

# CTE Monthly

January 2015

## CTE Quick Facts

### Did you know?

- ▶ Eighty percent of secondary CTE teachers had Highly Qualified Teacher status, as of 2008.<sup>i</sup>
- ▶ Between 2012 and 2022, CTE teachers' employment is projected to grow by 9 percent overall, varying by institution level.<sup>ii</sup> This growth will be driven by the continuing need for education that prepares students for college and careers.

## 2014 State CTE Policies, Upcoming Events

2014 was a major year for CTE! A majority of states had legislative or regulatory action in the 2014 calendar year that impacted one or more elements of CTE. ACTE and NASDCTEc have partnered to compile and release our second annual paper tracking these state policy changes, *State Policies Impacting CTE: 2014 Year in Review*.

This paper provides an overview and a state-by-state review of CTE-related policies enacted in 2014, including key trends across the country. It will be released February 5, along with a webinar that will examine these trends the same day at 3pm ET. [Register now](#) and [read the paper](#) when it comes out!

In addition, you can now sign up for [ACTE's National Policy Seminar](#), March 2-4, in Arlington, Virginia. The event brings CTE advocates together to learn about the latest in CTE-relevant policy and to advocate on Capitol Hill. Registration is also open for the [NASDCTEc Spring Meeting](#), April 8-10, in Washington, D.C. This meeting connects CTE leaders and stakeholders around themes including cross-systems collaboration, innovative state solutions and a state and federal policy outlook.

<sup>i</sup> U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), [Public School Teacher Questionnaire, 2007-08](#).

<sup>ii</sup> U.S. Bureau of Labor Statistics, [Occupational Outlook Handbook, 2014-15 Edition](#), 2014.

<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.

<sup>v</sup> Ibid.

<sup>vi</sup> Ibid.

## Career Spotlight



**CareerClusters**<sup>®</sup>  
PATHWAYS TO COLLEGE & CAREER READINESS

### Education & Training

The Education and Training Career Cluster<sup>®</sup> is the eighth largest career cluster and is estimated to incorporate 11 million jobs by 2018.<sup>iii</sup> Despite enormous reductions in state and local education budgets in recent years, it is still the fifth fastest-growing career cluster with an expected 14 percent increase in job opportunities during that same period.<sup>iv</sup>

Eighty percent of occupations in the Education and Training career cluster fall within the education services industry, with another 13 percent found in Health Science.<sup>v</sup> Jobs ranging from K-12 education administrators, teachers and support staff all the way to librarians and coaches make up the composition of this career cluster. As a result, nearly 91 percent of all jobs in this cluster will require some postsecondary education and training.<sup>vi</sup>

The [Walker Career Center](#) in Indianapolis offers a rigorous Education Professions program for the school's eligible seniors. The program aims to give students the opportunity to explore careers related to education through a variety of work-based learning experiences in the field. Originally developed as a partnership between the Indiana Department of Education and Purdue University, the program features dual credit opportunities and articulation agreements with a number of the state's postsecondary institutions.

Additionally, Walker Career Center's Education Professions program prepares students to successfully complete a Pre-Pac Certification—an industry-recognized credential that helps to prepare students for a variety of educational careers. The program also partners with a number of elementary and secondary schools in the area to provide students with hands-on experiences in the teaching field. With a proven track record of success, Walker Career Center is making sure that each of its students is college and career ready upon graduation.

## STEM Students To Be Celebrated on Capitol Hill

The Senate Career and Technical Education Caucus in conjunction with ACTE and Project Lead The Way (PLTW), a leading provider of STEM education programs, will host a cocktail reception on Tuesday, February 3, from 5-8:00 pm ET featuring student demonstrations, titled: TODAY'S INNOVATION, TOMORROW'S CAREER SUCCESS. The event will include students from Virginia, Maryland and D.C. area high schools enrolled in the PLTW curriculum, which is currently being implemented in all 50 states. Please RSVP to [Sean Lynch](#) if you are able to attend.

## School Spotlight

### Bay-Arenac Career Center

At [Bay-Arenac ISD Career Center](#) in Bay City, Michigan, students are becoming college and career ready by collaborating across disciplines and with industry and community leaders. For instance, a recent collaboration to design a new park/playground area for the city's riverfront development project brought together education and engineering students to create a blueprint for unique and engaging playground equipment and tie that concept into the city's tourism marketing plan. The project involved research on playground safety and developmentally appropriate playground activities, the use of computer-aided design software and 3D printing, and presentation software and skills to present the concept and design to a panel of judges, including industry and community representatives. Developers of the riverfront project later contacted the instructors to consider incorporating student designs into the park's development.



At Bay-Arenac Career Center, students developed a device to help a peer with cerebral palsy more easily work with plants.

In addition, engineering/drafting, early childhood & education, physical/occupational therapy and precision machining students are working to design a mobility car for a four-year-old with limited motor skills, with guidance from medical practitioners. Also, precision machining students worked with school staff to design and build special devices to help an agriscience student with cerebral palsy more easily work with plants and flower arrangements.

This focus on project-based learning is a strength of the curriculum at the Career Center, which has 23 CTE programs for 1,100 11th- and 12th-grade students from 21 high schools across five counties.<sup>vii</sup>

## Teacher Spotlight

Clyde McBride, an agriculture teacher and CTE director at [Kayenta Unified School District](#) in Kayenta, Arizona, is the [2015 ACTE Teacher of the Year](#).



"When I first became a teacher, I quickly realized students do not learn unless they get a little dirty," says McBride. Unemployment and poverty rates on the Navajo Nation are some of the highest in the country, and many families who depend on healthy livestock lack easy access to veterinary care. Collaborating with the Second Chance of Flagstaff, students in the Monument Valley High School agriculture program provide low/no-cost veterinary care. McBride's students have even provided emergency care as first responders, once travelling in the middle of the night to rehabilitate survivors of a sheep herd ravaged by dogs.

McBride's classroom started out in a converted garage bay in the high school. After years of lobbying for funding, in 2011 McBride successfully orchestrated the design and construction of a 22,000-square-foot agriscience center for excellence. Currently, the school's FFA chapter boasts 251 members. McBride's students have received honors from the Arizona Senate and have been invited by the National Department of Agriculture to participate in the Native Voices Conference and American Indian Symposium. McBride himself has earned numerous accolades, including a feature in TIME magazine in 2012.

## Recent Grads Report Readiness Gaps

Recent high school graduates [surveyed](#) by Achieve report gaps in their preparation for college and career. Respondents also cite real-world learning opportunities as the number one thing that would have encouraged them to work harder in high school and be better prepared for the future.

Both respondents who went onto college and those who did not state that their most significant gaps are in work and study habits, oral communications and public speaking, and science. In addition, students who did not pursue postsecondary education also describe gaps in mathematics and in applying what they learned in school to real-world situations.

Findings also indicate that students need and want more opportunities for career exploration: Only 28 percent of respondents report that their school did a very good job encouraging them to explore various professional/career opportunities.<sup>viii</sup>

Greater investments in CTE can improve access to the real-world learning and career exploration that students want and need.

vii Information provided by Bay-Arenac ISD staff.

viii Achieve, [Rising to the Challenge: Are High School Graduates Prepared for College and Work?](#), November 2014.



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