

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: January 9-10, 2008

SUBJECT: **CAREER AND TECHNICAL EDUCATION STUDY**

SERVICE UNIT: Ms. Edie Harding, Executive Director
 State Board of Education

PRESENTER: Dr. Kyra Kester, Senior Research Associate
 Social and Economic Research Center/Puget Sound Division

BACKGROUND:

The legislature asked the Board to...

“...reevaluate the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have sufficient opportunity to earn a certificate of academic achievement, complete the program and earn the program's certificate or credential, and complete other state and local graduation requirements. The Board shall report its findings and recommendations for additional flexibility in graduation requirements, if necessary, to the legislature by December 1, 2007.”¹

The Board hired Washington State University's Social and Economic Research Center to analyze available data from the classes of 2005 and 2006 (the most recent year data was available) to provide a better understanding of graduation trends for Career and Technical Education (CTE) completers—students enrolled in vocationally intensive programs.

The study analyzed graduation trends and WASL performance for students enrolled in the 16 different CTE programs to determine the:

- relationship between high school students who graduate and their peers who have completed CTE programs;
- relationship between high school graduates and non-graduates who complete CTE programs and various characteristics of the students (demography, socio-economic status) and their districts (geography/poverty);
- post-high school graduation characteristics of the class of 2005 and 2006 (e.g., tech prep participation and completion, enrollment in two-year schools, enrollment in four-year schools); and
- number of industry certificates earned.

¹ RCW 28A.230.090

The Board will view a presentation that will illustrate characteristics of these groups, including ethnicity and gender, and characteristics of the schools they attend, such as size, poverty rate, and WASL success. CTE definitions and structure will be explained, as well as issues affecting CTE programs.

The data show that:

- In 2005 and 2006, CTE students had much the same characteristics (gender, ethnicity) as the general student population.
- CTE students' choices of the 16 CTE programs they took changed, in some cases substantially, with enrollment increasing in some areas and decreasing in others.
- CTE programs varied in the rate at which students in them met standard on the WASL, graduated, attended college, required college remediation, and went to work.

Most important, students continued to graduate and complete CTE programs at virtually the same rate in 2006 as in 2005. In fact, the overall number of students completing a CTE program relative to their peers actually rose slightly in 2006.

Copies of the report will be distributed at the meeting.