Maryland
GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

Pilot Visit Report: CTE Committee Expert Review Team

Queen Anne's County Public Schools

CTE Committee, Governor's Workforce Development Board

Pilot Visit Date: March 6, 2024

Report Submitted: July 9, 2024

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Overview of the CTE Committee Expert Review Team Visit

PURPOSE OF THE CTE EXPERT REVIEW TEAMS (ERT)

The *Blueprint for Maryland's Future (*"the *Blueprint"),* Md. Ann. Code, Ed. Art. §21-209, established the Career and Technical (CTE) Committee as a unit within the Governor's Workforce Development Board (GWDB). The GWDB serves as the Governor's chief strategic and policy-making body for workforce development in the State of Maryland.[1] The GWDB is composed of key business, labor, education, community, and State and local government leaders appointed by the Governor to collaborate on business-led workforce approaches that advance Maryland's economic competitiveness and build pathways to work, wages and wealth for all Marylanders. The CTE Committee was established in 2022 and is composed of 11 members of the GWDB, as required in statute. The purpose of the CTE Committee is to build an integrated, globally competitive framework for providing CTE to Maryland students in public schools, institutions of postsecondary education, and the workforce.

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

PURPOSE OF CTE ERT PILOT VISITS

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

1. Test and modify CTE ERT tools and templates for visits, including questions, note taking, debriefing and follow-up reporting.
2. Design visit models for different LEA types, to inform the CTE Committee's planning for ERT deployment for the 2024-2025 school year and beyond.
3. Understand the structure and effectiveness of current CTE offerings in the LEA, identify successful strategies already in place, pinpoint potential areas for growth, and identify challenges needing attention by the LEA and by the state.

ABOUT QUEEN ANNE'S COUNTY PUBLIC SCHOOLS

[1] Executive Order No. 01.01.2023.22. (2023). https://regs.maryland.gov/us/md/exec/comar/01.01.2023.22

QACPS offers 17 CTE programs in the county's two comprehensive high schools: Kent Island High School (KIHS) and Queen Anne's County High School (QACHS). Each high school serves as a hub for delivering specialized training and education designed to prepare students for a diverse range of careers. Queen Anne's County High School houses the trades programs for the LEA, which are open to students from either high school. The remaining programs are offered at both high schools, although program focuses vary between them. Over half (63%) of Queen Anne's County students are enrolled in a CTE program, compared to the state average of 47%. See the LEA brief linked in the appendix for more information on the county's CTE programs.

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

SUMMARY OF THE VISIT

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

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

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

STRENGTHS

1. **Leadership and Collaboration**: The two high schools have strong leaders (principal and academic dean) committed to providing high quality CTE programs to their students. The high enrollment in CTE across the LEA has meant that CTE is a priority for the school leaders. During the focus group with school leaders, one principal said, "It is my personal mission to be sure that every student has a plan for high school and beyond," emphasizing the LEA's commitment to CTE. Enrollment in CTE across the LEA is also growing and has exceeded pre-pandemic levels in many programs, including welding, carpentry, and masonry.
    - **Visibility of CTE:** Both schools have made efforts to enhance the visibility of CTE within the community, including featuring CTE teachers and programs on the school Facebook pages and holding information sessions with parents and community members. The LEA CTE Director said the *Blueprint* goals around industry-recognized credentials (IRCs) has also helped to raise the profile of CTE programs as an alternative to college pathways as it offers something of value for students that they can apply to work as soon as they leave high school.
    - **Accessibility of CTE:** The two schools have worked together to try to increase accessibility of LEA CTE programs for all students. An example is that an extra bus route was added this year so that KIHS students can stay at QACHS for just one CTE class, in an effort to make participation of KIHS students in QACHS programs more attractive. Previously, students were required to stay the full morning and enroll in non-CTE courses at the QACHS if they wanted to participate in programs there unless they had their own transportation back to KIHS after their CTE course. In addition, the lottery system for high-demand trades programs at QACHS was also changed to reserve an equal number of slots for KIHS and QACHS students.

2. **Enhanced Career Education and Counseling**: The introduction of the career coach role at each high school has provided both schools with needed staffing to ensure that time is spent systematically introducing all students to CTE programs and to broader workplace and career pathways, those requiring college degrees and those requiring industry certifications. The career coaches have been able to standardize some of the broader programming that the LEA provided when it had more resources, including parent nights and visits for CTE teachers to local businesses. The leadership of the schools thought these new positions made a big difference, with one principal saying that the new positions were the "most impactful" new staff roles in the last several years. The career coaches also seemed well-integrated with the school counselors and had a clear understanding of the delineation of their roles, while still working together as a team. One school counselor referred to the career coach as a "breath of fresh air" indicating both the positive collaboration and innovative new programming being provided to students.

3. **Improved Business & Community Relationships:** By fostering stronger relationships with local businesses and community organizations, the LEA has significantly enriched its CTE programs. These partnerships have led to increased opportunities for real-world learning, internships, and apprenticeships, providing students with

valuable insights into potential career paths. The establishment of a CTE Liaison by Queen Anne's County Economic Development improved the coordination between schools and the local business community, leading to more meaningful CTE experiences for students. This role serves as a bridge, facilitating partnerships that enhance the relevance and quality of CTE programs.

4. **Strong Staffing and Focus on Real World Applications**: During the focus groups, students expressed high satisfaction with their CTE programs, highlighting the relevance and engagement of the curriculum that mirrors real-world challenges and opportunities. This engagement not only enhances their learning experience but also motivates them to apply their knowledge in practical settings, bridging the gap between classroom learning and actual job requirements.
    a. **Dedicated and Skilled Teachers**: The success of CTE programs heavily relies on the dedication and expertise of its teachers, who bring a wealth of industry experience and a passion for education to the classroom. According to the data, the average tenure of CTE teachers in QACPS is 11 years, with some as many as 25 years of experience. Most of the CTE teachers at QACPS, like in other LEAs, are second-career teachers with experience and ongoing connections to industry. Their commitment to student success is evident in their teaching methods, which often go beyond traditional approaches to include mentorship and individualized support. CTE teachers are able to stay current through continuing education and professional development opportunities. Those opportunities may include attending or presenting at local, regional or national conferences, as well as participation and membership in professional associations within those CTE professions. Several of the student focus group participants noted their appreciation for their CTE instructors. The county also has a notably low rate of turnover of CTE teachers.

    b. **Engagement in Practical Work and Connections to Industry:** The hands-on experiences provided through CTE give students the opportunity to apply their skills in real contexts, something students highly valued. School-based projects— such as selling carpentry work, giving haircuts in in-school salons, or designing theater sets for school productions— provide practical, simulated work environments within the school setting. Additionally, direct workplace experiences facilitated through local business partnerships, offer students authentic on-the-job training. These varied opportunities equip students with a comprehensive understanding of workplace dynamics and industry standards.

    c. **Positive Program Outcomes**: The tangible successes of CTE programs in QACPS, such as high CTE program completion rates (99.7%) and the acquisition of industry-recognized credentials (14% of QACPS students earned an IRC in 2022, compared to 6% statewide).

CHALLENGES

1. **Limited Program Capacity**: Several CTE programs lack the capacity to meet student demand.
    a. **Space Limitations:** The high demand for certain CTE programs suggests a need for additional space beyond current school classrooms to accommodate all interested students. The LEA is investigating community and local college facilities in addition to offering additional sessions of programs (when staffing allows) but it is not clear that these strategies will be sufficient.

    b. **Instructor Shortage**: A shortage of qualified instructors limits the LEA's ability to expand CTE slots. Recruiting and retaining skilled educators are crucial for the development and sustainability of diverse and robust CTE programs. Expansion of program offerings in high-demand areas such as Culinary, Nursing, and Welding is hindered by a shortage of instructors. For example, the local community college has a welding classroom but has been unable to hire an instructor.

2. **Lack of Time to Shift Direction:** Several people at QACPS reported that students who change their mind about their pathway often do not have the option to shift to another program because they do not have time in their schedule. One reason may be that students only start CTE in 11th grade. After the initial CTE course, they only have one year left before graduation. In addition, there are a lot of high school graduation requirements which make their schedules potentially overcrowded with little room for CTE classes and electives. Another factor may be the lack of dedicated career exploration in middle school and early high school which would help students make more informed choices. However, for the upcoming school year, QACPS will be hiring a new career coach dedicated solely to middle school students.

3. **Limited Apprenticeship Programs**: Apprenticeship in the LEA is still limited. There are currently four Apprenticeship Maryland Program (AMP) apprenticeships and no Registered Apprenticeships available. Efforts to expand apprenticeship are reportedly facing some hesitation from local businesses, some of whom lack capacity or resources to offer substantial apprenticeship experiences. This is especially true in a county dominated by small businesses. Hosting apprentices or interns requires direct costs, like wages, and indirect costs, including the time that senior staff must dedicate to training, mentoring, and oversight instead of their primary responsibilities, that are difficult for some businesses with just a handful of employees to provide.

4. **Limited Work-Based Learning Opportunities**: Not all program areas provided WBL[2] opportunities, either on the school site or at a workplace. These can offer students more hands-on experience and better preparation for the workforce. WBL opportunities are seemingly dependent on individual CTE instructors forming

[2] WBL refers to 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 in Maryland for developing talent and preparing students for the workforce and evolving labor market. The CTE State Plan emphasizes the importance of aligning WBL with curriculum and instruction to ensure that it fosters in-depth, firsthand engagement with the tasks required in a given career field.

relationships with local businesses, coordinating schedules, and arranging transportation for students.

5. **Facilities or Equipment in Need of Updating**: On our visit, we were told that some programs have outdated equipment or limited program space within the school building for learning. These issues might limit the ability of the programs to provide strong and current preparation for an evolving workplace. Lack of budget for upgrading equipment or classroom space and limited donations from local businesses have contributed to this.

CTE ERT RECOMMENDATIONS

1. **Map out county education and training options** to help students understand potential jobs (and salaries) in each area and the kind of credentials and degrees that are required for a sequence of jobs. MSDE is planning and developing such pathway maps in partnership with the CTE Committee of the GWDB. The maps will also include Industry-Recognized Credentials, Registered Apprenticeships, and/or other work-based learning opportunities.

2. **Explore using advanced technology** to expand access to programming by providing virtual classes or VR instruction in areas where they would make sense. This may take planning and funding, but some early pilots could build excitement and support and provide a partial response to transportation challenges for some programs.

3. **Establish & expand career exploration** for middle and early high school students by engaging them in exploratory work-based and career-connected learning in the LEA's CTE programs, supervised by older students or alumni or funded by local businesses. Some of these opportunities could be hosted after school (similar to Life After High School Night) or over the summer.

4. **Rethink the structure of some pathways** to allow students to choose specializations or switch focus after completing a foundational course in a broad cluster area.

5. **Explore options to allow Kent Island students to spend more time at their home high school.** During various focus groups, there were participants who commented that some KIHS students were hesitant to choose CTE programs because of their location at QACHS. They stated that the students were comfortable at their home school and did not always feel comfortable traveling. Exploring options to create a second session for popular programs, offer trade programs at both schools, or provide even more transportation options could improve accessibility for KIHS students.

6. **Expand school-based services or businesses** as a way to offer strong work-based learning experiences to engage students and to increase the level of responsibility that students can feel towards their studies if they are producing real work, services, or products for customers. We heard that some cosmetology classes offer haircuts to the school community and carpentry classes provided services to community members. These types of services could be expanded or formalized.

7. **Partner with Chesapeake College** (and other colleges, including virtual partners) to deliver classes or programs they are already equipped to deliver and offer dual enrollment credit for technical courses offered by the college as part of the CTE program of study, including as the required Related Instruction for a Registered Apprenticeship. So far, they have leveraged the existing partnership with Chesapeake College by weighing class grades as some of the non-CTE high school courses do. This practice helps incentivize the enrollment in and completion of CTE programs. Develop a clear strategy for building Registered Apprenticeship options for students in the county in partnership with the Maryland Department of Labor and the QA County Liaison, including developing Registered Apprenticeships with public sector organizations (i.e., school LEA; county government), individual employer sponsors, group sponsors (a group of several employers in one industry, including smaller employers), and industry associations in the county with a high need for workers.

8. **Organize a student advisory group** on CTE programming to get student input on program areas, raising program quality, designing new pathway areas, and also fielding young spokespeople for the program.

9. **Review current programming** to ensure that programs are focused on emerging skill needs (e.g., add EV cars to auto tech) and identify high-growth industries in the region that currently have no programs in the county. The county can work with the Upper Shore Workforce Investment Board to identify needs of specific industries in the county or region.

10. **Expand professional learning opportunities** for CTE teaching staff, including those that allow staff to be current with developments in the industry. This might include allowing staff to get updated industry credentials and attend industry conferences, as well as time to plan across programs and with career counseling and career exploration staff. The MSDE Perkins Allowability Chart provides guidance on how Perkins funds can be used to support professional learning opportunities for teachers.

11. **Review and modify course schedules[3] to support CTE participation, including participation in Registered Apprenticeships.** This could entail a shift in thinking about master schedules and how to construct class periods/blocks to spend more time in the CTE classes and/or Registered Apprenticeships. Longer CTE class blocks may allow classes to better simulate a work environment. For example, an auto tech student may not have enough time in their class period to complete an oil change, a core task in this field. Extending class periods to allow more time to learn workplace skills in an authentic way could mean the student is more successful at the skill/task when they do apply it in a workplace, and better understands workplace expectations.

[3] Sample student schedules provided by MSDE (slides 20-22). https://tinyurl.com/2vz32e5j

APPENDIX GUIDE

A. **Pilot Visit Structure & Participants**
B. **LEA Brief**
C. **Agenda for the Visit**
D. **Visit Tools**

APPENDIX A | Pilot Visit Structure & Participants

Programs Visited:

Kent Island HS	**Queen Anne's County HS**
Biomedical Sciences	Carpentry
Computer Science	Cosmetology
Construction Design	Homeland Security
Homeland Security	Masonry
Teacher Academy of Maryland	Nursing
	Welding

Team Members:

Name	*Role*	*Contact*
Brian Cavey	Member, CTE Committee	
Pam Clay	Office of College and Career Pathways, MSDE	
Anna Howie	CTE Director, Dorchester County Public Schools	
Jackie Kraemer	Director, Policy Analysis & Development, NCEE	
Charlotte Notaras	Research & Policy Analyst, NCEE	
Molly Mesnard	Deputy Director, GWDB CTE Committee	molly.mesnard@maryland.gov
Dan Schneckenburger	Executive Director, Upper Shore Workforce Investment Board	
John Strickland	ERT Manager, GWDB CTE Committee	john.strickland@maryland.gov
Kristen Tilghman	Blueprint Coordinator & Curriculum Supervisor,	

	Talbot County Public Schools	

Local LEA Participants:

Name	*Role*
Adam Tolley	CTE Director
John Schrecongost	Principal, QACHS
Dr. Billie Brice	Academic Dean, QACHS
Daniel Harding	Principal, KIHS
Dr. Stacy Rankin	Academic Dean, QACHS
Kim Betts Bob Willis Kelley Moore	School Counselor(s), QACHS
Heather Tranquill Julie Steinbruck Maggie Ireland Laura Schroyer	School Counselor(s), KIHS
Betsy Ricketts Karen Hesson	Career Coach(es)
Lisa Darby, Cosmetology Robin Reese-Poust, Nursing Ron Frederick, Carpentry Michael Blackiston, Masonry Brian Stokes, Agriculture Jason Woodward, Homeland Security Shannon Singleton, Architecture/Drafting/Construction Design	CTE Teacher(s), QACHS
Josh Dishong, PLTW Engineering Cate Beaton, PLTW Engineering Rebecca Ritz, PLTW Biomedical Sciences Sherry Valenti, Teacher Academy of Maryland Mike Coyner, Computer Science Rick Strader, Homeland Security Marcie Mamas, Accounting and Finance Justin Holland, Accounting and Finance Matt Ward, Construction and Design Kay Parramore, Interactive Media Production	CTE Teacher(s), KIHS

Student focus group participants have been omitted for confidentiality reasons.	

APPENDIX B | LEA Brief

CTE LEA Leads

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

Comprehensive High Schools with CTE

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

LEA CTE Centers
None

ERT Visit

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

LEA CTE Enrollment, Participation, and Completion Rates

Programs & Enrollment, 2021-22	**Queen Anne's County**
# of High Schools with CTE Programs	2
# of CTE Centers	0
# of CTE Programs	22
Total High School Enrollment (2021)	2,351
CTE Enrollment (2022)	1,473
CTE Enrollment (% of Total HS Enrollment)	62.5% Queen Anne's (47% State Avg)
Participation & Completion Rates, 2022	**Queen Anne's County**
CTE Concentrators	393
CTE Concentrators (% of Total HS Enrollment)	17% Queen Anne's (12% State Avg)
CTE Completers (#)	253
CTE Completers that graduate HS (% of CTE Completers)	99.7% Queen Anne's (97% State Avg)
WBL Participation (#)	7
# of Apprenticeship Participants	4
# of Apprenticeship Completers	4
IRC Completion Rate[4]	13.5% Queen Anne's (6% State Avg)
Dual Enrollment Participation Rate (2021-22)	6% Queen Anne's (7% State Avg)
Progress Towards 45% Goal	LEA did not have this information[5]

LEA CTE Offerings

[4] These data indicate the percentage of CTE concentrators that earn a state-approved industry credential, currently defined as "a verification of an individual's qualification and competence in a specific career area." This has *not* yet been updated to reflect the CTE Committee's revised definition and quality criteria for an IRC.

[5] The current data being collected is the number of all high school students who complete an apprenticeship and the percentage of all CTE concentrators who earn an IRC. We need both metrics to be calculated as the percentage of the graduating class earning an IRC or completing an apprenticeship. We will update this table for the next round of visits so that we have the correct information.

Overview

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

Career Exploration

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

Enrollment Practices

How do students enroll in programs?

- Students selecting a CTE course complete an application—selecting their first, second, and third choice—and submit it to their guidance counselor. Students are placed on a master spreadsheet and courses are filled based upon the order requests and applications are received. All students who request are enrolled in programs that do NOT meet enrollment capacity .
- Kl and QA guidance meet to match course selections between the schools. Process for CTE entrance into programs that are considered over-enrolled:
    - Applications are reviewed for over-enrolled classes and if the student's second or third choice is under-enrolled, all those are approached to select the under-enrolled option in an effort to fill all programs.
    - If over-enrollment still exists; remaining student applications are assigned a number and if all minimum qualifications (if based on essential criteria necessary for success in the program) are met, a random lottery will be held to fill the class.
    - Where applicable, students who do not gain entrance in one year are given a priority in the next year should they still have interest.

Are all CTE programs offered to all students?

- All students are afforded equal access to all of our CTE courses and programs of study. No students are discriminated against on the basis of race, color, national origin, sex, gender identity, disability, or age in their employment of educational programs and activities.

Can a student participate in a CTE program at another school?

- Yes, all programs are duplicative at each school with the exception of our trades programs that are offered at Queen Anne's County High School.
- We offer full bus transportation for Kent Island students that wish to attend any of those programs at QACHS.

Program Design

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

LEA Support for Schools

- Professional development initiatives
- Transportation for CTE students

Kent Island High School

School Leadership: Mr. Daniel Harding, Principal
School Contact: Adam Tolley, CTE Director; Dr. Stacey Rankin, Academic Dean
School Website
Kent Island High School, with a total student population of 1,143, boasts specialized programs in areas such as Interactive Media Production, Computer and Information Sciences, and Pre-Engineering, amongst others. The school offers the Apprenticeship Maryland Program, facilitating pathways into careers across healthcare, automotive, and other key industries, reflecting a tailored approach to career readiness.

Queen Anne's County High School

School Leadership: Mr. John Schrecongost, Principal
School Contact: Adam Tolley, CTE Director; Dr. Billie Brice, Academic Dean
School Website
Queen Anne's County High School, home to 1,208 students. It offers a slightly different mix of programs including Cosmetology, Construction Trades Professions, and an Academy of Health Professions. Its offerings in trades, alongside comprehensive academic tracks, underscore the school's role in preparing students for both higher education and immediate workforce entry.

List of Queen Anne's CTE Programs

Kent Island High School

Total Student Population: 1,143

CTE Program	Student Enrollment
Interactive Media Production	50
Computer and Information Sciences	75
Teacher Academy of Maryland	83
Construction Design and Management	92
Pre-Engineering (PLTW)	146
Fire Emergency Medical Training / High School Cadet (MFRI)	10
Homeland Security and Emergency Preparedness – Homeland Security Sciences	N/A
Homeland Security and Emergency Preparedness – Information/Communications Technology	73
Biomedical Science (PLTW)	115
Business Management	0
Accounting and Finance & Marketing	213
Apprenticeship Maryland Program*	#

Queen Anne's County High School

Total Student Population: 1,208

CTE Program	Student Enrollment
Curriculum for Agricultural Science Education (CASE)	130

Interactive Media Production	68
Computer and Information Sciences	52
Careers in Cosmetology	42
Teacher Academy of Maryland	86
Construction Design and Management	74
Pre - Engineering (PTLW)	151
Fire Emergency Medical Training/ High School Cadet (MFRI)	10
Homeland Security and Emergency Preparedness - Homeland Security Sciences	127
Construction Trades Professions - Masonry	67
Construction Trades Professions - Carpentry	47
Automotive Technology Maintenance and Light Repair - Plus (NATEF)	45
Construction Maintenance Professions - Welding	46
Academy of Health Professions - Certified Nursing Assistant	58
Biomedical Science (PLTW)	110
Accounting and Finance & Marketing	200
Business Administrative Services-MOS	22
Apprenticeship Maryland Program*	#

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

- Acts Retirement Life Communities (Healthcare)

- Atlantic Tractor, LLC (Automotive)
- Campbell's Boatyard (Marine Trades)
- Chesapeake Chef Service (Hospitality and Tourism)
- Chesapeake CNC (Manufacturing)
- Dock House LLC (Hospitality and Tourism)
- Dixon Valve and Coupling Company (Manufacturing)
- E&B Automotive, Inc. (Automotive)
- Eastern Shore Title Company (Finance, Insurance and Real Estate)
- Gross Mechanical Laboratories, Inc. (Manufacturing)
- Grounded Electrical Construction (Construction)
- iFrog Digital Marketing (Marketing and Communications)
- Itaberco, LLC (Hospitality and Tourism)
- Kent Manor FBS (Hospitality and Tourism)
- Midshore Technology Services (Information Technology)
- Net Vision Consultants, Inc. (Information Technology)
- NRL & Associates, Inc. (Manufacturing)
- Phillips Wharf Environmental Center, Inc. (Aquaculture)
- Pro-Air, Inc. (Construction)
- Queenstown Collision Center, Inc. (Automotive)
- Queenstown Harbor (Hospitality and Tourism)
- Queenstown Landing (Hospitality and Tourism)
- RAUCH, Inc. (Engineering)
- Rommel Construction (Construction)
- The Jetty Restaurant (Hospitality and Tourism)
- The Narrows, Inc. (Hospitality and Tourism)
- Weisman Electric, Inc. (Construction)
- The Whalen Company (Manufacturing)
- Willard Agri Service (Agriculture)
- Woods Aviation d/b/a Chesapeake Sport Pilot (Aviation)
- Wye River Marine (Marine Trades)

LEA Student Demographics

Data from SY 2022	Maryland	Queen Anne's
LEA Student Demographics	889,971	
% Asian	6	1.1
% American Indian / Alaska Native	<1	0.2
% Black	33	5.5
% Hispanic	22	12.1
% Native Hawaiian / Other Pacific	<1	0.1

Islander		
% Two or More Races	5	6.4
% White	33	74.7
% Students with Disabilities (2021-22)	12	10.6
# of English Learners	12	389
% Low-Income	52	36
Child Poverty Rate % (2022)	12	8
Unemployment Rate % (2022)	3	5.2*
Educational Attainment Rate (bachelor's or higher) (2022)	42	37

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

Community Context

Nearby Universities & Community Colleges

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

Economic Profile

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

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

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

Educational Attainment

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

Leading Business Groups*

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

*data in his table comes from the Maryland Department of Labor, Division of Workforce Development and Adult Learning

Appendix C | Agenda for the Visit

Visit Date: Wed, March 6, 2024 Departure Time: 3:30pm	*Queen Anne's County HS* 125 Ruthsburg Rd, Centreville, MD 21617	*Kent Island HS* 900 Love Point Rd, Stevensville, MD 21666	Arrival Time: 8:00am-8:15am Morning Meeting*: 8:15am-8:30am Departure Time: 11:35am *Morning meeting will be for the visiting team and participants to review agenda and logistics

Part 1: Queen Anne's County High School

Team 1:	Molly Mesnard, Brian Cavey, Jackie Kraemer, Dan Schneckenburger (Adam Tolley)	Team 2:	John Strickland, Rachel Amstutz, Pam Clay, Kristen Tilghman, Charlotte Notaras (Dr. Billie Brice)
Time	Activity	Time	Activity
8:30am-9:15am (45)	CTE Lead/Administrator Mtg[1] Location: Media Center	8:30am-9:15am (45)	CTE Lead/Administrator Mtg[1] Location: Media Center
9:15am-9:20am (5)	Walking Debrief*	9:15am-9:20am (5)	Walking Debrief
9:20am-9:40am (20)	Classroom Visit Cosmetology/Mrs. Darby Rm 307	9:20am-9:40am (20)	Classroom Visit Carpentry/Mr. Frederick Rm 316
9:40am-9:45am (5)	Walking Debrief	9:40am-9:45am (5)	Walking Debrief
9:45am-10:05am (20)	Classroom Visit Welding/Mr. Dion Room 304	9:45am-10:15am (30)	CTE Teacher Focus Group[2] Location: Media Center
10:05am-10:15am (10)	Walking Debrief & Break	10:15am-10:25am (10)	Walking Debrief & Break
10:15am-10:45am (30)	Guidance Counselor & Career Coach Mtg[3] Location: Media Center	10:25am-10:45am (20)	Classroom Visit Auto/Mr. Prosser Rm 300
10:45am-10:55am (10)	Debrief & Break	10:45am-10:55am (10)	Debrief & Break
10:55am-11:35am (40)	CTE Student Focus Group[4] Location: Media Center	10:55am-11:35am (40) (2x20)	Classroom Visit Nursing/Mrs. Reese-Poust Rm 311 Homeland Security/Mr. Woodward Portable 7
11:35am-12:45pm (70)	Travel to KIHS & Lunch	11:35am-12:45pm (70)	Travel to KIHS & Lunch

Part 2: Kent Island High School

Team 1:	Molly Mesnard, Brian Cavey, Jackie Kraemer, Dan Schneckenburger, Anna Howie (Adam Tolley)	Team 2:	John Strickland, Rachel Amstutz, Pam Clay, Kristen Tilghman, Charlotte Notaras (Dr. Stacey Rankin)
Time	Activity	Time	Activity
12:45pm-1:15pm (30)	CTE Lead/Administrator Mtg[5] Location: Conf Rm	12:45pm-1:15pm (30)	CTE Student Focus Group[6] Location: Room 263
1:15pm-1:20pm (5)	Walking Debrief	1:15pm-1:20pm (5)	Walking Debrief
1:20pm-1:40pm (20)	Classroom Visit Construction/Mr. Ward Room 156	1:20pm-1:40pm (20)	Classroom Visit Teacher Academy/Ms. Valenti Portable 5
1:40pm-1:45pm (5)	Walking Debrief	1:40pm-1:45pm (5)	Walking Debrief
1:45pm-2:25pm (40) (2x20)	Classroom Visit PLTW Engineering/Mr. Dishong Room 256 Computer Science/Mr. Coyner Room 206	1:45pm-2:25pm (40) (2x20)	Classroom Visit PLTW BioMed/Ms. Ritz Room 101 Homeland Security/Mr. Strader Room 162
2:25pm-2:35pm (10)	Break	2:25pm-2:35pm (10)	Break
2:35pm-3:00pm (25)	Guidance Counselor & Career Coach Mtg[7] Location: Counseling Office Conference Room	2:35pm-3:00pm (25)	CTE Teacher Focus Group[8] Location: Room 263
3:00pm-3:30pm (30)	End of Day Debrief & Gathering	3:00pm-3:30pm (30)	End of Day Debrief & Gathering

Team Member Roles-QACHS

CTE Lead Meeting	Names	CTE Teacher Focus Group	Names
Notes	Pam Clay	Notes	Charlotte Notaras
Notes	Kristen Tilghman	Notes	John Strickland
Facilitator	John Strickland	Facilitator	Pam Clay (Script)
Facilitator	Charlotte Notaras (Script)	Facilitator	
Time		Time	Kristen Tilghman

Guidance Counselors and Career Coaches	Names	CTE Student Focus Group	Names
Notes	Brian Cavey	Notes	Dan Schneckenburger
Notes	Jackie Kraemer	Notes	Brian Cavey
Facilitator	Molly Mesnard (Script)	Facilitator	Jackie Kraemer (Script)
Facilitator	Dan Schneckenburger	Facilitator	Molly Mesnard
Time	Jackie Kraemer	Time	Dan Schneckenburger

Team Member Roles-KIHS

CTE Lead Meeting	Names	CTE Teacher Focus Group	Names
Notes	Molly Mesnard	Notes	Rachel Amstutz
Notes	Jackie Kraemer	Notes	John Strickland
Facilitator	Anna Howie	Facilitator	Charlotte Notaras
Facilitator	Brian Cavey (Script)	Facilitator	Kristen Tilghman (Script)
Time	Dan Schneckenburger	Time	Pam Clay

CTE Student Focus Group	Names	Guidance Counselor and Career Coaches	Names
Notes		Notes	Dan Schneckenburger
Notes	Charlotte Notaras	Notes	Jackie Kraemer
Facilitator	John Strickland (Script)	Facilitator	Molly Mesnard
Facilitator	Pam Clay	Facilitator	Brian Cavey (Script)
Time	Kristen Tilghman	Time	Anna Howie

Appendix D | Visit Tools

- Interview & Focus Group Questions
- Classroom Visit Protocol
- Addendum to the Agenda