

CTE Monthly

April 2012

CTE Quick Facts

Did you know?

- Participation in skills-training programs increases wages and earnings, raises the probability and consistency of employment, and leads to work in higher-quality jobs, according to Public/Private Ventures.
- The Bureau of Labor Statistics projects that middle-skill jobs (jobs that generally require some significant education and training beyond high school but less than a bachelor's degree) will account for about 45 percent of all job openings projected through 2014.

Career Spotlight

Arts, Audio/Video Technology and Communications



Photo courtesy of the Oklahoma Department of Career and Technology Education

Arts, Audio/Video Technology and Communications consist of a multitude of career pathways that prepare students for careers in designing, producing, publishing and writing multimedia content, and pursuing visual and performing arts. Students choosing this career pathway are preparing for careers in animation, commercial design, acting, producing, reporting, editing and photography.

Though careers in this field have been limited over the past few years due to the economic recession, recent data projections show that jobs in Arts, A/V Technology and Communications are expected to increase by 15 percent between 2008 and 2018. Most of these jobs will require at least some postsecondary education and training. Due to the nature of the positions and the entertainment industry, many of the job opportunities in this area will be based in New York City or Los Angeles.

Booker T. Washington High School for the Performing and Visual Arts in Dallas, Texas, delivers courses in Arts, A/V Technology and Communications through its career and technical education (CTE) programs. Students must apply and audition to be admitted to the high school, where they enroll in academic, art and technical courses like African Dance, Art History and Directing. The blend of rigorous CTE at the school pays off, as more than 99 percent of the school's graduating seniors attend postsecondary education or training.

NASDCTEc Webinar "Common Career Technical Core Initiative"

Friday, April 27, 2012
3 p.m. Eastern Daylight Time

During this Webinar, Dean Folkers, deputy executive director of the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), will review the Common Career Technical Core Initiative. NASDCTEc is coordinating the state-led effort, which will complement and support comprehensive college- and career-ready standards, such as the Common Core State Standards Initiative in English Language Arts and Mathematics. The CCTC will build a common connection among states to help prepare CTE students for college and career.

Forty-three states (including the District of Columbia and a territory) have signed a declaration of support for the CCTC initiative, pledging their involvement in the development stage. Hear about the purpose, process and progress to date and learn how to get involved during the upcoming public comment period.

Learn more and register for this event at
www.careertech.org/resources/webinars.html.

Support for Perkins is Strong!

ACTE and NASDCTEc would like to thank the Members of Congress who signed the dear colleague letters calling for an investment in CTE funding. There were a total of 22 Senators and 65 members of the House of Representatives that signed the letters, showing broad, bi-partisan support for CTE and Perkins funding. In particular, we would like to express appreciation to Rep. Glenn Thompson, Rep. Jim Langevin and Sen. Richard Blumenthal for sponsoring the letters!

The purpose of the Carl D. Perkins Career and Technical Education Act (Perkins) is to develop more fully the academic and technical skills of students who enroll in CTE programs. These federal resources help ensure that CTE programs are academically rigorous and up-to-date with the needs of business and industry, support innovation, and expand access to quality programs. If you would like more information about how you can support Perkins, please contact us!

School Spotlight

New Prairie High School



Photo courtesy of New Prairie High School

New Prairie High School is located in northern Indiana and has been active in FBLA for over 20 years. New Prairie recently started a CTE program with several options available for students. Finance and Administration and Information Support are the two main areas students can choose to study. The CTE program encourages students to develop their skills in many areas such as accounting, administrative support and entrepreneurship.

Among CTE students, the career assistant program offered during senior year is a popular option. Each student works for a mentor, which allows them to put their mastered class skills to the test. They do a variety of business and business-related activities for their mentors. Each student also has coursework that includes math, language arts, career plans, postsecondary activities, scholarship tasks and much more. The first semester is geared toward postsecondary education while the second semester focuses on “get a job—keep your job.” This is one of the capstone classes of the CTE pathways.

New Prairie’s FBLA chapter is very active at the local and state levels, too. These activities not only tie CTE to the “real world” but also encourage the students to grow in areas such as community service, character development and citizenship. The school’s FBLA chapter has contributed at least one officer to the state during most of the last decade and has represented the school at state and national conferences. For the past 10 years New Prairie FBLA has been awarded Indiana’s Gold Seal Chapter.

Profile courtesy of Troy D. White, FBLA



Photo courtesy of New Prairie High School

Student Spotlight



A driven student aiming to become a doctor, Rebekah Hale initiated her path into medical studies with a CTE program in health careers. Since her involvement in CTE, she has earned a number of honors, including Most Outstanding Health Careers Student, Health Careers Class President, State Gold Finalist in Concepts of Health Care and State Gold Finalist in Job-Seeking Skills.

Rebekah had always wanted to become a doctor, and Health Careers provided her with invaluable hands-on experience. While working with the health care team at Henry County Hospital, she amassed 540 clinical hours and six college credits. Rebekah notes how her involvement in CTE aided her pursuit toward higher education. “[Health Careers and CTE] helped get me into the top universities.”

If she had the opportunity to advocate for CTE with one of Indiana’s policymakers, she would say, “[CTE] changes students to adults” and “CTE is necessary for students to start their careers and learn what they are passionate about.”

Rebekah looks forward to continuing her education at Butler University. “CTE provided me the opportunity to grow as a person. I learned how to manage my time, to study at a [collegiate] level and to be part of a health care team at Henry County Hospital. I worked hands-on in a hospital with patients with real diseases and real employees who treated them.”

A Stronger Nation Through CTE

The Lumina Foundation recently released its latest report card on U.S. college degree attainment, *A Stronger Nation Through Higher Education*, and the results are “an urgent call to action,” according to Lumina Foundation President and CEO Jamie P. Merisotis. The report assesses progress toward the foundation’s goal that 60 percent of Americans will have a high-quality postsecondary credential by 2025. Using 2010 Census data, the foundation reports that the percentage of U.S. adults with a two- or four-year degree rose from 37.9 percent in 2008 to 38.3 percent in 2010. At this slow growth rate, less than 47 percent of Americans will have at least an associate degree by 2025, and the nation will have a shortfall of more than 23 million degree holders needed in the workforce.

A Stronger Nation Through Higher Education stresses the skills gap and the relationship between credentials and employment. Certificates with “clear and transparent learning outcomes leading to further education and employment,” which many CTE programs incorporate, would count toward the 2025 goal. In addition, the report notes that re-engaging adults who have some postsecondary education but did not complete a degree would also help progress toward the goal.

The foundation has introduced and is testing the Degree Qualifications Profile, which defines five areas of student learning that a degree should represent: specialized knowledge, broad knowledge, intellectual skills, applied learning and civic learning. As career and technical educators know, CTE plays a significant role in helping students reach these learning objectives.

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This newsletter is a collaborative publication of the Association for Career and Technical Education and the National Association of State Directors of Career Technical Education Consortium. It aims to keep Congress informed about CTE events, data, best practices and student success stories.