Chippewa Valley Schools
Career Technical Education

Learning that works for Michigan · CTE™

What are the CTE program areas in Chippewa Valley Schools?	
Automotive Technology	Design Technology
Business (4 pathways): Business Management, Accounting & Finance, Cybersecurity, Information Technology	Family & Consumer Science
	Graphic Design
	Marketing
Careers in Education (Formerly Teacher Cadet)	Mechatronics & Robotics
Construction Trades	Medical Academy
Culinary Arts	Woodworking & Cabinetmaking

CTE Follow-up Study of Completers

Across the state, each year, administrators of CTE programs conduct a Follow-up Study of completers approximately nine months after graduation from high school. Most recent data available is for the graduates of 2018. (Beginning w/2019 graduates—under Perkins V legislation—the Follow-up will include both concentrators and completers and will occur six months after graduation.) This is a snapshot of CTE completers in Chippewa Valley Schools:

Who is a CTE completer?

A completer is a secondary student who has completed each of the 12 segments of a state-approved CTE program with a 2.0 or higher grade and has taken the required technical skills assessment for that program (if one is available). A completer is best prepared to begin continuing postsecondary education and/or employment related to the CTE program and may qualify for articulated college credit.

"CTE students were significantly more likely than their non-CTE counterparts to report developing problem-solving, project completion, research, math, college application, work-related, communication, time management and critical thinking skills during high school."*

For the Chippewa Valley Schools' class of 2018:

550 students completed a CTE program of study
550 (100%) were contacted and responded to the survey

Of the CTE completers who responded to the survey,
60% are employed
84% are continuing their education!
(This exceeds the county average of 80%)
48% are attending a **four-year college or university**
32% are attending a **community college**
<1% are in a **trade school**
<1% are in the **military**
2% are not continuing education at this time
(Rounded to the nearest whole number)

Past five years Follow-up Study:	2015 Report of 2014 Graduates	2016 Report of 2015 Graduates	2017 Report of 2016 Graduates	2018 Report of 2017 Graduates	2019 Report of 2018 Graduates	Five Year Average
	Numerator = # who responded / Denominator = total # completers					
In a training program, attending school or college.						
YES	287/317=**90%**	315/333=**95%**	381/411=**93%**	393/448=**88%**	**462/550=84%**	**90%**
NO	30/317=10%	18/333=5%	30/411=7%	55/448=12%	88/550=16%	10%
Working/learning as an apprentice						
YES	5/317=**2%**	8/333=**2%**	6/411=**2%**	9/448=**2%**	**6/550=1%**	**1.8%**
NO	312/317=98%	325/333=98%	405/411=98%	439/448=98%	544/550=99%	98.2%
Working (% based on those available to work)						
YES	230/317=**73%**	212/333=**64%**	215/411=**52%**	297/448=**66%**	**329/550=60%**	**63%**
NO	87/317=27%	121/333=36%	196/411=48%	151/448=34%	221/550=40.2%	37%
Full-time active duty in military						
YES	3/317=>**1%**	2/333>**1%**	11/411=**3%**	3/448=>**1%**	**3/550=0.5%**	**1.3%**
NO	314/317=>99%	331/333=99%	400/411=97%	446/448=99%	547/550=99.5%	98.7%

*Lekes et al., *CTE Pathway Programs, Academic Performance and the Transition to College and Career*, National Research Center for CTE, 2007; SHRM and WSJ.com/Careers, *Critical Skills Needs and Resources for the Changing Workforce*, 2008