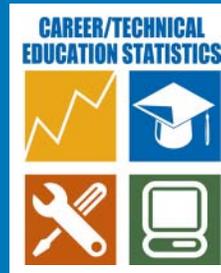


CTES Update

A QUARTERLY NEWSLETTER FOR THE NCES TECHNICAL REVIEW PANEL ON CAREER/TECHNICAL EDUCATION

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2007 Technical Review Panel (TRP) Meeting

The Career/Technical Education Statistics (CTES) TRP convened in Washington, DC on July 24–25. As usual, we had a number interesting and lively discussions about a variety of topics related to national data collection and reporting for Career/Technical Education (CTE). This newsletter describes some highlights from the meeting. A full meeting summary will be available in August.

CTES Tables on the Web

Jerry Malitz of the Institute of Education Sciences (IES) gave us a virtual tour of the NCES website, and Lisa Hudson of CTES walked us through the Tables on the Web site. The TRP recommended adding multiple terms to the NCES search engine so that “career,” “technical,” and “vocational” all call up the full set of relevant tables and publications. TRP members also suggested that the current CTES Tables on the Web site is difficult to navigate, and requires too many steps to find a relevant table. We will investigate how to make the site more user friendly.

Coverage of Area CTE Schools

Ross Santy explained the status of the Education Data Exchange Network (EDEN) and its role in collecting data on U.S. schools, and Kerry Gruber presented steps that the Schools and Staffing Survey (SASS) program has taken to improve the coverage of area CTE schools in the 2008 SASS survey. It became evident that CTES needs to follow up to ensure that the coverage of area CTE schools continues to improve in the Common Core of Data (CCD) and in EDEN.

High School Longitudinal Study (HSLs)

Laura LoGerfo of NCES presented on the current status of and plans for HSLs, which will begin following 9th-graders in 2008-09. The TRP offered a number of suggestions, including focusing on assessing math skills and not problem solving in the math assessment; surveying engineering and technical teachers in addition to math and science teachers as of the 11th-grade; investigating a variety of factors that motivate students’ coursetaking, including participation

in career/technical student organizations, teacher reputations and behaviors, perceptions of teacher feedback and personal efficacy; and asking students about their future career plans, since almost all report they plan to attend college after high school.

Shaping Current Analyses

MPR Associates presented two Issue Brief analyses being done at the high school level and sought feedback from the TRP on key measures and approaches. With respect to “A New Look at CTE,” the TRP recommended focusing on concentrators and on participants at different levels in CTE. With respect to “Science Achievement and Science and CTE Coursetaking,” the TRP cautioned that readers may draw causal inferences and suggested some ways of organizing the analysis so that it minimizes selection bias.

Future Issue Briefs

JBL Associates presented possible postsecondary topics for Issue Briefs for 2008. The TRP ranked the topics in the following order: 1) How CTE students pay for college, 2) Pathways to postsecondary education, 3) Trends in CTE coursetaking and labor market demand, and 4) Trends in participation by gender.

MPR Associates presented possible secondary topics for Issue Briefs for 2008. The TRP ranked these topics in the following order: 1) Transition into postsecondary education and the labor market, 2) Trends in academic coursetaking and achievement, 3) Participation in career/technical student organizations (CTSOs), and 4) Comparing school offerings and student coursetaking.

The TRP also recommended Issue Briefs looking at postsecondary CTE faculty and the relationship between state graduation requirements and high school coursetaking. We will explore all of these proposals in more detail, to evaluate the feasibility of each one; we may also combine some of the proposals to produce larger Statistics in Brief topics—for example, trends in CTE coursetaking at both the secondary and postsecondary levels and labor market demand.

Other National Efforts

Ric Hernandez of the Office of Vocational and Adult Education (OVAE) presented plans for the new National Research Center for CTE, and Jay Noell of the Office of Planning, Evaluation, and Policy Development (OPEPD) presented plans for the latest National Assessment of CTE. NCES will continue to coordinate with both efforts.

CTES FAST FACT

FEDERAL REVENUES

In fiscal year 2005, federal revenues received by local education agencies (LEAs) for “vocational education” totaled \$627 million, about 1 percent of all federal revenues received by LEAs for public elementary and secondary education. Funds for “vocational education” compared with \$11.1 billion for Title I, \$9.1 billion for special education, \$8.5 billion for child nutrition, and \$1.2 billion for impact aid. LEAs also receive federal funds for math and science, drug-free schools, and other programs.

SOURCE: Zhou, L., and Gaviola, N. (2007). *Revenues and Expenditures for Public Elementary and Secondary School Districts: School Year 2004-05 (Fiscal Year 2005)* (NCES 2007-355). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics. Retrieved July 30, 2007, from <http://nces.ed.gov/pubs2007/2007355.pdf>.