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Maryland Philanthropy Network

The Vision for Career Readiness in City Schools: Proposed Scenarios

Monday, September 21, 2020

Note: The data and information used in this presentation is accurate as of August 1, 2020. As additional information becomes available, information provided in this presentation may change.

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Objectives

- To share our vision for career readiness in City Schools

- To share and solicit feedback on four **proposed** CTE pathways scenarios

- To share our timeline and next steps, including our community engagement plans and path towards a set of final recommendations

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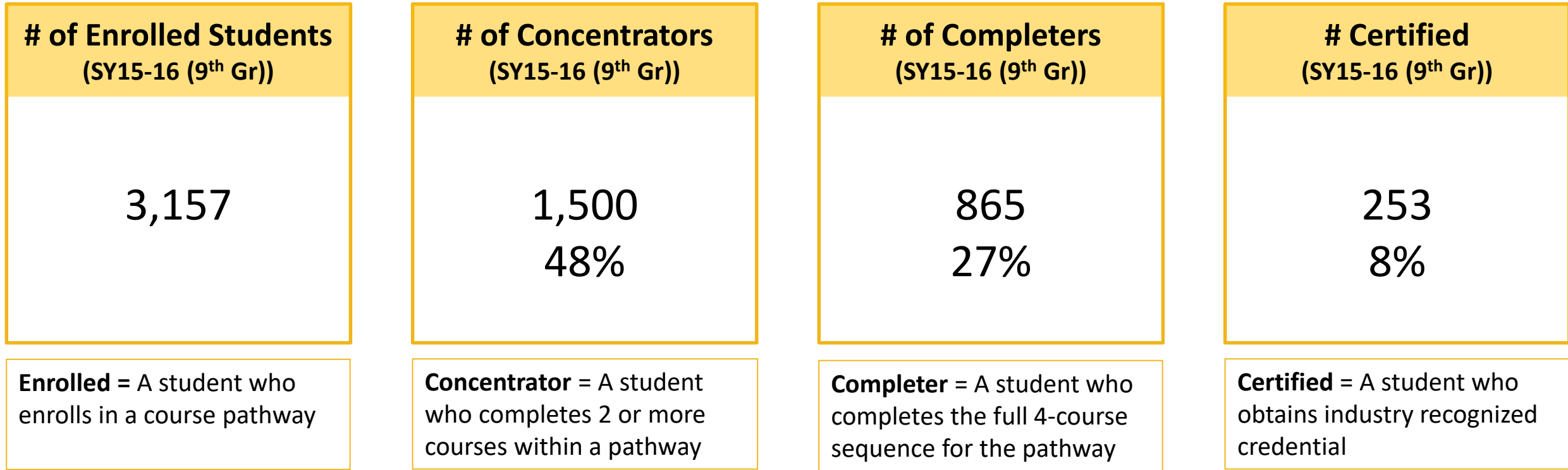### PUBLIC SCHOOLS

Career & Technical Education Context

Our vision for career readiness is a system that…

- **Prioritizes preparing students for living wage**, in-demand occupations consistent with student demand
    - o   Provides our students with a path towards a family sustaining wage
    - o   Includes the voices of our students, families and community
    - o   Supports our students' successful completion of their pathway of choice

- Is **relevant and rigorous**
    - o   Our certifications will be better aligned with industry expectations
    - o   There will be greater coherence to the postsecondary pathways and our local workforce communities
    - o   Will be better Integrated with work-based learning experiences

- Is more **accessible** to our diverse student populations and more **equitably distributed** across the city
    - o   Our students can get to the program within a reasonable amount of time
    - o   Our programs are also designed to meet the needs of our English language learners and our students with IEPs.

- **Uses our resources effectively**, efficiently, and is sustainable and **supportive of our school community**
    - Our teachers, principals, and schools have sufficient support – time and resources -- to deliver quality programming
    - Our schools are co-designers in our process

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To help prepare our students for a living wage occupation, we need to ensure greater success. Currently, approximately 8% of students enrolled in a career and technical education pathway (CTE) gain a certification.
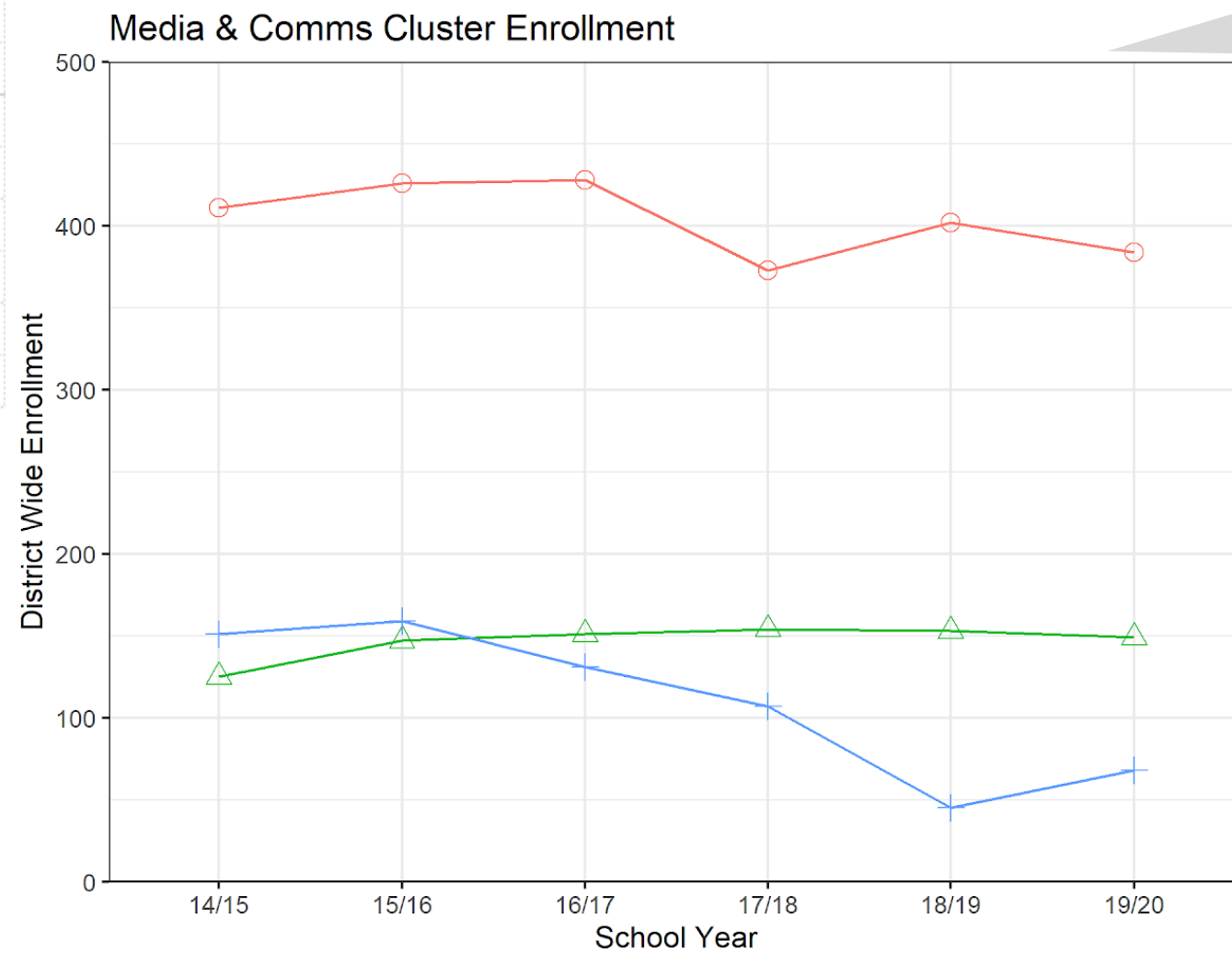
# of Enrolled Students (SY15-16 (9th Gr))	# of Concentrators (SY15-16 (9th Gr))	# of Completers (SY15-16 (9th Gr))	# Certified (SY15-16 (9th Gr))
3,157	1,500 48%	865 27%	253 8%
Enrolled = A student who enrolls in a course pathway	**Concentrator** = A student who completes 2 or more courses within a pathway	**Completer** = A student who completes the full 4-course sequence for the pathway	**Certified** = A student who obtains industry recognized credential

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To ensure a living wage, we must address the <u>mismatch</u> between labor market demand/workforce needs and our curriculum and pathways.

		Employment Projections, 2016-2026							
		Baltimore City		Baltimore County		Maryland			
Pathway	Occupation	2026 (#)	Growth	2026 (#)	Growth	2026 (#)	Growth	Education	Entry wage (000s) in the city, 2018
Across Arts	Art and Design Workers			2,098	0.1%	13,253	5.3%		$35
	Merchandise Displayers/Window Trimmers			232	0.0%	2,062	6.0%	HSD/HSE	$32
Multimedia Production	Desktop Publishers					539	8.7%	Associate's	$38
	Web Developers	544	7.7%	499	11.6%	5,616	7.7%	Associate's	$53
Print ED	Printing Workers			476	-9.7%	4,445	5.5%		$22
	Printing Press Operators	223	0.9%	199	-2.9%	2,615	4.7%	HSD/HSE	$22
	Print Binding and Finishing Workers			101	-10.6%	1,020	7.5%	HSD/HSE	$20
	Prepress Technicians and Workers			176	-15.8%	810	5.9%	PostSec Cred	$28
	Desktop Publishers					539	8.7%	Associate's	$38
	Web Developers	544	7.7%	499	11.6%	5,616	7.7%	Associate's	$53

Leveraged city, county, and state labor market information on current openings, projected growth, and median entry wage

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There is limited and declining student demand for many programs. Utilizing our <u>resources efficiently</u> requires that we address these issues through increasing <u>program relevance</u>.

Pathway	Occupation	Baltimore City		Baltimore County		Maryland		Education	Entry wage (000s) in the city, 2018
		2026 (#)	Growth	2026 (#)	Growth	2026 (#)	Growth		
Across Arts	Art and Design Workers			2,098	0.1%	13,253	5.3%		$35
	Merchandise Displayers/Window Trimmers			232	0.0%	2,062	6.0%	HSD/HSE	$32
Multimedia Production	Desktop Publishers								
	Web Developers	544							
Print ED	Printing Workers								
	Printing Press Operators	223							
	Print Binding and Finishing Workers								
	Prepress Technicians and Workers								
	Desktop Publishers								
	Web Developers	544							

Employment Projections, 2016-2026

We assessed student demand by looking at historical enrollment trends

Media & Comms Cluster Enrollment

Pathway
— Interactive Media
— Print ED
— Sim & Gaming

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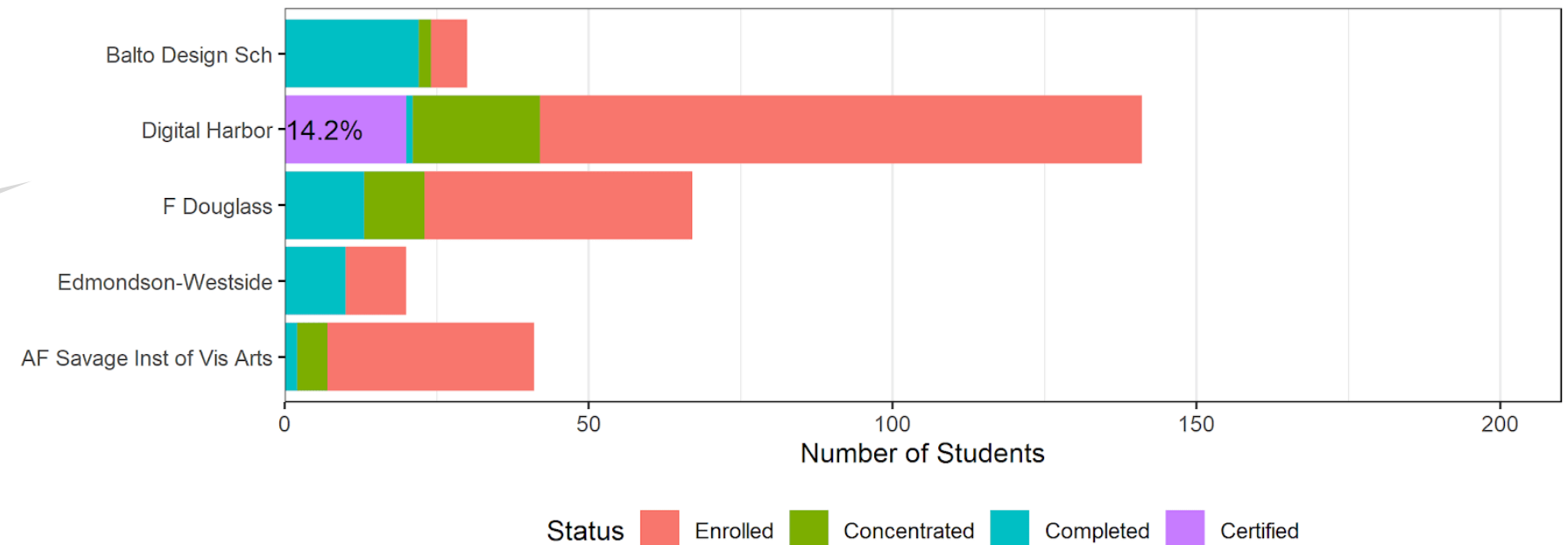P U B L I C   S C H O O L S

We will also address the low certification rates across many of our pathways through increasing programmatic _rigor._

| | | Employment Projections, 2016-2026 | | | | | | | |
| | | Baltimore City | | Baltimore County | | Maryland | | | |
Pathway	Occupation	2026 (#)	Growth	2026 (#)	Growth	2026 (#)	Growth	Education	Entry wage (000s) in the city, 2018
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	Print Binding and Finishing Workers	400		101	-10.6%	1,020			
	Prepress Technicians and Workers			176	-15.8%	810			
	Desktop Publishers					539			
	Web Developers	544	7.7%	499	11.6%	5,616			

Media & Comms Cluster Enrollment

District Wide Enrollment

Schools with pathway
Interactive Media

SY 15/16 9th Grade Cohort
Label indicates % of enrollees certified

Balto Design Sch

Digital Harbor — 14.2%

F Douglass

Edmondson-Westside

AF Savage Inst of Vis Arts

Number of Students

Status — Enrolled — Concentrated — Completed — Certified

We assessed students' success as they navigated through their CTE pathway.

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Our focus on **equity and accessibility** requires that our available programs provide more opportunities for students living in lower resourced areas.
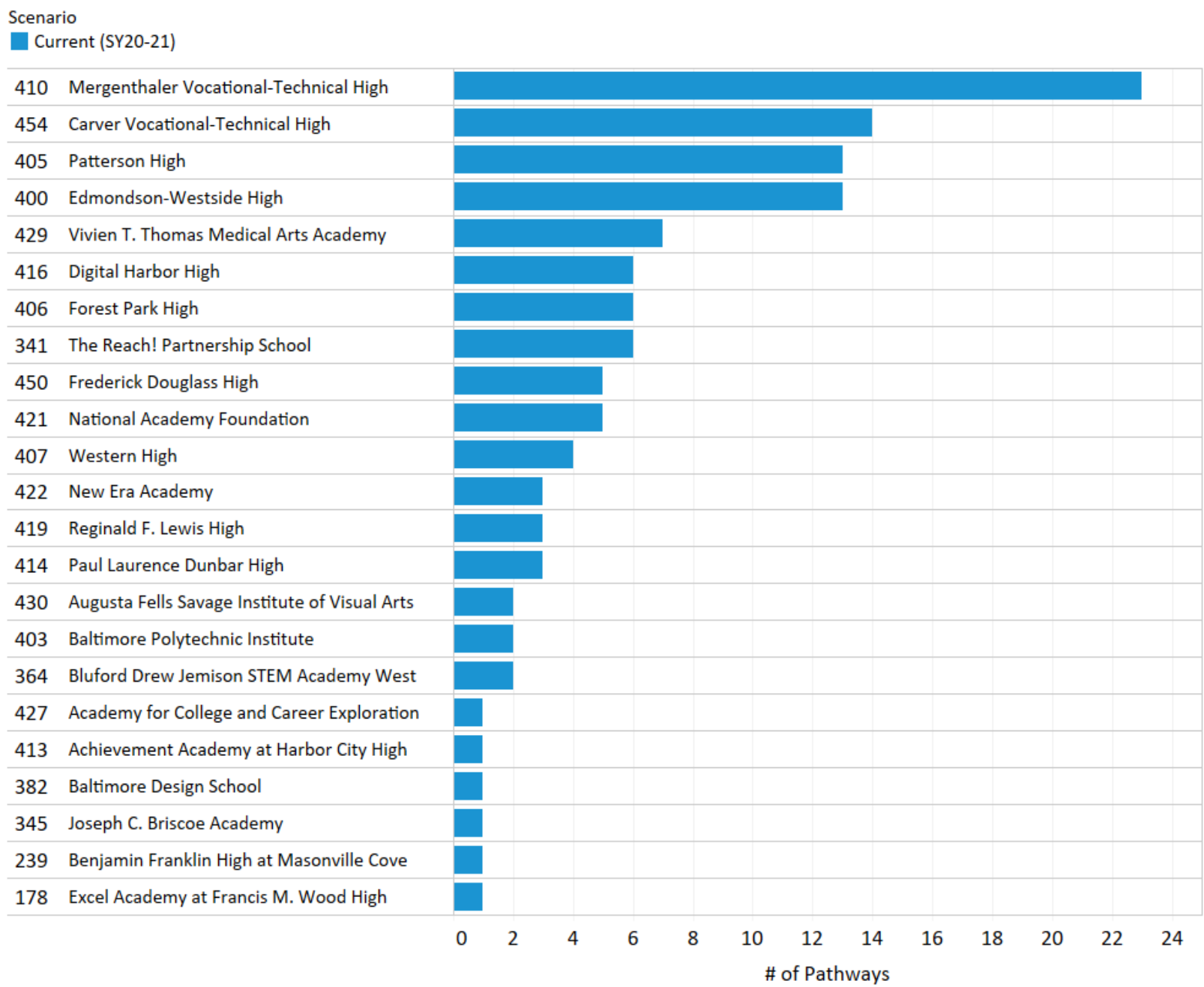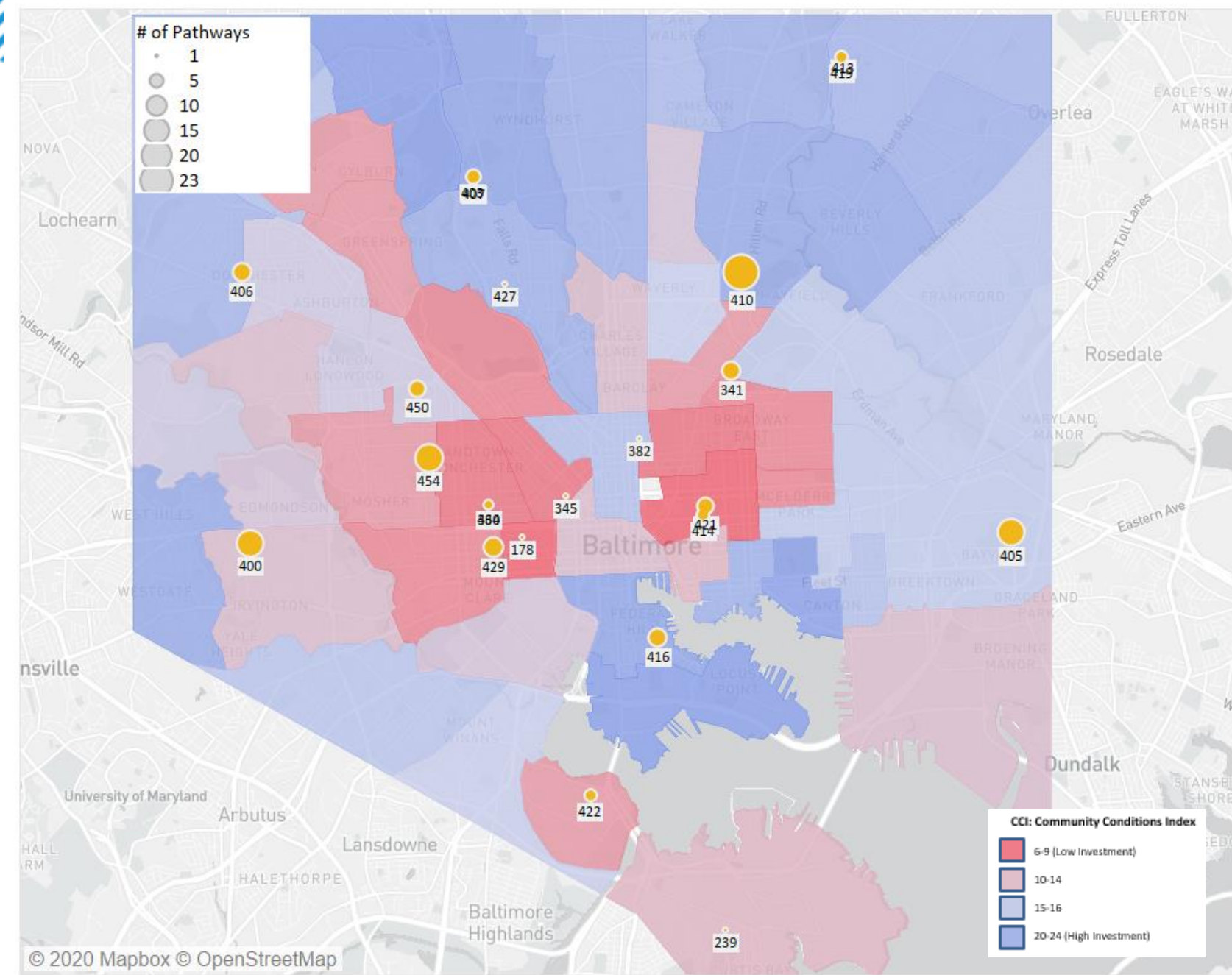
Our Process & Commitment to Community Input

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To ensure that final recommendations reflect our values, incorporates stakeholder feedback, and can be executed, we are engaging in a multi-phased evidence-gathering approach before offering our final recommendations.

- **Phase 1:** Understanding our baseline (completed)

- **Phase 2:** Develop multiple scenarios for consideration

- **Phase 3 (Part A):** Stakeholder Engagement (concurrent with feasibility assessment)

  - Part 1 (June – October 2020): To inform final recommendations to the Board

  - Part 2: (January 2021 and beyond): To support with implementation

- **Phase 3 (Part B):** Feasibility assessments to pressure test the final recommendations from a facilities and implementation perspective

- **Part 4:** Final Recommendations

- **Part 5:** Implementation Planning and Execution

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We are listening and learning from our students, families, and schools. We welcome feedback as we seek to finalize our recommendations over the next few months.

Our Engagement Efforts To Date	Our Forthcoming Engagement Efforts
Our Students & Families • We led several **student** conversations to learn about their interest and experience in CTE programs. **Our Schools** • We interviewed and engaged in group conversations with our **teachers** to learn about the opportunities for program improvement and challenges associated with quality program delivery. We have also shared preliminary findings with our CTE **teachers.** • We engaged in both one-on-one and group conversations with **principals** about program options and opportunities, including the resources schools will need to offer a successful CTE program. **Our Community** • We have begun conversations with some **elected officials** and members of the **postsecondary community** about how we can create and advance opportunities for Baltimore students.	**Our Students & Families** • We will engage our **students, families, and alumni** in a series of facilitated discussion sessions to learn about their interests, experience, and opportunities they would like to have. **Our Schools** • We will work with our **teachers, principals, and counselors** via a mixture of group conversations and one-on-one meetings to inform our implementation efforts around professional development, transition planning, student support, and facility requirements. **Our Community** • We will reach out to members of our **community**, **elected officials,** and **postsecondary and workforce communities** through virtual townhalls, individual discussions, and/or working sessions to learn about how we can work together to advance opportunities for Baltimore students.

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Getting Us to Our Vision

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By re-envisioning career readiness in City Schools, our students will have expanded opportunities.

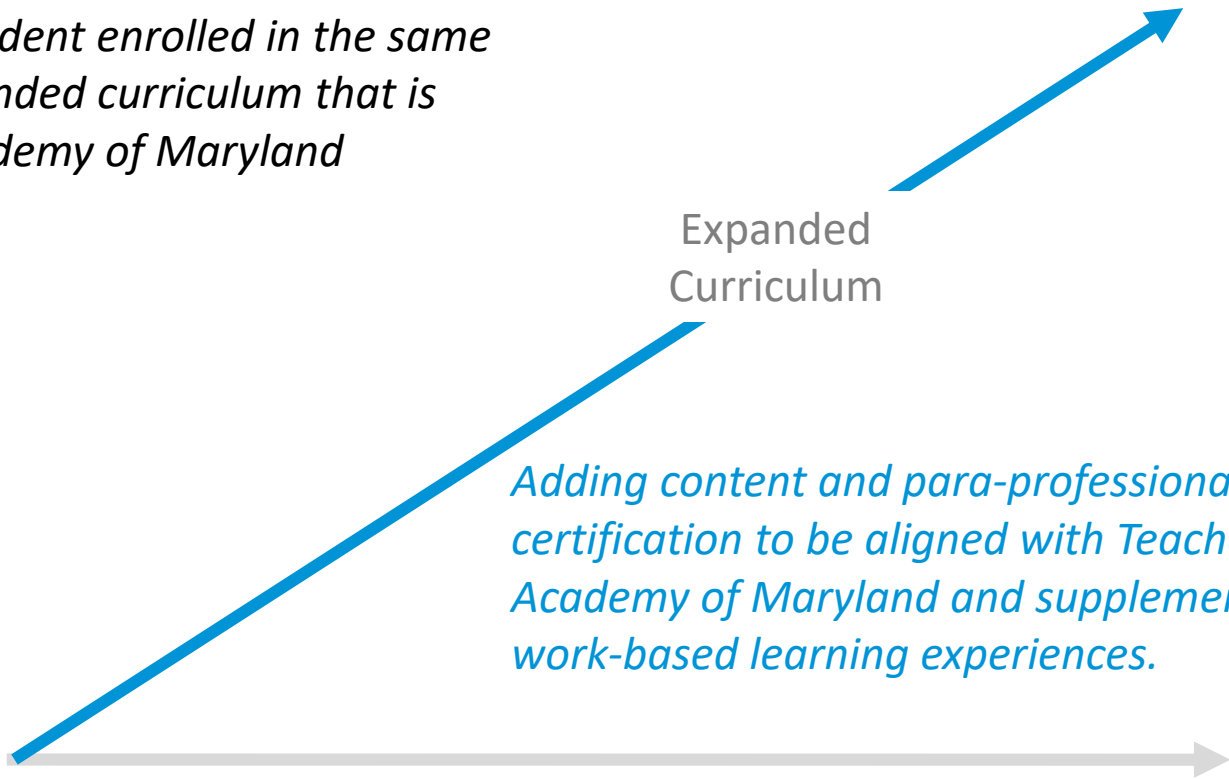*Imagine a student in our early childhood pathway who began the program in 10th grade...*

Status Quo

By the end of 12th grade, the student will have:
- *Completed the 4-CTE course sequence*
- *Obtained a 90-hour certification; and*
- *Graduated from high school.*

However, the student's first job would likely not earn them a living wage.

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By re-envisioning career readiness in City Schools, our students will have expanded opportunities.

By the end of 12th grade, the student will have:
- *Completed the 4-CTE course sequence*
- *Obtained a **para-professional certification***
- *Obtained **classroom leadership experience**;*
- *Graduated from high school; and*

The student is still able to work in early childhood education (and obtain other early childhood certifications) while increasing their possibility of earning a living wage. The student, if they choose, is also positioned to enter postsecondary education with practical classroom experience.

Now imagine this same student enrolled in the same pathway, but with an expanded curriculum that is aligned to the Teacher Academy of Maryland

Expanded
Curriculum

Adding content and para-professional certification to be aligned with Teacher Academy of Maryland and supplemental work-based learning experiences.

By the end of 12th grade, the student will have:
- *Completed the 4-CTE course sequence*
- *Obtained a certification; and*
- *Graduated from high school.*

However, the student's first job would likely not earn them a living wage.

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By re-envisioning career readiness in City Schools, our students will have expanded opportunities.

Imagine a student in the nursing pathway, a pathway with high student demand...

Status Quo

By the end of 12th grade, the student will have:
- *Completed the 4-CTE course sequence*
- *Obtained a certification; and*
- *Graduated from high school.*

The student is qualified and is hired nurse assistant but is unlikely to earn a living wage.

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By re-envisioning career readiness in City Schools, our students will have expanded opportunities.

By the end of 12th grade, the student will have:
- Completed the 4-CTE course sequence
- Obtained an **LPN certification**
- Graduated from high school; and
- ***Obtained an additional credential in phlebotomy***

The student obtains a nursing position, earns a living wage, and can change positions when labor market changes.

Now imagine the same student in the same pathway but with a strengthened curriculum and opportunity for stacked credentials

Strengthened Curriculum

Adding curriculum content and work-based learning experiences to allow student to obtain an LPN; adding optional certification in phlebotomy and work-based learning experience

By the end of 12th grade, the student:
- *Completed the 4-CTE course sequence*
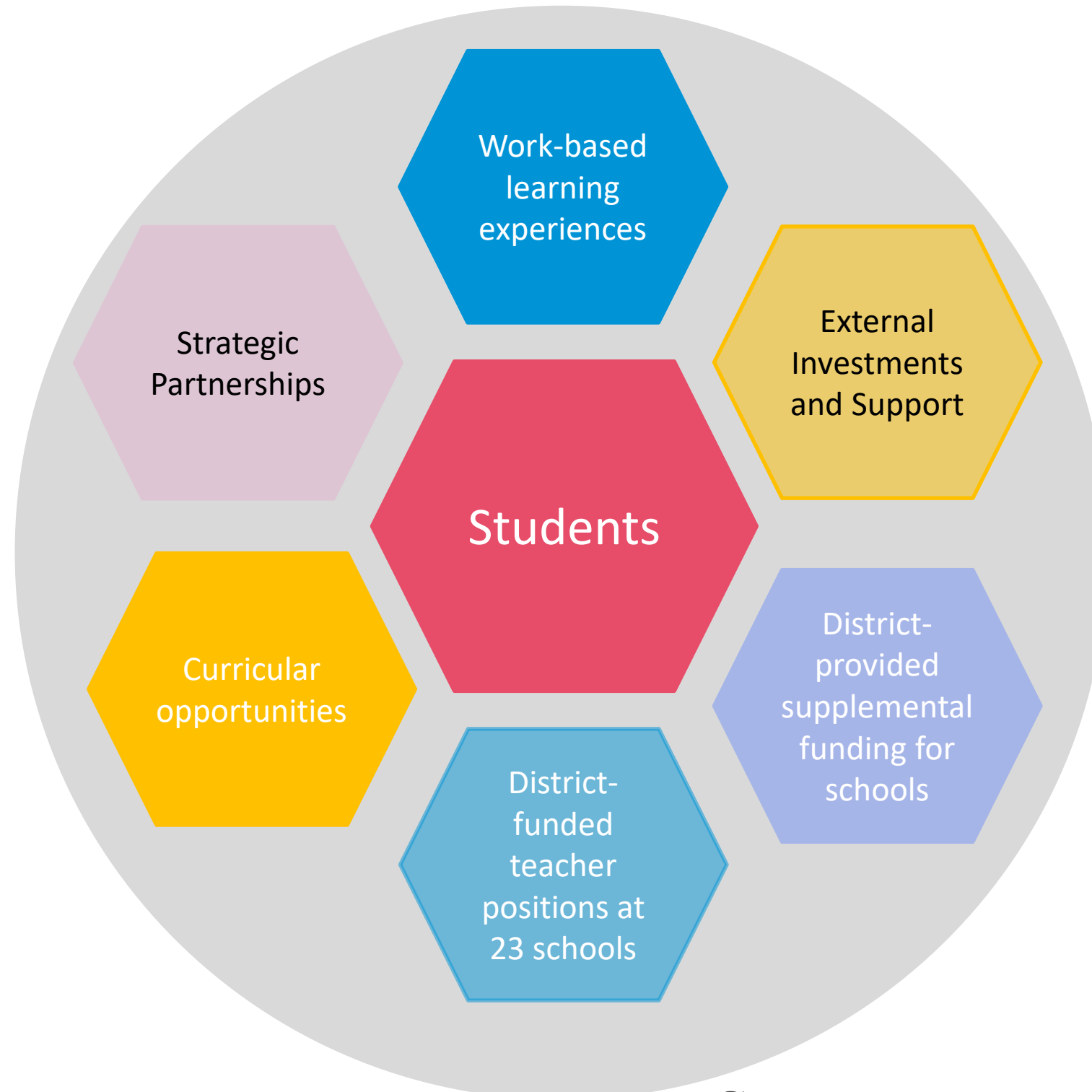- *Obtained a certification; and*
- *Graduated from high school.*

The student is qualified and is hired nurse assistant but is unlikely to earn a living wage.

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We will take the following actions to provide students with equitable access to high quality CTE programming that could lead to job that provides a living wage.
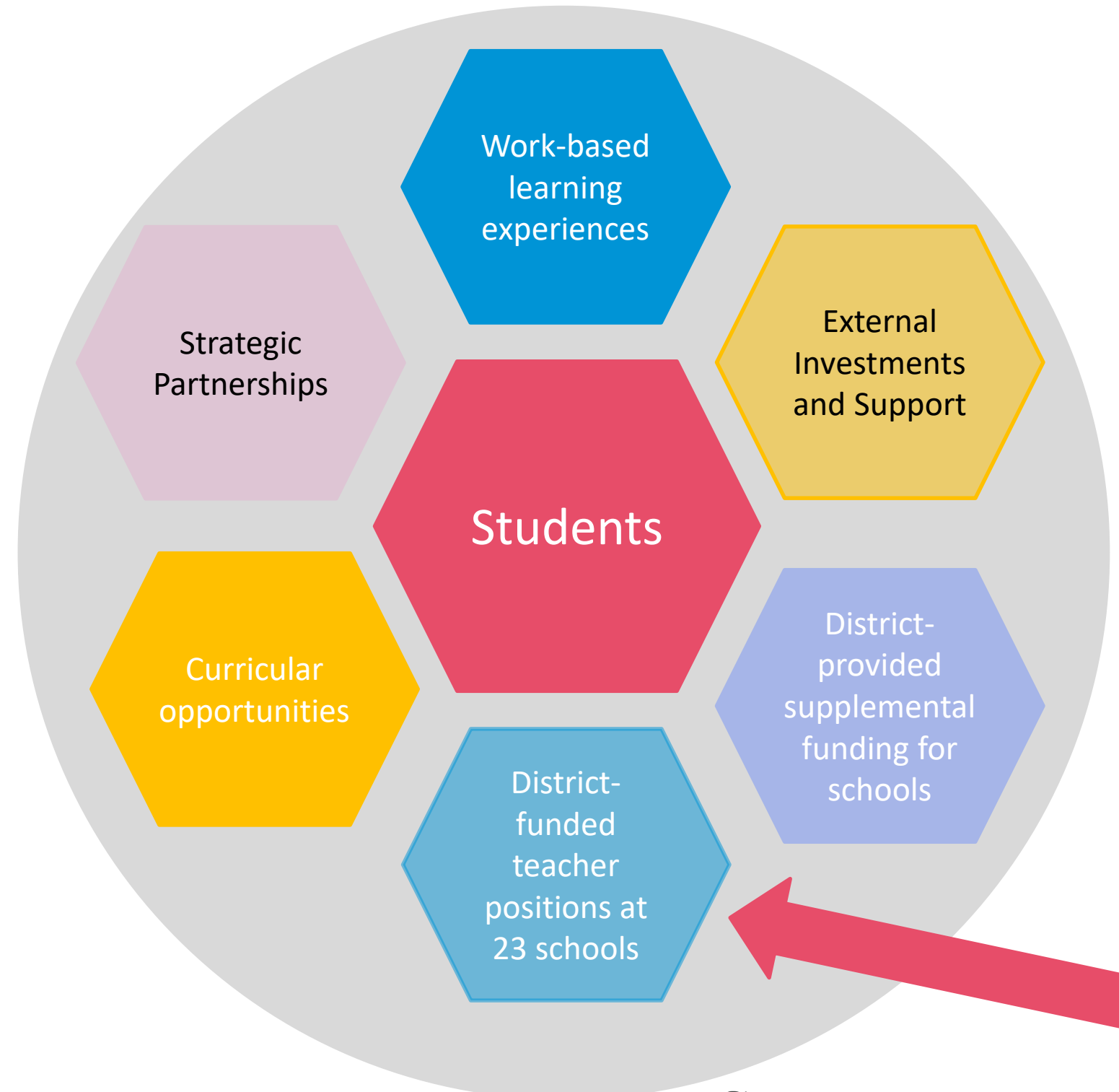
- We will, to the best of our abilities, provide students the opportunity to complete the pathway they started at the school where they began their CTE program.

- Aligned with district philosophy and the Maryland State Department of Education (MSDE) civil rights review, **entrance criteria were eliminated** in some schools starting in school year 2021-2022.
  - Mergenthaler Vocational Technical High School; Carver Vocational Technical High School; Edmondson Westside High School

- Starting in school year 2020-2021, **work-based learning experiences will increase** for students in grades K-12.

- Starting in in school year 2020-2021, **our CTE curriculum will be strengthened** across pathways to align knowledge, skills, abilities, and competencies with **employer demands** and existing **postsecondary pathways** at Baltimore City Community College and local 4-year colleges

- We will begin the process of **realigning certifications** to align with MSDE requirements and employer requirements

- We will provide **short term, non-CTE certifications** for students who need a shorter course pathway that could facilitate job entry.

- We will establish **student plans** that are aligned to student interest and passion.

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We are also working to provide a **constellation of career readiness support** to improve learning experiences and outcomes for our students

And as we seek to be more **efficient** while **equitably expanding opportunities** for our students, this presentation will focus on our district-funded teacher positions & pathways.

To be more efficient in our expenditures while ensuring that students have an opportunity to access programs that would lead to a living wage, a **preliminary set of proposed recommendations** were developed. The final composition of these programs will be informed by stakeholder feedback and feasibility.

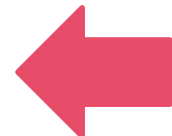| **Sunset** *Programs that do not lead to a living wage occupation and for which there is limited student demand*	**Reduce / Consolidate** *Programs that do not lead to a living wage occupation and for which there is student demand OR for which there is too much supply*	**Maintain** *Programs that lead to a living wage occupation and for which there is student demand*	**Grow** *Programs that lead to a living wage occupation and for which there is labor market & student demand*
• Career Research & Development • Lodging Management • Curriculum for Agriculture Science Education (CASE) • Homeland Security: Criminal Justice • Data Processing Technician • Early Childhood (transition to teaching) • Masonry	• Interactive Media Production • Print Education • Baking (transition to Culinary Arts) • Food and Beverage Management • Cosmetology and Cosmetic Services • PLTW BioMedical Sciences • CISCO Networking • Homeland Security: GIS • Construction Design & Management (transition to other construction trades) • PLTW Pre-engineering	• All business pathways • Carpentry • Welding • Dental technician • Pharmacy technician • Fire Emergency Medical Tech • Law & Leadership • Computer science • Advanced Manufacturing • Automotive Technician • Auto-body Collision Repair • Local seagoing/maritime	• Nursing • Teacher Academy of Maryland • HVAC • Electrical • Plumbing • Surgical Technician

For CTE programs provided by City Schools, as a part of our CTE plan, we will **strengthen** the program to ensure alignment with industry certification and occupational requirements.

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	Status Quo	Scenario 1: Thematic	Scenario 2: Centers Option 1	Scenario 3: Centers Option 2	Scenario 4: Pathways
Schools with CTE Programming	24 Schools 155 CTE Positions	22 Schools 136 CTE Positions	19 Schools 139 CTE Positions	19 Schools 138 CTE Positions	18 Schools 125 CTE Positions
Clusters	12 Clusters	10 Clusters	10 Clusters	10 Clusters	10 Clusters
Pathways #	41 Pathways	34 Pathways	34 Pathways	34 Pathways	33 Pathways
Additional Notes		This scenario establishes schools based on specific themes	This scenario creates CTE centers in certain neighborhoods	This scenario creates CTE centers in a slightly different set of neighborhoods besides scenario #2.	• Additional resources will be used to strengthen program via partnership with postsecondary: Phlebotomy & Radiology added to Nursing • Entrepreneurship and business added to Consumer paths • Additional positions will be added in schools if we can expand to 9th grade CTE enrollment to allow for additional student choice and programming depth.

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Across all scenarios, we increase the probability of students enrolling in a program to put them on a path towards an occupation that would allow them to earn a living wage.

		SY19-20 Enrollment	# of Seats Available SY20-21	Available Seats in Year 4 of Implementation (SY23-24)			
				1. Thematic	2. Centers Option 1	3. Centers Option 2	4. Pathways
H.S. Diploma & CTE Cert	Below Living Wage	2051	3075	900	900	900	525
	At or Above a Living	1209	2700	3975	4200	4125	4125
Postsecondary Credential	Below Living Wage	N/A	N/A	N/A	N/A	N/A	N/A
	At or Above Living Wage	2822	4200	3900	3900	3900	3300
Other*		N/A	420 1650	1425	1425	1425	1425

*JROTC and Career Research and Development cannot be directly aligned to specific occupations with wage data
**Assuming a teaching load of 3 sections of 25 students

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In **Scenario 1 (Thematic)**, we increase seats in living wage aligned pathways by 975 and decreased non-living wage aligned seats by 2,175.

		SY19-20 Enrollment	# of Seats Available SY20-21	Available Seats in Year 4 of Implementation (SY23-24)			
				1. Thematic	2. Centers Option 1	3. Centers Option 2	4. Pathways
H.S. Diploma & CTE Cert	Below Living Wage	2051	3075	900	900	900	525
	At or Above a Living	1209	2700	3975	4200	4125	4125
Postsecondary Credential	Below Living Wage	N/A	N/A	N/A	N/A	N/A	N/A
	At or Above Living Wage	2822	4200	3900	3900	3900	3300
Other*		N/A	420	1650	1425	1425	1425	1425

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**Assuming a teaching load of 3 sections of 25 students

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In **Scenario 2 (Centers Option 1)**, we increase seats in living wage aligned pathways by 1,200 and decreased non-living wage aligned seats by 2,175. Adopting this scenario would generate the most seats in pathways whereby students are likely to earn a living wage.

		SY19-20 Enrollment	# of Seats Available SY20-21	Available Seats in Year 4 of Implementation (SY23-24)			
				1. Thematic	2. Centers Option 1	3. Centers Option 2	4. Pathways
H.S. Diploma & CTE Cert	Below Living Wage	2051	3075	900	900	900	525
	At or Above a Living	1209	2700	3975	4200	4125	4125
Postsecondary Credential	Below Living Wage	N/A	N/A	N/A	N/A	N/A	N/A
	At or Above Living Wage	2822	4200	3900	3900	3900	3300
Other*		N/A	420	1650	1425	1425	1425	1425

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**Assuming a teaching load of 3 sections of 25 students

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In **Scenario 3 (Centers Option 2)**, we increase seats in living wage aligned pathways by 1,125 and decreased non-living wage aligned seats by 2,175.

		SY19-20 Enrollment	# of Seats Available SY20-21	Available Seats in Year 4 of Implementation (SY23-24)			
				1. Thematic	2. Centers Option 1	3. Centers Option 2	4. Pathways
H.S. Diploma & CTE Cert	Below Living Wage	2051	3075	900	900	900	525
	At or Above a Living	1209	2700	3975	4200	4125	4125
Postsecondary Credential	Below Living Wage	N/A	N/A	N/A	N/A	N/A	N/A
	At or Above Living Wage	2822	4200	3900	3900	3900	3300
Other*		N/A	420	1650	1425	1425	1425	1425

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**Assuming a teaching load of 3 sections of 25 students

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In **Scenario 4 (Pathways)**, we increase seats in living wage aligned pathways by 525 and decreased non-living wage aligned seats by 2,550. Adopting this scenario result in the greatest reductions in non-living wage aligned seats.

		SY19-20 Enrollment	# of Seats Available SY20-21	Available Seats in Year 4 of Implementation (SY23-24)			
				1. Thematic	2. Centers Option 1	3. Centers Option 2	4. Pathways
H.S. Diploma & CTE Cert	Below Living Wage	2051	3075	900	900	900	525
	At or Above a Living	1209	2700	3975	4200	4125	4125
Postsecondary Credential	Below Living Wage	N/A	N/A	N/A	N/A	N/A	N/A
	At or Above Living Wage	2822	4200	3900	3900	3900	3300
Other*	N/A	420	1650	1425	1425	1425	1425

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**Assuming a teaching load of 3 sections of 25 students

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Proposed Scenario #1: Thematic Approach

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Clusters	12 Clusters	10 Clusters	10 Clusters	10 Clusters	10 Clusters
Pathways #	41 Pathways	34 Pathways	34 Pathways	34 Pathways	33 Pathways
Additional Notes		This scenario establishes schools based on specific themes	This scenario creates CTE centers in certain neighborhoods	This scenario creates CTE centers in a slightly different set of neighborhoods besides scenario #2.	• Additional resources will be used to strengthen program via partnership with postsecondary: Phlebotomy & Radiology added to Nursing • Entrepreneurship and business added to Consumer paths • Additional positions will be added in schools if we can expand to 9th grade CTE enrollment to allow for additional student choice and programming depth.

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In **Scenario 1**, we favored the creation of **thematic schools** over the establishment of career and technical education centers. As a result:

Consistent design choice across all 4 scenarios

In line with labor market projections and living wage data:

We prioritize the following clusters:

- Health and Biosciences
- Information Technology
- and Construction and Development

We decrease the number and percent of programs that are aligned to occupations that do not meet the living wage

- Except for the current state, more schools in this scenario have CTE programming.

- **Students attending smaller schools have access to additional CTE programs** as compared to the current state. This design choice is also consistent with our value of creating sustainable CTE programs at schools with CTE pathways.

- Carver Vocational Technical High School and Edmondson Westside High Schools are no longer CTE "centers," i.e., they do have multiple clusters, because small schools on the westside of the city maintain their programs.

- We **optimize The Reach! Partnership** school by shifting CTE programs away from Mergenthaler Vocational Technical High. The Reach! Partnership school was designed to house construction trades and health programs.

- We make more programming available to students in a region with a lower Community Conditions Index by adding programming to The Reach! Partnership school

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Ensuring more **efficient use of resources** and **equitable opportunities** for resources, we shrink programs with low enrollment and move some programs from the west side of the city to the east side of the city.
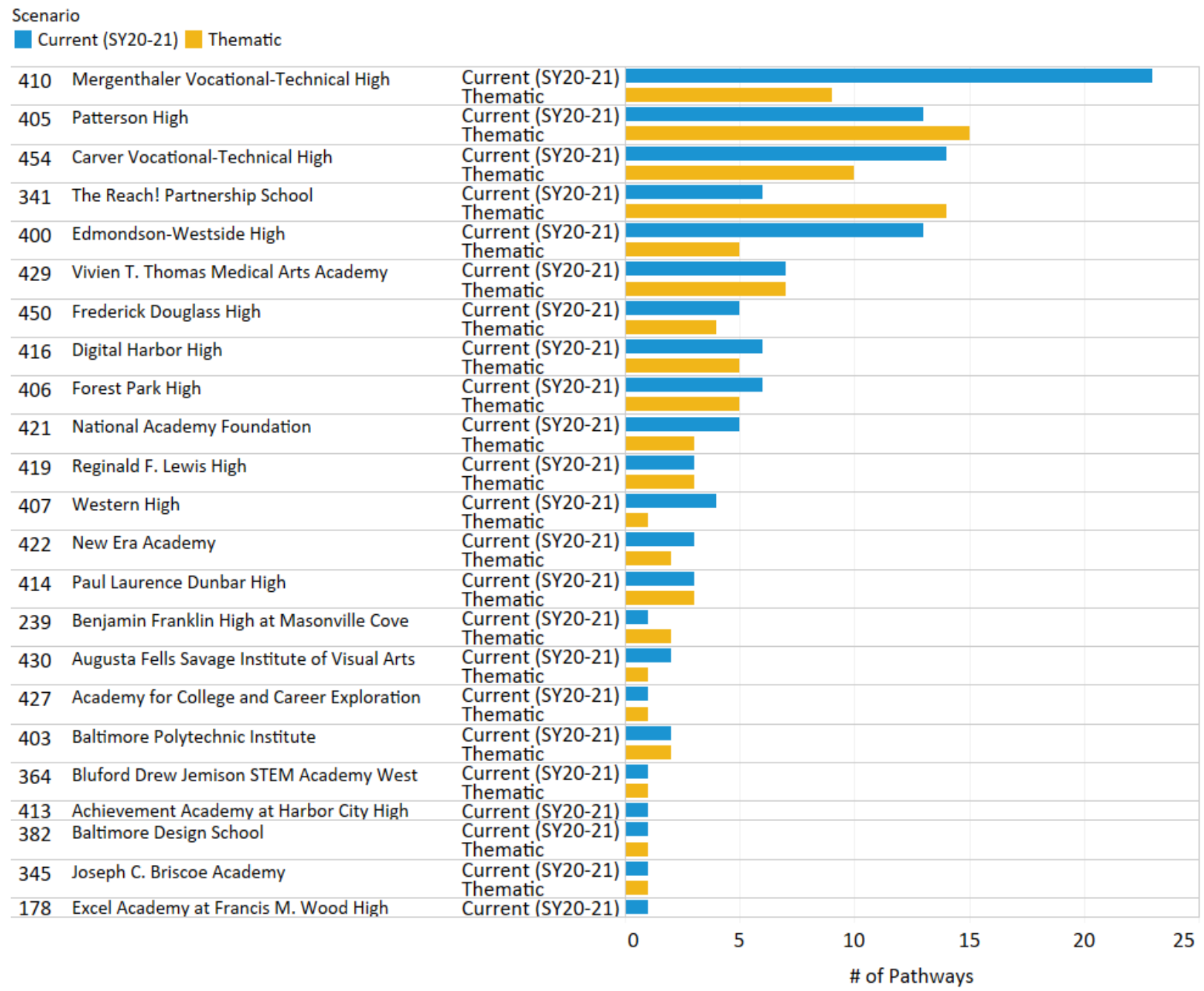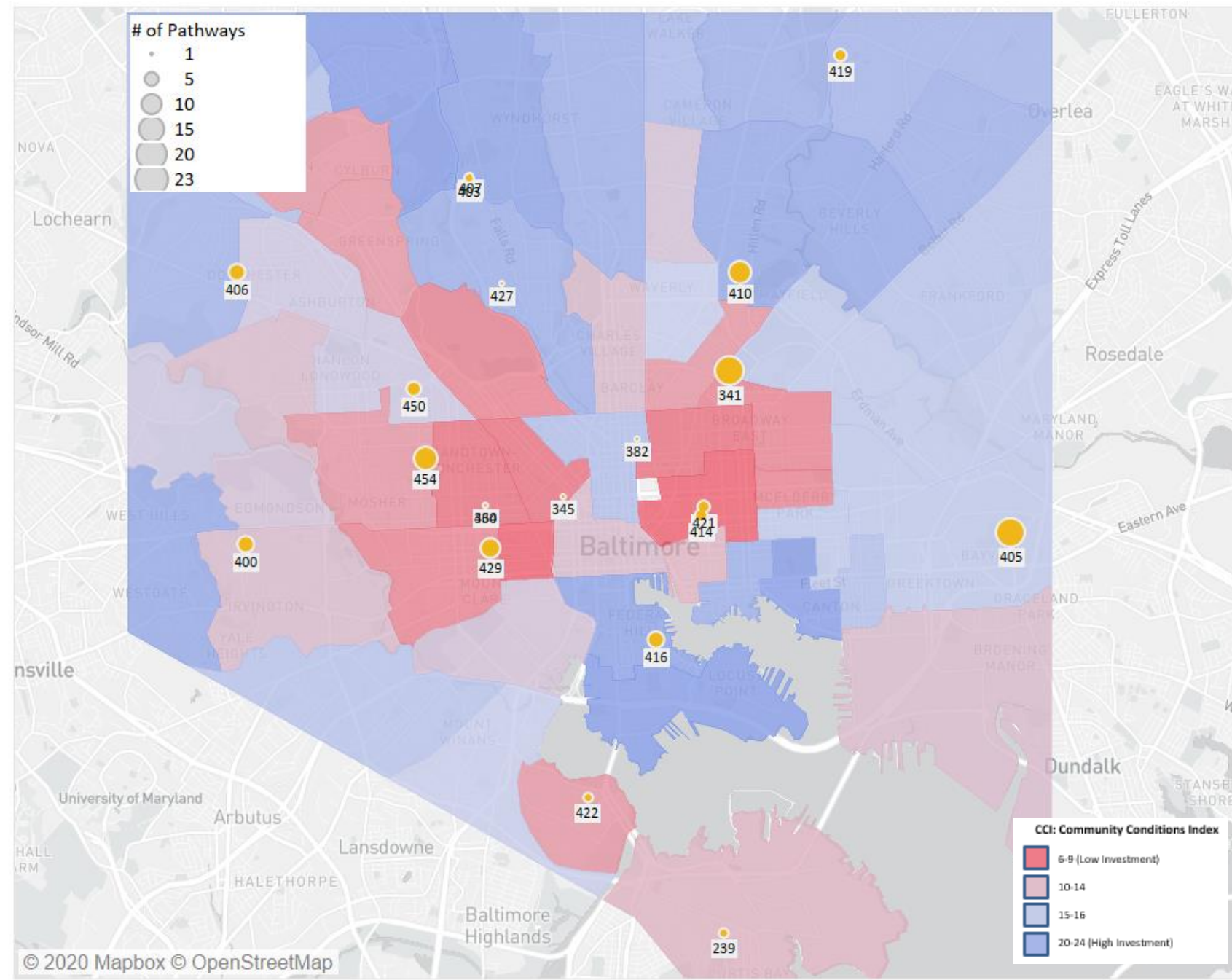
To the extent possible, we create themes across schools in different areas of the city.

- Baltimore Design School – Arts and Design

- Bluford Drew Jemison STEM Academy West – Science, Technology, Engineering, and Math

- Carver Vocational Technical High School – Multiple themes

- Digital Harbor – Information Technology

- Frederick Douglass High School - Business, Law, and Teaching

- Mergenthaler Vocational Technical High School – Multiple themes; will serve as a CTE center

- Patterson High School – Multiple themes; will serve as a CTE center

- The Reach! Partnership School - Health and Construction

- Vivien T. Thomas Medical Arts Academy – Health Sciences

Note: All other schools not listed here with CTE programming are deepening existing programs.

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Proposed Scenario #2: Centers-based model (option 1)

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In **Scenario 2,** we favored the creation of career and technical education **centers** rather than a more distributed model of CTE programming. As a result:

Consistent design choice across all 4 scenarios

In line with labor market projections and living wage data:

We prioritize the following clusters:

- Health and Biosciences
- Information Technology
- and Construction and Development

We decrease the number and percent of programs that are aligned to occupations that do not meet the living wage

- We **create CTE centers** across the city through program consolidation at school schools while increasing pathways at others.
  - Consolidates programming by reducing schools offering CTE by approximately 1/3; small schools are not as well supported in this scenario.
  - Increasing pathway offerings at Mergenthaler Vocational-Technical High, Carver Vocational-Technical High, and Forest Park High

- There is greater programmatic efficiency and depth within CTE hubs

- Programming at **Edmondson Westside High School will be significantly reduced**; however, this scenario still increases pathways available to students in areas with a lower Community Conditions Index

- **Carver Vocational Technical High School serves as the CTE center** on the westside of the city.

- Mergenthaler Vocational Technical High School continues to have more programming than The Reach! Partnership school.

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Ensuring more **efficient use of resources** and **allowing for more student choice within schools**, we shrink low enrollment programs in order to create larger centers around the city to increase access.
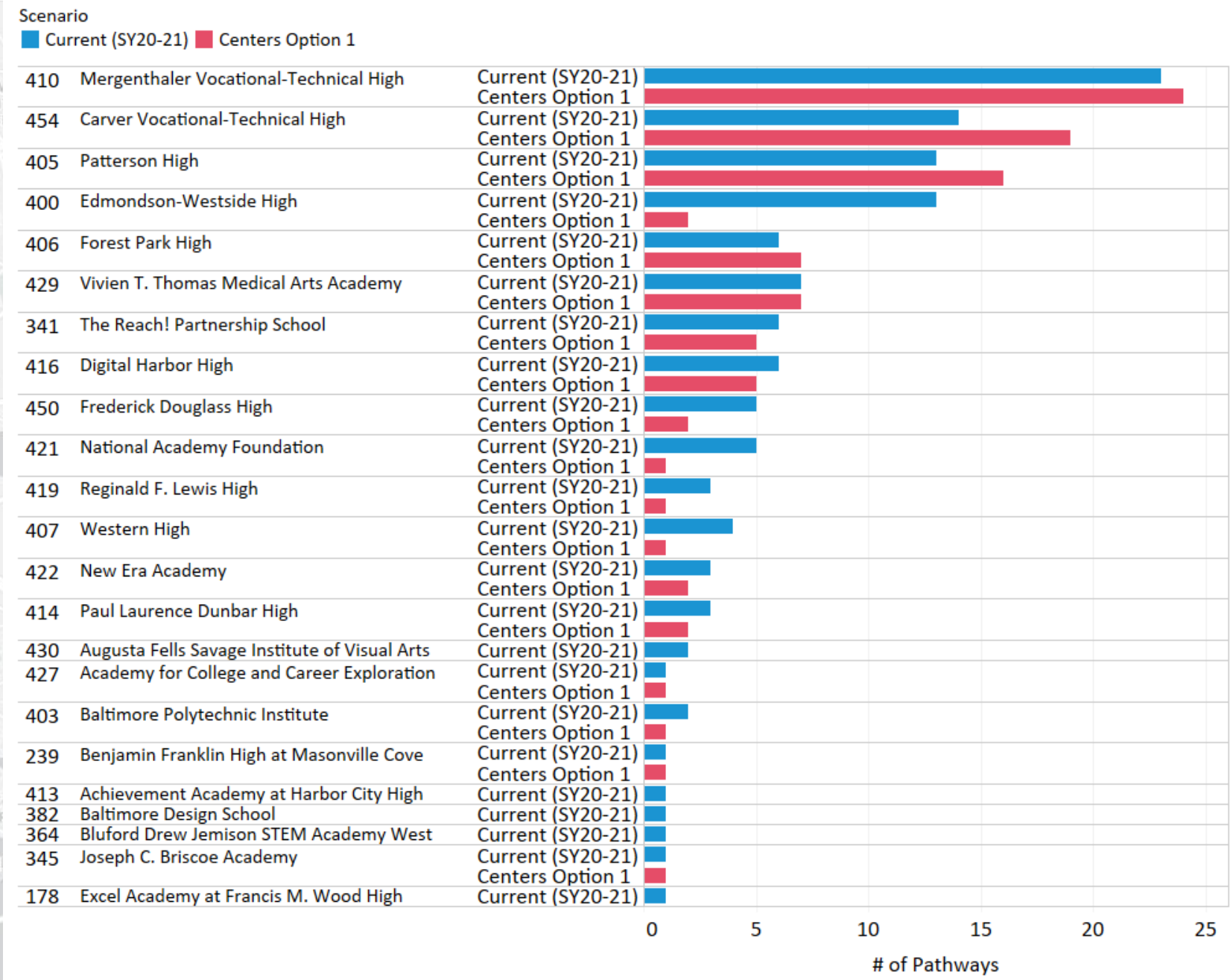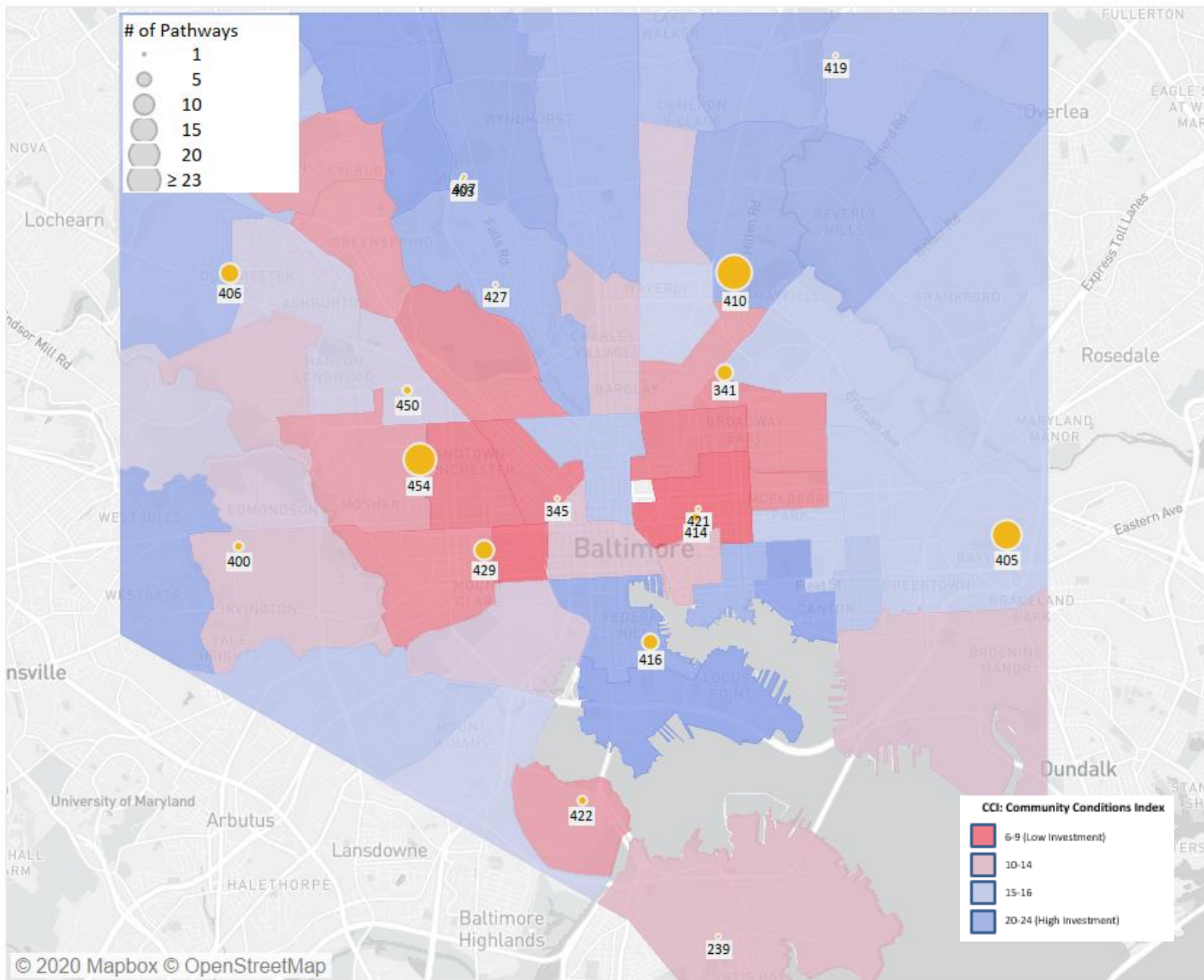
Proposed Scenario #3: Centers-based model (option 2)

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	Status Quo	Scenario 1: Thematic	Scenario 2: Centers Option 1	Scenario 3: Centers Option 2	Scenario 4: Pathways
Schools with CTE Programming	24 Schools 155 CTE Positions	22 Schools 136 CTE Positions	19 Schools 139 CTE Positions	19 Schools 138 CTE Positions	18 Schools 125 CTE Positions
Clusters	12 Clusters	10 Clusters	10 Clusters	10 Clusters	10 Clusters
Pathways #	41 Pathways	34 Pathways	34 Pathways	34 Pathways	33 Pathways
Additional Notes		This scenario establishes schools based on specific themes	This scenario creates CTE centers in certain neighborhoods	This scenario creates CTE centers in a slightly different set of neighborhoods besides scenario #2.	• Additional resources will be used to strengthen program via partnership with postsecondary: Phlebotomy & Radiology added to Nursing • Entrepreneurship and business added to Consumer paths • Additional positions will be added in schools if we can expand to 9th grade CTE enrollment to allow for additional student choice and programming depth.

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In **Scenario 3,** we favored the creation of career and technical education **centers** rather than a more distributed model of CTE programming but focus on different schools. As a result:

Consistent design choice across all 4 scenarios

In line with labor market projections and living wage data:

We prioritize the following clusters:

- Health and Biosciences
- Information Technology
- and Construction and Development

We decrease the number and percent of programs that are aligned to occupations that do not meet the living wage

- We **create CTE centers** across the city through program consolidation at school schools while increasing pathways at others.
  - Increasing pathway offerings at Mergenthaler Vocational Technical High, Edmondson Westside High School, Patterson High School, and Forest Park High

- There is greater programmatic efficiency and depth within CTE hubs

- We **reduce the number of schools** offering CTE and the number of **pathways** offered in some areas; some of these areas have the lowest Community Conditions Index rating.

- **Edmondson Westside High School** is the CTE center for the westside of the city rather than Carver Vocational Technical High School.

- Mergenthaler Vocational Technical High School continues to have more programming than The Reach! Partnership school.

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Ensuring more **efficient use of resources** and **allowing for more student choice within schools**, we shrink low enrollment programs in order to create larger centers around the city to increase access.
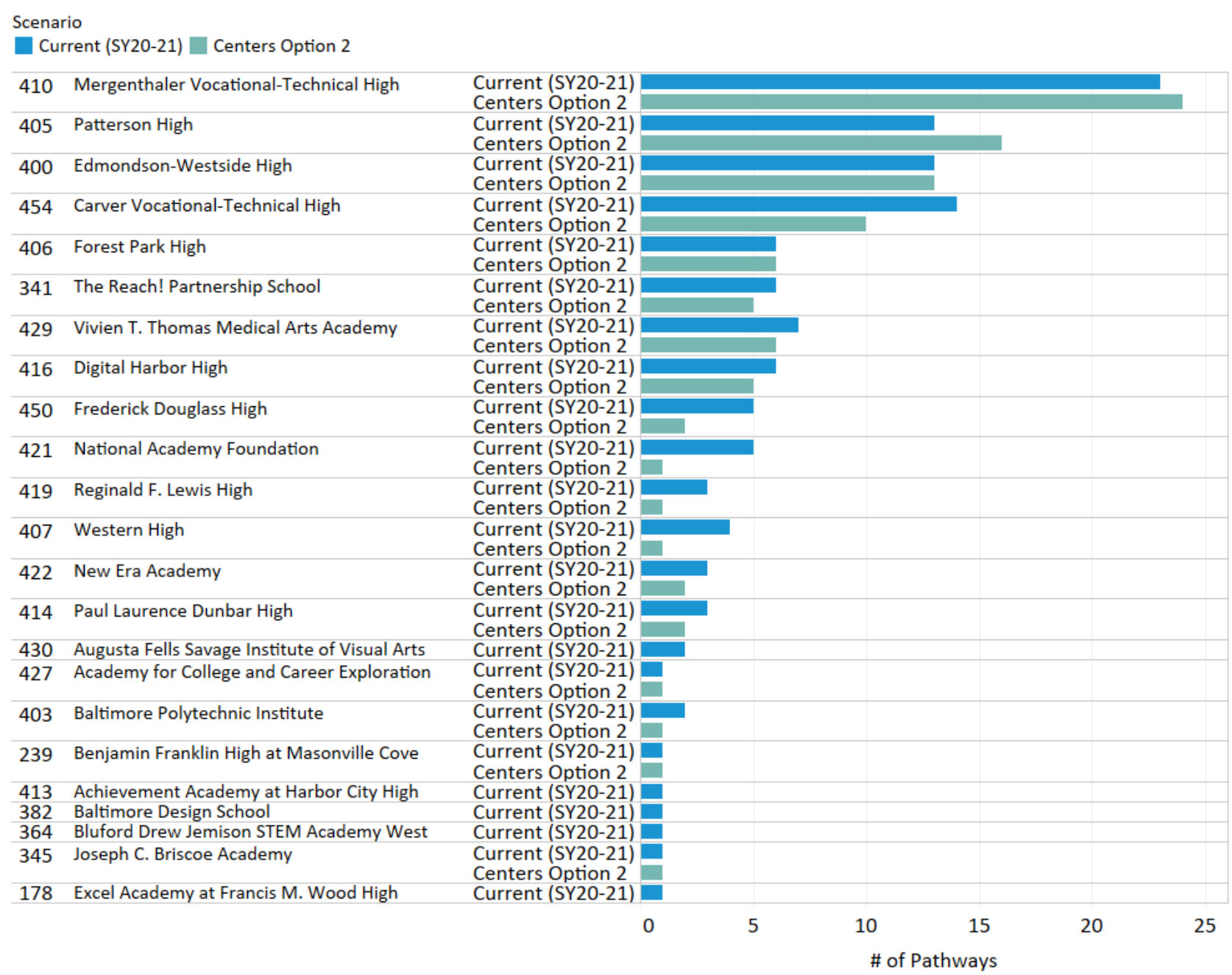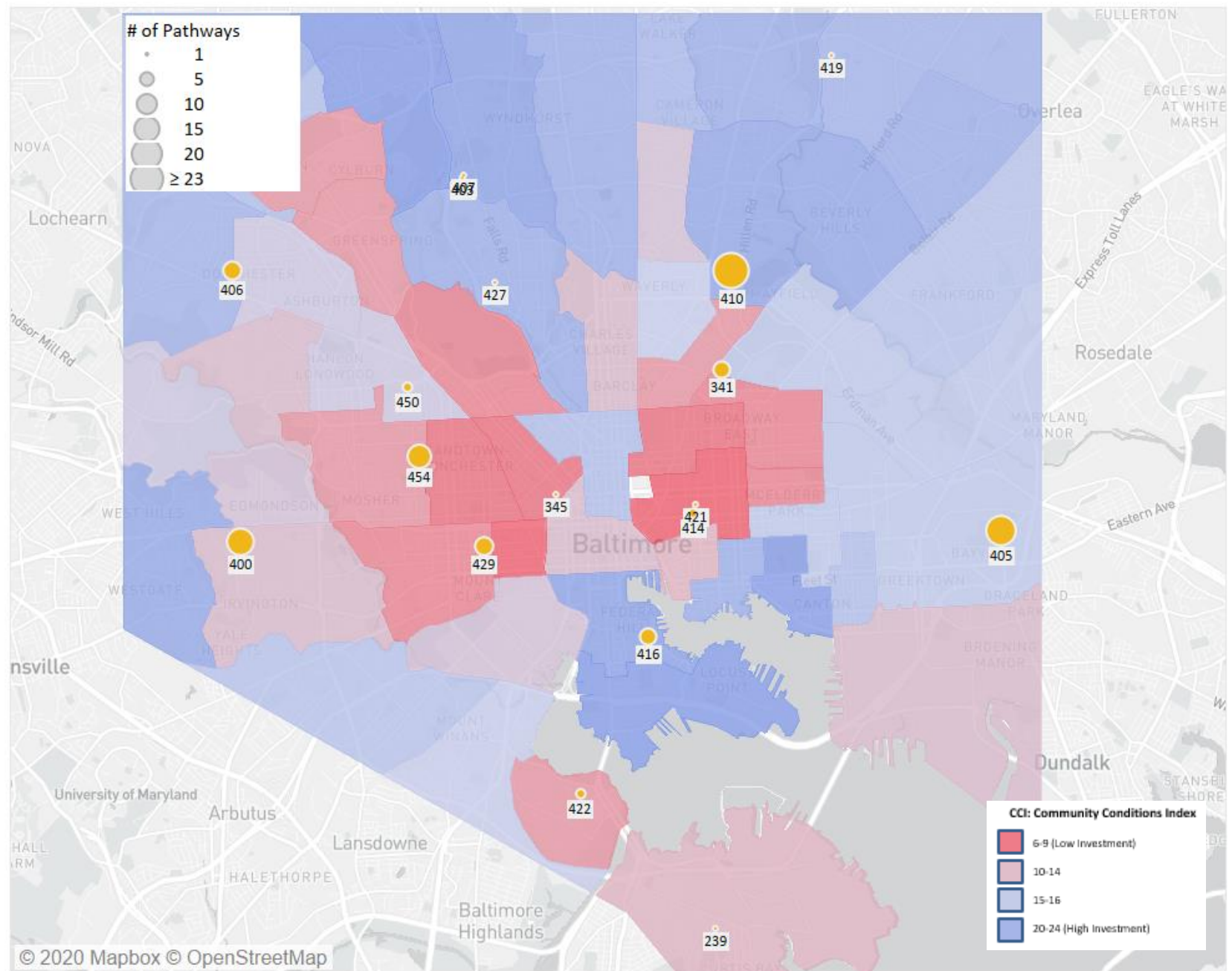
Proposed Scenario #4: Pathways Based Growth

	Status Quo	Scenario 1: Thematic	Scenario 2: Centers Option 1	Scenario 3: Centers Option 2	Scenario 4: Pathways
Schools with CTE Programming	24 Schools 155 CTE Positions	22 Schools 136 CTE Positions	19 Schools 139 CTE Positions	19 Schools 138 CTE Positions	18 Schools 125 CTE Positions
Clusters	12 Clusters	10 Clusters	10 Clusters	10 Clusters	10 Clusters
Pathways #	41 Pathways	34 Pathways	34 Pathways	34 Pathways	33 Pathways
Additional Notes		This scenario establishes schools based on specific themes	This scenario creates CTE centers in certain neighborhoods	This scenario creates CTE centers in a slightly different set of neighborhoods besides scenario #2.	• Additional resources will be used to strengthen program via partnership with postsecondary: Phlebotomy & Radiology added to Nursing • Entrepreneurship and business added to Consumer paths • Additional positions will be added in schools if we can expand to 9th grade CTE enrollment to allow for additional student choice and programming depth.

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In **Scenario 4,** we prioritized increasing pathways that offer living wage jobs and has highest labor market demand and re-envision CTE programming to offer students with greater options and flexibility. As a result:

Consistent design choice across all 4 scenarios

In line with labor market projections and living wage data:

We prioritize the following clusters:

- Health and Biosciences
- Information Technology
- and Construction and Development

We decrease the number and percent of programs that are aligned to occupations that do not meet the living wage

- We will be increasing (or replacing) pathways in some clusters across select schools but foster increased teacher collaboration through ensuring, where possible at least 2 teacher per school.

- **Decreasing total FTE** to use funds for **alternative programming*** for students. This scenario has the highest number of teacher reductions.
  - Add phlebotomy (12-week training course) to Douglass.

- **Integrating entrepreneurship** course to low-wage occupations to increase students' skill set and opportunity to pivot to other occupations by shifting/adding business pathway to certain schools:
  - Mergenthaler Vocational Technical High School, Forest Park High School, Edmondson Westside High School, and Carver Vocational Technical High School.

- **Strengthened programming in south Baltimore:**
  - **Ben Franklin** to become a **construction center.**

- **Piloting 9th grade foundational curriculum for health and/or construction centers** to provide students with pathway selection flexibility.
  - Centers: Mergenthaler Vocational Technical High School, Vivien T. Thomas Medical Arts Academy, Edmondson Westside High School, Benjamin Franklin High School, and Joseph C. Briscoe Academy.

- Decreases programs with low enrollment -- PLTW-Engineering, PLTW-Biosciences, and Cosmetology

* We will be in discussion with BCCC during our outreach phase to determine if there are additional ways to integrate BCCC courses / certification with our pathways and align with college-readiness activities.

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Ensuring more **efficient use of resources** and shrinking low enrollment programs, we create more, smaller hubs equally spread around the city to ensure equitable access to pathways that offer a living wage.
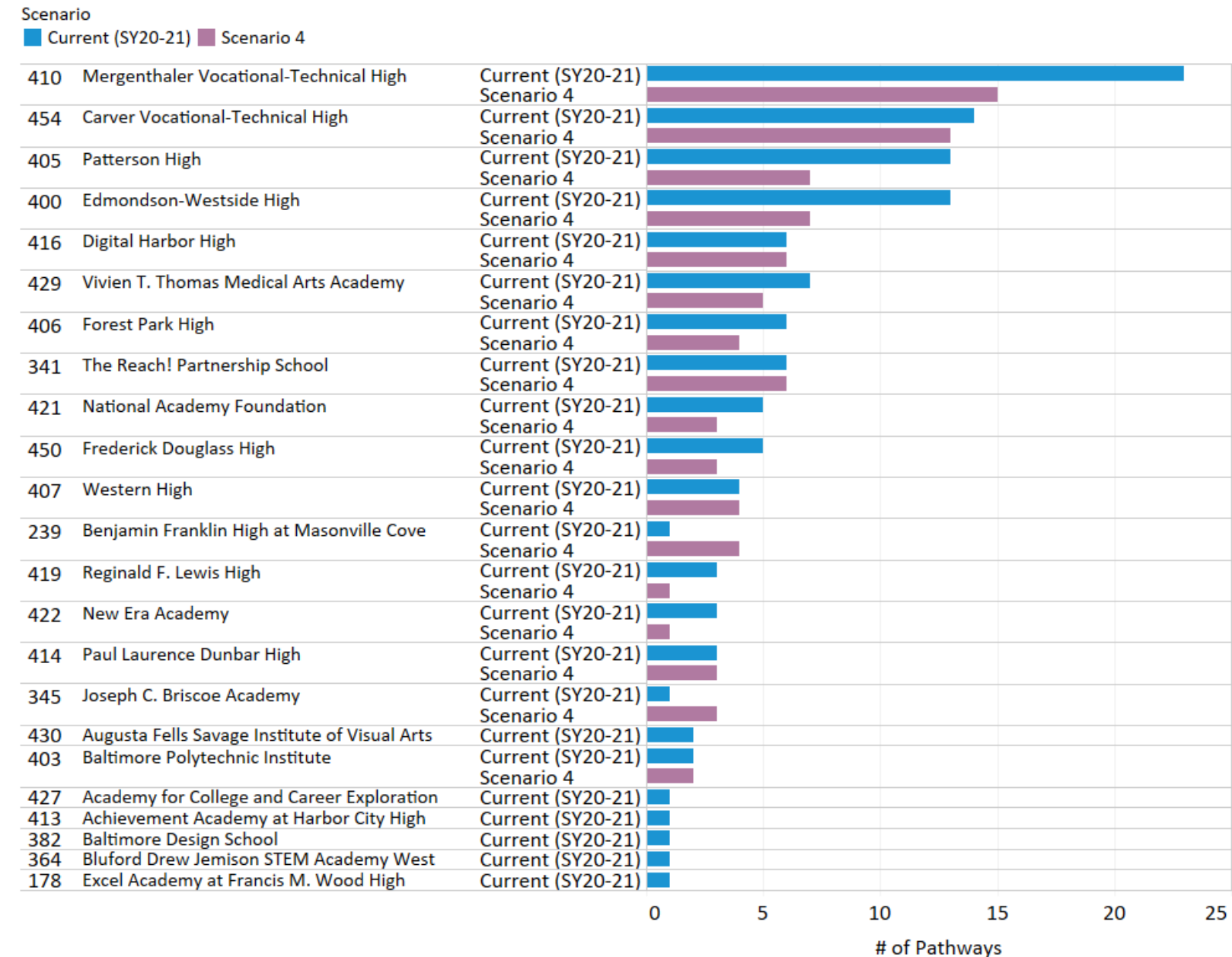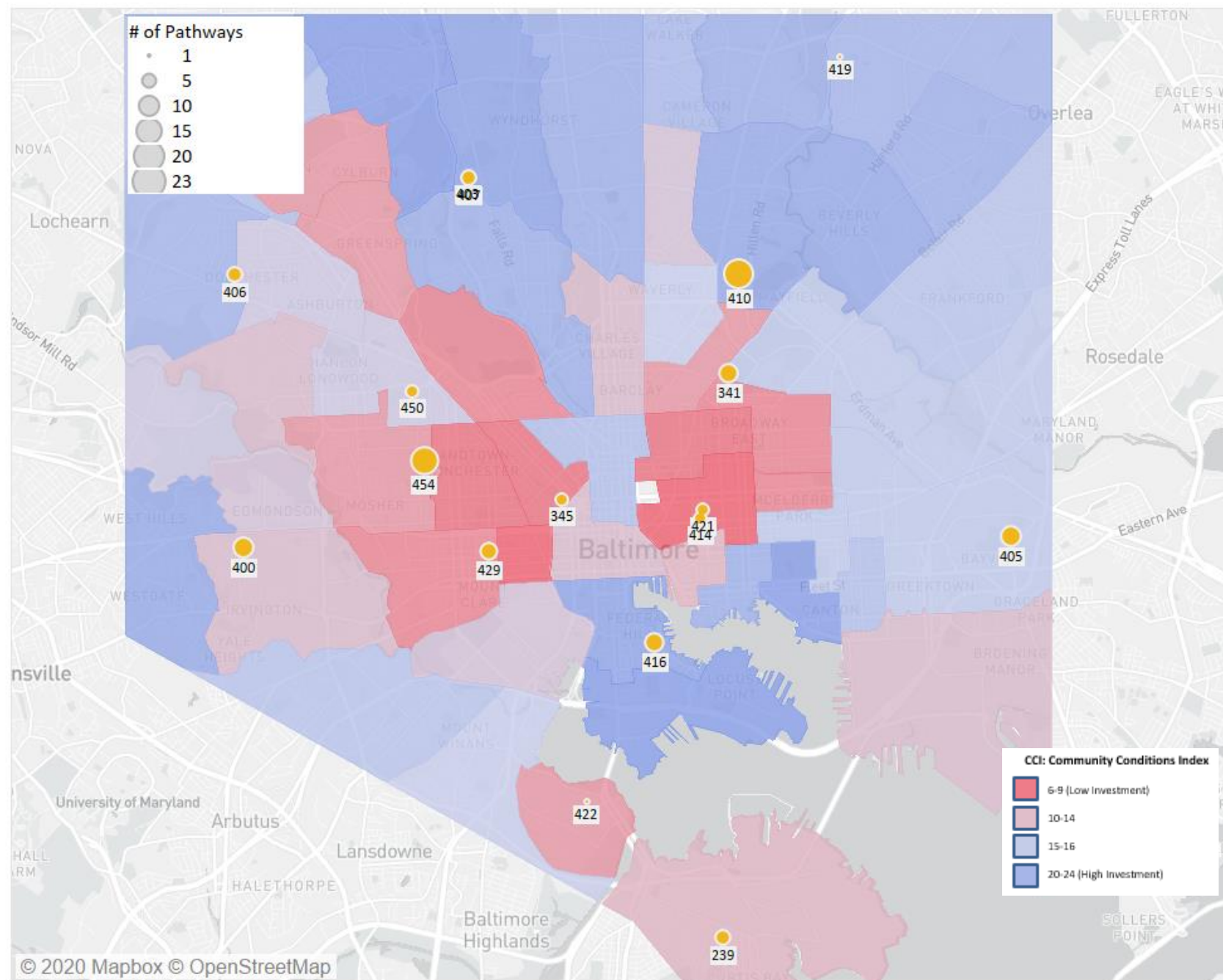
Discussion and Questions

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We will spend the next two months **gathering and incorporating feedback** from our students, families, and community to ensure that our final set of recommendations are consistent with our collective vision.

Our vision for career readiness is a system that..

- Prioritizes preparing students for living wage, in-demand occupations consistent with student demand

- Is relevant and rigorous

- Is more accessible to our diverse student populations and more equitably distributed across the city

- Uses our resources effectively, efficiently, and is sustainable and supportive of our school community

Timeline & Next Steps

August – October 2020
- Stakeholder engagement and feedback on proposed scenarios
- Facility feasibility and programmatic assessment

November 2020
- Incorporate stakeholder feedback into recommendations
- Continued facility and programmatic feasibility assessment based on revised recommendations

Winter 2020/Spring 2021
- Finalize recommendations and propose a multi-year CTE strategic plan for board approval.

Spring 2021 (and beyond)
- Implementation planning and execution.

We expect to fully execute the multi-year CTE strategic plan by the 2023-2024 school year.

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Alison Perkins-Cohen, *Chief of Staff*

Shashi Buddula, *Chief Technology Officer*

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John L. Davis, Jr., *Chief of Schools*

Jeremy Grant-Skinner, *Chief Human Capital Officer*

Tina Hike-Hubbard, *Chief of Communications, Engagement, and Enrollment*

Theresa Jones, *Chief Achievement and Accountability Officer*

Dr. Lynette Washington, *Chief Operating Officer*

Appendix A: Proposed Communication & Stakeholder Engagement Strategy

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City Schools will take a multi-pronged approach to stakeholder feedback by soliciting input that will inform our final recommendation to the board this upcoming Winter/ Spring. We will then engage stakeholders in Spring 2021 to develop possible implementation scenarios based on potential Board approval (and any adjustments the Board might recommend).

		When	How / What	What it will inform?
Our Students & Families	Students	Sept - Oct 2020	**Facilitated Sessions and Survey** • Available pathways & courses • Access & opportunity • Choice processes (selection & decision-making)	• The set of available pathways • The type of courses that are available, how they might be delivered, and certification options • Program location
	Families	Sept - Oct 2020	**Facilitated Sessions and Survey** • Available pathways & courses • Access & opportunity • Programmatic trade offs • Choice process	• The set of available pathways and programs available for students • Program location • Choice process &how we communicate and engage families
	Alumni	Aug - Oct 2020	**Facilitated Sessions and Survey** • Programmatic trade offs • Transitioning into postsecondary & workforce • School support strategies	• The set of available pathways and programs available for students • Services and support for students (during and after HS experience) • Alumni engagement activities

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Engaging our schools will be critical for both short- and long-term planning and implementation.

	When	How / What	What it will inform?
Our Schools			
Teachers	Late Sept – Oct 2020	**Pathway-by-Pathway Conv.** • Access & opportunities • Potential school landscape 4-years from now • Transition Planning • Curriculum and Support	• The set of courses & pathways • Program location and facilities needs • Teacher support and professional development
Principals	Late Sept – Oct 2020	**One-On-One Discussions** • Access & opportunities • Potential school landscape 4-years from now • Transition Planning	• The set of available pathways and employment opportunities • Teacher transition support / contingency planning • School & community transition support (e.g., budget and comms)
Counselors	Sept - Oct 2020	• HS – Course scheduling; workforce and postsecondary planning • MS – Student's school selection and support	• Enrollment processes • Student recruitment into CTE pathways • Resources & supports for counselors

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Learning from our community members will ensure that the programming that we provide to our students will meet both the short- and long-term needs of the community.

Our Community		When	How / What		What it will inform?
	Community (incl. CBOs and Philanthropy)	Sept – Oct 2020	**Virtual townhalls (with schools)** • Access & opportunities • Potential school landscape 4-years from now (e.g., available pathways		• The set of available pathways and employment opportunities • Program location • Community partnerships and alignment
	Elected Officials	Sept - Oct 2020	**One-On-One Discussion** • Access & opportunities • Potential school landscape (e.g., available pathways) • Partnerships		• The set of available pathways and programs available for students • Program location • Partnerships
	Workforce and Postsecondary Community	Oct 2020	**Working Sessions** • Programmatic trade offs • Transitioning into postsecondary & workforce • School support strategies		• The set of available pathways and programs available for students • Services and support for students (during and after HS experience) • Workforce and postsecondary partnerships / workgroups

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Establishing coherence across City School's central office departments will be essential to ensuring a seamless transition for our families and schools.
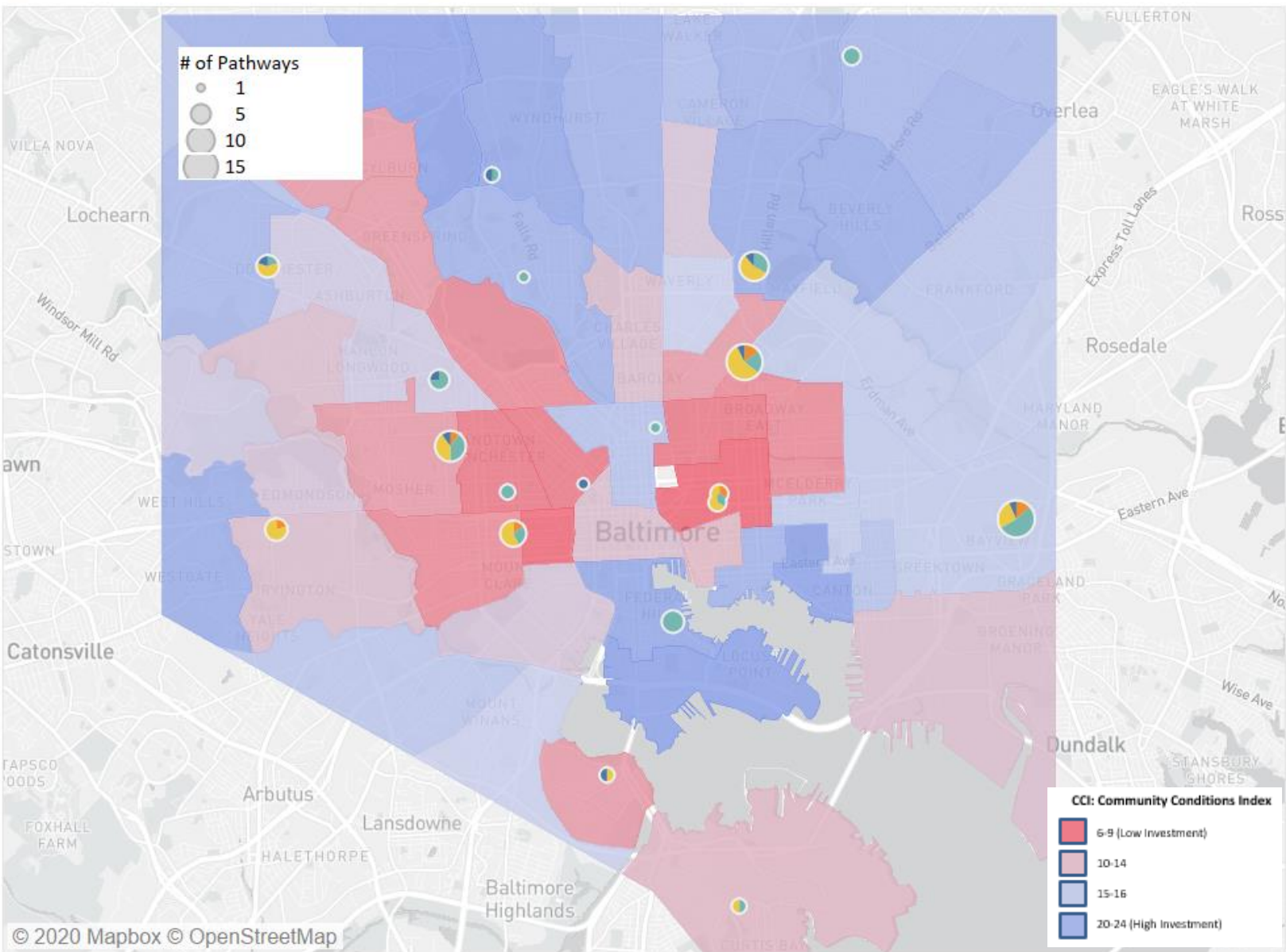
The Central Administration

	When	How / What	What it will inform?
Facilities	On-going (start in Aug)	**On-Going Meetings** • Facility capacity and cost for transition based on scenarios • School moves	• Facility feasibility based on capacity and other developments • Capital planning / school moves
Budget	On-going (start in Aug)	**On-Going Meetings** • Four-year financial planning to allow for staffing, facility, and curriculum dev. • Assess liability	• Growth and implementation planning • Sequencing of services and supports to students, teachers, and schools
Human Resources	On-going (start in Aug)	**On-Going Meetings** • Staffing transition options • Staff hiring / permutations	• Staffing support / transition • Staffing allocation changes
Office of New Initiatives	On-going (start in Aug)	**On-Going Meetings** • Schoolwide changes	• Facility feasibility based on capacity and other developments • Capital planning
Academic	On-going (start in Aug)	**On-Going Meetings** • Pathway / School Changes • Curriculum • School transition planning	• School Transitioning planning • Staffing support • Curriculum development / alignment
Family & Comm. Engagement	On-going (start in Aug)	**On-Going Meetings** • Enrollment Process • Community Engagement	• Enrollment process • Messaging • Outreach timing and process

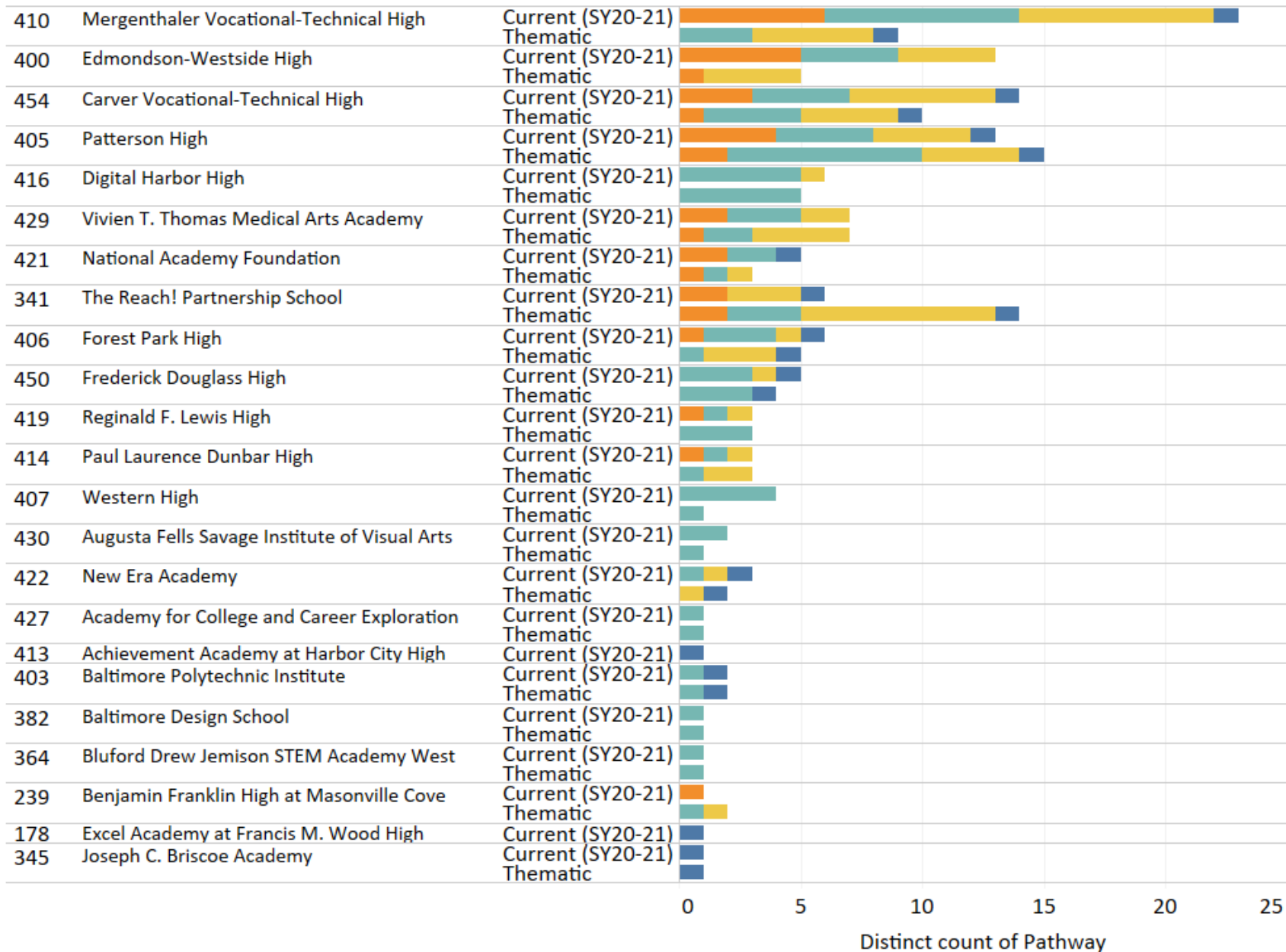**BALTIMORE CITY**
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Appendix B: Additional Graphs for Scenarios 1 through 4.

Scenario 1: To ensure students have an opportunity to earn a **living wage**, we decreased from having 21% of programs not meet a living wage to 8% and shifted the resources to programs that would earn a living wage.

■ Below Living Wage w/o Postsecondary   ■ At or Above Living Wage w/o Postsecondary
■ At or Above Living Wage w/ Postsecondary   ■ No Wage Data

# of Pathways
- 1
- 5
- 10
- 15

Lochearn
Villa Nova
Catonsville
Arbutus
Lansdowne
Baltimore Highlands
Baltimore
Rosedale
Overlea
Fullerton
Dundalk

CCI: Community Conditions Index
- 6-9 (Low Investment)
- 10-14
- 15-16
- 20-24 (High Investment)

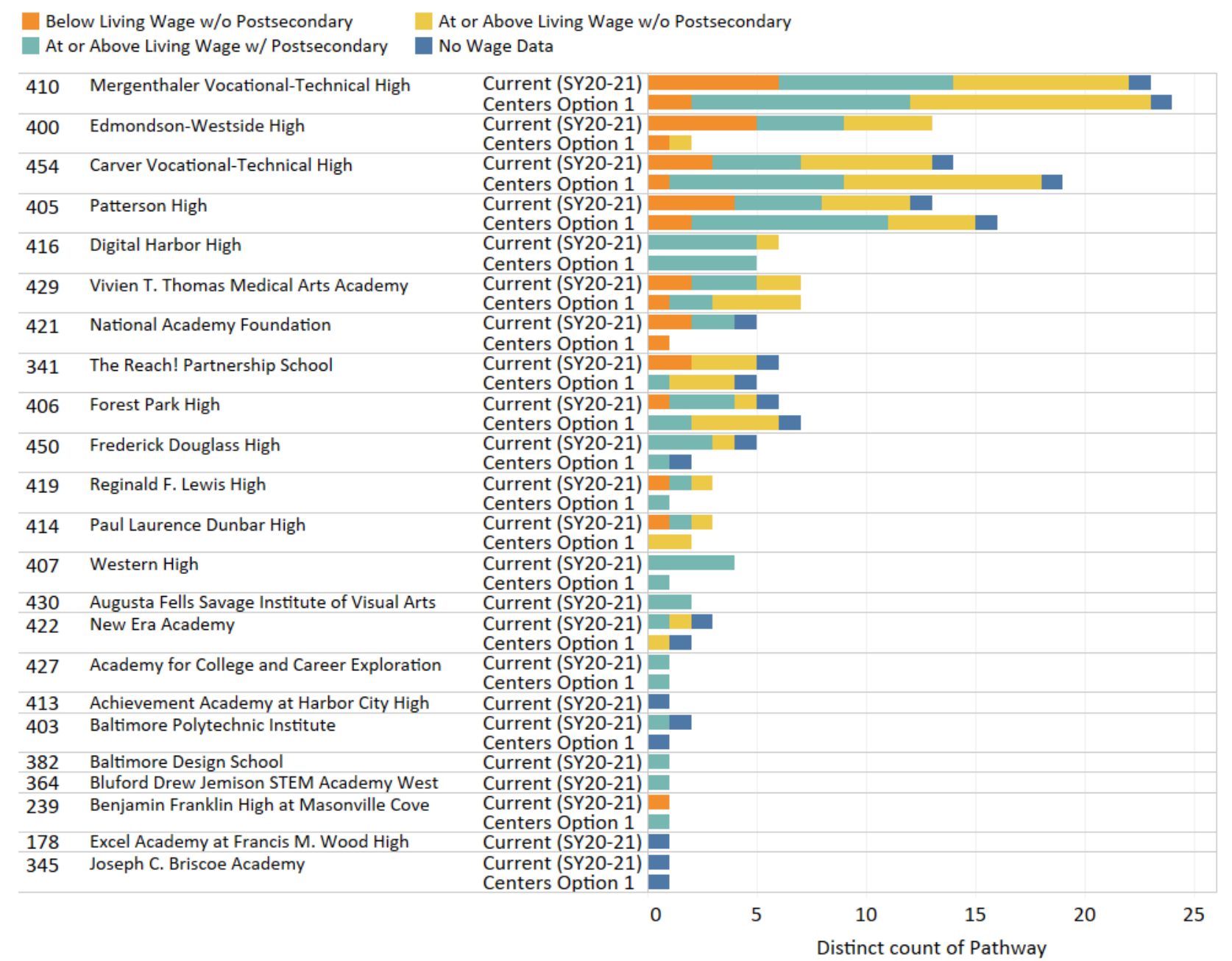© 2020 Mapbox © OpenStreetMap

■ Below Living Wage w/o Postsecondary   ■ At or Above Living Wage w/o Postsecondary
■ At or Above Living Wage w/ Postsecondary   ■ No Wage Data

Code	School	Scenario
410	Mergenthaler Vocational-Technical High	Current (SY20-21) / Thematic
400	Edmondson-Westside High	Current (SY20-21) / Thematic
454	Carver Vocational-Technical High	Current (SY20-21) / Thematic
405	Patterson High	Current (SY20-21) / Thematic
416	Digital Harbor High	Current (SY20-21) / Thematic
429	Vivien T. Thomas Medical Arts Academy	Current (SY20-21) / Thematic
421	National Academy Foundation	Current (SY20-21) / Thematic
341	The Reach! Partnership School	Current (SY20-21) / Thematic
406	Forest Park High	Current (SY20-21) / Thematic
450	Frederick Douglass High	Current (SY20-21) / Thematic
419	Reginald F. Lewis High	Current (SY20-21) / Thematic
414	Paul Laurence Dunbar High	Current (SY20-21) / Thematic
407	Western High	Current (SY20-21) / Thematic
430	Augusta Fells Savage Institute of Visual Arts	Current (SY20-21) / Thematic
422	New Era Academy	Current (SY20-21) / Thematic
427	Academy for College and Career Exploration	Current (SY20-21) / Thematic
413	Achievement Academy at Harbor City High	Current (SY20-21)
403	Baltimore Polytechnic Institute	Current (SY20-21) / Thematic
382	Baltimore Design School	Current (SY20-21) / Thematic
364	Bluford Drew Jemison STEM Academy West	Current (SY20-21) / Thematic
239	Benjamin Franklin High at Masonville Cove	Current (SY20-21) / Thematic
178	Excel Academy at Francis M. Wood High	Current (SY20-21)
345	Joseph C. Briscoe Academy	Current (SY20-21) / Thematic

0 5 10 15 20 25

Distinct count of Pathway

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Scenario 2: To ensure students have an opportunity to earn a **living wage**, we decreased from having 21% of programs not meet a living wage to 7% and shifted the resources to programs that would earn a living wage.
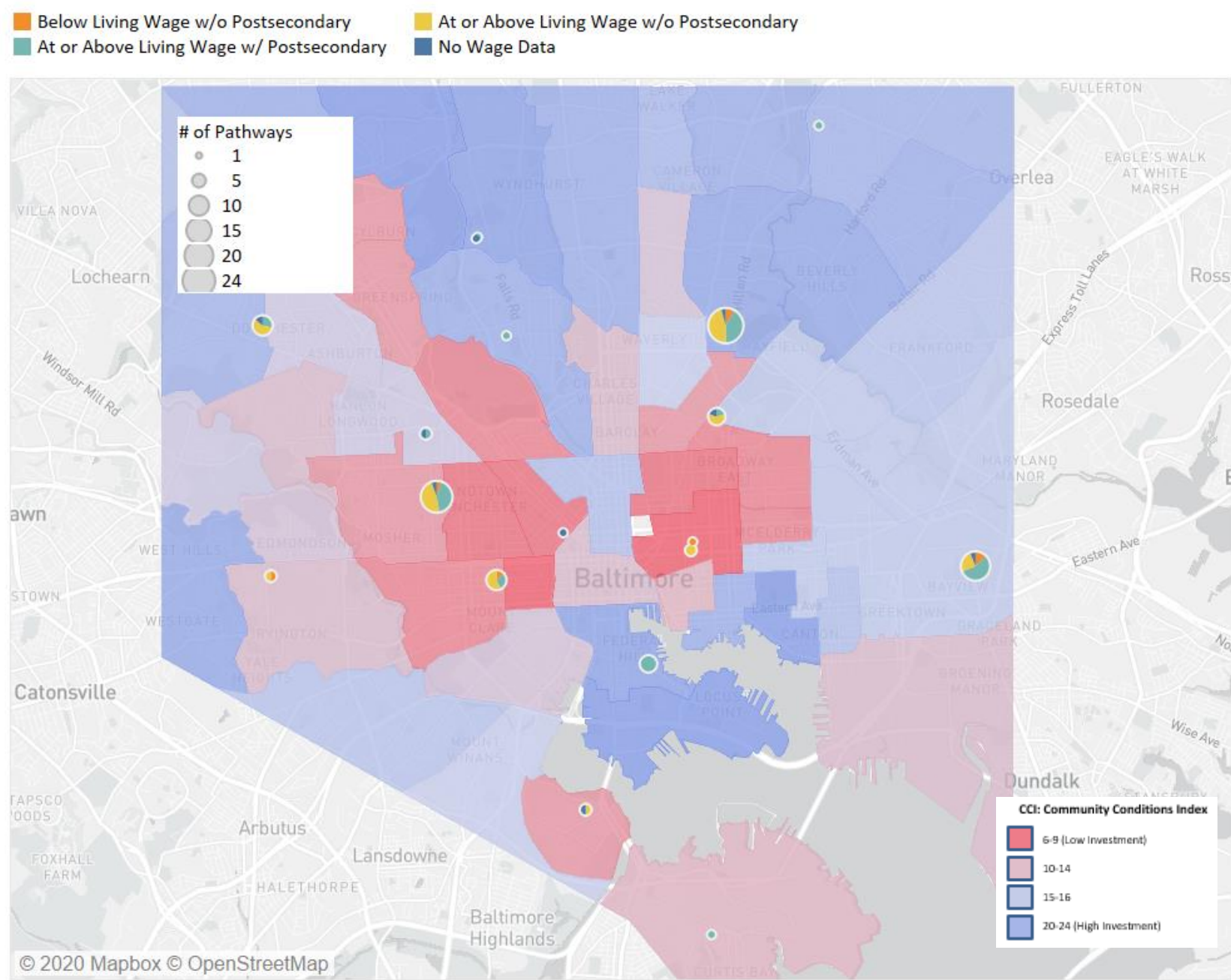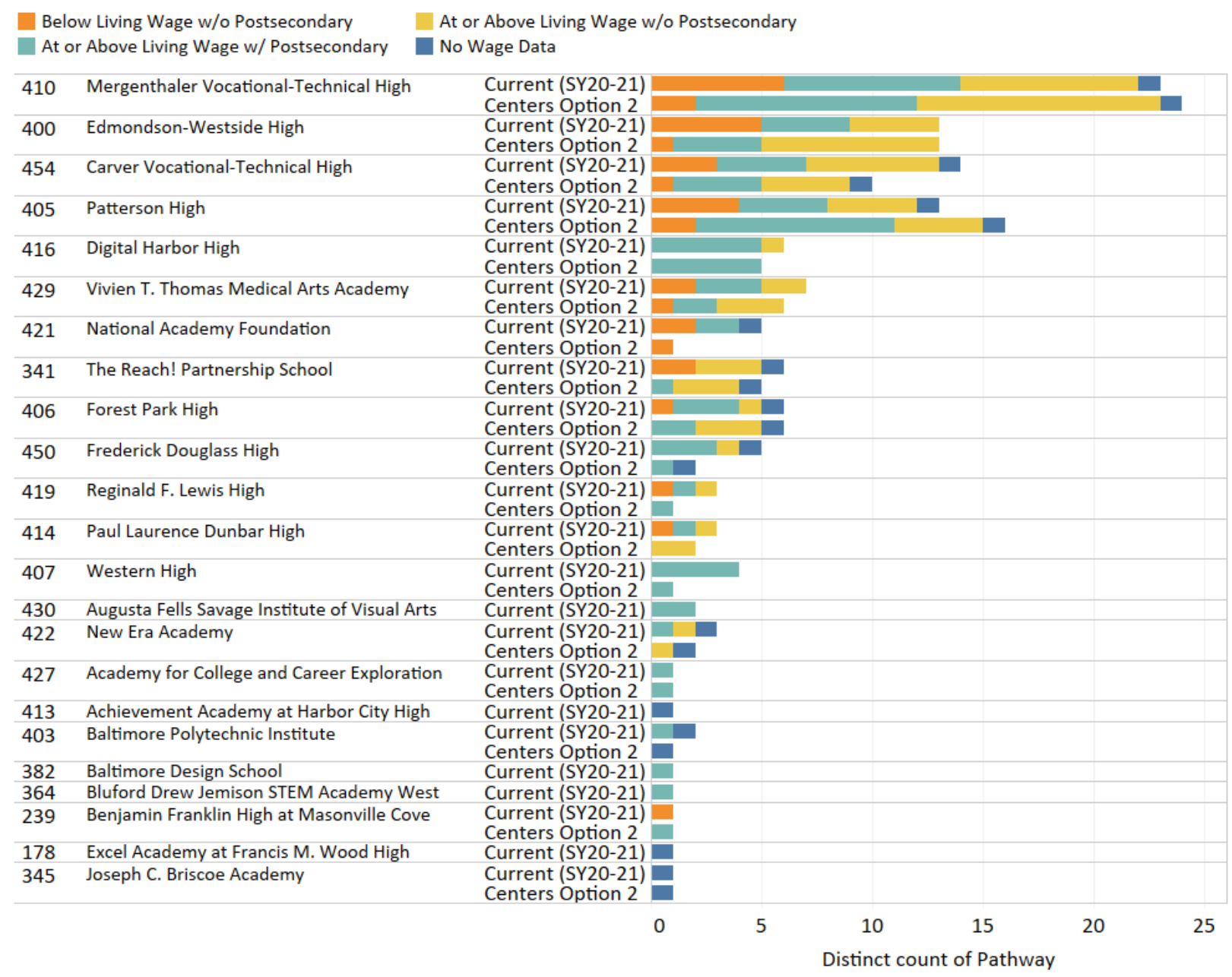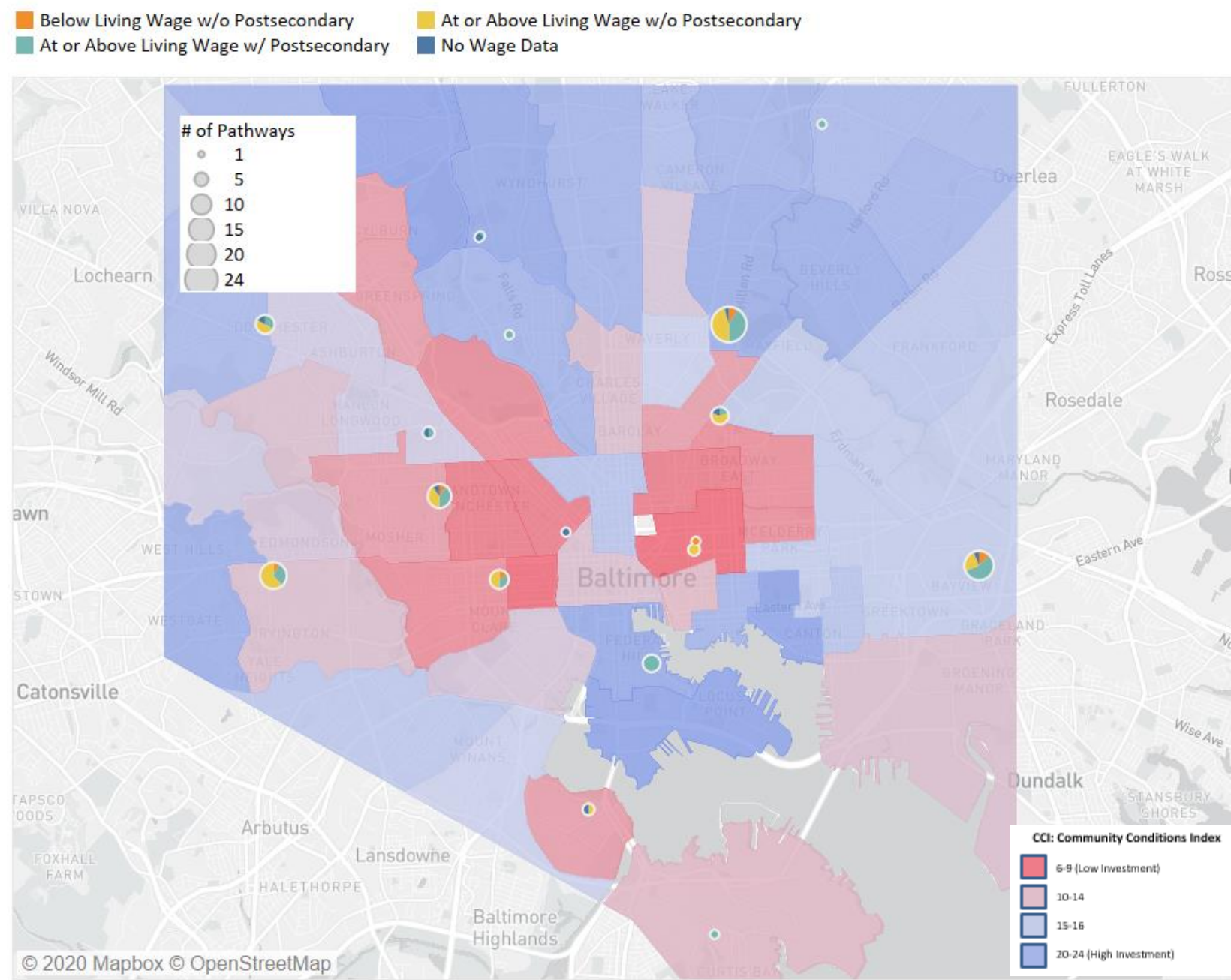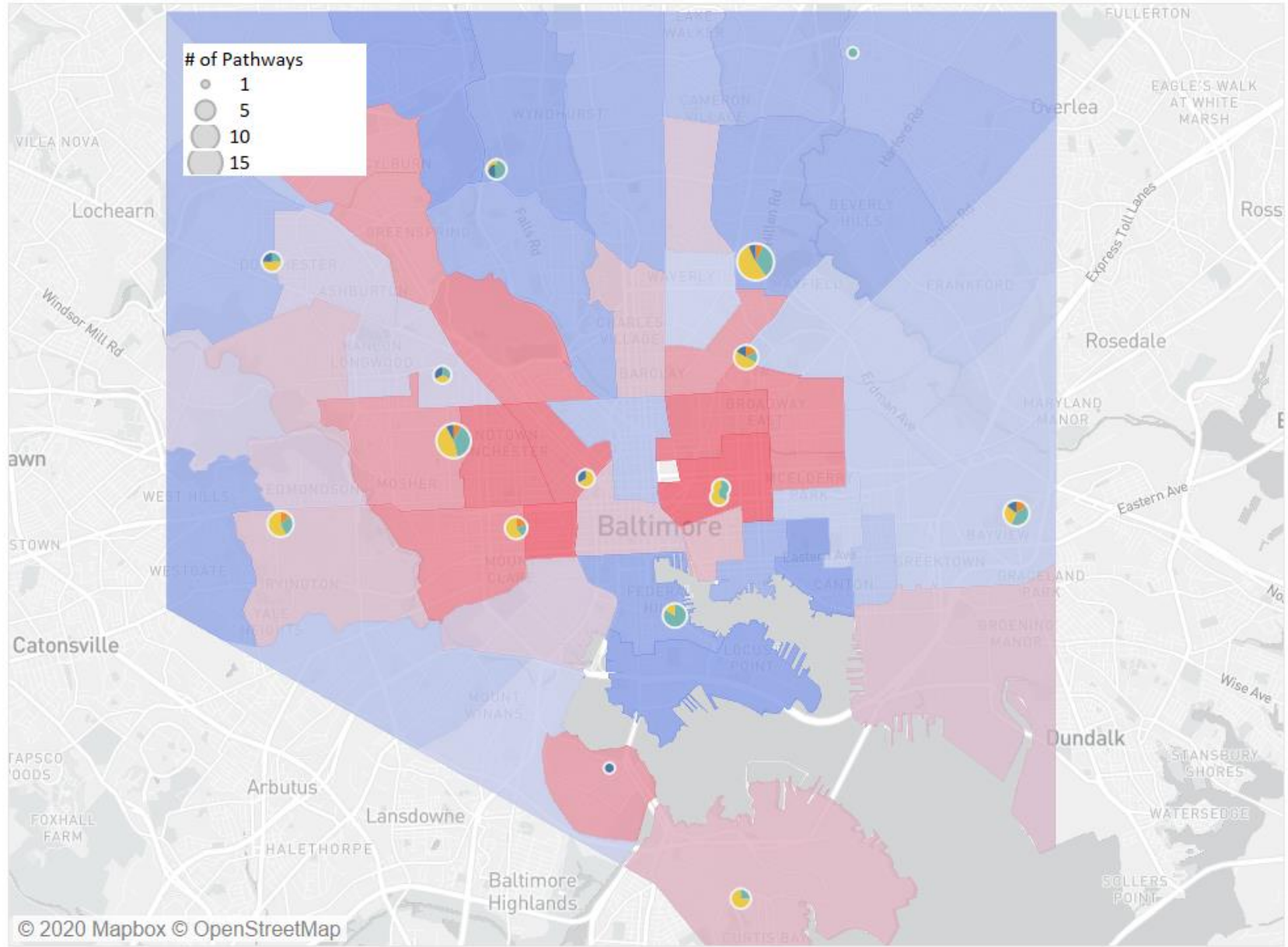
Scenario 3: To ensure students have an opportunity to earn a **living wage**, we decreased from having 21% of programs not meet a living wage to 7% and shifted the resources to programs that would earn a living wage.

Scenario 4: To ensure students have an opportunity to earn a **living wage**, we decreased from having 21% of programs not meet a living wage to 6% and shifted the resources to programs that would earn a living wage.