



MEETING MINUTES

PROJECT NAME:	Northern Adelphi Area HS	CLIENT NAME:	Prince George's County Public Schools	PROJ #:	2002
DATE:	05/05/2021	MEETING TYPE:	PPC Meeting	MEETING #:	3
ATTENDEES:	John Wooden, Deanna Newman, Kyle Cross, Jason Fritz, Joseph Howell, Elizabeth Chaisson, Alvi Escobar, Carletta Marrow, Deni Taveras, Jean Paul Cadet, Magalie Salas, Pamela Boozer-Strother, Rebecca Renberg, Tom Dernoga, Tom Gilbert, Traci Verzi				

DISCUSSION ITEMS (list by subject):

PROGRAM

1. Dr. Cadet provided a presentation explaining the vision for the school's CTE program. Within our CTE team, we have a director and four supervisors. The supervisors provide supervision of a number of clusters and pathways. We are preparing students for jobs that may not even exist yet. Whatever we provide will be state of the art providing the students with everything they need. There are three criteria required for the programs: Skill, Rigor and Demand. This is not about finding ways to provide avenues into low paying jobs; we are preparing our students for high paying careers. The CTE program will present a number of infrastructure and engineering problems to our students to prepare them for a positive future and well-paying careers. In addition to providing our students with the credentials to obtain greater earning potential upon graduation, we are promoting the opportunity for students to earn while in school. We are also planning to conduct internal studies of our feeder schools to understand the CTE program needs of the student body and to properly scale the CTE program at the New Northern Adelphi Area High School.
2. Mr. Howell - Will the Construction and Development CTE program include a seminar from someone from the MBE field to instruct students on the process of starting their own businesses. Dr. Cadet - our program provides the ability to provide this type of exposure with people in their related field. There is an entrepreneur course we want all our CTE students to take which will enable students to leverage the skills learned while at the CTE.
3. Ms. Salas - Thank you for the presentation. I am pleased to hear that you will be doing an internal survey within the community. I believe this is critically important. After living in this community for many years, this community is highly diverse and is a community that needs language support skills. As a result, part of this curriculum has to be able to help the community outside of the school to support the wonderful ideas you have. Often, the students have little support at home where the resources may not be available and many times adults are not there due to working two jobs or more. There must be a safety net to provide additional support for students in these types of scenarios. Mr. Cadet - I fully agree. I have worked and lived in the Northern Adelphi Area and I am familiar with the community. We want to make sure that we provide access and support to anyone that wants it. This is not intended to be a program students have to test into. We are also looking at what this looks like in terms of community partnerships. Ms. Salas - I am very delighted that the arts are part of the curriculum being offered. Artists have been critical to participate and promote community initiatives. This will provide a well-rounded education.

4. Ms. Renberg – May you please expound on how to execute community partnerships for many of the CTE programs? Dr. Cadet – We have a business liaison who is responsible for identifying the various business partners in the community. We have a program advisory community that is comprised of people from various fields. I would first look at who is in the area that would be great partners for those participating in the various programs to better equip them to be more proficient in the field.
5. Ms. Salas – During our last meeting we talked about feeder schools. The plan to spark interest in the students at an early age and to start thinking about these CTE programs. Dr. Cadet, what are your ideas in this regard? Dr. Cadet – We have done a lot in terms of our public facing documentation. We ensure our documentation is in English, Spanish and French. We are encouraging people to participate in back-to-school fairs. We are providing a social media committee to push content to the community. We are also looking at how we can imbed ourselves at the middle school level so everyone is well aware of the CTE programs that are provided throughout the district.

SITE CONCEPT

6. Mr. Cross shared the current route of the driveway connecting the BOE property to the Buck Lodge Middle School and new Cherokee Lane Elementary School property. The route has been established based on negotiations with the University of Maryland and the State of Maryland. In order for the University of Maryland to continue negotiations for the ROW through the University of MD's property, they are requiring the route of the driveway through the State of MD property be as far west as possible in order to be as distant from the Pepco ROW as possible.
7. Mr. Cross - The State of Maryland property is to be divided in two with the dividing line aligning with the northern property boundary of the Adelphi Neighborhood Park. The Southern portion of the State of Maryland property will be transferred to PGCPs while the Northern portion of the State of Maryland property will remain State of Maryland property. A ROW for the driveway will be provided on the State of Maryland property. Discussions are ongoing with P3 (Private Public Partnership) developers to provide a Cultural Context Easement around the Archeological sites that were discovered on the State of Maryland Property.
8. Mr. Cross - We are in the process of completing the NRI (Natural Resource Inventory) for the property.
9. Mr. Cross- the Church property was sold and is currently not available for the project's use. However, discussions have been initiated with the new owners for potential shared use of their property.

TRAFFIC STUDY

10. Mr. Cross – The traffic analysis consultant recently concluded the draft of the traffic impact study. The consultant analyzed two scenarios; the first scenario was to understand a “worst case scenario” where all vehicle access to the site was via 25th and 26th Ave. The additional traffic on these roads was significant and prohibitive. A second scenario was analyzed based on student and parent access to the site was via 25th and 26th Avenue while buses and staff access the site via the proposed Metzertott access driveway. Under this scenario, the problem areas occur at the intersection of Riggs Rd. and 25th Avenue, and at the intersection of Metzertott Rd. and the proposed Metzertott access driveway. Improvements would be required at both locations. It does not appear that there is enough property to implement the required improvements at Riggs Rd. and 25th Avenue.
11. Mr. Cross – The traffic consultant is currently in the process of analyzing additional scenarios in an effort to provide a more cohesive solution.

12. Ms. Salas – Neighborhood streets are not only narrow for buses, but the roads are also not engineered to support significant bus traffic.

ACTION ITEMS (Who's doing what and by when?):

N/A

NEXT MEETING (Date, time, location, purpose):

5/26/2021 at 4:30 PM

ITEMS DISTRIBUTED (What was distributed and to whom):

Adjacent properties diagram, Metzert Access Driveway route plan

COPY (Who wasn't at this meeting, who needs this information?):

Shawn Matlock



Career & Technical Education CTE HUB North

Dr. Jean-Paul Cadet

Career and Technical Education Director

Quiana Bannerman, Instructional Supervisor

Darlene Bruton, Instructional Supervisor

Keith Hayes, Instructional Supervisor

Rhonda Taylor, Instructional Supervisor



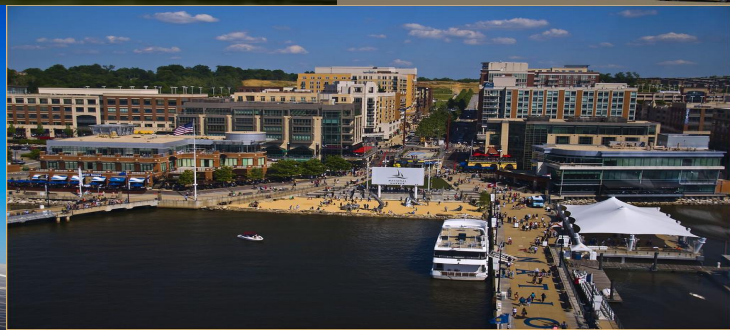
CTE Perspective

With the right skills, this is the generation that will solve problems that don't even exist today.

But they need us to get them ready.



The Future of CTE in PGCPS



- Career and Technical Education (CTE) programs expose students to real-world experiences that prepare them for higher education, high-skill, high-wage, and high-demand careers.
- Students have an opportunity to:
 - Gain academic technical, and employability skills;
 - Jumpstart college and career goals;
 - Earn nationally-recognized certifications, and licensures; and
 - Earn college credits.

Benefits of CTE

- Dual Enrollment
- Transcribed and articulated college credits
- Advanced Placement courses
- Certifications
- Industry-recognized credentials/licenses
- Work-based learning, internship, and apprenticeship opportunities
- Student organizations and clubs
- Leadership development
- Scholarships

CTE Criteria

- Offers two-, three-, and four-year programs of study (POS)
- Application process for each program of study
- Lottery for most two-year programs
- Students transfer from neighborhood school to hosting school for most two-year programs.
- Students must follow program sequence approved by MSDE.
- Students failing a course cannot enroll in the next sequence course.
- All prerequisites must be met prior to enrollment in the next course.
- Some programs require students to purchase uniforms, textbooks or kits.
- Students are expected to take the Technical Skills Assessment (TSA).



Proposed CTE HUB Signature Programs

Biotechnology is the application of biology, chemistry, and engineering research and manufacturing techniques to produce products and services to improve the quality of human life; and, it is one of the fastest growing industries. The Biotechnology program will provide students with an opportunity to gain the requisite skills and concepts to pursue a rewarding career in the Biotechnology field.

PLTW Biomedical The Health and Biosciences pathway provides a rigorous academic experience and prepares students for initial employment or post-secondary training in the health occupations field and biosciences industry. The rigorous and relevant PLTW Biomedical Science program allows students opportunities to investigate the roles of dozens of biomedical professionals as they study the concepts of human medicine physiology, genetics, microbiology, and public health.

The Integration of Technology, Engineering and Computer Science (InTECS) program is a comprehensive high school plan, to engage students in technical literacy and skills that will lead to employability and/or post-secondary opportunities. Students will use design thinking and engage in 21st century learning skills--critical thinking, collaboration, creativity, and communication.

Dental Assistant pathway prepares students for actual experience in a clinical setting with a focus on the specific knowledge, skills and abilities that relate to a Dental Assistant career. Students will learn how to use medical, spreadsheet, and electronic mail software. Students will be instructed in the areas of receptionist, chairside assistant, business office manager, and dental laboratory assistant.

Construction Design and Management study, students will develop an understanding of the built world through the design and construction process. Advanced architectural drafting and design skills are developed through lab-based instruction using Autodesk software tools.



Proposed CTE HUB Signature Programs

EXPLORING PROGRAMS WITH A FOCUS ON TECHNOLOGY:

CODING

GAMING

APP DESIGN/DEVELOPMENT

SYSTEMS DESIGN

DRONE TECHNOLOGY

GEOSPATIAL INTELLIGENCE TECHNOLOGY



Proposed CTE HUB Programs of Study

Business - Accounting

Business - Business Management

Construction Maintenance - HVAC

Construction Trades - Electrical

Construction Trades - Masonry

Consumer/Hospitality - Barbering

Consumer/Hospitality - Cosmetology

Arts/Media - Interactive Media Productions

Consumer Hospitality - Culinary (ACFEF)

Consumer Hospitality - Teacher Academy of MD

Health Professions - BioTechnology

Health Professions - Certified Nursing

IT - Networking Academy (CISCO)

Technology - Project Lead the Way - Pre-Engineering (PLTW)

Transportation - Automotive Tech





Proposed CTE HUB Programs of Study

Arts/Media - Interactive Media Productions

Business - National Academy of Finance (NAF)

Construction Design Management

Construction Trades - Carpentry

Construction Trades - Plumbing

Consumer/Hospitality - Early Childhood Education

Construction Trades - Welding

Health Professions - PLTW BioMedical

Health Professions - Certified Medical Assistant

Health Professions - Pharmacy Technician

IT - Computer Science

IT - INTEC - Computer Engineering*

Health Professions - Dental Lab Technician

Transportation - Automotive Body



Forward to the Future!



Thank you for your support and advocacy!



Thank You!

Department of Career and Technical Education

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