CAREER AND TECHNICAL EDUCATION: POSTSECONDARY OUTCOMES OF THE C

program pr

academic and technical skills needed for entry into t

report assesses whether significant differences exist

graduates, based on their CTE participation and indus

of 2010, 852 (21%) were CTE graduates and 205 (5%)

2009–2010 school year. The demographics of CTE gra

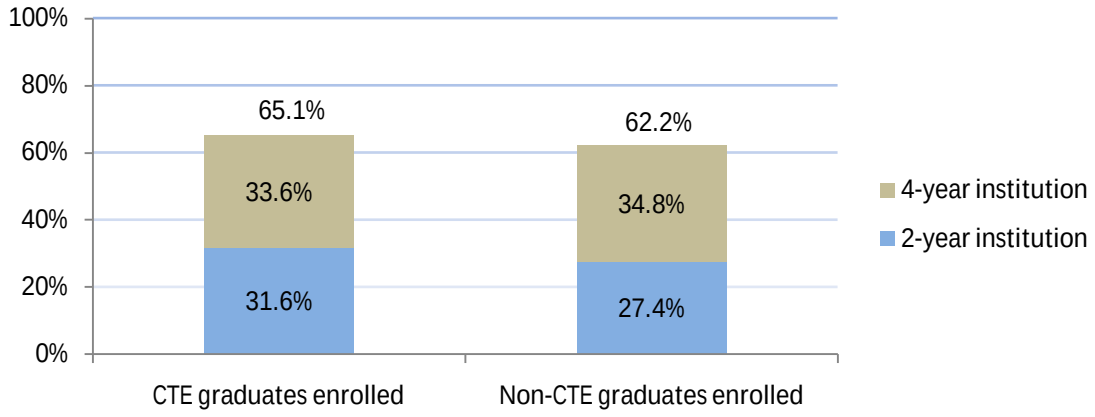
following way: a significantly higher percentage of C

disadvantaged (52.3%) compared with non-CTE gradu

disadvantaged)

Did the postsecondary education outcomes of CTE and non-CTE graduates differ?

Figure 1. No significant difference existed between CTE and non-CTE graduates regarding enrollment in a postsecondary institution, nor did significant differences exist in enrollment in a 2-year or 4-year institution between CTE and non-CTE graduates, in contrast with results for the Class of 2009 (Pazera, 2009).



CTE Graduates

The graduates in this study were considered CTE graduates if they took an upper-level course in a CTE sequence of two or more courses for three or more credits, or they followed such a sequence and it included a Tech Prep course (i.e., with articulated credit at the postsecondary level) during their senior year of high school. Taking an upper-level CTE/Tech Prep course resulted in these students being categorized as a CTE level 2 or 3. Level 2 and 3 graduates were chosen as a unit of study for CTE program evaluation because the sequential course of study provided them with a foundation for a career, as opposed to CTE level 1 students, who took random CTE courses, and CTE level 0 students, who did not take any CTE courses in their senior year. Any graduates not identified as level 2 or 3 in their senior year were considered non-CTE.

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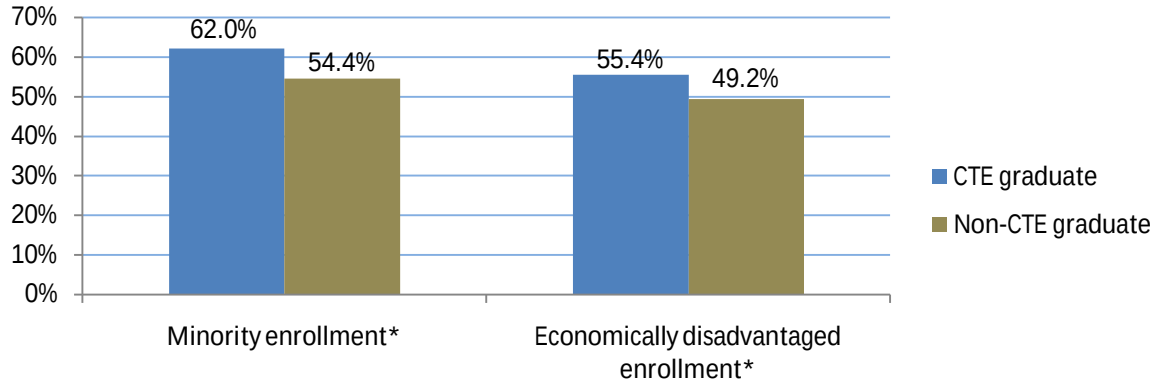
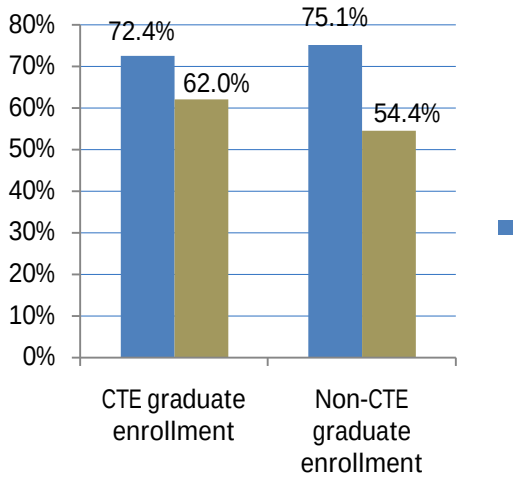
Carol Pazera, M.S., M.A.

Although the college-

Figure 3. Postsecondary enrollment outcomes for minority and economically disadvantaged graduates were significantly better if they were CTE graduates.



Figures 4a and 4b. Although an enrollment gap existed between White and minority and between economically disadvantaged and non-economically disadvantaged graduates, these gaps were significantly smaller for CTE graduates.



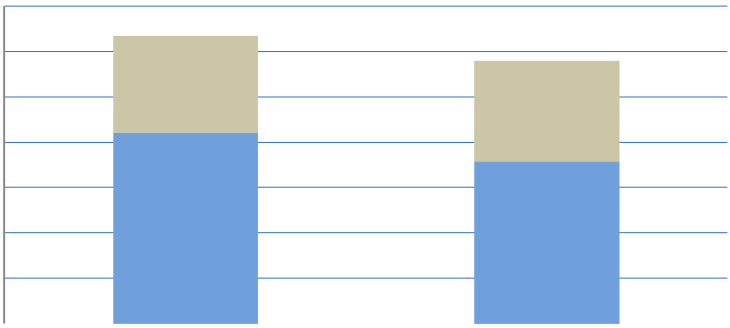
The postsecondary enrollment outcomes for minority and economically disadvantaged CTE graduates may be attributed either to their CTE program participation or to a characteristic of these students that resulted in them choosing to both participate in CTE and to continue their education after high school.

Did the postsecondary employment outcomes of CTE and non-CTE graduates differ?

Data from the Texas Workforce Commission (TWC) documented employment of 2010 graduates from July 2010 through March 2011. Only graduates with a Social Security number reported in AISD student data systems were eligible to be located in the TWC database, leaving 3,445 (85%) of the 4,073 graduates in the analysis.

Figure 5. Almost 60% of all AISD graduates were working, and 63% of those working also were enrolled in a postsecondary institution.

Figure 6. A significantly higher percentage of CTE graduates than of non-CTE graduates were employed after high school.



The higher percentage of CTE graduates working was not accounted for solely by their economic status. CTE status also appeared to play a role. Overall, a significantly higher percentage of economically disadvantaged graduates (62%) than of non-economically disadvantaged graduates (57%) were working. However, including only economically disadvantaged graduates in the analysis did not change the results: a significantly higher percentage of economically disadvantaged CTE graduates than of economically disadvantaged non-CTE graduates were working.

Did the postsecondary outcomes of industry certificate an

No significant difference existed in the postsecondary enrollm
certifications and those without (3,868): 65.4% of certificate
holders were enrolled. Nor did a significant difference exis
non-certificate holders: 65.6% of certificate holders were
working. Thus, no evidence exists that earning an indust
job market.

llege and career ready.