



COLORADO COMMUNITY
COLLEGE SYSTEM

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**More Colorado 10th Graders Who Completed Career and Technical Education
(CTE)
Programs Scored *Partially Proficient, Proficient or Advanced*
on CSAPs Than Those Who Did Not Participate in CTE
*CTE Instruction Substantially Improving Performance of Minorities***

New data indicates that in 2009, Colorado 10th graders who completed Career and Technical Education programs performed better on Colorado Student Assessment Program (CSAP) reading and math tests than those who did not. The data was compiled by the Career and Technical Education division of the Colorado Community College System (CCCS).

Formerly known as “vo-tech,” or vocational education, *Career and Technical Education* programs are occupational programs geared toward meeting the employment needs of business and industry. CTE programs include a variety of fields such as business, nursing, criminal justice, culinary arts, automotive technology, construction, early childhood development and welding. CCCS is responsible for coordinating all aspects of career and technical education (CTE) delivered by Colorado’s public secondary and postsecondary entities. Specifically, CCCS endeavors to assure quality programming, efficient delivery, development and establishment of optimal statewide policy and the appropriate regulation and administration of CTE funds. “We are pleased to see our beliefs regarding the power of *hands-on* Career and Technical Education to help students increase their academic proficiency confirmed by this data,” remarked **CCCS President Dr. Nancy McCallin**.

Students Scoring Partially Proficient, Proficient or Advanced in Math

Overall, 8.46% more CTE pupils scored partially proficient, proficient or advanced for math than non-CTE students. 9.9% more male CTE students scored at this level and 5.9% more female CTE students reached this threshold.

Remarkably, 11.41% more Hispanic pupils in CTE programs scored partially proficient, proficient or advanced for math than non-CTE Hispanic students. The increase for other race/ethnicities involved in CTE programs was: Black = 8.42%; White (not Hispanic) = 4.39%, American Indian/Alaskan native = 12.21%; and Asian/Pacific Islander = 1.34%.

Students Scoring Partially Proficient, Proficient or Advanced in Reading

Overall, 6.8% more CTE pupils scored partially proficient, proficient or advanced for reading than non-CTE students. 7% more male CTE students scored at this level and 4.67% more female CTE students reached this threshold.

Remarkably 12.02% more Hispanic CTE students scored partially proficient, proficient or advanced for reading and 10.43% more Black pupils did so. The increase for other race/ethnicities involved in CTE programs was: American Indian/Alaska Native = 8.13%; Asian/Pacific Islander = 5.05% and White (not Hispanic) = 3.66%.

CSAP Comparison of 2009 CTE Secondary Graduates							
Grade 10 CSAP(07) Comparison of 2009 CTE Completers	General Population Partially Proficient, Proficient & Advanced for Math	2009 CTE graduates Partially Proficient, Proficient & Advanced for Math	Difference		General Population Partially Proficient, Proficient & Advanced for Reading	2009 CTE graduates Partially Proficient, Proficient & Advanced for Reading	Difference
State: COLORADO	64%	72.46%	8.46%		88%	94.80%	6.80%
Female	64%	69.90%	5.90%		92%	96.67%	4.67%
Male	65%	74.90%	9.90%		86%	93%	7.00%
American Indian/Alaska Native	47%	59.21%	12.21%		82%	90.13%	8.13%
Asian/Pacific Islander	77%	78.34%	1.34%		91%	96.05%	5.05%
Black (not Hispanic)	37%	45.42%	8.42%		80%	90.43%	10.43%
Hispanic	42%	53.41%	11.41%		77%	89.02%	12.02%
White (not Hispanic)	75%	79.39%	4.39%		93%	96.66%	3.66%

For more information, visit www.cccs.edu and click on “Career and Tech Education.”