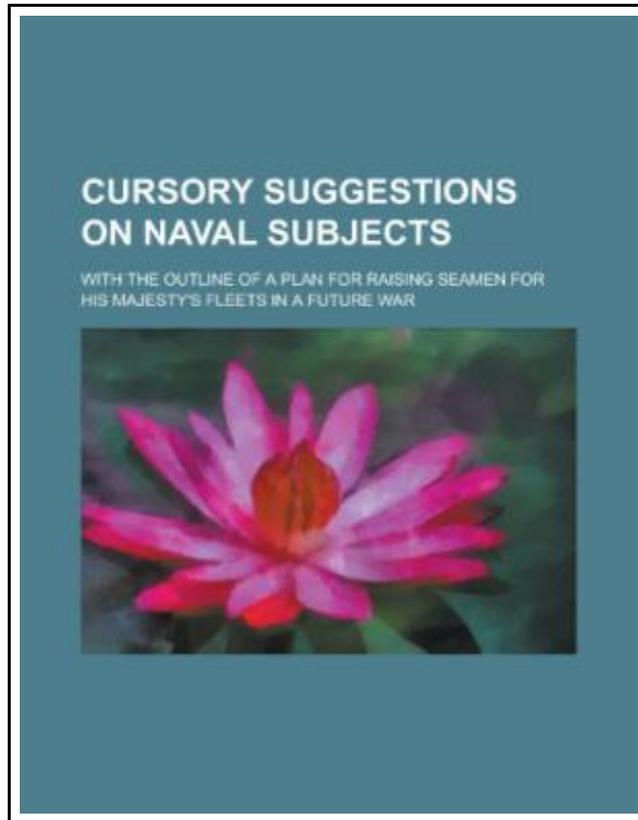


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 110 pages. OCLC Number: (OCoLC)70927918 Subject: Postsecondary education -- United States. Excerpt: . . . Introduction this publication and previous NCEs and National Assessment of Vocational Education reports, this is done by identifying students who completed at least 3 units in one CTE field (Silverberg et al. 2004; Levesque 2003; Levesque et al. 2000). Other analysts might choose different definitions, offering an example that a student who wants to manage a farm may take two agricultural courses, an accounting course, and a marketing course, and may be a purposeful concentrator. However, it would be impossible to identify all possible combinations of CTE courses that might reflect a thoughtful CTE program of study. Thus, this report adopts the definition of CTE concentrators that has been used in other reports, while acknowledging that it 7 does not capture all students who may have focused on a CTE field while in high school. Another limitation of the data is that students started high school in 1988, before the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990 and the School-to-Work Opportunities Act of 1994 encouraged stronger secondary - postsecondary linkages for high school students who participate in CTE courses (Silverberg et al. 2004). The next large-scale national study that will collect both high school and postsecondary transcripts is the Education Longitudinal Study (ELS), which gathered high school transcripts in 2004 and is scheduled to collect postsecondary transcripts in 2012. It is also important to point out that these data do not contain information on program quality. Some high school CTE programs are aligned with external credentialing agencies and are formally linked to postsecondary programs where students can acquire additional certifications and credentials. It...

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