

## Addressing Specific Student Groups

### Career and Technology Education

#### 1. Somerset’s Progress on the Implementation and Expansion of CTE Programs of Study within Career Clusters

##### a. New programs have been articulated with post secondary institutions.

- Somerset County Public Schools has added a Teacher Academy Program which is articulated with most post secondary schools in the state of Maryland. This program prepares students to enter the teaching profession
- Somerset County Public Schools has added a Fire and Rescue program which prepares students for becoming fire fighters and/or emergency medical responders. This program is articulated with WorWic Community College.
- The only program not articulated with a post secondary institution is the HVAC program. Work is ongoing with Del Tech to have the program articulated.

##### b. Strategies for increasing CTE enrollees to become completers continues.

- CTE teachers attend the articulation meeting at WorWic each year to meet with the community college instructors to stay abreast of post secondary entry requirements.
- A brochure has been developed to describe each CTE program offered and what is available after completing each program.
- CTE staff members attend elementary school career days and answer student questions.
- 7<sup>th</sup> graders visit all CTE programs as a career development activity..
- 8<sup>th</sup> grade survey class students attend the career and technology center for nine weeks and spend time in each program.
- The staff have prepared and distributed pamphlets on CTE programs linking CTE programs to careers and jobs.

<u>CTE Programs</u>	<u>Enrollment</u>	<u>Concentrators/Completers</u>
Automotive	24	4/4
Business	7	4/4
Computer Repair	26	6/6
Construction	11	1/2
Fire & Rescue	7	7/7
Food Service	37	2/2
Health Occupations	34	12/12
HVAC	14	6/6
Protective Services	25	10/10
Teacher Academy	<u>5</u>	First <u>Year/ No</u> conc. or comp.
	188	52/53

## 2. Actions to Ensure Access to CTE Programs and Success for Every Student in CTE Program of Study

- High school guidance counselors are given the opportunity to visit each CTE program so they are aware of what is available to the students.
- Every 9<sup>th</sup> grade student has an Individual Learning Plan which includes CTE programs.
- Guidance counselors meet with students on an individual basis to discuss future plans.
- High school guidance counselors, high school principals and the CTE principal are in constant contact to make sure students are placed in the appropriate program.
- Professional development is provided to all CTE teachers on differentiated instruction as well as including math and reading in the curriculum.
- There are two “Open House” days held during the year at the technology and career center. The first is at the beginning of the school year and the second is held during the local Skills USA competition.
- The Workforce Development Program offers scholarships for WorWic Community College as well as funds for college level classes during the school year, paid internships for at risk students and opportunities for job shadowing.

<b>ADJUSTMENT and TIMELINE</b>	<b>RESOURCE</b>	<b>CATEGORY</b>
Provide Professional Development to all CTE teachers on differentiated instruction as well as including math and reading in the curriculum  Timeline: August 2009-June 2010	Professional Development during APD weekly sessions	Staffing Cost: \$15,276 Source: Local
Implement Skills USA Competition and Open Houses  Timeline: August 2009-June 2010	Staffing for Student Activities	Staffing Cost: \$0 Source: Staff Time
Access Workforce Development Program scholarships  Timeline: August 2009-June 2010	Business Partnerships	Staffing Cost: \$537 Source: Lower Shore Workforce Alliance grant

## EARLY LEARNING PROGRESS IN INCREASING THE PERCENTAGE OF CHILDREN FULLY READY TO LEARN

MMSR Work Sampling System™ (WSS) Data for Somerset County Public Schools

**A. Based on the examination of 2008-2009 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2), Somerset County reports as follows:**

Table 8.1: Percentage of <u>All</u> Kindergarten Students at Readiness Stages																								
	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	S P	LL	M T	S T	S S	T A	P D	Composite	S P	LL	M T	S T	S S	T A	P D	Composite	S P	LL	M T	S T	S S	T A	P D	Composite
200 4- 200 5	8 1	7 2	72	6 6	7 5	8 2	9 0	85	1 8	1 8	21	2 3	1 4	1 6	6 6	13	4 4	1 0	7 7	1 2	1 1	2 2	4 4	3 3
200 5- 200 6	7 6	6 8	76	5 9	7 2	8 3	8 7	77	2 0	2 3	19	2 9	2 0	1 4	1 2	18	4 4	9 9	5 5	1 2	8 8	3 3	1 1	5 5
200 6- 200 7	7 3	7 1	85	7 9	7 5	8 0	8 2	79	1 8	2 0	11	1 7	1 7	1 7	1 4	16	9 9	9 9	4 4	4 4	8 8	3 3	3 3	5 5
200 7- 200 8	7 0	6 8	81	7 4	7 4	7 6	8 8	78	2 2	2 4	14	2 1	2 1	2 2	1 2	19	8 8	8 8	5 5	5 5	5 5	2 2	1 1	3 3
200 8- 200 9	8 3	7 2	86	8 1	8 1	8 9	9 5	85	1 2	2 1	10	1 6	1 6	1 0	3 3	13	4 4	8 8	4 4	4 4	3 3	1 1	2 2	2 2

Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience						
	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	81	81	11	18	8	3
2005-2006	74	81	19	15	7	4

2006-2007	80	90	13	7	7	3
2007-2008	78	90	18	8	4	3
2008-2009	77	89	20	9	4	2

### School Readiness Composite Score by Sub-Group

Subgroup	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
African American	56%	79%	75%	67%	75%	88%
White	74%	92%	84%	90%	86%	83%
Hispanic	100%	90%	63%	85%	93%	81%
Male	61%	81%	69%	79%	77%	84%
Female	74%	88%	86%	79%	83%	86%
Special Education	44%	50%	33%	62%	57%	43%
LEP	Fewer than 5	83%	50%	73%	88%	81%
FARMS	79%	59%	68%	72%	77%	83%

### School Readiness by Prior Care

Prior Care	% Fully Ready			% Approaching Readiness			% Developing Readiness		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Somerset Pre-K	86%	88%	90%	11%	11%	8%	3%	1%	2%
Informal/Home Care	77%	50%	65%	23%	38%	30%	0%	12%	5%
Somerset's Head Start	71%	62%	78%	19%	35%	17%	10%	4%	6%