

# CTE Monthly

April 2015

## CTE Quick Facts

### Did you know?

► In the United States, middle-skill jobs account for more than half of jobs. However, only 44 percent of the workforce is trained at the middle-skill level.<sup>i</sup>

► 46 states and DC passed legislation and policy or took regulatory action related to CTE in 2014.<sup>ii</sup>

### New Publications: CTE and Key Industries, Graduation Requirements

ACTE is wrapping up its Sector Sheet series with new publications on workforce needs and how CTE prepares youth and adults for careers in the [aerospace and defense](#) industry as well as the [transportation, distribution and logistics](#) industry.

With these new releases, ACTE now has 10 [Sector Sheets](#) that address CTE's role in growing the qualified workforce. Our previous Sector Sheets address IT; health care; advanced manufacturing; agriculture, food and natural resources; biosciences; energy; financial services; and hospitality and tourism.

In addition, NASDCTEc has released a new report on how states are incorporating CTE as part of [graduation requirements](#).

<sup>i</sup> DeRenzis and Chang, "[Targeting Our Middle-skill Economy: State by State Snapshots](#)," *Skills Blog*, National Skills Coalition, 2014.

<sup>ii</sup> ACTE and NASDCTEc, [State Policies Impacting CTE: 2014 Year in Review](#), 2015.

<sup>iii</sup> Georgetown Center on Education and the Workforce, NRCCTE and NASDCTEc, [Career Clusters: Forecasting demand for high school through college jobs: 2008-2018](#), 2011.

<sup>iv</sup> Ibid.

## Career Spotlight



services, personal care and religious services—is primarily concerned with improving the human condition in a variety of ways.

According to a Georgetown University report, occupations in this Career Cluster are projected to grow by 19 percent between 2008 and 2018.<sup>iii</sup> By 2018, 69 percent of jobs within the Human Services Cluster will require at least some form of postsecondary education or training.<sup>iv</sup> One of the few Career Clusters to largely weather the Great Recession, demand for these occupations is projected to continue to grow as the nation's population grows and as services needed by an aging baby boomer generation continue to rise.

The Human Services Career Cluster<sup>®</sup> is composed of a large variety of occupations on the front lines of helping people of all ages and backgrounds. This Career Cluster—which includes familiar sectors such as social

The [Community Social Services program](#), offered by a series of colleges composing the [Peralta Community College District](#) in Oakland, California, exemplifies some of the most important elements of a strong postsecondary CTE program. It integrates core academic and technical coursework in the classroom with much-needed field experiences to fully prepare students for future careers. Students can take a variety of different career paths in this cluster, ranging from social work to careers in the non-profit industry. Students have the option of pursuing an associate's degree in order to transfer to a four-year institution, or a certificate of completion that many mid-career professionals seek to further bolster their knowledge.

As one student put it, "I studied social services because I want to help people"—and many of the program's graduates are doing just that.

## 119 Members of Congress Support Investing in Perkins

ACTE and NASDCTEc applaud the 88 members of the House of Representatives and 31 Senators who have helped to champion federal funding for CTE. In separate letters to House and Senate Labor, Health and Human Services, and Education Appropriations Subcommittees, this bipartisan coalition of Members of Congress urged a strong federal investment in the Carl D. Perkins Career and Technical Education Act as part of the FY 2016 appropriations bills.

We also extend our appreciation to Reps. Glenn Thompson (R-PA) and Jim Langevin (D-RI), as well as Sen. Richard Blumenthal (D-CT), for leading these efforts in their respective chambers.

## School Spotlight

### Winners of the Aspen Institute Prize for Community College Excellence

Award-winning community colleges focus on workforce needs, as is demonstrated by the winner of the [2015 Aspen Prize for Community College Excellence: Santa Fe College](#) in Gainesville, Florida. According to Aspen, the school is noteworthy for its completion/transfer rate, which is more than 50 percent higher than the national average. In addition, the college is striking for its use of data, responsiveness to local employer needs and strong student supports.<sup>v</sup>

The Institute also announced two finalists with distinction: [Lake Area Technical Institute \(LATI\)](#) in Watertown, South Dakota, and [West Kentucky Community and Technical College \(CTC\)](#) in Paducah, Kentucky. LATI has been recognized by Aspen before for its dedication to education-industry alignment. As the Aspen website describes it, LATI “has a single-minded focus on preparing students for careers in the region’s high-needs fields.” Employers are deeply integrated into programs, providing equipment, scholarships, work-based learning experiences and even faculty salaries.<sup>vi</sup> West Kentucky CTC is another institution that has focused on the local economy, building a high-tech industrial training facility and developing programs in growing career fields.<sup>vii</sup>



A LATI student engages in hands-on learning. Photo from the [Aspen Institute website](#).

Aspen also announced a “Rising Star” institution showing rapid improvement: [Kennedy-King College](#) in Chicago.

## Student Spotlight



Profile and photo adapted from the [OCTAE Blog](#).

When Eric Koehlmoos of Iowa began his research on the sustainability impact of grasses in the ethanol industry, he probably didn’t realize that his work would receive national attention. However, after winning first place for his project at the 2014 National FFA Agriscience Fair, he was invited to take his work one step further by presenting at the [2015 White House Science Fair](#). The event celebrates the accomplish-

ments of a wide variety of leading students in STEM fields, and in the five years since its launch has called national attention to students who are applying their knowledge in innovative and unique ways.

Koehlmoos’ work connected his academic interests in agricultural sciences with a real-world problem through his project, titled “Grass to Gas” – how to produce much-needed energy in a sustainable and efficient way. By applying his knowledge to this issue, he explored his interests and refined his postsecondary career plans. He hopes to continue his research throughout college and to put his ideas to work in a career in commercial farming.

ACTE and NASDCTEc welcome the opportunity to recognize leaders among CTE professionals and students, and applaud Koehlmoos for his accomplishment. Opportunities to raise public awareness of CTE’s potential through events like the White House Science Fair build critical support for programs that are preparing students today for the careers of tomorrow.

## Industry Certification Challenges and Opportunities

In a very spirited panel discussion, three leading experts shared challenges and opportunities in building, validating and scaling industry-recognized credentials and certifications at [NASDCTEc’s annual Spring Meeting](#).

Jennifer McNelly of the Manufacturing Institute shared her organization’s efforts to bring “market sanity” to the large universe of industry-recognized credentials in manufacturing. The Institute sees credentials as potential “translators between education and employers” because they can give employers confidence in incoming employees. The Institute has started this translation process by reviewing 450 credentials. They ultimately endorsed five in the first pass, a number that has grown slightly in the past few years.

Jacey Cavanagh of the National Network of Business and Industry Associations spoke about the role industry-based credentials can play in validating individuals’ foundational employability skills that apply across all industries. This is especially important with millennials expected to change jobs more often than previous generations.

From the perspective of Dr. Roy Swift, Workcred, the proliferation of credentials and certificates requires a form of “protection for students and the public.” Workcred currently is collaborating with Kansas to create criteria for evaluating the true value of credentials to students and employers alike.

CTE will continue to be on the front lines of the dialogue around employer-education engagement, including the incorporation of industry standards and industry credentials.

v Aspen Institute, [College Excellence Program: Santa Fe College](#).

vi Aspen Institute, [College Excellence Program: Lake Area Technical Institute](#).

vii Aspen Institute, [College Excellence Program: West Kentucky Community and Technical College](#).



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