

CTE Monthly

November 2011

CTE Quick Facts

Did you know?

- 81 percent of dropouts said that more “real-world learning” may have influenced them to stay in school.
- The more students participate in career and technical student organization (CTSO) activities, the higher their academic motivation, academic engagement, grades, career self-efficacy and college aspirations.
- CTE students are significantly more likely than their non-CTE counterparts to report that they developed problem-solving, project completion, research, math, college application, work-related, communication, time management, and critical thinking skills during high school.

Career Spotlight

Transportation, Distribution and Logistics



Photo Courtesy of the Oklahoma Department of Career and Technology Education

The transportation, distribution, and logistics (TDL) industry provides critical support for moving people and products by land, sea, or air. As the economy recovers and the demand for goods increases, so will the need to transport products to businesses and consumers. The Bureau of Labor Statistics projects that almost 400,000 new jobs will lead to a four percent employment increase in this area between 2008 and 2018. Demand for workers is expected to increase as manufacturers contract out more transportation-related duties. Across the nation, Career Technical Education (CTE) career pathways in TDL are preparing students with the academic and technical skills needed to succeed in TDL careers.

Students pursuing career pathways in TDL graduate ready to pursue work and further education leading to occupations such as: air traffic controllers, engineering, aircraft mechanics, court clerks, postmasters and mail superintendents, urban and regional planners, flight attendants, and many other positions. Depending on a student’s area of interest, TDL secondary graduates may choose to enter the workforce directly in positions such as commercial truck driving, earn a certificate or two-year degree to pursue areas like aircraft technology, or enter a four-year degree program in urban design, engineering, or other areas.

In 2008, Desert Vista High School in Phoenix, Arizona, launched a Hydrogen Fuel Cell program that spans the TDL and Science, Technology, Engineering, and Math (STEM) career pathways. Under the guidance of their teacher and professors from Arizona State University, students learned concepts by integrating automotive technology coursework with computer manufacturing and mechanical engineering. One hundred percent of participating students in the class of 2010 graduated high school, and nearly all participating students were employed, pursuing further education, or enrolled in the military within several months of graduating.

NASDCTEc Webinar, "CTE: Keeping Adult Learners Competitive for High-Demand Jobs."

The webinar will take place on Thursday, December 8th from 3:00 – 4:00 pm. Experts from the field will describe how their programs directly and indirectly keep adult learners competitive for high-demand jobs.

Dr. Ron Duggins, Director of the Center for Business Development at Oklahoma’s Meridian Technology Center, will discuss Meridian’s Business Incubator program and how it helps adult entrepreneurs to launch successful businesses. Mr. Harry Snyder, Adult Workforce Development Supervisor at Great Oaks Institute of Technology and Career Development in Ohio, will describe how Great Oaks’ Aviation Maintenance – Power Plant Technician class is preparing adults for high-demand jobs and meeting the needs of area businesses.

To learn more about this webinar, click [here](#).

Perkins Needs Your Support!

In the current CR, an unprecedented clause subjected previously appropriated advanced funding for a number of education programs to a 1.5 percent cut. This cut impacted Perkins funding and resulted in reduced allocations for schools on October 1. On top of cuts already included in the FY 11 appropriations bill, states and school districts saw an additional cut of \$342 million to their Perkins allocations with only a few days notice. This cut was unexpected and hurts CTE programming.

When Congress considers a new CR, we hope that the language affecting advanced appropriations is removed so that states and school districts can receive the CTE funds that were planned for the 2011-2012 school year.

School Spotlight



Elmwood-Murdock High School

Located on the eastern edge of Nebraska, Elmwood-Murdock provides numerous career education opportunities through its business education, family and consumer science, and industrial technology programs. Each of these disciplines has a corresponding student organization: FBLA, FCCLA, and SkillsUSA. Over sixty percent of the student body belongs to one or more of these organizations, and throughout the year students conduct service projects, create partnerships with business, and participate in competitive events. Students have earned national recognition for 20 consecutive years.

Career education for all students starts early. Junior high students complete a number of assessments, and a Life Skills course is taken by all freshmen. For a culminating activity, all seniors are required to complete the Critical Issues course, where they prepare for their career aspirations by participating in job shadows, completing campus visits, and writing career papers. Additionally, they prepare resumes and portfolios, participate in mock interviews, and complete 20 hours of community service. Finally, they focus their career aspirations further by preparing a senior project where each student creates a product and presents it to a panel of individuals including the classroom teacher, project adviser, and a community resident. Last year, 42 percent of the 38 graduating seniors presented projects that are directly related to the three career and technical education programs offered by the district.

Elmwood-Murdock's commitment to career and technical education hasn't gone unnoticed. FBLA's recent partnership with a local manufacturing business provided members with many learning opportunities and a 10th place finish in the Partnership with Business event at the 2011 National Leadership Conference. In addition, at the 2011 Nebraska Career Education Conference the school received the Outstanding Program Award for excellence in achieving student success through Career and Technical Education.



Student Spotlight

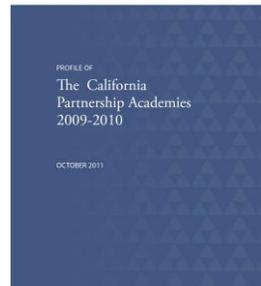


Jacob Barnett, a graduate of Houston High School and current student at Bevell State Community College (BSCC), is an excellent example of a successful career and technical education student. During high school, Jacob was an active member of the National FFA, which provided him with a great foundation for his future career.

Through CTE, Jacob realized his passion for welding. With his involvement in FFA, he gained the knowledge and framework for his career choice. "I have always enjoyed hands-on education, and there is always a demand for welding in the workforce." CTE has made a significant difference in Jacob's life because of the career skills that he has learned.

Jacob won numerous awards for his involvement with FFA. He received the MS FFA State Degree, the Dekalb Agricultural Achievement Award and the State Star in Agribusiness. Jacob was also a member of the Houston FFA Welding Team for two years, which motivated his desire to pursue welding.

California Partnership Academies



According to a new report by the California Department of Education, 95 percent of seniors attending California Partnership Academies (CPAs) go on to graduate, compared with 85 percent of students statewide. Even more impressive, the graduation rate for African American students in CPAs was 16 percent higher than African

American students statewide, and for Hispanic students, the graduation rate was 14 percent higher. The report also found that "57 percent of CPA graduates fulfilled the courses required for admission to [University of California or California State University] systems, compared to 36 percent of graduates statewide."

What also makes these results so impressive is that 50 percent of CPA students enter the program as "at-risk students."

CPAs follow the career academy model, utilizing small learning communities within larger high schools and following "a multi-year program of study in an industry-themed pathway that combines rigorous academics with demanding career technical education," which allows them to "engage directly with the world of adult work."

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This newsletter is a collaborative publication of the Association for Career and Technical Education and the National Association of State Directors of Career Technical Education Consortium. It aims to keep Congress informed about CTE events, data, best practices and student success stories.