

CTE Monthly

June 2014

CTE Quick Facts

Did you know?

► In a Florida study, high school students who took at least one technology course and completed at least one certification exam attended school more often and had higher GPAs than other students.ⁱ

► 61 percent of CTE students interested in a science career report that their CTE courses provide them with skills for the workforce.ⁱⁱ

How States Track Career Readiness

A [new publication](#) from Achieve and NASDCTEc describes states' growing commitment to reporting on career readiness in state and district report cards and accountability systems, and proposes an expanded framework for college- and career-ready indicators.

According to the brief, 29 states publicly report a career readiness indicator. These include:

- CTE course participation and/or pathway completion: 14 states
- Dual enrollment: 8 states
- Industry certifications earned: Kentucky and Virginia
- Post-graduation placement: Missouri and South Carolina
- Graduation rate for CTE concentrators: Oregon and Nevada

In addition, 17 states include at least one career readiness indicator in their accountability formulas.ⁱⁱⁱ Learn more at <http://www.achieve.org/publications/making-career-readiness-count>.

ⁱ Grunwald Associates LLC, [Tracing Student Performance in Career and Professional Education: Technology Coursework Related to Better Attendance, Higher GPAs in Florida](#), 2012.

ⁱⁱ National Research Center for College and University Admissions, [ACTE Annual Research Report: CTE Works!](#), 2014.

ⁱⁱⁱ Achieve and NASDCTEc, [Making Career Readiness Count](#), 2014.

^{iv} Georgetown Center on Education and the Workforce, NRCCTE and NASDCTEc, [Career Clusters: Forecasting demand for high school through college jobs: 2008-2018](#), 2011.

^v Ibid.

^{vi} Ibid.

^{vii} Bryan High School TDL program [website](#).

Career Spotlight



CareerClusters[®]
PATHWAYS TO COLLEGE & CAREER READINESS

Transportation, Distribution & Logistics

grow and both domestic and international trade increases. As with many other sectors, advancements in efficiency and other emerging cost-savings strategies have dampened projected job growth within TDL. Nevertheless, job openings in Transportation, Distribution and Logistics are expected to grow by 4 percent by 2018.^{iv}

However, specific occupations within this career cluster are projected to grow more robustly. For instance, job openings for cargo and freight agents, as well as logisticians, are projected to increase by more than 20 percent by 2018 to keep up with increased economic activity.^v Moreover, the educational and skills training demands for this career cluster are changing rapidly, too—by 2018, 39 percent of jobs in Transportation, Distribution and Logistics are projected to require some form of postsecondary education or training.^{vi}

The Transportation, Distribution and Logistics (TDL) Career Cluster[®] represents a critically important sector of the U.S. economy. Demand for occupations in this career cluster is expected to grow modestly by 2018 as the nation's economy continues to

[Bryan High School](#) in Bellevue, Nebraska, offers a four-year program of study for students who have an interest in transportation, distribution or supply chain management careers. Using a career academy approach, this program integrates technical instruction with core academic content in a personalized learning community. Beginning in ninth grade and continuing through a student's senior year, students are introduced to the concept of the supply chain, and the differences between the three main areas in the TDL program.^{vii}

Bryan High School also partners with the University of Nebraska to support students in exploring further postsecondary education pathways and has strong relationships with the Nebraska Trucking Association and the Material Handling Industry of America, among other employer partnerships. In addition, Firstbook, a national charity organization, has a robust partnership with the TDL program and offers students the opportunity to gain valuable experience in supply chain management and other logistical endeavors.

Support for WIOA

ACTE and NASDCTEc support passage of the *Workforce Innovation and Opportunity Act (WIOA)* as proposed by its bipartisan, bicameral co-sponsors. The bill makes great strides in moving the workforce training system into the 21st-century economy through its emphasis on career pathways and training programs leading to recognized credentials. Additionally, we sincerely appreciate the efforts made in the bill to address infrastructure funding concerns raised by ACTE and NASDCTEc members.

School Spotlight

Clean Technologies and Sustainable Industries Early College High School

The [Clean Technologies and Sustainable Industries Early College High School](#) program in New York's Ballston Spa School District, a partnership between the district and Hudson Valley Community College (HVCC), enables 11th and 12th grade students from throughout the Capital Region to earn college credit through an intensive STEM-focused curriculum.

The Early College High School program prepares students for college and careers through pathways in clean energy; computer science and information systems; nanotechnology and semiconductor manufacturing; and entrepreneurship, leadership and innovation. With support from regional economic leaders including the Center for Economic Growth, Saratoga Economic Development Corporation and local Chambers of Commerce, the program connects with hundreds of businesses throughout the region that serve as assets for students, such as Cisco, infrastructure, GLOBALFOUNDRIES and CSArch.



Photo courtesy of Clean Tech ECHS.

The program began in 2011; in 2013, it received a 7-year, \$2.6 million grant from the state to transition to the Partners in Technology Early College High School (P-TECH) model. Now, the program has been awarded a \$200,000 grant from the New York State Energy Research and Development Authority. The grants will allow more students to take part, including an expansion to 9th and 10th grade students over the next two years. Participants spend half of their school day at the HVCC TEC-SMART campus and the remainder of the day at their high schools.^{viii}

Student Spotlight

Jennifer Reid, while a high school student, received her introduction to the field of nursing through the Nursing Careers program at [Tri-Valley Regional Occupational Program](#) (ROP), based in Livermore, California. Students in the Nursing Careers program study the systems of the body, medical terminology and diseases, basic patient care and medical ethics, and they also learn to take vital signs, complete charts and understand patient privacy laws.



This material was approved for publication on the California Association of Regional Occupational Centers and Programs (CAROCP) website. The full story may be viewed at www.ROCPIInspire.org.

To help students like Jennifer explore careers, the Nursing Careers program also exposes students to various nursing specialties. Students participate in a hospital-based internship, rotating through three specialties to gain a broad, practical experience of nursing duties.

Using the knowledge she gained at Tri-Valley ROP, Jennifer volunteered in labor and delivery at a hospital in Tanzania, and she is now completing her nursing education at the University of Glasgow in Scotland. Jennifer is grateful for the opportunity to gain hands-on experience in a competitive field while still in high school, and recognizes the Nursing Careers program for helping her develop confidence and a drive to succeed.^{ix}

Programs of Study, CTE Linked to Graduation, Academic Achievement

The National Research Center for CTE has concluded a [four-year longitudinal field study](#) of students enrolled in and completing programs of study (POS)/career pathways. POS enrollment was associated with higher student graduation rates in one of the 3 districts studied, and earning CTE credits was associated with graduation in all 3 districts. POS enrollment was also linked with measures of academic attainment:

- In "West District," POS completers were more likely than the rest of the sample to have a higher overall GPA and a higher GPA in their CTE courses, as well as to earn more STEM credits.
- In "East District," each additional CTE credit earned corresponded to a .15 unit improvement in GPA, and POS completers were much more likely to have earned AP credits than the rest of the sample.
- In "South District," POS students had better GPAs than non-POS students.

Across all three sites, both POS completers and comparison students planned to continue onto postsecondary education. POS students were more likely to report that they would continue to study a field related to their high school pathway.^x

These findings indicate that programs of study are helping CTE educators realize goals for student academic achievement, high school graduation and transition to postsecondary education.

viii Clean Tech ECHS [website](#); Willard, "Grants Assist High School Clean Tech Workforce Training Programs," WAMC Northeast Public Radio, April 9, 2014; additional information from Clean Tech ECHS staff.

ix California Association of Regional Occupational Centers and Programs [website](#).

x Castellano, Sundell, Overman, Richardson and Stone, [Rigorous tests of student outcomes in CTE programs of study: Final report](#), National Research Center for Career and Technical Education, 2014.



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