

I.E.
Addressing Specific Student Groups
Career and Technology Education

The Bridge to Excellence Act requires that the Master Plan “shall include goals, objectives, and strategies” for the performance of students enrolled in Career and Technology Education (CTE) programs.

- 1. Somerset County Public School’s Progress on the Implementation and Expansion of CTE Programs of Study within Career Clusters as a Strategy to Prepare More Students Who Graduate Ready for Entry into College and Careers.**
 - a. Two recently implemented programs expanded CTE offerings**
 - 2006- Started the Maryland Academy for Teacher Education program which started with only 2 students and is up to 6 for the up coming school year.
 - 2007-Started the Fire and Rescue program. Although the numbers are not high this is a popular program in the fire and rescue industry.
 - b. Staff maintain articulation agreements with local community college**
 - CTE teachers attend the articulation meeting at Wor Wic each year to meet with the community college instructors to stay abreast of post secondary entry requirements.
- 2. SCPS ensures access to CTE Programs and Success for Every Student in CTE Programs of Study, Including Students Who are Members of Special Populations**
 - a. CTE staff make sure all stakeholders are aware of programs**
 - High school guidance counselors are given the opportunity to visit each CTE program so they are aware of what is available to the students.
 - 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.
 - b. The business community and parents are active partners in CTE**
 - 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 Wor Wic 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.
- Program Advisory Committees meet regularly with the CTE staff

3. The School System’s Strategies for Increasing CTE enrollees to Become Completers of CTE Programs of Study.

a. Data points should including the number of enrollees, the number of concentrators and completers

<u>CTE Programs</u>	<u>Enrollment</u>	<u>Concentrators/Completers</u>
Automotive	22	9/9
Business	16	13/13
Computer Repair	15	5/5
Construction	16	9/9
Fire & Rescue	4	4/4
Food Service	21	8/8
Health Occupations	25	11/11
HVAC	14	2/2
Protective Services	14	7/7
Teacher Academy	<u>5</u>	<u>6/7</u>
	156	74/75

b. Strategies to be utilized

- Continued eighth grade survey class in which every eighth grade student spends a week in each CTE program and learns what the program has to offer them.
- CTE teachers attend career days at every elementary school and high school to meet with students to make the students aware of what is available to them.
- Many of our programs have a certification that helps students obtain jobs upon graduation. They include Automotive, Construction, Fire & Rescue, Health Occupations, and Teacher Academy. We are planning to add Computer Networking this year and Food Service next year.
- Because of our small community our instructors have a close relationship with their PAC members which help our students get employment after graduation.
- When students turn 18 years old they are eligible for up to \$4,800 in scholarship money through the Workforce Investment Board if they plan to pursue certification in a field in which we have an articulation agreement with Wor Wic Community College.
- We offer reading and math placement tests to makes sure students are ready for post secondary classes.

4. Responses to CTE Improvement Plans Required if a Local School System Does Not Meet at least 90% of the Negotiated Performance Target for a Core Indicator of Performance Under the Perkins Act.

a. Core Indicator(s) of Performance that did not meet the 90% threshold.

- 6S1-Non-Trad Participation was shown to be at 69% on the Local Perkins Accountability Report(LPAR). We offer ten CTE programs, two of which (Business and Health Occupations) are non traditional for males. The other eight programs(Food Service, Fire & Rescue, Protective Services, Teacher Academy, HVAC, Construction, Computer Networking and Automotive Technology) are non traditional for females. In FY 2009 only 15 students out of 107 were enrolled in non traditional programs.
- 6S2-Non-Trad Completion was shown to be at 18% on the Local Perkins Accountability Report. In FY 2009 only 2 students out of 61 completed a non traditional CTE program.

b. Reasons why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.

- We only offer two programs(Business and Health Occupations) that are non traditional for males.
- There were no disparities or gaps in performance between any category and performance, it is extremely hard to convince the students to try a course if they are not interested.

c. The FY 11 section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.

- Local Perspective 2A
- Strategy Worksheet B-1, Transition and Alignment between learning levels

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Provide Professional Development to all CTE teachers on cultural diversity and working with students with an IEP Timeline: August 2010- June 2011	Professional Development during APD weekly sessions	Staffing Cost: \$18,202 Source: Local
Implement Skills USA Competition and Open Houses	Staffing for Student Activities	Staffing Cost: \$0 Source: Staff Time

Timeline: August 2010- June 2011		
Access Workforce Development Program scholarships Timeline: August 2010- June 2011	Business Partnerships	Staffing Cost: \$1,000 Source: Lower Shore Workforce Alliance grant