

**Wisconsin  
Secondary  
Career and Technical Education  
Facts**

**2000-2001**

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**LIFEWORK EDUCATION TEAM**

**WISCONSIN  
DEPARTMENT OF PUBLIC INSTRUCTION**

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Developed by  
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## **Introduction**

Lifework education focuses on exploration of the self in relation to the world of work. Students discover their interests, talents, abilities, and the niches where those talents and abilities are best used. Lifework education also equips students with research skills to enable them to form a realistic picture of job opportunities. In essence, lifework education brings greater satisfaction and relevance to career choices. Lifework education better prepares students for all post-high school opportunities. Whether moving on to further education, training or employment, every Wisconsin student moves through curriculum-based career awareness, exploration, planning and preparation leading to a realistic individualized career plan which is compatible with the student's abilities, aptitudes and interests.

This brochure highlights key components of career and technical education at the secondary level in Wisconsin. Some of those components include the following:

- the level of secondary school districts involved
- the number of students involved
- the equity and access of participation
- the graduation rate of participants
- follow-up of graduate completers.

## **Career and Technical Educational (Vocational) Participation**

Nearly all of the 426 Wisconsin school districts offer some courses in career and technical education. These courses fall under one of six occupational areas; Agriculture, Business, Family and Consumer Education, Health Occupations, Marketing, and Technology Education.

- In the school year of 1999-2000, **367 school districts** participated in Carl Perkins basic grant federal funding. This represents 97 per cent of all districts within the state of Wisconsin with a high school within the district. The dollar amount of funding to those districts totaled **7.7 million** for the improvement and enhancement of career and technical programs.
- **82** school districts in Wisconsin, **21 per cent**, currently require at least a half credit in career and technical education of their students for graduation.
- The following chart indicates the current enrollments by occupational area at the junior and senior grade levels for districts participating in the Carl D. Perkins Vocational and Technical Education Act.

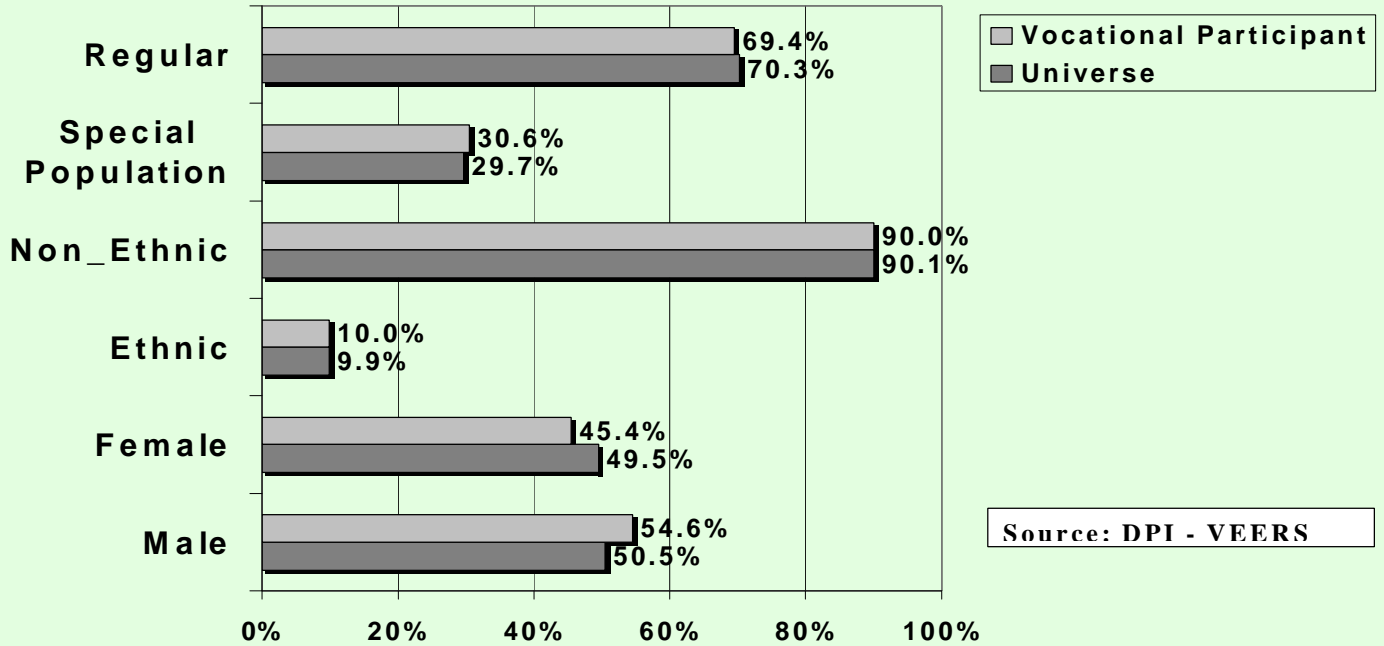
**1999-2000**

<b>Occupational Area</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b># of Teachers</b>
<b>Agriculture</b>	<b>3,312</b>	<b>2,067</b>	<b>5,379</b>	<b>308</b>
<b>Business</b>	<b>8,222</b>	<b>10,021</b>	<b>18,243</b>	<b>1,249</b>
<b>Family &amp; Consumer Ed</b>	<b>14,397</b>	<b>26,451</b>	<b>40,848</b>	<b>1,022</b>
<b>Health Occupations.</b>	<b>500</b>	<b>2,972</b>	<b>3,472</b>	<b>12</b>
<b>Marketing</b>	<b>2,591</b>	<b>3,042</b>	<b>5,633</b>	<b>124</b>
<b>Technology Ed</b>	<b>18,248</b>	<b>4,069</b>	<b>22,317</b>	<b>1,539</b>
<b>Totals</b>	<b>47,270</b>	<b>48,622</b>	<b>95,892</b>	<b>4,254</b>

\*Source: DPI VEERS

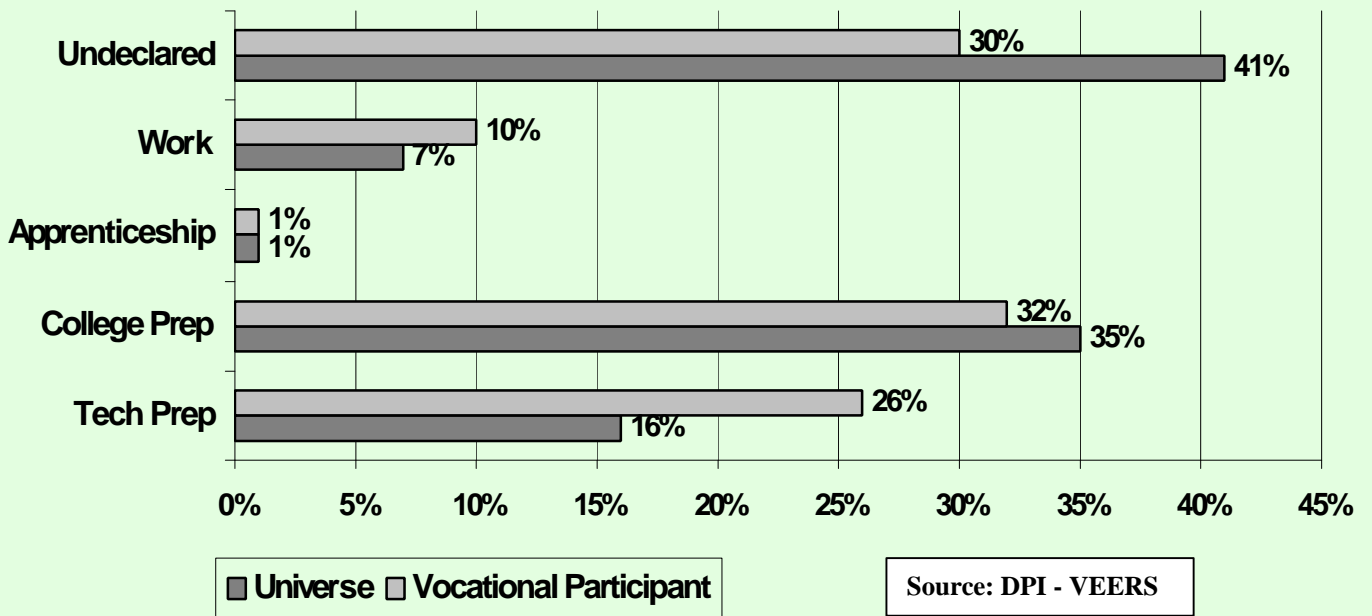
- Nearly **66 per cent** of the reporting universe of students participate in at least one vocational course during their junior and senior year.
- Participation breakouts by Sex, Gender and Characteristic compared to the reporting universe shows that **students mirror the reporting universe** with the exception of females which is slightly lower than the universe. This is demonstrated by the following graph.

## Demographic Breakout



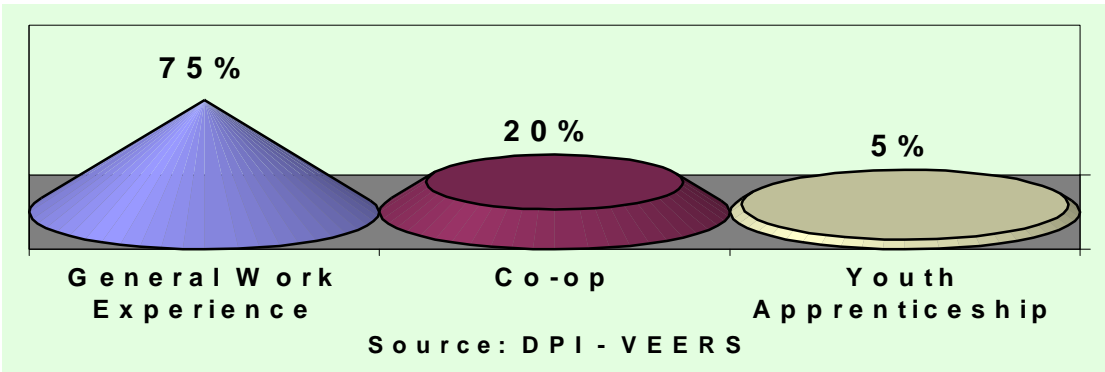
- The following graph indicates that students participating in career and technical education are more focused in regard to their future.

## Career Education Option Intentions



- In 1999-2000, over **21,000 students** participated in **school-supervised work-based learning** at the junior and senior levels, while many others participated in job shadowing and career development programs such as Education for Employment. Such training instills and develops skills and attitudes necessary to succeed in the work place and ultimately life.

**Work Based Learning Participation**



- In 1999-2000, over **4,000 articulation agreements** were in place between secondary and technical college programs to assist high school students in transitioning into technical college programs such that now **22%** enter technical college directly upon graduation and approximately **one-third** of high school students attend a technical college within three years after graduation.
- Added to this are over **2,000 youth** participating in technical college courses through Youth Options that has provided high school students access to **4,700 courses** earning them over **13,000 college credits**.

**Youth Options**

School Year	Unduplicated Enrollment	# Courses	# Tech College Credits Earned
1998-1999	1,542	3,514	9,605
1999-2000	2,037	4,793	13,226

\*Source: WTCS Client Reporting System

- Greater than **91 per cent** of 12<sup>th</sup> grade vocational participants **graduated** during the 2000 reporting year. This compares to the statewide universe of 12<sup>th</sup> grade students of which a graduation rate of a little more than **89 per cent** was reported during the 2000 school year. The program area breakout by completion status of 12<sup>th</sup> grade vocational participants follows:

1999-2000

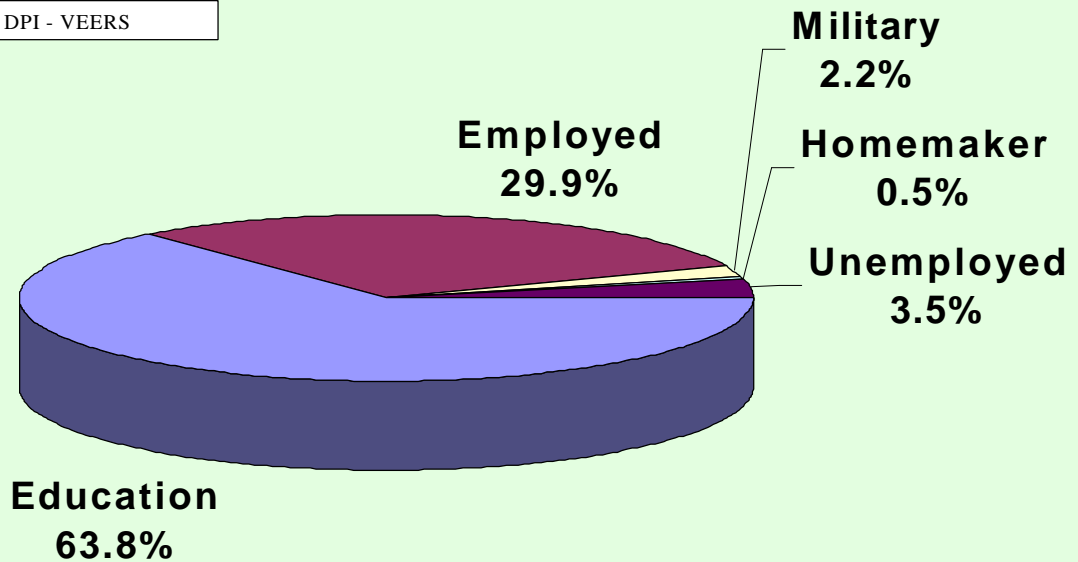
Occupational Area	VE Completer Grad	Grad Only	Continuing	Dropout	Deceased
Agriculture	1,274	1,305	83	30	0
Business	3,738	5,413	684	271	1
Family & Consumer Ed	1,995	2,448	479	154	0
Health Occupations	778	955	76	5	0
Marketing	1,648	1,242	113	40	0
Technology Ed	5,082	5,308	808	258	1
<b>Grand Total</b>	<b>14,515</b>	<b>16,671</b>	<b>2,243</b>	<b>758</b>	<b>2</b>
<b>% of Total</b>	<b>42.5%</b>	<b>48.8%</b>	<b>6.6%</b>	<b>2.2%</b>	<b>0.0%</b>

\* Source: DPI VEERS

- The 1999 Vocational Completer Graduate Follow-up reveals that a little less than **64 percent** were pursuing additional education and around **34 percent** were employed, in the military or homemakers at the time the survey was conducted approximately 9 months from the students' graduation. Only a little more than **3 percent** indicated that they were unemployed or not looking for work.

### 1999 Vocational Completer Graduate Follow-up

Source: DPI - VEERS



- The Lifework Education Team also serves the youth of Wisconsin by providing leadership and support to a number of student organizations. The following chart indicates those organizations as well as the number of chapters and students involved:

Name	Number of Chapters	Number of Student Members
DECA	120	9,300
FBLA	187	6,176
FCCLA	135	4,365
FFA	259	15,949
HOSA	23	471
Skills USA-VICA	63	1,285
<b>Totals</b>	<b>787</b>	<b>37,546</b>

## Partners and Resources

- Additional resources and facts in regard to career and technical education may be found at the web sites of either the Lifework Education Team or our partners.
- Lifework Education Team: <http://www.dpi.state.wi.us/dpi/dlsis/let/index.html>
- US Department of Education, Office of Vocational and Adult Education Carl Perkins Act of 1998: <http://www.ed.gov/offices/OVAE/>
- Wisconsin Technical College System Board: <http://www.witechcolleges.com/>
- Wisconsin Governor's Work-Based Learning Board: Youth Apprenticeship and Tech Prep: <http://www.dwd.state.wi.us/gwblb/>
- US Department of Labor, Office of Apprenticeship Training, Employer and Labor Services  
Registered Adult Apprenticeship: <http://www.doleta.gov/atels>



**Bryan Albrecht, Director**