

Career Technical Education Works for Students

- Ninety-nine percent of CTE concentrators in Maryland 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 32 percent of all postsecondary degree and certificates awarded in Maryland in 2010 were associate degrees or certificates, nearly 26,500 in total.^{iv}
- In 2014, 60 percent of Maryland’s high school CTE completers also met admission requirements for the state university system upon graduation.^v
- Ninety-one percent of secondary CTE students described their work-based learning experience as excellent or very good, and more than 75 percent of employers described Maryland’s students as well-prepared.^{vi}
- About 11,200 Maryland students participated in at least one Career Technical Student Organization (CTSO).^{vii}

CTE IN MARYLAND

- ✓ About **93,300** high school students are enrolled in CTE
- ✓ About **66,700** postsecondary students are enrolled in CTE

Key Indicators of Success in Maryland: 2013-14 ^{viii}	
CTE Students Proficient in Reading, Language Arts	82%*
CTE Students Proficient in Mathematics	86%*
CTE High School Graduates Placed in College/Careers	76%*
Postsecondary CTE Students Earning a Credential, Certificate of Degree	47%*
Postsecondary CTE Students Staying Enrolled and/or Transferring	58%*
Postsecondary CTE Students Placed in Careers/Further Training	69%*
*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 48 percent of Maryland’s labor market, but only 39 percent of workers in Maryland possess the required skills,^{ix} leading to a skills gap, which CTE can help address.
- By 2018, the Business, Management & Administration Career Cluster® is projected to be Maryland’s largest cluster overall, accounting for 495,800 jobs, but Information Technology will be the fastest growing, with jobs in this sector increasing by 23 percent.
- In all, Maryland will gain about 321,800 jobs for a total of 3,131,600. About 61 percent of all jobs will require some education and training beyond high school, including 305,000 that will require certificates.^x

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

↑	\$1,557 higher median per capita income
↓	16,100 fewer unemployed individuals
↓	33,700 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.^{xii}
- **\$806 BILLION** = Estimated income added to the U.S. economy by community colleges.^{xiii}

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- 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 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
- ^{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 Maryland Department of Education. (2014). *Program Quality Index, Maryland State Public Schools, Program Year 2014*. <http://mdctedata.org/documents/PQISecundaryState2014.pdf>
- ^{vi} Maryland Department of Education. (2014). *Work-based Learning Survey*. <http://mdctedata.org/state/index.php>
- ^{vii} National Coordinating Council of Career Technical Student Organizations' State Fact Sheets. (2014). <http://www.ctsos.org/advocate/state-ctso-fliers/>
- ^{viii} NASDCTEc analysis of 2013-14 data from the U.S. Department of Education, Office of Career, Technical and Adult Education.
- ^{ix} National Skills Coalition. (2014). *State Middle Skills Fact Sheets* <http://www.nationalskillscoalition.org/state-policy/fact-sheets>
- ^x 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>
- ^{xi} 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>
- ^{xii} Kotamraju, Pradeep. (2011). *Measuring the Return on Investment for CTE. Techniques*. <http://careertech.org/sites/default/files/PradeepKotamrajuMeasuringROIforCTE-2011.pdf>
- ^{xiii} 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