

# CTE Monthly

November 2013

## CTE Quick Facts

### Did you know?

▶ Adult students in programs that blend basic skills and occupational training for more contextualized learning are far more likely than similar adult students to improve basic skills and earn college-level credits.<sup>i</sup>

▶ In 2009-2010, 57 percent of California Partnership Academies graduates fulfilled course requirements for admission to the University of California or California State University systems, compared to 36 percent of graduates statewide.<sup>ii</sup>

## TODAY: Perkins Reauthorization Hearing

Today at 10am Eastern in Rayburn 2175 (watch the [webcast](#)), the House Education and the Workforce Committee will hold a hearing on the reauthorization of the Carl D. Perkins Career and Technical Education Act. The committee will hear testimony from Dr. Bryan Albrecht, president of Gateway Technical College in Kenosha, Wisconsin, and past president of ACTE. Dr. Albrecht will discuss some successful best practices that have resulted from federal investments in CTE through the Perkins Act. He will also demonstrate ways in which partnering with the business community has strengthened CTE programs and allowed them to be more responsive to the needs of employers.

CTE works to ensure that students have the academic, technical and employability skills that are needed for expanding fields like engineering, information technology, advanced manufacturing and health care. The Perkins Act is an essential investment in preparing youth and adult students for job that are available today and the careers of tomorrow.

To help inform the efforts underway in Congress, ACTE and NASDCTEc have developed policy recommendations for the reauthorization of the Perkins Act. Please contact ACTE Director of Public Policy [Alisha Hyslop](#) for more information.

i Jenkins et al., [Educational Outcomes of I-BEST, Washington State Community and Technical College System's Integrated Basic Education and Skills Training Program: Findings from a Multivariate Analysis](#), CCRC Working Paper No. 16, 2009.

ii Career Academy Support Network and California Department of Education, [Profile of the California Partnership Academies: 2009-2010](#), 2011.

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

iv Ibid.

v CTE Trailblazers, [Employment Projections for the Finance Career Cluster 2010-2020](#), April 9, 2012.

vi Academy of Finance [website](#).

## Career Spotlight



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

Career Cluster offers a number of promising Career Pathways to choose from. The occupations that constitute this dynamic field are essential to the daily functions of a modern economy.

According to a recent study, occupations in this area are projected to grow by 10 percent between 2008 and 2018.<sup>iii</sup> The Finance Cluster is increasingly requiring education or training beyond high school and by 2018 it is projected that 85 percent of jobs in this field will require at least some post-secondary education.<sup>iv</sup> By 2020, the Bureau of Labor Statistics has projected that there will be over 1.4 million job openings in this Career Cluster with insurance sales agents, financial advisers, bill and account collectors and financial analysts accounting for the largest number of new jobs.<sup>v</sup>

The [Applications and Research Lab](#) (ARL), located in Howard County, Maryland, is an area Career and Technical Education (CTE) Center that is open to all eligible juniors and seniors enrolled in a public high school within the county. Students at the ARL have the opportunity to enroll in the center's [Academy of Finance](#) (AOF), an intensive series of courses that prepare students for future careers in the financial field. Through partnerships with local businesses, the academy requires a 180-hour paid internship experience between a student's junior and senior year. The AOF also offers experiences outside the classroom through field trips to local banks and job shadowing opportunities to expose students to a wide array of career options.

Certified by the [National Academy Foundation](#), the AOF provides many opportunities for students to take honors-level courses and apply for scholarships for their future educational ambitions. The rigorous coursework even helps prepare students to earn college credit—after completing the two-year program students can take CLEP [College Level Examination Program] tests for Accounting, Economics and Marketing. As one recent graduate noted about one of his college classes, "All the material I learned in that class was only a review from the material I learned in the Academy of Finance."<sup>vi</sup>

## Report and Webinar: CTE Standards and the Common Career Technical Core

In October 2013, NASDCTEc released a report, *The State of Career Technical Education: An Analysis of State CTE Standards*, providing a national view on how states adopt, organize and implement CTE standards at both the secondary and postsecondary levels. This report also compares state CTE standards to the Common Career Technical Core, a state-led initiative to establish a set of rigorous, high-quality standards for CTE that states can adopt voluntarily. Never before has this information been gathered about states' CTE standards and policies, nor have all states' CTE standards been analyzed using a common benchmark, setting a new baseline for understanding CTE across the country.

[Download](#) the report or [attend a webinar](#) reviewing the findings today at 3:00 pm Eastern.

## School Spotlight

### Cuyahoga Valley Career Center

Established in 1972 by eight Ohio public school districts, [Cuyahoga Valley Career Center](#) (CVCC) offers a range of services for youth, adults and the community.

CVCC provides education for approximately 1,000 high school students in 30 career-technical programs, and offers adults and area employers year-round options for daytime, evening and weekend education and training. Courses are offered in business and administrative services, engineering and science technologies, health sciences, manufacturing technologies, transportation systems, IT and more.

To help their transition to postsecondary education, students in many CVCC programs can earn transcribed college credits and take Ohio Board of Regents Career Technical Credit Transfer courses. In addition, the CVCC Career Development program prepares elementary schoolers through adults to make informed career choices through age-appropriate resources and relevant experiences. This includes career planning information and activities and, for adult students, assistance with job searches and a career transition plan as well as one-on-one meetings with a career coach.

CVCC students earn recognition on the state and national levels through career and technical student organizations and support the community through a restaurant, a cosmetology salon, automotive and small engine repair, and printing, packaging and sorting services. In addition, annual events such as a Student Job Fair, Career Showcase and college planning and preparation workshops assist young adults and their parents with career guidance and the job market outlook.<sup>vii</sup>



Photo courtesy of [Cuyahoga Valley Career Center](#).

### Student Spotlight



Photo courtesy of [Region Two School of Applied Technology](#) and [Maine CTE](#).

Hugh Farrar of [Region Two School of Applied Technology](#) in Maine has invested in CTE to prepare himself for his future and to learn skills that enable him to protect others and the environment.

A graduate of Houlton High School in 2013, Hugh also attended

Region Two, where he studied forest management and operations and obtained his "Red Card" in fighting forest fires from the Maine Forest Service. This past summer, Hugh traveled to Quebec for two weeks to fight forest fires with the Maine Forest Service. According to Hugh, this was a great experience and he recommends other students get their "Red Card."

Hugh is now attending the University of Maine at Fort Kent (UMFK), studying forest technology, supported by an articulation agreement between UMFK and Region Two.<sup>viii</sup>

### CTE is Key to Addressing Adult Skill Deficiencies

In the OECD's first [Survey of Adult Skills](#), the United States was ranked below average in each of the three domains tested: literacy (16th out of the 23 OECD nations), numeracy (21st out of 23) and problem solving in technology-rich environments (14th out of 23).<sup>ix</sup>

A recent event at the Center for American Progress delved into these findings and shared policy recommendations from [Time for the U.S. To Reskill?](#), an OECD Skills Study:

- Use the strengths of the community college system to help young adults access education
- Encourage the learning of basic skills along with work-based learning through CTE and employer training
- Align efforts across public and private sectors

These recommendations were echoed by a panel session in which the speakers highlighted several strategies for improving adult skills, such as high-quality CTE, sector and pathway approaches and accelerated, contextualized developmental education.

Dr. Brenda Dann-Messier of the Office of Vocational and Adult Education (OVAE) announced a cross-agency engagement process on improving adult skills, which will include OVAE-hosted conversations around the country and other opportunities to provide input.

vii Cuyahoga Valley Career Center [website](#); additional information from CVCC staff.

viii Maine CTE [website](#).

ix OECD, [OECD Skills Outlook 2013: First Results from the Survey of Adult Skills](#), 2013.



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