

# FACT SHEET

M A R Y L A N D

## Career and Technology Education

*World Class Education That Works*



### CTE Programs

#### Secondary

- 24 Local School Systems
- 16 CTE Centers
- 9 CTE High Schools
- 192 Comprehensive High Schools

#### Post Secondary

- 16 Community Colleges

### CTE Participation 2006-2007

#### Secondary

119,865  
Enrolled in a CTE course

15,040  
Complete a state approved  
CTE program

7,661  
Complete a CTE program  
and University of Maryland  
entrance requirements

#### Post Secondary

55,131  
Enrolled in a CTE course

3,596  
Complete/Exit  
a CTE Program

#### Tech Prep

89,627  
Enrolled in programs with  
articulation agreements

## Mission Statement

Career and technology education (CTE) programs are developed and implemented to increase the academic, career, and technical skills of students in order to prepare them for careers and further education.

## Core Principles

- CTE programs are developed in response to an identified opportunity to add value to students' overall educational programs.
- Economic market demands, both current and projected, constitute the criteria for identifying value-added opportunities.
- CTE programs are developed in conjunction with all relevant stakeholder groups.
- CTE programs are organized under broad clusters, based on all aspects of an industry, designed to help students make informed decisions regarding career pathways.
- CTE programs are based on the most appropriate, reliable, and valid technical standards available.
- CTE programs provide multiple options for students as they prepare for entry into careers and further education.
- CTE programs are measured against student attainment of rigorous academic, employability and technical skills and student success in further education and employment.
- Outcome data for CTE programs are reported and utilized.

## The State Role

To provide the state level leadership necessary to implement such a CTE system, the Division of Career Technology and Adult Learning (DCTAL) of the Maryland State Department of Education (MSDE) has redefined its role.

### Mission

We build state and local capacity for continuous improvement of career focused programs as a critical component of the pre-K to 16 educational system.

### Vision

To be the premier provider of career focused educational solutions in Maryland

## Career Clusters

Maryland educators and employers have partnered to develop ten career clusters based on Maryland's unique employment needs.

A Career Cluster represents a segment of the economy where industries and occupations share similar skill requirements.

- Consumer Service, Hospitality and Tourism
- Business Management and Finance
- Manufacturing, Engineering Technology
- Information Technology
- Environmental, Agricultural and Natural Resources
- Health and Biosciences
- Arts, Media and Communication
- Transportation Technologies
- Human Resource Services
- Construction and Development

Grouping industries with similar skill requirements provide students with maximum flexibility

Individuals who acquire these skills will be able to work in many different industries.

Mastery of specific skill sets will also be within reach because industries share similar skill needs.

**Employers Say:**

Of Maryland students participating in Work Based Learning Placements . . .

98% met or exceeded job requirements at the time of placement

98% exceeded work place readiness requirements

84% learned new skills faster than the average worker

**Work-Based Learning Survey 2007**

“Expansion of High School CTE Programs is the #1 public policy priority for Maryland businesses”

**Maryland Business Round Table Survey 2001**

## Maryland CTE in the new Millennium

### CTE Priority Initiatives

- **Improved Program Quality**  
Provide products and services necessary for development and revision of CTE programs in alignment with system Core Principles. Collect, analyze and report performance data to make program quality more transparent.
- **Integration with Comprehensive School Reform Efforts**  
Promote the use of best practice, whole school reform models with a career focus as the key to rigorous, relevant secondary education.
- **Career Development Model**  
Ensure that appropriate career development activities are provided pre-K through 16 to prepare Maryland students for life-long career learning.
- **Career Cluster Development**  
Provide industry validated representations of Maryland’s economic sectors along with associated skill sets and available certifications.
- **Blended Instruction**  
Expand the use of Maryland’s integrated approach which blends standards based academic and technical skills with skills for success.

### CTE Challenges

- **Accelerating Student Achievement**  
Establishing CTEs as a provider of relevant context critical to increased student achievement through high quality applied learning activities.
- **Eliminating Achievement Gaps**  
Identifying and closing gaps in key performance areas, both within CTE participant groups and between CTE participants and all students.
- **Creating Value for all System Stakeholders**  
Anticipating and responding to the changing needs of Maryland economic and workforce development partners.  
Providing parents and students with information necessary to make informed decisions.  
Ensuring funding sources of substantial return on their investments through accountability for results.

#### **Career and Technology Education ... Contact Information**

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