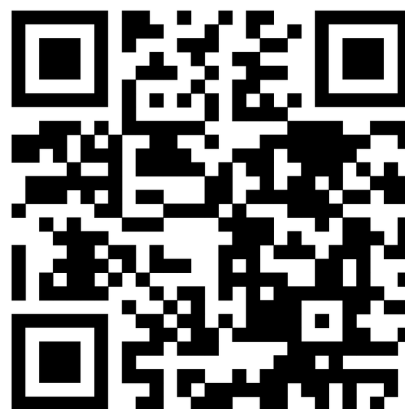


# CTE Innovation and Impact: Lessons from NYC

The Research Alliance for New York City Schools, in collaboration with New York City Public Schools and researchers Rebecca Unterman (MDRC) and Shaun Dougherty (Boston College), is conducting a multi-year, multi-component study of Career and Technical Education in New York City. The study looks to NYC as a laboratory for learning about the implementation, impact, and cost effectiveness of the diverse array of educational options that fall under the heading of CTE.

The first report from our study focuses on 37 **CTE-Dedicated high schools**, which are structured to ensure that all enrolled students participate in a CTE Program of Study from 9th through 12th grade. These programs are organized around an industry-aligned theme (e.g., construction, IT, health services, etc.) and offer a sequence of career-focused courses, work-based learning opportunities, and access to aligned college-level coursework. Read the report at <https://bit.ly/3lqWVpp> or click on the QR code to the right.



The newly released second report from our study focuses on 51 **Comprehensive high schools** that offer CTE alongside other educational options. In this context, students are assigned to CTE programs as part of their high school applications, but they may opt in and out of CTE coursework and other learning opportunities at any point during their high school years. Read the report at <https://bit.ly/43ifqVC> or click on the QR code to the left.

Forthcoming reports from our study will assess the costs associated with CTE and provide a synthesis of findings from both the Comprehensive and CTE-Dedicated high schools.

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