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Addressing Specific Student Groups:
Career and Technology Education, Early Learning,
Gifted and Talented Programs, Special Education

The BTE Act requires LSSs to address in each annual update the performance of students enrolled in specific programs: Career and Technology Education, Early Learning, Gifted and Talented, and Special Education.

In responses to the previous questions, local school systems may have addressed these student groups. Use this space to report on progress toward outcomes and timelines established in the LSSs Master Plan and further elaborate on any revisions or adjustments pertinent to these student groups that the school system has made in its 2009 Master Plan Annual Update.

Addressing Specific Student Groups Career and Technology Education

1. Describe the school system's progress on the implementation and expansion of CTE Programs of Study within Career Clusters and the strategies for increasing CTE enrollees to become completers. Data points should include the number of enrollees, the number of concentrators and completers.

HCPS Response:

The Harford County Public School (HCPS) system has taken the ten Maryland Career Clusters and collapsed them into four: Arts, Media, and Communication; Business, Finance and Information Technology; Health and Human Services; and Science, Engineering and Technology. Each Career Cluster has three or four Career Pathways which provide recommended sequences of courses and suggested electives. CTE programs are embedded in the Career Pathways. One of the HCPS strategies for increasing the number of CTE enrollees who become completers is the implementation of new local graduation requirements that include a fourth mathematics course and four courses within a Career Pathway.

Some former career completer programs have already been realigned to meet the standards of new Maryland High School CTE Programs of Study, i.e., Academy of Finance, Careers in Cosmetology, IT Networking Academy (CISCO), Automotive Technology, Teacher Academy of Maryland, Homeland Security and Emergency Preparedness, Fire Science: Maryland Fire and Rescue Institute, Biomedical Sciences, Finance and Accounting, Marketing, Business Administrative Services, and Business Management. Some programs are in the process of being realigned: Printing Technologies, Food and Beverage Management (ProStart), and Career Research and Development. Future realignments on our Secondary Five-Year Planned Improvement Chart include: Academy of Health Professions, Interactive Media Production, Culinary Arts, Civil Engineering/Architecture, Database Academy, and Construction Trades. The adoption of these new CTE Programs of Study, which offer students additional industry certifications and postsecondary credit, is another HCPS strategy for increasing the number of CTE enrollees who become completers.

When looking at the 2008 HCPS enrollment/completion data for each of the Maryland's ten Career Clusters (see table below), it is evident that clusters that are comprised mostly of programs that are offered at Harford Technical High School (AMC, C&D, EANR, H&B, MET, and TT) have the highest ratio of enrollment to completion. Students apply to this magnet school for specific programs and enroll in CTE courses all four years of high school. In clusters that are comprised of programs that are offered at the comprehensive high schools, the ratio of enrollment to completion is lower because students often want to explore a wide variety of content areas and they take courses for elective credit only. This will always continue to a certain extent, however, the new local graduation requirement that includes four credits in a Career Pathway will curtail this practice. As new CTE magnet programs are developed and implemented at other high schools, i.e., Natural Resources and Agricultural Sciences at North Harford High School, the ratio of student enrollment and completion will further increase.

MSDE Cluster	HCPS Enrollment	HCPS Concentrators	HCPS Completers
AMC	53	20	20
BMF	1605	169	28
C&D	181	72	70

MSDE Cluster	HCPS Enrollment	HCPS Concentrators	HCPS Completers
CSHT	1706	257	126
EANR	353	81	65
H&B	108	39	39
HRS	1172	307	87
IT	203	19	9
MET	112	33	33
TT	72	25	25
COOP	210	162	111
TOTAL	5775	1184	613

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Program of Study, including students who are members of special populations?

HCPS Response:

The Harford County Public Schools has established the following priorities for its Career and Technology Education Programs. These are embedded into the county's Master Plan (as identified by goal/objective/strategy numbers) to ensure success for all students in CTE programs.

- A. All students will achieve high academic and technical skill standards as established by National, State, and local measures.
- 2.1a.3 Identify and implement intervention and remediation programs for students based on appropriate data.
 - 2.1b.6 Develop and/or identify materials for use with special needs students.
 - 2.2a.1 Update curriculum and ensure alignment with state standards.
 - 2.2e.2 Implement the revised credit and course requirements for graduation.
 - 2.2e.5 Increase challenging academic offerings.
 - 2.2e.9 Enhance career and technology education programs.
- B. All students will be encouraged and given opportunity to participate in the full range of academic and Career and Technology Education Programs.
- 2.1b.6 Develop and/or identify materials for use with special needs students.
 - 2.1b.11 Provide materials and supplies to facilitate the instruction of English Language Learners.
 - 2.2a.2 Evaluate and analyze student assessment data to improve instruction.
 - 2.2e.3 Utilize the career pathways as a means for managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses in 2009-2010.
 - 2.2e.7 Refine existing smaller learning communities and the ninth grade transition program.
 - 2.2f.2 Utilize the career clusters as a means of managing programs of study for students and develop necessary curricular components for implementing the delivery of required courses for Fall 2010.
 - 3.1a.4 Allow students access to instructional resources that incorporate universal design.
 - 4.3c.6 Provide professional development to educators serving students with disabilities.

- C. Integrated/blended instruction will be used as the primary teaching method to promote the acquisition of strong academic and technical skills for all students in Career and Technology Education Programs.
 - 2.2a.1 Update curriculum and ensure alignment with state standards.
 - 3.3e.1 Continue to promote internal collaboration aimed at increasing partnerships to support student learning.
- D. Appropriate amounts and types of equipment and facilities will be provided to all students in Career and Technology Education Programs for state-of-the art training.
 - 1.3b.1 Seek state and local funding for the FY 2010 and FY 2011 Capital Improvements Program that includes projects to modernize and renovate facilities.
 - 2.2d.2 Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards.
 - 2.2e.9 Enhance career and technology education programs.
 - 3.1a.2 Integrate technology into all instruction, as appropriate, to support teaching and learning.
 - 3.1a.4 Allow students access to instructional resources that incorporate universal design.
 - 3.1b.1 Enable all teachers and media specialists to meet State-established standards for technology literacy.
- E. There will be an increase in the number of students who become dual completers (prepared to meet the University of Maryland Standards and the CTE Program).
 - 2.2e.12 Include *Career Development for Instruction in Grades PreK-12*, as per COMAR 13A.04.10.01.
 - 2.2f.7 Provide annual career counseling and post-secondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool.
- F. Experience in all aspects of the industry will be provided through school based instruction and workplace experiences.
 - 2.2e.12 Include *Career Development for Instruction in Grades PreK-12*, as per COMAR 13A.04.10.01.
 - 2.2f.1 Enhance senior year offerings to promote student involvement and success.
 - 3.3d.4 Maintain informed citizen advisory committees.
- G. Non-traditional occupational preparation will be provided for all students.
 - 2.2f.4 Monitor and report the number of students participating in non-traditional CTE programs.
- H. Excellence in teaching and learning through comprehensive professional development will be promoted for all Career and Technology Education staff.
 - 2.2f.3 Provide professional development as needed regarding *Career Development for Instruction in Grades Pre-K – 12*, as per COMAR 13A.04.10.01.
 - 3.1b.1 Enable all teachers and media specialists to meet State-established standards for technology literacy.
 - 3.3e.2 Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom.
 - 4.3b.1 Continue to increase partnerships with colleges and universities to develop customized certification programs.
 - 4.3c.5 Provide specialized /content specific professional development opportunities.
 - 4.3c.7 Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conferences.

Addressing Specific Student Groups

Early Learning

A. Based on the examination of 2008-2009 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

See Tables 8.1 and 8.2 on next page.

1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.

HCPS Response:

Kindergarten has adopted new curriculum for language arts and mathematics system wide. Staff development has been provided for all kindergarten teachers and the curriculum is now fully implemented for one year. In the past year new assessments for kindergarten have been adopted to provide data for differentiating curriculum to meet the needs of children in kindergarten. Assessments are still in the staff development stage but will be fully implemented midyear 2009-10. Data is being gathered as staff development is occurring to provide benchmark data for system use. Once fully implemented, assessments will provide strong data to guide instruction for continued progress on the MMSR.

2. What are the school system's plans to work with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering school ready to learn?

HCPS Response:

The Office of Early Childhood continues to host three meetings a year with local child care providers to address articulations, instruction and curriculum needs and gaps. An MOU with Head Start has been signed and discussion of collaborative instruction is being discussed for spring 2010. The Office of Early Childhood also provides staff development to the preschool Special Educators on the new curriculum and the assessments that will be implemented.

Table 8.1: Percentage of All Kindergarten Students at Readiness Stages

	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	77	64	61	52	77	75	90	76	20	31	31	41	21	23	9	22	3	5	8	7	2	2	1	2
2005-2006	80	69	67	53	77	80	90	80	16	26	28	42	20	19	8	18	4	5	5	5	3	1	2	2
2006-2007	80	71	76	62	80	83	91	83	17	24	19	34	18	16	8	15	3	5	5	4	2	1	1	2
2007-2008	77	70	76	62	78	80	90	82	19	25	18	33	19	18	9	16	4	6	6	5	2	2	1	3
2008-2009	80	73	79	66	83	82	92	84	16	22	16	30	15	16	7	14	4	5	5	5	2	2	1	2

Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience

	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	64	59	32	33	4	9
2005-2006	70	69	26	27	5	4
2006-2007	69	74	26	21	5	5
2007-2008	72	78	24	17	4	5
2008-2009	74	79	22	16	5	5

B. Based on the examination of the 2008-2009 Public Prekindergarten Enrollment Data (Table 8:3)

Table 8.3: September 30 Prekindergarten Enrollment				
School Name	Half Day or Full Day	Total Number of Students Enrolled as of 9-30-08	Income Eligible Students	Students Enrolled Under Other Criteria
Abingdon	Half	40	29	11
Bakerfield	Half	39	31	8
Bel Air	Half	39	24	15
Church Creek	Half	40	31	9
Dublin	Half	34	17	17
Edgewood (Deerfield)	Half	40	31	9
	Half	39	31	8
Hall's Cross Roads	Half	35	28	7
Havre de Grace	Half	36	26	10
Homestead/Wakefield	Half	36	12	24
Joppatowne	Half	40	31	9
George Lisby@ Hillsdale	Half	34	23	11
Magnolia	Full	41	40	1
Meadowvale	Half	35	16	19
North Harford	Half	40	15	25
Prospect Mill	Half	40	29	11
Riverside	Half	40	26	14
Roye Williams	Half	40	34	6
William Paca/ Old Post Road	1 Half	81	79	2
	2 Full			
Wm. S. James	Half	40	13	27
	Total	809	566	243

1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2008-2009.

HCPS Response:

The data on Table 8.3 is correct.

2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.6.02.

HCPS Response:

HCPS uses an application procedure for prekindergarten which asks for information about the family including income tax reporting information. The school system uses the Federal Income Eligibility Guidelines for Free and Reduced Lunch to automatically accept children into prekindergarten as a Tier 1 group. Tier 2 children are also ranked according to similar criteria to assess who the working poor may be and then move into higher incomes to allow additional children as space is available.

Addressing Specific Student Groups

Gifted and Talented Programs

1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2008-2009 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.

HCPS Response:

The goals and objectives for the G & T Program student identification and services are as follows:

Goal 1:

Elementary schools will implement G&T services for identified students as described in the G&T Handbook

Objectives for Goal 1:

- Each school will form a G&T Services Committee
- Committees will identify students for services using locally normed data
- G&T teachers will work collaboratively with classroom teachers to implement appropriate services for identified students.

Goal 1 progress and supporting data:

Each school was asked to complete the “Levels of Service Implementation Rubric” in June 2009. The percentages below are relative to elementary schools only.

- 95% of schools have a functioning committee that meets at least twice a year
- 100% use local data to identify students for services
- 95% of schools are using a collaborative teaching model to implement some G&T services.

Goal 2:

Provide training for elementary teachers in the implementation of services

Objectives for Goal 2:

- Organize locally created instructional materials on “HCPS Sharepoint”.
- Conduct facilitator training so G&T teachers can train classroom teachers in the use of Sharepoint resources.
- Work with the Office of Special Education to offer professional development in collaboration models.
- Provide additional professional development opportunities for “Junior Great Books” training.

Goal 2 progress and supporting data:

Since opening access to all teachers, there have been over 400,000 cumulative hits to the G&T Sharepoint site.

Addressing Specific Student Groups

Gifted and Talented Programs

Goal 3:

Improve communication with parents and the school community regarding the G&T program

Objective for Goal 3:

- Provide programmatic information to the public through a variety of forums (e.g. parent seminars, faculty presentations, web page updates, etc.)
- Develop expectation for Elementary G&T Teachers to share the progress of students receiving G&T services with parents.

Goal 3 progress and supporting data:

From August 2008-June 2009, 28 separate presentations were conducted across the county. These included 16 parent presentations and 12 faculty presentations. Along with these presentations, the G&T website was updated include a streaming video of the presentation for parents that cannot attend in person.

2. Identify the strategies, including resource allocations, which appear related to the 2008-2009 progress.

HCPS Response:

Despite a diminished budget, the Board of Education maintained its commitment to gifted education in the elementary school and in the high school magnet programs.

Item	FTE	Budgeted Amount (FY10)
Elementary Gifted and Talented Teachers (includes coordinator)	21.4	1,405,393.00
International Baccalaureate (IB) Staff	6	402,941
Agriculture/Natural Resource Coordinator	1	65,000
Science and Math Academy (SMA) Staff	10	741,821
TOTAL	38.4	2,615,155

Item	Budgeted Amount (FY10)
G&T Materials of Instruction	232,607
G&T Consultants	4,800
G&T Conference, Institutes, and Meetings	5,760
IB Transportation	177,500
IB Staff Development	21,875
IB Textbooks and Materials	33,491
SMA Transportation	177,500
SMA Textbooks and Materials	68,000
TOTAL	721,533

Addressing Specific Student Groups

Gifted and Talented Programs

3. Describe where challenges are evident in meeting the Gifted and Talented Program goals, objectives, and strategies.

HCPS Response:

As it is evident from the program descriptions above, the great void in Harford County's G&T Program remains to be in middle school. While the Citizens Advisory Committee for G&T was tasked with developing a policy for awarding middle school students with high school credit, this will do little to improve overall G&T services. Developing any programming is still contingent on the implementation of Middle School Reform. A date for this implementation is yet to be set.

In reviewing the elementary program demographics, it appears that fewer minority students are being identified for services. While this is only a one year trend, it does bear some scrutiny before the trend continues.

Group	SY 2009	SY 2010
Hispanic	2.9%	2.8%
African American	18.3%	15%
Asian/Pacific Islander	4.3%	4.7%
American Indian	.7%	.7%
White	73.8%	76.8%

4. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

No specific timeline currently exists for Middle School Reform. As such, major curricular or programmatic changes are doubtful. However, the Citizens Advisory Committee for G&T has been charged with determining what other high school courses can be offered at middle school. This may include Biology, World Languages, and Algebra II.

In reviewing a geographic distribution of G&T students receiving services, it appears that minority students in areas of high poverty are under identified. Staff development on Ruby Payne's book Removing the Mask: Giftedness in Poverty has been formulated. Additionally, Title I funds have been allocated to provide Center for Talented Youth programming to identified students.

Addressing Specific Student Subgroups

Special Education

The BTE Act requires that each updated Master Plan “shall include goals, objectives, and strategies” for the subgroup of special education. Both federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the federal special education legislation commonly known as IDEA also requires that a child’s needs resulting from a disability be addressed “so that they may be involved in and progress in the general curriculum.” Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP).

Therefore, each school system’s annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Adequate Yearly Progress at the system and individual school level. Changes to strategies or specific areas of progress that have improved performance should be discussed in the Update, particularly for schools or systems in improvement.

As you complete the 2009 Master Plan Annual Update, you may wish to consider the following Special Education issues within your responses throughout the document. This section is not to be completed as a stand-alone section.

- Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- Collaboration with General Educators. How is the local school system ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- Strategies used to Address the Achievement Gap. When the local school system has an achievement gap between special education and general education, what specific strategies are in place that address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- Professional Development and Highly Qualified Staff.
 - How is the local school system ensuring the participation of special education teachers and leadership in content-related professional development to promote student achievement?
 - How is the local school system ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?