## **Career Technical Education Works for Students**

- Ninety percent of CTE concentrators in New Mexico graduated high school in 2013, compared to the national average of 81 percent.
- 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>

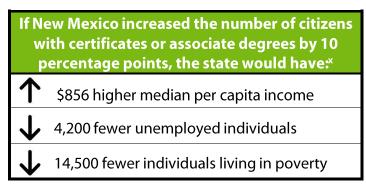
## **CTE IN NEW MEXICO**

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

| Key Indicators of Success in New Mexico: 2013-14vii  |      |
|--|------|
| 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, ileading 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.



## **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



<sup>&</sup>lt;sup>1</sup> NASDCTEc analysis of 2012-13 data from the U.S. Department of Education, Office of Career, Technical and Adult Education.

http://ped.state.nm.us/ped/CCRdocuments/DualCredit/Dual%20Credit%20Annual%20Report%2013 14%2001-15-15%20Final%20v.pdf

- 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
- <sup>ix</sup> Carnevale, Anthony et al. (2011). *Career Clusters: Forecasting Demand for High School through College Jobs, 2008-18, State Data* <a href="http://www.careertech.org/sites/default/files/Georgetown-CareerClusters-State%20Data-2008-2018.pdf">http://www.careertech.org/sites/default/files/Georgetown-CareerClusters-State%20Data-2008-2018.pdf</a>
- \* 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. <a href="http://www.unitedway.org/our-impact/focus/education/common-good-forecaster">http://www.unitedway.org/our-impact/focus/education/common-good-forecaster</a>
  \*i Kotamraju, Pradeep. (2011). \*Measuring the Return on Investment for CTE. \*Techniques.\*
  <a href="http://careertech.org/sites/default/files/PradeepKtamrajuMeasuringROlforCTE-2011.pdf">http://careertech.org/sites/default/files/PradeepKtamrajuMeasuringROlforCTE-2011.pdf</a>
- American Association of Community Colleges. (2014). Where Value Meets Values: The Economic Impact of Community Colleges <a href="http://www.aacc.nche.edu/About/Documents/USA">http://www.aacc.nche.edu/About/Documents/USA</a> AGG FactSheet Final 021114.pdf

<sup>&</sup>quot;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 Fin al.pdf

<sup>&</sup>lt;sup>iv</sup> New Mexico Department of Education. (2014). *Dual Credit Annual Report for School Year 2013-2014*.

<sup>&</sup>lt;sup>v</sup> U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. NASDCTEc analysis of completions component (provisional data). <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>

vi National Coordinating Council of Career Technical Student Organizations' State Fact Sheets. (2014). http://www.ctsos.org/advocate/state-ctso-fliers/