

## Career Technical Education Works for Students

- Eighty-seven percent of CTE concentrators in Washington 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>
- For every dollar invested in the state’s secondary CTE programs, Washington taxpayers receive \$9 in revenues and benefits.<sup>iv</sup> And, two-thirds of all students enrolled in dual credit courses do so through CTE.<sup>v</sup>
- About 57 percent of all postsecondary degree and certificates awarded in Washington in 2010 were associate degrees or certificates, about 59,600 in total.<sup>vi</sup>
- About 27,400 Washington students participated in at least one Career Technical Student Organization (CTSO).<sup>vii</sup>

### CTE IN WASHINGTON

- ✓ About **305,400** high school students are enrolled in CTE
- ✓ About **176,200** postsecondary students are enrolled in CTE

### Key Indicators of Success in Washington: 2013-14<sup>viii</sup>

CTE Students Proficient in Reading, Language Arts	84%*
CTE Students Proficient in Mathematics	75%*
CTE High School Graduates Placed in College/Careers	72%*
Postsecondary CTE Students Earning a Credential, Certificate of Degree	100%*
Postsecondary CTE Students Staying Enrolled and/or Transferring	64%*
Postsecondary CTE Students Placed in Careers/Further Training	55%*

\*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 50 percent of Washington’s labor market, but only 47 percent of workers in Washington possess the required skills,<sup>x</sup> leading to a skills gap, which CTE can help address.
- By 2018, the Business, Management & Administration Career Cluster® is projected to be Washington’s largest cluster overall, accounting for 475,300 jobs, but Information Technology will be the fastest growing, with jobs in this sector increasing by 32 percent.
- In all, Washington will gain about 367,600 jobs, for a total of 3,546,400. About 59 percent of all jobs will require some education and training beyond high school, including 350,000 that will require certificates.<sup>x</sup>

### If Washington increased the number of citizens with certificates or associate degrees by 10 percentage points, the state would have:<sup>xi</sup>

- ↑ \$1,208 higher median per capita income
- ↓ 17,000 fewer unemployed individuals
- ↓ 50,900 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>xii</sup>
- **\$806 BILLION** = Estimated income added to the U.S. economy by community colleges.<sup>xiii</sup>

<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> Workforce Training and Education Coordinating Board. (2014). *2014 Workforce Training Results by Program*.

<http://www.wtb.wa.gov/CTE2014Dashboard.asp>

<sup>v</sup> Washington Report Card, 2013-14, High School Dual Credit Participation Summary.

<http://reportcard.ospi.k12.wa.us/DualCredit.aspx?domain=DualCredit&groupLevel=District&schoolId=1&reportLevel=State&year=2013-14&yrs=2013-14>

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

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

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

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

<sup>x</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>xi</sup> 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>

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

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

<sup>xiii</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)