

Career Equity Resource Center

A PROGRAM OF THE CENTER FOR WOMEN AND WORK

FUNDED BY THE NJ DEPARTMENT OF EDUCATION,

OFFICE OF CAREER AND TECHNICAL EDUCATION



FAST FACTS ON EQUITY IN CTE

- Individuals with disabilities represent only 2.3% of those employed in STEM occupations in 2010.¹
- High school graduates in 2009 earned 13.3% of high school credits in CTE.²
- Of the high school graduates in 2009, 4.1% of all credits earned were in non-occupational CTE credits and 9.2% were in occupational CTE credits.²
- Nationally, occupational CTE classes accounted for 68.7% of CTE credits earned as opposed 31.3% of CTE credits earned in non-occupational CTE classes.²
- 11,780 students were enrolled in High School CTE in 2010.³
- In 2010, 32.9% of all students in New Jersey qualified for reduced or free lunch. This means that they live at or below 185% of the federal poverty level.³
- In 2009-2010, New Jersey had 55,450 or 4.1% of students were English Language Learners.³
- Students from disadvantaged backgrounds are less likely to participate in and complete high-skill, high-demand programs.⁴
- Children of affluent parents are 8 times more likely to earn college degrees than their low-income counterparts.⁴
- High-risk students are 8 to 10 times less likely to drop out in the 11th and 12th grades if they enroll in a CTE program instead of a general program.⁵
- A person with a CTE-related associate degree or credential will earn between \$5,000 and \$15,000 more a year than a humanities or social science associate degree.⁶

Examples of Nontraditional Careers for Males:

- Nurse
- Elementary Teacher
- Dental Hygienist
- Social Worker

Examples of Nontraditional Careers for Females:

- Engineer
- Police Officer
- Construction Worker
- Computer Systems Analyst

About CERC:

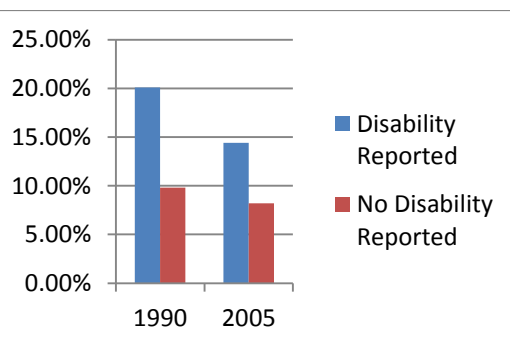
CERC's mission is to ensure all secondary students have equal access to high quality Career and Technical Education programs to assist them to become successful global citizens and prepared for career opportunities of the 21st century.

Contact us for information on the following services:

- Equity Training
- Professional Development
- Technical Assistance
- Curriculum Assistance

Web: cerc.rutgers.edu

Phone: 848-932-4614



Percentage of High School Graduates who earned CTE Credits in Repair and Transportation

Source: National Center for Education Statistics

Sources:

1. ACS 2009 & 2010
2. NCES Table H122
3. NJ Department of Education
4. Pathways to Prosperity, NSF
5. Kulik, Kames, Curriculum Tracks and High School Vocational Studies. University of Michigan, 1998.
6. Jacobson, L., et al, *Pathways to Boosting the Earnings of Low-Income Students by increasing Their Educational Attainment*, 2009.

Tips for Recruitment & Retention

- Use role models to promote programs amongst nontraditional students.
- Develop a set of 5 minute videos for marketing nontraditional CTE to various audiences and potential students.
- Issue a personal invitation for students to attend a class or activity.
- Always include information on career pathways, salary, job benefits, etc.
- Create bulletin board displays recruiting racially diverse young men or women for the activity.
- Initiate discussions with students.
- Create peer support or mentoring groups for nontraditional students.
- Connect students with Career and Technical Student Organizations.

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