



## How to Promote Career Technical Education as Vital to Economic Recovery

COVID-19 (coronavirus) has affected the most foundational aspects of our society. With millions of Americans unemployed and some industry sectors shuttered or undergoing rapid transformation, Black and Latinx workers, workers with a high school education or less and female workers have been disproportionately impacted. Now, more than ever, Career Technical Education (CTE) is vital to our nation's learners, employers and America's economic recovery.

It is imperative that CTE is part of the economic recovery conversation. To achieve its full impact and reach, CTE must have a seat at the table when economic recovery plans are being crafted. Further, CTE must be adequately funded to ensure that every learner has equitable access to high-quality CTE programs and related supports that lead to future-proof careers.

States play a critical role in making the case for CTE. To support you in this important casemaking and advocacy role, Advance CTE released a series of assets to assist you in communicating to policymakers and other key stakeholders about the importance of investing in CTE. Learn more about how to use them in this guide.

### Resources:

[CTE's Role in the Workforce and Economic Recovery Video](#): This short video highlights the major talking points below to help make the case for CTE. All data referred to in the video is cited below.

[Secondary CTE and the Economic Recovery](#): Secondary CTE is critical to preparing learners for an evolving workforce and ensuring they have the foundational and transferable skills that will benefit them throughout their lives.

[Postsecondary CTE and the Economic Recovery](#): It is imperative that we continue to invest in CTE to ensure individuals can have the opportunity to reskill and upskill to be prepared to re-enter or advance in the post-COVID-19 (coronavirus) economy.

[Graphics](#): For use on social media, in presentations and on the web.

[Promotional Toolkit](#): This provides newsletter language, social media posts, a blog post and graphics to use when releasing these assets.

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### Who is the audience?

The key audiences are:

- **Policymakers** make key decision about funding and legislation in your state;
- **Media** can help you tell the CTE story in your state;
- **Employers** are often our strongest advocates, and can be a key group to help you make the case for CTE.

### When should the resource(s) be used?

It is intended for these resources to be used in your state to make the case for the necessary investment in CTE to achieve its full reach and impact in supporting learners during economic recovery. These resources, used together or independently, strive to help you make the case and gain the support from policymakers and key stakeholders for continued, or expanded, investment in CTE at both the K-12 and postsecondary/adult levels.

You might consider using these resources and talking points:

- In interviews with the media;
- When communicating with employers during advisory meetings;
- In state-wide newsletters;
- On your state website;
- In letters or communication with policymakers; and
- During webinars or presentations.

### Economic Recovery Talking Points:

**The current and projected economic downturn is devastating for many communities and could forever change the world of work.**

- The first three months of coronavirus, over 40 million individuals filed for unemployment. <sup>1</sup>

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<sup>1</sup> <https://www.politico.com/news/2020/05/14/coronavirus-unemployment-claims-numbers-257875>



- about 20% of the U.S. labor force has lost employment or earnings since February 2020, and about half of all job losses have taken place in the retail, leisure and hospitality industries.<sup>2</sup>
- Some demographic groups have been disproportionately impacted by employment or earnings losses, including Black and Latino workers, workers with a high school education or less, and female workers.<sup>3</sup>
- Recent calculations suggested that 32-42 percent of job losses that have resulted from the coronavirus may be permanent.<sup>4</sup>
- Before the coronavirus, it was estimated that up to 50% of work activities could be automated in the near future, and 25% of jobs face a high level of disruption from automation, which is certain to rise as so many industries and jobs have been forced to move online.<sup>5</sup>

**Postsecondary CTE is critical for learners who need to reskill or upskill to re-enter the workforce or grow in new opportunities.**

- After the last recession, the majority of new or replacement jobs went to employees with more than a high school diploma, including 3.1 million jobs that went to those with an associate’s degree or postsecondary certificates.<sup>6</sup>
- CTE will be critical to the upskilling and reskilling of unemployed adults. In the last recession, 50% of displaced workers switched industries when re-entering the workforce.<sup>7</sup>
- CTE works for learners. The postsecondary completion rate is nearly doubled for learners in CTE programs (56.8%) compared to all two-year institutions (29%).<sup>8</sup>
- 86% of adult CTE learners continue their education or are employed within six months of completing a program.<sup>9</sup>

<sup>2</sup> <http://blog.careertech.org/?p=16800>

<sup>3</sup> <http://blog.careertech.org/?p=16800>

<sup>4</sup> <https://www.philadelphiafed.org/covid-19/covid-19-equity-in-recovery/research-for-equity-in-recovery>

<sup>5</sup> <https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE Prepares Learners Future Work 2020.pdf>

<sup>6</sup> <https://cew.georgetown.edu/wp-content/uploads/Americas-Divided-Recovery-web.pdf>

<sup>7</sup> <https://www.whitehouse.gov/wp-content/uploads/2018/07/Addressing-Americas-Reskilling-Challenge.pdf>

<sup>8</sup> <https://cte.careertech.org/sites/default/files/documents/fact-sheets/PostsecondaryCTE Economic Recovery July2020 FINAL.pdf>

<sup>9</sup> [https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE\\_101\\_June2019.pdf](https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE_101_June2019.pdf)

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- Even before coronavirus forced many companies to be partially or fully virtual, it is predicted that up to 50% of work activities could be automated in the near future, and 25% of jobs face a high level of disruption from automation. <sup>10</sup>
- Postsecondary CTE programs are often flexible, allowing learners to continue to work while continuing their education or participate in short-term programs with meaningful credentials.

**CTE plays an important role in the talent pipeline for employers, providing them with employees that have the knowledge and skills to be successful in the ever-changing world of work.**

- CTE programs are closely aligned with needs from employers and industry. This means those that enter the workforce with a CTE background have the knowledge and skills employers most need.
- CTE creates a talent pipeline of employees of qualified professionals in part because CTE programs are developed in partnership and with input from business leaders.
- Nearly 60% of companies report difficulty filling job openings because of lack of qualified applicants. <sup>11</sup>
- About 1/3 of CTE learners are enrolled in programs in leading fields such as health care, information technology and STEM - careers that are especially important during the coronavirus pandemic. <sup>12</sup>

**CTE is a safe bet for learners high school education, no matter the economic outlook. CTE provides learners with transferable skills, and is closely aligned with industry needs, setting learners up for success for their future education and career goals.**

- The unemployment rate for teenagers aged 16-19 hit 31.9 percent in April 2020, the highest it has even been in over 70 years. <sup>13</sup> The only other time the unemployment rate for this population reached over 25 percent was during the Great Recession. <sup>14</sup>

<sup>10</sup> [https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE\\_Prepares\\_Learners\\_Future\\_Work\\_2020.pdf](https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE_Prepares_Learners_Future_Work_2020.pdf)

<sup>11</sup> <http://press.careerbuilder.com/2017-04-13-The-Skills-Gap-is-Costing-Companies-Nearly-1-Million-Annually-According-to-New-CareerBuilder-Survey>

<sup>12</sup> [https://cte.careertech.org/sites/default/files/documents/fact-sheets/What\\_is\\_CTE\\_2018.pdf](https://cte.careertech.org/sites/default/files/documents/fact-sheets/What_is_CTE_2018.pdf)

<sup>13</sup> <https://www.bls.gov/opub/ted/2020/unemployment-rate-rises-to-record-high-14-point-7-percent-in-april-2020.htm>

<sup>14</sup> [https://cte.careertech.org/sites/default/files/documents/fact-sheets/SecondaryCTE\\_Economic\\_Recovery\\_July2020\\_FINAL.pdf](https://cte.careertech.org/sites/default/files/documents/fact-sheets/SecondaryCTE_Economic_Recovery_July2020_FINAL.pdf)

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- CTE prepares learners in middle and high school with academic knowledge and real-world skills that set them up for success no matter the future. <sup>15</sup>
- CTE provides learners with transferable and adaptable skills.
- Graduates from high school-level CTE programs are almost equally likely to go onto college as learners who did not complete a CTE pathway. <sup>16</sup>
- Among high school graduates who enter the workforce directly, CTE learners are more likely to be employed (and have benefits) than their peers who did not complete a CTE pathway. <sup>17</sup>
- Students in CTE programs and their parents are three times as likely to report they are “very satisfied” with their and their children’s ability to learn real-world skills as part of their education compared to parents and students not involved in CTE. <sup>18</sup>
- High school CTE students are more likely to have a post-high school plan than their peers not involved in CTE. <sup>19</sup>
- Participating in a CTE-related cooperative education, internship, apprenticeship or mentorship program in high school is associated with higher subsequent job quality, defined by wages, benefits, work hours and job satisfaction. <sup>20</sup>

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<sup>15</sup> [https://cte.careertech.org/sites/default/files/documents/fact-sheets/Value\\_Promise\\_Fast\\_Facts\\_2019.pdf](https://cte.careertech.org/sites/default/files/documents/fact-sheets/Value_Promise_Fast_Facts_2019.pdf)

<sup>16</sup> <https://nces.ed.gov/datapoints/2020019.asp>

<sup>17</sup> <https://nces.ed.gov/pubs2020/2020060.pdf>

<sup>18</sup> [https://cte.careertech.org/sites/default/files/documents/fact-sheets/Value\\_Promise\\_Fast\\_Facts\\_2019.pdf](https://cte.careertech.org/sites/default/files/documents/fact-sheets/Value_Promise_Fast_Facts_2019.pdf)

<sup>19</sup> [https://cte.careertech.org/sites/default/files/documents/fact-sheets/Value\\_Promise\\_Fast\\_Facts\\_2019.pdf](https://cte.careertech.org/sites/default/files/documents/fact-sheets/Value_Promise_Fast_Facts_2019.pdf)

<sup>20</sup> [https://www.brookings.edu/wp-content/uploads/2018/10/Brookings\\_Child-Trends\\_Pathways-for-High-Quality-Jobs-FINAL.pdf](https://www.brookings.edu/wp-content/uploads/2018/10/Brookings_Child-Trends_Pathways-for-High-Quality-Jobs-FINAL.pdf)

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