

CTE Monthly

September 2012

CTE Quick Facts

Did you know?

► The average high school graduation rate for students concentrating in CTE programs is 90.18 percent, compared to an average national freshman graduation rate of 74.9 percent.ⁱ

► In Connecticut, every public dollar invested in Connecticut community colleges returns \$16.40 over the course of students' careers. That state's economy receives \$5 billion annually in income from this investment.ⁱⁱ

Career Spotlight



Career pathways in Government and Public Administration lead to a variety of jobs related to public service, including postmasters, urban and regional planners, court clerks, criminal investigators, transportation inspectors and economists. Labor market projections show that jobs in this area will likely stay relatively stable, increasing by eight percent by 2018. Most jobs in this cluster—nearly 70 percent—are expected to require at least some postsecondary education by the end of the decade.ⁱⁱⁱ

The [Judge Barefoot Sanders Law Magnet Center](#) (BSL Magnet), a high school in Dallas, Texas, provides its career and technical education (CTE) students with a rigorous education in public service through experiential learning. The magnet school has been recognized as one of the nation's premier high schools, receiving National Blue Ribbon recognition by the U.S. Department of Education this year and "Gold Medal" standing by *U.S. News and World Report*.^{iv}

Experiential learning is at the heart of this school's success. Students are offered many opportunities to experience law in the real world through courtroom observations, simulations in the classroom, community service projects, networking with criminal justice and legal professionals, and interning with local law firms, government agencies, police departments, sheriffs' offices and area non-profit organizations. BSL Magnet also hosts a SkillsUSA program that provides additional hands-on experience.

Issue Brief: CTE's Impact on Urban Education

The Association for Career and Technical Education (ACTE) recently released the latest in its series of Issue Briefs that outline CTE's role in broad issues of national importance. This latest brief, "[CTE's Role in Urban Education](#)," explores the promising role that CTE programs play in addressing key student achievement issues facing urban schools. It covers topics such as providing rigorous and relevant coursework, fostering positive relationships, establishing clear pathways and connecting education and careers, showing how CTE fulfills a unique and positive role in today's urban education system.

Through in-depth examples and key research findings, the paper argues that urban schools will clearly benefit from utilizing CTE programs as an educational reform method, and that, "Policymakers and education leaders in urban areas will be well-served, and will serve their students well, by considering widespread adoption of CTE programs and strategies."

Cities such as New York, Los Angeles, Chicago and Philadelphia are already seeing the advantages of targeted investment in CTE, as the paper examines.

Work-based learning experiences and rigorous academics pay off; BSL Magnet students rank in the top 10 percent of all schools nationwide on performance assessments. Through a blend of academic and technical instruction, CTE programs across the nation are delivering similar results and positive outcomes for students.

Perkins Would Be Cut \$92M Under Sequester

On Friday, the Office of Management and Budget at the White House released a [new report](#) that examines how federal funding might be impacted by sequestration. As [required](#) by the Sequestration Transparency Act of 2012, the Administration was tasked with providing greater detail on how the across-the-board cuts will affect federal programs. Without congressional intervention, sequestration is scheduled to go into effect on January 2, 2013.

According to the report, all non-defense discretionary (NDD) programs that are not exempt from sequestration will be cut 8.2 percent. This means that Perkins stands to lose approximately \$92 million in Fiscal Year 2013 alone! This is a potentially devastating cut to an important education and workforce training program that has already seen large reductions in funding in recent years. Total funding for the Department of Education will be reduced by over \$4 billion.

ⁱ U.S. Department of Education, Office of Vocational and Adult Education, *Consolidated Annual Report for the Carl D. Perkins Career and Technical Education Act of 2006 Program Year 2007-2008*, unpublished data [NASDCTEc analysis]; U.S. Department of Education, National Center for Education Statistics, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-2008*, 2010.

ⁱⁱ Robison and Christophersen, *The Economic Contribution of Connecticut's Community Colleges*, Economic Modeling Specialists Inc., 2008.

ⁱⁱⁱ Georgetown Center for Education and the Workforce, *Career Clusters: Forecasting demand for high school through college jobs: 2008-2018*, 2011.

^{iv} [Judge Barefoot Sanders Law Magnet website](#).

School Spotlight

Shawsheen Valley Regional Vocational Technical School District

[Shawsheen Valley Regional Vocational Technical School District](#) is a student-centered institution supporting high school and adult learners in the five towns of Billerica, Bedford, Burlington, Tewksbury and Wilmington in Massachusetts. With a student population of more than 1,300, Shawsheen Tech offers career and academic education in 20 career pathways as well as 24 varsity sports programs and a variety of student organizations.

Opportunities are available for students within business technology, computer science, construction, drafting, machine technology, electronics, health sciences, culinary arts and more. Co-operative learning, certification and licensure are available in a number of pathways. In addition, articulation agreements with several colleges allow students to receive credit for coursework completed while at Shawsheen Tech. The school's SkillsUSA team has won 231 medals since 2007, including several national medals.^v

According to Barry Bluestone at Boston.com, Shawsheen Tech has a 97 percent graduation rate and ranks among the highest in percentage of students scoring advanced or proficient on the 2011 Massachusetts Comprehensive Assessment System assessments (97 percent in language skills, 85 percent in math and 91 percent in science). More than 70 percent of the 2012 graduating class was college bound.^{vi}



Photo courtesy of Shawsheen Tech

Student Spotlight



Profile and photo courtesy of [Utah CTE](#)

Jordan Parkinson, a recent graduate of Layton High School in Utah, developed skills through participation in CTE that prepared her for life after high school. Prior to graduation, Jordan was the recipient of a CTE Scholarship and Tuition Award. She will be attending Weber State University to pursue a degree in secondary education.

"My plan, after I finish my college education, is to become a FACS [Family and Consumer Sciences] Exploration teacher in a public junior high. I know my

background within CTE classes has prepared me well for this position," says Jordan.

Jordan was the Layton High School FCCLA chapter president and competed in the FCCLA Star Event competition: "This past year I have had many great experiences with volunteering and helping others. I believe my leadership role in FCCLA ... helped me become a dependable, organized, hardworking leader."

Jordan credits the CTE classes she took in high school with preparing her for a career in teaching. Jordan says, "I know I will be a great educator in the FACS area. I have applied many things I learned from my CTE teachers to my life, and believe [CTE] has truly helped me become who I am today."

CTE a Key Solution to Absenteeism

Get Schooled's new [report](#) on absenteeism, drawn from more than 500 interviews with self-described chronic skippers, explores why they skip and what can be done to get them back in the classroom on a regular basis.

The interviews conducted by Get Schooled found that the most common reason for skipping school is that "school is boring." Students say they skip to hang out with friends, to sleep or to surf the Internet, watch TV and play video games.

What would keep these students going back to the classroom every day? According to the students interviewed:

- ▶ 83 percent would attend school more regularly if they could see a clear connection between classes they take and the job they want
- ▶ 79 percent would attend school more regularly if classes involved more hands-on activities

CTE provides this clear connection from the classroom to the world of work and teaches through hands-on activities. Previous research on student dropout has found that 81 percent of those who have dropped out say that relevance in education would have kept them in school.^{vii} In addition, Plank, DeLuca and Estacion found that a ratio of one CTE class for every two academic classes minimizes the risk of students dropping out of high school.^{viii}

v [Shawsheen Tech website](#).

vi Bluestone, "A Winning School: Lessons from a Highly Successful Massachusetts High School," Boston.com, 2012.

vii Bridgeland et al, [The Silent Epidemic: Perspectives of High School Dropouts](#), Civic Enterprises in association with Peter D. Hart Research for the Bill and Melinda Gates Foundation, 2006.

viii Plank et al, [Dropping Out of High School and the Place of Career and Technical Education](#), NCCTE, 2005.



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