

Career Technical Education Works for Students

- Ninety percent of CTE concentrators in New Mexico 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
- More than 17,000 New Mexico students in 2013-14 earned postsecondary credit while in high school. Many of the most popular dual credit courses were in CTE-focused areas such as Business Management & Administration and Health Science.^{iv}
- About 62 percent of all postsecondary degree and certificates awarded in New Mexico in 2010 were associate degrees or certificates, nearly 20,200 in total.^v
- About 9,800 New Mexico students participated in at least one Career Technical Student Organization (CTSO).^{vi}

CTE IN NEW MEXICO

- ✓ About **58,600** high school students are enrolled in CTE
- ✓ About **53,900** postsecondary students are enrolled in CTE

Key Indicators of Success in New Mexico: 2013-14^{vii}

CTE Students Proficient in Reading, Language Arts	48%
CTE Students Proficient in Mathematics	41%
CTE High School Graduates Placed in College/Careers	60%*
Postsecondary CTE Students Earning a Credential, Certificate of Degree	44%*
Postsecondary CTE Students Staying Enrolled and/or Transferring	73%*
Postsecondary CTE Students Placed in Careers/Further Training	74%*
*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 51 percent of New Mexico's labor market, but only 46 percent of workers in New Mexico possess the required skills,^{viii} leading to a skills gap, which CTE can help address.
- By 2018, the Hospitality & Tourism Career Cluster[®] is projected to be New Mexico's largest cluster overall, accounting for 145,400 jobs, but Human Services will be the fastest growing, with jobs in this sector increasing by 26 percent.
- In all, New Mexico will gain about 102,200 jobs, for a total of 1,007,000. About 58 percent of all jobs will require some education and training beyond high school, including 98,000 that will require certificates.^{ix}

If New Mexico increased the number of citizens with certificates or associate degrees by 10 percentage points, the state would have:^x

- ↑ \$856 higher median per capita income
- ↓ 4,200 fewer unemployed individuals
- ↓ 14,500 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.^{xi}
- **\$806 BILLION** = Estimated income added to the U.S. economy by community colleges.^{xii}

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} New Mexico Department of Education. (2014). *Dual Credit Annual Report for School Year 2013-2014*.

http://ped.state.nm.us/ped/CCRdocuments/DualCredit/Dual%20Credit%20Annual%20Report%2013_14%2001-15-15%20Final%20v.pdf

^v 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/>

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

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

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

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

^{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 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>

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

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

^{xii} 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