

CTE: Learning that Works for America

Over 14 million secondary and postsecondary students are enrolled in at least some CTE courses.ⁱ

CTE Leads to Careers

27% of people with less than an associate's degree (including licenses and certificates) earn more than the average bachelor's degree recipient.ⁱⁱ

95% of CTE concentrators who did not enroll in postsecondary education worked for pay within two years of high school graduation in 2004.

Experts project 47 million job openings in the decade ending 2018. About one-third will require an associate's degree or certificate, and nearly all will require real-world skills that can be mastered through CTE.ⁱⁱⁱ

Many worked in occupations related to their high school areas of concentration:^{iv}

- Construction and Architecture: 43%
- Consumer/Culinary Services: 39%
- Repair and Transportation: 39%

CTE Graduates Earn More

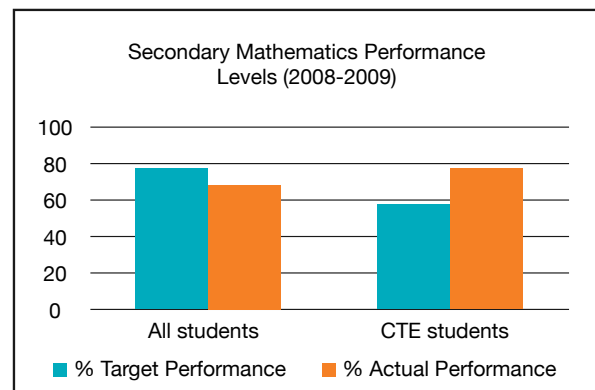
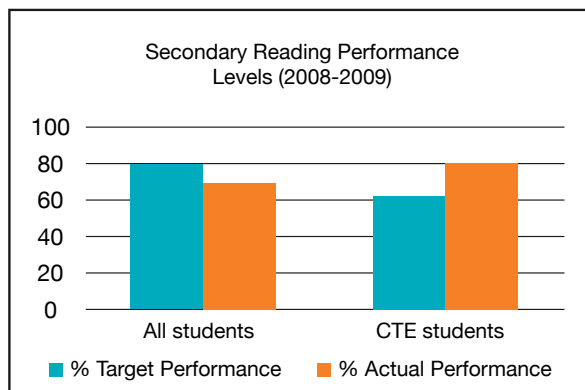
Federal minimum wage in 2006:

\$5.15

Average hourly rate of CTE
concentration high school
graduate in 2006:

\$10.04

Secondary Achievement^v



High-risk students are 8 to 10 times less likely to drop out in 11th or 12th grades if enrolled in a CTE program rather than general education.^{vi}

Average national freshman graduation rate (2007-2008).....74.9%^{vii}

Average CTE concentrator high school graduation rate (2007-2008)...90.18%^{viii}

Postsecondary Attainment

70 percent of CTE concentrators stayed in postsecondary education or transferred to a 4-year degree program (compared to the overall average state target of 58%).^{ix}

79% of CTE concentrators enrolled in postsecondary education within 2 years of high school graduation.^x

80% of CTE concentrators persisted in postsecondary education.^{xi}

*For more information, please contact Nancy Conneely, Public Policy Manager
at the National Association of State Directors of Career Technical Education Consortium.
8484 Georgia Avenue Suite 320, Silver Spring, MD 20910 | 301-588-9630 |
www.careertech.org | kherbertson@careertech.org*

i U.S. Department of Education, Office of Vocational and Adult Education, Report to Congress on State Performance, Program Year 2007-2008, http://cte.ed.gov/docs/Rpt_to_Congress/Report_to_Congress_07-08.pdf

ii Executive Office of the President, Council of Economic Advisers, Preparing the Workers of Today for the Jobs of Tomorrow, July 2009, <http://www.whitehouse.gov/administration/eop/cea/Jobs-of-the-Future>

iii Carnevale, Anthony, Georgetown Center on Education and the Workforce, Help Wanted: Projections of Jobs and Education Requirements Through 2018, June 2010, <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>

iv U.S. Department of Education, Postsecondary and Labor Force Transitions Among Public High School Career and Technical Education Participants, Table 10, January 2011, <http://nces.ed.gov/pubs2011/2011234.pdf>

v U.S. Department of Education, FY 2010 Annual Performance Report, February 2011, <http://www2.ed.gov/about/reports/annual/2010report/fy2010-apr.pdf>.

vi Kulik, James, Curriculum Tracks and High School Vocational Studies (Ann Arbor: University of Michigan, 1998)

vii U.S. Department of Education, National Center for Education Statistics, Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, June 2010, <http://nces.ed.gov/pubs2010/2010341.pdf>

viii U.S. Department of Education, Office of Vocational and Adult Education, Report to Congress on State Performance, Program Year 2007-2008, http://cte.ed.gov/docs/Rpt_to_Congress/Report_to_Congress_07-08.pdf

ix U.S. Department of Education, FY 2010 Annual Performance Report, February 2011, <http://www2.ed.gov/about/reports/annual/2010report/fy2010-apr.pdf>

x U.S. Department of Education, Postsecondary and Labor Force Transitions Among Public High School Career and Technical Education Participants, Table 2, January 2011 <http://nces.ed.gov/pubs2011/2011234.pdf>

xi U.S. Department of Education, Postsecondary and Labor Force Transitions Among Public High School Career and Technical Education Participants, Table 4, January 2011 <http://nces.ed.gov/pubs2011/2011234.pdf>