

# CTE Monthly

May 2015

## CTE Quick Facts

### Did you know?

- ▶ In a study of college freshmen, 60 percent who had participated in at least one high school work-based learning activity and 64 percent who had participated in two or more work-based learning activities had a college GPA above 3.0, compared to 58 percent of the entire cohort.<sup>i</sup>
- ▶ 89 percent of the general public, and 74 percent of hiring decision-makers, agree that students with relevant work experience make more successful employees.<sup>ii</sup>

## Perkins and WIOA: How Will They Impact Each Other?

ACTE and NASDCTEc are exploring how [draft Workforce Innovation and Opportunity Act \(WIOA\) regulations](#) could affect CTE programs.

For instance, data and accountability regulations impact CTE programs that serve as training providers under the WIOA system. The regulations also have important implications for future changes to the Perkins accountability system, as there is great interest at the federal level in standardizing data collection and reporting where possible and appropriate.

In addition, WIOA's combined state plan option may be used to incorporate one or more related programs into the unified plan, including CTE programs funded by Perkins.

Learn more with ACTE's [WIOA coverage](#).

i Swail and Kampits, [Work-based Learning and Higher Education: A Research Perspective](#), Educational Policy Institute, 2004.

ii Northeastern University, [Innovation Imperative: Enhancing Higher Education Outcomes](#), 2013.

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

iv Ibid.

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## Career Spotlight



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number of promising occupations from which to choose. The professions that constitute this dynamic industry sector are essential to the smooth operation of a modern economy.

According to a study from Georgetown University, occupations in this area are projected to grow by 10 percent between 2008 and 2018.<sup>iii</sup> In addition, by 2018 experts project that 85 percent of jobs in this field will require at least some form of postsecondary education.<sup>iv</sup> As job requirements increasingly rely on higher order reasoning, problem solving and mathematical skills, education and training beyond a high school degree will continue to be an increasingly common prerequisite in this cluster.

[Bergen County Academy for Business and Finance](#) (ABF), part of the Bergen County Technical School System in Hackensack, New Jersey, is one of the first career academies established in the state. Since 1992, ABF has been providing a hands-on introduction to the exciting world of business and finance. Part of the International Baccalaureate program (IB), ABF students take a rigorous course sequence beginning in ninth grade that includes academically challenging coursework with capstone projects enabling students to demonstrate their content knowledge and skills in this field.

One of the defining features of this Academy, which sets it apart from many other comparable programs, is ABF's strong partnerships with the private sector. ABF boasts partnerships with Merrill Lynch, the Federal Reserve Bank of New York, Ernst & Young LLP, Bloomberg and a host of other businesses. All seniors are required to successfully complete an internship prior to program completion, which helps students gain the real-world knowledge most demanded by today's employers. Find out more about the program—a NASDCTEc 2015 Excellence in Action award winner—[here](#)!

## President Delivers Commencement Address at Lake Area Technical Institute

President Obama recently delivered a commencement address to the graduating class of 2015 from [Lake Area Technical Institute](#) (LATI) in Watertown, South Dakota. LATI serves more than 2,000 students enrolled in programs ranging from financial services to robotics, and has gained national recognition for its programs' high post-graduate job placement rates and students' increased earnings potential. The President emphasized the tenets of successful CTE programs that drive LATI's success, including collaboration with employers and hands-on learning opportunities, and reiterated these programs' role in increasing economic mobility while overcoming the challenges associated with the growing skills gap.

## School Spotlight

### Ballard Maritime Academy

[Ballard Maritime Academy](#), one of five career academies at [Ballard High School](#) in Seattle, integrates technical and academic content around a maritime theme, developing skilled employees to support the large maritime industry in the northwestern United States, including more than 250,000 maritime-related jobs in the Puget Sound.

Students gain skills and explore careers in recreational boating, commercial fishing, shipyards and vessel construction, boat design, maritime law, cruise ships, oceanography and the merchant marine or service academies. Classroom learning is supplemented by laboratory experiences, field trips and a yearly adventure trip. Students also put their skills to the test in a paid internship between their junior and senior years.

The Academy is a collaboration between Ballard High School, the Youth Maritime Training Association, local maritime industries and marine-related educational institutions. Approximately 85 percent of students go on to postsecondary education, and about a quarter continue in a maritime- or marine-science-related field.<sup>v</sup>



Photo courtesy of Ballard Maritime Academy

### Student Spotlight

Gabrielle Cidras of Germantown High School, New York, knew in her freshman year that she wanted to be in the criminal justice program at [Questar III BOCES](#)' Columbia-Greene Educational Center in Hudson. According to Cidras, "My relatives who work in law enforcement sparked my interest in it." However, she was too young in ninth grade to enroll. Cidras said she would be back, and true to her word, she enrolled in the program in the fall of her junior year.



Photo courtesy of Questar III BOCES

An honor roll student and a member of SkillsUSA, Cidras and her peers won the state SkillsUSA competition for crime scene investigation and represented the state in the national competition in 2014. "I highly recommend the criminal justice program to other students and loved the hands-on exercises," says Cidras.

After graduating in June 2014, Cidras enrolled at Johnson & Wales University in Providence, with nine postsecondary credits already under her belt. She is taking courses in forensics, and has won an internship at the New York State Forensics Lab. She plans to work in a forensics lab after college graduation.<sup>vi</sup>

### Postsecondary CTE Increases Earnings

A report from the National Bureau of Economic Research shows that postsecondary CTE programs hold great potential to increase students' earnings once they enter the workforce.

[Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges](#) examines data from 112 community colleges and 2.6 million students to determine a student's return on investment after participating in postsecondary CTE by measuring their earnings once they entered the labor market.

The study indicates that many CTE program participants experienced significant increases in their earnings, which averaged 12 to 23 percent higher after attainment of CTE certificates and degrees. The programs that demonstrated the highest return on investment were in health occupations, including long-term certificate and associate degree programs, which showed increases of 50 percent or more.<sup>vii</sup>

The authors recommend that further research be conducted to examine the longevity of these findings by sector, as well as to determine what previous educational experience lays the foundation for students to make the most of their participation in postsecondary CTE.

<sup>v</sup> ACTE, [CTE: The Key to Economic Development in Transportation, Distribution and Logistics](#), 2015; additional information from BMA faculty.

<sup>vi</sup> Questar III BOCES, [Preparing for forensics career](#), February 12, 2015.

<sup>vii</sup> Stevens et al., [Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges](#), National Bureau of Economic Research Working Paper No. 21137, April 2015.



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