Department of College & Career Readiness and Innovative Programs

SY19 Strategic Plan

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Executive Summary

The vision, mission, and core values of the Department of College & Career Readiness and Innovative Programs (CCRIP) guides our strategic plan, goals, and actions.

Vision
To empower students to confidently and successfully transition into post-secondary and career opportunities in order to become positive, productive, and contributing members of their community and the global workforce.

Mission
CCRIP provides high quality instructional programs that will prepare students for college and careers by offering experiential learning, post-secondary credits and industry certifications. Students will gain technical and high-level academic skills, equipping them to be lifelong learners and contributing members of society.

Core Values
Our core values articulate our key beliefs about how we work together as a CCRIP Team. CCRIP's core values are:

- Integrity (Personally and Professionally)
- Relationships (People and Processes)
- Continuous Improvement (Individuals, Department, Service, Relationships)
- Fairness (Equity and Consistency)

This strategic plan details:
- The Importance of Career and Technical Education (CTE)
- How we measure the effectiveness of our CTE Programs
- Our existing PGCPS CTE data
- Feedback from stakeholders about where we are and how we can improve
- Our goals for the future
- The strategies and near term priorities to reach our goals

The Importance of Career and Technical Education (CTE)

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.

Furthermore, CTE programs of study offer students opportunities to earn industry recognized credentials, dual enrollment credit, Advanced Placement (AP) credit, and articulated and transcripted credit to a host of postsecondary partners upon graduation.

CTE programs of study are embedded in the Prince George's County Public Schools (PGCPS) Strategic Plan. The PGCPS 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.

Career and Technical Education (CTE) Accountability

PGCPS' CTE Programs are beholden to federal, state, and local accountability systems.

PGCPS receives over $1 million in federal Carl D. Perkins Career and Technical Education (Perkins) funds. These funds have specific spending allowances and prohibitions as well as, tracking requirements. Perkins funds are specifically used for program improvement and expansion such as, professional development, equipment, certification exams, support for student organizations, and instructional resources. These funds are passed through the Maryland State Department of Education (MSDE) which monitors certain data regarding the efficacy of CTE Programs. Each year, PGCPS reports to MSDE on the following CTE indicators:

- Percentage of CTE concentrators[1] meeting PARCC English and Math Standards;
- Percentage of CTE completers[2] who also meet the University System of Maryland course requirements;

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[1] CTE program concentrators are those students who have enrolled in a designated concentrator course as described in the Specifications Manual for Student Enrollment. The concentrator course is one in a sequence of courses in a completer program and occurs after the student has completed 50 percent of the CTE program and represents the student's intent to be a CTE program completer.

- Percentage of CTE concentrators who met industry standards (e.g., pass a CTE Technical Skills Assessment (TSA) exam);
- Percentage of CTE Concentrators who receive a Maryland HS diploma or certificate;
- Percentage of CTE Concentrators who were defined as graduates based on ESEA standards;
- Percentage of CTE Completers who enter post secondary education, employment, or the military six months after graduation;
- Percentage of under-represented CTE students enrolled in and completing non-traditional CTE programs[3]; and
- Percentage of high school students graduating with a CTE completer, apprenticeship, or industry certification (i.e., the More Jobs for Marylanders (MJFM) Act).

In addition to MSDE data requirements, based on PGCPS' Strategic Plan, CCRIP reports on the percentage of students that are career ready as defined by the:
- Percentage of students meeting the requirements for acceptance into a technical school or the military, and/or
- Percentage of students earning a technical license or certification which enables entry into the workforce within six months of graduation.

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[2] Any student who meets all of the course requirements outlined in the MSDE approved proposal for a CTE program. CTE programs typically include a minimum of four occupational credits in a planned, sequentially progressive program of study that integrates academic, technical, and workplace readiness skills. Most program completers also engage in one or more supervised work-based learning experiences.

[3] The term "non-traditional fields" means occupations of fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Career and Technical Education (CTE) Data
Below is selected data that is reported based on the aforementioned accountability metrics.

During SY2017 of the over 30,000 high schools students, 7,574 (21%) are in enrolled in one of our thirty-three CTE programs. Over the past 4 years from (SY2014 - SY2017), there has been a 25% increase in CTE enrollment from 6,058 to 7,574 students.

PGCPS has also increased program enrollment among non-traditional students. The term "non-traditional" refers to students enrolled in programs where the occupational field is dominated by the opposite gender (e.g., women in construction).

	2015		2016		2017		2018*	
	STATE	**PGCPS**	**STATE**	**PGCPS**	**STATE**	**PGCPS**	**STATE**	**PGCPS**
Non-Traditional Enrollment	33.48%	**33.24%**	32.07%	**34.25%**	37.00%	**36.32%**	--	**44.62%**
Non-Traditional Completion	28.01%	**33.49%**	27.50%	**28.38%**	30.00%	**31.70%**	--	**37.23%**

*SY2018 data are estimates. Final SY18 data to be provided by August 15, 2019.

Of graduating CTE seniors taking a technical skill assessment (TSA), 67.1% earn a credential. Furthermore, in SY2016 CTE students graduated at a rate of 99.4% as compared to the overall PGCPS graduation rate of 81.4%.

High-Quality CTE Program Evaluation Tool

In order to monitor the progress of CTE programs to meet the aforementioned accountability metrics, CCRIP developed the High-Quality CTE Program Evaluation Tool. This tool will be used to assess the quality of all CTE programs of study at comprehensive high schools. Its intent is to bring consistency and objectivity into the evaluation of a CTE program of study. It replaces the former Career Academy Evaluation Tool.

The tool includes 13 quality indicators for a CTE program of study with descriptions for progressive levels of implementation. These quality indicators are a combination of the Association for Career and Technical Education (ACTE) Framework Elements and the SREB Technology Centers That Work Indicators. School teams will use the program evaluation tool to pinpoint strengths and gaps in their CTE programs. For SY2019, it will be used to establish benchmark ratings. Moving forward, it will be used for program quality assessment and to take steps necessary to improve program quality.

In using the tool, schools will be asked to do three things: 1) evaluate the quality of the CTE program based on the three levels of implementation; 2) identify the challenges to reaching full implementation or

taking full implementation up a notch; and 3) develop a growth plan to improve programming. The growth plans will identify no more than two areas that will be of focus over the course of the year. The growth plan will identify strategies that will improve the program and be measurable and sustainable. At the end of the evaluation period, principals will share their growth plan in order to request support on developing, planning and/or implementing the identified strategies. At a minimum, CTE programs will be evaluated every four years. Principals will be expected to evaluate no more than four programs a year, maintaining a year of focus during that evaluation period in order to conclude the year with the results of the growth plan.

Stakeholder Feedback on CTE in PGCPS

In order to develop PGCPS' CTE Strategic Plan it was necessary to gather input from the community, staff, parents, students, and business partners. What follows is a summary of the feedback received regarding CTE in PGCPS through the CTE Task Force Report and CTE Task Force Report Survey; Principal Survey; CCRIP Staff Survey; and, a proposal from a selected group of elected officials.

CTE Task Force Report and Survey Results

In SY16-SY17, the Career and Technical Education (CTE) Task Force was convened to provide recommendations that reduce skills shortages, enhance economic growth, and ensure that all students have access to high-quality, globally competitive career and technical education programs.

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
Ensure CTE programs of study curricula are executed with fidelity across all schools.

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.

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.

Develop a tiered support system that envelops the whole student. To ensure students are properly supported during a CTE program, professional school counselors (PSCs) 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.

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.

2. Facilities

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.

Create Regional Career and Technical Education Centers. In order to have maximum impact of facility updates, centralizing CTE programs to two locations (a northern site and a southern site) allows the District to concentrate funding and maintain state of the art facilities.

3. Community Engagement

Examine ways to promote and engage community stakeholders. PGCPS must engage local stakeholders and foster relationships through various methods of communication.

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.

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.

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.

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.

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).

Develop a marketing plan to create awareness and shift perceptions of CTE programs among all 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.

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.

CTE Task Force Report - Survey Results

The CTE Task Force Report and accompanying surveys were shared with stakeholders through postings on the PGCPS and CCRIP Department websites as well as, notification to advisory board members, staff, and students. In addition, focused surveys were developed for business partners, parents, and students. While very few completed the surveys, those that responded offered observations and/or recommendations for program improvements as follows:

- Students prefer not to transfer to another school to participate in a CTE program in their junior year;
- Increase community, business, and parent knowledge of programs. One suggestion offered is to have workshops throughout the year;
- Identify committed students to participate in CTE programs; and
- Increase program connections to the business community.

The CTE Task Force Survey Results Data can be found in the link below:
CTE Task Force Survey Results

Plan to Rapidly Scale CTE and Other Choice Programs
Several Prince George's County School Board Members, County Council Members, as well as State Senators and Delegates developed a plan to rapidly scale CTE and other choice programs. The report included various proposals to increase CTE and other choice programs throughout the County particularly during "off hours" and at under-enrolled high schools. While the report identified ways to scale CTE in PGCPS, it also addressed other areas within the District but outside the scope of the CCRIP Department such as, strategies to achieve construction cost savings. Below are the applicable recommendations for CTE:

- Create CTE programs including academic content areas in off hours (late afternoon, evenings, and weekends);
- Lease commercial space for CTE classes needing special configurations or equipment; and
- Add CTE programs in existing, underutilized schools.

Planning suggestions included:
- Visiting CTE programs in other counties;
- Working with the Prince George's Workforce Board and Department of Labor, Licensing, and Regulation (DLLR) to select priority occupations based on demand; and
- Integrating with Youth and Registered Apprenticeships.

The full proposal can be accessed using the link below:
Plan to Rapidly Scale CTE and other Choice Programs

CTE Principal Survey Results

Feedback on PGCPS CTE programs was also gathered from high school principals through a survey. In the survey, principals provided input on the CTE programs they wanted to remain, those they wanted to remove, and the programs they wanted to add. The CCRIP Department then held conversations with the principals regarding their responses in order to gather more information and determine next steps. The programs with the greatest number of requests from principals were:

- Information Technology;
- Interactive Media Production;
- Computer Science; and,
- Homeland Security.

These requests are in keeping with the high employment growth areas for our community. CCRIP supervisors are following up with principals based on their requests, program data, as well as, school and staff capacity.

The attachment below shows the principals' requests, supervisor recommendations, and next steps:
Principal Survey Results

CCRIP Staff Survey

While the CCRIP Department gathered feedback on its programs through the CTE Task Force, Task Force Surveys, Principal Surveys, and elected officials, it was imperative to gather input from CCRIP Department staff on the recommendations. Staff was provided with a survey to identify the recommendations they believe are most critical to improving CTE outcomes in PGCPS. Below are the top three - four recommendations from each topic area as identified by the team.

Curriculum
- Strengthen guidance on career pathways, particularly prior to students entering their first year of a CTE program;
- Develop a strategic professional development plan for new and non-tenured CTE teachers; and
- Strengthen professional development opportunities to support contextualized academic instruction and increase technical skill assessment scores.

Facilities
- 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;
- Develop a project priority and timeline with the Capital Improvement Program (CIP) Department to determine renovation priorities; and
- Visit businesses with cutting edge resources in order to use their layout and design to help plan for future CTE facility projects.

Community Engagement and Marketing
- 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;
- Increase program connections with the business community (e.g., internships, site visits, employment);
- 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
- Develop a phased, strategic marketing plan that includes a website, social media, print material, and banners and signage at program locations.

Access, Equity, and Teacher Recruitment
- 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
- In collaboration with Professional Schools Counselors, develop a career planning lesson module for Professional School Counselors (PSCs) to help students understand their career interest survey results and career planning.

Post-Secondary Alignment
- Research successful models for CTE data sharing between PGCPS and Prince George's Community College (PGCC) (some examples, Baltimore County/Community College Baltimore County and Cecil County/Cecil Community College);
- Build better bridges from high school to college and careers to include post-secondary counseling and program alignments; and
- Identify and address gaps that inhibit the creation of local agreements (i.e., lack of local transfer institutions, programmatic fit, geography, etc.).

CCRIP Department Strategic Imperatives and Goals
In order to focus the work of the Department, the following two strategic imperatives have been identified for improvement. Each imperative has specific goals to achieve the overarching imperative.

1. *Improve accountability metrics related to student achievement to meet the requirements of the More Jobs for Marylanders (MJFM) Act*

As previously mentioned, CTE has a number of federal, state, and local accountability metrics. All local CTE performance targets for the Every Student Succeeds Act (ESSA) are required by MSDE. The following goals address areas of CTE student achievement that have been underperforming.

Goal A - Increase the Technical Skills Assessment (TSA) pass rate from 54.89% to 68.22% by June 30, 2019.
Goal B - Increase the participation and completion rate of non-traditional students in CTE Programs from 36% and 32% respectively, to 44.62% and 37.23% by June 30, 2019.
Goal C - Increase the percentage of students graduating with a CTE completer, industry certification, or apprenticeship (MJFM Act) from 12.77% to 14.97 % by June 30, 2019.

2. Refine and Implement a CTE Branding Campaign
As identified in the Task Force Report, Task Force Report Survey, and staff survey, improving the community's knowledge of the CTE Programs available and their benefits are paramount for success.

Goal A - Improve program awareness among stakeholders as measured by the:
- Number of program videos produced and released to the public, including television coverage;
- Number of parents receiving information about CTE programs through meetings, mailings, and events; and
- Number of business partners providing mentoring, internships, and/or serving on a program advisory board

CTE Action Plan

Based upon the feedback gathered through the CTE Task Force, CTE Task Force Surveys, Principal Surveys, elected officials, and staff, as well as the identification of two key strategic imperatives and their accompanying goals, what follows are key strategies CCRIP will implement in each area to improve Career Readiness Outcomes for PGCPS Students.

Strategic Imperative 1

Improve accountability metrics related to student achievement to meet the requirements of the More Jobs for Marylanders (MJFM) Act

Goal A - Increase the Technical Skills Assessment (TSA) pass rate from 54.89% to 68.22% by June 30, 2019.

Strategy 1 - Develop a strategic professional development diagnostic plan for selected CTE teachers to improve instructional practice focusing on differentiation, remediation and acceleration. (SY2018-2019)	
Quarter 1 (July - September)	Create modified program evaluation tool for central office use.
Quarter 2 (October - December)	Observation of selected CTE teachers in the CTE Technical Education Centers based upon CTE observation tool. Complete modified program evaluation tool from the lense of central office for programs in the CTE Technical Education Centers.
Quarter 3 (January - March)	Conduct diagnosis with tiered needs of programs and teachers.
Quarter 4 (April - June)	Create professional development plan based on diagnosis.

Goal B - Increase the participation and completion rate of non-traditional students in CTE Programs from 36% and 32% respectively, to 44.62% and 37.23% by June 30, 2019 for the 2019 – 2020 school year.

Strategy 1 - Identify the number of students that need to be enrolled by program/by school in order to meet non-traditional ("non-trad") representation requirements. (Yearly, beginning SY2018-2019)	
Quarter 1 (July - September)	Identify the number of students that need to be enrolled by program/by school in order to meet non-traditional ("non-trad") representation requirements.
Quarters 3 and 4 (April - December)	Utilize non-trad representation data in program enrollment process.

Goal C - Increase the percentage of students graduating with a CTE completer, industry certification, or apprenticeship (MJFM Act) from 12.77% to 14.97 % by June 30, 2019 for the 2019 – 2020 school year.	

***Strategy 1** - Implement apprenticeship program in conjunction with the PGCPS Maintenance Department and Prince George's Community College (PGCC).*	
Quarter 1 (July - September)	Develop Memorandum of Understanding (MOU) between PGCPS and PGCC.
Quarter 2 (October - December)	Advertise Apprenticeship Program to Construction Trades students and their families.
Quarter 3 (January - March)	Enroll students in the Apprenticeship Program.
Quarter 4 (April - June)	Program Orientation and Employment.

***Strategy 2** - Expand/add certain CTE programs based on school readiness.*	
Quarter 1 (July - September)	Meet with school administrators and assess school readiness and needs.
Quarter 2 (October - December)	Create projected budget for local and Perkins funds including equipment, materials, supplies, instructional resources, and training for the entire program sequence.
Quarter 3 (January - March)	If existing school staff will be used to provide program instruction, assess teacher(s) capacity. Create vacancy announcement and advertise position, if needed.
Quarter 4 (April - June)	Order equipment, materials, supplies, and instructional resources. Provide teacher training for requisite courses.

***Strategy 3** - Conduct a feasibility study on the creation of a CTE High School in South County and a CTE Evening Center in the North (including core academic subjects).*	
Quarter 1 (July - September)	Convene stakeholders to solicit ideas, feedback, and recommendations on what should be explored in the feasibility study.
Quarter 2 (October - December)	Explore securing an external partner to conduct the feasibility study.
Quarter 3 (January - March)	Determine feasibility of implementation.
Quarter 4 (April - June)	If feasible, begin development of a multi-year implementation plan.

Strategy 4 - *Identify non-CTE programs that offer industry certifications aligned with the MJFM Act and track the industry certification data.*	
Quarter 1 (July - September)	Communicate to appropriate internal stakeholders that data will begin to be collected on non-CTE programs that offer industry certifications.
Quarter 2 (October - December)	Identify PGCPS courses that offer industry certifications aligned with the MJFM Act (e.g. Computer Graphics and the Adobe Certifications).
Quarter 3 (January - March)	Identify dual enrollment courses that offer industry certifications aligned with the MJFM Act.
Quarter 4 (April - June)	Track industry certification data for non-CTE programs.
Strategy 5 - *Collaborate with higher education, community, and industry partners to offer to offer programs that lead to certifications.*	
Quarters 1 - 4	Identify potential partners and schedule meetings to discuss potential programs.

Strategic Imperative 2

Refine and Implement a CTE Branding Campaign
Goal A - Improve program awareness among stakeholders.

Strategy 1 - Collaborate with the Communications Department to develop a phased, strategic marketing plan that includes a website, social media, print material, and banners and signage at program locations.

Quarter 1 (July - September)	Plan Development
Quarter 2 (October - December)	Plan Development
Quarter 3 (January - March)	Implement per plan
Quarter 4 (April - June)	Implement per plan

Strategy 2 - Collaborate with the Communications Department to develop an internal communications strategy to improve program awareness among employees.

Quarter 1 (July - September)	Plan Development
Quarter 2 (October - December)	Plan Development
Quarter 3 (January - March)	Implement per plan
Quarter 4 (April - June)	Implement per plan

Strategy 3 - Ensure marketing materials reflect non-trad students.

Quarter 1 (July - September)	Identify programs to target for non-trad marketing efforts.
Quarter 2 (October - December)	Integrate non-trad marketing into the internal and external communications plan.
Quarter 3 (January - March)	Implement per plan
Quarter 4 (April - June)	Implement per plan

Strategy 4 - In collaboration with other Speciality Programs, offer a professional development program for Professional School Counselors to educate them on specialty program requirements, processes, and benefits.	
Quarter 1 (July - September)	--
Quarter 2 (October - December)	Provide Professional Development to Professional School Counselors.
Quarter 3 (January - March)	Offer online professional development on program enrollment.
Quarter 4 (April - June)	Offer online professional development on scheduling students participating in CTE programs.

The aforementioned strategic imperatives, goals, and strategies are the roadmap to improve CTE quality, awareness and availability.

Conclusion

CCRIP is committed to ensuring the success of its Career and Technical Education (CTE) Programs. We want our students to excel academically, make meaningful connections, and graduate from high school with industry certifications, and articulated and transcripted college credits. To do so, we must focus on those areas of improvement identified by stakeholders and staff and incorporate their recommendations into our path forward.

In order to monitor this Strategic Plan, CCRIP will develop an appropriate and regular reporting system that updates the Deputy Superintendent on implementation progress and results. This Strategic Plan has identified: key assessment metrics to increase, ways to improve program awareness, and opportunities for program expansion. The plan has also outlined CCRIP's goals and strategies to achieve this work. In its totality, this plan lays the foundation to move CTE in PGCPS significantly forward and supports the PGCPS vision of preparing all students for college and career.