

## National Career and Technical Education Statistics

Almost all public high school graduates (97%) earn at least some credits in career and technical education (CTE); 15% of all the credits public high school graduates earn are in CTE; and 79% of sub-baccalaureate postsecondary credentials are earned in a CTE field. These statistics are from the National Career/Technical Education (CTES) program, housed within the U.S Department of Education's National Center for Education Statistics (NCES). The CTES program was developed in response to Section 114(a) of the 2006 Carl D. Perkins Career and Technical Education Act, which requires that NCES collect and report information on CTE at the national level. This information helps Congress evaluate the status of CTE as part of its deliberations on federal CTE legislation. These data may also be of use to state and local CTE administrators, CTE advocacy groups, and CTE researchers, all of whom need data to support their efforts to develop, evaluate, and encourage effective CTE policies and programs.

The CTES program derives information on career and technical education (CTE) at both the secondary and postsecondary levels, primarily through NCES' wide range of general-purpose education data collections (see inset). Since CTE is embedded in the larger framework of general education, it makes sense that the data collection system for CTE should itself be embedded in general education surveys. This structure allows NCES to, for example, compare postsecondary students who major in CTE fields with those who major in academic fields, determine the proportion of the typical high school students' curriculum that is devoted to CTE, and evaluate how high school students' participation in CTE relates to their participation in other subject areas and to their academic achievement.

The CTES program works with other programs within NCES to ensure that appropriate questions regarding CTE are included in the Center's data collections, that survey samples appropriately include CTE students and teachers, and that CTE is consistently defined across the Center. The CTES program also analyses NCES data to report on the status of CTE. These analyses are disseminated through various types of reports (analytic reports, issue briefs, statistics in briefs) and through tabular data included on the CTES website (see link below).

### **Reports and Tools You Can Use**

- CTES website (includes links to CTE reports and CTE data tables)
- *Career/Technical Education in the United States: 1990 to 2005* (available in mid-July through web link below)

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**Web Site** <http://nces.ed.gov/surveys/ctes>

### **Main Sources of Data for the CTES Program**

#### **Secondary School Level**

- High school transcript studies provide information on high school students' CTE coursetaking.
- Longitudinal student surveys provide information on students' transition from high school to the labor market and to postsecondary education.
- National Assessment of Educational Progress (NAEP) provides information on students' academic achievement.
- Schools and staffing surveys provide information on career academies, CTE schools, and CTE faculty.

#### **Postsecondary Level**

- Institutional surveys provide information on CTE credentials earned.
- Student surveys provide information on students who major in CTE fields.
- Longitudinal student surveys provide information on students' persistence in postsecondary education and their transition into the labor market.
- Faculty surveys provide information on CTE teaching faculty.