

# The State of the Research Base on Career and Technical Education

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Planning Meeting on the Role of CTE in an Era of Standards and  
Accountability

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# Overview

- Sources of Evidence
- Customers of Evidence
- Major Topic Areas Covered
- Quality of the Evidence
- Gaps in the Evidence
- Consensus on Findings?
- Where Might Future Research and Evaluation Go?

# Sources of Evidence

- ED: NAVE, NCES
- NCCTE
- Contractors (ED- or foundation-funded)
- University faculty and researchers
- State CTE offices
- Associations

# Customers of Evidence

- Congress - Primary
- OVAE – Secondary
- Practitioners – Very little emphasis

# Major Topic Areas Covered

- Who participates and how much?
- How do they fare?
  - academic achievement, graduation, and college
  - employment and earnings
- Who teaches CTE?
- How much \$\$\$ do grantees get?

# Quality of the Evidence

- Analysis of “impacts” not rigorous
- National surveys: good at documenting participation/outcomes; poor at measuring implementation; too infrequent
- Grant data variable
- Performance data better but not yet reliable
- Limited in scope/coverage
- Little continuity in research agenda

# Gaps in the Evidence

- \*\*\*Strong information on impacts: on wide range of outcomes (including technical skills), by type of CTE
- Implementation of key strategies: integration, articulation
- What CTE curricula/instruction look like
- Why students take CTE courses/programs

# Consensus on Findings?

## Agreement

- Participation
- Funding

## Disagreement

- Impacts: on achievement, drop out, earnings
- Implementation (e.g., integration)
- Accountability

# Where Might Future Research and Evaluation Go?

- RCTs of specific programs or strategies:  
What are the effects? What works?
- Sampling and reviewing curricula