

The Value of CTE Media

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Abstract

It is important to be able to demonstrate the value of the scholastic media experience. to the students' families and population at large to ensure continued enrollment so that contemporary society will be served by people with the knowledge and experience obtained in high school media classes.

In this project, the author will analyze the data found in various research studies to determine the value of high school media classes for students. It will also explore how media classes are being recognized as CTE programs as they teach hands-on, deadline-driven, skills-based curriculum although they may not be named "journalism."

The author will create a website, ctemediamatters.org, to showcase information from various online websites and research reports. The website will demonstrate that there are high school CTE media programs that currently exist in the United States, how some educators have embraced the model and how some graduates apply their skills from media classes to their experiences beyond high school. The site will serve as a conduit for educators to share with parents, students, administrators, and colleagues the value of CTE media courses within the U.S. school system. It will make this information easily accessible to media teachers and advocates of media education as they recruit students, increasing the population of citizens who are media literate and critical thinkers, and providing all with an understanding that media is a fundamental part of a successful democracy.

The Value of CTE Media

The Journalism Education Association (JEA) is an American organization that supports scholastic journalism through the provision of resources and educational opportunities. JEA members include teachers, publication advisers, adviser organizations, professional media personnel, and journalism departments. Libraries, press associations, newspapers, radio stations, and yearbook companies are also members (Journalism Education Association, 2022). JEA has recognized the value of Career Technical Education (CTE) for its membership and has included on its website the ways that a journalism program can access the benefits of being defined as a CTE pathway, and the method to be considered one.

Career and Technical Education is intended to provide students with skills needed in the labor market and to prepare them for post-secondary study in technical areas. The emphasis is on real-world connections to classroom activities — students learn professional and technical skills by practicing those skills. Traditional CTE programs include such vocational courses as automotive repair and welding, but many states offer courses in desktop design applications under the CTE umbrella (Journalism Education Association, 2022b).

Within the last decade, the teaching of journalism has become more essential than ever before. According to Schudson (2013), “professional journalism, defined as committed to the norms more than to political ideas, is more important than ever” (p.1). It is therefore essential that educators are trained and empowered to provide media classes and that they are aware of how critical this education is to society.

Contemporary students must be critical thinkers to be media consumers who are able to evaluate the validity of what they see and hear; to this end, they must be able to identify and

evaluate biased or even fake news. At the same time, a strong democracy is rooted in a powerful, free press, and the students who create this content will become the journalists of tomorrow.

Schudson (2013) states, “Journalism is among the institutions necessary for sustaining democracy, specifically, journalism empowered by sufficient economic support to pursue the news coverage that matters to democracy” (p.4). Therefore, the skills acquired in a media course will help to ensure contemporary society continues to receive accurate, unbiased, fact-based truth. Media classes enable students to make educated evaluations of the world around them, allowing them to make informed decisions, and this makes journalism students essential to the future success of society as a whole. Some of these students may pursue journalism as a career, but all students need these skills to be good citizens.

Media classrooms focus on the real-world applications of media, providing a hands-on, deadline-driven, career-focused experience. The skills and knowledge obtained through journalism and media classrooms lead to future success in college and career. There have been a variety of studies that explore the positive benefits of a skills-based media experience in high school. While the overall success of these students may be related to other factors, there appears to be a positive correlation between students in journalism programs who have been more successful in college than their non-journalism peers (Dvorak & Choi, 2009).

Literature Review

Definition of Career Technical Education

Career Technical Education (CTE) is the application of academic and technical skills and knowledge for a purpose or goal. The study of scholastic media, the process of learning and applying news literacy, is directly connected to both college and career paths, and many schools across the country are recognizing that connection as a part of CTE. This label can be applied to

media classes where students are learning to conduct interviews, photograph, design, create layouts, and market with the end result being a finished publication, news show, social media post, online news or other media-related goal. Separated into industry sectors or clusters, based on general career pathways, the world of CTE is a place where students learn how to be successful in life through directed skill-based experiences focused on critical thinking, collaboration, problem solving, innovation, teamwork, and communication (Brand et al., 2013).

In a traditional classroom, students frequently ask the educator when they will ever use the material. While a typical answer in a traditional classroom is “maybe in college,” there is no question that what students learn in a CTE classroom will be useful in college and applicable in life beyond academia. The CTE classroom is based on skills that will be needed throughout a student’s life, both in the industry sector they are in, and throughout other aspects of their life. A CTE classroom is one that applies academic knowledge to real-world experience. According to the Phi Delta Kappan’s 48th Annual Poll of the Public’s Attitudes Towards Public Schools (2016), 45 percent of the respondents stated that the main goal of school is academics, and about 25 percent reported that the goal is to prepare good citizens and workers. In the same poll, the respondents said that they would like both advanced academic classes and career-technical education, but if forced to choose, 68 percent of respondents would like schools to offer more career-technical or skills-based coursework while 21 percent of respondents stated that they would like more honors and advanced academic classes offered (Phi Delta Kappan, 2016).

Journalism advisers and educators are realizing that they fit the model of CTE and should be included in the media industry sector. As the Journalism Education Association(2022b) points out, there are advantages to both advisers and students by converting journalism programs to CTE. These include, but are not limited to;

For the adviser: Federal funding for equipment and professional development. Access to grants and support organizations. Recognition of the program as career preparation;

For the student: Dual enrollment in college program (varies by state). Certification in software programs such as Adobe Photoshop. Employability skills that translate directly into the workplace. (Journalism Education Association, 2022b.)

Journalism Matters

Journalism is fundamentally important to the American education system. Schudson (2018) explains “Journalism may exist without democracy, but can democracy exist without journalism? Not, I think, in the contemporary world” (p.6). In his book, Schudson (2018) explores the history of journalism in democracies of the world and concludes that news is a key component in democracy because citizens must have access to reliable sources of information in order to be able to make rational decisions.

In addition to reporting, Schudson (2018) notes that journalism also consists of advertising, managing technology, and building and establishing relationships and trust. As he explores the fundamentals of journalism, he notes that even though the range of available information is broader than ever in today’s modern era, it is also easier for the consumer to filter out anything undesired (Schudson, 2018). To this end, journalists must know how to connect with their audience and must be able to sustain the reader's attention.

Journalism skills can be learned within the classroom and are being taught in many classrooms across the country. The modern journalist is required to be convergent, using a variety of skill sets to tell the story (Holmes et al., 2013). This may mean that the journalist is the photographer, videographer, editor, podcaster, social media manager or other roles. Having a diverse skill set is becoming increasingly essential for all journalists. Holmes (2013) explains,

“Most editors these days won’t hire a journalist who doesn’t tweet. Those who will, are editors of a publication that will soon file for bankruptcy” (p.227). This means that media students must be exposed to a wide variety of skills to be successful in the professional world.

Reading and Writing

Journalism students excel in academics. According to Dvorak (2009), in a sample of more than 31,000 students, including juniors and seniors from all 50 states and some foreign countries, who took the ACT during the five years before the study, students who participated in high school media had higher ACT English and composite test scores. In addition, students who participated in high school journalism programs had higher grade point averages, demonstrated better writing and grammar skills in college, and had higher freshman English grades and higher total freshman GPAs than students who did not work on their school newspaper or yearbook (Dvorak, 2009). Likewise, journalism students earned higher grades in high school mathematics, science, social science and English courses (Dvorak, 2009).

Although these results show higher scores and success rates for students who had journalism experience in high school, there are limitations. For example, minority students only accounted for about 20 percent of the student sample, meaning that the sample did not represent the entire public school system population (Dvorak et al., 2009). Another limitation is that low-income and minority youth are underrepresented in high school journalism programs across the country so the benefits of scholastic journalism may not reach this population (Dvorak, 2009).

Skill Sets in Media

Journalism class and CTE media class are the same class with different names. Media provides students with exposure to various skills that can be grouped into four major categories.

Reporting includes writing, reporting, investigating, interviewing, editing, photography, ethics, and law (Journalism Education Association, 2022b). After finding the story, a student will conduct interviews, write the copy, then edit and publish it in the newspaper, yearbook, online news site, news broadcast or other medium.

Technology skills in media consist of design, layout, photography, lighting, sound, research, spreadsheets, media management, website creation and maintenance, social media, and videography (Journalism Education Association, 2022b). A student will gain experience with various software and hardware tools in order to produce the finished product. Through the process, the skills obtained in technology are thorough and valuable. In some cases, students will even become industry-certified professionals through their media experience, and many will have a digital portfolio of their technical skills.

Business skills in media include marketing, sales, budgeting, advertising, sponsorship, working with customers, cultivating long-term relationships, and social media management (Journalism Education Association, 2022b). Media students often have to learn the financial fundamentals of operating a business. Examples include selling and creating advertisements, interacting with customers (yearbook sales, recognition ads, sponsorships), creating and managing budgets (printing, streaming, advertising), and marketing through social media campaigns. Media can provide students with a valuable business background with real-world experience.

Life skills in media, also referred to as soft skills, include teamwork, communication, leadership, collaboration, time management, critical thinking, presentation, project management, deadline management, conflict resolution, identifying sources, and determining the validity of sources (Journalism Education Association, 2022b). Within the media classroom, students are

consistently challenged to learn, utilize, and develop these skills. Teamwork is a fundamental part of any media production, as nothing can be accomplished without contributions from a variety of people.

Students must integrate skills from the four sets, including reporting, technology, business, and life skills to create a final product with the ultimate goal of sharing stories with the community. The skill sets obtained in scholastic media have the potential to be utilized in various ways throughout a student's life. In fact, many students do not realize the value of what they are learning until they move on to college or career and see that peers without the media classroom experience are far behind them. Bria Little, co-owner of the digital marketing firm, Lure Digital, spent four years of high school in a media class and used much of what she learned in college and career. A journalism student might return from college and state, "I did not know how much I was learning until I was using these skills in my job or in my college class." (B. Little, personal communication, March 10, 2021)

Scholastic Journalism and Career Technical Education

The alignment between the skills learned in a journalism class and what a CTE media class should include means that many journalism classes are already operating within the parameters of a CTE program. The limiting factors that are keeping the program from being qualified as CTE could be as simple as a renaming/reframing. The Journalism Education Association (2022b) breaks down the steps for converging a CTE pathway and the journalism classes currently being taught in hopes that journalism programs are funded, supported academically, and given the opportunities that other CTE programs are.

Step 1: Make friends with your school's/district's CTE department chair. Building a positive relationship with the CTE department chair can go a long way to an adviser's future success in building a strong program of study.

Step 2: Assess your program. It is important to understand the language and expectations that are required under a CTE program. When going through this evaluation tool, oftentimes advisers realize that they are already doing much of what is expected of CTE programs.

Step 3: Build an advisory board. An advisory committee represents stakeholders in the CTE program and provides input for the program's continuous improvement. Advisory committees meet at least twice a year and minutes are available for review. Advisory committees should be gender balanced. [Developing a Local Advisory Committee](#)

Step 4: Build a Pathway of Study - Consider two or more courses in sequence that lead to either a career pathway through certification or post-secondary pathway in a related program. The course names and sequences will vary from state to state; check your state's course descriptions and essential skills. Example course crossover: Photojournalism = Commercial Photography, Newspaper = Graphic Design, Broadcast Journalism = Video Production

Step 5: Investigate your state's licensing or certification requirements. CTE certification varies widely from state to state. Some require professional experience in the field for licensing; others have multiple paths. Your state's board of teacher certification is the best place to start.

Dual Enrollment Credit

Dual enrollment, college credit while in high school classes, for high school students is a model that is becoming more popular in the United States with 73 percent of CTE programs in

the U.S. offering it in some form (U.S. Department of Education, 2019). By partnering with local colleges, a student simultaneously earns both high school credit and college credit for enrolling in a single course on the high school campus. Media students engaged in CTE and dual enrollment programs have opportunities to earn more postsecondary credits than other students.

The benefit of dual enrollment to the students is that they receive personalized instruction and support from their high school teachers while earning college credits and advancing future opportunities. In some schools this may mean that upon graduation, students have enough college credits to advance directly into second or third year university, depending on the credit transfer program. Maitre (2015) explains that research on dual enrollment programs suggests that students who participate in dual enrollment are not only less likely to take remedial courses, but also more likely to graduate from high school, enroll in a four-year university, and earn postsecondary credits.

According to a report by the U.S. Department of Education (2017), nearly all public school districts offer CTE programs to high school students and 75 percent offer CTE courses that earn dual enrollment credits. The U.S. Department of Education (2017) reports that students who take dual enrollment courses are twice as likely to enroll in a two-year college within a year of graduation than students who don't take dual enrollment. In fact, combining the benefits of media education with these opportunities amplifies the likelihood of success in both college and career.

The offering of college credit for high school media classes becomes more valuable considering that some teachers are reporting that students aren't able to take journalism because it is not AP. Tara George, a professor from Montclair college in New Jersey, found

Many advisers report that the rising pressure on students to appear competitive in their college applications by taking Advanced Placement (AP) college level classes is having a negative effect on journalism instruction because students are increasingly overscheduled and are disincentivized from taking journalism because it is not offered at the AP level (p.5).

Graduation Rates

Dvorak (2009) explains that being involved in the high school newspaper or yearbook staff is an excellent outlet for talented, active, and engaged students to participate while providing opportunities to apply their critical thinking, design, writing, and natural leadership skills. According to the U.S. Department of Education (2017) there is evidence that by participating in a media pathway concentration in high school, a student is more likely to be successful than students who do not engage in a media pathway. A CTE concentration means that a student has taken two or more classes in the same pathway, so a student who completes two or more media classes is a concentrator in media. Moreover, students who concentrate in an area of study, such as media, will be more likely to graduate from high school than those who do not have an area of concentration (U.S. Department of Education, 2017). The Thomas B. Fordham Institute (2016) explains, “Students of both genders are more likely to graduate from high school if they concentrate, but boys see a bigger boost” (p.8). Males who have a specific focus are 23 percentage points more likely to graduate than similar males who do not concentrate, while females who have a specific focus are 19 percentage points more likely to graduate than similar females who do not concentrate (Thomas B. Fordham Institute, 2016).

The Thomas B. Fordham Institute (2016) further explains that low-income students who concentrate in CTE are 25 percentage points more likely to graduate than low-income students

who do not concentrate while higher-income concentrators are 17 percentage points more likely to graduate than higher income students who do not concentrate. In addition to increasing the likelihood of graduating, having an area of concentration improves the likelihood of higher wages for all genders (Thomas B. Fordham Institute, 2016). Therefore, a concentration on media will likely improve post high school opportunities.

Increased Success Through CTE

Moreover, evidence shows that the more CTE courses taken, the more successful students will be (Thomas B. Fordham Institute, 2016). This means that students taking CTE media courses will increase opportunities by taking more courses in high school. According to studies by Thomas B. Fordham Institute (2016), adding one CTE course increases a student's likelihood of graduating from high school by 3 percent, getting a job after college by 1.5 percent, and increases earnings by 3 percent quarterly. Dvorak (2009) also found that journalism students are more likely to be involved in leadership, community engagement, and civic activities. In addition, they are more involved citizens and better educated than non-journalism students (Newspaper Association of America Foundation, 2008).

Career and Industry Sectors CTE

There are many journalism programs in the United States that meet criteria to be included in CTE, but do not self-identify as CTE. Although the word "journalism" is not included in industry pathways, there is a clear connection between Arts, Media and Entertainment pathway courses and the skills being taught in the journalism courses. This may be because of the lack of understanding that the skills that are being taught in the classroom are the skills that are the same as those celebrated in the CTE world. The Journalism Education Association (2022b) delineates CTE course names with traditional course titles. For example, CTE Commercial Photography

contains the same content as traditional photojournalism, CTE Graphic Design/Graphic Arts contains the same content Yearbook/Newspaper, and CTE Video Production contains the same content as Broadcast Journalism (Journalism Education Association, 2022b).

In order to organize the pathways to careers and post-secondary education, 43 states have adopted CTE “career clusters” grouping jobs and industries that employ similar skill sets (United States Department of Education, 2019). The other seven states have created their own “industry sectors” that meet their regional needs. In California, media courses can be considered part of the Arts, Media and Entertainment sector. The importance of the CTE pathway can be found in data from the United States Department of Labor, which found students entering the workforce who had a CTE concentration earned more than non-concentrators (National Association of State Directors of Career Technical Education Consortium, 2013). Being a part of a media pathway will benefit students throughout their lives by providing that foundation of skills-based learning.

Community

In media programs and pathways, students are able to develop a sense of community in a way that is unique to the high school experience. A sense of community fosters a collective need to be successful, supporting the individual by supporting the group. This sense of community is developed through a common purpose and goal, providing students a place where they can belong and feel safe. The members of this group will then work together to strengthen their connections to each other and the community they serve. This is inherent in media programs as they provide a collective need to tell the stories around them (Neely, 2015).

According to Clark and Monserrate (2011), community building is a framework that develops, enhances, and sustains the capacities and relationships of the members of the community by emphasizing efforts to improve conditions, increase opportunities, and make

positive changes within the community. While the goal of community building is improving local services, programs, and institutions to combat issues, the focus is on building relationships and increasing the civic capacity of the community members (Fiester, 2007). Neely concludes that youth journalism programs offer a wealth of opportunities to empower youth voice for community-building efforts and to benefit teen participants and their peers (Neely, 2015). By participating in a journalism program, a student is engaging in community both within the program and outside through engagement with the members around them, providing an intrinsic reward for the student and extrinsic reward for the community of the stories and media creation. This will benefit the student and community for the long term, as they carry that experience throughout their lives whether they participate in journalism post-secondary or simply as an informed community member who understands the value and importance of journalism. Belonging to a community provides an opportunity for life-long relationships and support systems (Kovach & Rosenstiel, 2007).

Skills for a Democratic Society

Scholastic journalism and media literacy are essential skills for a democratic society (Jolls & Johnsen, 2018). They provide an opportunity for student voices to engage in critical thinking and civic responsibility. Scholastic journalism programs promote a democratic society by helping youth gain a sense of concern for how the rights and experiences of other students are respectfully addressed (Clark and Monserrate, 2011). Members of society who understand journalism and the rights of press and free speech will also be more likely to be active participants in government and use their voices to share opinions and ideas. Scholastic journalism offers students an opportunity to discuss and debate issues important to them, and

these students in turn are more likely to be civically engaged once they leave school (LoMonte, 2022).

The student voice that is established through a high school journalism program is one that will benefit the entire community for a lifetime (Bobkowski et al., 2017). LoMonte (2022) quotes a statement by Neha Madhira, a censored Texas high school editor turned press-freedom activist,

Education is all about teaching students how to use critical thinking skills. And journalism is about putting those skills into practice. When student media publications seek the truth and make their own editorial decisions, they utilize the very skills that our education system is built on (p.1).

Enrollment in media

While the number of students participating in high school media programs in the United States is unknown, there are a number of influences that have impacted participation. According to Alice Pettway (2019), journalism program enrollment declined by 3 percent in 2010-2013 “as students increasingly saw traditional journalism as unmarketable.” She continues to point out that a Texas Tech survey found that undergraduate enrollment dropped by 16.3 percent nationwide between 2013 and 2015 (p.34). However, the politics of the 2016 election appear to have reversed the trend and seen numbers begin to rise again. Pettway points out that it has also caused a shift in the way that programs are preparing students for careers in journalism. “Newhouse students are now trained in audio and video, podcasts and multimedia storytelling” (p.35) because they need these skills to be competitive.

At the high school level, the data is less clear. While state enrollment varies, a report by Tara George, the head of Journalism and Television/Digital Media at the School of

Communication and Media at Montclair State University in New Jersey, that looks at the state of New Jersey in 2018 shows fluctuations in journalism offerings and a slight decline in participation. While some schools added programs, others closed them, depending on teachers, administrator support, and other factors (George 2020).

Free Press

A free press is a fundamental cornerstone of the United States. Journalists provide a check and balance of those in charge and ensure that leaders are held accountable. The skills that students learn in the media classroom help them to analyze, evaluate, reflect and communicate a story to readers, viewers and audience. Media literacy is about understanding and unmasking bias and the economics behind media creation. This means that students who take media courses will be more successful in being active participants in democracy, whether in a journalism capacity or simply as a consumer of media, and future journalists will ensure that the United States continues to be free (Friesem, 2019).

Contributions to Society

This further supports the idea that a high school journalism experience creates a better overall society of critical thinkers who participate in the world around them in a way that non-journalism students are less likely to. However, there is the question of causation versus correlation. According to the Newspaper Association of America Foundation (2008), journalism attracts students who have a more critical way of thinking, but being involved in journalism helps students to think critically, organize oneself, and organize one's brain in a way unlike other activities. While it is possible that students who choose media classes in high school have qualities that will make them more successful than those who do not, it is likely that it is a combination of both factors, and that some of the students grow and benefit directly from the

journalism program specifically. Therefore, there is evidence that students who participate in high school CTE media programs are more likely to be successful in college and in careers than students who did not participate in CTE media because of the experience of being in a hands-on, deadline driven, skills-based program.

Explanation of Project

Educators and parents want to provide opportunities for students that will help them grow and learn. They also want to offer experiences that will support their success. Media programs provide hands-on, real-world, deadline-driven experiences in a CTE classroom. The project is to provide a website, ctemediamatters.org, that has updated information for educators and parents about the value and opportunities provided by CTE media. This collection of resources will highlight media programs throughout the country, showcase interviews with educators and alumni from a variety of backgrounds, and provide materials highlighting the skills and experiences from CTE media. The site will include interviews from advisers of yearbook, newspaper and broadcast media programs who are active members of the Journalism Education Association and the Student Television Network. Over time, the site will add more interviews with other advisers from across the country.

The website will include multiple resource tabs for educators, administrators and parents. The main homepage will house interviews with educators in media. There will be a tab with information about the project, about CTE, teaching standards and ways for programs to become CTE pathways, and dual enrollment. The site will also include links to various resources and organizations that support CTE media. It will also include information about the author and various videos of alumni sharing the value of CTE media for a student. The site will host a

directory of programs, a map of programs and a way for media programs to add themselves to the map.

Methodology

Journalism and a free press are an important part of a democratic society. This literature review and website project were created to help ensure that the value of journalism education is recognized and continues to be an important part of the high school education system. There is evidence that media literacy and the skills learned through media courses are needed more than ever before (Jolls & Johnsen, 2018). Higher numbers of students are enrolling in undergraduate journalism programs because they want to address the political and cultural environment while holding the people in power responsible for their actions (Pettway, 2019). To address this, I have created a website that will help educators to grow their programs, access resources, and explore the value of CTE media.

The website created for this project is a collection of resources and information for journalism educators, students and families that outlines ways to have a successful media program. One the homepage it will include interviews with educators who have created media programs that continue to grow and will showcase ways to ensure that these programs continue. According to the Thomas B. Fordham Institute (2016), the more CTE courses that a student takes the more successful in high school, college and in job earnings, and I will include educators who have successfully implemented Career Technical Education media programs at their school. The advisers included will be from professional organizations including Journalism Education Association and the Student Television Network. Transcripts of these interviews will be posted on the site. It will further explore the value of Dual Enrollment, as an alternative to Advanced Placement classes, integrated within media and how it can benefit students and programs alike

because as George (2020) outlines, media courses are often competing with AP classes for students. On the Project page, there will be links to the proposal and final paper for this project. The CTE page will share resources from various sources, and outline what the CTE media standards include, and how a program could qualify for CTE. The About page will include information about the author, and a variety of videos from alumni of various media programs, exploring the value of high school media and how it helped them in their academic and professional pursuits beyond high school. The Resources page will provide links to information about CTE clusters/pathways, and dual enrollment, as well as various high school media organizations. On the directory page I hope to include a map that links programs to locations in the United States and begin the collection of that information through a Google form and begin a list. The map will then be populated with the information about the media programs, if they are CTE or not, and include links to media sites. For the initial map I will be using information collected from the National Scholastic Press Association and the Journalism Education Association, but hope that visitors to the site will also add their information. Laura Negri, the Journalism Education Association's chair of CTE, said that there isn't a list of CTE media going yet but it is a project for the fall (L. Negri, personal communication, June 23,2022). I will also share the website to educators through social media and groups like the "Journalism Educator Group" on Facebook.

Limitations

When reviewing the data it is unclear if CTE media experience supports, leads to, or causes, the success of the student, or if it is the innate characteristics of the students that leads them to enroll in CTE media and promote success. Also, not every school or community is the same so this information may not be generalizable to all communities. Although I will share the

website with all my professional connections, it may be difficult to get a significant number of viewers or participants. Likewise, not every school has equal resources to provide the same opportunities to the students. The map will be limited by the access that I have to program listings and then by the participation of other programs to enter their information. This will also be limited by whether programs respond or not to outreach on national listservs and social media groups for journalism educators. I will make continued posts on these sites to try and expand the participation in the project.

Conclusion

CTE media has a positive impact on students. It may be that students who choose CTE media classes have a predisposition for success, and that the experience in the hands-on learning environment enhances those opportunities. Students and parents need to understand the value of enrolling in media classes and how the skills learned can promote future success. A website that collects data and shares opportunities is valuable for students, parents and educators alike. The entire country would benefit if there were more CTE media classrooms and opportunities available. The website will share the benefits of media and the value of it for all of us. It will have a data collection tool built into it that allows it to update with current information and remain relevant for viewers. I will share the site through my professional connections in southern California and JEA and STN listservs and make it available for organizations promoting CTE and scholastic journalism at national conferences. I will also talk about it as a part of sessions I teach at the national high school media conventions.

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