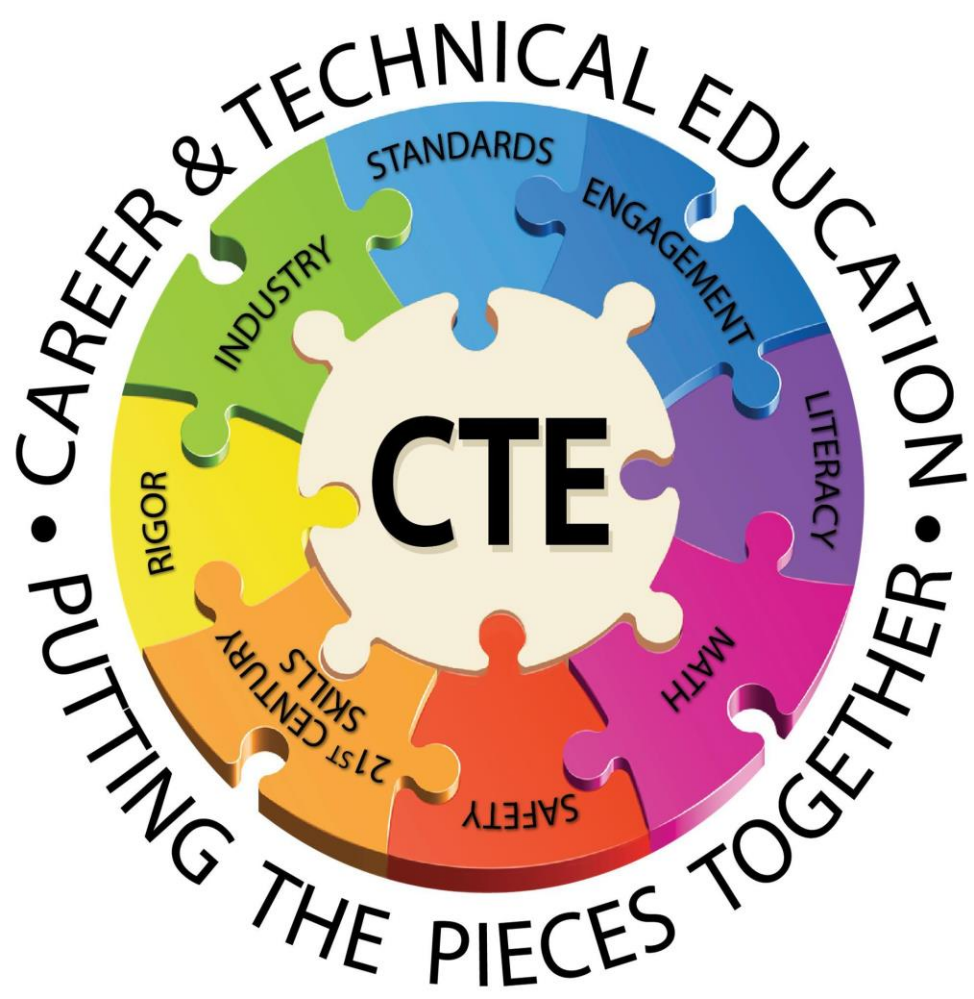
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
CAREER AND TECHNICAL EDUCATION
TASK FORCE REPORT

Career and Technical Education Task Force Summary Report



December 2017

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Table of Contents

Executive Summary

A vision for a rigorous, robust, and cutting-edge Career and Technical Education (CTE) system will ensure that Prince George's County is well prepared for the economy of the future. As post-secondary education or training becomes increasingly necessary for workers to achieve a living wage, CTE in Prince George's County Public Schools must adapt by incorporating clear post-secondary pathways for students, both before and after high school graduation. CTE represents a clear opportunity to provide high school students with the career awareness, skills, and pathways they need to succeed in a competitive job market and to build the talent pipeline necessary for local economic growth.

A strong and well-aligned CTE system will be mutually beneficial to both economic growth and student achievement. In order to build opportunities for students and local industry, the efforts of workforce development, economic development, and education must work hand-in-hand. At its best, CTE provides students, from a range of academic and socio-economic backgrounds, the opportunity to explore and work towards concrete career goals through specialized programs. A student interested in biotechnology can graduate high school with hands-on lab experience and post- secondary certifications to enter a lab technician role. Or a student at-risk of dropping out can graduate with industry credentials and tangible skills in a job they enjoy. CTE allows students of all levels to build real-world skillsets and to have a full understanding of how to attain the career and wage they want in their industry of choice.

In order to truly build a CTE system that works, PGCPS must reach and motivate students at an early age, provide hands-on, rigorous, and experiential learning opportunities, provide a seamless integration of post secondary and Advanced Placement (AP) courses, and connect with local industry partners. To educate students about viable high-skill, high-wage, high-demand career pathways, and make these opportunities truly attainable, PGCPS must engage with industry professionals to inform the direction and content of CTE programs.

Purpose of the Career and Technical Education (CTE) Task Force

The CTE Task Force was formed by Prince George's County Public Schools (PGCPS) in order to provide an internal evaluation of the quality of the programs provided to PGCPS students. The topics and actions will examine current CTE offerings at PGCPS, adopt best practices, embed career awareness across the curricula, align the efforts of workforce development boards with PGCPS, and analyze the most appropriate industry sectors of focus for CTE based on available job opportunities in the region.

The CTE Task Force was established to provide recommendations that reduce skill shortages, enhance economic growth, and ensure that all students have access to high-quality, globally competitive career and technical education programs by focusing on:

- rigorous standards;
- consistency in program quality;
- alignment with postsecondary programs leading to middle-skill occupations with family-sustaining wages;
- curricula that align workforce skills with industry-recognized standards where such standards exist;
- responsiveness to labor market needs;
- robust business and industry participation, including participation on advisory committees;
- efficient district wide delivery of programming; and,
- quality CTE teacher recruitment and retention.

The task force was directed to review current industry standards and make recommendations to improve secondary CTE programs. This review was to consider measures to ensure consistency in career and technical education program quality district wide. The task force was also asked to align CTE programming with local industry to better serve PGCPS students and the broader community.

History of Vocational Education

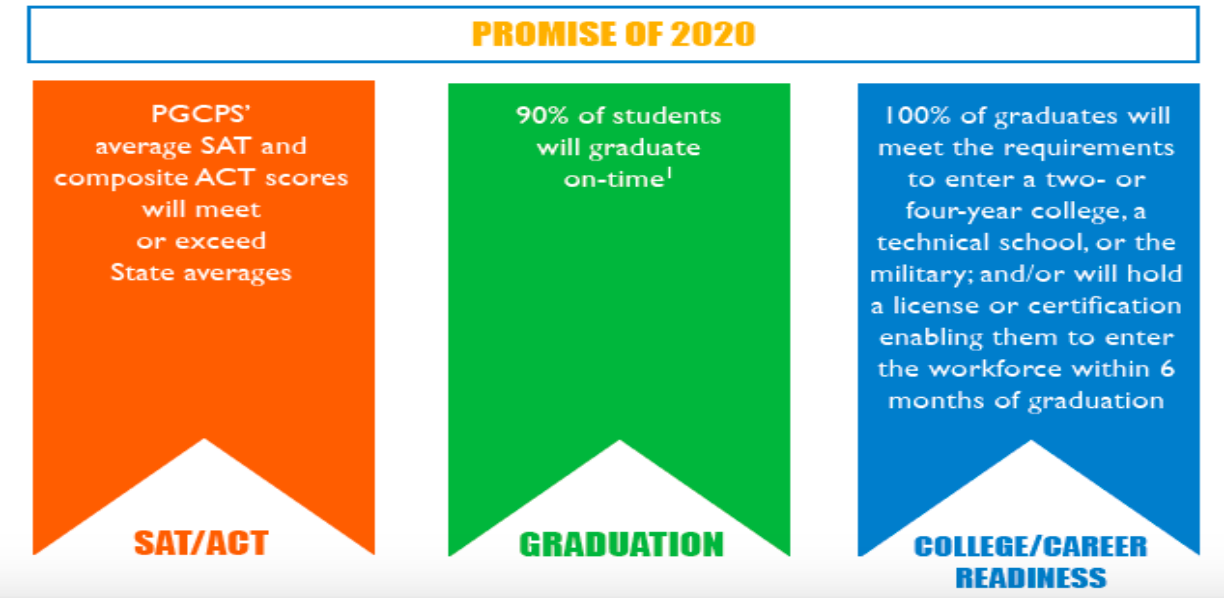
Vocational education's evolutionary process began in 1917 with the Smith Hughes Act. This federal bill supported the creation of vocational training, primarily in the area of agriculture, to meet the workforce demands. The primary focus of vocational schools was to provide job training and to retain students that would otherwise drop out of school (Gordon, 1999). In 1984, the Carl D. Perkins Vocational Education Act was passed and has since been the primary source of federal funding for states to support local Career and Technical Education (CTE) programming. In 2006, the vocational act was reauthorized as The Carl D. Perkins Career and Technical Education Act to emphasize the importance of academic achievement beyond solely vocational training. This most recent iteration, Perkins IV, includes an increased focus on curricular integration of academics into CTE curricula, with stronger connections between secondary and work-based learning opportunities.

In June of 2017, the House of Representatives passed H.R. 2353, Strengthening Career and Technical Education for the 21st Century Act. The legislation will reauthorize CTE funding through fiscal year (FY) 2023. The current legislation looks to empower state and local community leaders, improve alignment with in-demand jobs, increase transparency and accountability, and ensure a limited federal role.

Why CTE?

CTE programs of study are embedded in the PGCPS Strategic Plan. Our Strategic Plan is the roadmap we use to ensure every student in every school receives a high quality education, experiences outstanding academic achievement, and is prepared for success in college, careers, and the global economy. To achieve our vision of college and career ready graduates, we must excel in our singular goal of providing "Outstanding Academic Achievement for All Students." The realization of this promise - and the achievement of our goal - are represented by measurable results in three targeted areas of academic success: SAT/ACT scores, graduation rates, and College and Career Readiness.

While PGCPS exceeded an 80% graduation rate for the first time when the Class of 2016 reached an 81.4% graduation rate, their CTE peers had a 99.81% graduation rate in 2016. There is no one single reason why students drop out of high school, but a study of high school dropouts cited a lack of connection to the school environment; a perception that school is boring; feeling unmotivated; academic challenges; and, the weight of real world events as reasons for not returning to school (Bridgeland, DiIulio, & Morison, 2006). Students participating in CTE are engaged in hands-on, real-world learning experiences that bring relevance to school (Stone, Alfred 2004). Participants in CTE programs have higher attendance and report greater school satisfaction. Career and Technical Education programs of study are designed to help students apply academic knowledge and skills to real-world problems and projects (Bottoms 2008). CTE programs of study also foster a highly skilled workforce and economy.

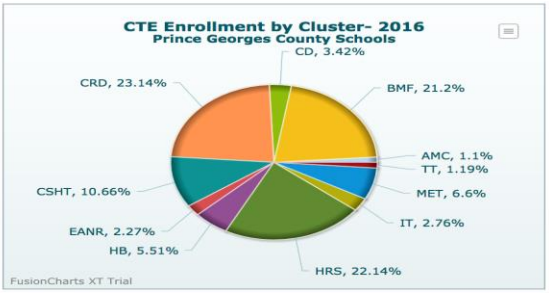


CTE in PGCPS

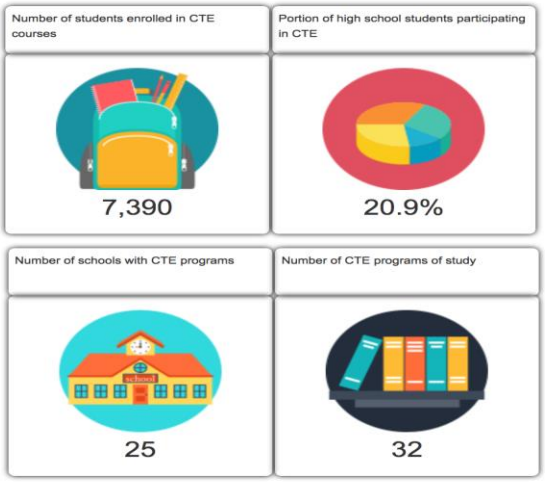
Prince George's County Public Schools (PGCPS), one of the nation's 25 largest school districts, has 210 schools and centers, more than 130,000 students and nearly 19,000 employees. PGCPS has twenty-one comprehensive high schools, five alternative programs, two International schools and two Middle colleges. All twenty-one comprehensive high schools, two alternative schools, and two evening high school offer CTE programs. During SY 2016 of the over 30,000 high schools students, 7,390 (20.9%) are in enrolled in one of our thirty-two CTE programs. PGCPS has seen a 40% decline in CTE enrollment over the past five-years from 16,823 in 2010 to 6,795 in 2015. This decline can be attributed to a multitude of factors, to include the closing of programs due to the implementation of the Secondary School Reform initiative and closing of programs due to low enrollment and/or lack of a qualified teacher.

CTE programs of study offer students opportunities to earn industry recognized credentials, dual enrollment credit, Advanced Placement (AP) courses, and articulation and transcripted credit to a host of postsecondary partners upon graduation. Of graduating CTE seniors taking a technical skill assessment (TSA), 67.1% earn a credential.

Prince Georges County Schools CTE Enrollment- 2016



CTE Career Cluster	Enrollment
Arts, Media, and Communication - AMC	81
Business Management and Finance - BMF	1,567
Construction and Development - CD	253
Career Research and Development - CRD	1,710
Consumer Services, Hospitality and Tourism - CSHT	788
Environmental, Agricultural and Natural Resources - EANR	168
Health and Biosciences - HB	407
Human Resource Services - HRS	1,636
Information Technology - IT	204
Manufacturing, Engineering and Technology - MET	488
Transportation Technologies - TT	88



Labor Market Overview

In examining both Maryland and national labor market trends, it is clear there are fewer opportunities for individuals with solely a high school degree than there once were. Unlike vocational training of the past, it is essential that CTE programs include pathways into post-secondary programs and apprenticeships in order to adequately prepare students for the workplace.

According to the Pathways to Prosperity Project at Harvard University, in 21st century America, education beyond high school is crucial for individuals to achieve work and economic stability. Over the past 40 years, the number of jobs in the U.S. that require at least some college education has increased while opportunities for those with just a high school degree have shrunk dramatically (Symonds, Schwartz, Ferguson, 2011). The Georgetown Center estimates that in 1973 workers with post-secondary education held only 28% of jobs; they held 59% of jobs in 2010 and are projected to hold 65% of jobs in 2020 (Carnevale, Smith, Strohl, 2013).

Average salaries reflect an advantage for those with at least some college education. In 2008, median earnings of workers with a Bachelor's Degree were 65% higher than those of high school graduates ($55,700 vs. $33,800). Similarly, workers with an Associate Degree earned 73% more than those who had not completed high school ($42,000 vs.$24,300) (Symonds et al. 2011).

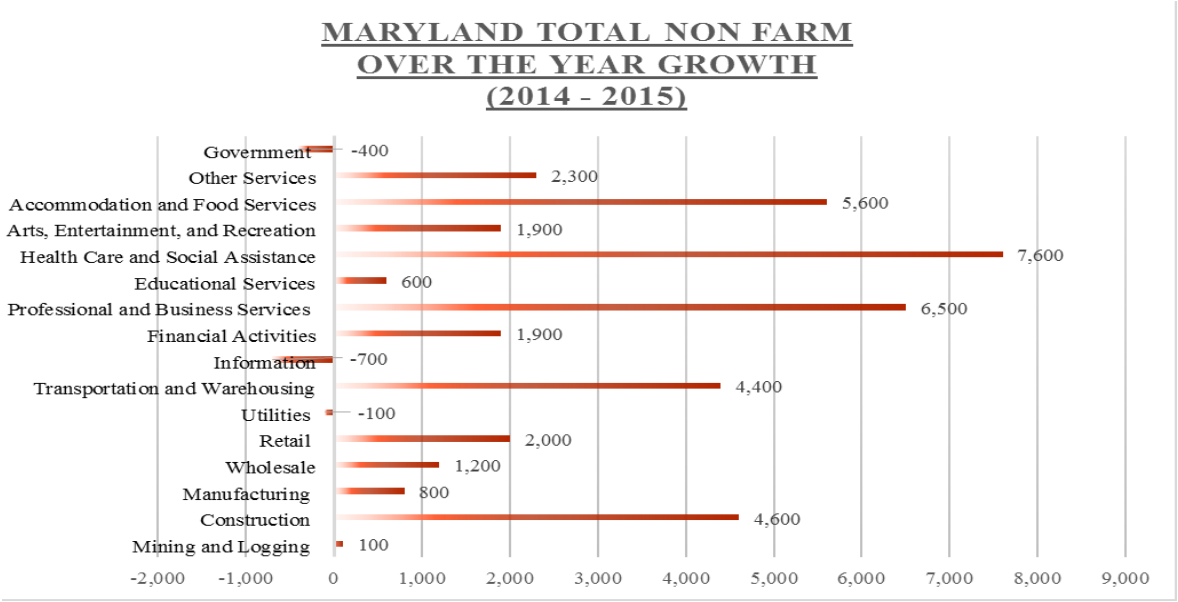
According to the National Skills Coalition, middle-skill jobs, which require education beyond high school but less than a four-year degree, make up the majority of the United States' labor market. The Georgetown Center projects that nearly half of jobs requiring workers with post-secondary education will be middle-skill occupations requiring an Associate Degree or occupational certificate. Furthermore, 27% of people with post-secondary licenses or certificates actually earn more than the average Bachelor's Degree recipient (Carnevale et al. 2013).

Maryland Growth Industries

Maryland has an economy that is diverse in industry specialization, occupations, and workers. Maryland's diversity of government and private sector employment has allowed Maryland to see a faster economic recovery than the U.S. as a whole. Maryland has several industries that are considered to be "growth industries", industries that are growing not only in the state, but are also more concentrated in Maryland than in other locations. The industry of growth differs in each county and region of the state; however, there are commonalities amongst the counties in areas such as accommodations and the food service sector. Areas that are poised for growth over the next ten years in Maryland, based on Long Term Projections data, are Educational Services, Professional, Scientific and Technical Services, and Ambulatory Health.

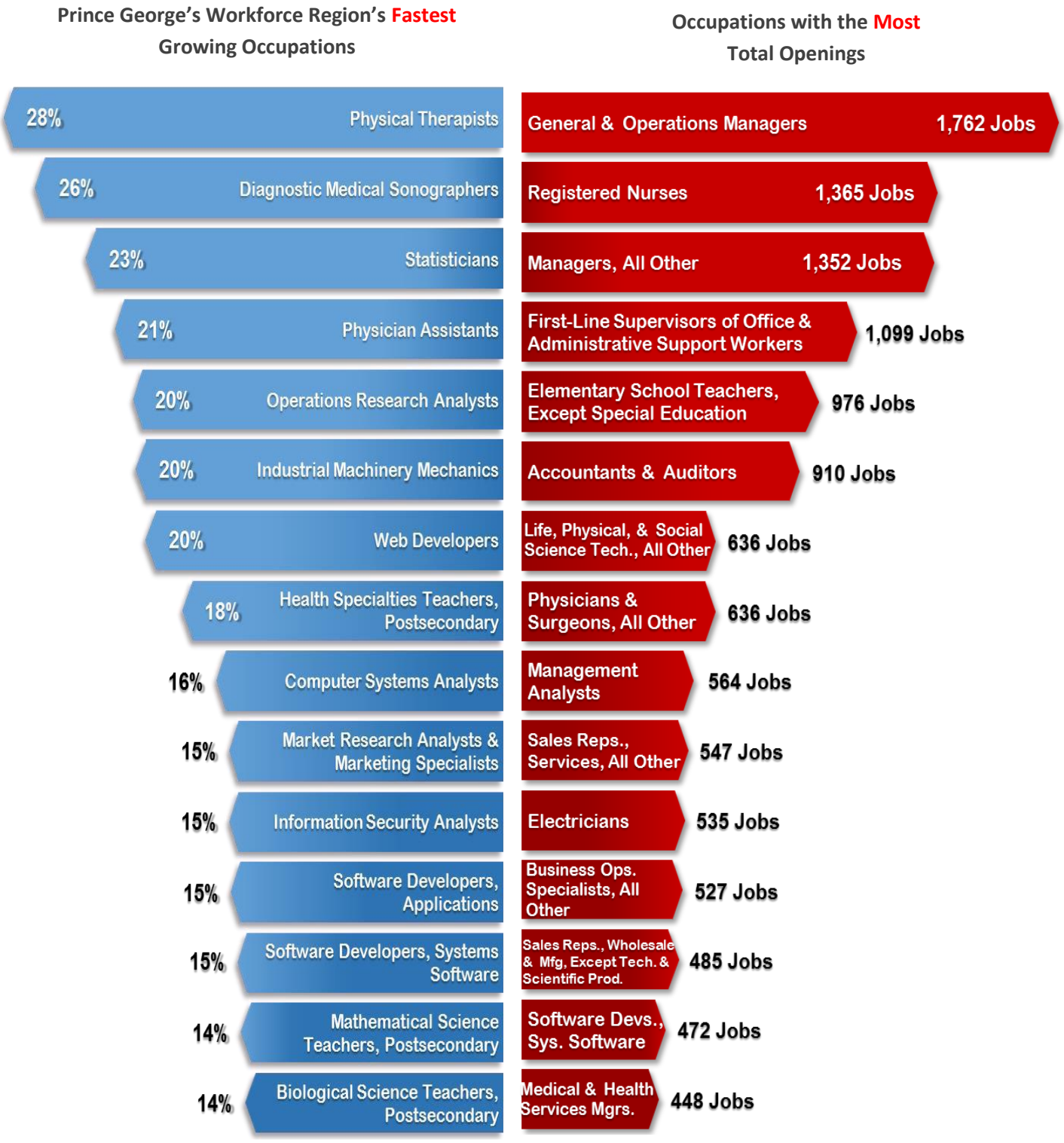
In addition, Maryland has a large number of "Occupations for the Future", occupations that are concentrated in growing industries, have above average wages, and are projected to grow (Mitchell, 2015). These occupations are clustered in Education, Training, Library occupations, and Computer and Mathematical occupations.

Growth industries are defined as industries with a positive over-the-year rate and a Location Quotient above one. Location Quotient (LQ) measures the concentration of employment in an industry in a specific area compared to a larger area. In 2014-2015, Maryland had 25 growth industries, with the Professional and Technical Services subsector being the largest group with a 2015 annual average private employment of 28,453. The fastest growing subsector in the growth category was warehousing and storage, this subsector grew at a rate of 26.4% over-the-year.



Total Nonfarm Growth by Industry: Source BLS, CES
State of Maryland Department of Labor, Licensing and Regulation - Economic Analysis Report 2015

Prince George's Workforce Region Occupational Outlook



THE LMI TEAM
Office of Workforce Information and Performance
Division of Workforce Development and Adult Learning

Task Force Subcommittee Leads and Participants

The task force was divided into five subcommittees. Each subcommittee was charged with the responsibility of reviewing PGCPS current practices, researching local and national resources for best practices, and making recommendation for program improvement.

Committee	Charge	Members
Curriculum	Subcommittee will examine and evaluate CTE curricula currently being used in PGCPS to determine if it aligns to industry standards and prepares students to pass the technical skills assessments associated with the appropriate CTE program of study. Curricula should contextualize CTE standards, build employability skills, and provide career exploration.	Lead: Conrad Samuels/Pamela Smith Members: Tony Dingle, Brett Givens, Josephine Michael, Cassandra Edwards
Facilities	Subcommittee will study the functionality and alignment of CTE facilities to industry standards in the schools. Consideration should be given to the occupational outlook while examining facilities.	Lead: Regina Garrett-Spruill Members: Shanay Dudley, Melissa Richardson, Edward Roebuck, Jason Grucela, Margaret Edsall
Community Engagement	Subcommittee will examine the collaboration between CTE programs and community stakeholders that provide work- based learning, internship and mentoring opportunities to students in order to improve community perception and engagement. Stakeholders may include: businesses, non-profits, technical schools and community colleges, universities, professional organizations and associations, government, labor unions, and others.	Lead: Danielle Carter Members: Candice Mott, Thomas Graham, Lorri Platter, Carolyn Boston, Tara Anderson, William Taylor
Access, Equity, Marketing and Teacher Recruitment	Subcommittee will investigate CTE program practices and policies to ensure students receive equitable access to programs across sub groups (school assignment, geography, race, gender, socioeconomic status, English Language Learners, students with disabilities, and the recruitment and retention of highly-qualified	Lead: Chauntia Bego Members: Carolyn Boston, Darlene Bruton, Max Pugh, and Regina Spruill

	educators).	
Post-Secondary Alignment	Subcommittee will examine and evaluate the processes, policies, and student opportunities for dual enrollment, technical skills assessments, and articulation agreements with post-secondary institutions.	Lead: Yvette Snowden Members: Dean Kendall, Taryn Washington, Brett Givens, Truell Ard, Patricia Anderson, and Andrea Carter-Lawson

CTE Task Force Committee Recommendations and Action Plan

The five CTE Task Force subcommittees identified major priorities necessary to create a stronger CTE system that bridges the academic with the career and better prepares students for the workforce. The committee's recommendations and suggested actions are outlined below.

1. Curriculum

(See Appendix D, p. 45)

Ensure CTE programs of study curricula are executed with fidelity across all schools. The district needs to ensure the delivery of curriculum is rigorous and uniform across schools.

- Establish program evaluation guidelines and review each program ensuring each meets and/or exceeds the minimal standards for program implementation.
- Develop a strategic professional development plan for new and non-tenured CTE teachers.
- Work with Human Resources to recruit viable candidates.

Prioritize opportunities for concurrent or dual enrollment with higher education. In order to give students a pathway toward earning a post-secondary certification or degree, PGCPS must ensure there are clear opportunities to earn relevant post-secondary credits while enrolled in CTE programs.

- Redesign programs of study so they offer honors and college-level courses, and continue opportunities through grade 14.
- Implement rigorous and relevant work-based learning experiences.

Foster greater integration of academic core instruction into CTE programs of study. Teaching staff should be trained in contextualized academic learning. Teachers should utilize the Literacy Toolbox and the Math-in-CTE model in CTE programs. The Task Force recommends the following next steps for the District to properly support teachers to integrate core academics into CTE instruction:

- Create curriculum crosswalks for technical standards and common core academics;
- Allocate more time for academic teachers and CTE instructors to plan lessons together;
- Strengthen professional development opportunities to support contextualized academic instruction and increase technical skill assessment scores (see Appendix C); and
- Develop "Look Fors" documents for each CTE area to assist school-based administrators with program evaluation.

Develop a tiered support system that envelops the whole student. To ensure students are properly supported during a CTE program, professional school counselors (PSC) and CTE teachers must be well versed in career pathways and opportunities for students outside of school and after graduation. Additionally, PSCs should assist students in taking advantage of opportunities like dual enrollment and advanced placement courses. CTE teachers must work vigorously to ensure students participate in work-based experiences, expanded learning opportunities (ELOs), and career-related after school and summer programs. The task force recommends the following next steps to be carried out:

- Strengthen guidance on career pathways, particularly prior to students entering their first year of a CTE program;
- Include adult mentoring component and networking opportunities with businesses;
- Assist students in obtaining summer employment and internships;
- Prepare students for career transition before workplace experiences and graduation;
- Encourage students to pursue dual enrollment and AP course options available in their selected pathway; and
- Provide professional development for Professional School Counselors on career pathways and dual enrollment options.

Fully engage industry partners in CTE implementation. Local employers must become strong partners in program development and implementation. Industry partners should help identify programs of study that align to economic growth needs.

- Partner with the Division of Strategic and External Affairs to regularly convene leading employers.
- Work with PGCC to restructure the Local Advisory Committee (LAC) to meet the needs of secondary and post-secondary programs of study.
- Work with Program Advisory Committee (PAC) to provide feedback on CTE curricula.

2. Facilities

(See Appendix E, p.47)

Prioritize facility updates/upgrades to align with current industry trends and requirements. To ensure students are trained using the latest industry aligned technology possible, renovations should not rely solely on school designers and architects. The task force recommends PGCPS follow the criteria below in future planning.

- Devise a list of industry practitioners to secure feedback on trends in industry and to provide feedback on current CTE facilities.
- Visit businesses with cutting edge resources in order to use their layout and design to help plan for future CTE facility projects.
- Develop a project priority and timeline with the Capitol Improvement Program (CIP) department to determine renovation priorities.
- Review current facilities to ensure current OSHA safety standards and civil right accommodations are met.

Create Regional Career and Technical Education Centers. In order to have maximum impact of facility updates, centralizing CTE programs to two locations allows the district to concentrate funding and maintain state of the art facilities. The task force team makes the following recommendations:

- Ascertain locations in the northern and southern regions of the district for Regional CTE technology high schools;
- Create two technology high schools, taking care to assess programmatic offerings and their quality, and develop a strategic plan for implementation with post-secondary and industry partners; and
- Address district wide scheduling and transportation to support regional centers.

3. Community Engagement

Examine ways to promote and engage community stakeholders. PGCPS must engage local stakeholders and foster relationships through various methods of communication. The committee recommends the following to address the concerns:

- Promote high-quality CTE as a component of career readiness explaining what CTE entails, target long-held misconceptions of CTE programs, and advertise CTE connections to postsecondary options;
- Research alternative methods and mediums for communication to stakeholders (i.e., parents, students, teachers, and counselors) – For example, using webinars, social media, podcasts, etc.; and
- Promote partnerships with the creation of a business partnership registration page.

Engage local employers to develop opportunities for student internships and work-based learning experiences. The District must engage local employers to create internships and work-based learning opportunities to meet their specific employment needs and initiatives, and build accountability and expectations for students through embedded workplace readiness training in all CTE programs. The following steps are recommended:

- CTE teachers should assist students in identifying internship and/or work-based learning opportunities and ensure students are adequately prepared for a workplace experience;
- Ensure current work-based learning contracts and/or memoranda of understanding for internships clearly sets the objectives for the experience and delineates roles of the employer and obligations of the school system, including points of contact at the school level and rubrics for employers to regularly evaluate student performance;
- Clearly define liability policy for paid and unpaid student internships on external worksites; and
- Consider opportunities to assist businesses in supporting students such as, trainings or orientations for employers who host students.

Work with employers to develop registered apprenticeship programs. CTE programs of study should be explicitly linked to applicable opportunities in registered apprenticeship and/or pre-apprenticeship programs when available. The following steps are recommended:

- Develop an apprenticeship program committee to identify and engage business in the creation of high school apprenticeship and pre-apprenticeship programs;
- In partnership with the Economic Development Corporation, develop policies and procedures for registering apprenticeship opportunities; and
- Align CTE programs to employment opportunities in newly registered apprenticeships and traditional apprenticeships.

Re-engage disconnected youth with CTE programs of study. PGCPS can increase the number of graduates who are able to obtain livable wages by expanding CTE offering to evening schools. The committee recommends implementing the following to recapture disconnected youth:

- Provide access to CTE programs of study that lead to industry recognized credentials during evening high school for over-age and under-credit students; and
- Consider opportunities for businesses to rent facilities after hours for training of underemployed adults.

4. Access, Equity, Marketing and Teacher Recruitment

Develop career awareness among middle school students for CTE program outreach. Promote career awareness at an earlier age and educate middle school students about CTE programs available in PGCPS with the following steps:

- Develop professional development opportunities for middle school teachers to introduce career pathways and CTE opportunities to students;
- Strengthen communication with parents and students about CTE programs;
- Find ways to offer hands-on CTE programming at the middle school level, such as Career Exploration days and afterschool programs; and
- Develop a Pre-Kindergarten to Career Continuum plan.

Establish specific entry criteria for each CTE program of study. Administering a career interest survey will ensure students are maximizing their strengths, talents, and interest. Criteria should allow for the inclusion of all diverse populations, including Special Education and English Language Learners (ELL). The committee recommends the following next steps:

- In collaboration with Student Services, select an online career interest survey that will be administered in elementary and middle school;
- In collaboration with Professional Schools Counselors, develop a career planning lesson module for PSC's to help students understand their career interest survey results and career planning;
- In collaboration with postsecondary and industry partners, determine specific criteria needed for each CTE program of study;
- Revise current application process to include entry requirements that are specific to the career area; and
- Make accommodations to facilities as well as curriculum, instruction, materials, assessment, and support services where appropriate to ensure that all students have access to and can achieve success in the program.

Develop a marketing plan to create awareness and shift perceptions of CTE programs among all stakeholders. This can be accomplished by the following:

- Implement a branding campaign that brings life to PGCPS CTE programs of study and increases student enrollment;
- Establish consistent messaging about CTE programs amongst District leadership;
- Develop a phased, strategic marketing plan that includes a website, social media, print material, and banners and signage at program locations; and
- Develop a marketing toolkit for schools and community/business partners to use to promote programs to their internal stakeholders.

Attracting and retaining the right teachers. In order to recruit and retain the highest quality of industry certified instructors, a sound partnership with the Division of Human Resources and Certification Office is required. Recommendations include the following:

- Implement professional development activities that ensure teachers structure learning strategies that integrate core curriculum and career-related standards;
- Increase industry collaboration with teachers to develop professional development experiences;
- Develop paid certification preparatory and pedagogy development courses that enable industry teachers to obtain teacher licensures;
- Develop a CTE HR partner position to recruit and hire for the specialized CTE positions; and
- Develop a differential pay scale for industry professional to address disparity in compensation between industry and education.

5. Post-Secondary Alignment

Fully engage postsecondary partners in the review and development of articulation agreements. The District must provide CTE students with clear connections to postsecondary opportunities. The team makes the following recommendations:

- Build better bridges from high school to college and careers to include post-secondary counseling and program alignments;
- Review all articulation agreements to reflect post-secondary and secondary course changes;
- Identify and address gaps that inhibit the creation of local agreements (i.e., lack of local transfer institutions, programmatic fit, geography, etc.);
- Develop electronic data transmittal of CTE completer data to post-secondary partners; and
- Research successful models for CTE data sharing between PGCPS and PGCC (some examples, Baltimore County/Community College Baltimore County and Cecil County/Cecil Community College).

Moving Forward

The ultimate goal supported by these recommendations is to establish comprehensive CTE programs of study that afford every student in PGCPS the opportunity to explore and pursue career and college learning opportunities including vibrant career guidance and relevant work-based learning. District-wide consistency and a commitment to quality will remove the stigma from CTE and help students pursue rewarding middle-skill careers that require at least some post-secondary education. By efficiently delivering these opportunities through the Technical Academy Centers, PGCPS will better prepare its students for rewarding futures with increased family incomes and career enhancement, and at the same time, PGCPS will be able to meet employer demands to enhance economic growth and ensure a vibrant future for Maryland communities - big and small.

Although this review was comprehensive, it was not inclusive of all CTE programs of study offered in PGCPS. The task force also recommends an additional review of all CTE programs to include programs that are offered at all comprehensive schools. The teams noted that certain programs are under enrolled and students from across the district do not access programs in equal percentages. (See Appendix A for List of CTE Programs and Locations; see Appendix B for CTE Enrollment by Program)

The District could improve its ability to implement CTE programs of study with fidelity by implementing the following highlighted recommendations:

1. Create regional Career and Technology Centers. Students report that transferring from feeder schools in their junior year is a significant barrier to enrollment.
2. Establish a new systemic vision for college and career readiness that complements CTE programs of study.
3. Implement a branding campaign that integrates and values college and career preparation and debunks the misconceptions about CTE.
4. Employ an external evaluator to evaluate all CTE programs to include 2-, 3-, and 4-year programs of study.

Career and Technical Education Programs of Study and Location

Program Name	Program Location
Academy of Health Professions (APH)	Bladensburg High School
	Crossland High School
	Dr. Henry A Wise, Jr. High School
	Friendly High School
	Largo High School
	Laurel High School
	Suitland High School
Automotive Body Repair	Suitland High School
Automotive Technician	Crossland High School
	Gwynn Park High School
	Laurel High School
	Suitland High School
Barber/Hairstylist	Crossland High School
	Suitland High School
Careers in Cosmetology	Bladensburg High School
	Crossland High School
	Gwynn Park High School
	Laurel High School
	Suitland High School
Construction Maintenance - Heating, Ventilation and Air Conditioning	Crossland High School
	Suitland High School
Construction Trades - Carpentry	Bladensburg High School
	Croom Vocational High School
	Suitland High School
	Tall Oaks High School
Construction Trades - Electrical	Bladensburg High School
	Croom Vocational High School
	Crossland High School
	Suitland High School
Construction Trades - Masonry	Crossland High School
	Suitland High School
Construction Trades - Plumbing	Suitland High School
Culinary Arts - American Culinary Federation (AFC)	Bladensburg High School
	Crossland High School
	DuVal High School
	Gwynn Park High School
	Oxon Hill High School
Fire Science: Maryland Fire and Rescue Institute (MFRI)	Charles Herbert Flowers High School
	Gwynn Park High School
Graphic Communications (PrintED)	Suitland High School
IT Networking Academy (CISCO)	Crossland High School
	Dr. Henry A Wise, Jr. High School
	Laurel High School
	Potomac High School
	Suitland High School

CTE Enrollment by Program

*All grade levels	SY 2016 -2017	SY 2017 - 2018
Architecture & Design		
Carpentry	**SY 2016 -2017**	**SY 2017 - 2018**
Bladensburg HS	20	25
Croom HS	8	7
Suitland HS	4	10
Tall Oaks HS	13	4
Total	***45***	***46***
Electrical	**SY 2016 -2017**	**SY 2017 - 2018**
Bladensburg HS	15	17
Croom HS	5	6
Crossland HS	19	24
Suitland HS	33	34
Total	***72***	***81***
Masonry	**SY 2016 -2017**	**SY 2017 - 2018**
Crossland HS	22	23
Suitland HS	12	16
Total	***34***	***39***
Plumbing	**SY 2016 -2017**	**SY 2017 - 2018**
Suitland HS	21	22
Total	***21***	***22***

HVAC	SY 2016 -2017	SY 2017 - 2018
Crossland HS	26	25
Suitland HS	10	9
Total	***36***	***34***
Construction Design Management	**SY 2016 -2017**	**SY 2017 - 2018**
Bowie HS	50	79
Total	***50***	***79***
Business and Finance		
Accounting/Finance	**SY 2016 -2017**	**SY 2017 - 2018**
Croom HS	4	1
Dr. Henry A Wise, Jr. HS	_	24
Total	***4***	***25***
Administrative Services	**SY 2016 -2017**	**SY 2017 - 2018**
Dr. Henry A. Wise, Jr. HS	15	37
Largo HS	-	10
Parkdale HS	123	75
Total	***138***	***122***
Business Management	**SY 2016 -2017**	**SY 2017 - 2018**
Charles H. Flowers HS	56	70
Croom HS	29	11
Dr. Henry A. Wise, Jr. HS	143	236
Northwestern HS	116	136
Parkdale HS	315	194
Suitland HS	243	141
Total	***902***	***777***

NAF Finance Academy	SY 2016 -2017	SY 2017 - 2018
Charles H. Flowers HS	100	98
Dr. Henry A. Wise, Jr. HS	78	96
Eleanor Roosevelt HS	120	155
Largo HS	153	163
Oxon Hill HS	61	65
Suitland HS	41	51
Total	***553***	***628***
Consumer Services, Hospitality and Tourism		
Barbering/Hairstylist	**SY 2016 -2017**	**SY 2017 - 2018**
Crossland HS	22	23
Suitland HS	29	28
Total	***51***	***51***
Cosmetology	**SY 2016 -2017**	**SY 2017 - 2018**
Bladensburg HS	24	29
Crossland HS	32	33
Gwynn Park HS	42	34
Laurel HS	24	30
Suitland HS	22	34
Total	***144***	***160***
Culinary (ACF)	**SY 2016 -2017**	**SY 2017 - 2018**
Bladensburg HS	28	28
Crossland HS	27	27

DuVal HS	26	47
Gwynn Park HS	27	26
Oxon Hill HS	51	52
Total	***159***	***180***
Food and Beverage Management (ProStart)	**SY 2016 -2017**	**SY 2017 - 2018**
Bladensburg HS	19	18
Bowie HS	94	67
Charles H. Flowers HS	49	60
DuVal HS	98	86
Friendly HS	-	12
Gwynn Park HS	27	16
High Point HS	30	26
Parkdale HS	48	34
Suitland HS	23	36
Total	***388***	***355***
Engineering and Science		
Project Lead the Way- Pre-Engineering	**SY 2016 -2017**	**SY 2017 - 2018**
Charles H. Flowers HS	93	90
Crossland HS	57	68
DuVal HS	158	152
High Point HS	99	72
Northwestern HS	73	97
Oxon Hill HS	116	98
Total	***596***	***577***

Environmental Studies		
Curriculum for Agricultural Science Education (CASE)	**SY 2016 -2017**	**SY 2017 - 2018**
Gwynn Park HS	77	73
Fairmont Heights HS	-	46
Total	***77***	**119**
Environmental Studies/ Natural Resources	**SY 2016 -2017**	**SY 2017 - 2018**
Fairmont Height HS	69	64
High Point HS	81	87
Total	***150***	***151***
Graphic Arts, Media and Communications		
Graphic Communications (PrintED)	**SY 2016 -2017**	**SY 2017 - 2018**
Suitland HS	8	14
Totals	***8***	***14***
Interactive Media Production	**SY 2016 -2017**	**SY 2017 - 2018**
Central HS	21	32
DuVal HS	55	81
Oxon Hill HS	-	40
Surrattsville HS	-	39
Totals	***96***	***192***

Health and Bioscience		
Academy of Health Professions	**SY 2016 -2017**	**SY 2017 - 2018**
Bladensburg HS	44	44
Crossland HS	34	35
Dr. Henry A. Wise, Jr. HS	44	57
Friendly HS	53	88
Largo HS	37	96
Laurel HS	23	23
Suitland HS	16	27
Totals	***251***	***370***
Biomedical Science - Project Lead the Way	**SY 2016 -2017**	**SY 2017 - 2018**
Bladensburg HS	126	103
Dr. Henry A. Wise, Jr. HS	96	83
Friendly HS - *Phase out 2018*	56	11
Total	***278***	***197***
Homeland Security and Military Science		
Homeland Security and Emergency Preparedness	**SY 2016 -2017**	**SY 2017 - 2018**
High Point HS	129	211
Parkdale HS	196	265
Potomac HS	88	112
Suitland HS	67	88

Totals	***480***	***676***
Information Technology		
Computer Science	**SY 2016 -2017**	**SY 2017 - 2018**
Charles H. Flowers HS	142	202
High Point HS	66	77
Total	***208***	***279***
Cisco Networking Academy	**SY 2016 -2017**	**SY 2017 - 2018**
Crossland HS	13	5
Dr. Henry A. Wise, Jr. HS	30	47
Laurel HS	36	42
Potomac HS	45	90
Suitland HS	34	28
Total	***158***	***212***
Law, Education, and Public Service		
Child Care and Development	**SY 2016 -2017**	**SY 2017 - 2018**
Bowie HS	110	107
Central HS	85	34
Charles H. Flowers HS	54	114
Dr. Henry A. Wise, Jr. HS	147	117
Frederick Douglass HS - *phased out 2017*	17	-
High Point HS	84	106

Laurel HS	71	44
Northwestern HS	119	125
Parkdale HS	148	151
Potomac HS - *phased out 2017*	10	-
Suitland HS - *phased out 2017*	117	-
Surrattsville HS	49	47
Tall Oaks HS	12	12
Total	***1023***	***857***
Fire Science/EMT	**SY 2016 -2017**	**SY 2017 - 2018**
Charles H. Flowers HS	31	28
Gwynn Park HS	21	20
Total	***52***	***48***
Teacher Academy of Maryland	**SY 2016 -2017**	**SY 2017 - 2018**
Bowie HS	40	64
Laurel HS	90	92
Potomac HS	58	94
Total	***188***	***250***
Transportation		
Auto Body Repair	**SY 2016 -2017**	**SY 2017 - 2018**
Suitland HS	15	27
Total	***15***	***27***

Auto Mechanic Technician	SY 2016 -2017	SY 2017 - 2018
Crossland HS	27	21
Gwynn Park HS	32	31
Laurel HS	18	22
Suitland HS	24	25
Total	***101***	***99***

Technical Skill Attainment Report by Program

	SY 2015 -2016					SY 2016- 2017				
Architecture & Design										
Carpentry	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bladensburg HS	6	6	100%	6	100%	5	5	100%	5	100%
Croom HS	7	7	100%	7	100%	6	6	100%	6	100%
Suitland HS	6	6	100%	6	100%	3	0	0%	0	0%
Tall Oaks HS	2	2	100%	1	50%	6	6	100%	6	100%
Total	***21***	***21***	***100%***	***20***	**95.24%**	***20***	***17***	***85%***	***17***	***100%***
Electrical	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bladensburg HS	6	6	100%	6	100%	6	6	100%	6	100%
Croom HS	6	4	66.67%	1	25%	3	3	100%	2	66.67%
Crossland HS	2	2	100%	0	0%	4	0	0%	0	0%
Suitland HS	18	18	100%	14	77.8%	10	10	100%	0	0%
Total	***32***	***30***	***93.75%***	***21***	***70%***	***23***	***19***	***82.60%***	***8***	***42.11%***

	SY 2015 -2016					SY 2016- 2017				
Masonry	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Crossland HS	3	3	100%	3	100%	8	8	100%	8	100%
Suitland HS						4	4	100%	4	100%
Total	***3***	***3***	***100%***	***3***	***100%***	***12***	***12***	***100%***	***12***	***100%***
Plumbing	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Suitland HS	7	7	100%	6	85.71%	9	0	0%	0	0%
Total	***7***	***7***	***100%***	***6***	***85.71%***	***9***	***0***	***0%***	***0***	***0%***
HVAC	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Crossland HS	12	12	100%	12	100%	6	6	100%	5	83.3%
Suitland HS	6	6	100%	6	100%	5	5	100%	4	80.0%%
Total	***18***	***18***	***100%***	***18***	***100%***	***11***	***11***	100%	***9***	***81.8%***

	SY 2015 -2016					SY 2016- 2017				
Construction Design Management	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bowie HS	-	-	-	-	-	4	0	0%	0	0%
Total	-	-	-	-	-	***4***	***0***	***0%***	***0***	***0%***
Business and Finance										
Accounting	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Croom HS	3	1	33%	1	100%	5	2	40%	0	0%
Total	***3***	***1***	***33%***	***1***	***100%***	**5**	**2**	**40%**	**0**	**0%**
Administrative Services	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Dr. Henry A. Wise, Jr. HS	7	0	0%	0	0%	30	1	3.3%	1	100%
Largo HS	16	16	100%	16	100%	15	15	100%	15	100%
Parkdale HS	15	15	100%	2	13.33%	34	0	0%	0	0%
Total	***38***	***31***	***81.57%***	***18***	***58.06%***	**79**	**16**	**20.25%**	**16**	**100%**

	SY 2015 -2016					SY 2016- 2017				
Business Management	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Charles H. Flowers HS	-	-	-	-	-	-	-	-	-	-
Dr. Henry A. Wise, Jr. HS	-	-	-	-	-	12	0	0%	0	0%
Northwestern HS	16	16	100%	0	0%	25	16	64%	0	0%
Parkdale HS	11	4	36.36%	0	0%	8	0	0%	0	0%
Suitland HS	17	15	88.24%	0	0%	19	19	100%	0	0%
Total	***44***	***37***	***84.10%***	***0***	***0%***	***64***	***35***	***54.69%***	***0***	***0%***
NAF Finance Academy	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Charles H. Flowers HS	24	0	0%	0	0%	22	16	72.73%	0	0%
Eleanor Roosevelt HS	8	8	100%	3	37.50%	18	17	94.44%	8	47%
Largo HS	8	4	50%	0	0%	11	7	63.64%	6	85.72%
Oxon Hill HS	14	0	0%	0	0%	19	0	0%	0	0%
Suitland HS	14	10	71.42%	7	70%	15	15	100%	11	73.33%
Total	***68***	***22***	***32.35%***	***10***	***55.55%***	***85***	***55***	***64.70%***	***18***	***32.73%***

	SY 2015 -2016					SY 2016- 2017				
Consumer Services, Hospitality and Tourism										
Barbering/Hairstylist	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Crossland HS	10	9	90%	9	100%	7	7	100%	7	100%
Suitland HS	9	9	100%	9	100%	11	11	100%	10	90.9%
Total	***19***	***18***	***94.74%***	***18***	***100%***	***18***	***18***	***100%***	***17***	***94.40%***
Cosmetology	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bladensburg HS	13	11	84.62%	10	90.91%	11	11	100%	11	100%
Crossland HS	13	13	100%	8	61.54%	19	18	94.73%	18	100%
Gwynn Park HS	24	24	100%	21	87.50%	21	21	100%	21	100%
Laurel HS	10	10	100%	10	100%	9	8	88.88%	8	100%
Suitland HS	19	18	94.74%	17	94.44%	9	9	100%	9	100%
Total	***79***	***76***	***96.20%***	***66***	***86.84%***	***69***	***66***	***95.65%***	***67***	***100%***

	SY 2015 -2016					SY 2016- 2017				
Culinary (ACF)	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bladensburg HS	30	29	96.67%	20	68.97%	18	18	100%	8	44.44%
Crossland HS	22	0	0%	0	0%	12	12	100%	0	0%
DuVal HS	-	-	-	-	-	6	6	100%	1	16.67%
Gwynn Park HS	-	-	-	-	-	9	8	88.88%	8	100%
Oxon Hill HS	21	20	95.24%	6	30%	30	30	100%	0	0%
Total	***73***	***49***	***67.12%***	***26***	***53.06%***	***75***	***74***	***98.66%***	***17***	***22.97%***
Food and Beverage Management (ProStart)	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bladensburg HS	5	5	100%	5	100%	6	6	100%	2	33.34%
Bowie HS	31	30	96.77%	30	100%	51	49	96.08%	32	65.31%
Charles H. Flowers HS	23	23	100%	15	65.22%	13	13	100%	6	46.16%
DuVal HS	13	0	0%	0	0%	31	31	100%	1	3.23%
Gwynn Park HS	32	20	62.50%	6	30%	20	20	100%	9	45.00%
High Point HS	34	24	70.59%	12	50%	14	14	100%	4	28.58%
Parkdale HS	14	13	92.86%	4	30.77%	15	15	100%	0	0%

Suitland HS	4	0	0%	0	0%	4	3	75%	0	0%
Total	***156***	***115***	***73.72%***	***72***	***62.61%***	***154***	***151***	***98.06%***	***54***	***35.77%***
	SY 2015 -2016					**SY 2016- 2017**				
Engineering and Science										
Project Lead the Way- Pre-Engineering	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Charles H. Flowers HS	16	16	100%	7	43.75%	15	15	100%	8	53.33%
Crossland HS	-	-	-	-	-	3	3	100%	2	66.66%
DuVal HS	27	27	100%	9	33.33%	27	27	100%	8	29.62%
High Point HS	-	-	-	-	-	11	11	100%	0	0%
Oxon Hill HS	-	-	-	-	-	13	13	100%	0	0%
Northwestern HS	-	-	-	-	-	-	-	-	-	-
Total	***43***	***43***	***100%***	***16***	***38.54%***	***69***	***69***	***100%***	***18***	***29.92%***

	SY 2015 -2016					SY 2016- 2017				
Environmental Studies										
Curriculum for Agricultural Science Education (CASE)	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Gwynn Park HS	3	-	-	-	-	12	-	-	-	-
Total	***3***	-	-	-		***12***	-	-	-	-
Environmental Studies/ Natural Resources	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Fairmont Height HS	-	-	-	-	-	-	-	-	-	-
High Point HS	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-

	SY 2015 -2016					SY 2016- 2017				
Graphic Arts, Media and Communications										
Graphic Communications (PrintED)	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Suitland HS	4	4	100%	4	100%	2	2	100%	2	100%
Totals	***4***	***4***	***100%***	***4***	***100%***	***2***	***2***	***100%***	***2***	***100%***
Interactive Media Production	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
DuVal HS	-	-	-	-	-	5	5	100%	5	100%
Surrattsville HS	-	-	-	-	-	-	-	-	-	-
Totals	***-***	***-***	***-***	***-***	***-***	***5***	***5***	***100%***	***5***	***100%***

	SY 2015 -2016					SY 2016- 2017				
Health and Bioscience										
Academy of Health Professions	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bladensburg HS	15	14	93.3%	8	57.14%	12	10	83.33%	9	90%
Crossland HS	11	11	100%	1	9%	16	14	87.50%	8	57.14%
Dr. Henry A. Wise, Jr. HS	23	23	100%	17	74%	16	16	100%	16	100%
Friendly HS	23	23	100%	7	30.43%	9	9	100%	6	66.67%
Laurel HS	12	12	100%	12	100%	7	7	100%	7	100%
Suitland HS	4	4	100%	4	100%	2	2	100%	2	100%
Totals	***88***	***87***	***98.86%***	***49***	***49.56%***	***62***	***58***	***93.55%***	***48***	***82.76%***

	SY 2015 -2016					SY 2016- 2017				
Biomedical Science – Project Lead the Way	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bladensburg HS	-	-	-	-	-	14	14	100%	11	78.57%
Dr. Henry A. Wise, Jr. HS	24	24	100%	8	33.33%	16	14	93.75%	10	66.67%
Friendly HS	12	12	100%	3	25%	12	12	100%	5	41.67%
Total	***36***	***36***	***100%***	***11***	***30.55%***	***42***	***41***	***97.62%***	***26***	***63.41%***
Homeland Security and Military Science										
Homeland Security and Emergency Preparedness	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
High Point HS	-	-	-	-	-	-	-	-	-	-
Parkdale HS	-	-	-	-	-	32	0	0%	0	0%
Potomac HS	-	-	-	-	-	-	-	-	-	-
Suitland HS	-	-	-	-	-	8	-	-	-	-
Totals	-	-	-	-	-	***40***	***0***	***0%***	***0***	***0%***

	SY 2015 -2016					SY 2016- 2017				
Information Technology										
Computer Science	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Charles H. Flowers HS	-	-	-	-	-	3	0	0%	0	0%
High Point HS	-	-	-	-	-	7	1	14.29%	1	100%
Total	**-**	**-**	**-**	**-**	**-**	***10***	***1***	***10%***	***1***	***100%***
Cisco Networking Academy	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Crossland HS	7	0	0%	0	0%	9	0	0%	0	0%
Dr. Henry A. Wise, Jr. HS	17	5	29.41%	4	80%	11	11	100%	8	72.73%
Laurel HS	14	14	100%	14	100%	15	15	100%	15	100%
Potomac HS	-	-	-	-	-	-	-	-	-	-
Suitland HS	-	-	-	-	-	-	-	-	-	-
Total	***38***	***19***	***50%***	***18***	***94.74%***	***35***	***26***	***74.29%***	***23***	***88.46%***

	SY 2015 -2017					SY 2016- 2017				
Law, Education, and Public Service										
Child Care and Development	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bowie HS	22	20	90.90%	20	100%	20	7	35.00%	7	100%
Central HS	13	9	69.23%	9	100%	36	10	27.78%	10	100%
Charles H. Flowers HS	11	10	90.91%	10	100%	28	25	89.29%	25	100%
Dr. Henry A. Wise, Jr. HS	16	0	0%	0	0%	14	0	0%	0	0%
Frederick Douglass HS	17	0	0%	0	0%	11	3	27.28%	3	100%
High Point HS	23	7	30.43%	7	100%	21	12	57.15%	12	100%
Laurel HS	5	0	0%	0	0%	11	7	63.64%	7	100%
Northwestern HS	8	0	0%	0	0%	30	5	16.67%	5	100%
Parkdale HS	9	5	55.55%	5	100%	25	6	24%	6	100%
Potomac HS	15	11	73.34%	11	100%	10	9	90%	9	100%
Suitland HS	22	0	0%	0	0%	14	14	100%	14	100%
Surrattsville HS	16	9	56.25%	9	100%	18	4	22.23%	4	100%

Tall Oaks HS	4	1	25.00%	1	100%	4	0	0%	0	0%
Total	***181***	***72***	***39.78%***	***72***	***100%***	***242***	***102***	***42.15%***	***102***	***100%***

	SY 2015 -2016					SY 2016- 2017				
Fire Science/EMT	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Charles H. Flowers HS	19	19	100%	19	100%	12	12	100%	12	100%
Gwynn Park HS	-	-	-	-	-	10	10	100%	10	100%
Total	***19***	***19***	***100%***	***19***	***100%***	***22***	***22***	***100%***	***22***	***100%***
Teacher Academy of Maryland	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Bowie HS	6	0	0%	0	0%	7	7	100%	6	85.71%
Laurel HS	-	-	-	-	-	13	13	100%	11	84.62%
Potomac HS	10	0	0%	0	0%	4	4	100%	1	25%
Total	***16***	***0***	***0%***	***0***	***0%***	***24***	***24***	***100%***	***18***	***75%***

	SY 2015 -2016					SY 2016- 2017				
Transportation										
Auto Body Repair	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Suitland HS	9	0	0%	0	0%	5	0	0%	0	0%
Total	***9***	***0***	***0%***	***0***	***0%***	***5***	***0***	***0%***	***0***	***0%***
Auto Mechanic Technician	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**	**# Graduates**	**# Tested**	**% Tested**	**# Attained**	**% Attained**
Crossland HS	16	0	0%	0	0%	10	0	0%	0	0%
Gwynn Park HS	12	12	100%	12	100%	16	16	100%	14	87.5%
Laurel HS	5	5	100%	3	60%	9	9	100%	0	0%
Suitland HS	7	0	0%	0	0%	11	11	100%	0	0%
Total	***40***	***17***	***42.5%***	***15***	***88.23%***	***46***	***36***	***78.26%***	***14***	***38.89%***

Curriculum Overview

The CTE Curriculum Task Force has evaluated the two-year CTE programs to assess the relevance and rigor of the curriculum documents. The task force reviewed the documents for industry standards/competency alignment and Maryland College and Career Readiness Standard alignment. Reviewers also determined if 21st Century skills are embedded to prepare students for work-based learning experiences.

Architecture and Design					
	Aligned to industry core competencies/standards	Aligned to Maryland CCR Standards	WBL embedded	Industry certification	Last Updated
Construction Core	X		X	X	June 2008
Carpentry 1	X		X	X	June 2008
Carpentry 2	X		X	X	June 2008
Electrical 1	X		X	X	June 2008
Electrical 2	X		X	X	June 2008
Plumbing 1	X		X	X	June 2008
Plumbing 2	X		X	X	June 2008
Masonry 1	X		X	X	June 2008
Masonry 2	X		X	X	June 2008
Heating, Ventilation and Air Conditioning 1	X		X	X	June 2008
Heating, Ventilation and Air Conditioning 2	X		X	X	June 2008
Consumer Services, Hospitality and Tourism					
	Aligned to industry core competencies/standards	Aligned to Maryland CCR Standards	WBL embedded	Industry certification	Last Updated
Careers in Cosmetology	X		X	X	2017
Barbering/Hairstylist	X		X	X	2017
Culinary Basics	X	X		X	July 2013

Baking and Pastry	X		X	X	2017
Professional Cooking	X		X	X	No curriculum exists
Graphic Arts, Media and Communication					
	Aligned to industry core competencies/standards	**Aligned to Maryland CCR Standards**	**WBL embedded**	**Industry certification**	**Last Updated**
PrintED	X		X	X	April 2007
Health Professions					
	Aligned to industry core competencies/standards	**Aligned to Maryland CCR Standards**	**WBL embedded**	**Industry certification**	**Last Updated**
Certified Clinical Medical Assistant	X	X	X	X	July 2016
Nursing	X		X	X	April 2007
Pharmacy Technician	X	X	X	X	July 2017
Information Technology					
	Aligned to industry core competencies/standards	**Aligned to Maryland CCR Standards**	**WBL embedded**	**Industry certification**	**Last Updated**
Cisco	X	X	X	X	Provided by Cisco online
Transportation					
	Aligned to industry core competencies/standards	**Aligned to Maryland CCR Standards**	**WBL embedded**	**Industry certification**	**Last Updated**
Automotive Technician	X	X	X	X	Via Blackboard
Auto Body Repair	X		X	X	July 2008

Facilities Overview

The CTE Facilities Task Force evaluated the two-year CTE programs to assess if the related labs and/or classrooms have the equipment, technology, spatial facilities, and adherence to safety requirements as required to meet industry standards.

Bladensburg HS						
Program	**Curriculum Needs Are Met**	**Equipment Needs Are Met**	**Technology Needs Are Met**	**Adequate Spatial Lab Facilities**	**Adherence to Safety Requirements**	**Additional Notes**
Carpentry	Yes	Yes	No	Yes	Yes	CCRIP will tour an apprenticeship school to see industry standards; ceiling drops are needed for carpentry/electrical.
Electrical	Yes	Yes	No	Yes	Yes	Ceiling drops are needed for carpentry/electrical. Otherwise will meet NCCR requirements.
Cosmetology	Yes	Yes	Yes	Yes	Yes	Washer and dryer are needed for 5th floor lab. Currently sharing with nursing program at the school. Additional lab on the 4th floor allows for another 13 students.
Culinary Arts	Yes	Yes	Yes	In progress	Yes	The Café and pastry kitchen are being constructed in summer 2018.
Nursing	Yes	No	Yes	Yes	Yes	Nursing needs a washing machine and Dryer needed.

Crossland HS						
Program	Curriculum Needs Are Met	Equipment Needs Are Met	Technology Needs Are Met	Adequate Spatial Lab Facilities	Adherence to Safety Requirements	Additional Notes
Barbering	Yes	No	Yes	Yes	Yes	
Cosmetology	Yes	No	Yes	Yes	Yes	Adding two pedicure stations. MGM grant is providing.
Culinary Arts	Yes	Yes	Yes	Yes	Yes	
Automotive Technician	Yes	Yes	Yes	Yes	Yes	
CISCO Networking	Yes	In progress	In progress	Yes	Yes	MGM is renovating. Electrical and furniture/cabinet upgrades; router switches, electrical drops, WIFI, and computer upgrades; mobile cart is needed, but not yet provided.
Electrical	Yes	Yes	Yes	Yes	Yes	
HVAC	Yes	Yes	Yes	Yes	Yes	
Masonry	Yes	No	Yes	Yes	Yes	Does not have adequate ventilation with exhaust fans. The exhaust fans are broken.
Nursing	Yes	No	Yes	Yes	Yes	Nursing will be updated in November 2017 per the MGM contract. The sink needed to be updated to be wheelchair accessible. Four beds have been requested. It should be included in the MGM renovations.

Gwynn Park HS						
Program	**Curriculum Needs Are Met**	**Equipment Needs Are Met**	**Technology Needs Are Met**	**Adequate Spatial Lab Facilities**	**Adherence to Safety Requirements**	**Additional Notes**
Automotive Technician	Yes	No	No	No	No	Auto equipment (engine performance/ diagnostic) aligned with National Automotive Technician's Education Foundation (NATEF) was bought two years ago; alignment rack, trainers for engine performance, trainers for brakes, trainers for suspension and steering and trainers for electrical need upgrading to match the new alignment machine that was installed. The classroom needs to be walled off to separate it from the fumes and chemicals from the lab. Ventilation and heat in both the lab and classroom need to be improved. Drops and electrical outlets need to be installed in the classroom. Safety requirements dictate that we need safety shields on bolted grinders, tire balance and tire changing machines need to be bolted to the floor, and airlines need water filters. Adequate lighting in the shops is needed.
Cosmetology	Yes	Yes	Yes	Yes	Yes	Renovations to the lab were completed in summer 2017. The old cosmetology lab was provided computers fall 2017.
Culinary Arts	Yes	Yes	Yes	Yes	Yes	The culinary arts kitchen was renovated less than three years ago. The café was renovated summer 2017.

Laurel HS						
Program	**Curriculum Needs Are Met**	**Equipment Needs Are Met**	**Technology Needs Are Met**	**Adequate Spatial Lab Facilities**	**Adherence to Safety Requirements**	**Additional Notes**
Cosmetology	Yes	No	Yes	Yes	Yes	Five dryers were broken during renovation and need replacement. Unclear who is responsible for breakage.
CISCO Networking	Yes	No	Yes	Yes	Yes	Routers, switchers, updated computers and an updated mobile cart are needed.
Automotive Technician	Yes	No	No	Yes	No	Auto equipment aligned with (NATEF) was bought two years ago. Equipment: tire machine, tire balancer, parts washer, and alignment rack need upgrading. Technology needs include drops, outlets, Smart board and computers. Safety requirements need grinder, drill press, and press bolted to the ground. Ventilation for auto technician is forthcoming per CIP contract (summer 2018).
Health Professions: Nursing	Yes	Yes	Yes	Yes	No	The lab was renovated in August 2017. 1. Bathroom sink faucet needs to be replaced with 2-handle model that will allow mixing of hot and cold. No automatic shut off. 2. Lab sinks faucets need to be replaced with 2 handle model that will allow mixing of hot and cold. 3. Storage room needs built in shelving through out. Accordingly the shelving that exists should be replicated on that continuous wall and the

						sidewall and the wall to the right upon entering the room. (There are too many boxes in the classroom as well as being stored in another teacher's classroom because of insufficient storage.) 4. Replacement of two beds because they were moved in and out twice by CIP/maintenance and not professionals for the renovations, increased the likely hood of breaking. Accordingly, two are not working since this occurred.

Suitland HS						
Program	Curriculum Needs Are Met	Equipment Needs Are Met	Technology Needs Are Met	Adequate Spatial Lab Facilities	Adherence to Safety Requirements	Additional Notes
Barbering	Yes	No	Yes	Yes	Yes	Needs pedicure stations
Cosmetology	Yes	No	Yes	Yes	Yes	It is expected that the lab will pass industry inspection although upgrades are needed. There is one pedicure station. Lab needs replacement as all equipment is more than 10 years old. The chairs are unsafe, unstable, rickety. New computers were recently provided.
Nursing	Yes	No	No	Yes	Yes	Suitland needs the three beds that have particular features fixed in order to pass Maryland State Board of Nursing (MSBN). The teacher needs a SMARTboard. The current capacity is for 14 students, and we meet the standards for 14 students, but the department's goal is that every nursing program accommodates 16 students.
PrintEd Graphic Communications	Yes	Yes	Yes	Yes	Yes	
CISCO Networking	Yes	No	No	Yes	Yes	Equipment (router and switches, desktop and mobile computer cart are needed)
Carpentry	Yes	Yes	Yes	Yes	Yes	Equipment updates funded with Perkins grant SY18.
Electrical	Yes	Yes	Yes	Yes	Yes	Equipment updates funded with Perkins grant SY18.
HVAC	Yes	Yes	Yes	Yes	Yes	Equipment updates funded with Perkins grant SY18.

Masonry	Yes	Yes	Yes	Yes	Yes	Equipment updates funded with Perkins grant SY18.
Plumbing	Yes	No	Yes	Yes	Yes	Equipment updates funded with Perkins grant SY18. Plumbing needs furniture, lab space, tables, and work benches ($20,000); Needs new floors.
Auto Body Repair	Yes	No	No	Yes	No	Equipment needs (paint mixing booth), compressor upgrade is needed (the compressor is located in the maintenance room). Technology (mobile computer cart is needed; no desktops in the classroom; mobile cart better because of dust from lab). Safety needs include bolting grinder, drill press, and tire machine.
Automotive Technician	Yes	No	No	Yes	Yes	Equipment - alignment machine and rack; tire changing machine; filters for the air line are needed. Lights need to be upgraded. Mobile cart and outlets in the classroom are technology needs.

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