Career & Technology Education and College Going

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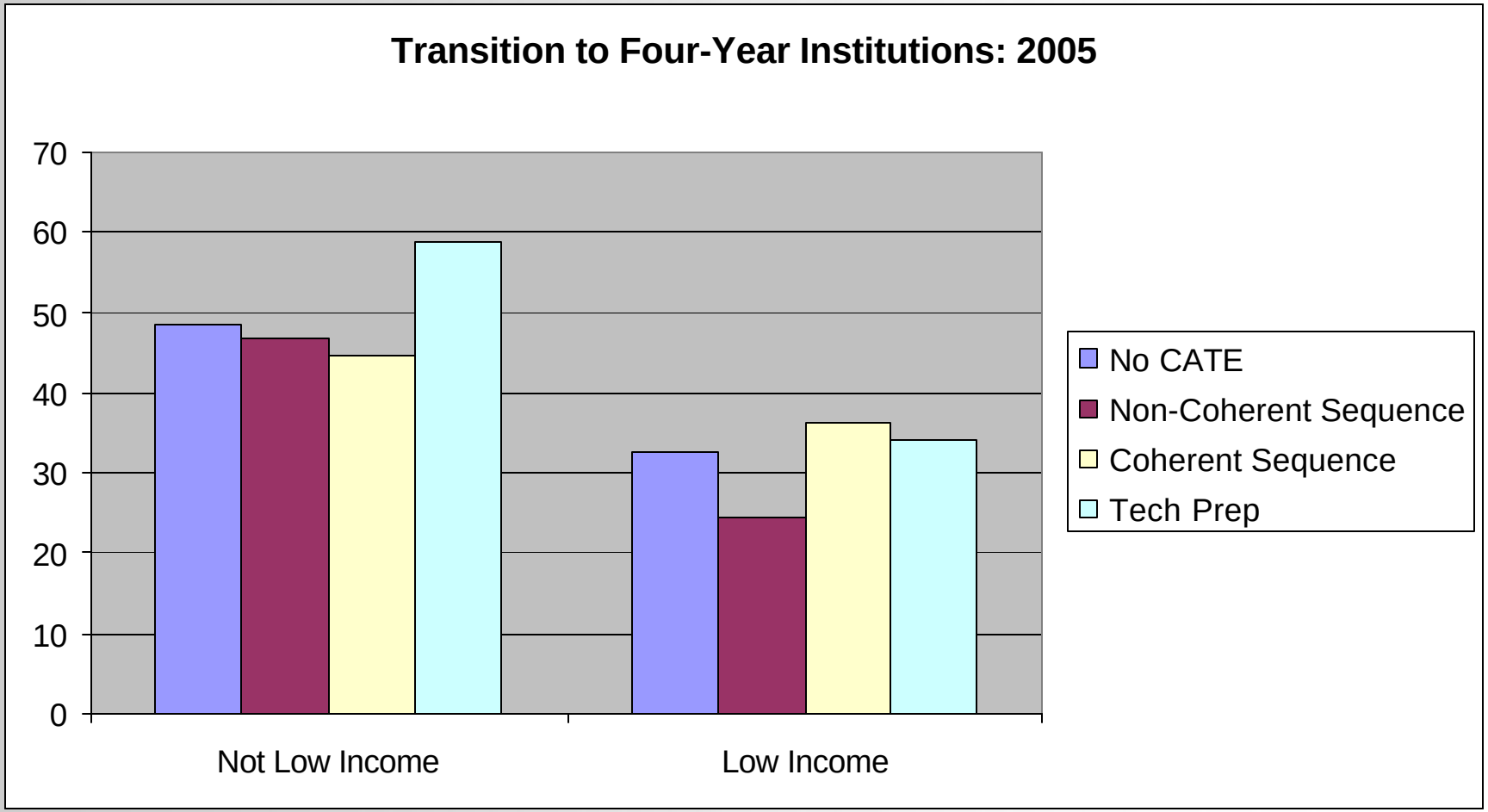
- Study 1:
  - The Region I College Transition Project
- Study 2:
  - The Texas State Data Study of the National Assessment of Vocational Education

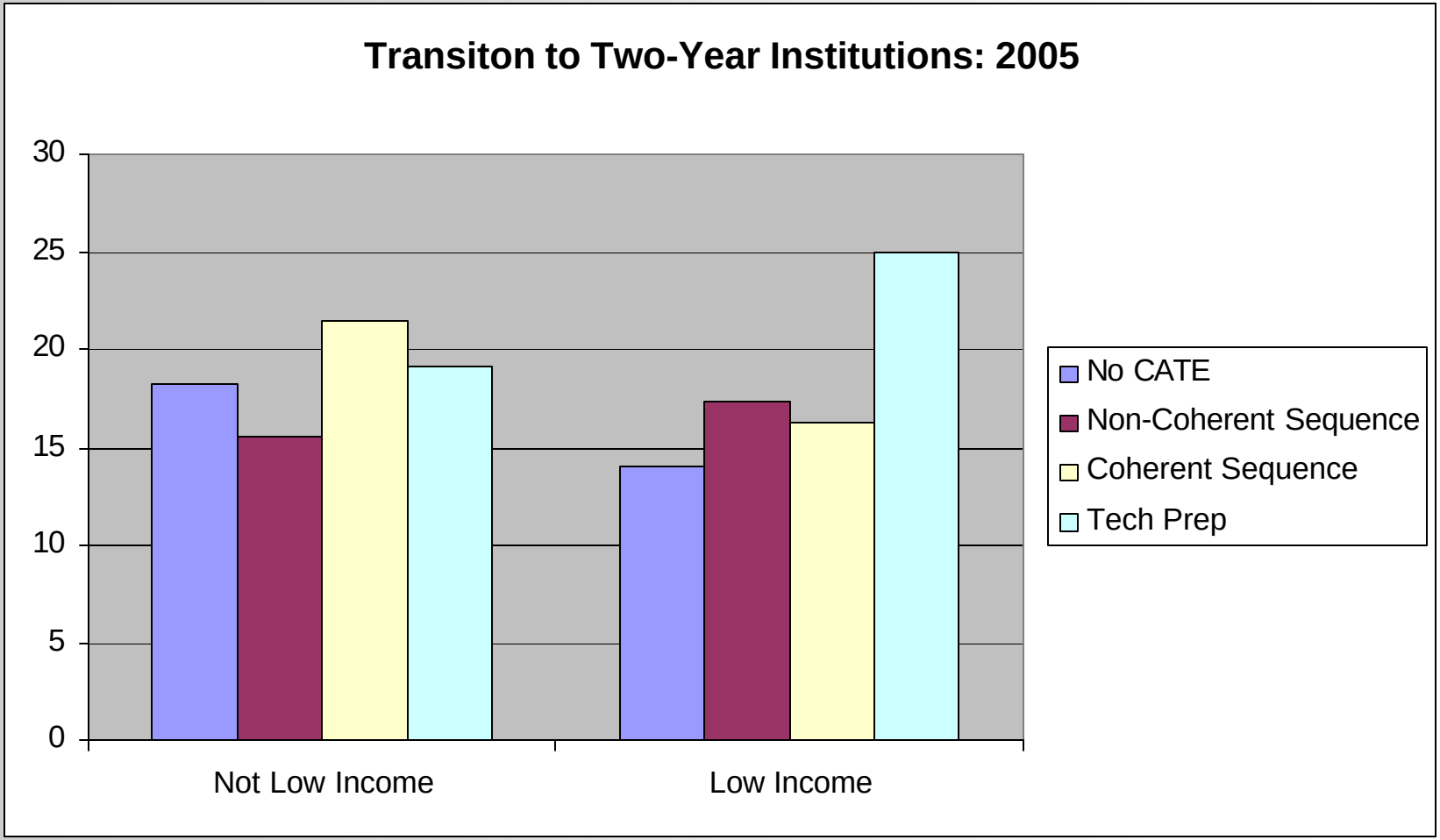
Study 1: Region I ESC College Transition Project

- Funded by TG Foundation
- College transition disaggregated by Career & Technology participation and low-income status for graduating seniors in 2004 and 2005
  - Region I College Transition Report
  - College Transition Reports for each district
  - Tech Prep of the Rio Grande Valley report
- College enrollment includes all Texas public postsecondary institutions and 92% of out-of-state and private college nationwide

Region I ESC Report



Region I ESC Report



Policy Implications

- District level
  - Management tool
  - Basis for extension of report to include other measures
    - Coursetaking, program participation
    - College remediation, persistence
- Region level
  - Use of data to improve capacity to respond to challenges facing districts
  - ESCs ideally situated to serve as facilitator between researchers and districts
  - Increased communication among districts around reports
- State level
  - Demonstration of use of statewide data systems to provide critical information to districts
  - Basis of extension to other regions

Study 2: Texas State Data Study

- Funded by the Department of Education
- Completed in 2003 while at the Ray Marshall Center of the LBJ School
- Part of the National Assessment of Vocational Education mandated by Perkins reauthorization
- Statewide K16 data provided by TEA and the THECB
- Relationship between secondary CATE and
  - high school progression
  - college transition
  - performance in the labor market
- All 8th graders statewide in the Spring 1994
- Postsecondary Analysis: Relationship between technical education at two-year institutions and labor market performance

Texas State Data Study: Key Aspects

- Detailed accounting of all secondary courses offered statewide from 1994 through 1998
- Modeling of CATE participation:
  - Focus
  - Single Labor Market Preparation (SLMP) courses vs. General Labor Market Preparation (GLMP)
- Controls
  - Academic achievement in 8th grade
  - Academic and Enrichment coursetaking
  - For Tech Prep analysis, CATE coursetaking
  - Participation in labor market while in school
  - Background and demographics
- Separate analysis by ethnicity, gender, learning disability, emotional disability, physical disability, and mental disability

Texas State Data Study: Key Findings

- High School Progression: CTE participation leads to
  - less likely enrollment the next year for 9th and 10th graders
  - more likely enrollment/graduation the next year for 11th and 12th graders
- Two-Year College Transitions: CTE participation leads to
  - more likely transition
  - additional SLMP credits as positively associated with transition as additional academic credits
- Four-Year College Transitions: CTE participation leads to lower likelihood of transition
- Labor market earnings: CTE participation leads to higher earnings for
  - students who do not enroll in any postsecondary education
  - students who do enroll in postsecondary education

Texas State Data Study: Key Findings (continued)

- "High Quality" CTE (SLMP) participation leads to better outcomes than "Low Quality" CTE (GLMP)

- Tech Prep participation
  - Leads to higher likelihood of transition into both two- and four-year institutions relative to similar students who take same mix of coursework but who are not in Tech Prep
  - Leads to lower earnings for students immediately after graduation