

## Career and Technical Education Program Evaluation Series

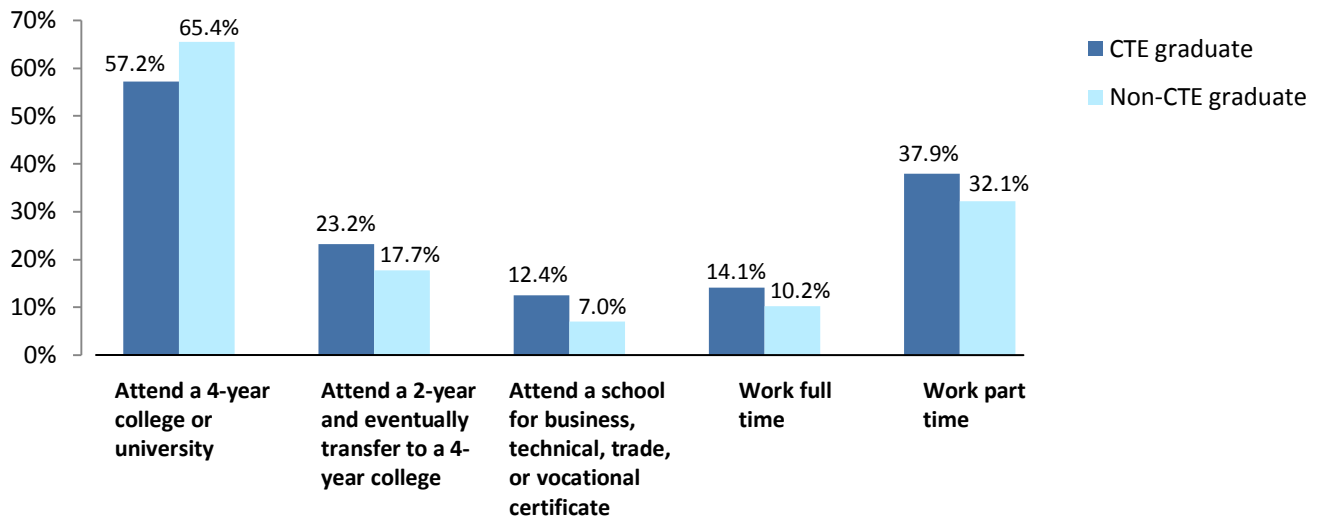
### Issue 2: Postsecondary Outcomes, Class of 2009

The Career and Technical Education (CTE) program provides opportunities for students to acquire 21<sup>st</sup> century academic and technical skills needed for entry into the global workforce and/or postsecondary education. Issue 1 in this evaluation series analyzed CTE program effectiveness by investigating differences in college and career readiness between CTE and non-CTE 2010 seniors. It also presented an analysis of the cost-effectiveness of the CTE program. Issue 2 assesses whether significant differences existed in the postsecondary enrollment or employment of 2009 graduates, based on their CTE participation. Of the 3,914 graduates in the Class of 2009, 3,789 had CTE indicator data, and 825 of these (22%), were CTE concentrators.

#### Did the postsecondary aspirations of CTE and non-CTE graduates differ?

According to the results of the 2009 High School Exit Survey, significant differences were found between the aspirations of CTE and non-CTE graduates regarding postsecondary education and employment.

#### Within a year of graduating from high school, I plan to:



*Source.* AISD High School Exit Survey, Class of 2009, prepared by DPE  
*Note.* All differences were significant at  $p < .05$ . Seniors could choose more than one response.

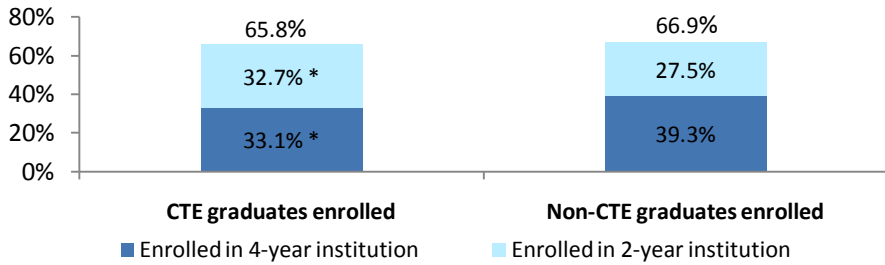
No significant difference existed between CTE and non-CTE graduates regarding plans to attend a 2-year college (with no intention of transferring to a 4-year college), join the military, or be a full-time parent; in addition, no differences were found between those in each group who were unsure about their plans. When survey questions regarding plans to continue schooling after graduation were combined, no significant difference existed between the responses of CTE and non-CTE graduates.

#### CTE Concentrators

The graduates in this study were considered CTE concentrators if during their senior year they took an upper level course in a CTE sequence of two or more courses for three or more credits, or if they followed such a sequence and it included a Tech Prep course (i.e., with articulated credit at the postsecondary level). Taking an upper level CTE/Tech Prep course resulted in these students being categorized as a CTE level 2 or 3. CTE concentrators 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, or CTE level 0 students, who did not take any CTE courses their senior year. Any graduates not identified as level 2 or 3 their senior year were considered non-CTE.

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

Although no significant difference existed between CTE and non-CTE graduates regarding overall enrollment in a postsecondary institution, a significantly higher percentage of CTE graduates than of non-CTE graduates enrolled in a 2-year institution, and a significantly lower percentage enrolled in a 4-year institution.

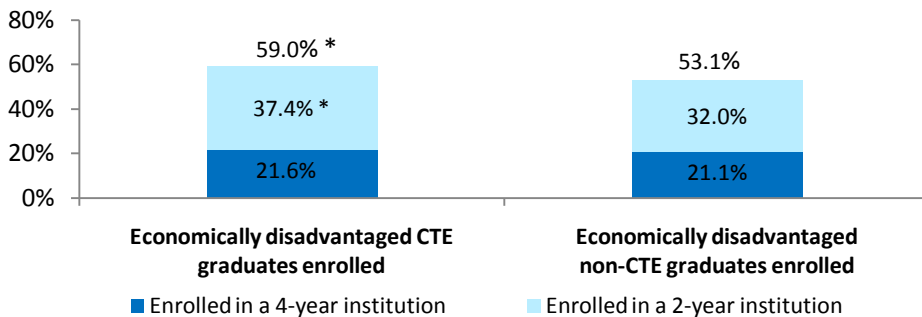


Source. National Student Clearinghouse, AISD enrollment and graduation data prepared by DPE

\* Significant at  $p < .01$

Of all 2009 graduates, 44% were economically disadvantaged. These graduates were significantly less likely to be enrolled in a college or career school than were non-economically disadvantaged students (59% and 67%, respectively).

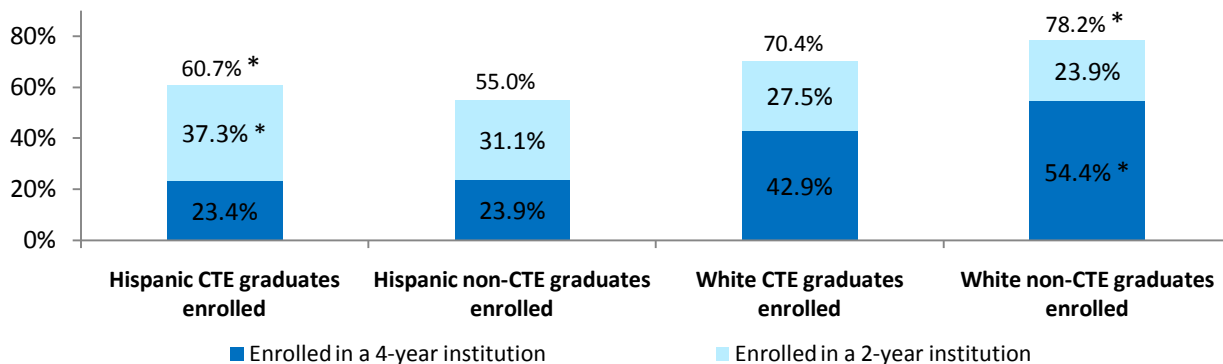
However, for the Class of 2009, a significantly higher percentage of economically disadvantaged CTE concentrators than of economically disadvantaged non-CTE graduates were enrolled in a postsecondary institution.



Source. National Student Clearinghouse, AISD enrollment and graduation data prepared by DPE

\* Significant at  $p < .05$

Hispanic graduates who were CTE concentrators were significantly more likely to enroll in college than were non-CTE concentrators. White graduates who were CTE concentrators were significantly less likely to enroll in college than were non-CTE concentrators.



Source. National Student Clearinghouse, AISD enrollment and graduation data prepared by DPE

\* Significant at  $p < .05$

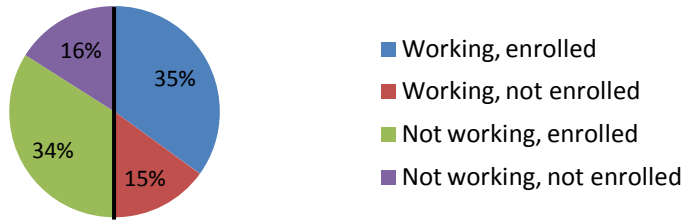
Further analysis found that the significant difference in postsecondary enrollment between CTE and non-CTE Hispanic graduates was evident only for Hispanic graduates who were also English language learners.

### Demographic Characteristics of CTE Graduates and Postsecondary Enrollment

A significantly higher percentage of CTE than of non-CTE graduates were Hispanic, male, and economically disadvantaged. A significantly lower percentage of CTE graduates were White, Black, and in special education. No significant difference existed in CTE participation based on English language learner status or Asian race. In terms of postsecondary enrollment, no significant difference existed between graduates based on CTE status when gender, Black or Asian race, and special education status were taken into account.

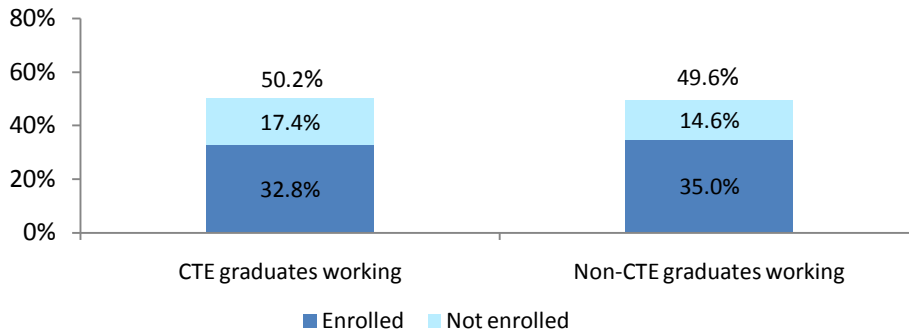
**Did the postsecondary employment outcomes of CTE and non-CTE graduates differ?**

Half of all graduates were working, and most of them also were enrolled in a postsecondary institution.



Source. Texas Workforce Commission, AISD enrollment and graduation data files prepared by DPE

**No significant difference existed between the employment status of CTE and non-CTE graduates, whether they were enrolled in a postsecondary institution or not.**



Source. Texas Workforce Commission, AISD enrollment and graduation data files prepared by DPE

Nor did significant differences appear in employment status based on CTE status when economic status, English language learner status, and gender were taken into account. White graduates who were not enrolled were significantly more likely to be working if they had participated in CTE than if they had not participated (58% and 43%, respectively).

**Summary of All Results**

Student aspirations regarding enrollment were consistent with the actual enrollment results reported in this brief. Although no significant difference existed between CTE and non-CTE graduates in their intention to enroll and their actual enrollment in higher education, when college enrollment was examined for 2-year and 4-year institutions, significant differences between CTE and non-CTE graduates emerged for both their intention and actual behavior.

When the survey questions regarding plans to work after graduation were combined, 49% of CTE graduates and 40% of non-CTE graduates said they intended to work; this difference was significant. However, for actual postsecondary employment, no significant difference existed. A higher percentage of non-CTE graduates than of those who had intended to work were actually employed within 4 months after graduation.

**Notes on Data Sources**  
 The **High School Exit Survey** is administered to AISD seniors each year. The Class of 2009 had a 78.8% response rate. The **National Student Clearinghouse (NSC)** provides enrollment data from 93% of postsecondary institutions nationwide. A list of participating colleges is on the [NSC Web site](#). Students identified by the NSC as withdrawn or on a leave of absence were omitted from these analyses. Employment data from the **Texas Workforce Commission (TWC)** covered the third quarter of 2009. Only graduates with a valid Social Security number were included in the TWC database. Remaining were 3,223 graduates who also had a CTE indicator. Of these graduates, 685 (21.3%) were CTE concentrators.

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