

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.
- Both of these two programs struggle to get an enrollment exceeding 6 students

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.

c. Two additional programs now offer end of course certification

- Culinary Arts offers the “Safe Serve” certification
- Computer/Networking offers A + certification

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	17	5/5
Business	33	19/19
Computer Repair	15	7/7
Construction	14	6/6
Fire & Rescue	1	1/1
Food Service	21	8/8
Health Occupations	30	14/14
HVAC	17	6/6
Protective Services	20	6/6
Teacher Academy	<u>10</u>	<u>6/6</u>
	178	73/78

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.
- Most programs have a certification that helps students obtain jobs upon graduation. These include Automotive, Construction, Fire & Rescue, Health Occupations, Teacher Academy, Computer Networking and Food Service.
- Because of the small community CTE 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.

- Reading and math placement tests are offered 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.

- In 1S2 the most notable gap was between the Special Needs group (33.33) and other groups which ranged from 65 to 77. There was a gap of 12 points between female (78.38) and the male (66.67) subgroups and an 11 point gap between White (77.14) and African American (65.63) students.
- In 5S1 the only gap was between females (70.59) and males (47.37). The percentage of 58.13 is 21 points below the previous year (79.16) and 15 points below the 2008(73.91).

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.

- Issues of Special Needs students are addressed during the Afternoon Professional Development (APD). This will continue to be worked on with teachers again this year during APD
- As 5S1 is a measure of students continuing on in school, getting related job, or going into the service, it is felt this drop has occurred as a result of the decline in the economy. The job market is poor and many students do not have funding for school.

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

CATEGORY	STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE AND COST
Provide Professional Development to all CTE teachers on cultural diversity and working with students with an IEP	Professional Development during APD weekly sessions	Source: Unrestricted Cost: \$17,873

CATEGORY	STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE AND COST
Timeline: August 2011- June 2012		
Implement Skills USA Competition and Open Houses Timeline: August 2011- June 2012	Staffing for Student Activities	Source: Staff Time Cost: \$0
Access Workforce Development Program scholarships Timeline: August 2011- June 2012	Business Partnerships	Source: Restricted Lower Shore Workforce Alliance Cost: \$1,000