

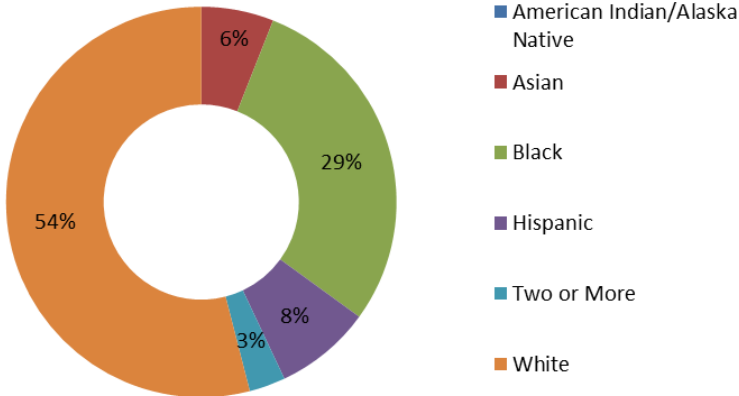
MARYLAND

Career Technical Education (CTE) Profile



NAPE
National Alliance for
Partnerships in Equity
Education Foundation

General Population (2014)¹



Fast Facts

Maryland is expected to become a majority-minority state in 2020.²

21% of working families are low income.³

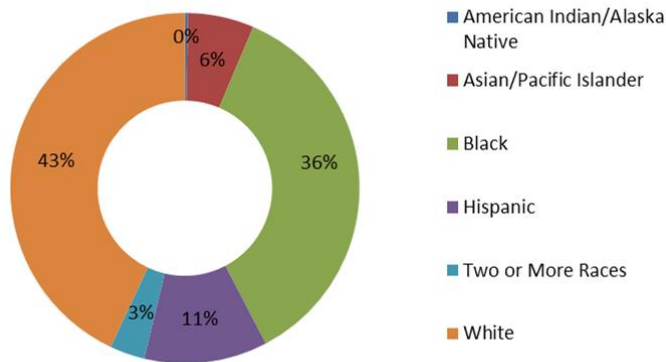
28% of minority working families are low income.³

46% of low-income working families are headed by a woman.⁴

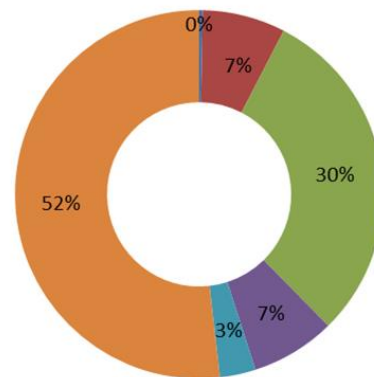
Median Hourly Wages ⁵	Male	Female
White	\$30	\$24
Black	\$22	\$22
Latino	\$17	\$15
Asian	\$30	\$25
Native American	N/A	N/A

General Student Population

Secondary Enrollment, FY 2014⁶



4-Year Postsecondary Enrollment, Fall 2013⁷



Career and Technical Education

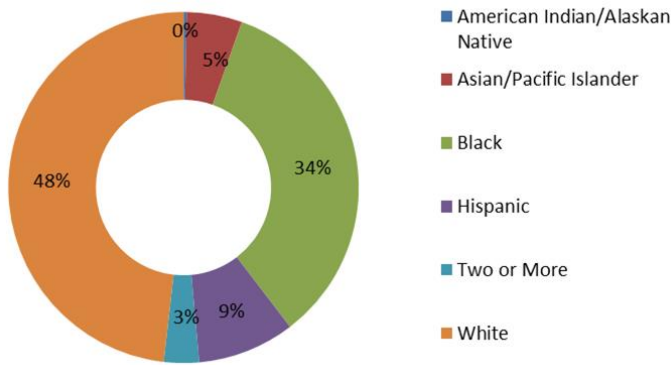
At the secondary level, CTE is delivered through comprehensive high schools, career and technology high schools that teach core academics in the context of specific career pathways, and CTE centers. At the postsecondary level, CTE is offered through public community colleges, apprenticeship programs, and private career colleges.⁸

State CTE Contact

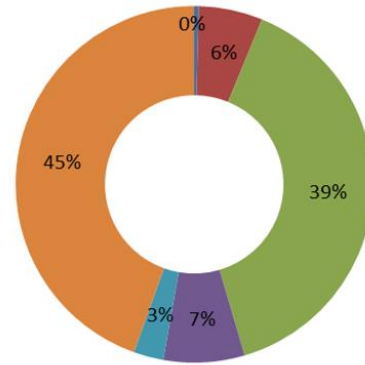
Patricia Mikos, Program Supervisor, Maryland State Dept. of Education, 200 W. Baltimore St., Baltimore, MD 21201, (410) 767-0556, pmikos@msde.state.md.us

In FY 2014, 35% of secondary and 45% of postsecondary students enrolled in CTE were economically disadvantaged.⁹

Secondary CTE Enrollment, FY 2014⁹



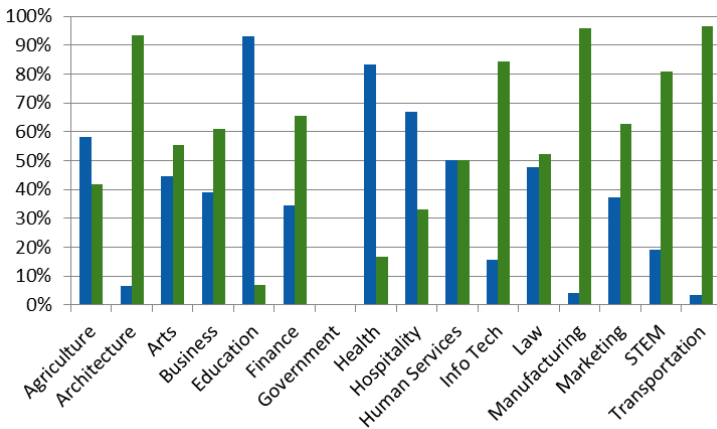
Postsecondary CTE Enrollment, FY 2014⁹



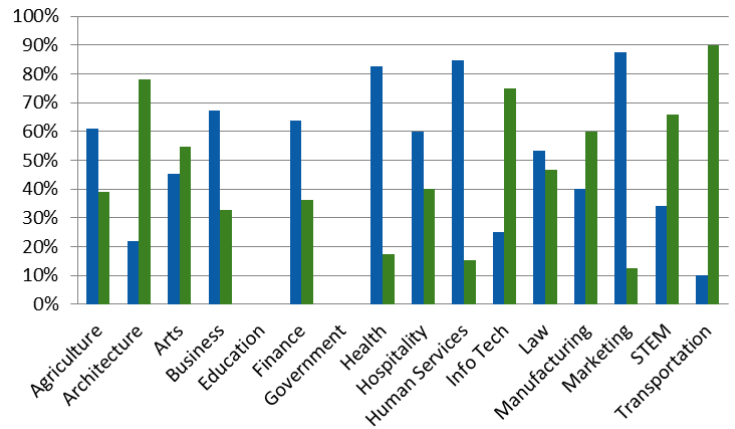
Career Clusters

Seven of the 16 career clusters in CTE lead to many high-skill, high-wage, and high-demand STEM related careers. These include: Agriculture, Architecture, Health, Information Technology, Manufacturing, STEM, and Transportation, Distribution, and Logistics. These career clusters contain programs that prepare students for nontraditional careers.

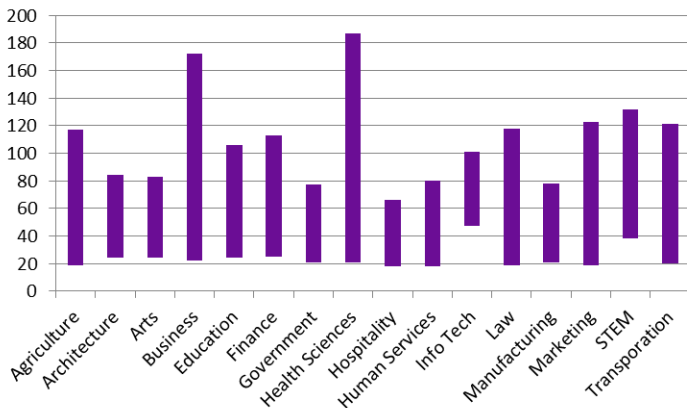
Secondary Enrollment, FY 2014⁹
(blue = female, green = male)



Postsecondary Enrollment, FY 2014⁹
(blue = female, green = male)



Median Salary Range (national, \$000)¹⁰



Fact Sheet Sources

- <http://www.census.gov/quickfacts/table/RHI225214/01>
- <https://cdn.americanprogress.org/wp-content/uploads/2015/02/SOC-report1.pdf>
- <http://www.workingpoorfamilies.org/indicators/>
- http://www.workingpoorfamilies.org/wp-content/uploads/2014/02/WFPF_Low-Income-Working-Mothers-Report_021214.pdf
- <http://nationalequityatlas.org/data-summaries>
- <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx>
- http://nces.ed.gov/programs/digest/d14/tables/dt14_306.60.asp
- <https://www.acteonline.org/stateprofiles/>
- <https://perkins.ed.gov/pims/DataExplorer> (race not available for clusters)
- <http://www.bls.gov/careeroutlook/2015/article/career-clusters.htm>