

# CTE Monthly

April 2013

## CTE Quick Facts

### Did you know?

- ▶ Wisconsin's technical colleges return a public benefit of \$10.65 for every \$1 invested and fully pay back their annual public funding after only 2.2 years.<sup>i</sup>
- ▶ For every \$1 invested in Houston Community College, taxpayers realize a return of \$6.60 in economic benefits to the community.<sup>ii</sup>

## Area CTE Centers: Conquering the Skills Gap through Business-Industry Collaboration

Area CTE centers operate in a variety of ways—from shared-time centers offering primarily technical training to full-time centers that provide students with both academic instruction and technical training—but all provide opportunities for students to receive relevant, rigorous CTE and offer a crucial link between the knowledge and skills that students learn and those demanded by local businesses.

Join NASDCTEc for a webinar that features state and local leaders who will discuss area CTE centers in their states and how they are making connections to the needs of business and industry and their communities.

[Register](#) for the webinar on Thursday, April 25 at 3:00 p.m. ET!

Speakers include:  
Steve Gratz, Ph.D., Director, Office of Career-Technical Education, Ohio Department of Education  
Harold Niehaus, Director of Instructional Development, Miami Valley Career Technology Center  
Paula Bowles, Chief Communications and Marketing Officer, Oklahoma Department of Career and Technology Education  
Bill Kramer, Communications and Marketing Coordinator, Canadian Valley Technology Center, El Reno, Oklahoma

<sup>i</sup> Economic Modeling Specialists Inc., [SEIM Study Results in Restored Funding for Wisconsin Technical Colleges](#), 2008.

<sup>ii</sup> Houston Community College, [The Economic Impact of Houston Community College: 2010 Regional Economic Growth and Investment Analysis](#).

<sup>iii</sup> Georgetown University Center on Education and the Workforce, [Healthcare](#), 2012.

<sup>iv</sup> Ibid.

<sup>v</sup> [New Brunswick Health Sciences Technology High School website](#).

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## Career Spotlight



**CareerClusters™**  
PATHWAYS TO COLLEGE & CAREER READINESS

### Health Science

The demand for qualified health care workers is on the rise. By 2030, approximately 78 million Americans will be over the age of 65—accounting for one-quarter of all visits to physicians' offices, more than one-third of emergency services and prescriptions, and most nursing home occupancies.<sup>iii</sup> In addition to the aging population, common risk factors to the American population, such as the one-third of all adults with obesity-related conditions, will contribute to the need for more highly skilled health care workers.

Economists project that by 2020, more workers will be needed in the Health Science Career Cluster® than in any other sector. In order to keep up with demand, the number of health care professionals will need to grow by 30 percent. In particular, more than 700,000 new workers will be needed by 2020 to meet requirements for registered nurses and home health aides.<sup>iv</sup> Support occupations such as veterinary assistants and pharmacy aides will also be in high demand. Fortunately, career and technical education (CTE) programs

across the country are preparing students with the knowledge, skills and hands-on experience to succeed in health care positions.

[New Brunswick Health Sciences Technology High School](#) in New Brunswick, New Jersey, engages students in Health Science curricula through a combination of interdisciplinary activities and hands-on experience. This school was created through a partnership between the New Brunswick Board of Education, a private educational consultant and Robert Wood Johnson University Hospital to address the demand for health care jobs in the community. Students are provided relevant opportunities such as career shadowing, internships at medical facilities, career awareness seminars and service learning projects. The demanding curriculum and experiences pay off; for the past seven years, 100 percent of students have demonstrated proficiency in both mathematics and language arts on state exams and many graduates have been admitted to prestigious postsecondary institutions after high school graduation.<sup>v</sup>

## Sign On to Senate Perkins Letter; House Shows Bipartisan Support for CTE

ACTE and NASDCTEc applaud the 63 members of the House of Representatives who have expressed their support for funding CTE. In a bipartisan letter to the House Labor, Health and Human Services, and Education Appropriations Subcommittee, Reps. Glenn Thompson (R-PA) and Jim Langevin (D-RI), co-chairs of the Congressional CTE Caucus, and their colleagues have urged the subcommittee to provide essential federal funds for the Carl D. Perkins Career and Technical Education Act (Perkins) in the FY 2014 appropriations bill. Funding for Perkins is an investment in a highly skilled and globally competitive workforce.

We now call on members of the Senate to join Sen. Richard Blumenthal (D-CT) in lending their support for Perkins funding in FY 2014. To sign on to the Senate Perkins appropriations letter, please contact [Eamonn Hart](#) in Sen. Blumenthal's office.

## School Spotlight

### Technology Academy at the Foshay Learning Center

The [Technology Academy at the Foshay Learning Center](#), a K-12 school in South Central Los Angeles, integrates core academics with training in information technology and dynamic work-based learning opportunities as part of the California Partnership Academies initiative.

Students have multiple opportunities to take advanced courses and earn the Internet and Computing Core Certification (IC3) as well as Adobe certifications. Businesses closely partner with the school, offering internships and mentoring, including mock interviews, feedback on digital portfolios and job-shadowing opportunities. Tech Academy students have interned with international advertising design firms; FOX, where they learned to rebuild computers; the University of Southern California (USC) Game Lab, where they developed and are testing a video game about applying to college; and Iridescent Learning, where students are creating mobile phone applications.

Impressively, in 2009 about 80 percent of Tech Academy graduates satisfied the "A through G" course requirements for admission to the California State University and University of California, compared to 35 percent of graduates across the state.<sup>vi</sup>



*Foshay students are junior game developers in a project with USC. Photo courtesy of Foshay Learning Center.*

## Student Spotlight



*Rodrigo Gonzalez is congratulated by Carolee Ellison (l), Veterinary Assisting Department Liaison, and Michelle Brown, CVT, Veterinary Assisting Instructor. Photo courtesy of South Tech Academy.*

Rodrigo Gonzalez III, a senior in the Vet Assisting Academy at [South Tech Academy](#) in Boynton Beach, Florida, was recently recognized by the Palm Beach District School Board as one of the 2013 Career and Technical Education Students of the Year.

Rodrigo's love for animals and the environment began in his native Colombia. When he enrolled in South Tech as a sophomore, the Vet Assisting Academy was an obvious choice. Carolee Ellison, his academy teacher, says that Rodrigo is an excellent example of doing everything you can to pursue your passion. Rodrigo has taken advantage of the hands-on opportunities offered at South Tech, and is currently interning at a veterinary clinic that specializes in exotics. In addition, he is taking college courses at Palm Beach State College and has already passed the Certified Veterinary Assistant exam. The aspiring biologist has plans to write books about endangered plant species.<sup>vii</sup>

## CTE, Academics Converge

[From Track to Field: Trends in Career and Technical Education Across Three Decades](#) tells the story of the growing convergence of CTE and academics.

Researchers from RTI International and MPR Associates analyzed the graduating high school classes of 1982, 1992 and 2004 and compared their coursetaking patterns, achievement and outcomes.

The study finds that CTE is not a track for students unequipped for college but is rather "an exploratory program for an increasing proportion of both academic and general curriculum graduates." This is supported by data on increased academic coursetaking, improved achievement in math and increased involvement in postsecondary education for CTE students.<sup>viii</sup>

The report makes it clear that distinctions drawn between academically-focused students and CTE-focused students are increasingly false distinctions. Considering the strides that have been made since 2004 in public recognition of the need for both college and career readiness, we can expect this convergence to continue!

vi ACTE, [Business-education Partnerships in CTE: Driving American Competitiveness](#), 2013.

vii South Tech Academy, [CTE Student of the Year—South Tech Academy](#), March 4, 2013.

viii RTI International and MPR Associates, Inc., [From Track to Field: Trends in Career and Technical Education Across Three Decades](#), 2013.



Steve DeWitt  
Director of Public Policy  
703-683-9311  
sdewitt@acteonline.org



David Beckett  
Advocacy Manager  
301-588-9630  
dbeckett@careertech.org

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