

We are

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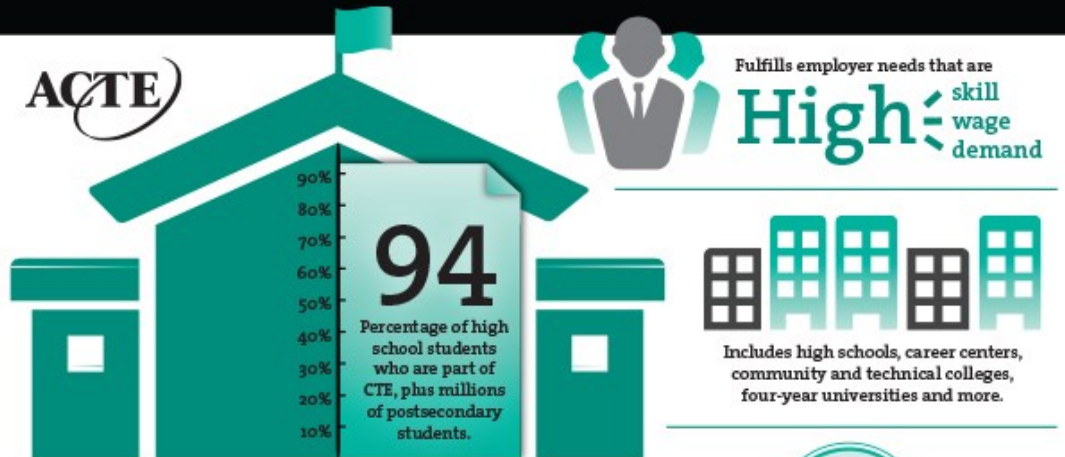
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Volume 3, Issue 1

A monthly newsletter providing career guidance resources & updates for SC Career and Technology Education

CTE Career Guidance Toolkit

What is Career and Technical Education?



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Integrates with academics in a rigorous and relevant curriculum.



Features high school and postsecondary partnerships, enabling clear pathways to certifications and degrees.



Prepares students to be college- and career-ready by providing core academic skills, employability skills and technical, job-specific skills.



Educates students for a range of career options through 16 Career Clusters® and 79+ pathways.

Association for Career and Technical Education
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Connecting Education and Careers

...preparing our students of today for tomorrow!

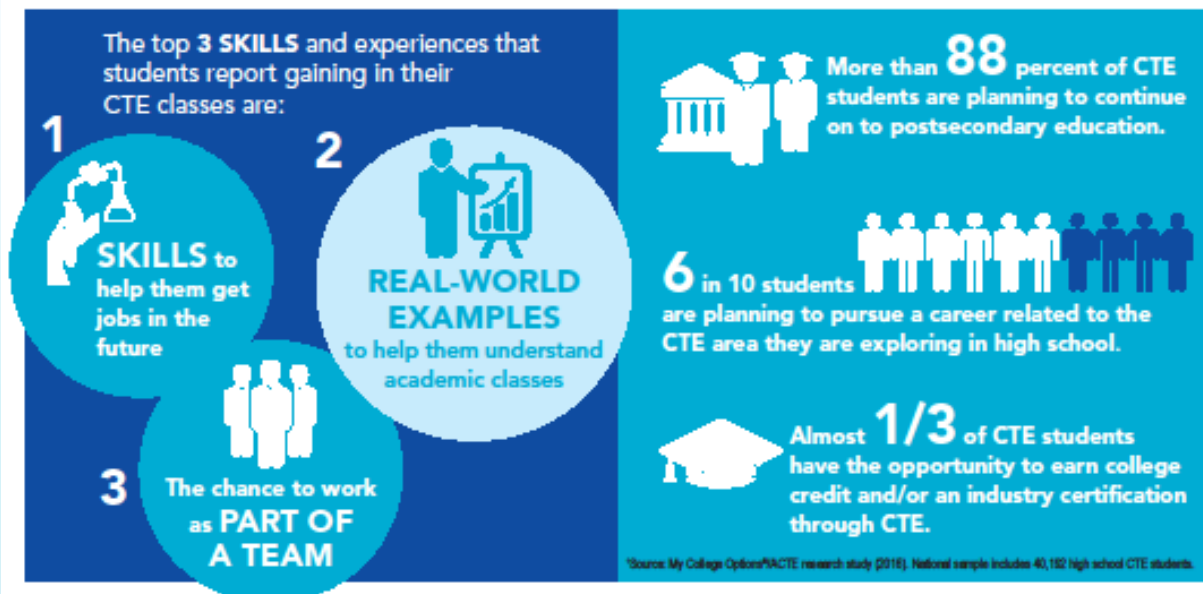
College and Career Ready through CTE



When APPLIED TECHNICAL LEARNING
is integrated with RIGOROUS ACADEMICS,
students develop the SKILLS NEEDED FOR SUCCESS.

The technical, academic and employability skills that students gain in CTE programs, through CTE courses, work-based learning, career and technical student organizations and dual/concurrent enrollment, are essential for college and career success.

CTE programs prepare students for college and careers:¹



CTE students demonstrate the academic, technical and employability skills needed for postsecondary and workplace success:



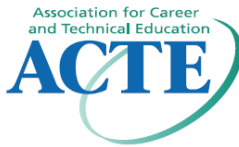
¹ Southern Regional Education Board, High Schools That Work 2012 Assessment

² Nefdt et al., The Academic Impacts of Career and Technical Schools: A Case Study of a Large Urban School District, 2013

³ Latus et al., CTE Pathway Programs, Academic Performance and the Transition to College and Career, National Research Center for CTE, 2007

⁴ Jacobson and Molitor, Florida Study of Career and Technical Education, 2014, as cited in the 2014 National Assessment of CTE Final Report

For more information about CTE,
 visit www.acteonline.org.



Why Business and Industry Support CTE

- CTE programs in secondary and postsecondary institutions are developing **America's most valuable re-source—its people**; helping them gain the skills, technical knowledge, academic foundation and real-world experience they need to prepare for high-skill, high-demand, high-wage careers.
- CTE is developing a **skilled, sustainable workforce** for American business and industry.
- Baby boomers will be retiring at the rate of thousands per day over the next two decades.
- Experts predict **47 million job openings** in the decade ending 2018. About two-thirds will require an associate's degree or certificate, and nearly all will require real-world skills that can be mastered through CTE.
- Secondary, postsecondary and adult CTE programs are developing the skilled workforce companies need to increase **productivity and competitiveness**.
- A workforce educated through CTE represents a complete range of career areas across the entire economy—and is **driven by the needs and demands of employers**.
- Well-trained and highly-skilled workers will be best positioned to secure high-wage jobs over the next decade.

Ways for Business and Industry To Support CTE

- Offer **internships, mentorships and work-based learning experiences** to students who are interested in careers in their field.
- Provide **time and expertise** to CTE programs:
 - Volunteer their time to work with teachers and faculty at local high schools and community colleges to help plan appropriate curriculum to ensure that students are learning the most up to date academic and technical skills necessary.
 - Work part-time as teachers or faculty in CTE programs in the appropriate course or program of study.
 - Professionals seeking a different venue for their job skills could consider becoming a full-time CTE teacher.
- Participate in Career Cluster Advisory Committees to help **design curriculum frameworks** and supportive materials.
- Participate in a local CTE program advisory committee to enhance the quality of graduating students available to your company and community,
- Use their power as business and industry professionals to **advocate for CTE** at the local, state and federal levels. It is important for business and industry to share with policymakers the value and impact of CTE for our nation's employers.

CTE: Education for a Strong Economy

STATE DIRECTORS
National Association of State Directors
of Career Technical Education Consortium

Association for Career
and Technical Education
ACTE



For nearly a century, career and technical education (CTE) programs across the United States have focused on equipping students with technical and life skills to help them become productive citizens. Now more than ever, CTE programs are needed to help ensure the strength of our workforce, global competitiveness and the economic health of our nation.

Overview

The federal role in “vocational” education began as a way to prepare students for the newly industrialized workplace. Over the years, the program has evolved to match the needs of the changing economy, focusing on postsecondary as well as secondary education while giving students skills they can use throughout their careers.

In 2006, the language “vocational and technical” was updated to “career and technical” education. This transition was more than just a name change. It represented a fundamental shift in philosophy from CTE being for those who were not going to college to a system that prepares students for both employment and postsecondary education. The integration of academic and technical education programs was strengthened, further emphasizing the goal of ensuring that students who participate in CTE are taught the same rigorous content aligned with challenging academic standards as all other students. With all school programs now adhering to the same academic standards, the separate “track” system that has stigmatized CTE is disappearing.

CTE programs are organized into 16 Career Clusters,¹ or similar occupational groupings, that identify the knowledge and skills students need as they follow a pathway to their goals. Once students choose the pathway they want to follow, the career-specific instruction they receive can lead to a high school diploma, an industry-recognized credential, a certificate or a college degree. The Career Clusters’ framework serves as an instructional and guidance model that provides students with a seamless transition from high school to postsecondary and work opportunities.

Traditional Vocational Education

- For specific students
- Limited program areas offered
- Separate “track” with a focus on technical education
- High school focused
- Students trained with focus on specific occupational skill set

New Career and Technical Education

- For all students
- 16 Career Clusters and 79 pathways offered
- Integrated with academics in a rigorous and relevant curriculum
- High school and post-secondary partnerships providing pathways to employment and/or associate, bachelor’s and advanced degrees
- Progression of foundational, pathway, occupational and 21st century skills

The Benefits of CTE

CTE has always evolved in response to economic needs in our communities. Today, CTE is a major part of the solution to myriad national economic and workforce problems, such as high school dropout rates, a weakened economy, global competitiveness and massive layoffs.

Dropout Prevention: CTE students are more motivated and interested in their coursework because of its connection to the real world and, as a result, less likely to dropout.² In a recent report for the Gates Foundation, the majority of respondents (81%) reported that more learning opportunities which make the classroom relevant

If the United States truly wants to secure its global leadership in technology innovation, we must, as a nation, commit to a strategy for innovation excellence...I believe this strategy must place top priority on achieving (sic) the fundamental goal of strengthening educational opportunities, so that America's students and workers have the skills they need to succeed in the technology – and information – driven economy of today and tomorrow.

Bill Gates, March 2008 U.S. House of Representatives
Science and Technology Committee Hearing

to the real world would have helped them to finish high school.³ Career clusters put education into a relevant context by linking what is learned in school to the knowledge and skills that are needed in the workplace.

Better Career Prospects: CTE students participate in programs that lead to employment in high-skill, high-wage, high-demand occupations or professions. A 2004 National Assessment of Vocational Education (NAVE) report showed that students who participated in postsecondary CTE coursework, even without earning credentials, earned a higher yearly salary than high school graduates who do not take postsecondary CTE courses.⁴

21st Century Occupations: CTE programs provide the skills training that addresses the needs of high-growth industries, such as healthcare, renewable energy and STEM fields. Healthcare occupations are expected to make up 7 of the 20 fastest growing occupations, according to the U.S. Bureau of Labor Statistics.⁵ According to a January 2009 report by the American Solar Energy Society and Management Information Services, Inc., the renewable energy and energy efficiency industry could generate up to \$4.3 trillion in revenue and create more than 37 million jobs (more than 17% of all anticipated U.S. employment) by the year 2030.⁶ The Science, Technology, Engineering and Mathematics (STEM) CTE cluster prepares students for careers in engineering and computer science – critical areas for the economic future of our country. Traditional vocational education programs have also become 21st century CTE programs. For students who wish to pursue careers as teachers, some schools offer honors-level, college credit courses through the Teacher Cadet Program.⁷ Agriculture is another field

that has diversified its offerings over time. Students can now study aquaculture and plant pathology, while those interested in the business side can pursue sales and management.

Helping the Unemployed: 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.⁸ CTE programs at the postsecondary level are poised to serve this population.

Policymakers at all levels should embrace CTE programs at the high school and postsecondary levels in order to help students see the relevance of their school work and prepare them for jobs in high-skill, high-wage, high-demand career fields. With appropriate policy supports and funding, these CTE programs can prepare students to leverage the academic and career skills they learn in school to help build and sustain our economy.

Endnotes

- 1 For more information on the States' Career Clusters Initiative, visit NASDCTEc at www.careerclusters.org.
- 2 Michael E. Wonacott, "Dropouts and Career and Technical Education, Myths and Realities No. 23," (Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, 2002), http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/b4/fc.pdf.
- 3 John M. Bridgeland, John Dilulio, and Karen Burke Morison, "The Silent Epidemic: Perspectives of High School Dropouts," (Washington, DC: Civic Enterprises in association with the Peter D. Hart Research Associates, March 2006), www.gatesfoundation.org/united-states/documents/TheSilentEpidemic3-06FINAL.pdf.
- 4 Marsha Silverberg, et al., *National Assessment of Vocational Education: Final Report to Congress*, (Washington, DC: U.S. Department of Education, Policy and Program Studies Service, June 2004).
- 5 U.S. Department of Labor, Bureau of Labor Statistics, "Career Guide to Industries: Healthcare," www.bls.gov/oco/cg/cgs035.htm.
- 6 Roger H. Bezdek, "Green Collar Jobs in the U.S. and Colorado: Economic Drivers for the 21st Century," (Washington, DC: Management Information Services, for American Solar Energy Society, January 2009), www.ases.org/images/stories/ASES/pdfs/CO_Jobs_Rpt_Jan2009_summary.pdf.
- 7 For more information, visit the Center for Educator Recruitment, Retention, & Advancement (CERRA) at www.cerra.org/teacherCadets/.
- 8 Martin Wolk, "Reinventing America: Stories from the Front," MSNBC, March 10, 2009, www.msnbc.msn.com/id/29496604/.

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CTE TODAY!



What is Career and Technical Education?

- Encompasses 94 percent of high school students and 8.4 million individuals seeking postsecondary certificates and associate degrees in CTE fields¹
- 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® 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

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.²
- The average high school graduation rate for students concentrating in CTE programs is 93 percent, compared to a national adjusted cohort graduation rate of 80 percent.³
- More than 75 percent of secondary CTE investors pursued postsecondary education shortly after high school.⁴

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.⁵
- According to research in Texas, Colorado and Virginia, graduates with technical or applied science associate degrees out-earn bachelor's degree holders by \$2,000 to \$11,000.⁶
- 27 percent of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor's degree recipient.⁷

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 the Economy

Investing in CTE yields big returns for state economies.

- In Wisconsin, taxpayers receive \$12.20 in benefits for every dollar invested in the technical college system.⁸
- In Washington, for every dollar invested in secondary CTE programs, taxpayers receive a \$9 return on investment.⁹
- 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.¹⁰

CTE Works for Business

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

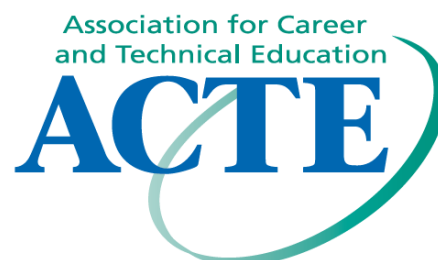
- The skilled trades are the hardest jobs to fill in the United States, with recent data citing 1,019,000 jobs open in the trade, transportation and utilities sector and 315,000 jobs open in manufacturing.¹¹
- Health care occupations, many of which require an associate degree or less, make up 12 of the 20 fastest growing occupations.¹²
- STEM occupations such as environmental engineering technicians require an associate degree and will experience faster than average job growth.¹³
- Middle-skill jobs, jobs that require education and training beyond high school but less than a bachelor's degree, are a significant part of the economy. Of the 55 million job openings created by 2020, 30 percent will require some college or a two-year associate degree.¹⁴

CTE TODAY!



Endnotes

1. U.S. Department of Education, National Center for Education Statistics, High School Transcript Study, 2009; U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study.
2. Bridgeland et al, *The Silent Epidemic: Perspectives of High School Dropouts*, Civic Enterprises in association with Peter D. Hart Research for the Bill and Melinda Gates Foundation, 2006.
3. U.S. Department of Education, Office of Career, Technical and Adult Education data; Civic Enterprises et al, *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic: Annual Update*, 2014.
4. U.S. Department of Education, National Center for Education Statistics, *High School and Beyond Longitudinal Study of 1980 Sophomores*, “High School Transcript Study”; National Education Longitudinal Study of 1988, “Second Follow-up, Transcript Survey, 1992” and “Third Follow-up, 1994”; and Education Longitudinal Study of 2002, “First Follow-up, High School Transcript Study, 2004” and “Second Follow-up, 2006,” as cited in the *National Assessment of Career and Technical Education: Interim Report*, 2013.
5. Ibid.
6. Schneider, *Higher Education Pays: But a Lot More for Some Graduates Than for Others*, College Measures, 2013.
7. Harvard Graduate School of Education, *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*, 2011.
8. Wisconsin Technical College System, *The Technical College Effect*, 2014.
9. Washington State Workforce Training and Education Coordinating Board, *CTE 2015 Dashboard*.
10. Harrison et al, *The Economic Impact of Secondary and Postsecondary Career and Technical Education in Tennessee*, Sparks Bureau of Business and Economic Research and the University of Memphis, 2006.
11. ManpowerGroup, *Talent Shortage Survey Research Results*, 2015; U.S. Department of Labor, Bureau of Labor Statistics, Job Openings and Labor Turnover–September 2015, December 2015.
12. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 2014–15 Edition*, Fastest Growing Occupations; U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 2014–15 Edition*, Healthcare Occupations.
13. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 2014–15 Edition*.
14. Carnevale et al, *Recovery: Job Growth and Education Requirements Through 2020*, Georgetown University Center on Education and the Workforce, 2013.





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 and technical student organizations, 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)
- Students attending CTE high schools have demonstrated higher rates of on-time graduation and credit accumulation and a greater likelihood of successfully finishing a college preparatory mathematics sequence. (Neild et al., *The Academic Impacts of Career and Technical Schools: A Case Study of a Large Urban School District*, 2013)
- Eighty percent of students taking a college preparatory academic curriculum with rigorous CTE met college and career readiness goals, compared to only 63 percent of students taking the same academic core who did not experience rigorous CTE. (Southern Regional Education Board, *High Schools That Work 2012 Assessment*)
- CTE students were significantly more likely than their non-CTE counterparts to report developing problem-solving, project completion, research, math, college application, work-related, communication, time management and critical-thinking skills during

high school. The Society for Human Resource Management (SHRM) has identified employer demand for many of these skills. (Lekes et al., *CTE Pathway Programs, Academic Performance and the Transition to College and Career*, National Research Center for CTE, 2007; SHRM and WSJ.com/Careers, *Critical Skills Needs and Resources for the Changing Workforce*, 2008)

- The average high school graduation rate in 2012 for CTE concentrators was 93 percent, compared to the national adjusted cohort graduation rate of 80 percent. (Office of Career, Technical and Adult Education data; Civic Enterprises et al., *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic: Annual Update*, 2014)
- Research has found that work-based learning helps students apply and extend classroom learning, gain motivation and understanding, explore careers and develop critical understanding of the work environment. (Alfeld et al., *Work-Based Learning Opportunities for High School Students*, National Research Center for CTE, 2013)

CTE Works for Postsecondary Students and Adults

- Students in programs that blend basic skills and occupational training 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)

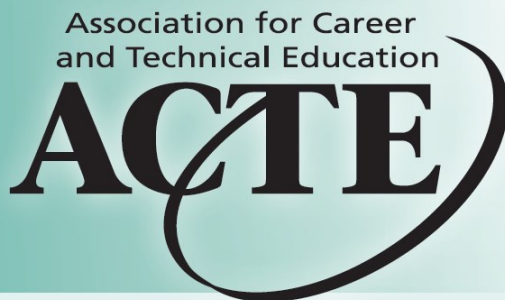
- Participation in skills-training programs has increased wages and earnings, raised the probability and consistency of employment and led to work in higher-quality jobs. (Maguire et al., *Job Training That Works: Findings from the Sectoral Employment Impact Study*, Sectoral Employment Initiative: Public/Private Ventures (7), May 2009)
- Forty-three percent of young workers with licenses and certificates earn more than those with an associate degree; 27 percent of young workers with licenses and certificates earn more than those with a bachelor's degree; and 31 percent of young workers with associate degrees earn more than those with a bachelor's degree. (Georgetown University Center on Education and the Workforce, *Valuing Certificates*, Presentation, 2009)
- Business-education partnerships help adults build technical, academic and employability skills through education and on-the-job training. Examples include the Health Careers Collaborative in Cincinnati and the Georgia Power Electrical Lineworker Bootcamp, among many others. (Corporate Voices for Working Families, *A Talent Development Solution: Exploring Business Drivers and Returns in Learn and Earn Partnerships*, 2012)
- Postsecondary CTE concentrators achieve significantly higher earnings than those who majored in academic fields, particularly those employed in an industry related to their program of study. (Jacobson and Mokher, *Florida Study of Career and Technical Education*, 2014, as cited in the 2014 National Assessment of CTE Final Report)
- About 50 percent of all STEM jobs are open to workers with less than a bachelor's degree. (Rothwell, *The Hidden STEM Economy*, 2013)
- Shorter term credentials can be at least as valuable as bachelor's degrees. According to research in Texas, Colorado and Virginia, graduates with technical or applied science associate degrees out-earn bachelor's degree holders by \$2,000 to \$11,000. This is a high return on a modest investment—average tuition and fees for U.S. public two-year institutions are less than half of tuition and fees for four-year colleges. (Schneider, *Higher Education Pays*, College Measures, 2013; College Board, *Average Published Undergraduate Charges by Sector*, 2012–13)

CTE Works for Businesses and the Economy

- Skilled trade workers, teachers, administrative staff, nurses and technicians are some of the top jobs employers are having trouble filling in the U.S., and CTE plays a critical role in training workers in these areas. (Manpower Group, *Talent Shortage Survey Results*, 2015)
- Almost half of talent recruiters at Fortune 1000 companies report trouble finding qualified candidates with two-year STEM degrees. (Bayer Corporation, *Facts of Science Education XVI*, 2013)
- More than 80 percent of manufacturers report that talent shortages will impact their ability to meet customer demand. CTE plays a vital role in helping American businesses close the skills gap by building a competitive workforce for the 21st century. (Deloitte and The Manufacturing Institute, *The Skills Gap in US Manufacturing: 2015-2025 Outlook*, 2015)
- Middle-skill jobs, jobs that require education and training beyond high school but less than a bachelor's degree, are a significant part of the economy. Of the 55 million job openings created by 2020, 30 percent will require some college or a two-year associate degree. (Carnevale et al., *Recovery: Job Growth and Education Requirements Through 2020*, Georgetown University Center on Education and the Workforce, 2013)
- Communities across the nation benefit from CTE. In Washington, for every dollar spent on secondary CTE students, taxpayers receive a \$9 return on investment. Wisconsin taxpayers receive \$12.20 in benefits for every dollar invested in the technical college system. Los Angeles County's economy receives roughly \$9.1 billion annually from the Los Angeles Community College District. (Washington State Workforce Training and Education Coordinating Board, *CTE 2015 Dashboard*; Wisconsin Technical College System, *The Technical College Effect*, 2014; *Economic Contribution of the Los Angeles Community College District*, 2008)



What Is A Credential?



Education- and work-related credentials are important milestones for many individual career pathways. Both at the secondary and postsecondary level, students have the opportunity to earn credentials that verify skill mastery, educational attainment and the authority to perform a task or operation—conveying real economic benefits in the labor market. Credentials are also valuable to employers, allowing them to determine the skill or education level of job applicants without having to perform an assessment for each one.

TYPES OF CREDENTIALS

An education- and work-related credential can be defined as a verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials (U.S. Department of Labor, 2010). The term credential encompasses educational certificates, degrees, certifications and government-issued licenses.

Certificate

Certificates are awarded upon the successful completion of a brief course of study, usually one year or less but at times longer, primarily in public or private two-year institutions of higher education, university extension programs or non-degree granting postsecondary institutions like area career and technical education schools. Upon completion of a course of study, a certificate does not require any further action to retain.

Certification

Certifications indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program, but are typically awarded through assessment and validation of skills in cooperation with a business, trade association or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification.

License

A license is legal permission, typically granted by a government agency, to allow an individual to perform certain regulated tasks or occupations. A license can be obtained by meeting certain requirements set forth by the licenser, usually by completing a course of education and/or assessments. Upon receipt of a license, ongoing requirements may be necessary to maintain the license.

Degree

An academic degree is an award or title conferred upon an individual for the completion of a program or course of study over multiple years at postsecondary education institutions.



What Is A Credential?

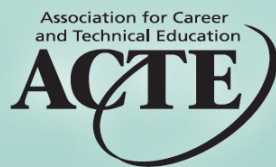
INDUSTRY-RECOGNIZED CREDENTIAL

High-quality credentials are recognized by multiple employers across an industry. To help better identify and prioritize such credentials, ACTE proposes the following uniform definition of “industry-recognized” be implemented across federal legislation when referencing credentials.

The term “industry-recognized,” used with respect to a credential, means a credential that—

- A. is sought or accepted by employers within the industry or sector involved as a recognized, preferred or required credential for recruitment, screening, hiring, retention or advancement purposes; and,
- B. where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

	CERTIFICATE	CERTIFICATION	DEGREE	LICENSE
AWARDED BY...	Education Institution	Business, trade associations, industry	Education Institution	Government Agency
RESULTS FROM...	Course of Study	Assessment	Course of Study	Meeting Requirements
INDICATES...	Education	Skill Mastery	Education	Legal Permission
COMPLETED IN...	>2 Years	Variable	2+ Years	Variable
MAINTAINED BY...	N/A	Skill practice, re-assessment	N/A	Re-application, continuing education
EXAMPLE...	ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration	Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP)	Bachelor of Science, Master of Science, Doctor of Engineering	Registered Nurse (RN), Cosmetologist, Master Plumber



The Association for Career and Technical Education (ACTE) is the nation's largest education association dedicated to the advancement of education that prepares youth and adults for successful careers. For more information, contact: acte@acteonline.org or 703-683-3111, ACTE, 1410 King Street, Alexandria, VA 22314, www.acteonline.org.

RECOGNIZED POSTSECONDARY CREDENTIAL

The Workforce Innovation and Opportunity Act of 2014 defined the term "recognized postsecondary credential" as a "credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree."

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts
and math for career and college
readiness

Multiple languages, science, technology,
engineering, mathematics (STEM), arts and
social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and
problem solving

Collaboration and teamwork

Communication, information,
media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



"Champions at Work"



Congratulations SC !



Medal Winners for SkillsUSA National Competition

Our SC students were awarded 11 Medal winners at the National Leadership Conference to include 5 Gold and 6 Bronze.

Gold: Chapter Display, Birchwood High School, 3 medals

Interactive Application & Gaming Design, Pendleton High School, 2 medals

Bronze: Advertising Design, Center for Advance Technical Studies, 1 medal

Carpentry, G Frank Russell Career Center, 1 medal

Mechatronics, Center for Advance Technical Studies, 2 medals

Nail Care, Bonds Career Center, 1 medal

Automotive Refinishing, Greenville Technical College, 1 medal

SC students also had 31 Skill Point Certificates which are recognized by industry.



The Congress-Bundestag

VOCATIONAL EXCHANGE PROGRAM



Conceived by members of the United States Congress and the German Bundestag, this full scholarship program is designed to strengthen ties between the successor generations of each country. The friendships developed through this special program will deepen each participant's understanding of the commonalities and differences in German and American social, economic and political institutions. The program provides an opportunity for the exchange students, our future leaders, to expand their perspectives and awareness of each other's culture, society, history and politics. At the same time, it enables German and American families to extend their friendships across international boundaries and to relate to one another as members of the same world community.

The Congress-Bundestag Youth Exchange Program provides a unique intercultural educational opportunity for American and German youth. Each year over 300 American high school students receive full scholarships to become exchange students to Germany, where they will live with host families for a year and attend German schools. Similarly, German students live for a year with American families in the United States. This program is supported, as well as funded, by the United States Congress and the German Bundestag.

THE CONGRESS-BUNDESTAG VOCATIONAL YOUTH EXCHANGE SCHOLARSHIP

For the upcoming school year, a special Congress-Bundestag scholarship opportunity is being offered to 20-25 graduating high school seniors with a vocational background. This program is being administered by Nacel Open Door.

PROGRAM SUMMARY

13th Year Abroad for High School Graduates with a Vocational Background

The Congress-Bundestag Vocational Scholarship provides an opportunity for U.S. high school graduates who have undertaken vocational training to spend their 13th year abroad pursuing their vocational interests. It is important to emphasize at the outset that this is a "Young Adult" program which seeks to enroll students who have demonstrated maturity and responsibility and who can be entrusted to fulfill their roles as exchange students without day-to-day supervision.

- 1) All students will receive two months of intensive language preparation following their arrival in Germany before being assigned to their permanent host family and school. The family/school experience is meant to ensure their integration into German society, more fully prepare them to communicate in German, offer them opportunities to meet other young people their age, and prepare them for internships, wherever possible.
- 2) Students should be aware that Nacel Open Door's partner in Germany will make every effort to place them in a school or work situation in their field of interest or related to their field of interest. This, however, will not necessarily be possible in all cases. Students should fully understand that their "international experience" is the important and essential element in the exchange, rather than specific training in their given fields of interest.
- 3) Students are required to bring between \$400-450 per month for spending money.
- 4) Students will provide their own domestic round trip transportation from their home to Washington D.C.



PROGRAM OUTLINE

This full scholarship program, which runs from July to June, includes:

- A pre-departure orientation in Washington D.C.
- Two months of intensive German language training.
- Training/School attendance and an internship while living with a German host family.
- Both a Mid-Term and Re-Entry Seminar in Berlin.
- Room and board for the duration of the program.
- Health, liability and accident insurance.
- International travel to and from Germany.

ELIGIBILITY REQUIREMENTS

High school students must meet the following minimum requirements to be eligible to apply for this program:

- Age: At least 18 and no more than 19 years of age by July 1 of the departure year.
- Grade level: Graduating seniors who will complete U.S. school studies in January or June prior to departure.
- Academic achievements: Minimum of a "B" average (3.0 GPA).
- U.S. citizenship.
- Ability to serve as an ambassador of your country – the USA!

Although previous study of German is advantageous, it is not a prerequisite for scholarship selection. The program encourages applicants from all economic, ethnic, religious and social backgrounds.

HOW TO APPLY

Interested students must be **NOMINATED BY THEIR HIGH SCHOOLS TO APPLY FOR THIS PROGRAM**. Each participating school may nominate up to three students, who then complete the application materials. Students should consult their principal, guidance counselor, vocational education administrator, or call Nacel Open Door at **800-622-3553** for assistance. Completed applications must be postmarked by January 31 of the departure year. Schools should forward completed applications as directed in the instructions accompanying the application.

SELECTION PROCESS

- 1) Application materials are evaluated during February by Nacel Open Door in cooperation with selected educators and program alumni.
- 2) In March, semi-finalists are interviewed at designated sites. Students are notified of the selection committee's decision by the end of the month.
- 3) Final decisions on scholarship awards will be determined by Nacel Open Door after additional medical, placement and grade transcript materials have been submitted.



THE EXCHANGE ORGANIZATIONS

The vocational component of the Congress-Bundestag program is administered by Nacel Open Door in cooperation with Open Door International e.V. in Germany.

For more information about this program, contact us at:

NACEL OPEN DOOR

380 Jackson Street, Suite 200, St. Paul, MN 55101
800-622-3553 or **www.nacelopendoor.org**