Sponsor**

PGCPs was the first school district, even before the *Blueprint*, to become a Registered Apprenticeship sponsor and hire its own students. Several PGCPs stakeholders informed the CTE ERT that PGCPs has been an apprenticeship champion for a long time and will continue to target Registered Apprenticeships as an opportunity for students. PGCPs is an apprenticeship sponsor within the Building Services department. The following occupations have been approved for apprenticeships:

- Carpenter
- Plumber
- HVAC/R Technician
- Cement Mason
- Electrician

Serving as a Registered Apprenticeship sponsor demonstrates PGCPs's commitment to *Blueprint* goals and to developing Maryland's workforce. While PGCPs reported 9 out of their total 8660 graduates completed a high school level Registered Apprenticeship, there was no shortage of effort and interest from PGCPs staff and administrators in improving those numbers. While increasing the number of students who complete the high school level of Registered Apprenticeships has been a challenge across the state, becoming an apprenticeship sponsor creates a foundation for an education-to-career pathway for students in a familiar setting. LEAs becoming an HSLRA sponsor is considered a best practice other LEAs may want to emulate as they attempt to reach the 45% goal.

### **Challenge: IRC Attainment**

PGCPs's IRC attainment of 4.5% among graduating students is less than half the statewide average of 10.9%. In addition to lower-than-average IRC attainment, the CTE ERT observed a set of nuanced challenges for PGCPs to overcome in order to improve IRC attainment. One participant in the career coach focus group explained,

***“IRCs - I don’t think there is a full awareness of teachers or students of what they are and how they will serve them.”***

Awareness is a challenge PGCPs is facing when increasing their IRC attainment amongst graduating students. CTE teachers referenced another challenge when it comes to IRC attainment: assessment fatigue. Perhaps this goes back to the challenge of increasing awareness of the value of IRCs, but teachers talked about how IRC assessments are conventionally taken toward the end of the year, when students are taking various other assessments. For the most part, IRC assessments are optional and students are significantly less likely to take an optional assessment when they already have a plethora of other assessments to complete. Even though the teachers agreed that the testing that happens at the end of the school year can be overwhelming for students, teachers also agreed that their own IRC assessments set their students up to be agile in a changing workforce.

Administrators identified challenges, like long-term impact, industry, and technology hurdles associated with IRC attainment. PGCPs administrators hesitated about the long-term impact of IRC attainment. One administrator focus group participant emphasized how important it is to first develop foundational and transferable skills. They explained that in the past, students have received certifications for jobs that no longer exist. Administrators also identified the lack of industry partnerships and technology hurdles as important challenges in increasing IRC attainment.

Although PGCPs is facing a set of nuanced challenges when it comes to IRC attainment, administrators pointed out how much they have improved in IRC attainment, especially at Crossland High School, the CTE Hub. Administrators pointed to not only an increase in the number of students taking IRC assessments, but also an increase in IRC passing rates as setting a good foundation for PGCPs moving forward. Whether it is awareness, assessment fatigue, IRC misalignment with local contexts, or something else, IRC attainment in PGCPs is a challenge.

***“A lot of growth with everything. We [CHS] want our kids to graduate with two pieces of paper - an IRC and a diploma.”***

Administrators acknowledged how important IRC attainment is for their district, but that it comes from setting up other foundational skills, like improving attendance rates, which will ultimately increase CTE completion rates, which will ultimately increase IRC attainment. IRC attainment is a difficult challenge for PGCPs, and considering the scale administrators are dealing with, PGCPs will continue to face challenges with IRC attainment.

### ***Challenge: CTE Demand Outpaces Available Seats***

One of the most pervasive challenges that was brought up throughout the CTE ERT visit was that there is a great deal of interest to participate in CTE, but there are not enough seats available to meet demand. Overall, the Department of CTE received 6,468 applications for 4,227 available seats districtwide for SY 2026-2027, resulting in an acceptance rate of

approximately 65.4%. While this may appear to be a great acceptance rate, there is a wide variety of CTE offerings at each school, with each Boundary school having at least three CTE programs. This means that there may be a 65.4% acceptance rate, but that is not evenly distributed across the district. Crossland High School (CHS), which is PGCP's CTE Hub, received 2,733 applications for 492 available seats, which amounts to approximately an 18% acceptance rate - close to a quarter of the district's overall acceptance rate. Significant waitlists exist for Cosmetology (210), Culinary Arts (140), Electrical (113), and HVAC (99).

Many of the students the CTE ERT spoke to during the school tours and focus groups acknowledged that they were not in their first-choice program, but they still felt like it prepared them for their next steps. During the student focus group, one participant told the CTE ERT they believed there should be more opportunities for CTE exploration early in their academic career because there were students in the program who did not want to be in that program. Another student agreed, but noted that it is good for students to be in a program that is not their first choice because it allows them to learn and apply transferable skills to whatever pathway they take. For SY 2024-2025, PGCP had a total of 40,484 high school students, and providing them all with access to CTE is an enormous challenge. Scaling will continue to be a challenge for PGCP moving forward as CTE demand outpaces available seats, but PGCP administrators are confident the new CTE center, the new Northern Adelphi Area High School will help, which is scheduled to be complete in 2032.<sup>14</sup>

### **Challenge: CTE Exploration**

Many of the CTE students the CTE ERT spoke to were part of cohorts that were already in CTE programs before PGCP implemented its current Boundary, Out-of-Boundary, and CTE Hub structure for CTE programs and enrollment, but the teacher, student, career counselor, and administrator focus groups revealed challenges associated with CTE exploration. It is true that CTE demand outpaces available seats, especially at the CTE Hub in Crossland High School, but all the stakeholders the CTE ERT spoke to seemed to agree that CTE and career exploration is a challenge for PGCP. Even though PGCP has CTE exploration events, like the Trades Career Day for middle school students, middle school visits to CHS, a district-wide specialty fair, and CTE Open Houses, the CTE ERT identified CTE exploration as a challenge. One career counselor told the CTE ERT,

***“We lack those opportunities for kids to explore things.”***

Students shared that there are students who are in their CTE classes that do not want to be there. One student in particular referenced how their learning experience was negatively impacted because there were students in the program who did not want to be there and ended up distracting others. Teachers agreed, highlighting that many parents choose what programs students enroll in without consulting the student. Teachers told the CTE ERT how important it is for teachers and counselors to work together to set realistic goals and expectations for both students and their families, but that is still an area of growth for PGCP. Career coaches told the CTE ERT about the three pillars for career readiness - equip, expose,

---

<sup>14</sup> Prince George's County Public Schools. (2025). *Educational Facilities Master Plan: Fiscal year 2026*. <https://tinyurl.com/yc5ztbrb>

and explore - to meet students at their own pace and need. They also explained the only meaningful time for CTE exploration is in middle school, when students tour CTE programs guided by student ambassadors. During the career coach focus group, the CTE ERT learned that school counselors go to the middle schools to tell them about the CTE offerings at their Boundary high school and how those programs differ from Out-of-Boundary and CTE Hub programs. Administrators also told the CTE ERT that school counselors are all trained in using the marketing materials mentioned earlier to recruit students to CTE. Ultimately, the CTE ERT identified the lack of opportunities for meaningful CTE exploration as a challenge.

### ***Challenge: Teachers and Career Coaching Alignment on Career Advising***

The CTE ERT recognized that one of PGCPs's greatest strengths and assets is the CTE instructional staff, yet their time would be much better spent if they could align with the career coaching staff. Throughout the visit, the CTE ERT observed how teachers were providing career advice to students, helping students create employment portfolios, guiding them with mock interviews, etc., which can be done more effectively in alignment with career coaches. Employ Prince George's (EPG), Prince George's County's local workforce development board who employs the career coaching team, faces a scaling hurdle as they have employed around 50 coaches across 70 sites. Moreover, there has been significant staff turnover among career coaches as PGCPs and EPG try to figure out the right fit.

One important factor for PGCPs's challenges is that there did not seem to be much collaboration among school counselors, career coaches staff, and CTE instructional staff. Some teachers in the focus groups did not know the kind of work the career coaching staff did, but they still acknowledged the career coaches have made improvements in being present and available for students. One teacher told the CTE ERT,

***“I do it myself. I help them [students] build resumes. I show them how to do a cover letter. We talk about interview questions. I walk them through FAFSA. I walk them through college applications.”***

These types of tasks, along with establishing employer connections, may be done more effectively in collaboration with school counselors, career coaches, and work-based learning coordinators. While CTE teachers told the CTE ERT about how they do not have enough time to accomplish all their tasks and that they do not have time for collaborations, alignment with career coaches and school counselors was a challenge the CTE ERT observed. Ultimately, the CTE ERT saw an opportunity for teachers, career counselors, and school counselors to coordinate the division of labor.

### ***Challenge: Time for Structured Collaborations***

Throughout the CTE ERT visit, one common challenge that came up frequently was the lack of time for meaningful collaboration. During focus groups with teachers, the CTE ERT learned how little CTE teachers have opportunities to collaborate with peers in similar fields. One teacher explained that there is absolutely no opportunity for them to collaborate with other teachers in the field, especially when school schedules are staggered across the district, meaning teachers have varying start and end times. A teacher from the same focus group

agreed, but noted their work with Career and Technical School Organizations (CTSOs) has granted them the opportunity to collaborate with teachers in similar areas. The other teacher focus group corroborated this perspective, explaining that they have to make time outside of regular school hours to collaborate with teachers in similar areas. They explained that there are formal meetings among teachers, but rarely is it to collaborate and that meetings to collaborate are informal. Despite the lack of formal collaborations among teachers, the teachers the CTE ERT spoke to said they had some time during Pre-Service to collaborate with other CTE teachers at their school, but that was before the school year began. PGCPs administrators also told the CTE ERT that teachers have paid opportunities to collaborate in professional learning communities (PLCs) after school. Most PLCs meet monthly and some meet twice every month. Administrators also told the CTE ERT that CTE teachers at CHS have a shared planning period so they can collaborate with each other.

Even though the CTE ERT observed it was difficult for CTE teachers to make time for meaningful collaborations, all PGCPs stakeholders the CTE ERT spoke to seemed to support and uplift each other, knowing exactly the struggles they are facing and working with them to overcome those struggles. For instance, one instructor was putting on an event in their program and needed a food vendor; eventually, this instructor approached their Culinary Arts colleague and they worked together to make sure the event was effectively serviced. Ultimately, CTE teachers found it difficult to make time for meaningful collaborations across programs, across schools, and across districts, but the culture of care instilled across PGCPs has led to a network of teachers who go above-and-beyond to support each other.

In the career coaching focus groups, the lack of time for meaningful collaborations was named as a hurdle, with one participant stating “we work in silos and get together periodically.” Another participant agreed,

***“We make it work and make all the pieces work. We need time to get together and not overworking and dealing with things and use that opportunity to get on the calendar and not get lost in emails and touching base. So many parts of Student Services and [it’s] scattered all over the place.”***

Participants in the career coaching focus group seemed to agree that there were hurdles for meaningful and effective collaboration. One participant noted there is simply not enough time. This participant explained that students, according to a nationwide study, see their guidance counselor for 37 minutes per year, which is not enough to get to know students and offer individualized counseling for them. While there is interest from CTE teachers, school counselors, and career coaches to collaborate, both groups note there is simply not enough time to fit in those collaborations.

### **Challenge: Budget Hurdles**

One of the most persistent challenges the CTE ERT learned over the course of the PGCPs visit had to do with budget hurdles. Students, teachers, counselors, and administrators all shared how they felt the impact of tighter budgets. The CTE ERT learned staff who have retired have not been replaced. Teachers told the CTE ERT that equipment and facilities need

upgrading to stay up-to-date with industry standards. Administrators told the CTE ERT about how expensive IRC assessments can be, with many, like Early Childhood Education, increasing their IRC assessment costs. Students talked about how they are taking fewer field trips and that the field trips they are going on now are not as engaging as field trips in the past. Teachers and counselors agreed, there has been a decrease in the number and quality of field trips PGCPs students go on because of budget hurdles.

Students told the CTE ERT about the various out-of-pocket expenses they pay to participate in CTE. A participant in the student focus group shared that Cosmetology students had to purchase their own kits, which can be around \$300. Moreover, the State Board changed aspects of the state exam, so there were parts of that kit that were not applicable to the exam and other portions of the exam were not included in the basic Cosmetology kit. The student expanded, saying,

***“We [students] don’t have gel to braid hair. They [state board exam] don’t really focus on Black hair. In books, they talk about curly or coily hair, but we don’t get into that. In general, we just need more stuff.”***

Considering both CHS and Wise have over 70% students identify as Black/African American, these budget hurdles create difficult challenges for students who have ended up bearing the brunt of these decisions. Some of the African American/Black students the CTE ERT spoke to noted how Cosmetology and Barbering are not only a part of their artistic expression, but it is also an important part of their cultural identity; not having the resources to practice and develop skills with curly or coily hair is an important challenge for PGCPs and the State of Maryland to overcome. PGCPs administrators told the CTE ERT that students do not need to pay for anything they need to participate in class or take an IRC assessment, but that what students pay for is optional. Students also noted the costs of competing in regional and national competitions, including transportation, conference registration fees, lodging, and food, are expensive and difficult for students to afford. One student noted that they had to reuse an old poster for one of their competitions and had points deducted because of that. While budget hurdles have impacted school districts across the country, they present unique challenges in PGCPs that impact students in particular.

### ***Challenge: Including Teacher Input on Decision-Making***

In teacher focus groups at both schools, a common topic of conversation was that there were not many opportunities for teachers to provide input on decisions that would impact them and their work or that when they did provide input, there was little evidence of their input being included in decision-making. Teachers generally referenced how there were changes to curriculum, classrooms, IRC assessments, etc. without providing input on these changes. Teachers acknowledged that it is difficult to make high-level decisions when in a district that serves as many students as PGCPs, but teachers noted there were only a few teachers in each subject throughout the district and at least one of them should be consulted. One CTE instructor began by explaining that there are a handful of other CTE instructors who teach in similar areas throughout the county, but none of these instructors were consulted on curriculum and process changes that were imposed onto them. The CTE instructor claimed

that the changes made to their curriculum did not make sense in the context of professional standards or curriculum scaffolding.

***“I would like my input incorporated more... A lot of people who don’t know about the industry are making decisions about the industry.”***

This instructor told the CTE ERT that they believe the people making decisions that impact teachers and students should listen to the impacted people’s input. Teachers not only face the heaviest impact of these decisions, but they also are the ones who witness the impact these decisions have on students on an everyday basis. That said, PGCPS administrators told the CTE ERT that they have held several feedback sessions for teachers to share their perspective. Administrators held specific feedback sessions for teachers to talk about the upcoming program of study changes meant to begin implementation in SY 2027-2028. Incorporating teacher input on decision-making has been a challenge for PGCPS, especially considering the overall size of the LEA.

### **Challenge: Special Populations Enrollment and Support**

The CTE ERT visit to PGCPS uncovered a common challenge all Maryland LEAs are facing: supporting and enrolling students who are categorized as “special populations” under Perkins V. Perkins V defines special populations as specific groups of learners, including individuals with disabilities, multilingual learners, those from an economically disadvantaged backgrounds, and individuals preparing for a field where their gender makes up less than 25% of the total workforce in that occupation, who are prioritized for target support to ensure they have equitable access and success in CTE programs. Focus groups with teachers, career counselors, and administrators revealed that CHS’s transition to a CTE Hub has raised academic expectations, requiring greater buy-in from applicants and their families; however, participants noted that support for students with disabilities remains insufficient. While the CTE ERT heard about how much time and effort teachers and counselors have to put in to adapt to various IEPs and other supports, the CTE ERT observed more curricular support for students with disabilities at Wise. For instance, one teacher told the CTE ERT that they work with families of students with disabilities to come up with alternatives to overcome that student’s specific hurdles. Considering CHS requires students to submit an application, the lack of supports for students with disabilities is a challenge for PGCPS. At Wise, the CTE ERT learned in the career counselor focus group that many students with disabilities are placed in College and Career Research and Development (CCRD) as a placeholder, even if those students are not interested in it, but CCRD is set for sunseting by MSDE in the near future.

Because CHS serves PGCPS students south of Central Avenue, there is a bit of nuance to the demographic data. Overall, PGCPS has 40.3% of their 40,484 high school students identify as Hispanic/Latino, but at CHS, which is a CTE Hub that requires students to submit an application and those applications are evaluated according to attendance records and a lottery system, the Hispanic/Latino population is 26.1%. Even though CHS is PGCPS’s only CTE Hub, it is roughly representative of the district’s demographics south of Central Avenue, but not the district at large, leaving PGCPS students north of Central Avenue, where there is a larger Hispanic/Latino population, without a CTE Hub, until Northern Adelphi Area High is

completed in 2032.<sup>15</sup> Multilingual learners make up 26.3% of PGCPs's demographics, but only represent 11.1% of students at Crossland High School. Although it was not brought up during the CTE ERT visit to PGCPs, the CTE ERT is aware that PGCPs has a plethora of supports for multilingual learners with their English Language Development Program serving as a pipeline to CTE. That said, the CTE ERT did not observe any supports for multilingual learners at CHS that it has seen at other districts and schools, like signs in multiple languages, QR codes to access flyers in different languages, etc. This may be attributed to the regional differences of what Prince George's County's demographics are south of Central Avenue.

Finally, the CTE ERT observed challenges for students who would be categorized as non-traditional students: students in a field where their gender makes up less than 25% of the total workforce in that occupation. During school tours and conversations with CTE instructors, the CTE ERT observed very few students who would be categorized as non-traditional students. For instance, during the school tour, the CTE ERT observed there were no males in the Nursing and Cosmetology programs and no females in the Auto Tech, Plumbing, or Masonry programs at CHS. That said, the CTE ERT did have a few focus group participants who would qualify as non-traditional students, both of whom acknowledged the program was not their first choice, yet they still loved it. Enrolling and supporting special populations is a challenge for the entire State of Maryland, but these hurdles were very apparent during the CTE ERT visit to PGCPs.

### **Challenge: CTE Program Enrollment is Not Flexible**

PGCPs organizes CTE into two-year, three-year, and four-year pathways. PGCPs students must apply to their CTE program based on when they would complete the CTE program. For instance, students who are interested in the four-year CTE programs must apply in 8th grade to begin the program in 9th grade and complete the program as they graduate high school and students who are interested in three-year CTE programs must apply in 9th grade, start the program in 10th grade, and complete the program as they graduate high school. Programs like Teacher Academy of Maryland and Construction Design and Management typically have introductory courses that begin in 9th or 10th grade, while conventional trades, like HVAC and Auto Tech would start classes in 11th grade and students would stay at their home school for 9th and 10th grade. That said, if seats are available in another program, a student may switch into another CTE program. The CTE Hub enrollment model means every student completes their CTE program in 12th grade, allowing little-to-no opportunity for work-based learning after a student completes their program.

This application structure has led to a lack of flexibility for students to transfer to a different CTE program if they are not interested in the program they end up in. Not only is this challenging for students who have experienced a slow rollout from the career coaching program in PGCPs, but MSDE's "Core-Flex Model", which aims to prioritize work-based learning opportunities in 11th and 12th grade, and MSDE's Program of Study changes implemented in SY 2027-2028, will create hurdles for PGCPs. The current CTE Hub's enrollment model for Crossland High School is not in alignment with the Core-Flex Model or

---

<sup>15</sup> Prince George's County Public Schools. (2025). *Educational Facilities Master Plan: Fiscal year 2026*. <https://tinyurl.com/yc5ztbrb>

with MSDE's Program of Study reorganization because students do not have flexibility, both in transferring to a different CTE program and in opening up 12th graders' schedules for potential work-based learning opportunities. This lack of flexibility will create logistical hurdles for PGCPs in the future. Ultimately, it is challenging for students who have not participated in enough CTE and career exploration to commit to a CTE program without an opportunity to transfer to a different CTE program.

### ***Challenge: Staggered Start Time and School Bus Hurdles***

During the focus group with teachers at Crossland High School (CHS), the CTE ERT learned how staggered start times across the district have impaired the ability for teachers to collaborate and has created transportation challenges for students, especially for students interested in participating in afterschool activities. It should be noted that PGCPs has faced transportation challenges because it is such a large LEA, serving over 40,000 high school students. These staggered start times create efficiency for bussing students to school, but teachers explained that their differing schedules from other schools prohibits any opportunity for collaboration with teachers in a similar area of expertise. Teachers also informed the CTE ERT that students who participate in afterschool activities, especially sports, have challenges with transportation because schools end at different times. Although staggered start times are an effective way to create more efficiency with school drop-offs and pickups, it has created challenges for meaningful teacher collaborations and for students interested in participating in afterschool activities.

### ***Challenge: Career Coaching Still Early in Implementation***

A common thread from the CTE ERT visit to PGCPs was to see how early career coaches are in the implementation process. Teachers cited SY 2025-2026 as the first year they have had the chance to collaborate with career coaches. A few teachers were not able to name who the career coach was at their school, while one teacher was able to reference several projects they collaborated on with the career coach at their school, demonstrating how career coaches are still trying to establish a foothold in their schools. Students corroborated the teachers' perspective, as no students the CTE ERT spoke to had received meaningful career coaching that led them to their CTE program, work-based learning opportunities, or post-graduation plans. This may be attributed to the fact that the CTE ERT spoke to mostly 11th and 12th grade students, who were likely not prioritized for career coaching because it is still early in its implementation.

PGCPs administrators also told the CTE ERT that there has been a great deal of staff turnover among career coaches as PGCPs and Employ Prince George's collaborate to find the best fit. In Prince George's County's Career Coaching Program 2025 Report, administrators said, "A key contributing factor was the evolving complexity of the career coaching role, which includes student case management, event coordination, data reporting, and employer engagement. This led to some misalignment between job expectations and candidate

preparedness.”<sup>16</sup> The CTE ERT observed that there was no systemic or standardized process for collaboration, working with students, etc. When asked about how the career coaches are organized, one focus group participant explained they meet together before the school year starts to synchronize their calendars and try to stick to those calendars. There did not seem to be a systematized process for collaboration or working with students. One participant in the career coaching focus group said,

***“I think we do a phenomenal job, but we work in silos. We get together periodically.”***

PGCPS is facing a nuanced set of challenges when it comes to implementing career coaching, but they are set up to cater to each specific school’s context with greater effectiveness as they continue to roll out their career advising.

### **Challenge: CTE Program Enrollment in Key Sectors**

Prince George’s key sectors, Government, Healthcare, Construction, Information Technology, and Transportation, are not areas that are highly enrolled programs in PGCPS.<sup>17</sup> PGCPS’s highest enrolled program is Business Management, and the required financial literacy course is perhaps an important reason for this program receiving such high enrollment. Business Management teaches skills that are transferable and create an agile workforce able to adapt as industries continue to evolve. That said, the CTE ERT observed misalignment between CTE enrollment and Prince George’s key sectors. CTE programs that conventionally link to career pathways in Healthcare, Construction, Information Technology, and Transportation are not areas with high enrollment according to PGCPS’s data brief (see Appendix A). PGCPS administrators shared that these sectors are the most expensive to implement a corresponding CTE program and that recruiting teachers from these fields is particularly difficult. While CTE programs that connect to Government career pathways, like JROTC, Homeland Security and Emergency Preparedness, and Criminal Justice and Law Enforcement, all saw enrollment of at least 350 students, PGCPS’s data brief suggests a misalignment between PGCPS’s CTE program enrollment and Prince George’s key sectors. That said, PGCPS administrators shared with the CTE ERT that all of their apprenticeships are in these key sectors and that they are working to build industry partnerships in these key sectors. Administrators emphasized a new internship with the local government. Administrators also highlighted partnerships with Bowie State University and University of Maryland - Global Campus for developing pathways in key sectors like IT, government, and economics. They also shared that As previously noted as a strength, PGCPS is doing a great job of targeting CTE expansion and additions to Prince George’s economic context, but in its current structure, PGCPS’s CTE program enrollment is not in alignment with Prince George’s key sectors.

---

<sup>16</sup> Accountability & Implementation Board. (2025). *Blueprint for Maryland's future: Prince George's County middle and high school career counseling program 2025 report*. <https://drive.google.com/drive/folders/1y1EwraIVeDJKXY30qnDGsE-x-k5LsFJW>

<sup>17</sup> Prince George’s County Workforce Development Board. (2024). *WIOA Prince George’s County local plan 2024–2028*. Employ Prince George’s. <https://tinyurl.com/y3ash4cw>

## INDICATORS OF EXTERNAL FACTORS AND INFLUENCES

### **External Strength: Career and Technical Student Organizations Engagement**

Throughout the CTE ERT visit to Prince George's County Public Schools (PGCPS), students proudly talked about their accomplishments from participating in career and technical student organizations (CTSOs). The CTE ERT observed a great deal of engagement with SkillsUSA in particular, providing students with opportunities to develop leadership traits and showcase their trade competencies in regional, state, and national skills competitions. The CTE ERT observed signs throughout the hallways and classrooms promoting various CTSOs. Students in one focus group brought in trophies and regalia, demonstrating their success from their respective competitions. Students not only celebrated their own accomplishments, but were well-informed about what students from other CTE programs had accomplished in their CTSOs, demonstrating a culture of care and success that engages students. Not only did students engage with their own success in CTSOs, but they also demonstrated how CTSO participation has led to a more collaborative environment for students.



**Figure 3: SkillsUSA plumbing station at CHS.**

Teachers affirmed the students' perspective, telling the CTE ERT how CTSO participation has led to more engaged students. Not only has CTSO participation led to greater student engagement, but it has also led to opportunities for teachers in similar areas to find time for meaningful collaboration opportunities. For instance, one teacher told the CTE ERT about how difficult it has been to find time to collaborate with teachers in similar areas for various reasons, but their planning and collaboration planning for CTSO events have led to meaningful conversations to problem-solve and vent about common challenges, both within and outside the LEA. Teachers talked about their students participating in CTSOs as a source of their pride, with one teacher telling the CTE ERT how their students' success in competitions has been an important motivator for the teacher. Ultimately, the CTE ERT observed PGCPS's CTSO participation as a strength for simultaneously engaging students and for creating collaboration opportunities for teachers.

### **External Strength: Opportunities for Employer Engagement**

Being so close to a city as big as Washington D.C., PGCPS is in a unique position with a plethora of opportunities for employer engagement. During the CTE ERT visit to PGCPS, the CTE ERT observed how teachers have established industry connections and that a few teachers leverage these industry connections to help students with career advising, help students earn employment after graduating, help students have realistic expectations for the

work, etc. According to Prince George's County Economic Brief, "Prince George's has one of the largest technology and aerospace sectors in the state and a growing hospitality sector. Major private employers include SGT, Inovalon, Verizon, and MGM National Harbor, with private sector industries generating 33.3 billion in economic output."<sup>18</sup> While teachers have demonstrated strong relationships with industry experts, the CTE ERT observed that there is a unique opportunity for PGCPS and Employ Prince George's (EPG) to more effectively engage employers, especially in Prince George's key sectors.

### ***External Challenge: Career Coaches' Industry Connections in Key Sectors***

Even though PGCPS's collaboration with Employ Prince George's (EPG) in building the career coaching network is still early in its implementation, the CTE ERT noted that both career coaches they spoke to had a limited number of industry connections. The CTE ERT may have had a small sample size of career coaches to speak to, so it is feasible other schools and career coaches have stronger industry connections. That said, CHS is a CTE Hub and the CTE ERT observed industry connections in key sectors as a challenge. During the career coaching focus groups, the CTE ERT asked how career coaches collaborate with one another and with other counseling staff. One participant explained they function off of their master calendar, but could not provide any other specifics. Another participant explained,

***"Each job has its own role and you have benchmarks to hit. When we first come back to school, we make sure scheduling is taking place."***

Neither of the career coaching focus groups referenced industry connections in Prince George's key sectors, Government, Healthcare, Construction, Information Technology, and Transportation, nor did they offer any detail about how they collaborate with each other or what kind of systems are in place to make sure every student receives career coaching.

While teachers could reference the industry connections they have, along with their relationships to the program advisory committees (PACs), career coaches did not highlight any relevant connections to industry partners. One career coach referenced connections with a local car dealership and generally referenced a relationship with other industry professionals. Given more time, the CTE ERT would be able to more effectively probe career coaches on their process for establishing and maintaining industry connections, but PGCPS is still early in its implementation of career coaches and has faced a variety of challenges, including staff turnover. One career coach specifically noted how the career coach who was employed before them did not keep notes or track what industry connections they had established, so this career coach was starting with a clean slate in SY 2025-2026. Another participant in the career coaching focus group admitted that they are supposed to be a staff of eight, but they have been a staff of six at the most. As PGCPS plans to continue establishing and expanding their career coaching team, establishing and maintaining industry connections, especially in key sectors, will remain a challenge.

---

<sup>18</sup> Maryland Department of Commerce. (2025). *Brief economic facts: Prince George's County*. <https://commerce.maryland.gov/documents/researchdocument/prgeorgesbef.pdf>

### ***External Challenge: Keeping up with Industry Changes***

Despite teachers having connections with industry partners, when the CTE ERT asked about how teachers and career counselors stay up-to-date with all of the industry changes and evolutions, no one was able to provide an answer. One teacher admitted, “it is hard to adapt”, while another teacher explained it is hard to find the time to keep up with industry changes. Teachers talked about their connections with the Program Advisory Committee (PAC) and how that has helped them create and maintain industry connections, but they did not go into detail about how PGCPs leverages PACs to keep up with industry changes. What is particularly challenging is that Prince George’s key sectors, Government, Healthcare, Construction, Information Technology, and Transportation, are all facing massive changes, especially with the incorporation of language-learning models and generative AI. Another important factor that may lead to this challenge is how the career coaches the CTE ERT spoke to did not have many meaningful industry connections with industry partners, especially in Prince George’s key sectors. Keeping up with industry changes will be a critical challenge for PGCPs moving forward, especially as it plans to expand and add to its CTE programs to more effectively align with Prince George’s key sectors.

### ***External Challenge: Limited High School Level Registered Apprenticeships***

As of SY 2024-2025, PGCPs had nine high school level Registered Apprenticeship (HSLRA) completers. The success of establishing HSLRAs is limited as, according to PGCPs administrators, there are currently few employers in Prince George’s County willing to train a high school student. PGCPs is experiencing less interest from the student perspective than originally anticipated. In some cases, students choose to work in a more sustainable job with higher pay and hours to support their family. One student explained that they were interested in starting an internship experience until they saw that 18 was the minimum age requirement. Another student agreed, explaining that it is a county policy to not allow individuals to get their professional license until they turn 21 years-old. In other cases, students reported they do not like the youth apprenticeship experience and it has prevented PGCPs from seeing a greater interest in HSLRAs. During a student focus group, one student revealed that they quit their job to start an apprenticeship, but, for reasons unbeknownst to them, the apprenticeship was cancelled. Another student agreed about the negative perception on apprenticeships, explaining that they tried to engage with a position in the school, but the follow-up was ineffective and confusing. While these may be one-off scenarios, this perception will become more popular through word-of-mouth among students.

These hurdles, coupled with the high expectations of the employers not matching student expectations, have led to challenges in increasing the number of HSLRAs across the LEA. During the focus group with administrators, it was suggested that cost is also a reason why some employers are limiting student opportunities. PGCPs administrators also reported that the region is experiencing layoffs, particularly government-related jobs:

***“[My] two biggest challenges are finding businesses willing to take on training a role and [my] kids are now competing with laid off federal workers with experience.”***

This has led to local and regional competition, further limiting opportunities for HSLRAs. Finding HSLRAs in Prince George's County is an ongoing challenge for PGCPs, but there are a plethora of industry partnerships available in the region.

## 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 will look at more closely in future school years. 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.

### ***Explore Strategies to Increase IRC Attainment***

One of Prince George's County Public School's (PGCPS's) priority next steps should be to improve the mindset around the value of industry-recognized credentials (IRCs), align IRCs with key sectors in the region, create foundational data for IRC attainment, and develop a detailed plan to improve IRC attainment rates.

#### **Examples of Best Practices:**

- At Howard County Public School System (HCPSS), administrators collected baseline data on IRC assessments attempts and pass rates and analyzed that data annually to adapt curriculum, instruction, and supports according to the data. This has allowed HCPSS to leverage data to inform decision-making on IRCs.
- At Frederick County Public Schools (FCPS), students have frequent and robust exposure to IRCs and their value starting in middle school.
- At Wicomico County Public Schools (WCPS), Twilight CTE is offered at the Evening High School with a fast-track to IRC attainment in Culinary (ServSafe), IT (Cisco), and Nail Technician (Maryland Nail Technician).
- Several LEAs have created detailed plans targeting the 2026-2027 9th graders as the cohort that will be graduating in SY 2030-2031 to attain the 45% goal. Perhaps Summer 2026 is an appropriate time to create a plan for the incoming 9th grade students.

### ***Create a Strategy to Expand CTE Seats and Offer More Flexibility***

Two challenges the CTE ERT observed was that there were not enough seats to meet CTE demand and that CTE program enrollment is not flexible. MSDE's "Core-Flex Model", which aims to prioritize work-based learning (WBL) opportunities in 11th and 12th grade, along with MSDE's Program of study changes, are not currently compatible with how CTE is fit into the schedule at the CTE Hub. Conventionally, PGCPS students south of Central Ave. apply to programs with the intention of completing that program in 12th grade, allowing no flexibility to transfer to a different program or begin WBL opportunities in 12th grade. Even though PGCPS has a 65.4% acceptance rate for CTE across the district, Crossland High School (CHS), PGCPS's only CTE Hub, had an 18% acceptance rate. The new CTE Hub, the new Northern

Adelphi Area High School, will create more seats, but is scheduled to be complete in 2032, which will be two years after the state is meant to achieve the 45% goal.<sup>19</sup>

For this reason, the CTE Committee suggests PGCCPS create an expansion strategy for Boundary schools north of Central Ave. Creating an expansion strategy while facing budget cuts is a difficult task, but developing a proactive plan to expand seats for CTE in PGCCPS will not only assure that Adelphi Area High School begins with success, but it will also lead to PGCCPS reaching toward the 45% goal with greater fidelity.

### **Examples of Best Practices:**

- At Wicomico County Public Schools, students who are interested in the Computer Science, Cosmetology, and Culinary programs but are on the waitlist may apply for Twilight CTE, where they can earn CISCO, Nail Technology, and ServSafe certifications.
- At Charles County Public Schools, there are 33 different CTE programs organized into 10 career clusters so students who cannot enroll in their desired program can find a related program in the same cluster to develop similar skills and foundational knowledge.
- Talbot County Public Schools, which doesn't have a Cosmetology program, has partnered with neighboring Caroline County Public Schools to host up to eight TCPS students, who receive bus transportation to the Caroline Career and Technology Center.

### **CTE Exploration**

PGCCPS may want to consider a CTE Exploration Course either taught in 9th or 10th grade. While scaling and budget will certainly be a challenge for PGCCPS, the CTE Committee suggests developing some sort of CTE exploration course so students have the right expectations coming into a CTE program. 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 WBL 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 Best Practices:**

- At Frederick County Public Schools (FCPS), students interested in enrolling in a CTE program at the CTE center must complete a "Shadow Day" in the program they want to enroll in and teachers complete an evaluation of that student during the Shadow Day. During the Shadow Day, students attend the CTE center for half the day as they participate in various introductory activities. CTE teachers' Shadow Day evaluations

---

<sup>19</sup> Prince George's County Public Schools. (2025). *Educational Facilities Master Plan: Fiscal Year 2026*. <https://tinyurl.com/yc5ztbrb>

are one of the evaluative criteria for students applying to the CTE center and may be a useful strategy for PGCPSS to emulate.

- At Somerset County Public Schools, 88% of 9th grade students completed the semester-long CTE Exploration Course in SY2024-2025. 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 for the CTE program. Some 12th grade students who complete their CTE program have come back and function as a Teacher's Assistant to the ATEX courses.

### ***Cultivate Collaboration Pathways Between Teachers and Career Coaches***

In focus groups with both teachers and career coaches, the CTE ERT heard many folks talk about how there is not enough time for teachers to collaborate amongst each other, for career coaches to collaborate amongst each other, and for teachers and career coaches to collaborate. PGCPSS's CTE teachers are some of PGCPSS's greatest assets, and PGCPSS can more efficiently maximize their time by passing off much of the career advising responsibilities they have taken on to the career coaches. Each CTE teacher can share their unique expertise about their industry and create more time for teacher-to-teacher collaborations to identify common challenges in their field and problem-solve in a way that makes sense for that field.

### **Examples of Best Practices:**

- At Howard County Public School System (HCPSS), the Instructional Support Plan allows teachers of like subjects or contents to meet regularly. If they are the only teacher of their subject matter in the district, the Instructional Support Plan provides them the opportunity to take sub days to visit "like" teachers of the same content in other districts.
- HCPSS has also established "Content POC" positions, which are dedicated to enhancing collaboration and professional growth. These individuals are responsible for maintaining regular communication, conducting check-ins, and developing and leading professional learning sessions specific to their content area throughout the school year.
- The five counties that participate in the Upper Shore Workforce Investment Board, leveraged their Program Advisory Committees (PACs) to establish professional learning communities (PLCs). In this way, teachers from various areas of expertise and different parts of the Upper Shore region were able to collaborate with each other.

### ***Establish and Expand School-Based Enterprises***

PGCPSS's highest-enrolled program was Business Management and several of the students the CTE ERT spoke to referenced their interest in entrepreneurship. To meet this demand while also expanding enrollment in other CTE programs will be a challenge, but establishing and expanding school-based enterprises across the district has great potential for success.

School-based enterprises have the capacity to alleviate a small portion of PGCPs's budget hurdles, especially if they were to expand CTE in Boundary schools in preparation for the new CTE Hub, scheduled for completion in 2032. CTE students in PGCPs have demonstrated their mastery of content material through their participation and success in SkillsUSA competitions, but applying those skills and mastery in a school-based enterprise would help them better apply their skills in a workplace simulated setting.

**Examples of Best Practices:**

- At Kent County Public Schools (KCPS), students in the Food and Beverage program sponsor community events through catering opportunities, with their Christmas Dinner being their hallmark event. KCPS's CASE program also sells a variety of plants to the local community, with their Poinsettia Plant sale as their core annual offering. The Broadcasting program has their own radio station that generates revenue to support the program through advertising and sponsors.
- At Talbot County Public Schools (TCPS), the Culinary program puts on several events throughout the year, but their hallmark event is that they provide lunch to teachers every Wednesday for a small fee, supporting the Culinary program. The Graphic Design and Marketing students collaborated to establish Easton High School Threads, which designs and creates some of the school's jerseys and athletic wear for the sports teams as well as school-branded merchandise.

***Find Opportunities to Incorporate Teacher and Career Coach Perspectives in Decision-Making***

One of PGCPs's greatest assets is their CTE teachers. The CTE ERT has observed how incorporating teacher and career coach perspectives into decision-making has been a best practice to serve students in other LEAs. Teachers not only have the industry expertise, but they also have daily interactions with students. Leveraging their perspective into decision-making can certainly yield positive results, especially in decisions that directly impact teachers and students. Moreover, career coaches carry industry expertise and an understanding of the community's economic profile, providing another useful perspective in decision-making. Given PGCPs' size, they will also need to think about how they will communicate the feedback they receive from teachers and coaches, explaining how it is used in decision-making. Although it is difficult to incorporate these perspectives into decision-making for a district the size and scale of PGCPs, it will certainly lead to greater and more effective decision-making and to greater teacher and career coach retention.

**Examples of Best Practices:**

- At Somerset County Public Schools, instructors provided input on how the new building was structured and this inclusive decision-making improved morale among teachers a great deal. As the new CTE center, the new Northern Adelphi Area High School is being built, it may be a useful strategy to incorporate teacher perspectives into the design of the schools.
- At Howard County Public School System, positions were created titled, "Content POC", which create collaboration pathways and professional development for CTE teachers.

- At Frederick County Public Schools, teacher leaders in subject-areas create collaboration pathways to ensure school and district administrators understand teachers' and students' perspectives.
- At Washington County Public Schools, administrators collect student survey, assessment, and other data points to support decision-making.

### ***Expand Recruitment and Retention Efforts for Special Populations***

Recruiting and retaining students from special populations is a challenge statewide, but in a district the size of PGCPS, it is especially difficult. With several students with disabilities placed in College and Career Research and Development, which will be sunsetted in the near future, the CTE Committee recommends developing strategies to recruit and support students with disabilities in other CTE programs. PGCPS administrators should also strategize how to recruit and retain non-traditional students.

#### **Examples of Best Practices:**

- At Cecil County Public Schools, the Student Transition and Employability Program for Students with Disabilities provides an opportunity for modified instruction while aligning with competencies in the Maryland Career Development Framework. These competencies include self awareness, career awareness, career exploration, career preparation, job seeking and advancement, and career satisfaction, all while in school-based work environments: screen printing, embroidery, and engraving.
- At Howard County Public School System, CTE programs have demonstrated great improvement in their non-traditional student recruitment through micromarketing strategies. More specifically, one school's CTE Lead collaborated with other teachers in the building to handwrite invitations to participate or observe a CTE program. This strategy has led to a spike in non-traditional student enrollment at this school.
- At Wicomico County Public Schools, the English Language Support Center is located on the same campus at their Evening High School and their CTE Center. This has helped create a pipeline of students from the English Language Support Center to CTE enrollment.

### ***Employ Prince George's (EPG) Connection to Enhance Career Coaching***

LEA CTE connection to EPG is critical in ensuring progress toward achieving the *Blueprint's* 45% goal. The CTE ERT suggests further exploring how EPG can provide potential work experience sites, industry insights, and partnerships in addition to other resources within the community. More importantly, as PGCPS and EPG are early in implementing career coaching, this is a unique opportunity to create a system built with the same kind of intentionality and purpose as PGCPS's Boundary, Out-of-Boundary, and CTE Hub system, which is meant to provide CTE pathways for all students.

#### **Examples of Best Practices:**

- In the LEAs that are a part of the Upper Shore Workforce Investment Board (USWIB), school systems have established clear collaboration protocols with their local workforce development boards representatives. The USWIB, LEAs, and Chesapeake

College have established a collaborative system that has resulted in positive feedback from all stakeholders.

- At Frederick County Public Schools, there is one career counseling supervisor who is employed by the school district and another employed by the local workforce development board. This has created ample opportunities for collaboration to make informed decisions.
- At Frederick County Public Schools, career counselors and CTE teachers have worked together to cold call local businesses and have found success finding new WBL opportunities for students. While cold calling can be tedious, career counselors and teachers agreed how those opportunities have benefitted students a great deal.
- At Howard County Public School System, there are 13 Career Readiness Advisors, who work for the LEA, working alongside 12 Howard County Office of Workforce Development (OWD) career coaches, with Howard Community College (HCC) representatives facilitating. HCPSS focuses on student engagement and curricular alignment, the OWD career coaches connect with local businesses, and HCC supports alignment with post-graduation planning.
- At Howard County Public School System, the Next Step Career Readiness Advising framework establishes three tiers of support to make sure every student reaches the College and Career Readiness standard.
- At Montgomery County Public Schools (MCPS), 10 school employees at each high school support Career Coaches, assist with facilitating career advising in core classes, and earn a stipend from MOCOCAP. MCPS also hired 11 Career Advising Cluster Leads that support the Career Coaches and help integrate career advising across the curriculum.

### ***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 PGCP's priorities. PGCP should explore closer/continued collaboration with MD Labor's Apprenticeship Navigators on what opportunities are available for high school students in the county and region. PGCP should 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 continue sponsoring Registered Apprenticeship in order to convert WBL opportunities to high school level Registered Apprenticeships. PGCP was the first LEA to become an apprenticeship sponsor and has proven they are putting in the effort to increase student interest in 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 apprenticeship.

- 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, PGCPs’s true IRC attainment rate was difficult to quantify given it is based on a prior approved IRC list, but nevertheless, PGCPs can seek technical assistance from MSDE and similar LEAs in strategies to increase IRC attainment.

**Examples of Best Practices:**

- Howard County Public School System conducts annual audits to evaluate IRC attempts and passing rates, which has created a responsive system that adapts to students’ success.
- 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 May 2026, 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 PGCPS 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 PGCPS 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 PGCPS advances this important work and we encourage PGCPS 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

## LEA Overview

### CTE LEA Lead Staff

Name	Role(s)	Contact Info
Pamela Smith	Director	pamela.jones@pgcps.org
Amy Rock	Coordinating Supervisor	amy.rock@pgcps.org
Keith Brice	Instructional Supervisor	keith.brice@pgcps.org
Regina Garrett - Spruill	Instructional Supervisor	regin.garrettspruill@pgcps.org
Ivory Rosier	Instructional Supervisor	ivory.rosier@pgcps.org
John McDaniel	Instructional Supervisor	john.mcdaniel@pgcps.org
Robert Stradford	Instructional Supervisor	rober.stradford@pgcps.org

### Comprehensive High Schools with CTE

Name	# of CTE Programs	Is the CTE ERT Visiting this School?
Bladensburg High School	8	No
Bowie High School	5	No
Central High School	3	No
Charles H. Flowers High School	8	No
Dr. Henry A. Wise Jr. High School	11	Yes
DuVal High School	9	No
Eleanor Roosevelt High School	3	No
Fairmont Heights High School	4	No
Frederick Douglass	3	No
Friendly High School	4	No

Gwynn Park High School	7	No
High Point High School	5	No
Largo High School	6	No
Laurel High School	8	No
Northwestern High School	4	No
Oxon Hill High School	4	No
Parkdale High School	6	No
Potomac High Schools	4	No
Suitland High School	4	No
Surrattsville High School	4	No

**LEA CTE Center**

<b>Name</b>	<b># of CTE Programs</b>	<b>Is the CTE ERT Visiting this School?</b>
Crossland High School	20	Yes

## LEA Data

### LEA PUBLICLY AVAILABLE DATA

#### School Year for the Data Reported Below: 2024-2025 SY

The following data is reported according to the [Maryland Report Card](#) and [Educator Dashboard](#).

#### Enrollment and Graduation

2024-2025 SY	Maryland	PGCPS	Crossland HS	HWHS
Total Enrollment (# of all high school students)	278,238	40,484	1,094	2,291
Graduation Rate: 4-Year Adjusted Cohort for the Prior SY (Number/4-Yr Adjusted Cohort)	87.55% 58,965/67,349	78.99% 8,660/10,964	73.72%	86.11%
Diploma Completers Prior SY	98.90%	95%	95%>	95%>
Certificate Completers Prior SY	1.10%	5%	<5%	<5%
Program Completion - USM	57.20%	82.4%	43.5%	73.9%
Program Completion - CTE	8.70%	<5%	<5%	<5%
Program Completion - USM & CTE	18%	17.6%	56.5%	26.1%

#### High School Student Demographics

2024-2025 SY	Maryland	PGCPS	Crossland HS	HWHS
% American Indian or Alaska Native	<1%	113; 0.28%	* <sup>20</sup>	10
% Asian	7%	1,167; 2.9%	*	*
% Black/African American	33%	21,287; 52.6%	779; 71.2%	1,703
% Hispanic/Latino of Any Race	23%	16,319; 40.3%	285; 26.1%	498
% Native Hawaiian or Other Pacific Islander	<1%	75; 0.19%	*	*
% Two or More Races	5%	397; 0.98%	*	24
% White	32%	1,126; 2.8%	14; 1.3%	44
% Students with Disabilities	7.80%	11.6%	9.9%	11%

<sup>20</sup> \* indicates no students or fewer than 10 students in category

% Free and Reduced-Price Meals (FARMS)	50%	61%	58.3%	51.5%
% of Multi-Lingual Learners	11%	26.3%	11.1%	10.4%

### Teacher Demographics

2024-2025 SY	Maryland	PGCPS	Crossland HS	HWHS
Total Number of All Teachers	63,736	9,377	88	121
% American Indian or Alaska Native	0.20%	0.3%	0.0%	0.0%
% Asian	4.80%	9.6%	11.4%	8.3%
% Black/African American	21.40%	61.5%	73.9%	71.1%
% Hispanic/Latino of Any Race	4.90%	5.4%	2.3%	6.6%
% Native Hawaiian or Other Pacific Islander	0.50%	2.6%	5.7%	5.0%
% Two or More Races	1.70%	1.0%	0.0%	2.5%
% White	66.60%	19.6%	6.8%	6.6%
% Female	76.80%	74.1%	64.8%	65.3%
% Male	23.10%	25.9%	35.2%	34.7%
Average Length of Service (Years)	12.5 Years	9.5 Years	10.2 Years	11.0 Years
# New Hires	5,317	1,109	7	11
% Teacher Retention Rates	90.60%	89.8%	87.6%	83.6%
National Board Certified Teachers	2,279	325; 3.5%	1; 1.1%	2; 1.7%

## ADDITIONAL PUBLICLY AVAILABLE INFORMATION

### Report Card

For additional information on the LEA and schools we will be visiting:

- Prince George’s County Public Schools’ [Report Card](#)
- Crossland High School’s [Report Card](#)
- Dr. Henry A Wise Jur. High School’s [Report Card](#)

### Career Coaching

to learn more about the career coaching structure and implementation within this LEA, please review the [Prince George’s Career Coaching Annual Report](#), submitted June 30, 2025.

### **Economic & Workforce Development Data**

- List of [major employers](#) by county
- Prince George's County [Economic Profile](#)

*Prince George's County wraps around the eastern boundary of Washington, D.C., and offers urban, suburban, and rural settings. The region is served by three international airports and the Port of Baltimore. The county boasts a friendly business climate, skilled workers, and an outstanding quality of life.*

*Prince George's has one of the largest technology and aerospace sectors in the state and a growing hospitality sector. Major private employers include SGT, Inovalon, Verizon, and MGM National Harbor, with private sector industries generating \$33.3 billion in economic output. Woodmore Towne Centre and National Harbor are stellar, high-quality mixed-use developments, plus the Towne Square at Suitland Federal Center and the South mixed-use development projects are currently under construction.*

*Prince George's County has significant federal facilities, such as Joint Base Andrews, NASA Goddard Space Flight Center, FDA, NOAA, USDA Beltsville Agricultural Research Center, and the U.S. Citizenship and Immigration Services headquarters. Academic facilities include the University of Maryland College Park, the state's flagship public university, and other major institutions. The county's commitment to business growth is reflected by the recent location and expansion of the the country's leading quantum computing company (IonQ) and the federal government decision to bring two additional agencies to the county - Bureau of Labor Statistics headquarters and Bureau of Engraving and Printing currency production facility. The county's healthcare sector is also growing, led by UM Capital Region Medical Center that opened in 2021.*

### **Prince George's County Postsecondary Institutions**

- Bowie State University
- Capitol Technology Center
- Prince George's Community College
- Strayer University - Prince George's Campus
- TESST College of Technology - Beltsville
- University of Maryland, College Park
- University of Maryland, Global Campus

## LEA BLUEPRINT DATA

Data from the: 2024-2025 SY

2024-2025 SY	Maryland	PGCPS	Crossland HS	HWHS
High School Graduates	63,214	8,660	216	502
CTE Participation Rate (# and % of all graduating students)	48.6%	# (%)	#130 (60%)	#142 (28%)
CTE Concentrator Rate (# and % of all graduating students)	38.6%	#2252 (26%)	#141 (65%)	#176 (35%)
Work-Based Learning - Participants (# of all graduating students)	#	#	#	#
Youth Apprenticeship (YA) - Completions (# of all HS students)	YA (no IRC): unknown YA+IRC: unknown YA Total:	YA (no IRC): YA+IRC: YA Total:	YA (no IRC): YA+IRC: YA Total:	YA (no IRC): YA+IRC: YA Total:
High School Level of a Registered Apprenticeship - Participants (# of all HS students)	Unknown	#9	#4	#0
High School Level of a Registered Apprenticeship - Completers (# and % of all <b>graduating students</b> )	99; 0.1%	#9 (.1%)	#4 (1.85%)	#0 (0%)
Industry-Recognized Credential (IRC) - Attained* (# and % all <b>graduating students</b> )	6,859 <sup>21</sup> ; 10.9%	391 (4.5%)	#60 (28%)	#50 (10%)
<b>Blueprint's 45% Goal Progress</b>	11%	4.6%	X	X

\* LEA: please confirm if the IRC #s here are based on MSDEs prior approved list or the new list approved by the CTE Committee that goes into effect the 2025-2026 SY: Prior

The IRC's reported 2024-2025 are based on the new list of approved by the CTE Committee.

<sup>21</sup> This is based on MSDE's prior approved list of IRCs and Technical Skills Assessments (TSAs) as the CTE Committee's new approved list of IRCs does not go into effect until the 2025-2026 SY.

## LEA CTE OFFERINGS

**School Year for the Data Reported Below: 2025-2026 SY**

Program Name	Total Enrollment	Overenrolled or Underenrolled	# of Students on Waitlist
ACCOUNTING*	44		
ANIMAL SCIENCE	65		
APPRENTICESHIP	19		
AUTO BODY REPAIR	28		
AUTO MECHANIC/TECH	91		54
BARBERING	61		68
BUSINESS ADMINISTRATIVE SERVICES*	194		
BUSINESS MANAGEMENT*	1148		
BUSINESS MARKETING (3DE)	401		
CARPENTRY	45		14
CERTIFIED CLINICAL MEDICAL ASSISTANT	201		
CERTIFIED NURSING ASSISTANT	118		18
COMPUTER NETWORKING-CISCO	181		
COMPUTER SCIENCE - INFORMATION SYSTEMS	130		
COMPUTER SCIENCE - SWIFT	78		
CONSTRUCTION DESIGN AND MANAGEMENT	64		
COSMETOLOGY	170		210
CRIMINAL JUSTICE AND LAW ENFORCEMENT	513		

Program Name	Total Enrollment	Overenrolled or Underenrolled	# of Students on Waitlist
CULINARY ARTS	175		140
EARLY CHILDHOOD EDUCATION/CDA	315		4
CCRD	1195		
ELECTRICAL	78		113
FIRE SCIENCE	80		19
FOOD & BEVERAGE MANAGEMENT (PROSTART)	284		
HOMELAND SECURITY AND EMERGENCY PREPAREDNESS	350		
HVAC	45		99
INTECS - INTEGRATING TECHNOLOGY, ENGINEERING, AND COMPUTER SCIENCE	22		
INTERACTIVE MEDIA PRODUCTION	132		53
JROTC - AIR FORCE	847		
JROTC - ARMY	673		
JROTC - NAVY	549		
MASONRY	30		
NATIONAL ACADEMY OF FINANCE (NAF)	377		
NATURAL RESOURCES	133		
ORACLE ACADEMY - DATABASE	72		
ORACLE ACADEMY - JAVA	83		
P-TECH - HEALTH INFORMATION MANAGEMENT	200		

Program Name	Total Enrollment	Overenrolled or Underenrolled	# of Students on Waitlist
P-TECH - HOSPITALITY MANAGEMENT	200		
PHARMACY TECHNICIAN	23		13
PLUMBING	25		
PROJECT LEAD THE WAY - BIOMEDICAL SCIENCE	270		66
PROJECT LEAD THE WAY - ENGINEERING	289		11
TEACHER ACADEMY OF MARYLAND	198		

**Overview of CTE Programs**

Please provide additional information on the CTE programs of study (attaching promotional materials or providing a website link will suffice):

- [CTE Works for Me Videos](#)
- [Marketing Material by School by Program](#)

## LEA NARRATIVE QUESTIONS

### **Instructions**

Please answer the following prompts to the best of your ability. Feel free to reference data from the prior sections.

### **Blueprint Implementation**

What progress are you projecting toward meeting the *Blueprint's* 45% goal for your LEA in this school year, next school year, and by the 2030-31 school year?

Our projected progress toward meeting the Blueprint's 45% goal reflects both current outcomes and planned improvements to expand credential attainment.

In the 2024–2025 school year, PGCPS had 2,252 concentrators, 1,595 CTE program completers, and 391 students who earned an industry-recognized credential (IRC). Out of 8,958 total graduates, this represents approximately 4.4% of students earning an IRC—well below the 45% goal. However, when looking specifically at CTE program completers, 24.5% (391 of 1,595) earned an IRC. This demonstrates that students who complete CTE programs are earning credentials at a significantly higher rate, but also highlights a substantial gap between concentrators, completers, and overall IRC attainment.

In the next school year, our focus will be on increasing the percentage of concentrators who successfully complete their programs and earn an IRC. Strategies include strengthening program alignment, improving student supports, and expanding access to credentialing opportunities across more CTE pathways. If we are able to increase the number of completers while maintaining or improving the current 24.5% IRC attainment rate, we can significantly accelerate progress toward the 45% goal.

A significant challenge impacting our projections is that two of our largest CTE programs, JROTC and CCRD, do not currently have an approved IRC. While both programs provide strong student outcomes and are highly sought after, the absence of an approved credential limits our ability to count these students toward the 45% goal.

Looking ahead to the 2030–2031 school year, we anticipate stronger progress as we work to address this gap. We are actively collaborating with JROTC to identify and implement an approved IRC, with the goal of full integration aligned to the rollout of new CTE pathways by the 2027–2028 school year. This effort, along with continued expansion of credentialing opportunities across programs, is expected to significantly increase the number of students earning IRCs.

Overall, while current numbers indicate that additional growth is needed, our long-term strategy is focused on increasing completion rates, expanding credential access, and ensuring that all major CTE programs contribute to attainment of the 45% goal.

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

Our LEA is actively working to expand Registered Apprenticeship opportunities through several strategic efforts. We are focused on recruiting new employers to broaden participation and create more pathways for students.

Internally, we are collaborating closely with the Chief Operating Officer within PGCPSS to strengthen and scale our current Registered Apprenticeship model. As part of this work, we are exploring expansion into additional operational areas, including the Department of Transportation, the Department of Capital Programs, and the Department of Food and Nutrition Services.

These efforts are designed to increase access to high-quality, work-based learning experiences and align apprenticeship opportunities with critical workforce needs across the district.

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

One of the primary challenges our LEA faces in reaching the 45% goal is scale. Prince George's County Public Schools (PGCPS) graduates approximately 9,000 students each year. To meet the 45% target, we would need more than 4,000 students to graduate with an industry-recognized credential (IRC) or a Registered Apprenticeship.

Currently, we do not have sufficient capacity within our Career and Technical Education (CTE) programs to accommodate that level of participation. Limited program seats and resources constrain the number of students who can access high-quality credentialing pathways.

To address this, we have embedded an IRC into the Financial Literacy course, which is a graduation requirement. This approach ensures that 100% of students have the opportunity to earn an IRC, significantly expanding access beyond traditional CTE programs.

However, expanding Registered Apprenticeships presents an additional challenge. While we are actively working to grow these opportunities, opportunities remain low. This year, only 13 students are enrolled in a Registered Apprenticeship, highlighting the difficulty of scaling apprenticeship programs to meet ambitious targets.

Overall, while we are making progress in increasing access to IRCs, reaching the 45% goal will require continued expansion of program capacity, stronger employer partnerships, and additional resources to scale both CTE and apprenticeship opportunities.

Do you have any new/different information regarding your career coaching programming that is not reflected in your most recent annual report submitted to the AIB on July 1? (Reference the reported linked in Section 1.B)

### **CTE Programs & Enrollment**

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

Yes, our LEA is planning to add new CTE programming within the next two school years to better align with high-skill, high-wage, and in-demand career fields. Specifically, we are introducing a Physical Rehabilitation pathway with a sports medicine focus. This program will provide students with hands-on learning opportunities, including internships supporting athletic trainers at PGCPs sporting events. The addition of this pathway is intended to expand student access to careers in healthcare and related fields while strengthening work-based learning experiences.

Additionally, beginning in the 2027–2028 school year, we will transition from the current CTE clusters to the new CTE clusters and pathways. This shift to more curriculum-agnostic program structures will require updates and adjustments to existing curricula, particularly within the Information Technology and Natural Resources pathways. These changes are designed to ensure alignment with evolving industry standards and improve flexibility in how programs deliver relevant skills and credentials.

Are there any current CTE programs you plan on expanding upon within the next two school years? How and why are you expanding the program(s)?

Yes, our LEA plans to expand several existing CTE programs over the next two school years in order to better align with workforce demand, student interest, and emerging industry trends.

First, we will expand our healthcare programming by transitioning our current Certified Nursing Assistant (CNA) programs to Certified Clinical Medical Assistant (CCMA) programs. This shift is driven by both industry demand and staffing considerations. Feedback from local business partners and clinical site locations—particularly hospitals—indicates that CCMA roles are in higher demand and offer higher starting wages than CNA positions. Additionally, recruiting and retaining qualified CNA instructors has become increasingly difficult, particularly as many of our current educators have retired. Transitioning to CCMA will allow us to better meet labor market needs while ensuring program sustainability.

We also plan to expand our Arts, Entertainment, and Design pathways by introducing a 3D Animation and Game Design program. This expansion responds directly to persistent student interest in this field and addresses a current gap in our programming. The addition will provide students with relevant technical and creative skills aligned with careers in digital media and interactive design.

Finally, we aim to expand opportunities in Machine Learning and Data Science. Artificial Intelligence (AI) is a district-wide priority under the interim superintendent,

and Prince George's County is emerging as a hub for AI and quantum computing, with a growing business presence in these sectors. Expanding this pathway represents a strategic opportunity to build a talent pipeline and prepare students for high-demand, future-focused careers.

Overall, these program expansions are designed to align CTE offerings with regional workforce needs, increase student engagement, and ensure that our programs remain relevant, sustainable, and forward-looking.

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

Yes, our LEA plans to eliminate the Certified Nursing Assistant (CNA) program within the next two school years. This decision is driven by both labor market trends and staffing challenges.

Feedback from local industry partners indicates that demand for Certified Clinical Medical Assistants (CCMA) has surpassed that of CNAs, with stronger employment opportunities and higher starting wages. In addition, we have experienced ongoing difficulty recruiting and hiring qualified registered nurses to serve as instructors for the CNA program, particularly as current educators retire.

As a result, the CNA program will be transitioned into a CCMA program. This shift allows us to better align with workforce needs, ensure program sustainability, and provide students with more competitive career opportunities in the healthcare field.

How does your LEA structure its class scheduling? How is your scheduling structured for students to take CTE courses? (i.e. block; A/B etc.)

All PGCPS high schools operate on an A-day/B-day block schedule, with the exception of one school that follows a traditional 7-period daily schedule. Schools utilizing the block schedule typically operate with either a 4-period or 5-period day, allowing for extended instructional time within each class period.

This block scheduling structure supports CTE programming by providing longer class periods, which are particularly beneficial for hands-on, technical, and lab-based instruction. It also allows students to enroll in multi-year CTE pathways while balancing graduation requirements and other academic coursework.

How do students enroll in CTE programs in your LEA?

What is your LEA's system for when a CTE program is overenrolled?

Are all CTE programs offered to all students?

If available, please provide the overall acceptance rate for students who apply and are admitted into a CTE program for the most recent SY.

Students in PGCPS enroll in CTE programs through an annual application process. Applications are open from October through December and are available online to all rising 9th through rising 11th grade students.

CTE programs are offered under two access models: open-boundary and boundary-only. Open-boundary allows students outside of the schools attendance area, and within a larger CTE boundary to apply and attend, while boundary-only programs are limited to students within a school's designated attendance area. This dual model ensures that students across the district have opportunities to access a wide range of CTE pathways.

When a CTE program is overenrolled, PGCPS utilizes a blind lottery system to select students. This process ensures equitable access and fairness in admissions, particularly for high-demand programs.

While not all CTE programs are universally available at every school, the combination of open-boundary and boundary-only programs allows students from across the district to apply to and participate in many different pathways.

For the 2026–2027 school year, the Department of CTE received 6,468 applications for 4,227 available seats districtwide, resulting in an acceptance rate of approximately 65.4%.

At our CTE hub, Crossland High School, there were 2,733 applications for 492 available seats, resulting in a significantly lower acceptance rate of approximately **18.0%**, reflecting the high demand for programs at this location.

At this time, overall acceptance rates vary by program based on demand and capacity.

### **CTE Teachers**

What are the requirements to be hired as a CTE teacher in your LEA?

To be hired as a CTE teacher in our LEA, candidates must complete a structured hiring and certification process aligned with district and state requirements.

All candidates must first apply through the district's online system (Frontline) and submit all required documentation, including official transcripts. Applications are screened by the Recruitment and Retention Office and forwarded to the Office of Certification for review. Candidates must meet certification requirements established by the Maryland State Department of Education, and eligibility is determined through a formal certification evaluation process.

Once deemed eligible, candidates are entered into a hiring pool and may be invited to interview with school-based hiring managers. Principals conduct "best fit" interviews and select candidates for recommendation.

Selected candidates must then complete pre-employment requirements, including acceptance of salary, submission of onboarding paperwork, background checks, fingerprinting, and employment verification.

Final hiring is contingent upon successful completion of all onboarding steps, after which candidates participate in new employee orientation and report to their assigned school.

For CTE teachers specifically, candidates must also meet relevant certification or industry credential requirements aligned to their content area, in addition to the general hiring and certification process.

How are CTE teachers recruited in this LEA?

CTE teachers in our LEA are recruited through a comprehensive, multi-channel approach led by the Department of Human Resources. A primary strategy is participation in recruitment events and career fairs, both locally and nationally. The district maintains a recruitment calendar that includes in-person and virtual hiring events, university career fairs, and targeted recruitment sessions where prospective candidates can connect directly with hiring managers and learn about available teaching opportunities, including CTE positions.

PGCPS also hosts its own large-scale hiring events, such as “Hiring Palooza” and specialized recruitment sessions, which bring together candidates and school leaders to support immediate hiring needs across content areas.

In addition to events, candidates are encouraged to apply through the district's online application system, where they are screened and, if eligible, invited to participate in interviews and hiring events.

Overall, this combination of recruitment fairs, targeted outreach, and an online application system allows the LEA to attract a diverse pool of candidates and respond to staffing needs, including high-demand areas such as Career and Technical Education.

What difficulties do you face with recruitment and retention?

The primary challenge our LEA faces in recruitment is attracting highly specialized industry professionals to serve as CTE teachers. This is particularly evident in fields such as auto body repair, construction trades, and healthcare, where recruiting qualified registered nurses for programs such as Certified Nursing Assistant (CNA) has been especially difficult. These roles often require candidates to leave higher-paying positions in industry, which can limit the pool of applicants.

In contrast, retention within our Career and Technical Education (CTE) department is strong. Once hired, CTE teachers tend to remain in their positions, reflecting a supportive work environment and strong alignment between educators' expertise and their instructional roles.

Do you have any innovative practices to share regarding the recruitment and retention of CTE teachers?

Yes, our LEA has implemented several innovative practices to support the recruitment and retention of CTE teachers, with a strong emphasis on retention through comprehensive support systems.

At the district level, we prioritize ensuring that CTE teachers have access to the equipment, materials, and resources necessary to deliver rigorous and industry-relevant instruction. This includes maintaining up-to-date tools and technology aligned to workforce standards, which helps teachers effectively translate their industry expertise into classroom practice.

We also provide ongoing support to school-based administrators to deepen their understanding of the differences between CTE and traditional core content instruction. This ensures that CTE teachers are evaluated, supported, and scheduled in ways that reflect the unique demands of hands-on, technical programs.

Additionally, we invest in professional development, peer collaboration, and instructional coaching to create a supportive environment where CTE teachers can grow in their practice. By fostering a safe, collaborative, and well-resourced teaching environment, we are able to retain highly skilled educators and support their long-term success within the district.

### **General**

What are some innovative best practices your LEA has implemented in CTE that you think are worth sharing?

Our LEA has implemented several innovative best practices in Career and Technical Education (CTE), particularly in the area of professional learning and instructional improvement.

One key initiative is a collaborative partnership between the Department of CTE and the Office of Language and Literacy to provide targeted, on-site professional development for CTE teachers. This model brings full-day, hands-on training directly to schools, increasing accessibility while minimizing time away from classrooms.

These sessions are designed specifically for CTE instruction and focus on high-impact strategies such as engaging students in learning, using evidence-based instructional practices, providing timely and constructive feedback, and developing aligned lesson plans. Teachers actively collaborate, engage in instructional discourse, and apply learning in real time, ensuring immediate relevance to their classrooms.

A particularly innovative component is the inclusion of school-based administrators in the training. By participating alongside teachers, administrators gain a deeper

understanding of effective CTE instruction, which strengthens their ability to support, evaluate, and sustain high-quality teaching practices at the school level.

Additionally, administrators receive an implementation guide that outlines strategies for sustaining this work through collaborative planning, learning walks, and coaching. This ensures that professional development extends beyond a single training and becomes embedded in ongoing instructional practice.

Overall, this approach reflects a best practice model that integrates cross-department collaboration, job-embedded professional learning, and leadership development to improve instructional quality and student outcomes in CTE.

How is the CTE budget and financial support structured within your LEA?

The CTE budget and financial support within our LEA is structured through a combination of federal, local, and grant-based funding sources to ensure comprehensive program implementation and sustainability.

Primary funding is provided through the federal Perkins grant, which supports program development, equipment, and instructional resources aligned to Career and Technical Education pathways. In addition, PGCPs allocates local funds to support staffing, program operations, and ongoing instructional needs.

The LEA also leverages external funding sources, including MGM Legislative grant funds and competitive grants such as Talent Ready and Amazon Boot Up. These additional funds are used to enhance programming, expand student access, and support middle school exposure initiatives, as well as supplemental activities that strengthen CTE pathways and student engagement.

Together, these diverse funding streams allow the LEA to maintain high-quality programs, invest in industry-aligned resources, and expand opportunities for students across the CTE continuum.

Is there any additional information you would like to provide that we have not requested?

An additional strength of our LEA is the organizational structure that aligns the Department of Career and Technical Education (CTE) and the College Readiness Office under a single Director of CTE. This model brings together key areas such as CTE programming, dual enrollment, and career coaching under one unified leadership structure.

This alignment supports a more seamless approach to planning, professional development, and implementation across programs. By coordinating these efforts, the LEA is able to better align college and career pathways, streamline supports for students, and ensure consistency in how opportunities are communicated and delivered.



Overall, this integrated model enhances collaboration, improves efficiency, and strengthens our ability to provide cohesive, high-quality college and career readiness experiences for all students.

# Appendix B | School Visit Agenda

## CTE Committee Expert Review Team

### Visit Agenda - Prince George's County Public Schools

<b>Visit Date:</b> 05/06/2026  <b>Time:</b> 7:00 AM	<b>Location AM:</b>  <i>Crossland High School 6901 Temple Hills Rd, Camp Springs, MD 20748</i>	<b>Location PM:</b>  <i>Dr. Henry Wise Jr, High 12650 Broke Lane Upper Marlboro, MD 20772</i>	<b>Arrival Time:</b> 12:30 pm
--	--	---	-------------------------------

### AM Session: School- Crossland High School

Team 1	Stacey Butler, Edrees Nawabi, Katherine Swanson-Palmer, John Hattery, Laura Brown, Karen Parker, Erika Bailey	Team 2	Travis Zimmerman, Charnetia Young Callaham, Brice Thomas, Gretchen Cheney, Christine Lynch
Time	Activity	Time	Activity
7:00 am-7:30 am (30)	Meet and Greet	7:00 am-7:30 am (30)	Meet and Greet
7:30 am-8:30 am (60)	Career Coach Focus Group Location: Auditorium	7:30 am-8:30 am (60)	Teacher Focus Group Location: Black Box
8:30 am-9:15 am (45)	School Tour	8:30 am-9:15 am (45)	School Tour
9:15 am-9:25 am (10)	Break	9:15 am-9:25 am (10)	Break
9:30am-10:30 am (60)	Teacher Focus Group Location: Auditorium	9:30am-10:30 am (60)	CTE Student Focus Group Location: Black Box
10:30 am-11:15 am (45)	CTE Staff/School Admin Focus Group Location: Auditorium	10:30 am-11:15 am (45)	CTE Staff/School Admin Focus Group Location: Auditorium
11:15-11:45 am (30)	Lunch provided by Crossland Culinary	11:15-11:45 am (30)	Lunch provided by Crossland Culinary



12:00-12:30 pm (30)	Travel	12:00-12:30 pm (30)	Travel
------------------------	--------	------------------------	--------

**PM Session: School - Dr. Henry Wise Jr. High School**

Team 1		Team 2	
Stacey Butler, Edrees Nawabi, Katherine Swanson-Palmer, John Hattery, Laura Brown, Karen Parker, Erika Bailey		Travis Zimmerman, Charnetia Young Callahan, Brice Thomas, Gretchen Cheney, Christine Lynch	
Time	Activity	Time	Activity
12:30pm-12:45pm (15)	Arrival and Check In	12:30pm-12:45pm (15)	Arrival and Check In
12:45pm-1:45pm (60)	CTE Student Focus Group Location: Media Center	12:45pm-1:45pm (60)	Career Coach Focus Group Location: Media Center
1:45pm-1:55pm (10)	Break	1:45pm-1:55pm (10)	Break
1:55pm-2:55pm (60)	CTE Teacher Focus Group Location: Media Center	1:55pm-2:55pm (60)	School Tour
2:55pm-3:30pm (33)	End of Day Debrief & Gathering Location: Media Center	2:55pm-3:30pm (33)	End of Day Debrief & Gathering Location: Media Center

**CTE ERT Visit Members**

<b>Name</b>	<b>Title &amp; Organization</b>	<b>Role</b>
Travis Zimmerman	CTE Teacher - Frederick County Public Schools	CTE Teacher (required)
Laura Brown	Career Coach Coordinator, Frederick County Public Schools	School/LEA Leadership (required)
Erika Bailey	Associate Manager - Workforce Initiatives, CVS Health	Employer (required)
Stacey Butler	Senior Manager - Workforce Initiatives, CVS Health	Employer
Edrees Nawabi	Research Data Analyst, CTE Committee	GWDB CTE Committee staff
Katherine Swanson-Palmer	Project Manager, CTE Committee	GWDB CTE Committee staff
Christine Lynch	Contractor, CityWorks	CTE Committee Contractor
Charnetia Young Callaham	CTE Committee Member/Lead Director - Workforce Initiatives, CVS Health	CTE Committee member/designee
John Hattery	Director for Strategic Initiatives, Worksource Montgomery	LWDB member or staff
Brice Thomas	Coordinator, Equity and Civil Rights, MSDE	State Agency Partner
Gretchen Cheney	Policy Analyst, AIB	State Agency Partner
Karen Parker	Apprenticeship Navigator, MD Labor	State Agency Partner

**ERT Team Member Roles**

<b>Team 1 Role</b>	<b>Name</b>
Facilitator/Recorder	Katherine Swanson-Palmer
Notes/Time	Edrees Nawabi

<b>Team 2 Role</b>	<b>Name</b>
Facilitator/Recorder	Gretchen Cheney



Notes/Time	Christine Lynch
------------	-----------------

# 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
<b>Accountability and Implementation Board</b>	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.
<b>American Job Center</b>	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.
<b>Bachelor of Arts</b>	BA	University degree that focuses on liberal arts, humanities, social sciences, languages and culture, and fine arts.
<b><i>Blueprint for Maryland's Future</i></b>	<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
<b>Blueprint's 45% Goal</b>	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 information on these policies, visit the <a href="#">GWDB website</a> .
<b>Career and Technical Education</b>	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.
<b>Career and Technical Student Organization</b>	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.
<b>Career Connected Learning</b>	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.
<b>Career Counseling/Coaching</b>	-	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
<b>Career Ladder</b>	-	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.
<b>Carl D. Perkins Career and Technical Act</b>	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.
<b>Code of Federal Regulations</b>	CFR	The official compilation of federal rules and regulations, including those governing WIOA programs.
<b>Code of Maryland Regulations</b>	COMAR	Official compilation of all administrative regulations issued by agencies of the state of Maryland.
<b>College and Career Readiness</b>	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 Maryland Public Schools <a href="#">website</a> .
<b>Comprehensive High Schools</b>	-	Comprehensive high schools are traditional high schools with available CTE programs for students to enroll in.
<b>Comprehensive Local Needs Assessment</b>	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.
<b>CTE Completers</b>	-	Students who meet all requirements in a state-approved CTE program of study.
<b>CTE Concentrators</b>	-	An individual who has earned at least two credits in a single state-approved CTE program of study.
<b>CTE Framework</b>	-	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 <a href="#">website</a> .
<b>CTE Participants</b>	-	An individual who earns not less than one credit in a state-approved CTE program of study.
<b>CTE Program of Study</b>	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.
<b>Department of Public Safety and Correctional Services</b>	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.
<b>Division of Rehabilitation Services</b>	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
<b>Division of Workforce Development and Adult Learning</b>	DWDAL	A division within the Maryland Department of Labor, overseeing Maryland's apprenticeship programs, Maryland Workforce Exchange, correctional education, and other workforce development initiatives.
<b>Dual Enrollment</b>	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 <a href="#">website</a> .
<b>Eligible Training Provider List</b>	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.
<b>Employment Advancement Right Now</b>	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.
<b>Expert Review Teams</b>	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> .
<b>Fiscal Year</b>	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><b>Governor’s Workforce Development Board</b></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><b>Graduation Rate</b></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).
<b>High School Level of a Registered Apprenticeship</b>	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 <a href="#">website</a> .
<b>Industry-Recognized Credential</b>	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 Maryland Public Schools <a href="#">website</a> .
<b>Labor Market Information</b>	LMI	Data about jobs, wages, hiring trends, and economic conditions used to guide workforce planning and career decisions.
<b>Local Education Agency</b>	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
<b>Local Workforce Development Board</b>	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.
<b>Maryland Apprenticeship and Training Council</b>	MATC	An appointed Council that reviews all Registered Apprenticeship sponsor applications and decides if the program meets all the apprenticeship requirements.
<b>Maryland Apprenticeship and Training Program</b>	MATP	A unit within MD Labor’s DWDAL that oversees apprenticeship.
<b>Maryland Department of Labor</b>	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.
<b>Maryland Department of Legislative Services</b>	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.
<b>Maryland General Assembly</b>	MGA	The legislative body of the state of Maryland, including the House of Delegates and State Senate.
<b>Maryland Higher Education Commission</b>	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
<b>Maryland Longitudinal Data System Center</b>	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.
<b>Maryland State Department of Education</b>	MSDE	State agency overseeing education throughout Maryland.
<b>Maryland Workforce Association</b>	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.
<b>Maryland Workforce Exchange</b>	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.
<b>Memorandum of Understanding</b>	MOU	A legal document describing the broad outlines of an agreement that two or more parties have reached.
<b>National Board Certification</b>	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).
<b>On-the-Job Training</b>	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.
<b>Personally Identifiable Information</b>	PII	
<b>Reemployment Services and Eligibility Assessment</b>	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.
<b>Registered Apprenticeship</b>	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.
<b>Registered Apprenticeship Programs</b>	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.
<b>Related Instruction</b>	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.
<b>Request for Proposal</b>	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.
<b>School Year</b>	SY	The months of the year during which school is open and attendance at school is required.
<b>Social Security Number</b>	SSN	

Term	Acronym	Definition
<b>Special Populations</b>	-	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).
<b>State Apprenticeship Agency</b>	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.
<b>State Determined Performance Level</b>	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.
<b>Supplemental Nutrition Assistance Program Employment &amp; Training</b>	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.
<b>Technical Assistance</b>	TA	The process of providing targeted support, such as training or resource sharing, to a specified body.
<b>Temporary Assistance for Needy Families</b>	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.
<b>United States Department of Education</b>	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.
<b>United States Department of Labor</b>	USDOL	Federal agency overseeing labor in the U.S.
<b>Work-Based Learning</b>	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.
<b>Workforce Innovation and Opportunity Act</b>	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.
<b>Youth Apprenticeship</b>	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](http://www.gwdb.maryland.gov)