

# Citizen Advisory Committee

## Final Report

2022-2023

### 2022-23 Membership

<u>Calvert</u>	<u>Huntingtown</u>	<u>Patuxent</u>	<u>Northern</u>
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\*Chair

## INTRODUCTION

The 2022-23 Citizens Advisory Committee (CAC) was tasked by the Board of Education to take a deep dive into “College and Career Readiness” Policy Area 3 of the Maryland Department of Education (MDoE) “Strategic Blueprint” and assess the achievement gap of Calvert County Public School (CCPS) Students. The CAC looked at all aspects of Policy Area 3 as well as the external stimuli associated with student participation and growth of developmental opportunities within CTA as well as outreach, maintenance, along with roles and responsibilities of the Board of Education, Administrators and Teachers to promote the opportunities and the student responsibilities. Throughout this process, the CAC received tremendous levels of support from the CCPS administrators and staff to support a foundational understanding of concepts, processes and limiting factors. These personnel include, Dr. Susan Johnson, Chief Academic Officer Anthony Navarro, Chief Operations Officer, Karen Maxey, Administrative Assistant, Ms. Carrie Akins, Principal CTA, Pamela L. Cousins, Samirah Brown, and Joe Sutton. The CAC narrowed our focus to early detection of students experiencing difficulty academically to cultivate early intervention, but also growth and expansion of the CTA availability. Due to the inability to perform enterprise level change at a county level, including those used for advanced placement, most academic requirements for graduation will not be mentioned in this report.

# PRESENTATIONS

During the course of the year, the CAC received the following presentations:

- Career and Technological Education in CCPS
- The Apprenticeship Maryland Program (AMP)
- Implementation, current status, and projected growth for the CCPS AMP program.
- The impact of the Blueprint with regard to growing our AMP program in CCPS.
- Policy Area 3 Implementation Plan

# BACKGROUND

What is Career & Technical Education? Career and technical education—commonly known as career-tech or CTE—describes classes that are designed to prepare students for work. The hallmark of all CTE is that it prepares students for careers in “High wage,” “high skill,” and “in-demand” fields. “Not Our Grandparents’ Vo-Tech” In some ways, today’s CTE is not actually all that different. In many high schools, including here in Calvert County, you can still find the same vocational-ed classes that existed half a century ago. They prepare students for jobs that *require a specific set of skills, but that do not necessarily require a college degree*. But in important ways, CTE is very different than our grandfather’s “vo-tech.” Many programs now focus on areas typically associated with associate or bachelor’s degrees, such as engineering or business. CTE classes offer roads to additional study after high school; therefore, they are meant to be more academically rigorous than those of a previous generation. Today’s CTE programs offer students pathways to career immediately after high school while also offering options for certifications and, often, college credits or articulations. With today’s rapidly evolving and changing workforce, it’s more important now than ever for our students to be BOTH College AND Career ready. What are the goals for CTE in Calvert County Public Schools?

- Ensure equitable access and pathway to success for all students of Calvert County Public Schools to the variety of experiences which are available by fostering a culture of equity and cultural responsiveness within and surrounding CTE learning experiences.
- Ensure students have the opportunity to earn verified and practical certifications and/or college credits which enable them to succeed in industry following graduation.
- Enhance student learning opportunities through partnerships with local businesses and community members that include offering a variety of work-based learning experiences and opportunities for collaboration between current employers and potential future employees.
- Create awareness of and provide preparation for future career opportunities and training needed for those careers through student experiences and exploration throughout the student’s academic career.
- Contribute to the creation of a resilient and adaptable work force in order to meet the current and future needs of our community

# WHAT MAKES AN “APPRENTICE-ABLE” POSITION?

- Able to be approved by the Maryland Department of Labor as safe and suitable for high school students
- Upward mobility potential job title/field
- Availability of an on-site mentor(s) who becomes the student’s primary “educator” during the experience
- At least one year commitment from the sponsoring employer (funding for full 450 hours, willingness to work with the student/school system)
- Ability for students to earn a certification through the experience
- Availability of related technical instruction

# HOW DOES AMP WORK FOR STUDENTS?

- Students apply in the junior year and begin in either the summer prior to or during the senior year of high school.
- Students who complete the AMP program earn FOUR high school credits that can be applied toward graduation requirements:
  - 3 Credits in the apprenticeship (450 hours on the job)
  - 1 Credit of Related Technical Instruction
- Students’ high school schedules are determined both based on students’ other course needs as well as demands of the employer (availability of work hours); most AMP students attend school for 2-3 periods and then complete on-the-job experience the remainder of the day.
- Students take related technical instruction credit prior to or concurrently with the apprenticeship experience depending on students’ schedule, availability of the instruction, or the needs of the sponsoring employer.

# HOW DOES AMP WORK FOR EMPLOYERS?

- Potential employers meet with both Mrs. McGuffin (CCPS) to determine the business’ needs, including the availability/suitability of related technical instruction. Mrs. McGuffin provides the business a link to required forms with the Department of Labor.
- The employer applies formally to be a registered youth apprenticeship sponsor. There is no cost for this, only a commitment to adherence of the rules/requirements of hosting a youth apprentice. Once the application is submitted, the Department of Labor’s Apprenticeship Navigator conducts a site visit. If approved by the navigator, the employer’s application is forwarded to the Maryland Apprenticeship Council for final approval.
- The employer interviews and ultimately selects/hires a student who has applied for the position. Employers use the same process they use for hiring any employee, including items such as background or drug tests.

Current AMP Placements & Historical Completion

- In SY21-22, CCPS was able to place three youth apprentices. One student completed the apprenticeship fully and two completed partially. Initial placements were at Lexington Park AutoMall (Lexington Park) and Loving Care Senior Services (Dunkirk)
- In SY22-23, CCPS currently has four youth apprentices placed with four different companies. An additional placement is anticipated in December.
  - An additional four potential apprenticeships were identified for this school year, but could not be filled. Various reasons included lack of availability of related technical instruction (or student experience prior to the apprenticeship), students' school schedule constraints, and transportation issues.
  - One additional apprenticeship ultimately fell through due to issues with the employer (student's age was a factor that couldn't be worked out).

## FUTURE GROWTH OF THE AMP PROGRAM

- For SY23-24, there are tentatively secured commitments/placement availability with 13 business partners:
  - All five current partners plan to return and again sponsor apprentices next year.
  - The four sponsors where we were not able to place students are willing to again explore sponsoring students.
  - We have secured tentative commitments from four additional new businesses; two have already submitted applications to the MD Apprenticeship Council.
  - Calvert County Public Schools is in the initial stages of application to host apprentices potentially in facilities, construction, and IT.
- The potential number of youth apprentices next year is between 13 and 18, with a few companies willing to host more than one youth apprentice.
- For SY23-24, we may be able to effectively triple the current size of the program.
- In the long-term, numbers may fluctuate if:
  - Economic conditions change which may prohibit businesses from sponsoring (paying) apprentices.
  - Business sponsors choose to fill open positions with current apprentices and then no longer have a need for new apprentices.
- It is foreseeable based on implementation of the program in other parts of the state that we would ideally identify at least 25 local businesses with at least half of those willing to sponsor one or more apprentice each year (they may rotate years of accepting new students).

## DISCUSSION

Throughout the examination of Policy Area 3 what the CAC identified is that Maryland Students, through the Maryland Comprehensive Assessment Program (MCAP), on average, are in line with the national average for Math and Reading scores. By reviewing the Accountability and Implementation Board we were able to assess where CCPS is in line with that board and did not

discover any areas of concerns or latency with implementation. Discussing the achievement gap we took into considerations like socio-economic constraints within Calver County and limiting factors such as after school employment and access to resources. This access includes knowledge of offered resources conveyed to parents/guardians as well as transportation during non-school hours. We found that in some cases, different campuses across CCPS offer different programs and that while it may be told to a student, the message was interrupted before making it into the home. We found that effective communication from individual campuses directly to the parents is the most effective through phone calls, e-mails, and flyers. Additionally, the CAC was made aware of the addition of a Public Affairs Professional to the CCPS Staff and feel that implementation of more social media and local news entities would assist in farthing the message. The CAC toured and agreed that the CTA program is performing at a high standard and believe that better messaging of programs offered and program benefits could be better explained and introduced at a younger age.

## **RESULTS/CONCLUSIONS/RECOMMENDATIONS:**

**RECOMMENDATION I:** The CAC developed strategic imperatives as they relate to the CTA program. Recommend CCPS apply this acronym across the enterprise to monitor achievement and continue to grow the program. This acronym is TEAMS.

### **Timeliness**

Implementing the milestones in accordance with the Accountability and Implementation Board guidance provided in the Strategic Blueprint. Incorporating more STEAM and CTA in early childhood education activities. Showcase the CTA and programs at individual campuses more. Engagement

Increasing the engagement opportunities with the community. Over inundating the families with information about opportunities as it applies to special interest items utilize the tools afforded more effectively such as social media to advertise. Communicating early and often on the hurdles a student is facing and have honest feedback. Encouraging more community involvement from local business partners and entice them to become more involved. Advocate to civic leaders to enhance facilities and funding for more state-of-the-art opportunities to better equip students for a growing technological world. A well engaged family is a more supportive family and better engaged student is ready to earn/learn.

### **Agility/Adaptability**

The Whole Child Concept and more efficient transition to the next level of education as students continue to grow. Let them know that all paths to success are open and they will not be stove piped should they decide to change their goals. Increased check points for re-evaluating progress/success and they current trajectory. Having more counselor in the school to assist with the number of students assigned. This we believe will also help with the early intervention.

# **Maintenance**

Monitor funding and program growth along with modernization of curriculums both in CTA and core academics. Maintaining academic records utilizing the on-line modality to have the ability to track trouble areas for learning. Have a file that follows a child from the inception of their academic career in CCPS and follows them through graduation.

# **Student**

The student remains the most important part of this and should know the roll that the play in their own educational process along the way. Ensuring they understand their own requirements for progression and graduation along the way. Also they understand as they grow that their individual aspirations may change and that is ok.