Career Readiness

Katharine M. Oliver
Assistant State Superintendent
Maryland State Department of Education
Division of Career and College Readiness
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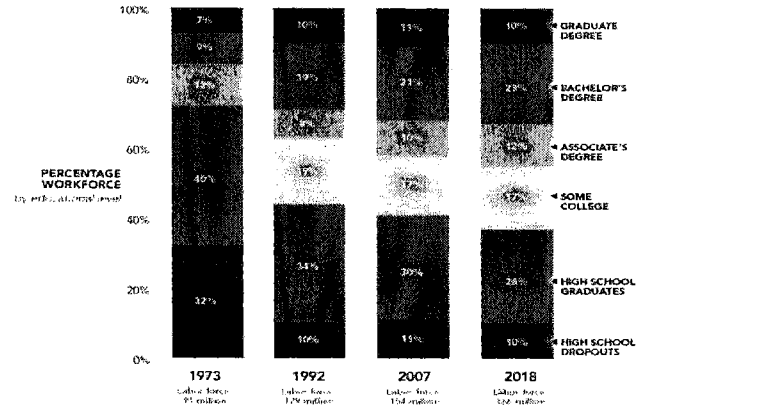
Maryland's CTE: Educating Tomorrow's Workforce Today

U.S. Workforce Skill Level Changes

63% of all jobs will require some college or better by 2018.



Georgetown University
Center on Education and the Workforce

Source: Analysis of March CPS data, various years.
Center on Education and the Workforce forecasts of education demand to 2018.

College Ready Definition

The level of achievement a student needs to be ready to enroll in and succeed – without remediation – in credit-bearing first-year postsecondary courses (two-year and four year institutions, trade and technical schools.

ACT's College Readiness System: Meeting the Challenge of a Changing World, p. 1, 2008

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ACT's Career Ready Definition

ACT defines career readiness as pertaining to jobs that:

- Require at least a high school diploma
- Pay a salary above the poverty line for a family of four
- Provide the potential for career advancement
- Are projected to grow in the next five to ten years

ACT's College Readiness System: Meeting the Challenge of a Changing World, p. 1, 2008

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ACTE's Career Ready Definition

ACTE defines career readiness as :

- Achieving a rigorous level of academic proficiency
- Applying academic skills in context
- Possessing employability skills including flexibility, critical thinking, and problem-solving
- Gaining technical skills prior to entry into the labor market

Association for Career and Technical Education Fact Sheet, 2011

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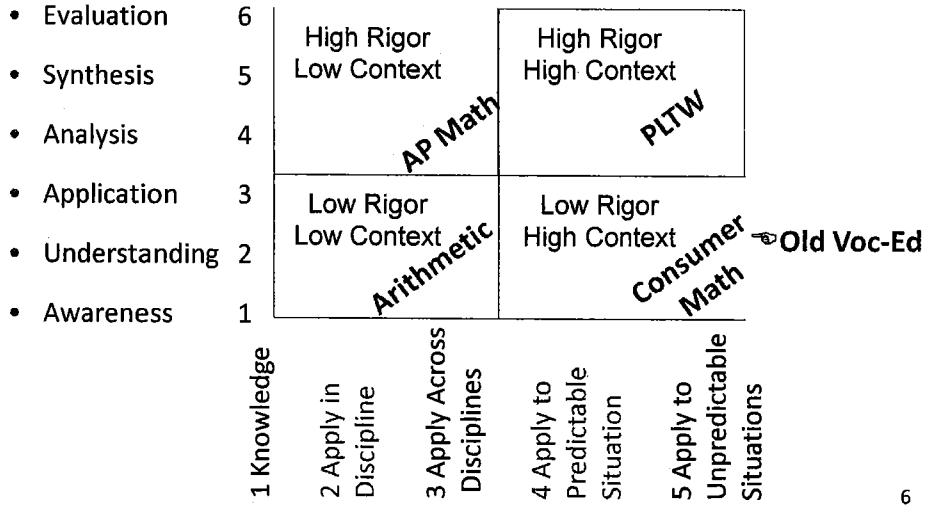
Rigor/Relevance Framework



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Maryland P-20 College Success Task Force College Ready Definition

College ready students are:

- Prepared to succeed in credit-bearing introductory college courses without remediation or earn an industry-recognized credential
- Competent in the *Skills for Success (Learning, Thinking, Communication, Technology, Interpersonal)
- Clear in their career goals and understands the steps to achieve them
- Mature and skilled enough in communication to seek assistance as needed, including financial assistance.

* Maryland's *Skills for Success* were developed in 1998, yet no implementation mandate currently exists.

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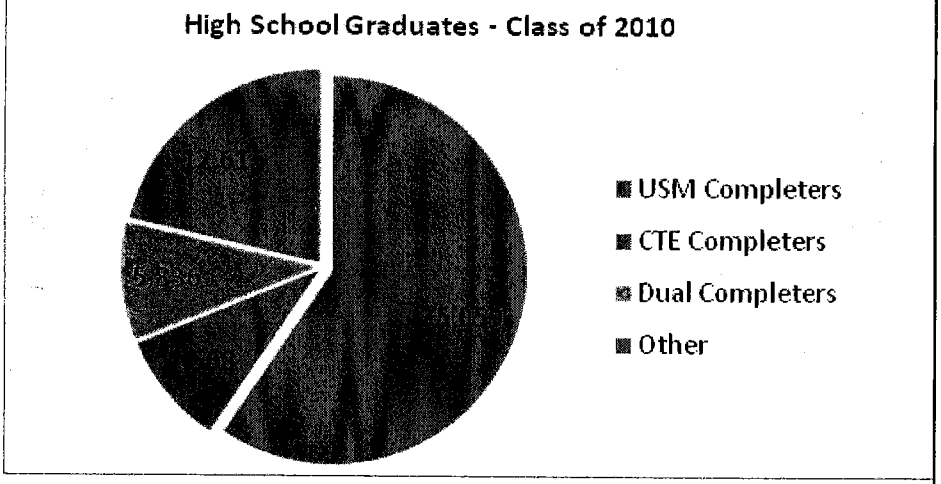
Maryland Graduation Credit Requirements

- Complete All Credit Requirements including credits in one of three pathways:
  1. State Approved CTE Program of Study
  2. Two Credits in a Foreign Language
  3. Two Credits in Advanced Technology Education
- School Systems report:
  - University System of MD Completions *(college pathway)*
  - CTE Program Completions *(career pathway)*
  - Dual Completions *(both pathways)*

Maryland High School Completion Data



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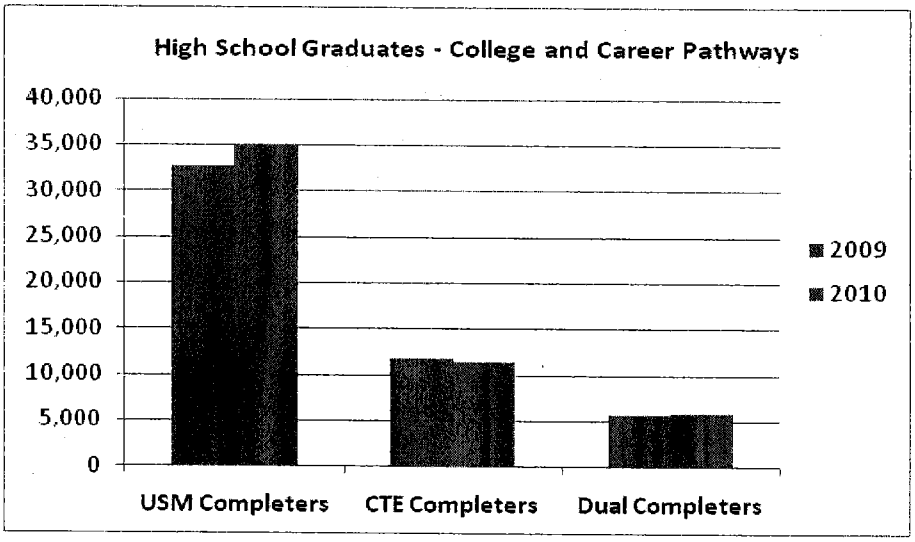

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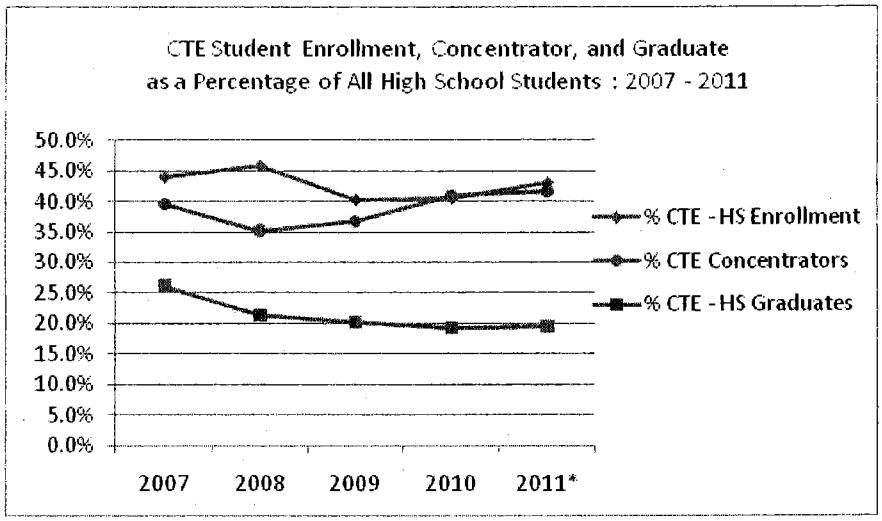

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Career Development in Maryland

- K-P/Adult Framework
- Standards by Grade Spans
  1. Self Awareness
  2. Career Awareness
  3. Career Exploration
  4. Career Preparation
  5. Job Seeking/Advancement
  6. Career Satisfaction/Refocus/Transition
- Decision-Making Process throughout
- Academic and Career Plan by 9th grade

High School Program					College Program
Requirements	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**	English/Lang. Arts (__ Credits) Include AP options
English - 4	English 9	English 10	English 11 AP Language	English 12 AP Literature	
Social Studies - 3	US Government	World History AP European	US History AP US History	Government AP Government	Humanities/Social Studies (__ Credits) Include AP options
Mathematics - 4	**Algebra I**	**Geometry**	**Algebra II**	**Trigonometry or Pre-Calculus or Calculus or** AP Calculus	Mathematics (__ Credits) Include AP options
Science - 3	**Earth or Environmental Science**	**Biology or** AP Biology	**Chemistry or** AP Chemistry	**Physics or** AP Physics	Science (__Credits) Include AP Options
Phys Ed. - .5/ Health Ed. - .5	.5 Phys Ed.	.5 Health			
Fine Arts - 1	.5 Fine Arts	.5 Fine Arts			
Tech Ed	Foundations of Technology				Career Program Concentration (__ Credits) Include Articulation Options, Dual Enrollment, Credit by Exam and/or Pre-apprenticeship
CTE Completer- 4		CTE Program Sequence			
		POE (1)	DE (1)	AE & EDD (2)	
Foreign Lang. - 2 and/or Adv. Tech Ed. - 2	Foreign Language	Foreign Language	Advanced Technology Education	Advanced Technology Education	

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Future Direction

- Understanding the Pathways to Careers
- Supporting Focused Programs of Study
- Promoting relevant work-based learning
- Fully integrating MD's Skills for Success into instructional programs.

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