

Career Technical Education Works for Students

- Ninety-one percent of CTE concentrators in Connecticut graduated high school in 2013,ⁱ compared to the national average of 81 percent.ⁱⁱ
- According to a national survey of CTE students, about one-third report having the chance to earn college credit, a certification or a degree because of their CTE coursework and two-thirds report having gained skills that will help them in the future.ⁱⁱⁱ
- About 34 percent of all postsecondary degree and certificates awarded in Connecticut in 2010 were associate's degrees or certificates, more than 17,800 in total.^{iv}
- About 19,000 students in Connecticut participated in at least one Career Technical Student Organization (CTSO).^v

CTE IN CONNECTICUT

- ✓ About **131,900** high school students are enrolled in CTE
- ✓ About **80,000** postsecondary students are enrolled in CTE

Key Indicators of Success in Connecticut: 2013-14^{vi}

CTE Students Proficient in Reading, Language Arts	90%*
CTE Students Proficient in Mathematics	88%*
CTE High School Graduates Placed in College/Careers	88%*
Postsecondary CTE Students Earning a Credential, Certificate of Degree	18%*
Postsecondary CTE Students Staying Enrolled and/or Transferring	57%
Postsecondary CTE Students Placed in Careers/Further Training	77%*

*Indicates that the state met or exceeded 90 percent of the final agreed upon performance levels for each indicator as negotiated with the U.S. Department of Education.

Career Technical Education Works for the Economy

- Middle-skill jobs account for 49 percent of Connecticut's labor market, but only 39 percent of workers in Connecticut possess the required skills,^{vii} leading to a skills gap, which CTE can help address.
- By 2018, the Business Management & Administration Career Cluster[®] is projected to be Connecticut's largest cluster overall, accounting for 313,000 jobs, but Information Technology will be the fastest growing, with jobs in this sector increasing by 18 percent.
- In all, Connecticut will gain about 117,800 jobs, for a total of 1,945,200. About 62 percent of these jobs will require some education and training beyond high school, including 186,000 certificates.^{ix}

If Connecticut increased the number of citizens with certificates or associate degrees by 10 percentage points, the state would have:^{viii}

- ↑ \$1,447 higher median per capita income
- ↓ 11,600 fewer unemployed individuals
- ↓ 25,200 fewer individuals living in poverty

Career Technical Education Works for America

- **\$168 BILLION** = Estimated lifetime gain from CTE's impact on reducing the high school dropout rate.^x
- **\$806 BILLION** = Estimated income added to the U.S. economy by community colleges.^{xi}

ⁱ NASDCTEc analysis of 2012-13 data from the U.S. Department of Education, Office of Career, Technical and Adult Education.

ⁱⁱ Education Week Research Center. (2015). *Diplomas Count 2015*. <http://www.edweek.org/ew/toc/2015/06/04/index.html>

ⁱⁱⁱ Association of Career and Technical Education. (2014). *CTE Works! 2014 results from a National Survey*.

www.acteonline.org/uploadedFiles/Assets_and_Documents/Global/files/CTE_Info/Research/2014_NRCCUA_ACTE_Research_Report_Final.pdf

^{iv} U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. NASDCTEc analysis of completions component (provisional data). <https://nces.ed.gov/ipeds/>

^v National Coordinating Council of Career Technical Student Organizations' State Fact Sheets. (2014).

<http://www.ctsos.org/advocate/state-ctso-fliers/>

^{vi} NASDCTEc analysis of 2013-14 data from the U.S. Department of Education, Office of Career, Technical and Adult Education.

^{vii} National Skills Coalition. (2014). *State Middle Skills Fact Sheets* <http://www.nationalskillscoalition.org/state-policy/fact-sheets>

^{viii} As calculated on Common Good Forecaster, increase in education attainment assumes a five percentage point decrease in those who did not complete high school and a 10 percentage point increase in those earning certificates or associate degrees. Unemployment and poverty figures are rounded to the nearest 100. <http://www.unitedway.org/our-impact/focus/education/common-good-forecaster>

^{ix} Carnevale, Anthony et al. (2011). *Career Clusters: Forecasting Demand for High School through College Jobs, 2008-18, State Data*

<http://www.careertech.org/sites/default/files/Georgetown-CareerClusters-State%20Data-2008-2018.pdf>

^x Kotamraju, Pradeep. (2011). *Measuring the Return on Investment for CTE. Techniques*.

<http://careertech.org/sites/default/files/PradeepKotamrajuMeasuringROIforCTE-2011.pdf>

^{xi} American Association of Community Colleges. (2014). *Where Value Meets Values: The Economic Impact of Community Colleges*

http://www.aacc.nche.edu/About/Documents/USA_AGG_FactSheet_Final_021114.pdf