

## Articles of Interest

Equity and CTE  
August 2020

May 2019, [Career Education's Incomplete Transformation](#)  
Inside Higher Education

## Career Education's Incomplete Transformation

Although career and technical education has made gains in graduation rates and academic outcomes, a report warns about continuing struggles of traditional vocational students.

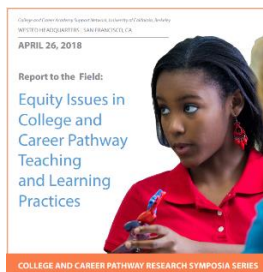
By [Andrew Kreighbaum](#) // May 1, 2019

### Making Good on the Promise Series

[A Guide for State Leaders: Equity in Career and Technical Education](#) (CTE), February 2019, New Skills for Youth Initiative (a partnership between the Council of Chief State School Officers (CCSSO), Advance CTE, and Education Strategy Group)

Series highlights three key strategies state leaders can follow to de-stigmatize CTE programs and rebuild trust within historically underserved communities. Each strategy has its own full report:

1. [Understanding the Equity Challenge in CTE](#), September 2018
  - Confronting CTE's legacy
2. [Examining Access and Achievement Gaps](#), September 2018
  - Close examination of three state working to close equity gaps by:
    - Leveraging accountability to draw attention to inequities
    - Committing to data transparency
    - Examining root causes of achievement and access gaps
3. [Building Trust to Promote Equity in CTE](#), January 2019
  - Focused on building trust and prioritizing outreach and communication of the promise of CTE to communities previously (or currently) no served equitable.



April 2018, [Report to the Field, Equity Issues in College and Career Pathways Teaching and Learning Practices](#)  
(K12 College and Career Pathways Focused)

### Office of Community College Research and Leadership, Research Brief, 2018

[Equity and Career and Technical Education](#) "Career and Technical Education (CTE) can be a gateway to achieving equity, but there are still gaps in opportunity that hinder pursuing this goal..." The Office of Community College Research and Leadership (OCCRL) conducted an exploratory case study of CTE programs making noticeable gains in supporting underrepresented and underserved students. Includes structures and practices implemented.



**AEI, May 2019, Brief: [The evolution of Career and Technical Education 1982-2013](#)**

*“For CTE to be Successful, leaders... must ask themselves not just whether CTE programs are producing adequate outcomes, but also whether CTE systems target the students who need them the most.”*

- [One pager](#)
- [Full Report](#)

### Key Points

- As vocational education has evolved into career and technical education (CTE) over the past several decades, it has progressed away from the stigma and stereotype of “voc-ed” as an academic dead end. However, the transformation from vocational education to CTE may have hidden, rather than solved, the durable challenges of vocational education.
- Over 30 years, the percentage of graduates concentrating in “Traditional Vocational” occupational areas—such as manufacturing or agriculture—has fallen, while the percentage concentrating in “New Era” areas—such as computer science and health care—has grown dramatically.
- Across many measures, including school engagement, academic performance, and college attendance, New Era CTE concentrators consistently show no measurable differences from average graduates, while Traditional Vocational CTE concentrators consistently fall below average.
- New Era concentrators’ growth and relatively higher outcomes have had an outsized influence on CTE concentrators’ average outcomes, suggesting average improvements may be driven by compositional rather than programmatic effects.
- For CTE to be successful, leaders (especially those currently developing state plans) must ask themselves not just whether CTE programs are producing adequate outcomes, but also whether CTE systems target the students who need them the most.



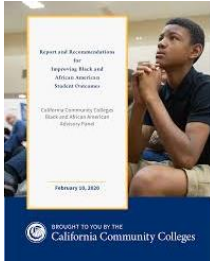
**McKinsey Report, June 1, 2020**

[COVID-19 and student learning in the United States: The Hurt Could Last a Lifetime](#)

**Georgetown University’s Center on Education & The Workforce**



- [The Unequal Race for Good Jobs](#) - How Whites Made Outsized Gains in Education and Good Jobs Compared to Blacks and Latino
- [The Merit Myth](#) – How Our Colleges Favor the Rich and Divide America
- [Born to Win, Schooled to Lose](#) - Why Equally Talented Students Don’t Get Equal Chances to Be All They Can Be
- [Three Educational Pathways to Good Jobs](#) – High School, Middle Skills, and Bachelor’s Degrees



**CA Community Colleges Black and African American Advisory Panel's**  
[Report and Recommendations for Improving Black and African American Student Outcomes](#)  
February 10, 2020

## LOW AWARENESS OF CAREER EDUCATION PREVENTS STUDENTS FROM PURSUING NEW CAREER PATHWAYS

Informal focus group participants reported an extremely low level of awareness of career education, with students having difficulty identifying career education programs on their campus.

*“I had never heard of the Career Education Program until last night at the Town Hall.”*

*– Fresno focus group participant*

- In the town halls, students and parents expressed little awareness of career education program opportunities.
- The value of community college career education programs as a pathway to good paying jobs and careers must be emphasized and made clear to Black and African American current and prospective students and parents.

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## RECOMMENDATION #5: CAREER EDUCATION

The Advisory Panel plans to intensify efforts to increase awareness in the Black and African American community of the role career education plays in preparing students for good paying jobs and careers that do not require a four-year degree. Along the same lines, the Vision for Success aims to increase the percent of exiting career education students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 76% – the average among the quintile of colleges showing the strongest performance on this measure – and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index. Improvements on this measure would indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find and secure jobs.

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