

CTE Monthly

September 2013

CTE Quick Facts

Did you know?

- ▶ Researchers found that attending a career academy produced, on average, an 11 percent increase per year in sustained earnings for academy graduates, in comparison to students who applied but were not chosen by lottery to attend a career academy.ⁱ
- ▶ CTE coursetaking in three high-poverty communities was found to significantly increase the likelihood of high school graduation.ⁱⁱ

Parents Want CTE in Schools

Results from a [Fordham Institute online survey](#) of 2,000 American parents found that respondents want a strong core curriculum in reading and math; an emphasis on STEM education; and the instilment of strong study habits, critical thinking skills and communication skills.

In addition, out of a battery of potential school characteristics deemed critical by parents, "hands-on/project-based learning" and "vocational classes or job-related programs" were ranked more critical than average.

Fordham researchers also grouped parents into "niche markets" based on their responses. The most common of these niche markets were Pragmatist parents, who want CTE in schools. These Pragmatists made up 36 percent of K-12 parent respondents, and they assigned high value to schools that "offer vocational classes or job-related programs."ⁱⁱⁱ

This is great news that parents are realizing the importance of CTE and workforce preparation, integrated with academics, as ingredients for success.

ⁱ Kemple, James J., [Career Academies: Long-term Impacts on Labor Market Outcomes, Educational Attainment and Transitions to Adulthood](#), 2008.

ⁱⁱ National Research Center for CTE, [Making the Case for CTE: What the Research Shows](#), Presentation, 2013.

ⁱⁱⁱ Thomas B. Fordham Institute, [What Parents Want: Education Preferences and Trade-offs. A National Survey of K-12 Parents](#), Eds. Dara Zeehandelaar and Amber M. Winkler, August 2013.

^{iv} CTE Trailblazers, [Employment Projections for Architecture and Construction, 2010-2020](#), March 21, 2012.

^v Brett Lockard, C. & Wolf, M., [Employment outlook: 2010-2020—Occupational employment projections to 2020](#), Bureau of Labor Statistics, January 2012.

^{vi} Prosser Career Education Center, [About Us-Graduation Rate](#).

Career Spotlight



CareerClusters®
PATHWAYS TO COLLEGE & CAREER READINESS

Architecture & Construction

between 2010 and 2020.^{iv} Architecture jobs alone are projected to grow by 1.8 million jobs, or 23.7 percent, during this time, making it one of the fastest-growing career options over the next decade.^v This means that one-fourth of the fastest-growing occupations in the United States will be related to these dynamic fields of work.

Prosser Career Education Center in New Albany, Indiana, offers many career pathways within the Architecture and Construction Career Cluster. Nearly every program offered at Prosser is designated by the Indiana Department of Education as a high-wage/high-demand career. Areas of concentration include drafting and design, HVACR and construction technology, among others. Through partnerships with architectural firms and construction companies, Prosser is able to give students the practical skills and experience necessary to enter these fast-growing industries.

The Architecture and Construction Career Cluster® comprises one of the largest sectors of the American economy, encompassing 79 different occupations—14 of which are projected to grow by more than 30 percent

As part of the national network of Technology Centers That Work, Prosser excels at integrating rigorous academic content and skills with students' career and technical education (CTE) studies. These efforts have already paid off for students and schools alike; graduation rates for Prosser students are 7 percent higher than the statewide graduation rate and 3 percent higher than the school district rate.^{vi} In addition to the positive effect Prosser has on graduation rates, on average their students earn 3,500 college credits and 800 industry certifications each year. These tangible results make graduates well prepared for both college and careers in the in-demand Architecture and Construction Career Cluster.

ACTE and NASDCTEc Resources for Friday's Perkins Hearing

This Friday, September 20, the House Committee on Education and the Workforce will hold its first hearing on reauthorizing the Carl D. Perkins Career and Technical Education Act. Last reauthorized in 2006, the Perkins Act provides funds for states and local school districts to help develop rigorous CTE programs to prepare all students for college and careers.

Both [ACTE](#) and [NASDCTEc](#) have developed priorities for reauthorization, which can be found on our respective websites by following the links above, and have numerous resources on the implementation of the 2006 Act. If you would like additional information on CTE policy or programs, please contact our policy staffs at 703-683-3111 for ACTE or 301-588-9630 for NASDCTEc.

School Spotlight

Seacoast School of Technology

In 2011 [Seacoast School of Technology](#) (SST) received its second Business of the Year award from the Exeter Area Chamber of Commerce, as best business of the year in education with a staff of 25 or more. "It sends an important message that all schools are businesses," said Principal Margaret Callahan in an interview with Marisa Novello of Seacoastonline.com. "We have to deliver a really good product, and we do that." This CTE school in New Hampshire serves students from the Epping, Exeter, Newmarket, Raymond, Sanborn Regional and Winnacunnet high schools as well as the Great Bay eLearning Charter School. In addition, New Hampshire Partners in Education has recognized SST as a Gold Circle Award Winning School for its work with businesses to create student opportunities.

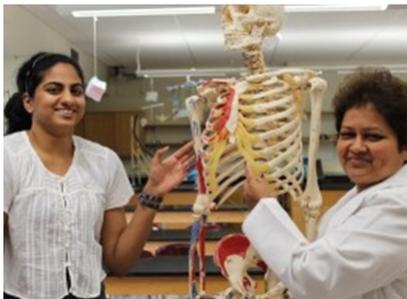


Photo courtesy of [Seacoast School of Technology](#).

SST offers numerous fields of study such as animal and plant science, biotechnology, welding technologies, pre-engineering, marketing technologies, health science, computer programming and more, with opportunities to earn college credit and industry-recognized certifications. Each program at SST has both a classroom and a dedicated laboratory. Work-based learning experiences include job shadowing and internships, and students also participate in student-run businesses. By graduation, students will have created a portfolio detailing work, projects and events from their time at SST.^{vii}

Student Spotlight

Preethi Govindarajan, a 2013 graduate of the Somerset County Vocational and Technical High School (SCVTS) Academy for Health and Medical Sciences in New Jersey, also recently graduated from Raritan Valley Community College with an associate degree in general science, an option available to high-performing students in the Academy.



Preethi Govindarajan (l) explores anatomy with SCVTS science instructor Pratima Patel. Photo courtesy of CareerTechNJ and SCVTS.

"It's an academically rigorous program, which has been very rewarding for me," Preethi said. As part of the Academy program, she also earned her Emergency Medical Technician (EMT) certification. "Working as an EMT and volunteering at the local hospital really confirmed my desire to become a doctor," she said.

This fall, Preethi is beginning a seven-year combined Bachelor of Science/Doctor of Medicine program at The College of New Jersey. After she receives her medical degree, she would like to join an organization such as Doctors Without Borders.^{viii}

CTE Credentials Lead to Big Earnings

Lessons from [College Measures](#), based on tracking return on investment data for postsecondary education from five states, won't be a surprise to CTE advocates: the value of short-term credentials; the importance of field of study to later earnings; and the wage potential of the T and E in STEM [science, technology, engineering and math]:

- Short-term credentials can be at least as valuable as bachelor's degrees. For instance, in Texas, Colorado and Virginia, graduates with technical or applied science associate degrees out-earn bachelor's degree holders by \$2,000-\$11,000. In Tennessee, associate degree holders' first-year earnings are more than \$1,300 higher than those of graduates with bachelor's degrees. Certificate holders can also out-earn those with higher credentials, especially for certificates that take 1-2 years to complete.
- Institutions matter, but not as much as might be expected, whereas field of study is very important. Data points to graduates with engineering, health care and business degrees earning more in the first year of employment than those with credentials in the liberal arts, and this earnings premium can last into the future.
- While STEM matters, the S is not as in-demand as you might think. According to the publication, graduates with degrees in technology, engineering and mathematics are often far out-earning their peers in science fields.^{ix}

vii Novello, M., "[Seacoast School of Technology Named Business of the Year](#)," [Seacoastonline.com](#), August 2, 2011; Seacoast School of Technology [website](#).

viii CareerTechNJ, [Student Spotlight: Six Outstanding 2013 NJ County Vocational-Technical School Graduates and Their Plans for Their Futures](#), June 19, 2013.

ix Schneider, M., [Higher Education Pays: But a Lot More for Some Graduates Than for Others](#), College Measures, 2013.



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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.