



Learning that works for  
the District of Columbia

Career Technical Education (CTE) is a proven strategy that expands options for learners, empowers them to choose a meaningful and sustainable career, and prepares them with real-world skills for success in college and careers. Through hands-on learning, engagement with industry experts and rigorous academic and career-focused coursework, CTE is learning that works for the District of Columbia’s students – and its economy.

## CTE Works for Learners in the District of Columbia

### CTE Enrollment<sup>1</sup>

**5,234**

High School

**981**

Postsecondary

### High School Graduation

**69%**

District of Columbia  
Average<sup>2</sup>

**92%**

CTE Concentrators<sup>3</sup>

## Outcomes for Learners in the District of Columbia<sup>4</sup>

**79%**

high school CTE graduates enrolling in college, enlisting in the military or working within six months

**37%**

postsecondary CTE students staying enrolled and/or transferring

**67%**

postsecondary CTE students earning a credential, certificate or degree

**15%**

postsecondary CTE graduates placed in careers or further training within six months

- Fun fact: Students who participated in the Washington, DC and Baltimore, MD based Urban Alliance High School Internship Program saw significant positive outcomes. A 2017 evaluation found that young males who completed the program were more likely to attend college, persist and earn a two-year degree.<sup>5</sup>

## CTE Works for the District of Columbia’s Economy

- Middle-skill jobs – those requiring some postsecondary education and training, but not a Bachelor’s degree – account for 28 percent of the District of Columbia’s labor market.
- However, only 21 percent of workers in the District of Columbia are qualified to fill these middle-skill jobs,<sup>7</sup> leading to a skills gap that CTE can help address.
- In total, 2,035 associate’s degrees or certificates were awarded in the District of Columbia in 2015 – about 8 percent of all postsecondary degrees and certificates.<sup>8</sup>



In the District of Columbia, the top middle-skill occupations with the highest projected job openings are in the Health Science and Information Technology Career Clusters.<sup>6</sup>



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<sup>1</sup> U.S. Department of Education, Perkins Data Explorer. <https://perkins.ed.gov/pims/DataExplorer/CTEParticipant>

<sup>2</sup> U.S. Department of Education, National Center for Education Statistics.  
[https://nces.ed.gov/ccd/tables/ACGR\\_RE\\_and\\_characteristics\\_2014-15.asp](https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2014-15.asp)

<sup>3</sup> U.S. Department of Education, Perkins Data Explorer. <https://perkins.ed.gov/pims/DataExplorer/Performance>

<sup>4</sup> *Ibid.*

<sup>5</sup> <https://careertech.org/resource/pathways-after-high-school>

<sup>6</sup> Based on Advance CTE's analysis of fastest-growing occupations by state. This represents occupations with high annual projected job openings that requires an associate's degree and provide an average wage of at least \$34,760. Retrieved from [https://www.careerinfonet.org/select\\_state.asp?id=11&nodeid=12&next=state1](https://www.careerinfonet.org/select_state.asp?id=11&nodeid=12&next=state1)

<sup>7</sup> National Skills Coalition. (2017). *State Middle Skills Fact Sheets*. <http://www.nationalskillscoalition.org/state-policy/states>

<sup>8</sup> U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Advance CTE's analysis of completions component. Retrieved from <https://nces.ed.gov/ipeds/>