NOTES FROM THE CO-EDITORS

In 2015, a total of 15 manuscripts were submitted for publication consideration in the *Journal of Career and Technical Education* (JCTE). At the end of November, the review process was fully completed for 12 manuscripts, with three articles remaining under review. Based on the review results of the fully reviewed manuscripts, three articles met the standards for publication and were accepted to produce Volume 30, Issue 1 of the journal, representing an acceptance rate of 25%. The articles featured in the current issue, represent two methodological approaches (correlational and descriptive), and address important issues related to career development, equity, and program practice.

In the first article, *High School Predictors of a Career in Medicine*, Fuchs, Sadler, and Sonnert reported the results of a study of high school students interested in medicine as a career. The authors noted the need to boost participation and equity in the medical career pathway and were particularly interested in determining whether interest at the end of high school is mediated by race/ethnicity. Using multiple logistic regression models, the authors determined there is a relationship between early and at the end of high school. The authors found no racial/ethnic differences in related interest although Asian students tended to show higher interest, while Black and Hispanic students showed high intrinsic motivation but lower science performance limiting the pursuit of related career pathways.

In the second article, Fuller Hamilton, Malin, and Hackman reported the results of a study entitled, *Racial/Ethnic and Gender Equity Patterns in Illinois High School Career and Technical Education Course-work*. In their study, the authors sought to analyze Career and Technical Education (CTE) student enrollments in Illinois by career cluster and pathway in terms of gender and racial/ethnic participation. The authors were particularly interested in determining participation trends in Science, Technology, Engineering, and Math (STEM) CTE pathways. This was an ex post facto descriptive study using state data to determine participation trends and the authors found gender and ethnicity-based inequities in certain areas, while more equitable patterns were apparent in others. For example, the authors described higher enrollment of male students within STEM pathways, but in other CTE pathways the trend was reversed. In general, based on the results of this study, White student participation was found to be more prevalent in CTE programs in the Illinois when compared to other students.

In turn, the third article features the results of the study, *Occupational Safety and Health: A View of Current Practices in Agricultural Education*, conducted by Threeton, Ewing, and Evanoski. In this study, the authors used descriptive research relying on a survey to document safety practices in the context of instruction in secondary agricultural education. Based on the results, the authors concluded that although the majority of agricultural education programs in the study included a safety program, about a fourth of programs did not. Further, the authors found that most of the students receive safety training, while a small fraction of teachers do not provide related instruction. Lack of adequate funding and classroom facilities combined with high student enrollment appeared to hinder the implementation of safety programs.
The results of the first two studies confirm relevant literature in STEM related pathways, especially in the areas of engineering and computer science, noting the need for boosting the participation of underrepresented students in the education pipeline. In addition, the third article contributes to our understanding related to the creation of a safety environment for student participation that should be at the core of CTE programs.

Overall, we appreciate the work of researchers in the field and the opportunity to share their work with others in the CTE community through our journal. In this regard, the review process is rigorous as demonstrated by a 25% rate of acceptance, which continues to solidify the trend in the consistency of the journal quality and review process. To this end, the journal relies on the support of reviewers to make the selection of articles featured in this Winter Issue possible. As such, journal reviewers are critical to the review process and their support is greatly appreciated.

We also want to recognize the support of Chase Dooley at Virginia Tech, who is serving as our de facto Managing Editor. Mr. Dooley is a Digital Publishing Specialist at the Virginia Tech University Libraries and his continued support to JCTE has been greatly appreciated. Thanks to his support, as part of the public service offered by the Virginia Tech University Libraries, the journal should be able to transition to an automated workflow site in 2016 to manage submission, review process, and publication.

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The Journal of Career and Technical Education can be obtained in electronic form. Previous printed journals are indexed in the Education Resources Information Clearinghouse (ERIC). The electronic journal is available worldwide on the Internet and can be accessed at the following case sensitive URL:

http://scholar.lib.vt.edu/ejournals/JCTE/

Prior to Volume 16, Number 2, the Journal of Career and Technical Education was published as the Journal of Vocational and Technical Education. These issues can be found at the following case sensitive URL:

http://scholar.lib.vt.edu/ejournals/JVTE/

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