



# MARYLAND

## State Profile

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<b>Academy Signature Schools</b>	Yes	Affiliated with the <a href="#">National Academy Foundation</a> (NAF), these schools have a combined career and academic curriculum provided by NAF and are articulated with postsecondary education. They are typically a smaller learning community (SLC) within a larger school.	Yes	The needs of underserved students are met by virtue of organizational and instructional changes.	Yes	Tech Prep and Perkins Leadership funds support these programs.
<b><a href="#">Advanced Placement (AP)</a></b>	Yes	Maryland is using College Board strategies to boost enrollment rates in AP. The state leads the nation in increased student participation in AP courses. There has been a 132% increase in the number of AP exams taken.	Yes	<ul style="list-style-type: none"> <li>• Low-income students</li> <li>• Racial and ethnic minority students</li> </ul>	Yes	Funding from MSDE Environmental Education grants and the Gifted and Talented office to promote AP Environmental Science
<b>Bridge Programs</b>	Yes	Access and Success—for a historically Black college	Yes	<ul style="list-style-type: none"> <li>• African American students</li> <li>• Low-achieving students</li> </ul>	Yes	State support connected with the Maryland Partnership for Enhancing Historically Black Colleges and Universities (HBCUs)
<b>Career Academies</b>	Yes	Programs exist within a framework of 10 career clusters. Examples of programs: <a href="#">National Academy Foundation</a> (finance, IT, hospitality) and <a href="#">Project Lead the Way</a> (pre-engineering)	No	<ul style="list-style-type: none"> <li>• Racial and ethnic minority students</li> <li>• Students seeking non-traditional career pathways</li> </ul>	Yes	Tech Prep and Perkins Leadership funds support these programs.
<b>College Level Exam Program (CLEP)</b>	Yes	No details known or available	No		No	
<b><a href="#">Distance Learning/Virtual School</a></b>	Yes	The Maryland State Department of Education (MSDE) offers courses, plus some individual school systems offer their own local distance learning programs for a number of years.	Yes	<ul style="list-style-type: none"> <li>• Low-achieving students</li> <li>• Students attending schools lacking curricula</li> <li>• Students in alternative education settings, in home and hospital instruction</li> </ul>	Yes	House Bill 1197 directs the Maryland State Department of Education to establish the Maryland Virtual Opportunities Program; COMAR 13A.03.02 addresses online courses used for high school graduation credit.

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<b>Dual Credit/ Dual Enrollment</b>	Yes	Several Tech Prep consortia provide dual enrollment, dual credit, and concurrent enrollment opportunities for students.	Yes	<ul style="list-style-type: none"> <li>• Low-achieving students</li> <li>• Special populations through Tech Prep</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Colleges count FTE based on the number of hours a student is enrolled.</li> <li>• University System of Maryland Board of Regents Policy III- 2.40 Undergraduate Student Concurrent Inter-Institutional Registration</li> </ul>
<b>Early or Middle College High Schools</b>	No		No		No	
<u>GED in College Settings</u>	Yes	Currently 8 community colleges receive Adult Education and Literacy Services grants that include funding to provide GED instruction.	Yes	Adults without high school credentials who are: <ul style="list-style-type: none"> <li>• Low-income students</li> <li>• Racial and ethnic minority students</li> <li>• Students with physical or learning disabilities</li> </ul>	Yes	State funding through competitive grant process
<b>International Baccalaureate (IB)</b>	Yes	16 high schools participating	No		No	
<b>Magnet Schools</b>	Yes	Schools with magnet programs are subsumed as a career pathway within an SLC or as an SLC itself.	Yes	The needs of underserved students are met by virtue of organizational and instructional changes.	No	
<u>Maryland Voluntary State Curriculum</u>	Yes	VSC curricula are aligned with national standards. Schools are widely encouraged to adopt or adapt these curricula. They also include instructional methods and assessment tools.	No		Yes	State Board of Education policy

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
Small Schools	Yes	Each school is identified with a Maryland career cluster and includes related career pathways/program sequences to focus student learning; and cohort, interdisciplinary teams. SLCs are implemented in many of the <a href="#">High Schools That Work</a> schools and/or schools with Federal Smaller Learning Communities Grants schools.	Yes	The needs of underserved students are met by virtue of organizational and instructional changes.	Yes	High School Reform institutes are conducted by MSDE on an annual basis.
<a href="#">Tech Prep</a>	Yes	16 consortia statewide	Yes	Students seeking non-traditional career paths	Yes	Federal Perkins funds through competitive grant process

**Summary of academic pathways:**

In partnership with business and industry statewide, Maryland has developed 10 career clusters that reflect the economic make-up of the state. Programs of study have been developed or are under development within each cluster to prepare students for college and careers. Students in Maryland have several ways in which to earn college credit. Tech Prep offers students the opportunity to earn dual, concurrent and articulated credit, and the AP program allows students to earn college credit by exam. Maryland has a goal to increase the participation of students in non-traditional careers.

**Interesting or unique models identified by state officials:**

- Academy Signature Schools
- Small schools
- The Maryland Voluntary State Curriculum

**Observations by state officials about special efforts to reach underserved students:**

Efforts are made to involve racial and ethnic minority and low-income students in dual credit/dual enrollment and AP courses. Tech Prep plays an important role in supporting the progress toward postsecondary education of special populations and low-achieving students and in the recruitment of students into non-traditional career paths for their gender.

**Observations by state officials about state support for pathways:**

The state has legislation, policy, and funding that support several of the academic pathways. The legislation supporting distance learning and the Maryland Voluntary State Curriculum are especially notable.



Lessons learned by state officials:

- Having funding is helpful to bring everyone to the table.
- It is important to involve all segments of K-16 and get all institutions to the table, then they feel comfortable with decisions made by the state.
- Strong state leadership on identifying best practices is helpful to schools because they often do not have time to conduct their own research. The current state superintendent has prioritized the provision of this support.

Programs recommended by state officials:

<u>Pathways</u>	<u>Educational Institution</u>	<u>Contact person</u>	<u>E-mail</u>	<u>Phone</u>
Career clusters and pathways	Cecil County Public Schools	Mary Etta Reedy	--	(410) 996-5455
Dual credit/dual enrollment	Queen Anne’s Community College	Bernice Hammond	--	(410) 604-2070 ex. 4004
Service to rural students	Chesapeake Community College	Stuart Bounds	--	(410) 822-5400

State official’s contact information:

<u>Name</u>	<u>Title</u>	<u>Agency Scope</u>	<u>E-mail</u>	<u>Phone</u>
*Lynne Gilli	Program Manager for Career and Technical Education	MD State Department of Education	<a href="mailto:lgilli@msde.state.md.us">lgilli@msde.state.md.us</a>	(410) 767-0518
David Sumler	Assistant Secretary for Planning and Academic Affairs	MD Higher Education Commission	<a href="mailto:dsumler@mhec.state.md.us">dsumler@mhec.state.md.us</a>	(410) 260-4552

(Prepared by Elisabeth Barnett / Updated February, 2006/ \*State official reviewed this state profile.)