



CTE is Career and Technical Education

CTE = Higher Graduation Rates

CTE students are more likely to complete high school. This statement is based on countless studies and supporting data including:

The “Silent Epidemic” a nationwide study of high school dropouts funded by the Gates Foundation
Indiana University Study on High School Student Engagement
Dropout Calculator from “Big Picture Learning”

CTE = Increased likelihood of persevering in college and obtaining a degree

Students taking three or more high school CTE courses are far more likely to persevere in college and obtain a degree. Sources include:

National Research Center for Career and Technical Education, University of Louisville
High Schools That Work, Southern Regional Education Board

CTE = Career Readiness

Many CTE courses lead to industry credentials while most prepare students for the world of work by providing “real world” examples, problem based learning, and authentic assessment. CTE coursework encourages critical thinking and problem solving while applying core area knowledge in authentic and meaningful ways. A study of pre-employment screening exams for some of the State and nation’s largest employers reinforces the need for CTE coursework in our schools.

However.... Over the past several decades, many States have mandated more core academics. These additional core courses have made no impact on national test scores and student achievement measures. The charts on the back illustrate the impact of more core mandates. In short, more of the same is not working and these mandates get in the way of students taking CTE courses!

Quality CTE coursework is the **solution** to our workforce AND college preparation needs.

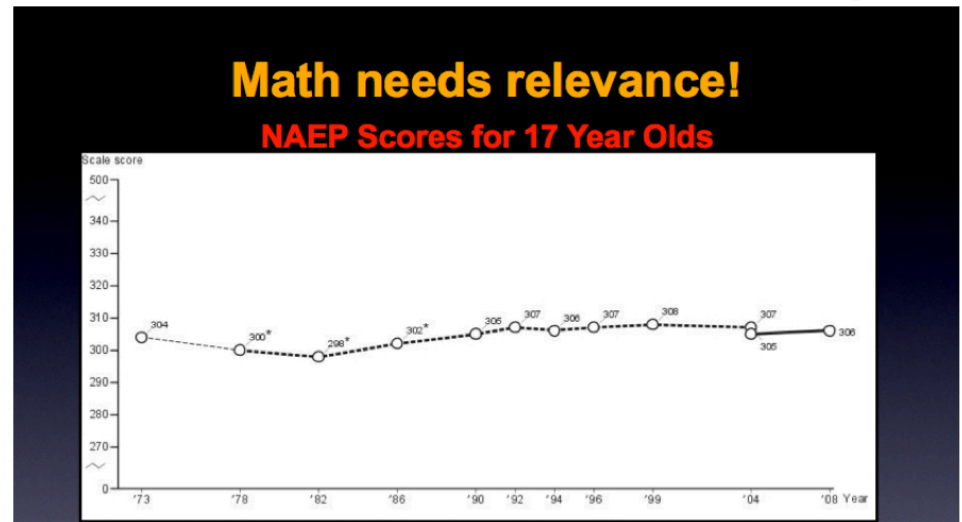
In an effort to increase student performance on standardized test scores, many states have mandated more high school Mathematics over the past several decades.

2012 test data shows virtually no change with a national score of 306. It has flat-lined. Math scores have deviated less than two percent from the mean over the past four decades. This is in spite of increased mandates in many States including Illinois.

More of the same does not work and gets in the way of students taking beneficial CTE coursework. As a result, some States have pulled back on mandated coursework.

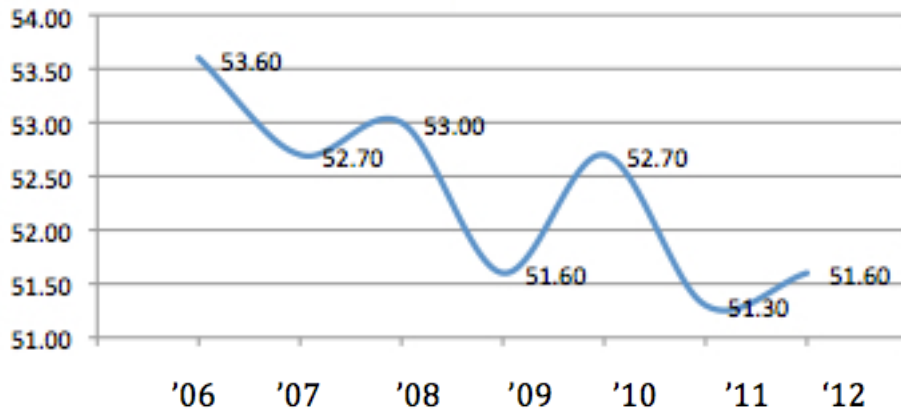
Several years ago, Illinois mandated additional core coursework in our high schools. This begs the question:

National Assessment of Educational Progress



What impact has additional core coursework had on student achievement in Illinois?

2006-2012 Illinois PSAE trend data for 11th grade Math



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The class of 2009 was the first class to be required to take three years of high school math. This would indicate that many of the scores of 11th graders in 2008 would be students in their third year of math working towards fulfilling the additional graduation requirement. As the chart clearly indicates, additional mandates have no positive impact on standardized test scores.

Overall reading scores show a more significant decline since the advent of an additional Language Arts requirement. Industry exams clearly point to the need for technical reading and the importance of a firm understanding of elementary mathematics. CTE texts contain technical reading and are often the highest grade level text found in our schools. Additionally, they contain industry specific language and applied math preparing our students for the world of work.