

Wyoming Association for Career and Technical Education: Key Data Points

The average high school graduation rate for CTE concentrators is 94 percent, compared to a 4-year adjusted cohort graduation rate of 84 percent.

(<https://perkins.ed.gov/pims/DataExplorer/Performance> 2015-16 data; https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2015-16.asp)

91 percent of CTE high school graduates who earned 2-3 CTE credits enrolled in college.

(<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016109>)

The more students participate in career and technical student organizations, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills. (Alfeld et al., *Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience*, National Research Center for CTE, 2007)

CTE students were significantly more likely than their non-CTE counterparts to report developing problem-solving, project completion, research, math, college application, work-related, communication, time management and critical-thinking skills during high school. The Society for Human Resource Management (SHRM) has identified employer demand for many of these skills. (Lekes et al., CTE Pathway Programs, Academic Performance and the Transition to College and Career, National Research Center for CTE, 2007; SHRM and WSJ.com/Careers, Critical Skills Needs and Resources for the Changing Workforce, 2008)

Students who take advanced CTE courses in high school see higher earnings, including a 3.2 percent wage increase for CTE concentrators. (<https://aysps.gsu.edu/files/2017/10/17-12-Kreisman-VocationalTech.pdf>)

High school CTE concentrators were more likely than non-concentrators to concentrate in a CTE program on the postsecondary level. (Jacobson and Mokher 2014 as cited in <https://www2.ed.gov/rschstat/eval/sectech/nacte/career-technical-education/final-report.pdf>)

Postsecondary CTE concentrators achieve significantly higher earnings than those who majored in academic fields, particularly those employed in an industry related to their program of study. (Jacobson and Mokher 2014 as cited in <https://www2.ed.gov/rschstat/eval/sectech/nacte/career-technical-education/final-report.pdf>)

Linked Learning pathway completers earn as much as \$2,500 more annually in the 8 years after high school graduation than non-completers. (<https://all4ed.org/wp-content/uploads/2013/10/030510ConnectEdLinkedLearningOverview.pdf>)

According to research in Texas, Colorado and Virginia, graduates with technical or applied science associate degrees out-earn bachelor's degree holders by \$2,000 to \$11,000.
([https://www.air.org/sites/default/files/Higher Education Pays Sep 13.pdf](https://www.air.org/sites/default/files/Higher_Education_Pays_Sep_13.pdf))

27 percent of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor's degree recipient.
([https://dash.harvard.edu/bitstream/handle/1/4740480/pathways to prosperity feb2011-1.pdf?sequence=1](https://dash.harvard.edu/bitstream/handle/1/4740480/pathways_to_prosperity_feb2011-1.pdf?sequence=1))