

## Career Technical Education Works for Students

- Ninety-one percent of CTE concentrators in the District of Columbia graduated high school in 2013,<sup>i</sup> compared to the national average of 81 percent.<sup>ii</sup>
- 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.<sup>iii</sup>
- About six percent of all postsecondary degree and certificates awarded in D.C. in 2010 were associate's degrees or certificates, more than 1,500 in total.<sup>iv</sup>
- About 300 students in D.C. participated in at least one Career Technical Student Organization (CTSO).<sup>v</sup>

**CTE IN D.C.**

- ✓ About **6,900** high school students are enrolled in CTE
- ✓ About **2,000** postsecondary students are enrolled in CTE

Key Indicators of Success in D.C.: 2013-14 <sup>vi</sup>	
CTE Students Proficient in Reading, Language Arts	72%*
CTE Students Proficient in Mathematics	74%*
CTE High School Graduates Placed in College/Careers	83%*
Postsecondary CTE Students Earning a Credential, Certificate of Degree	68%
Postsecondary CTE Students Staying Enrolled and/or Transferring	26%
Postsecondary CTE Students Placed in Careers/Further Training	38%
*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 27 percent of D.C.'s labor market, but only 23 percent of workers in D.C. possess the required skills,<sup>vii</sup> leading to a skills gap, which CTE can help address.
- By 2018, the Business Management & Administration Career Cluster<sup>®</sup> is projected to D.C.'s largest cluster overall, accounting for 188,600 jobs, but Information Technology will be the fastest growing, with jobs in this sector increasing by 20 percent.
- In all, D.C. will gain about 60,000 jobs, for a total of 775,800. About 71 percent of these jobs will require some education and training beyond high school, including 59,000 certificates.<sup>ix</sup>

**If D.C. increased the number of citizens with certificates or associate degrees by 10 percentage points, the state would have:<sup>viii</sup>**

<b>↑</b>	\$1,074 higher median per capita income
<b>↓</b>	2,200 fewer unemployed individuals
<b>↓</b>	5,000 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.<sup>x</sup>
- **\$806 BILLION** = Estimated income added to the U.S. economy by community colleges.<sup>xi</sup>

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

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

<sup>iii</sup> Association for 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](http://www.acteonline.org/uploadedFiles/Assets_and_Documents/Global/files/CTE_Info/Research/2014_NRCCUA_ACTE_Research_Report_Final.pdf)

<sup>iv</sup> 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/>

<sup>v</sup> National Coordinating Council of Career Technical Student Organizations' State Fact Sheets. (2014).

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

<sup>vi</sup> NASDCTEc analysis of 2013-14 data from the U.S. Department of Education, Office of Career, Technical and Adult Education.

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

<sup>viii</sup> As calculated on Common Good Forecaster, assuming increase in attainment is evenly split between those who only had a high school degree and half who had not completed high school. <http://www.measureofamerica.org/forecaster/>

<sup>ix</sup> 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>

<sup>x</sup> Kotamraju, Pradeep. (2011). *Measuring the Return on Investment for CTE. Techniques*.

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

<sup>xi</sup> 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](http://www.aacc.nche.edu/About/Documents/USA_AGG_FactSheet_Final_021114.pdf)