

**CAREER READINESS:
A NEW PATHWAY
FORWARD**

**20
21**



**BALTIMORE CITY
PUBLIC SCHOOLS**

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Dr. Sonja Brookins Santelises

Dear Members of the City Schools Community,

At the time of this writing, we are navigating a once-in-a century pandemic that will forever change how we educate our young people and what our students and families expect of us as a school system. The challenges presented by the pandemic have further accelerated what we already knew to be true: the world our students enter upon graduation requires a different level of preparation than what we have traditionally provided to them. I am reminded of the parent who once stopped me at a store to share his frustrations about his daughter's inability to find a job after successfully graduating from one of our CTE programs. His lament still rings in my ears: "She did everything she was told to do!"

The challenges presented by the pandemic have further accelerated what we already knew to be true: the world our students enter upon graduation requires a different level of preparation than what we have traditionally provided to them.

Our economy has shifted and will continue to change post-pandemic; with that, our approach to career readiness must change as well. In a recent article in *The New York Times* concerning the future of work after the coronavirus, Thomas Friedman wrote: "The most critical role for K-12 educators...will be to equip young people with the curiosity and passion to be lifelong learners who feel ownership over their education."

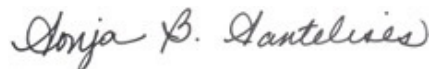
With that goal in mind, City Schools has spent the last several years investing in new curriculum that builds student knowledge and connects with their lived experiences. Career readiness – and CTE specifically – is yet another forum for developing knowledge and skills in a meaningful, personal context. The strategic plan that follows is our documented commitment to making this a reality for our students.

Across our neighborhoods, there are already examples of this concept in action. Carver House, an effort to renovate abandoned homes across the street from Carver Vocational-Technical High School, was the brainchild of Sterling Hardy, a 2012 Carver graduate. Working together with committed partners and current students, Sterling has taken the skills that he learned in school to make a meaningful difference for his community, one house at a time. Each of our students has such potential – and a measure of our success is how well we encourage our young people to dream, while equipping them with the academic and career skills needed to make their dreams a reality.

Like Sterling Hardy, we have the opportunity to build something new – a career readiness system that prepares our students to navigate the unpredictable roads ahead with skill, knowledge, and nimbleness.

Like Sterling Hardy, we have the opportunity to build something new – a career readiness system that prepares our students to navigate the unpredictable roads ahead with skill, knowledge, and nimbleness. We cannot do it alone. The plan that follows, informed by our Baltimore communities – employers, alumni, teachers, students, and families – will be the framework we share as we move forward together.

Sincerely,



Sonja Brookins Santelises, Ed.D.
Chief Executive Officer

EXECUTIVE SUMMARY

For students to have rewarding careers after high school, they must be aware of their options and prepared to take the next step. An intensive review of current programming and historical data indicated several key areas of opportunity for growth in our current efforts to meet that goal. Specifically, we must broaden and strengthen our approach to career readiness by better aligning our career and technical (CTE) programming to in-demand jobs that earn a living wage, improving the rigor and alignment of career coursework, increasing access and equity to our portfolio of career readiness experiences, and using our limited resources more effectively and efficiently.

The Office of College and Career Readiness spent several months analyzing data, engaging with a broad range of stakeholders, and making trade-off decisions to develop a plan that ultimately both ensures success for all City Schools students and is reflective of our district and community vision and values. Our final recommendations and the accompanying strategies should result in providing 9,000 available seats in career and technical education programming that align to occupations that earn a living wage. Additionally, as not all of our students are able to pursue a full CTE course sequence, we will expand our efforts to ensure all City Schools students graduate career ready by investing in broader career readiness opportunities, including a district-wide Work-Based Learning strategy that will support exploration and preparation experiences from the early and middle grades through high school.

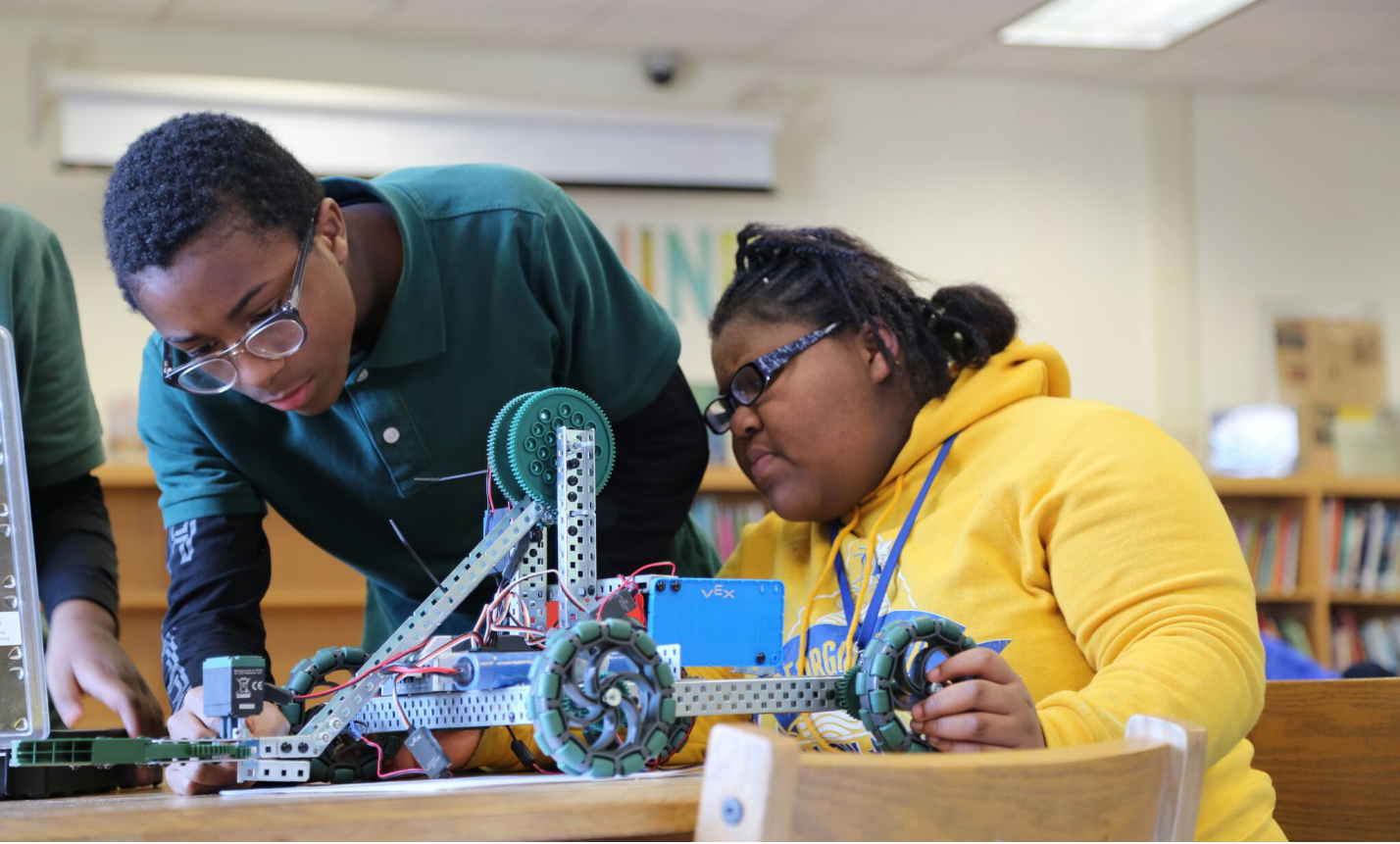
By 2024-2025, we will have significantly increased the number of available seats in CTE pathways as compared to recent enrollment and we will have created greater opportunity in pathways that are aligned to occupations that earn a living wage.

	Enrollment in CTE Pathways (School Year 2019-2020)	Available Seats* in CTE Pathways (School Year 2023-2024)
Aligned to Occupations that Earn Below a Living Wage	1,855	900
Aligned to Occupations that Earn At or Above a Living Wage**	3,815	7,950
Other***	420	150

* Seat availability was calculated based on an assumption of the following teaching load: each teacher could teach 3 sections of 25 students. JROTC became a CTE program effective SY2021; those students are not included for comparison purposes.

** Living wage is determined as living wage for 1 adult with 0 children in Baltimore City, according to the MIT Living Wage calculator (<http://https://livingwage.mit.edu/>).

*** Other category includes Career Research and Development (CRD). CRD cannot be directly aligned to specific occupations with wage. This category also includes 1 FTE to support a 9th grade pilot and 1 FTE for a to-be-determined new high-wage, in-demand pathway.



THE VISION FOR OUR STUDENTS

*To successfully prepare students for this evolving labor market, we must challenge the notion that students must choose either further education **or** career, as if they are standalone options. Instead, we must reimagine what it means to prepare each student for further education **and** a career.*

Traditionally, education systems have envisioned two entirely separate options for students following their high school career: either enrolling in college or getting a job. However, data from the modern labor market suggests that these two paths are not nearly as distinct as we once imagined. Adults often pursue further training or education at various points in their working lives, whether to learn new skills required for a promotion or to move into a new career; these pursuits are no longer limited to the years immediately following high school. Additionally, most of the newly created jobs in today's economy require some qualification or credential beyond a high school diploma, raising overall entry requirements for the workplace. To successfully prepare students for this evolving labor market, we must challenge the notion that students must choose either further education *or* career, as if they are standalone options. Instead, we must reimagine what it means to prepare each student for further education *and* a career.

WHAT WE BELIEVE

Baltimore City Public Schools serves over 79,000 students across the district. This includes nearly 42,000 students in grades Pre-K-5, over 17,000 students in grades 6-8, and over 21,000 students in grades 9-12. We believe that each of our students deserve career preparedness – not just students in high school or enrolled in Career and Technical Education (CTE) pathways. We currently offer CTE pathways in 29 high schools with over 6,000 students taking at least one CTE course.

Our vision for a career readiness system is one that:



Prepares students for an occupation that leads to a living wage.



Provides relevant and rigorous curriculum and programming that is aligned to industry requirements.



Ensures that our students have access to programming that meets their needs as diverse learners and is distributed across the city.



Uses our resources effectively and efficiently.

These four values serve as the foundation of our work. By implementing our four-year plan, our students will have access to opportunities that teach them technical, academic, and professional skills. Our students will also be exposed to different careers and will have access to hands-on work experience opportunities throughout their journey through Baltimore City Public Schools. Our graduates will be equally positioned to obtain a well-paying job or to enroll in a postsecondary program.

We are currently developing a Work-Based Learning Strategy that aligns with our overall career readiness vision and is also accessible to ALL Baltimore City Public School Students.



THE OPPORTUNITY

Over the past two years, the Office of College and Career Readiness has engaged in a comprehensive review of our CTE programming and career readiness strategies to ensure all students are ready for future success. Two independent reviews by outside experts found four areas where City Schools could improve: increasing opportunities for CTE graduates to earn a living wage; increasing the relevance and rigor of CTE programming; creating more equitable access to quality programming and experiences; and improving the use of limited resources.



Increasing opportunities for graduates to earn a living wage

An individual must earn \$27,477 per year in the Baltimore area to be able to support themselves (Glasmeier 2020), but the external studies uncovered that a majority of CTE graduates earn far below this amount. One analysis of income data found that, six years after graduation, City Schools students who completed CTE programs in high school were earning an annual median salary of just under \$13,000. Additionally, a 2018 survey of 18-24 year-old former City Schools CTE students indicated that 67% earned less than \$12,140 annually (Schoenberg, et al. 2019). An analysis of currently offered CTE pathways showed that roughly 25% were not aligned to occupations that paid a sustainable wage, and approximately 33% (1,855) of CTE students were enrolled in these low-wage pathways in the 2019-2020 school year. This trend extends beyond just CTE pathways – an analysis of the City Schools high school class of 2009 found that the median annual income for all graduates was low compared to peers nationwide. College graduates earned on average just \$19,300, while graduates who never entered college earned only \$13,400 per year (Baltimore's Promise 2018). These findings reinforce the need to provide students with access to programming that could lead to a living wage and to a pathway to occupational placement that is aligned with their training.

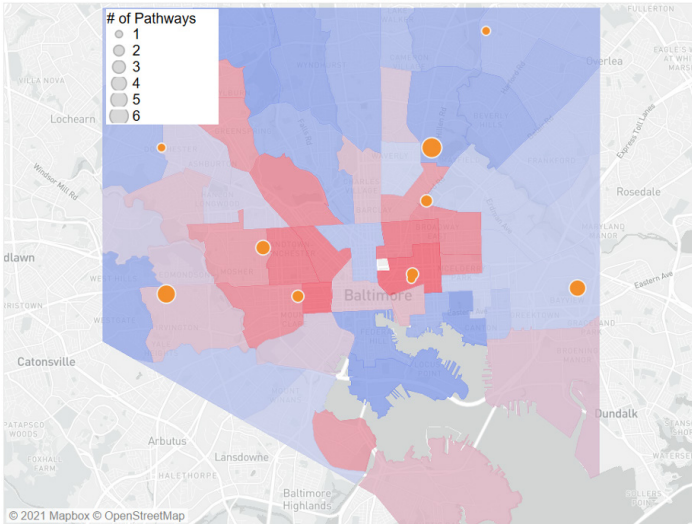


Increasing the relevance and rigor of CTE programming

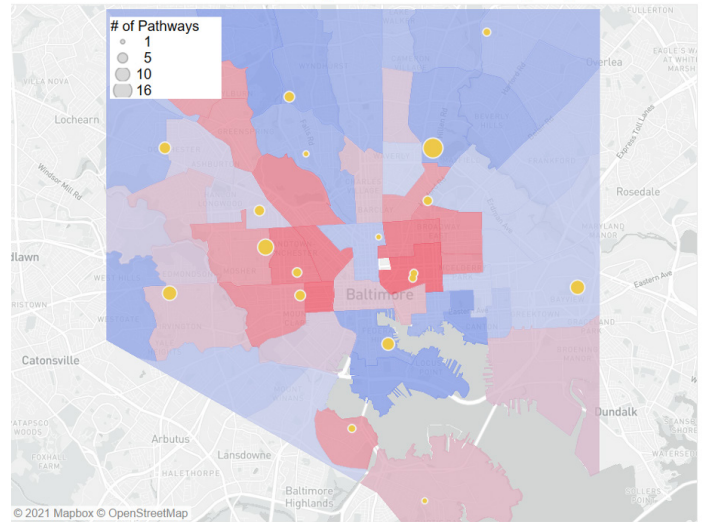
A thorough review determined that many of City Schools' CTE pathways do not include the challenging, relevant content and experiences needed to prepare students for their chosen career. The studies found that no program of study currently offered all elements of a rigorous pathway, with many failing to culminate in an industry-recognized credential (ESG 2019, Schoenberg, et al. 2019). Student achievement data also showed that, as a whole, CTE students were less likely to meet college-ready benchmarks, though this varied by school (ESG 2019). Additionally, employers and teachers reported that many students lack the academic and employability skills to be successful in a professional job setting (ESG 2019). Longitudinal analysis of two cohorts of CTE students indicated that roughly half of students who enrolled in a CTE pathway completed at least two courses, but less than a third of that cohort completed the entire pathway of courses. The same analysis found that fewer than 10% of students who started in a pathway obtained an industry recognized credential. This information suggests a need to review our current programming with input from postsecondary and workforce partners to ensure the content and experiences our students gain in high school will lead to the marketable skills and qualifications they need to be successful.

	# of Enrolled Students	# of Concentrators	# of Completers	# Certified
SY15-16 9th Grade Cohort	3,157	1,500 (48%)	865 (27%)	253 (8.5%)
	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 a recognized credential

Current Pathways by Living Wage - Below Living Wage



Current Pathways by Living Wage - At or Above Living Wage



Creating more equitable access to quality programming and experiences

A recent analysis found that CTE programs are not equitably distributed across the city and that career readiness opportunities were limited to students in CTE pathways. One study found that the most rigorous CTE pathways aligned to Baltimore’s high-demand industries are located in the highest-performing schools, many of which have entrance criteria, while career pathways that lead to lower-paying jobs are concentrated in schools with lower academic achievement (ESG 2019). A geographic analysis, which evaluated CTE pathway offerings against the Community Conditions Index, showed that pathways aligned to higher-paying occupations were more frequently offered in areas of Baltimore that had higher economic investment; pathways offered in under-invested areas of the city were more likely to lead to occupations that did not pay a living wage. Furthermore, while City Schools has offered career readiness opportunities and professional skills development for students enrolled in one of the CTE pathways, other high school students’ access to these opportunities are highly varied. We are committed to providing an equitable experience in which all young people will thrive and grow, and these findings indicate that we must review our current portfolio of offerings and make shifts to better align our programming with that vision of equity.



Improving the use of limited resources

Current resources are spread across many high schools and pathways, resulting in resource inefficiencies and inadequate programmatic support. Owing to broad and highly distributed programming, some CTE staff are teaching 15 to 30 students per year compared to a core subject teacher who, on average, instructs more the 200 students per year (Schoenberg, et al. 2019). With the bulk of our resources dedicated to staffing, fewer dollars can be allocated to supporting teacher and student success. Specifically, CTE teachers reported a lack of funding to fully support their programs, and less than 10% of CTE students successfully obtained a program certification. These findings suggest that we should be more purposeful and strategic with our resource allocations in order to better support teachers and students.

OUR STRATEGY

To fully leverage the opportunities above, the Office of College and Career Readiness worked with an independent third party during the 2019-2020 school year to gain an even more nuanced understanding of our programs' alignment with the labor market, student demand and performance, and our focus on equity. Based on these findings, we spent the 2020-2021 school year seeking input on our key values from hundreds of students, families, alumni, staff members, and community stakeholders across Baltimore to help us prioritize trade-off decisions and identify strategies to improve the opportunities and outcomes of our students. Informed by this feedback and the findings, we developed a more comprehensive career plan for the district. This plan lays out our four core activities and identifies our short and long-term outcomes.

VISION

Our goal is to create learning communities where a generation of Baltimore's young people will thrive and grow, graduating from our high schools with the skills, knowledge, and understanding to succeed in college, careers, our community, and wherever their dreams will take them.

ACTIVITIES

If the College and Career Readiness team takes these actions...

- Further strengthen CTE programming and access
- Develop more work-based learning opportunities
- Provide development and support to school staff
- Pursue meaningful community partnerships

SHORT-TERM OUTCOMES

...then we will observe these changes...

- More rigorous, equitably distributed CTE programs
- Increased participation in CTE courses and work-based learning opportunities
- Staff receive more training and required materials to support their work
- City Schools has stronger relationship with families, employers, and post-secondary institutions

LONG-TERM OUTCOMES

...and City Schools students will achieve these outcomes.

- More students complete their pathway sequence and earn a credential or certification in their chosen field
- More students earn college credit and stackable credentials
- Improved proficiency rates on end-of-course exams for math, ELA, and science
- Students gain workforce skills and experience

Our four core activities – further strengthening CTE programming and access; developing more work-based learning opportunities; providing development and support to school staff; and pursuing meaningful community partnerships – will be bolstered by a set of concrete strategies that allows us to live into our values and help us realize our vision for student success.

Specifically, the set of strategies under each activity are designed to:



Increase opportunities for CTE graduates to earn a living wage

To ensure our students are on the path to careers that pay a sustaining wage, we will continue leveraging labor market analysis and working with our local industry advisory groups and larger workforce community to align our pathway offerings with in-demand, high-wage occupations.



Create more equitable access to quality programming and experiences

Every City Schools student should have access to career readiness opportunities that align with their aspirations and interests. We will reallocate resources to expand access and provide comprehensive supports across a spectrum of career readiness opportunities.



Increase the relevance and rigor of CTE programming

With a constantly evolving workforce sector, City Schools will continually revisit and align our curriculum to the needs and expectations of the workplace. We will work with our industry partners and local community to ensure that the knowledge, experiences, and skills that are taught to our students are directly applicable to their career choice.



Improve the effective and efficient use of limited resources

We will better align our resources to ensure that our teachers, principals, and schools have sufficient support to deliver effective, sustainable programming and experiences to our students. We will also provide additional support to our students to facilitate their ability to successfully complete their program of study.



ACTIVITY 1: FURTHER STRENGTHEN CTE PROGRAMMING AND ACCESS

We will work to locate our programs in a manner that enables more students to select from and easily access a range of programs that meet their interests and for which there is industry demand. We will also strengthen our programs to ensure that our students can earn an industry-recognized certification. Lastly, we will increase student exposure to high-wage, in-demand career pathways through middle grades engagement and recruitment. Towards those ends, we will employ the following set of strategies:



Living wage

- **Realign pathway and certification requirements** to ensure we are preparing students for in-demand occupations that earn a living wage.
- Build career pathways that incorporate **stackable credential sequences** to allow students to successfully move up a career ladder.
- Expand and deepen engagement with **Pathway Advisory Committees** to ensure City Schools can be responsive to industry needs.



Relevance and rigor

- **Redesign curricula** to ensure pathways, certifications, and coursework align to in-demand, high-wage occupations and industry expectations.
- **Refresh curricula and equipment** to ensure students have industry-relevant experiences in the classroom.
- Expand academic and career **dual enrollment** opportunities.



Equitable access

- **Distribute CTE pathways strategically** across the city to ensure equitable access to programming regardless of where students live.
- **Remove barriers to entry**, such as school entry criteria, that restrict student access to CTE programs.
- Develop **engagement strategies** with the City Schools Office of Communication and Parent University to effectively communicate CTE career paths, pathways, and postsecondary options to students and families.
- Implement middle grades **recruitment strategies** aimed at increasing awareness and opportunity for broader and more diverse participation in CTE and other career preparation programming.
- **Create a systematic work-based learning strategy** by establishing a Work-Based Learning team, which will engage with industry and postsecondary partners to create a continuum of experiences for all students.



Effectiveness and efficiency

- **Pilot innovative programming** and interventions to improve student success metrics.
- Hold ourselves accountable for **continuous, evidence-based improvement**.

ACTIVITY 2: DEVELOP MORE WORK-BASED LEARNING OPPORTUNITIES

In addition to strengthening our academic rigor, we are expanding career-readiness opportunities for all students regardless of their participation in formal CTE pathway program. These opportunities are designed to increase program relevance as well as create opportunities for students to gain professional skills. To ensure that our students have more work-based learning opportunities, we will employ the following strategies:



Living wage

- Build career pathways that incorporate **stackable credential** sequences to allow students to successfully move up a career ladder.



Relevance and rigor

- **Redesign our curricula** to ensure pathways, certifications, and coursework align to in-demand, high-wage occupations and industry expectations.
- **Refresh our curricula and equipment** to ensure students have industry-relevant experiences in the classroom.
- **Expand work-based learning** to help students develop employability skills and gain industry experience.



Equitable access

- **Distribute CTE pathways strategically** across the city to ensure equitable access regardless of where students live.
- Develop **engagement strategies** with the City Schools Office of Communication and Parent University to effectively communicate CTE career paths, pathways, and postsecondary options to students and families.
- **Create a systematic work-based learning strategy** by establishing a Work-Based Learning team, which will engage with industry and postsecondary partners to create a continuum of experiences for all students.
- Work with philanthropy, internal stakeholders, other city agencies, and industry to **decrease barriers to access and opportunity for students**, including support with transportation and scheduling of coursework.



Effectiveness and efficiency

- **Customize College and Career Readiness Plans** to each school community's needs and vision.

ACTIVITY 3: PROVIDE DEVELOPMENT AND SUPPORT TO SCHOOL STAFF

Our staff are critical to our students' success. They are our partners in this work, and we are committed to supporting them with appropriate training and resources to facilitate effective instruction. We have identified the following strategies to support them in their important work:



Living wage

- Provide **training for counselors** on work-based learning opportunities, postsecondary options, and career options for students.
- Train College and Career Readiness staff and CTE teachers to **strengthen programs and select rigorous, relevant content and materials for instruction.**



Relevance and rigor

- Create and expand **professional development** and learning communities to support staff.
- Support to **align teacher certifications** with Maryland State Department of Education requirements.



Equitable access

- **Distribute CTE pathways strategically** across the city to ensure equitable access regardless of where students live.
- **Strengthen student transition and academic support** to increase student career exposure and success, including 9th grade programming and **counselor professional development.**



Effectiveness and efficiency

- Train schedulers, principals, counselors, and teachers on the **review and use of data to inform guidance and advising.**

ACTIVITY 4: PURSUE MEANINGFUL COMMUNITY PARTNERSHIPS

The success of our career readiness plan depends on effective community partnerships. They enable our students and staff to gain work-based learning experiences; offer knowledge and expertise to ensure that our curriculum remains relevant; and provide the policy, conditions, and resources necessary for us to continuously evolve and improve. Given the important role that our community partners have in this work, we will be implementing the following strategies:



Living wage

- Expand and deepen engagement with **Pathway Advisory Committees** to ensure City Schools can be responsive to industry needs.



Relevance and rigor

- **Redesign curricula** to ensure pathways, certifications, and coursework align to in-demand, high-wage occupations and industry expectations.
- **Refresh curricula and equipment** to ensure students have industry-relevant experiences in the classroom.
- **Expand work-based learning** to help students develop employability skills and gain industry experience.



Equitable access

- **Collaborate with industry and postsecondary partners** to expand work-based learning opportunities as well as increase access to short-term certifications and other stackable credentials.
- **Create a systematic work-based learning strategy** by establishing a Work-Based Learning team, which will engage with industry and postsecondary partners to create a continuum of experiences for all students, including special populations.
- Work with philanthropy, internal stakeholders, other city agencies, and industry to **decrease barriers to access and opportunity for students**, including support with transportation and scheduling of coursework.
- Reduce internal barriers for workforce and postsecondary agencies to ensure a **more seamless and straightforward process for partnership**.



Effectiveness and efficiency

- Ensure we are **good stewards** of public resources.

REDESIGNING AND REFRESHING OUR CURRICULUM

In addition to redistributing our programs, we have developed a timeline to:

- Redesign our curriculum to ensure that our pathways, course structure and materials are aligned to industry standards and workforce demands; and
- Refresh our curriculum materials supplies and resources to support effective instruction for pathways that have industry recognized credentials.

We will include our teachers and partners in both the curriculum redesign and curriculum refresh process and have started both processes this year with a subset of our programs. We will continue the work throughout the next four years. Going forward, we will review all CTE pathways on a regular schedule and determine whether a full redesign or just a refresh is needed to ensure we are staying aligned with industry and postsecondary expectations. The table below is our planned schedule for this work; the school years indicate when the work begins, but do not necessarily reflect the timeline for completion of the entire redesign or refresh process.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Curriculum Redesign*	<ol style="list-style-type: none"> 1. Business 2. CISCO** 3. Computer Science** 4. Cosmetology 5. Culinary Programs (Culinary and Baking) 6. Fire Emergency Management Technician 	<ol style="list-style-type: none"> 1. Homeland Security / Criminal Justice 2. Nursing and Health – 9th Grade 3. PLTW Engineering 4. Sports Medicine 5. TBD @ Douglass 	<ol style="list-style-type: none"> 1. Accounting & Finance (NAF)*** 2. Agriculture 3. Law & Leadership 4. Public Service (Local) 5. Printing 6. Seagoing 7. Hospitality (NAF)*** 8. NAF IT*** 	<ol style="list-style-type: none"> 1. Early Childhood Education*** 2. Interactive Media Production 	<ol style="list-style-type: none"> 1. Advanced Manufacturing*** 2. Carpentry*** 3. Electrical*** 4. Home Builders Institute*** 5. HVAC*** 6. Masonry*** 7. Plumbing*** 8. PLTW BioMedical Sciences 9. Welding 10. Autobody Collision Repair 11. Automotive Technician
Curriculum Refresh	<ol style="list-style-type: none"> 1. Carpentry 2. Electrical 3. Home Builders Institute 4. HVAC 5. Masonry 6. Plumbing 7. Welding 	<ol style="list-style-type: none"> 1. Autobody Collision Repair 2. Automotive Technician 3. Construction – 9th Grade 	<ol style="list-style-type: none"> 1. Advanced Manufacturing 2. Dental Technician 3. Pharmacy Technician 4. Surgical Technician 5. Teacher Academy of Maryland 	<ol style="list-style-type: none"> 1. Homeland Security / GIS 	

* As a part of the curriculum redesign process, we will be purchasing curriculum materials, equipment, and supplies the following academic year.

** This work is being completed through our partnership with Talent Ready.

*** These pathways are targeted for review to determine whether redesign or refresh is a more appropriate next step. All pathways after initial redesign and refresh phases will move to a cyclical review and update schedule.

OUR COMMITMENT TO PERFORMANCE

To fulfill our commitment to our students and families, we will track our progress and hold ourselves accountable for our students' outcomes. We will continually review our performance against the following measures:

ACCESS MEASURES

- Student exposure to career readiness activities
- Student participation in career readiness activities
- Students with career readiness plans

OPPORTUNITY MEASURES

- CTE pathway enrollment
- CTE certification participation
- Student participation in work-based learning activities
- Student participation in dual enrollment / college-ready programming

OUTCOME MEASURES

- CTE pathway concentrators
- CTE pathway completers
- Student academic proficiency in math
- Student academic proficiency in ELA
- Student credit accumulation (dual enrollment/ college-ready programming)
- Student certification success
- High school graduation rate
- Student post-high school placement in workforce or postsecondary education

In addition to these measures, we will remain committed to working with our student, teachers, families, partners, and community throughout the implementation process because our students' success also depends on your active engagement.

CALL TO ACTION

Equipping students with the knowledge, skills, and abilities for post-high school success will require the support and commitment from the larger Baltimore community. This ambitious multi-year plan was developed through an intensive review of data, more than 100 meetings with our principals and community members, and feedback from hundreds of other stakeholders. We appreciate the care and thoughtfulness you brought to our conversations, and we ask that you remain a part of our implementation efforts.

Through our review, and as outlined below, we welcome partnerships that can facilitate our student, staff, and program success. We can only do this important work with you.

Supporting Our Students

A learning experience that successfully prepares our students for an occupation that provides a living wage requires strong academic preparation, career exposure, and relevant work experience.

Strong Academic Preparation. We ask that:

- Parents and students continue to communicate with us about what they need to be successful and to be actively engaged in the school and pathway selection process.
- Educators, industry experts, and employers work with City Schools to help align our pathways to industry certification by participating in our professional learning communities and pathway advisory committees (PAC).
- Employers and philanthropy can offer to supplement curricular materials and supplies to maximize students' learning experiences.
- Postsecondary partners continue to develop and expand articulation agreements for both academic and career content areas, allowing City Schools students to gain both postsecondary credit in their major sequence as well as industry-valued certifications.
- Postsecondary partners continue to engage with City Schools to create full career pathways with stackable credentials to and through post-secondary enrollment.

Career Exposure and Work Experience. We ask that:

- Alumni, community members, and employers participate in career exposure activities. These activities could include sharing your industry experience in our schools, participating in career fairs, opening your doors to our students for on-site learning experiences, or being a mentor to our students.
- Community members and employers offer meaningful work-based learning experience to our students. These activities could range from allowing our students to spend a day with you through a job-shadowing experience to a formal internship or apprenticeship program that is aligned to our pathway and an industry-recognized certification. Many of our students must obtain a minimum number of hours working in the field before they are eligible for certification, and our workforce community can play a critical role in reducing the barrier to certification.

Equipping students with the knowledge, skills, and abilities for post-high school success will require the support and commitment from the larger Baltimore community.



Supporting Our Staff

Delivering a learning experience that is rigorous and relevant for our students requires us to better support our staff by ensuring that they have resources they need for effective instruction and providing them with opportunities to maintain their skills and certifications. Therefore, we ask that:

- Employers provide our staff with work experience to maintain and upgrade their skills. This experience will allow our staff to maintain their certification and, just as importantly, incorporate and integrate what they have learned into their instruction.
- Industry experts and postsecondary partners work with City Schools to co-develop or provide professional development that facilitates staff learning and strengthens instruction. In a more formalized relationship, we also welcome co-instruction.
- Policymakers provide flexibility in the training and experience requirements for teachers' certification and certification renewal.
- Policymakers and philanthropy provide the necessary resources to facilitate our staff learning and growth.

Supporting Our Program

As we improve and expand the opportunities for our students, we will continue to evolve as new evidence becomes available. Towards that end, we ask that:

- Students, families, teachers, and our broader school community continue to provide feedback on the quality of our programming, share your successes, identify barriers, and help us find solutions to those barriers.
- Policymakers and philanthropy continue to provide us with the resources and flexibility to iterate and improve.

And to all our partners, as there will be unanticipated challenges once we embark on implementation, we ask that you work through the challenges and learn with us.



ACKNOWLEDGMENTS

This CTE strategic plan is the culmination of several years of research, conversations, and learning. We are immensely grateful to our partners at Project Evident for their data analysis and implementation support. Bi Vuong, Alyssa Reinhart, Gregor Thomas, Farhana Hossain, Cedric Charlier, and Angie Martinez worked tirelessly with us to help propose data-driven, student-focused, innovative ways to rethink our CTE programming. Education Strategy Group (ESG) and the Fund for Educational Excellence (“the Fund”) both produced thoughtful analyses of our current programming with data and stories that made the need for our work clear.

The Abell Foundation and Casey Foundation both made early investments in our work, with the facilitation of the Fund for Educational Excellence, with special thanks to Bonnie Legro, Sara Muempfer, and Roger Schulman. Their financial support for the Education Strategy Group and the Project Evident analyses and implementation planning work helped us to make the case for career readiness becoming a priority of the district’s Board of School Commissioners.

We would like to thank the hundreds of individuals who shared their feedback and input across numerous meetings, focus groups, and school and community forums. In particular, we would like to thank Mayor Brandon Scott, the Mayor’s Office of Employment Development, the Maryland Philanthropy Network, Senator Antonio Hayes, Senator Katie Hester, City Council President Nick J. Mosby, Phil Croskey of MD Energy Advisors, Dinorah Olmos of the Latino Education Advancement Fund, Mike Kelly of the Baltimore Metropolitan Council, Joe Jones of the Center for Urban Families, the Associated Student Congress of Baltimore City, Mike Hinkey of Project Lead The Way/BMore STEM, Donald Manekin of Seawall Development, Larysa Salamacha of the Baltimore Development Corporation, Jason Perkins-Cohen and the Mayor’s Office of Children and Family Partnerships, Dr. Debra McCurdy and Vice President Michael Thomas of Baltimore City Community College, Dr. William (Brit) Kirwan, People Empowered by the Struggle, the Baltimore Police Department, Agriculture Advocates, Delegate Melissa Wells, Senator Cory McCray, Councilman Kristerfer Burnett, and countless other alumni, staff, and community members for their continued and passionate engagement in this process.

This work has been led by the Office of College and Career Readiness, but it has been a true partnership with our colleagues across the district. We appreciate the input, adjustments, and collaboration from the Offices of Academics, Schools, New Initiatives, Human Capital, Finance, Facilities, 21st Century, Communications, and Government Relations. Our CTE teachers and principals shared their ideas, experiences, and innovations to make our proposals stronger.

Our students are the heart of our work. They have shared with us their expectations, their frustrations, and their dreams. This work is for them, and we cannot wait to see what they accomplish with the right structures and supports toward career success.

REFERENCES

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APPENDIX A

STAKEHOLDER ENGAGEMENT



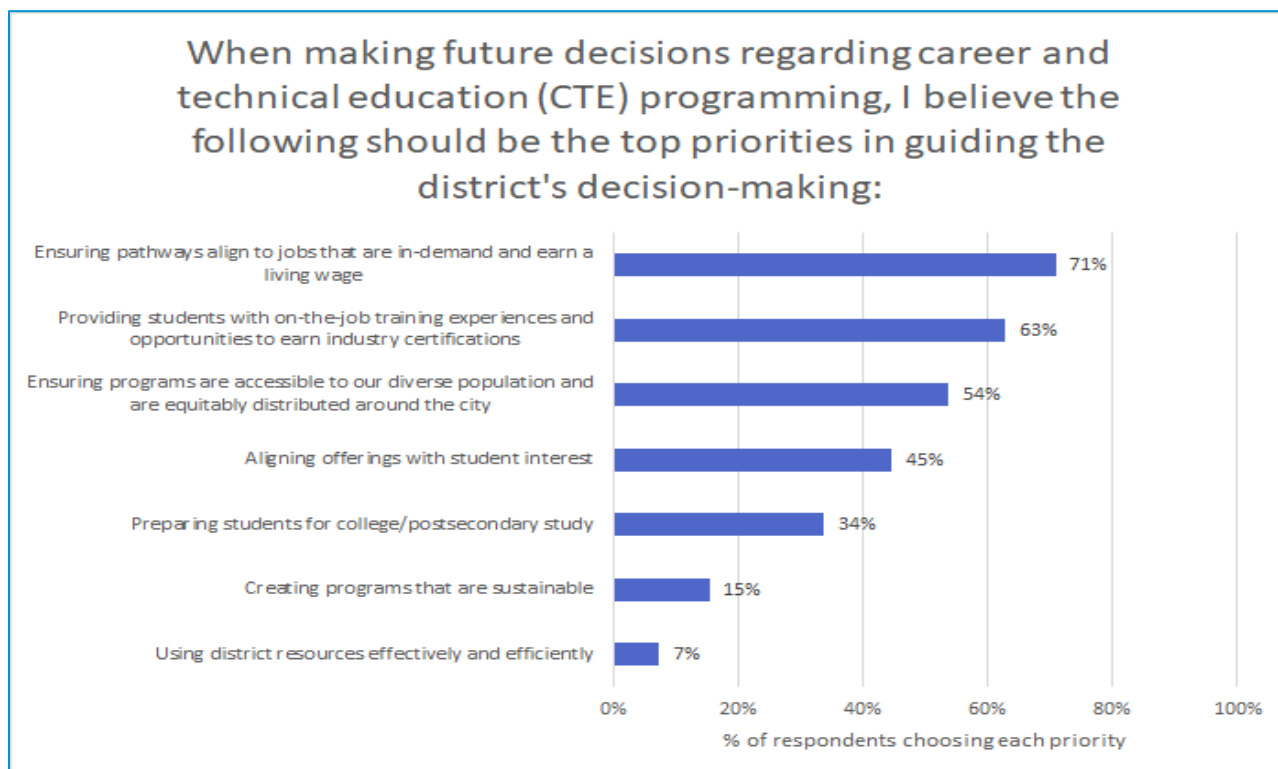
Our Commitment to Stakeholder Engagement

We held over 100 meetings to get feedback on our values, process, and plan. We will continue to meet with multiple stakeholders across the city as we move into implementation. We have met with:

- **Students & families** via school community meetings to learn about their values and priorities
- **Teachers** through focus group conversations hosted by BTU to understand their concerns and requirements
- **Principals** through one-on-one and focus group conversations to understand their concerns and requirements
- **Elected officials** including the mayor and city council president to identify any potential risks and opportunities
- **City Schools' teams** to assess implementation feasibility– Office of New Initiatives, capital planning & facilities, human resources, and finance, and office of specialized services
- **Partner organizations** including MOED, BCCC, and National Academy Foundation Board to learn about opportunities, concerns, and develop joint strategies

We also collected input from all stakeholders through a web survey, which indicated the following values should be our three priorities:

- Aligning pathways to in-demand **jobs that meet a living wage**
- Providing students with opportunities to get **on-the-job training** and to earn **industry certifications**
- Ensuring programs are **accessible and equitably distributed**



The following tables are a record of the conversations that we engaged in leading up to and during the development of our plan. We are committed to continued engagement as we begin to implement the strategies of this plan.

Principal Engagement

#	Date	School
1	Sep 22	Augusta Fells Savage Institute of Visual Arts
2	Sep 25	Reginald F. Lewis HS
3	Sep 28	Coppin Academy
4	Sep 28	Baltimore Design School
5	Sep 29	Achievement Academy
6	Sep 30	REACH! Partnership School
7	Sep 30	Carver Vocational-Technical HS
8	Oct 1	Paul Laurence Dunbar HS
9	Oct 1	New Era Academy
10	Oct 8	Excel Academy
11	Oct 8	Western HS
12	Oct 8	Patterson HS
13	Oct 8	Edmondson-Westside HS
14	Oct 9	Benjamin Franklin HS
15	Oct 13	Digital Harbor HS
16	Oct 13	Bluford Drew Jemison STEM Academy West
17	Oct 14	National Academy Foundation
18	Oct 16	Baltimore Leadership School for Young Women
19	Oct 19	Joseph C. Briscoe Academy
20	Oct 21	Forest Park HS
21	Oct 23	Frederick Douglass HS
22	Oct 26	Academy for College and Career Exploration
23	Oct 28	Baltimore Polytechnic Institute
24	Nov 6	Green Street Academy
25	Nov 13	Mergenthaler Vocational-Technical HS
26	Nov 19	Independence HS
27	Jan 12	Academy for College and Career Exploration
28	Jan 14	Reginald F Lewis
29	Jan 15	NAF
30	Feb 3	Frederick Douglass HS
31	Feb 9	Augusta Fels
32	Feb 12	Edmondson Westside

School Community Meetings

#	Date	School
1	Oct 27	Digital Harbor HS
2	Oct 28	Patterson HS
3	Nov 11	Bluford Drew Jemison STEM Academy West
4	Nov 11	Benjamin Franklin HS
5	Nov 24	Western HS
6	Dec 1	Augusta Fells Savage Institute of Visual Arts
7	Dec 1-2	Carver Vocational-Technical HS
8	Dec 2-7	Mergenthaler Vocational-Technical HS
9	Dec 10	National Academy Foundation
10	Dec 10	REACH! Partnership School
11	Dec 16	Edmondson-Westside HS
12	Dec 16	Forest Park HS
13	Jan 15	Carver Student Focus Group
14	Feb 9	Reginald F Lewis Student Town Hall
15	Feb 25	Edmondson-Westside HS
16	March 3	Frederick Douglass HS
	Declined	Baltimore Polytechnic Institute
	Declined	ACCE
	Declined	Excel Academy
	Declined	Achievement Academy

Additional Stakeholder Meetings

#	Date	Meeting
1	Aug 28	Mayor Bernard "Jack" Young
2	Aug 28	City Council President Brandon Scott
3	Sep 1	City Schools Teaching and Learning Committee
4	Sep 8	Mayor's Office of Employment Development
5	Sep 16, 23	Legislative Briefing: City Council and Baltimore Delegation to Annapolis
6	Sep 21	Maryland Philanthropy Network
7	Sep 25	Senator Antonio Hayes
8	Sep 29	Delegate Nick J. Mosby
9	Oct 12	Special Education Community Advisory Council (SECAC)
10	Oct 12	Phil Croskey, MD Energy Advisors
11	Oct 12	Dinorah Olmos, Latino Education Advancement Fund
12	Oct 13	Mike Kelly, Baltimore Metropolitan Council
13	Oct 15	Harry Preston, BTU Leadership
14	Oct 15	Joe Jones, Center for Urban Families
15	Oct 20	Associated Student Congress of Baltimore City (ASCBC)
16	Oct 20	Parent Community Advisory Board (PCAB)
17	Oct 20	Mike Hinkey, Project Lead The Way/BMore STEM
18	Oct 20	CTE Town Hall
19	Oct 20	Baltimore City Community College
20	Oct 22	Donald Manekin, Seawall Development
21	Oct 22	Angie Winder, PCAB Member, Mervo Alumna
22	Oct 28	Larysa Salamacha, Baltimore Development Corporation
23	Nov 4	Mayor's Office of Children and Family Partnerships
24	Nov 5	Senator Katie Hester
25	Nov 5	BTU Town Hall – Building Trades
26	Nov 6	Dr. William (Brit) Kirwan
27	Nov 6	BTU Town Hall - Hospitality, Culinary, and Baking
28	Nov 10	BTU Town Hall – Health Careers
29	Nov 17	BTU Town Hall - Project Lead the Way and Computer Science
30	Nov 20	Local Advisory Council (City Schools' CTE advisory group)
31	Nov 23	BTU Town Hall – Cosmetology and Fashion Design
32	Nov 24	BTU Town Hall – Teacher Academy of Maryland, Early Childhood Education, Career Research and Development
33	Nov 30	City Schools Cabinet
34	Nov 30	BTU Town Hall - Business and Agriculture

#	Date	Meeting
35	Dec 1	Philanthropic community
36	Dec 1	BTU Town Hall –Print, Media, Graphic Design
37	Dec 2	Mayor’s Office of Employment Development
38	Dec 3	BTU Town Hall – All Clusters Make-Up Day
39	Jan 4	People Empowered by the Struggle
40	Jan 6	Baltimore Police Department
41	Jan 11	Abell Foundation
42	Jan 14	Agriculture Advocates
43	Jan 14	Mayor Brandon Scott
44	Jan 19	Elected Officials Briefing
45	Jan 20	Delegate Melissa Wells
46	Jan 21	Councilman Kristerfer Burnett
47	Jan 27	Elected Officials Briefing
48	Feb 2	Early Childhood and Teacher Academy of Maryland Teachers
49	Feb 3	Culinary Teachers
50	Feb 4	Cosmetology Teachers
51	Feb 8	Nursing Teachers
52	Feb 9	Business Teachers
53	Feb 11	Student Focus Gorup
54	Feb 16	Homeland Security Pathway Teachers
55	Feb 17	Law Pathway Teachers
56	Feb 17	Student Focus Group



APPENDIX B

PATHWAY-BY-PATHWAY CHANGES



Pathway-by-Pathway Changes

Cluster	Pathways	Current School	Final Recommendation
Arts, Media, and Communications	Interactive Media Production	<ul style="list-style-type: none"> • Augusta Fells Savage Institute of Visual Arts • Baltimore Design School • Digital Harbor High • Edmondson-Westside High • Frederick Douglass High 	<ul style="list-style-type: none"> • Baltimore Design School • Carver Vocational-Technical High • Digital Harbor High • Patterson High
	Print ED	<ul style="list-style-type: none"> • Carver Vocational-Technical High • Mergenthaler Vocational-Technical High • Patterson High 	<ul style="list-style-type: none"> • Mergenthaler Vocational-Technical High
Business Management and Finance	Accounting & Finance	<ul style="list-style-type: none"> • Carver Vocational-Technical High • Edmondson Westside High School • National Academy Foundation • Mergenthaler Vocational-Technical High • Patterson High 	--
	Business Administrative Services	<ul style="list-style-type: none"> • Carver Vocational-Technical High • Edmondson-Westside High School • Patterson High 	--
	Business Management	<ul style="list-style-type: none"> • Mergenthaler Vocational-Technical High • Reginald F. Lewis 	--
	Business (New)	--	<ul style="list-style-type: none"> • Carver Vocational-Technical High • Edmondson Westside High School • Mergenthaler Vocational-Technical High • Patterson High • Reginald F. Lewis High
	NAF Accounting & Finance	--	<ul style="list-style-type: none"> • National Academy Foundation

Cluster	Pathways	Current School	Final Recommendation
<i>Career Research and Development</i>	Career Research and Development	<ul style="list-style-type: none"> Achievement Academy at Harbor City High Excel Academy at Francis M. Wood High National Academy Foundation Vivien T. Thomas 	--
<i>Construction and Development</i>	Carpentry	<ul style="list-style-type: none"> Carver Vocational-Technical High Edmondson-Westside High (SY26-27) Mergenthaler Vocational-Technical High The Reach! Partnership School 	<ul style="list-style-type: none"> Benjamin Franklin High at Masonville Cove (SY27-28) Carver Vocational-Technical High Mergenthaler Vocational-Technical High The Reach! Partnership School
	Construction Design & Management	<ul style="list-style-type: none"> Augusta Fells Savage Institute of Visual Arts Carver Vocational-Technical High Mergenthaler Vocational-Technical High Patterson High 	--
	Electrical	<ul style="list-style-type: none"> Carver Vocational-Technical High Mergenthaler Vocational-Technical High 	<ul style="list-style-type: none"> Benjamin Franklin High at Masonville Cove (SY 27-28) Carver Vocational-Technical High Mergenthaler Vocational-Technical High
	Home Builders Institute	<ul style="list-style-type: none"> Joseph C. Briscoe Academy 	<ul style="list-style-type: none"> Joseph C. Briscoe Academy (Co-located at Frederick Douglass) Patterson High
	HVAC	<ul style="list-style-type: none"> The Reach! Partnership School 	<ul style="list-style-type: none"> Carver Vocational-Technical High The Reach! Partnership School
	Masonry	<ul style="list-style-type: none"> Carver Vocational-Technical High Mergenthaler Vocational-Technical High 	<ul style="list-style-type: none"> Carver Vocational-Technical High Mergenthaler Vocational-Technical High
	Plumbing	<ul style="list-style-type: none"> Mergenthaler Vocational-Technical High 	<ul style="list-style-type: none"> Carver Vocational-Technical High Mergenthaler Vocational-Technical High

Cluster	Pathways	Current School	Final Recommendation
	Welding	<ul style="list-style-type: none"> Mergenthaler Vocational-Technical High 	<ul style="list-style-type: none"> Benjamin Franklin High at Masonville Cove (SY 27-28) Edmondson-Westside High (SY26-27) Mergenthaler Vocational-Technical High
Consumer Services, Hospitality, and Tourism	Baking (to be reimaged)	<ul style="list-style-type: none"> Edmondson-Westside High Mergenthaler Vocational-Technical High 	<ul style="list-style-type: none"> Carver Vocational-Technical High Mergenthaler Vocational-Technical High <p>*Positions have been allocated to support students in obtaining a Baking and Pastry Arts certification governed by the American Culinary Federation</p>
	Cosmetology & Cosmetic Services	<ul style="list-style-type: none"> Carver Vocational-Technical High Edmondson-Westside High Mergenthaler Vocational-Technical High Patterson High 	<ul style="list-style-type: none"> Carver Vocational-Technical High Mergenthaler Vocational-Technical High Patterson High
	Culinary	<ul style="list-style-type: none"> Carver Vocational-Technical High Edmondson-Westside High Forest Park High Mergenthaler Vocational-Technical High National Academy Foundation 	<ul style="list-style-type: none"> Carver Vocational-Technical High Forest Park High Mergenthaler Vocational-Technical High
	Lodging Management	<ul style="list-style-type: none"> National Academy Foundation 	--
	NAF Hospitality and Tourism	--	<ul style="list-style-type: none"> National Academy Foundation
Environmental, Agricultural and Natural Resources	Curriculum for Agriculture Science Education	<ul style="list-style-type: none"> Ben Franklin (already sunset) Reginald F. Lewis High 	--
Health and Biosciences	Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant	<ul style="list-style-type: none"> Edmondson-Westside High Mergenthaler Vocational-Technical High Patterson High Paul Laurence Dunbar High 	<ul style="list-style-type: none"> Edmondson-Westside High Forest Park High Mergenthaler Vocational-Technical High Patterson High

Cluster	Pathways	Current School	Final Recommendation
		<ul style="list-style-type: none"> The Reach! Partnership School Vivien T. Thomas Medical Arts Academy 	<ul style="list-style-type: none"> Paul Laurence Dunbar High The Reach! Partnership School Vivien T. Thomas Medical Arts Academy
	Academy of Health Professions/ Pharmacy Technician- Maryland Board of Pharmacy Approved Option	<ul style="list-style-type: none"> Mergenthaler Vocational-Technical High Patterson High The Reach! Partnership School Vivien T. Thomas Medical Arts Academy 	<ul style="list-style-type: none"> Mergenthaler Vocational-Technical High Patterson High The Reach! Partnership School Vivien T. Thomas Medical Arts Academy
	Academy of Health Professions/Dental Technician	<ul style="list-style-type: none"> Vivien T. Thomas Medical Arts Academy 	<ul style="list-style-type: none"> Mergenthaler Vocational-Technical High Vivien T. Thomas Medical Arts Academy
	Academy of Health Professions/Surgical Technician	<ul style="list-style-type: none"> Edmondson-Westside High 	<ul style="list-style-type: none"> Edmondson-Westside High Mergenthaler Vocational-Technical High
	PLTW BioMedical Sciences	<ul style="list-style-type: none"> Paul Laurence Dunbar High Vivien T. Thomas Medical Arts Academy Western High 	<ul style="list-style-type: none"> Paul Laurence Dunbar High Vivien T. Thomas Medical Arts Academy Western High
	Sports Medicine	<ul style="list-style-type: none"> Vivien T. Thomas Medical Arts Academy 	<ul style="list-style-type: none"> Vivien T. Thomas Medical Arts Academy
Human Resource Services	Early Childhood Education	<ul style="list-style-type: none"> Carver Vocational-Technical High Edmondson-Westside High Mergenthaler Vocational-Technical High Patterson High 	<ul style="list-style-type: none"> Carver Vocational-Technical High Edmondson-Westside High Mergenthaler Vocational-Technical High
	Fire Emergency Medical Training	<ul style="list-style-type: none"> Frederick Douglass High Patterson High Paul Laurence Dunbar High Vivien T. Thomas Medical Arts Academy 	<ul style="list-style-type: none"> Patterson High Paul Laurence Dunbar High Vivien T. Thomas Medical Arts Academy
	Homeland Security and Emergency Preparedness -	<ul style="list-style-type: none"> Patterson High The Reach! Partnership School 	<ul style="list-style-type: none"> The Reach! Partnership School

Cluster	Pathways	Current School	Final Recommendation
	Criminal Justice/Law Enforcement		
	Homeland Security and Emergency Preparedness - Homeland Security Sciences	<ul style="list-style-type: none"> Digital Harbor High 	<ul style="list-style-type: none"> Digital Harbor High
	Law and Leadership	<ul style="list-style-type: none"> Forest Park High Frederick Douglass High Mergenthaler Vocational-Technical High Reginald F. Lewis High 	<ul style="list-style-type: none"> Frederick Douglass High Mergenthaler Vocational-Technical High
	Teacher Academy of Maryland	<ul style="list-style-type: none"> Western High 	<ul style="list-style-type: none"> Patterson High Western High
Information Technology	CISCO Cybersecurity	--	<ul style="list-style-type: none"> Carver Vocational-Technical High Digital Harbor High Edmondson-Westside High Mergenthaler Vocational-Technical High
	CISCO Networking	<ul style="list-style-type: none"> Academy for College and Career Exploration Carver Vocational-Technical High Digital Harbor High Edmondson-Westside High Forest Park High Mergenthaler Vocational-Technical High National Academy Foundation New Era Academy 	<ul style="list-style-type: none"> Digital Harbor High
	Computer Science	<ul style="list-style-type: none"> Benjamin Franklin High at Masonville Cove (after SY26-27) Carver Vocational-Technical High Digital Harbor High Forest Park High 	<ul style="list-style-type: none"> Carver Vocational-Technical High Digital Harbor High Forest Park High Mergenthaler Vocational-Technical High Patterson High

Cluster	Pathways	Current School	Final Recommendation
		<ul style="list-style-type: none"> Mergenthaler Vocational-Technical High (PLTW) Patterson High Western High (PLTW) 	<ul style="list-style-type: none"> Western High
	Data Processing Technician	<ul style="list-style-type: none"> Digital Harbor High 	--
	NAF IT	--	<ul style="list-style-type: none"> National Academy Foundation
Manufacturing, Engineering and Technology	Advanced Manufacturing	<ul style="list-style-type: none"> Carver Vocational-Technical High 	<ul style="list-style-type: none"> Carver Vocational-Technical High
	PLTW Engineering	<ul style="list-style-type: none"> Baltimore Polytechnic Institute Bluford Drew Jemison STEM Academy West Edmondson-Westside High Mergenthaler Vocational-Technical High National Academy Foundation Patterson High Western High 	<ul style="list-style-type: none"> Baltimore Polytechnic Institute (shared with Western) Carver Vocational-Technical High Mergenthaler Vocational-Technical High Patterson High Western High (shared with Poly)
Transportation Technologies	Autobody Collision Repair Tech	<ul style="list-style-type: none"> Mergenthaler Vocational-Technical High 	<ul style="list-style-type: none"> Edmondson-Westside High Forest Park High Mergenthaler Vocational-Technical High
	Automotive Technician	<ul style="list-style-type: none"> Edmondson-Westside High Forest Park High Mergenthaler Vocational-Technical High 	<ul style="list-style-type: none"> Edmondson-Westside High Forest Park High Mergenthaler Vocational-Technical High
	Local Seagoing/Maritime	<ul style="list-style-type: none"> New Era Academy 	<ul style="list-style-type: none"> New Era Academy

Additional Supports: Non-CTE Pathway Career Readiness

Positions	Location
<ul style="list-style-type: none"> Pilot 9th Grade Construction Career and Pathway Exploration 	<ul style="list-style-type: none"> Carver Vocational-Technical High Mergenthaler Vocational-Technical High
<ul style="list-style-type: none"> Pilot 9th Grade Health Career and Pathway Exploration 	<ul style="list-style-type: none"> Edmondson-Westside High Vivien T. Thomas Medical Arts Academy
<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Frederick Douglass High
<ul style="list-style-type: none"> Agriculture (Reimagined) 	<ul style="list-style-type: none"> TBD
<ul style="list-style-type: none"> Public Service (Local) 	<ul style="list-style-type: none"> TBD



APPENDIX C
SCHOOL PROFILES



BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

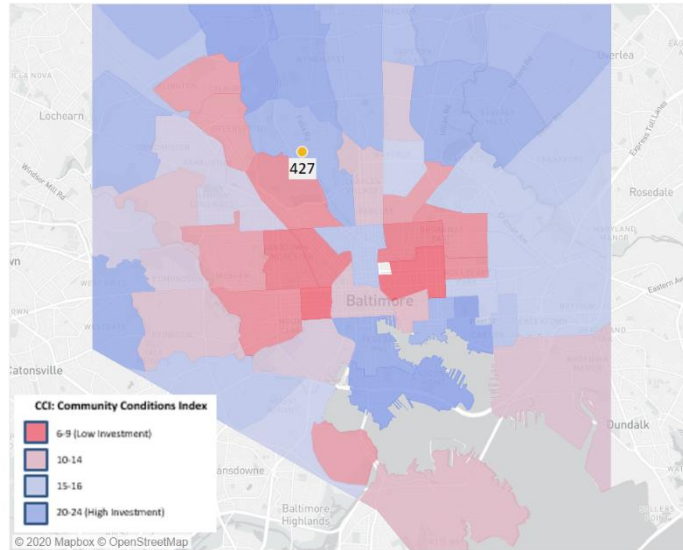
School Name: Academy for College and Career Exploration

School Number: 427

Address: 1300 W 36th Street

Total Enrollment (SY19-20): 541

Councilmanic District: 7



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	0	0	0
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
N/A	N/A	N/A	N/A
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning Team
- External partnership for CISCO networking training opportunities
- AVID

**BALTIMORE CITY
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Dr. Sonja Brookins Santelises
Chief Executive Officer

CTE Pathways Removed by 2024-2025

- CISCO Networking

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

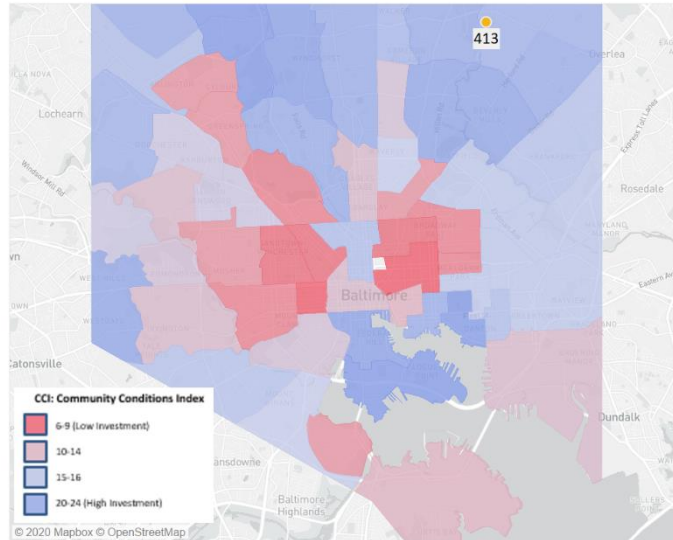
School Name: Achievement Academy at Harbor City High

School Number: 413

Address: 2201 Pinewood Avenue

Total Enrollment (SY19-20): 411

Councilmanic District: 3



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	0	0	0
Other*	78	0	(78)

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
63	1	1	1
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- Short-term certifications

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Chief Executive Officer

CTE Pathways Removed by 2024-2025

- Career Research and Development

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

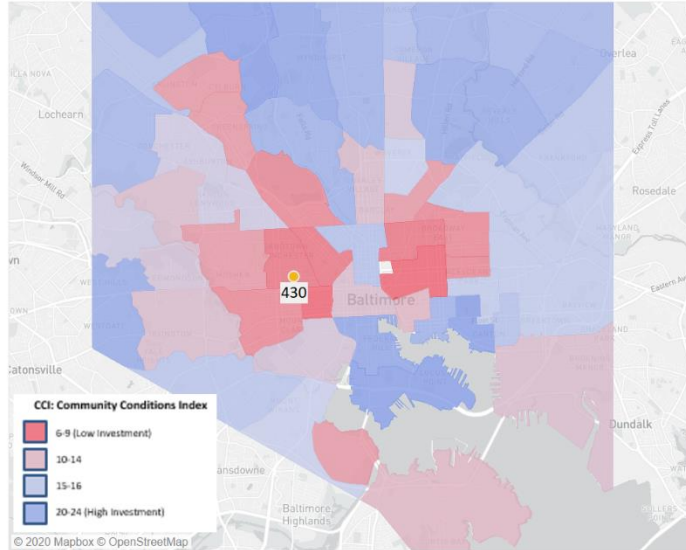
School Name: Augusta Fells Savage Institute of Visual Arts

School Number: 430

Address: 1500 Harlem Avenue

Total Enrollment (SY19-20): 419

Councilmanic District: 9



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	86	0	(86)
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
69	22	13	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- Schoolwide Career Readiness Plan

**BALTIMORE CITY
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Dr. Sonja Brookins Santelises
Chief Executive Officer

CTE Pathways Removed by 2024-2025

- Interactive Media Production
- Construction Design and Management

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

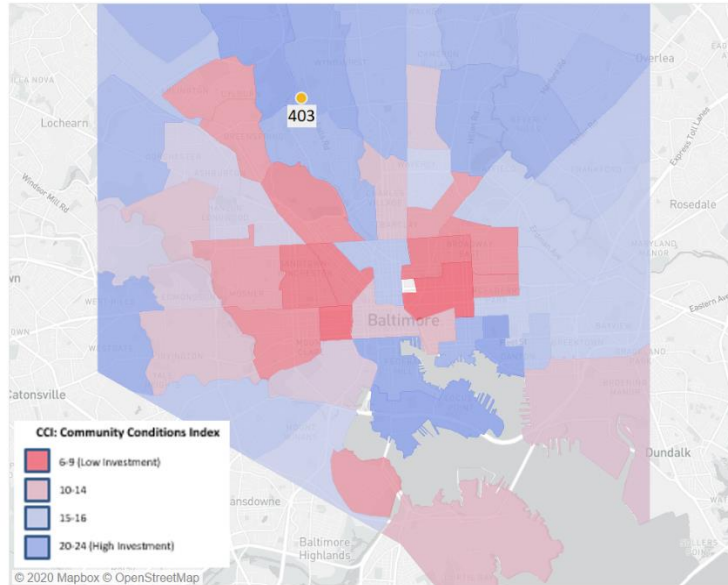
School Name: Baltimore Polytechnic Institute

School Number: 403

Address: 1400 W Cold Spring Lane

Total Enrollment (SY19-20): 1593

Councilmanic District: 6



Current State for the School***

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	210	75	(135)
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

***JROTC became a CTE pathway in SY2021 but is not included as these positions are not affected

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
81	55	42	1
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

**BALTIMORE CITY
PUBLIC SCHOOLS**

Dr. Sonja Brookins Santelises
Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at Baltimore Polytechnic

- JROTC: Air Force Aerospace Science
- PLTW Engineering

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

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Chief Executive Officer

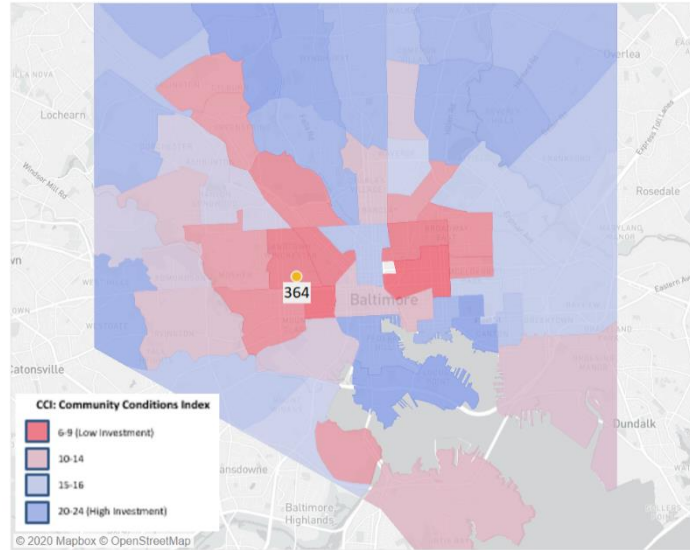
School Name: Bluford Drew Jemison STEM Academy West

School Number: 364

Address: 1500 Harlem Avenue

Total Enrollment (SY19-20): 232

Councilmanic District: 9



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	15	0	(15)
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
25	4	0	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- STEM Program

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CTE Pathways Removed by 2024-2025

- PLTW Engineering

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

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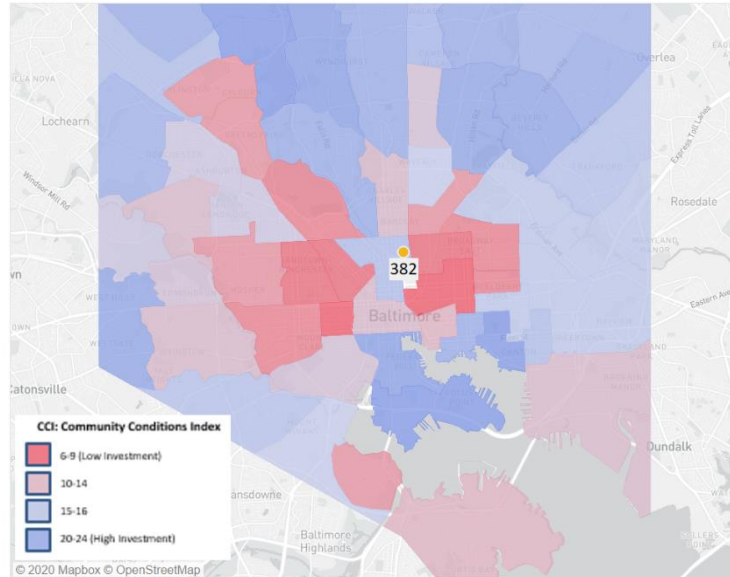
School Name: Baltimore Design School

School Number: 382

Address: 1500 Barclay Street

Total Enrollment (SY19-20): 516

Councilmanic District: 12



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	78	75	(3)
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
47	39	36	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

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CTE Pathways Available to Students by 2024-2025 at Baltimore Design School

- Interactive Media Production

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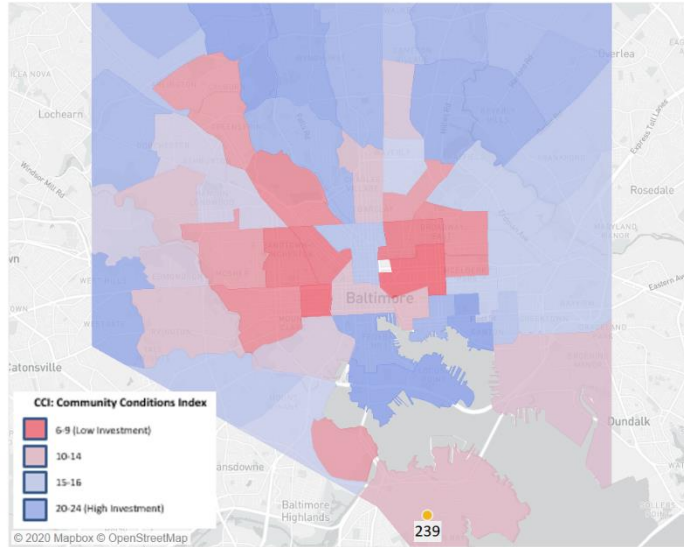
School Name: Benjamin Franklin High at Masonville Cove

School Number: 239

Address: 1201 Cambria Street

Total Enrollment (SY19-20): 532

Councilmanic District: 10



Current State for the School

	SY19-20 Enrollment	Available Seats** in Proposed Plan	Net Difference
Below Living Wage	156	0	(156)
At or Above Living Wage	0	225	225
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
81	26	13	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

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PUBLIC SCHOOLS**

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Chief Executive Officer

CTE Pathways Available to Future Students at Ben Franklin

- Carpentry (New Pathway)
- Electrical (New Pathway)
- Welding (New Pathway)

CTE Pathways Removed by 2024-2025

- Computer Science
- *Curriculum for Agriculture Science Education (sunset in SY20)*

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

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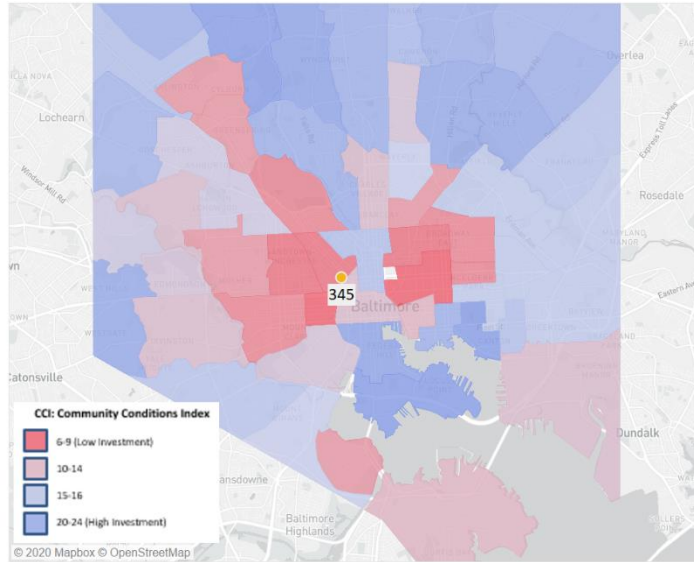
School Name: Joseph C. Briscoe Academy

School Number: 345

Address: 900 Druid Hill Avenue

Total Enrollment (SY19-20): 79

Councilmanic District: 11



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	0	75	75
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
N/A	N/A	N/A	N/A
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

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CTE Pathways Available to Students by 2024-2025 at Joseph C. Briscoe

- Home Builders Institute (Co-located with Frederick Douglass High)

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

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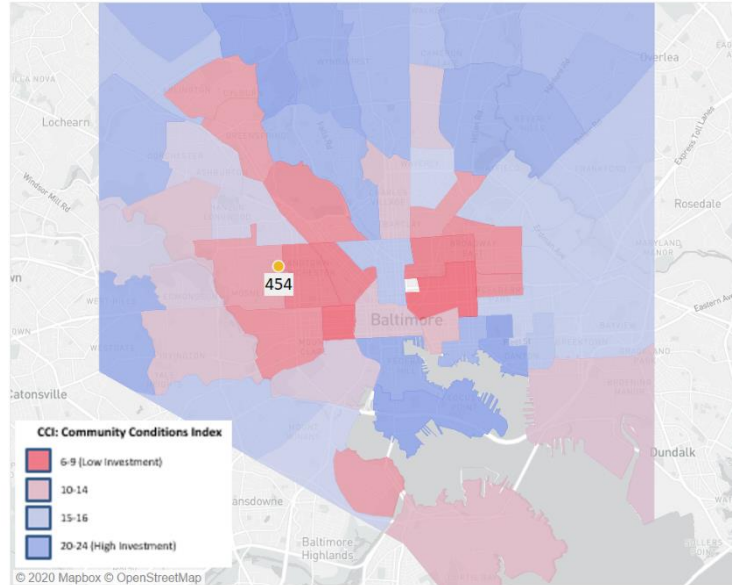
School Name: Carver Vocational-Technical High

School Number: 454

Address: 2201 Presstman Street

Total Enrollment (SY19-20): 876

Councilmanic District: 7



Current State for the School***

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	249	150	(99)
At or Above Living Wage	284	1313	1029
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

***JROTC became a CTE pathway in SY2021 but is not included in this table as these positions are not affected

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
198	88	59	39
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- Pilot 9th Grade Construction Career and Pathway Exploration

CTE Pathways Available to Students by 2024-2025 at Carver

- Business (New Pathway)
- Interactive Media Production (New Pathway)
- Carpentry
- Electrical
- HVAC (New Pathway)
- Masonry
- Plumbing (New Pathway)
- Cosmetology & Cosmetic Services
- Baking
- Culinary
- Early Childhood Education
- CISCO Cybersecurity Pathway (New Pathway)
- Computer Science (New Pathway)
- JROTC: Army
- Advanced Manufacturing
- PLTW Engineering (New Pathway)

CTE Pathways Removed by 2024-2025

- Accounting & Finance
- Business Administrative Services
- Construction Design and Management
- CISCO Networking Pathway
- Print ED

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

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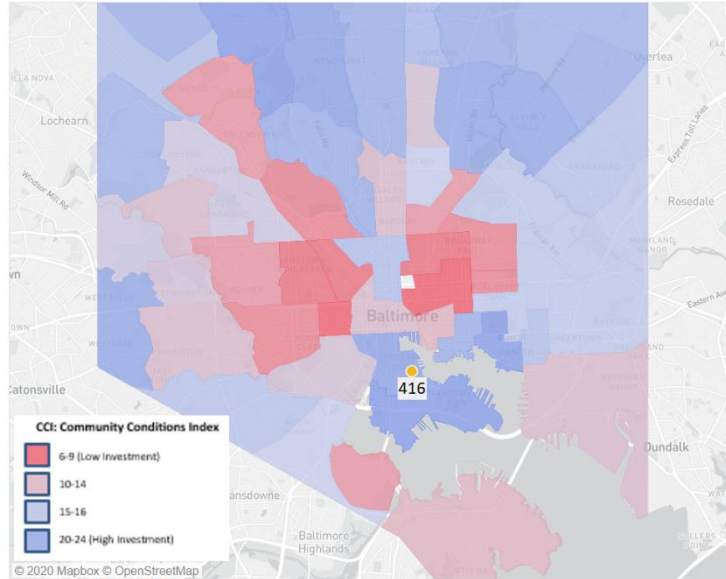
School Name: Digital Harbor High

School Number: 416

Address: 1100 Covington Street

Total Enrollment (SY19-20): 1196

Councilmanic District: 11



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	542	525	(17)
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
366	106	71	24
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

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CTE Pathways Available to Students by 2024-2025 at Digital Harbor

- Interactive Media Production
- Homeland Security and Emergency Preparedness - Homeland Security Sciences
- CISCO Cybersecurity Pathway (New Pathway)
- CISCO Networking Pathway
- Computer Science (Local)

CTE Pathways Removed by 2024-2025

- Data Processing Tech./Technician

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

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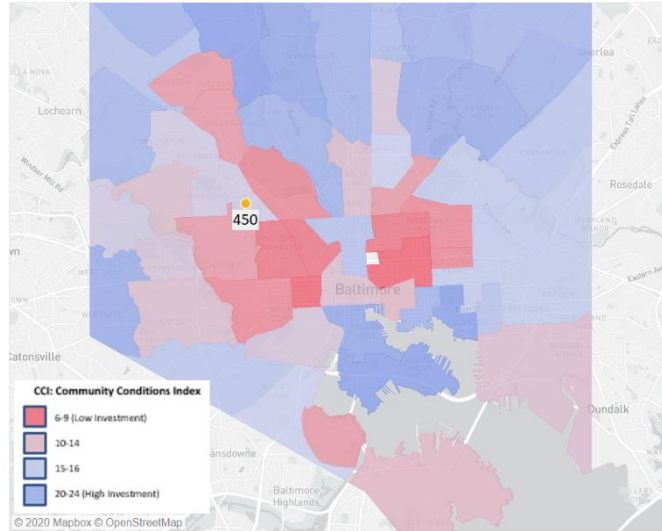
School Name: Frederick Douglass High

School Number: 450

Address: 2301 Gwynns Falls Parkway

Total Enrollment (SY19-20): 850

Councilmanic District: 7



Current State for the School***

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	120	75	(45)
Other*	0	75	75

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

***JROTC became a CTE pathway in SY2021 but is not included in this table as these positions are not affected

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
119	36	14	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning Coordinator
- Junior Achievement 3DE Program
- Schoolwide Career Readiness Plan

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Chief Executive Officer

**Opportunities with Locked Positions Available to Students by 2024-2025 at
Douglass**

- TBD (Career Readiness)
- HBI (Co-located w/ Joseph C. Briscoe)
- Law and Leadership
- JROTC: Army

CTE Pathways Removed by 2024-2025

- Interactive Media Production
- Fire Emergency Medical Training

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

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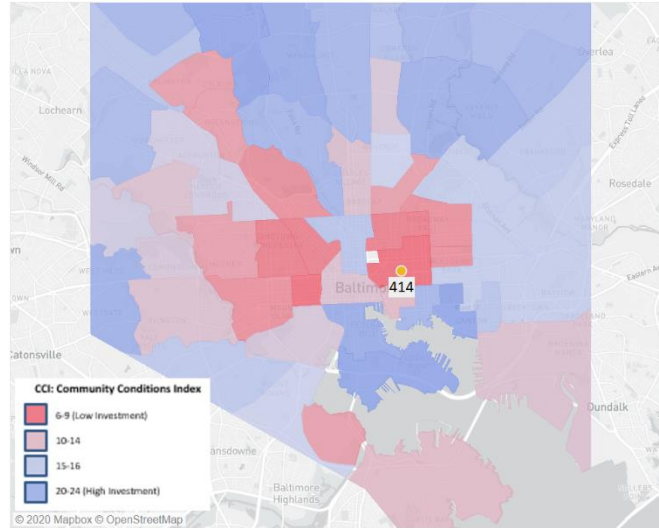
School Name: Paul Laurence Dunbar High

School Number: 414

Address: 1400 Orleans Street

Total Enrollment (SY19-20): 881

Councilmanic District: 12



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	31	0	(31)
At or Above Living Wage	167	300	133
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
62	54	42	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

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CTE Pathways Available to Students by 2024-2025 at Paul Laurence Dunbar

- Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant
- PLTW BioMedical Sciences
- Fire Emergency Medical Training

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

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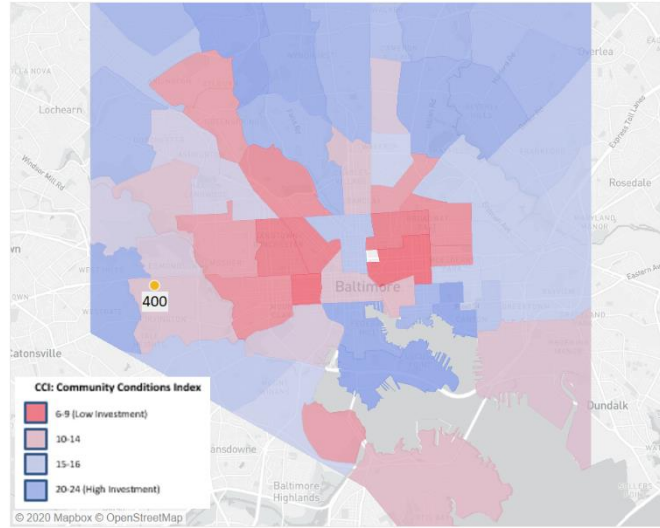
School Name: Edmondson-Westside High

School Number: 400

Address: 501 N Athol Avenue

Total Enrollment (SY19-20): 881

Councilmanic District: 8



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	286	150	(136)
At or Above Living Wage	314	675	361
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
302	152	150	5
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- Schoolwide Career Readiness Plan
- Pilot 9th Grade Health Career and Pathway Exploration

**BALTIMORE CITY
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CTE Pathways Available to Students by 2024-2025 at Edmondson-Westside

- Business (New Pathway)
- Carpentry
- Welding (New Pathway)
- Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant
- Academy of Health Professions/Surgical Technician
- CISCO Cybersecurity (New Pathway)
- Early Childhood Education
- Automotive Technician
- Autobody Collision Repair Tech (New Pathway)
- JROTC: Army

CTE Pathways Removed by 2024-2025

- Accounting & Finance
- Business Administrative Services
- Baking
- Culinary
- Cosmetology & Cosmetic Services
- CISCO Networking Pathway
- Interactive Media Production
- PLTW Engineering

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

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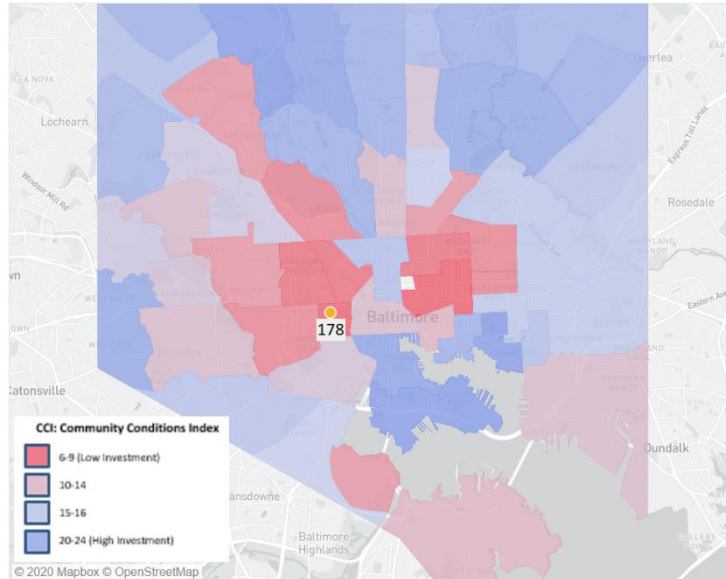
School Name: Excel Academy at Francis M. Wood High

School Number: 178

Address: 1001 W Saratoga Street

Total Enrollment (SY19-20): 574

Councilmanic District: 9



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	0	0	0
Other*	211	0	(211)

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
96	4	2	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning Coordinator
- Short-term certifications

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CTE Pathways Removed by 2024-2025

- Career Research and Development

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness. We will update with all currently existing pathways in February.

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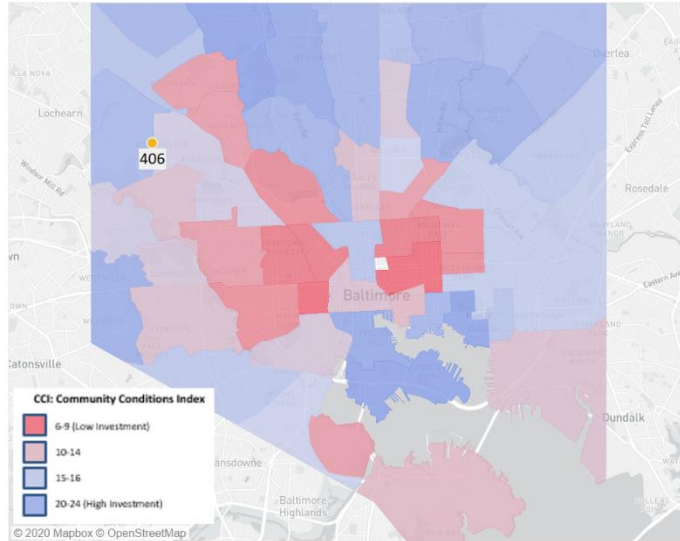
School Name: Forest Park High

School Number: 406

Address: 3701 Eldorado Avenue

Total Enrollment (SY19-20): 597

Councilmanic District: 6



Current State for the School***

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	103	0	(103)
At or Above Living Wage	160	525	365
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

***JROTC became a CTE pathway in SY2021 but is not included in this table as these positions are not affected

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
70	25	14	18
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

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Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at Forest Park

- Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant (New Pathway)
- Autobody Collision Repair Technician (New Pathway)
- Automotive Technician
- Computer Science (Local)
- Culinary
- JROTC: Army

CTE Pathways Removed by 2024-2025

- Law and Leadership
- CISCO Networking Pathway

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

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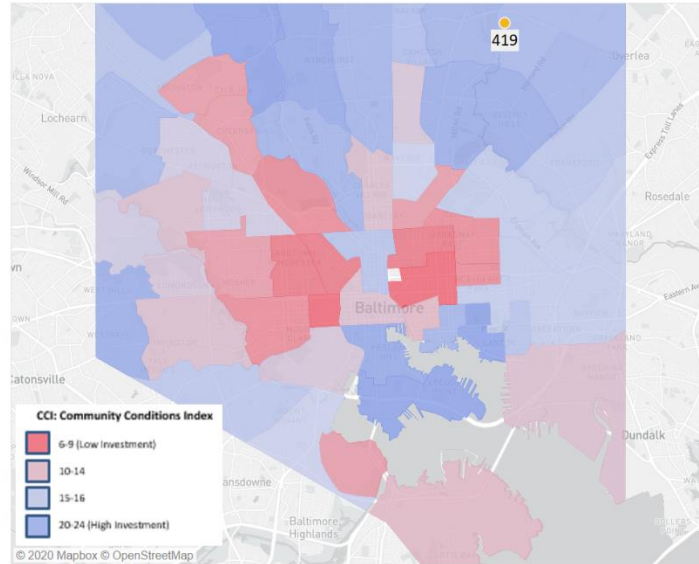
School Name: Reginald F. Lewis High

School Number: 419

Address: 6401 Pioneer Drive

Total Enrollment (SY19-20): 541

Councilmanic District: 3



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	31	0	(31)
At or Above Living Wage	62	75	13
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
135	35	3	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- Expanded dual enrollment programming
- Mentoring program
- Additional academic supports

**BALTIMORE CITY
PUBLIC SCHOOLS**

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Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at R.F. Lewis

- Business (New Pathway)

CTE Pathways Removed by 2024-2025

- Business Management
- Curriculum for Agriculture Science Education
- Law and Leadership

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

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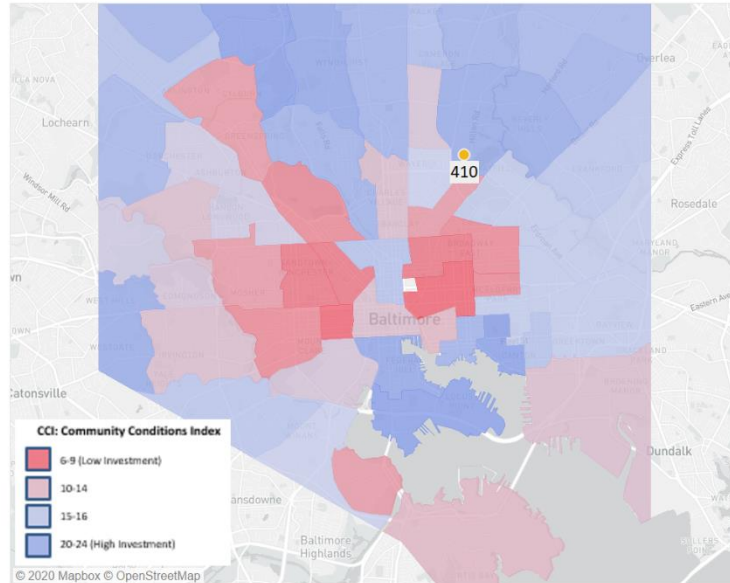
School Name: Mergenthaler Vocational-Technical High

School Number: 410

Address: 3500 Hillen Road

Total Enrollment (SY19-20): 1,706

Councilmanic District: 14



Current State for the School***

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	444	225	(219)
At or Above Living Wage	734	1763	1029
Other*	0	75	75

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

***JROTC became a CTE pathway in SY2021 but is not included in this table as these positions are not affected

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
409	257	193	54
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- Pilot 9th Grade Construction Career and Pathway Exploration

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Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at Mergenthaler

- Print ED
- Business (New Pathway)
- Carpentry
- Electrical
- Masonry
- Plumbing
- Welding
- Cosmetology & Cosmetic Services
- Baking
- Culinary
- Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant
- Academy of Health Professions/ Pharmacy Technician- Maryland Board of Pharmacy Approved Option
- Academy of Health Professions/Dental Technician (New Pathway)
- Academy of Health Professions/Surgical Technician (New Pathway)
- Law and Leadership
- Early Childhood Education
- CISCO Cybersecurity (New Pathway)
- Computer Science (Local)
- JROTC: Naval Science
- PLTW Engineering
- Autobody Collision Repair Tech
- Automotive Technician

CTE Pathways Removed by 2024-2025

- Accounting & Finance
- Business Management
- Construction Design and Management
- CISCO Networking

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

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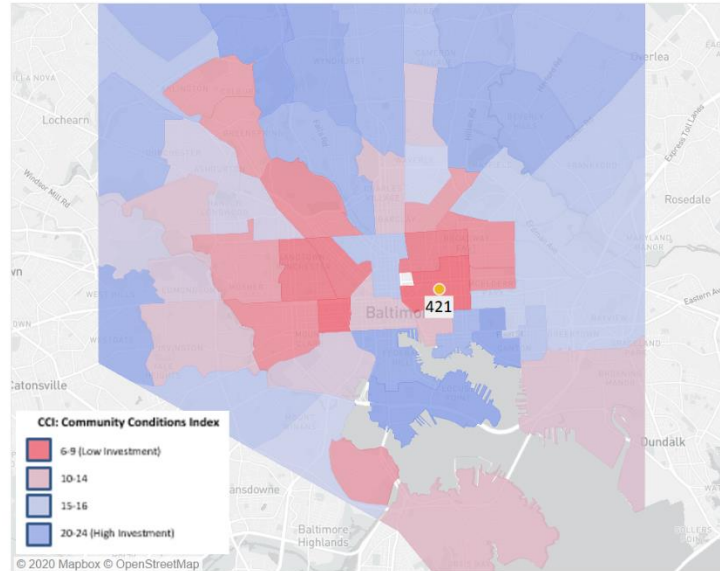
School Name: National Academy Foundation

School Number: 421

Address: 540 N Caroline Street

Total Enrollment (SY19-20): 796

Councilmanic District: 12



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	125	75	(50)
At or Above Living Wage	73	150	77
Other*	131	0	(131)

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
260	175	52	21
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- Alignment with the NAF school-based model

**BALTIMORE CITY
PUBLIC SCHOOLS**

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Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at National Academy Foundation

- NAF Accounting and Finance (New Pathway)
- NAF Hospitality and Tourism (New Pathway)
- NAF IT (New Pathway)

CTE Pathways Removed by 2024-2025

- Career Research and Development
- CISCO Networking
- Culinary
- Lodging Management
- PLTW Engineering

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

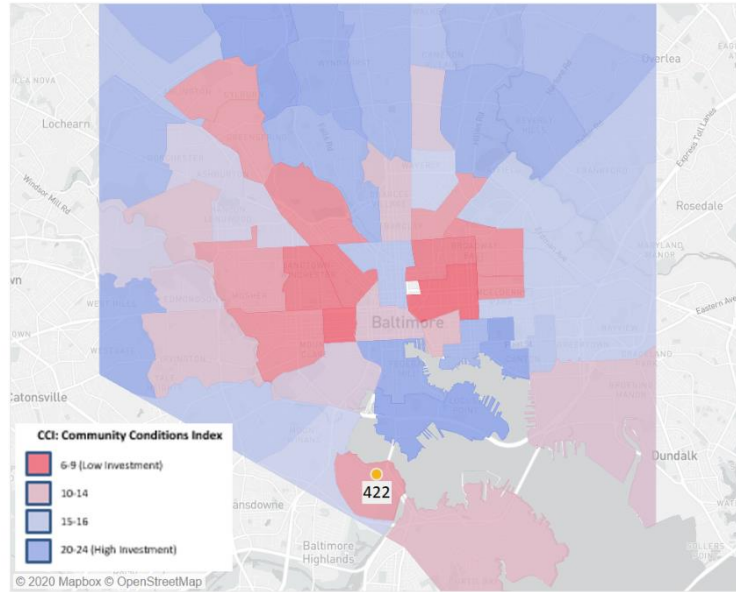
School Name: New Era Academy

School Number: 422

Address: 2700 Seamon Avenue

Total Enrollment (SY19-20): 288

Councilmanic District: 10



Current State for the School***

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	146	75	(71)
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

***JROTC became a CTE pathway in SY2021 but is not included in this table as these positions are not affected

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
36	17	11	14
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

**BALTIMORE CITY
PUBLIC SCHOOLS**

Dr. Sonja Brookins Santelises
Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at New Era

- JROTC: Army
- Local Seagoing/Maritime

CTE Pathways Removed by 2024-2025

- CISCO Networking

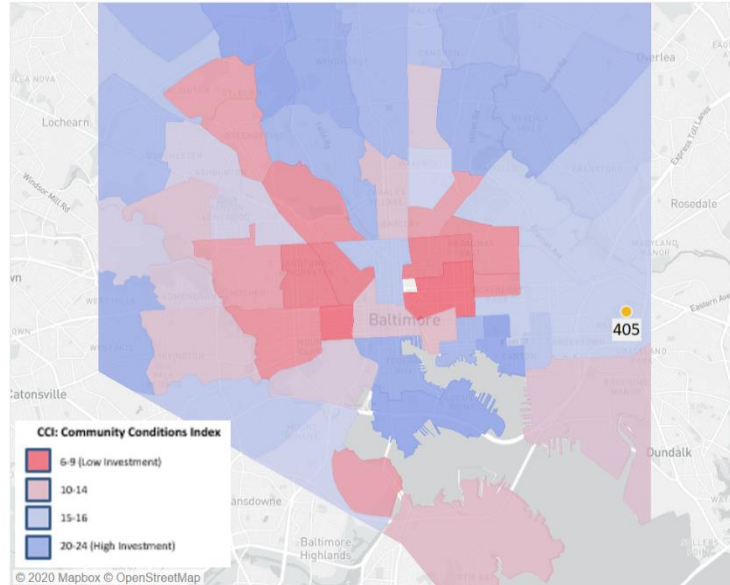
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BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

School Name: Patterson High
School Number: 405
Address: 100 Kane Street
Total Enrollment (SY19-20): 1,049

Councilmanic District: 1



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	140	75	(65)
At or Above Living Wage	277	825	548
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

***JROTC became a CTE pathway in SY2021 but is not included in this table as these positions are not affected

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
238	75	40	10
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

**BALTIMORE CITY
PUBLIC SCHOOLS**

Dr. Sonja Brookins Santelises
Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at Patterson

- Interactive Media Production (New Pathway)
- Business (New Pathway)
- Home Builders Institute (New Pathway)
- Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant
- Academy of Health Professions/ Pharmacy Technician- Maryland Board of Pharmacy Approved Option
- Fire Emergency Medical Training
- Teacher Academy of Maryland (New Pathway)
- Cosmetology & Cosmetic Services
- Computer Science (Local)
- JROTC: Air Force Aerospace Science
- PLTW Engineering

CTE Pathways Removed by 2024-2025

- Print ED
- Accounting & Finance
- Business Administrative Services
- Construction Design and Management
- Early Childhood Education
- Homeland Security and Emergency Preparedness - Criminal Justice/Law Enforcement

The listing of pathways only represents locked positions funded by the Office of College and Career Readiness.

BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

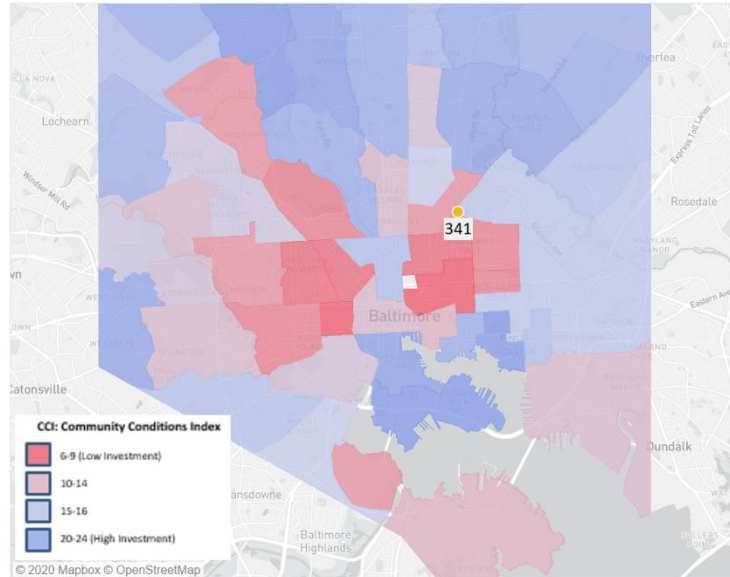
School Name: The Reach! Partnership School

School Number: 341

Address: 2555 Harford Road

Total Enrollment (SY19-20): 545

Councilmanic District: 14



Current State for the School***

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	155	75	(80)
At or Above Living Wage	118	375	257
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

***JROTC became a CTE pathway in SY2021 but is not included in this table as these positions are not affected

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
208	35	19	0
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team

**BALTIMORE CITY
PUBLIC SCHOOLS**

Dr. Sonja Brookins Santelises
Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at The Reach! Partnership

- Carpentry
- HVAC
- Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant
- Academy of Health Professions/ Pharmacy Technician- Maryland Board of Pharmacy Approved Option
- Homeland Security and Emergency Preparedness - Criminal Justice/Law Enforcement
- JROTC: Army

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BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

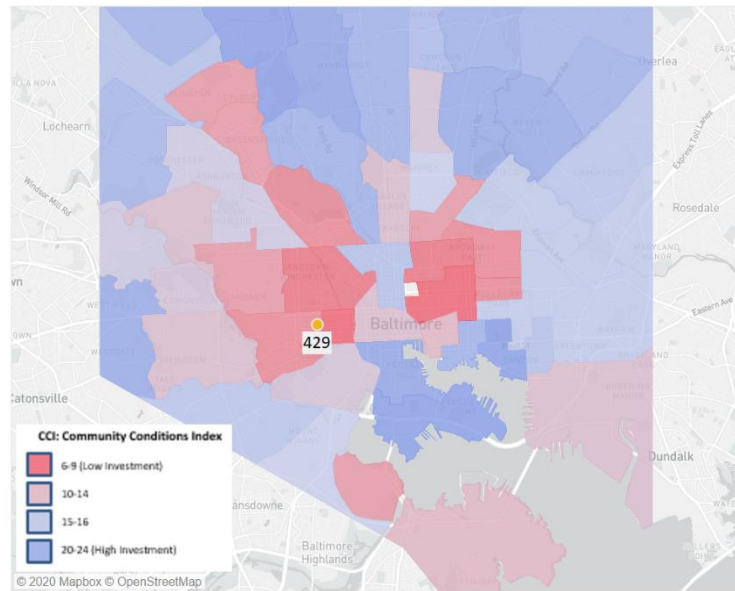
School Name: Vivien T. Thomas Medical Arts Academy

School Number: 429

Address: 100 N Calhoun Street

Total Enrollment (SY19-20): 371

Councilmanic District: 9



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	135	75	(60)
At or Above Living Wage	97	450	353
Other*	0	0	0

*Career Research and Development cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
166	78	56	17
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning team
- Pilot 9th Grade Health Career and Pathway Exploration

**BALTIMORE CITY
PUBLIC SCHOOLS**

Dr. Sonja Brookins Santelises
Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at Vivien T. Thomas

- Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant
- Academy of Health Professions/ Pharmacy Technician- Maryland Board of Pharmacy Approved Option
- Academy of Health Professions/Dental Technician
- PLTW BioMedical Sciences
- Sports Medicine
- Fire Emergency Medical Training

CTE Pathways Removed by 2024-2025

- Career Research and Development

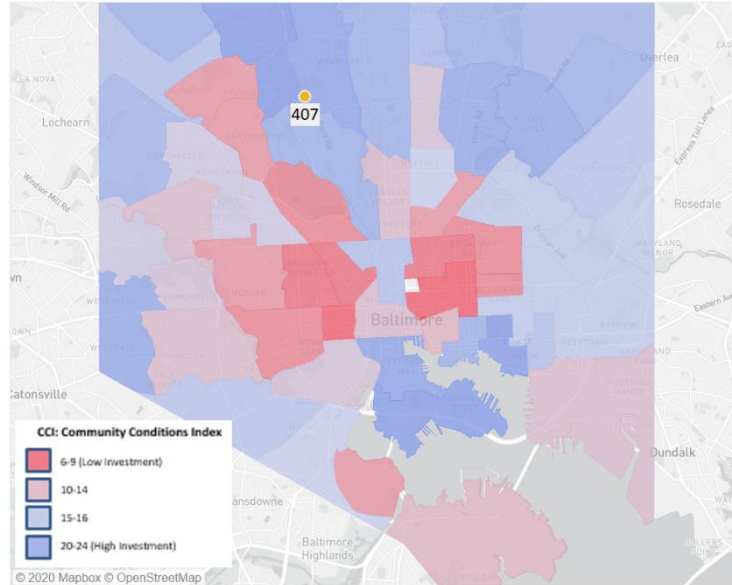
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BALTIMORE CITY PUBLIC SCHOOLS

Dr. Sonja Brookins Santelises
Chief Executive Officer

School Name: Western High
School Number: 407
Address: 4600 Falls Road
Total Enrollment (SY19-20): 1086

Councilmanic District: 6



Current State for the School

	SY19-20 Enrollment	Available Seats** in Year 4 of Implementation (SY24-25)	Net Difference
Below Living Wage	0	0	0
At or Above Living Wage	332	300	(32)
Other*	0	0	0

*Career Research and Development and cannot be directly aligned to specific occupations with wage data.

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

# of Enrolled Students (SY15-16 (9 th Gr))	# of Concentrators (SY15-16 (9 th Gr))	# of Completers (SY15-16 (9 th Gr))	# Certified (SY15-16 (9 th Gr))
101	53	32	1
Enrolled = A student who enrolls in a course pathway	Concentrator = A student who completes 2 or more courses in a pathway	Completer = A student who completes the full 4-course sequence for the pathway	Certified = A student who obtains an industry recognized credential

Additional Career Readiness Resources and Supports

- Support from district Work-Based Learning Coordinator

**BALTIMORE CITY
PUBLIC SCHOOLS**

Dr. Sonja Brookins Santelises
Chief Executive Officer

CTE Pathways Available to Students by 2024-2025 at Western

- PLTW BioMedical Sciences
- Teacher Academy of Maryland
- Computer Science
- PLTW Engineering

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BALTIMORE CITY
PUBLIC SCHOOLS

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