



## Guidance and Career Development Division

*Educate. Advocate. Lead.*

### Greetings from your Division Vice-President—Dr. Raymond Davis, Jr.



The Guidance and Career Development Division (G&CD) has had a great year and gearing up for a better one! I am proud to share that the division has been very involved in advocating for stronger guidance policies in pending national legislation, working with the ACTE staff to expand member-requested programming and outreach to our division members, and preparing for an exciting Career Tech VISION 2013 in Las Vegas.

It is with great pride in our guidance profession that we in G&CD have forged a strong working relationship with the talented and astute Legislative Affairs staff of ACTE. The dialogue between our G&CD Policy Committee members and our “ACTE team on the Hill” makes me confident that the guidance profession is in an integral part of legislation advocacy in Washington. In addition, we have forged strong alliances with other guidance-oriented organizations to create a unilateral approach to legislative outreach and CTE understanding in our nation’s capital. I encourage you to read Alisha Hyslop’s newsletter article to ensure that you are updated on not only Perkins reauthorization, but WIA, HEA, ESEA, and other guidance related legislation your representatives are debating in DC. Get involved! Follow ACTE’s legislative blog, write your representatives, and plan now to be with us in Washington for the all-important National Policy Seminar in March 2014!

Our division has a strong commitment to professional development. Our Policy Committee’s Dr. Anne Sourbeer Morris lead our efforts with our Member Survey which provided us with great feedback on how we can better serve YOU not only at VISION 2013 but during the entire year. I urge you to bookmark our new and improved Guidance and Career Development website on ACTEonline.org. We have new links to resources, a new leadership seminar delivered by US Army, and many new blogs created to keep you on the cutting edge as an ACTE member. Look for much more this summer!

Your feedback on the VISION 2012 survey has greatly assisted us in developing a refreshing new format of programming at VISION 2013! Our division will host Dr. Bill Symonds and a panel of national experts from Harvard’s Pathways to Prosperity groundbreaking educational work. Hosted by G&CD Policy Committee member and career development pioneer, Phil Jarvis-Career Cruising, this forum will create a professional discussion between CTE administrators, career center directors, ACTE staff, CTE corporate employers, and school-based career guidance experts on the challenges and the future of guidance within America’s CTE programs. Also, we will be delivering G&CD Roundtables to share the nation’s best effective programming in career guidance featuring a select group of school-based experts on such topics as career academies, labor market info, military career pathways, and more! Be sure to mark your calendar for VISION 2013 and our G&CD Business and Networking Seminar in which we’ll not only update you on guidance issues you are telling us you need, but simultaneously get you connected to division members who can help you improve CTE career guidance in your LEA or state office! Look for more details in G&CD eBlasts and our future newsletters.

Finally, I want to thank our exceptionally hard-working Policy Committee, since last annual meeting we have had four conference calls and hundreds of communiqués focused on processing and meeting the needs expressed by members from our surveys. I am very thankful to work with this incredible group of professionals and the many new professionals who have stepped forward to join our leadership as we work to create a stronger capacity for guidance and career development in ACTE, CTE, and our wonderful nation. Please contact me or any of our Policy Committee members listed in this newsletter and be a part of an exciting national movement! Together, we will!

*Ray*

# Communication 101

Janice M. Tkaczyk, M.Ed., CAGS  
National Director, Universal Technical Institute

Connection means communication. Two-way channels of communication are the foundation for establishing the professional relationships needed for all school/career counselors if they are to be effective in supporting student success. Solid in-school communication about the school/career counseling programs builds strong support. Instructors will support you if they know what you are doing. Because professional school/career counselors must collaborate with others throughout the school, strong communication strategies are paramount.

To begin this process, you must develop a cohesive vision for the department with your school/career counseling staff. They need to both understand and have input into the department's methods and assignments, schedules and priorities. Only then are they ready to develop external communication strategies throughout the school. A cohesive, unified school counseling department goes a long way in opening doors around the building.

So, let's assume these steps have been taken. What are your next steps? Let's look at four aspects of effective in-school connections.

## **Keep everyone in "the loop."**

You have organized your testing, classroom guidance lessons, special assemblies, college/career days, etc. How will you inform your colleagues about activities that will affect their schedules and plans? No one likes surprises when it comes to school scheduling. What methods will you use to inform staff, administration, and students about your annual plans?

Placing events and programs on the school calendar is a good first step in getting the word out. It allows your colleagues to plan accordingly. It also establishes the school counseling program as important and avoids any unnecessary conflicts that can create disharmony and can put an event in jeopardy.

In addition to the school calendar, you might want to consider:

- Regular e-mail blasts to the staff and administration
- Home page postings on upcoming events on your website
- Student created bulletin board posters announcing events
- Tagged school/career counselor's email signature with event publicity ("Don't forget the career fair on Tuesday, October 15!")
- Voicemail messages that include upcoming event information

Be creative and have some fun with this. Your colleagues will know they have busy counselors who understand the importance of communication.

Faculty feedback is critical to future planning. When your staff sees that you value their ideas, they feel appreciated. Another way to move the appreciation needle is the simple "Thank You."

## **Communication 101 (continued)**

### **Collect feedback**

Post-event surveys are an effective strategy to determine the opinions of staff/administration about all aspects of your career fair, classroom lessons, field trip, etc. Sometimes you only need to poll a segment of the faculty, and other times you will want to collect school-wide responses. We have the technology. Just keep your surveys short and to-the-point. Long surveys don't result in many completions.

To encourage your teachers to complete even the shortest survey, try placing participant's names on slips of paper and holding a drawing. "Free coffee" coupons and preferential parking for a period of time are both easy to arrange. Local retail owners are happy to donate discount coupons as well.

### **Celebrate and Appreciate**

Once every marking period invite one or more departments for coffee/danish in your office. This is a nice way to take a few minutes over coffee/tea to get to know each other, too. This allows you and your staff to interact with members of the staff in a less formal way while thanking them for all they do to support student success.

### **Leave your office.**

When was the last time you spent time in a classroom? There's no better way to really understand the challenges our teaching staff faces every day than to join them in the classrooms. While there, look for opportunities to include some of your guidance lessons. Students are asking, "When will I use this?" We are the ones who can help answer these questions and add the relevance!

How about a lesson on STEM careers? Not a STEM expert? Contact your local Universal Technical Institute representative. We have an activity-filled workshop that will answer these questions and help students learn the facts about STEM job outlook and salaries.

Strong school/career counseling departments develop creative ways to connect at all levels while having some fun, too! Connecting in school means ongoing communication at all levels. This is vital to your success. You will add value while enhancing your in-school reputation. Good luck!

*Jan Tkaczyk is the director of counselor and academic relations for Universal Technical Institute, Inc. (UTI). With more than 160,000 graduates in its 47-year history, UTI offers undergraduate degree, diploma and certificate programs at 11 campuses across the United States, as well as manufacturer-specific training programs at dedicated training centers.*

Janice M. Tkaczyk, M.Ed., CAGS  
National Director Counselor and Academic Relationships  
Universal Technical Institute  
602-689-3124  
[jtkaczyk@uti.edu](mailto:jtkaczyk@uti.edu)  
[www.uti.edu](http://www.uti.edu)



## Provide Your Input Into the Higher Education Act Reauthorization



Congress has begun requesting comments on the reauthorization of the Higher Education Act, and ACTE needs your input into our priorities!

Specifically, the House Education and the Workforce Committee has asked for input that will enable them to: empower students as consumers in higher education; simplify and improve the student aid and loan programs; increase college accessibility, affordability, and completion; encourage institutions to reduce costs; promote innovation to improve access to and delivery of higher education; and balance the need for accountability with the burden of federal requirements. Issues related to student financial aid and data collection requirements are of particular importance to postsecondary CTE programs.

We have developed a short, 13-question survey for those of you who are involved in postsecondary CTE. It will only take a few minutes of your time. Please [click here](#) to provide your input-your thoughts are extremely important to us!

### Best Practice!

#### Celebrating Character – Annual Banquet Honors Exceptional Students

The Minot CHARACTER COUNTS! Coalition hosted the eleventh annual American Youth Character Awards Banquet at Minot State University, Minot, North Dakota. Keynote for this event was Mr. Chuck Kramer.

The American Youth Character Awards are the only national awards given to young people solely for strength of character. Under the direction of the Josephson Institute of Ethics and the National CHARACTER COUNTS! Coalition, these awards identify and honor young people who are the real and proper role models for their generation.

These awards are not given for isolated acts of heroism or generosity, nor are they given simply for high grades, leadership posts, excellence in athletics or the arts. Rather, the American Youth Character Awards are designed to honor young people (regardless of their family background, race, culture, financial status, I.Q., or physical condition) whose lives and achievements demonstrate an enduring commitment to qualities associated with good character. The recipients of these awards are undeniable role models for our community.



To learn more about this event, please visit the Minot Character Counts Web Site at: <http://pages.minot.k12.nd.us/votech/charactercounts.htm>

To learn more about the Josephson Institute of Ethics, please visit their home page at: <http://josephsoninstitute.org/index.html>

Steve Beutler  
Minot Character Counts! Coalition

## Work-Based Learning, a Gateway to Success

Many parents believe the **ONLY** gateway to success for their children is a college degree. As Career Development Specialists, we encounter students who are not interested in attending college, they are not academically prepared, or they simply don't have the means to pay for it. Regardless if they attend college or not, it seems our students all want a job that will support their lifestyle choices.

Work-based learning can be a great option for many of these students. In retail and the hospitality or service industries, businesses still take anchor employees...those who are dependable and have a strong work ethic, and move them up the career ladder into supervisory and/or management positions. These businesses are not concerned about college degrees...they value experience and look for good people who can do the job.

With the cost of college rising every year, another form of Work-Based learning that is increasing in popularity is Registered Apprenticeship. Most of these opportunities are in the trade, hospitality, or service industries with many of them linked directly to our CTE programs. A Registered Apprenticeship can best be described as a contract between a business and an individual. The business agrees to train the individual into their career field and pay them a fair wage throughout the training period. The individual agrees to stay until fully trained. Many businesses require the individual to stay working for for a set period of time after training is completed.

An example of a person who has found success through a Registered Apprenticeship Program is my niece. She tried college and discovered it wasn't for her. I think she lasted about 2 weeks. After drifting for a bit, she decided to pursue her love of animals and went to work for Pet Smart as a cashier. Pet Smart immediately recognized her strong work ethic and invited her to participate in a 6 month Registered Apprenticeship Program to become a Pet Groomer. She was paid her regular wage throughout the training program. Now my niece has her own pet grooming business in the basement of her home and averages more than \$30.00 per hour. Not bad for someone 28 years old, with NO college debt.

To learn more about Registered Apprenticeship opportunities for your students, visit the United States Department of Labor Registered Apprenticeship website at <http://oa.doleta.gov/bat.cfm>.



For entry-level jobs on an oil rig, students have to go through a basic training and safety program for two weeks at Williston State College. After the safety training, students experience work-based learning that pays very well. For example, the folks who drive a water truck to the drilling site for Fracking start at \$25.00 an hour and they usually spend most of their day waiting in line to get their truck filled with water.

A 2011 report from the Harvard Graduate School of Education entitled Pathways to Prosperity highlighted the fact that the “college for all” push of recent years has resulted in high levels of graduate unemployment, underemployment, and debt. In March, 2013 Harvard University hosted Creating Pathways to Prosperity, an invitational conference that attracted over 400 government, education (including CTE leaders) and business leaders from across the U.S. to explore ways to ensure more students transition from school to early career success. Their ideas are summarized on the Creating Pathways to Prosperity Thoughtstream website sponsored by Career Cruising. The Harvard “Pathways Movement” is calling for action on the following:

- Educators and employers must collaborate to provide “real world” work-based and project-based learning opportunities, like job-shadowing, volunteering, community services, mentoring and coaching, internships, co-op education, apprenticeships, part-time and summer jobs, dual credit programs, etc., for students in secondary and post-secondary programs. Educators can't prepare students for the 21st century workforce alone, and employers won't get the talent they need unless they help prepare students for 21st century careers.
- Career guidance must be enhanced at all levels to enable students to choose learning and career pathways based on their interests and talents, and contemporary labor market and workforce needs.
- All viable pathways to in-demand careers deserve equal priority and respect. Trade and apprenticeship occupations are as critical to economic prosperity as university degree occupations. Encouraging all youth to set their sights on college or university is not in the best interests of all students. Nor is it providing the skilled and experienced young talent employers require.
- Whole-school and whole-community collaboration is required to prepare students to transition from school to success. The contributions of educators, parents, employers, and community agencies are all vital and need to be harmonized.
- While there is no shortage of good ideas or intentions, solutions tend to be fragmented. Legitimate “best practices” must be identified and promulgated.

Under the leadership of NCDA President Rich Feller, a Thoughtstream process similar to Harvard's is underway in advance of the 100<sup>th</sup> anniversary NCDA Conference in Boston in early July. The culmination of this process will be a meeting of NCDA leaders at 4:30 PM on Monday July 8<sup>th</sup> in the President's Suite at the Westin Boston Waterfront, lead by Rich Feller and Harvard Pathways Project Leader Bill Symonds, sponsored by Career Cruising, to discuss an NCDA response to Harvard's call to action. ACTE Guidance Division leaders who are NCDA members are invited.

A similar process is planned for ACTE's Vision 2013 in Las Vegas in December. Under Dr. Ray Davis' leadership, Career Cruising will sponsor a Thoughtstream idea generation process among ACTE Guidance Division leaders prior to the conference. Responses will be shared at our panel presentation “*New Lens on Career Guidance: Helping all students through strong partnerships between guidance professionals and CTE educators*”. Phil Jarvis will moderate the panel that will include Harvard's Bill Symonds, our own Ray Davis and Judy Peterson, NCDA's Rich Feller, Miami Valley Career Technology Center Superintendent Nick Weldy, and Coxe Curry & Associates Senior Consultant Ann Cramer.

Here's a link to a “Discussion with the Experts” webinar broadcast last week responding to Harvard's Call to Action. Panelists included Bill Symonds, Dr. Norm Gysbers, Pam Gabbard and Rich Feller.





The next two months are shaping up to be a very busy time in Washington as Congress works toward its August recess, scheduled for August 5-September 6. During this time, we expect to see a great deal of focus on appropriations bills and other fiscal matters, as well as work on key education and workforce development authorizing legislation.

Related to the Elementary and Secondary Education Act (ESEA), Senate Democrats introduced a reauthorization bill on June 4, and it is expected to be marked up by the Senate Health, Education, Labor and Pensions Committee on June 11. Senate Republicans are planning to introduce their own substitute amendment, and so the prospects for Senate passage remain uncertain. In addition, House Republicans are expected to release a partisan ESEA bill in the next two weeks, kicking off action in that chamber.

There is also a chance that the Senate will introduce a bi-partisan Workforce Investment Act (WIA) bill in late June, moving that bill to a committee markup as well. The House has already passed its WIA reauthorization bill, although it was approved in a partisan manner that is unlikely to be accepted by the Senate.

Perhaps the most important discussions and negotiations over the summer will occur related to a broad array of unsettled fiscal issues. First, both chambers are expected to continue moving forward on FY 14 appropriations bills. However, prospects for completion of any of these bills are uncertain, as the House and Senate have taken very different approaches to setting overall spending caps. The House has set funding for the Labor, Health and Human Services, and Education Appropriations bill at extremely low levels—18% below last year's post-sequester cuts. This makes it very unlikely that a bill will ever be marked up in the House. The Senate is operating with higher spending caps, so we may see bills move forward there. Ultimately, there will have to be agreement on overall spending caps, how to address sequestration and raising the federal debt ceiling. We can expect to see many partisan disagreements as these decisions are made.

Please visit the [CTE Policy Watch blog](#) on ACTE's website at any time for the latest policy news

# Individual Planning or Scheduling?

A personal plan of study (PPS) is a student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster. The foundation of the personal plan of study is the school-approved program of study developed in cooperation with all school-wide departments and the area career centers. It is a map that includes graduation requirements, approved coursework for the student's educational and career goals, and developmentally appropriate work-based learning experiences. It should extend beyond the 12<sup>th</sup> grade and include the first two years of their post-secondary plans. A personal plan of study is developed cooperatively with the student and the student's counselor, teachers and family. The plan is reviewed at least annually and is revised as needed.\* (*adapted from "What's the Plan?" 2006 MCCE*)

Developing a personal plan of study is a key component of the Individual Planning process of a school's comprehensive guidance and counseling program. It is not an event that happens once each year during the scheduling process. It is a process that begins in elementary school with the guidance curriculum that help youngsters develop the knowledge and skills necessary for successful educational and career planning, continues in middle school with appropriate exploratory activities, and culminates in the first draft of their personal plan of study by the end of 8<sup>th</sup> grade which is then reviewed at least annually and revised as necessary.

Scheduling coursework for students each year should be a reflection of a student's personal plan of study. However, students and their parents should also be able to see the relationship between their current schedule and the personal plan of study that they have created, adapted, changed, and amended as they have gone through high school. The planning process helps students stay focused on their post-secondary goals and can help ensure a smoother transition to their post-secondary experience.

Too often when we visit schools, and ask students if they have a personal plan of study (or a four-year plan), most do not know what we are talking about, or they might remember doing something in 8<sup>th</sup> grade but have not seen it since. Is this occurring in your school?

Schools are doing a good job with individual planning when students can speak about the options, requirements and benefits of their PPS and understand the expectations of a rigorous plan of study designed to prepare them for their post-secondary experiences. Consider this to be one of the major outcomes of your individual planning process. The other outcome is the successful transition to a post-secondary experience.

Bragg Stanley, EdD  
Director Guidance and Counseling Services  
Office of College and Career Readiness  
Missouri Department of Elementary and Secondary Education  
205 Jefferson St. P.O. Box 480 Jefferson City, MO 65102-0480  
Office: 573.751.0857  
Fax: 573.526.4261  
[bragg.stanley@dese.mo.gov](mailto:bragg.stanley@dese.mo.gov)





# CTE TODAY!



## What is Career and Technical Education?

- ◆ Encompasses 94 percent of high school students and 12 million postsecondary students<sup>1</sup>
- ◆ Includes high schools, career centers, community and technical colleges, four-year universities and more
- ◆ Educates students for a range of career options through 16 Career Clusters<sup>®</sup> and 79+ pathways
- ◆ Integrates with academics in a rigorous and relevant curriculum
- ◆ Features high school and postsecondary partnerships, enabling clear pathways to certifications and degrees
- ◆ Fulfills employer needs in high-skill, high-wage, high-demand areas
- ◆ Prepares students to be college- and career-ready by providing core academic skills, employability skills and technical, job-specific skills

Today's cutting-edge, rigorous and relevant career and technical education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers.

## CTE Works for High School Students

*High school students involved in CTE are more engaged, perform better and graduate at higher rates.*

81 percent of dropouts say relevant, real-world learning opportunities would have kept them in high school.<sup>2</sup>

The average high school graduation rate for students concentrating in CTE programs is 90.18 percent, compared to an average national freshman graduation rate of 74.9 percent.<sup>3</sup>

More than 70 percent of secondary CTE concentrators pursued postsecondary education shortly after high school.<sup>4</sup>

## CTE Works for College Students and Adults

*Postsecondary CTE fosters postsecondary completion and prepares students and adults for in-demand careers.*

4 out of 5 secondary CTE graduates who pursued postsecondary education after high school had earned a credential or were still enrolled two years later.<sup>5</sup>

A person with a CTE-related associate degree or credential will earn on average between \$4,000 and \$19,000 more a year than a person with a humanities associate degree.<sup>6</sup>

27 percent of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor degree recipient.<sup>7</sup>

## CTE Works for the Economy

*Investing in CTE yields big returns for state economies.*

In Connecticut, every public dollar invested in Connecticut community colleges returns \$16.40 over the course of students' careers. That state's economy receives \$5 billion annually in income from this investment.<sup>8</sup>

In Washington, for every dollar invested in secondary CTE programs, the state earns \$9 in revenues and benefits.<sup>9</sup>

In Tennessee, CTE returns \$2 for every \$1 invested. At the secondary level, CTE program completers account for more than \$13 million in annual tax revenues.<sup>10</sup>

## CTE Works for Business

*CTE addresses the needs of high-growth industries and helps close the skills gap.*

The skilled trades are the hardest jobs to fill in the United States, with recent data citing 645,000 jobs open in the trade, transportation and utilities sector and 253,000 jobs open in manufacturing.<sup>11</sup>

# Guidance and Career Development Division Policy Committee and Committee Chairs

(July 2012)

## Division Vice-President

Ray Davis  
Education Associate  
Office of Career and Technology Education  
South Carolina Department of Education  
912-D Rutledge Bldg  
1429 Senate St  
Columbia, SC 29201  
803.734.3825  
803.734.3525 (fax)  
rbdavis@ed.sc.gov

## Past Division Vice-President

Lela (Lee) Kosteck Bunch, PhD, NCC, LPC  
Executive Director, Missouri School Counselor Association  
3340 American Avenue, Suite F  
Jefferson City, MO 65109  
573.632.MSCA (6722)  
mscalee@mvp.net

## ACTE Standing Committee Appointments

### Bylaws

Anne Sourbeer Morris (6-2013)  
2013 Muirfield Place  
Clemmons, NC 27012  
336-331-5083 (Work)  
336-331-5081 (Fax)  
336-448-8885 (Cell)  
amorrisconsult@aol.com  
anne@futuresinspired.com

### Nominating

Susan C. Bantang (6-2014)  
President  
SCB Strategies, LLC  
Boca Raton, Florida 33431  
561.756.2288 (Work)  
561.672.2988 (FAX)  
561.756.2288 (Cell)  
scbstrategies@aol.com

### Resolutions

Steve Beutler (6-2014)  
1445 15th Street, SW  
Minot, ND 58701  
701.857.4585 (Work)  
701.852.5673 (Home)  
701.720.6092 (Cell)  
beutler@minot.com  
Steve.Beutler@sendit.nodak.edu

### Leadership Development

Judy Petersen  
College and Career Readiness  
Granite School District  
2500 South State Street  
Salt Lake City, Utah 84115  
385.646.4645 (Office)  
801.652.4067 (Cell)  
japetersen@graniteschools.org

## **Representatives from Regions**

### **Region I Representative**

Polly Mingyar (6-2013)  
Mid-East CTC  
400 Richards Rd.  
Zanesville, OH 43701  
740.454.0101 x158 (Work)  
740.404.8892 (Cell)  
pmingyar@mid-east.k12.oh.us

### **Region II Representative**

Regina Hagood (6-2014)  
Counselor  
435 Winesap Circle  
Anderson, SC 29621  
704.208.9600 (Home)  
706.856.7242 (Work)  
bulldogpride95@yahoo.com or  
rhagood@hart.k12.ga.us

### **Region III Representative**

Ellen Ann Buechler (6-2013)  
Columbia Career and Technical Center  
4203 S. Providence Rd.  
Columbia, MO 65203  
573.214.3800 x29450  
ebuechle@columbia.k12.mo.us

### **Region IV Representative**

Betsey Smith (6-2013)  
Curriculum Manager  
Research and Curriculum Unit  
Mississippi State University  
541 Woodside Drive  
Starkville, MS 39759  
662.325.2510 (Work)  
662.325.3296 (Fax)  
662-617-2704 (Home/Cell)

### **Region V Representative**

Lauren K. Jones, MA NCC  
CTE-Career Guidance Trainer  
Colorado Community College System  
9101 El. Lowry Blvd  
Denver, CO 80230  
720.858.2825 (Office)  
303.913.6872 (Cell)  
Lauren.Jones@cccs.edu

## **Guidance and Career Development Committee Task Force Members**

### **Communications**

Patsy Chilcote  
Career Counselor, Denton ISD  
5101 E. McKinney St.  
Denton, TX 76208  
940.369.3025  
pchilcote@dentonisd.org

### **Cultural Diversity**

Felicia Gray-Watson  
Section Chief for Support Services  
Career & Technical Education  
6359 Mail Service Center  
Raleigh, NC 27699-6359  
919.807.3892  
919.807-3656 (Fax)  
felicia.graywatson@dpi.nc.gov

### **ESEA**

Connie Scotchel-Gross  
Martin County School District CTE  
500 East Ocean Blvd.  
Stuart, FL 34994  
772.219.1200 x 30412  
scotchc@martin.k12.fl.us

### **Perkins Reauthorization**

Daralyn Loveless  
1044 County St. 2976  
Blanchard, OK 73010  
405.350.3439 x 2115 (Work)  
405.387.3522 (Home)  
405.401.8591 (Cell)  
daralyn.j.loveless@westernheights.k12.ok.us

### **Public Awareness**

Jaylene McGregor  
PO Box 3306 (Home) or 1801 N. Date St. (Work)  
Truth or Consequences, NM 87901  
575.894.8353 (Work)  
575.430.6235 (Cell)  
jmcgregor@torcschools.net



## Guidance and Career Development Committee Liaisons

### Guidance Programs

Dr. Norman Gysbers  
University of Missouri-Columbia  
Student Success Center  
Columbia, MO 65211-6060  
573.882.6386  
gysbersn@missouri.edu

### National Consortium of State Guidance Leaders

Bragg Stanley  
Guidance and Placement Section  
MO Department of Elementary  
and Secondary Education PO Box 480  
Jefferson City, MO 65102  
573.751.7966  
573.526.4261 (Fax)  
bragg.stanley@dese.mo.gov

### ASVAB Liaison

Ted Hagert  
HQ USMEPCOM  
Attn: J-3/MEOP-TD (Hagert)  
2834 Green Bay Road  
North Chicago, IL 60064  
847.688.3680 ext 7508  
Theodore.hagert@mepcom.army.mil

### KUDER Liaison

Scott Vandever  
Division Vice President  
Kuder, Inc.  
302 Visions Parkway  
Adel, IA 50072  
515.240.0505 (Cell)  
800.314.8972 (Office)  
vandeves@kuder.com

### Newsletter Editor

Beth Bronkar  
Career Development Coordinator  
C-TEC of Licking County  
150 Price Road  
Newark, OH 43055  
740.364.2234 (Office)  
740.364.2691 (Fax)  
740.973.9460 (Cell)  
bbronkar@c-tec.edu

### US Army Recruiting Command

Jose A. "Tony" Castillo  
Chief, Education Division  
HQ, U.S. Army Recruiting Command  
1307 Third Ave.  
Fort Knox, Ky 40121-2725  
502.626.0496 (Office)  
502.802.8015  
Jose.castillo@usarec.army.mil

### Career Cruising Liaison

Phil Jarvis  
Director of Global Partnerships,  
Career Cruising Atlantic  
c/o Memramcook Institute  
488 Centrale Street  
Memramcook, New Brunswick  
Canada E4K 3S6  
800.965.8541 ext 117 (Office)  
506.866.8919 (Cell)  
philj@careercruising.com

Interested in sharing an article with the  
Guidance/Career Development  
Division? Submit your article and  
pictures to Beth Bronkar at

# CTE WORKS!



## CTE Works for High School Students

A ratio of one CTE class for every two academic classes minimizes the risk of students dropping out of high school. (Plank et al., *Dropping Out of High School and the Place of Career and Technical Education*, National Research Center for CTE, 2005 )

The more students participate in Career Technical Student Organization activities, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills. (Alfeld et al., *Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience*, National Research Center for CTE, 2007)

CTE concentrators improved their 12th grade NAEP scores by eight points in reading and 11 in math, while students who took no CTE courses did not increase their math scores and only increased reading by four points. (Department of Education, *National Assessment of Vocational Education*, 2004)

Students at schools with highly integrated rigorous academic and CTE programs have significantly higher achievement in reading, mathematics and science than do students at schools with less integrated programs. (Southern Regional Education Board, *Linking Career/Technical Studies to Broader High School Reform*, 2004)

CTE students were significantly more likely than their non-CTE counterparts to report that they had developed problem-solving, project completion, research, math, college application, work-related, communication, time management and critical thinking skills during high school. (Lekes et al., *Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career*, National Research Center for CTE, 2007)

In a 2006 report for the Gates Foundation, 81 percent of respondents said that more learning opportunities that make the classroom relevant to the real world would have helped them to finish high school. (Bridgeland et al., *The Silent Epidemic: Perspectives of High School Dropouts*, Bill and Melinda Gates Foundation, 2006)

## CTE Works for Adults

Students in programs that blend basic skills and occupational training to generate more contextualized learning are far more likely than similar adult students to improve basic skills and earn college-level credits. (Jenkins et al., *Educational Outcomes of I-BEST, Washington State Community and Technical College System's Integrated Basic Education and Skills Training Program: Findings from a Multivariate Analysis*, CCRC Working Paper No. 16, 2009)

Participation in skills-training programs increased wages and earnings, raised the probability and consistency of employment, and led to work in higher-quality jobs. (Maguire et al., *Job Training That Works: Findings from the Sectoral Employment Impact Study*, Sectoral Employment Initiative: Public/Private Ventures (7), May 2009)

CTE gives individuals in transition a way to begin a new career with a chance to reinvent themselves. MSNBC reported in March 2009 that many people who have been laid off during the economic crisis are taking this opportunity to go back to school and get retrained for a new career. CTE programs at the postsecondary level are poised to serve this population. (Wolk, *Reinventing America: Stories from the Front*, MSNBC, March 10, 2009, [www.msnbc.msn.com/id/29496604](http://www.msnbc.msn.com/id/29496604))