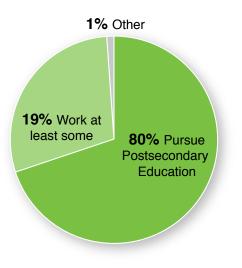




# Career Technical Education (CTE) High Expectations, High Outcomes

## What Do CTE Students Do After High School?



- Secondary CTE graduates who enrolled in postsecondary education within 2 years of graduating high school
- Secondary CTE graduates who have never enrolled in postsecondary education but worked within 2 years of graduating high school
- Secondary CTE graduates who never enrolled in postsecondary education or worked within 2 years of graduating high school

### College-going CTE graduates:

- 4 out of 5 secondary CTE graduates pursued postsecondary education immediately after high school.
- More than one-quarter of secondary CTE graduates worked full-time while enrolled in postsecondary education.
- 4 out of 5 secondary CTE graduates who entered postsecondary education immediately after high school either attained a credential or were still enrolled two years later.
- Students who earned a CTE-related associate degree or certificate make an average of \$9,000 more per year than an associate degree-holder with a humanities or social science focus. Those with credentials in highdemand fields, such as healthcare, can average almost \$20,000 more per year.

### **Secondary CTE Graduates Entering the Workforce:**

 Of secondary CTE graduates who did not pursue postsecondary education within two years of graduating high school, 95 percent worked for pay for some time after graduating.

### CTE as a Dropout Prevention Strategy:

- A student who takes a ratio of one CTE class for every two academic classes is less likely to drop out of high school than a non-CTE student.<sup>vi</sup>
- CTE students, to a much greater extent than their non-CTE counterparts, report that they developed problemsolving, project completion, research, math, college preparedness, work-related, communication, time management and critical thinking skills during high school.
- CTE high school students are more motivated and interested in their hands-on, relevant coursework and, as a result, are less likely to drop out than non-CTE students.<sup>viii</sup>
- A Gates Foundation study reports that over 80 percent of respondents said more classroom learning activities relevant to the real world would have helped them to finish high school.

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i National Center for Education Sciences, Postsecondary and labor force transitions among public high school career technical education participants, Issue Table 7, January 2011. http://nces.ed.gov/pubs2011/2011234.pdf

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iii NCES, Issue Table 4, http://nces.ed.gov/pubs2011/2011234.pdf

iv Gates Foundation/Hudson Institute, Pathways to boosting the earnings of low-income students by increasing their educational attainment, 2009. http://www.hudson.org/files/publications/pathways%20to%20boosting.pdf

v NCES, Issue Table 7, http://nces.ed.gov/pubs2011/2011234.pdf

vi National Research Center for Career Technical Education, Dropping out of high school and the place of career and technical education, 2005. http://136.164.122.102/userfiles/file/pubs/droppingout-plank.pdf

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viii U.S. Department of Education Office of Educational Research and Improvement, Dropouts and career and technical education, myths and realities no. 23, 2002

ix Civic Enterprises, The silent epidemic: Perspectives of high school dropouts, March 2006. http://www.gatesfoundation.org/united-states/documents/thesilentepidemic3-06FINAL.pdf