



# Workforce Training and Education Coordinating Board

## 2014 Workforce Training Results

### Secondary Career and Technical Education (CTE)

#### Program Details

Secondary Career and Technical Education (CTE) serves high school-age youth in approximately 233 school districts and 14 Skills Centers throughout the state. CTE is a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for employment preparation, and advanced and continuing education.

Instructional programs are organized within the following 16 career clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communications
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Every year, the Workforce Board measures the performance of key workforce programs. In this report, you'll find out more about the program and who is served, the metrics used to measure performance and how the program performed.

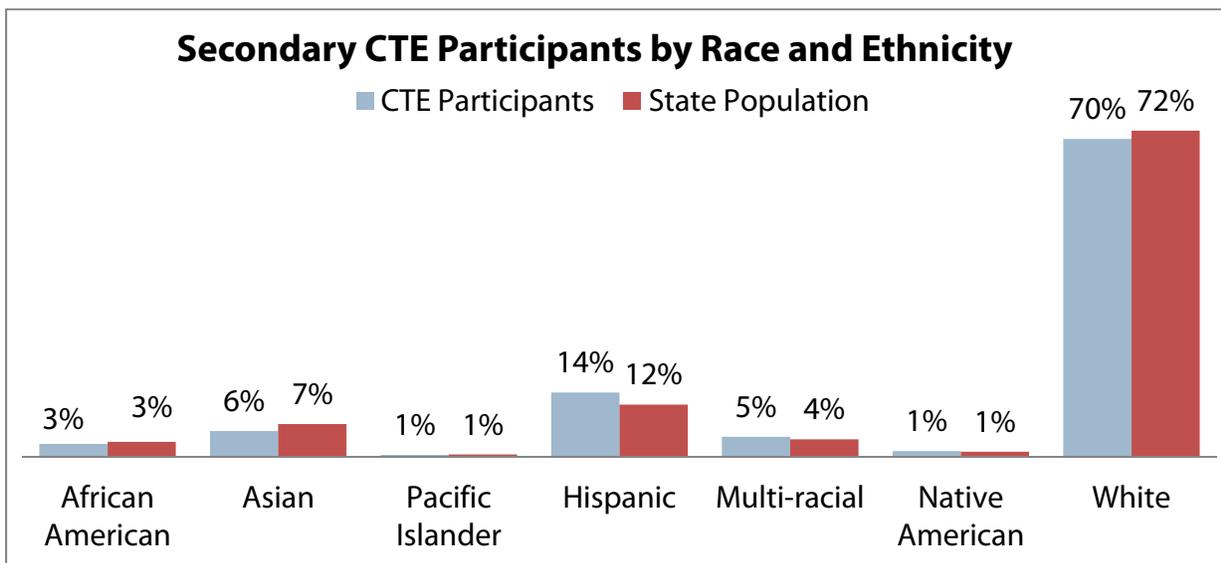


Because of data limitations, this program’s evaluation was restricted to students identified by their districts as CTE completers. (School districts define a CTE completer as someone who completed a CTE sequence, whether or not the participant earns a diploma).<sup>1</sup>

This study focuses on 18,400 CTE completers who left their senior year during the 2011-12 school year. This study includes information from the Office of Superintendent of Public Instruction’s student records and Employment Security Department wage files. Enrollment data from Washington community and technical colleges, public four-year institutions, and private career schools were analyzed to examine the extent to which CTE completers continued their education.

### Participant Profile

CTE completers have nearly the same racial and ethnic diversity as the state population, with whites comprising 70 percent, Hispanics (14 percent), Asians (6 percent), African Americans (3 percent), Native Americans (1 percent), and Pacific Islanders (1 percent).<sup>2</sup>



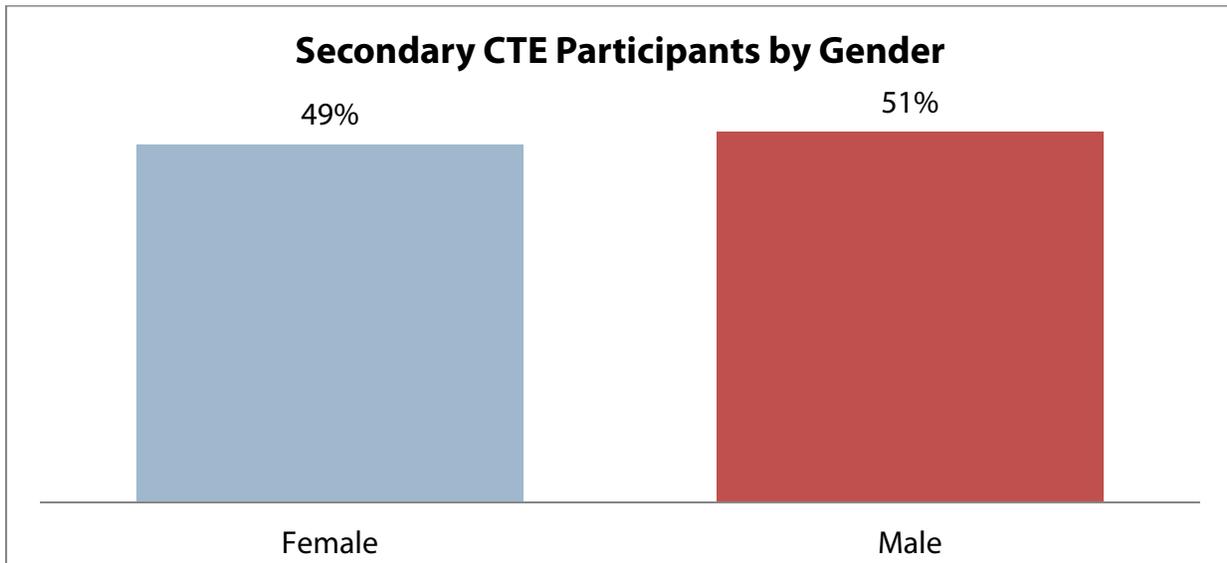
Source: Office of the Superintendent of Public Instruction.

<sup>1</sup> The state defines a student who completes 360 hours of instruction in a single CTE program area with grades of D or better as a CTE completer.

<sup>2</sup> In this report, unless otherwise stated, racial and ethnic minority groups are mutually exclusive; that is, an individual belongs to one group only. The groups include the following: Hispanics of any race (also referred to as Hispanics); non-Hispanic African Americans (also referred to as African Americans); non-Hispanic Asians (also referred to as Asians); non-Hispanic Pacific Islanders (also referred to as Pacific Islanders); non-Hispanic Native Americans and Alaskan Natives (also referred to as Native Americans); non-Hispanic multiracial (also referred to as multiracial); and non-Hispanic whites (also referred to as whites). According to the 2011 U.S. Census Bureau estimates for Washington from the American Community Survey, 72 percent are white; 3 percent are African American; 1 percent are Native American; 7 percent are Asian; 1 percent are Pacific Islander; 4 percent are multiracial; and 12 percent are Hispanic.



Among CTE completers, females and males are equally represented among the program participants. This is equivalent to what was reported in the last two reports.



Source: Office of the Superintendent of Public Instruction.

## Tracking Secondary CTE Progress

The Workforce Board routinely measures the performance of our state's largest workforce programs. As a customer-focused advocate for Washington's workers and employers, the Workforce Board strives to provide performance accountability, verifying whether worker education and training programs provide a return on investment for participants and taxpayers.

The Workforce Training Results report seeks to answer five core questions:

- Did participants get the skills they needed?
- Did participants get a job or continue their education and training?
- Were employers satisfied with the preparation workers received?
- Has the program made a difference in the participant's success?
- Did participants and the public receive a return on their investment?

## Data comes from state wage files, Employer Survey

The 2014 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2012-13. Information on employer satisfaction among firms that hired new employees who recently exited a Secondary CTE program was assessed through the Workforce Board's 2012 Employer Survey.



## Net Impact Study adds more insight into program performance

In addition, the report includes a comprehensive Net Impact Study. Conducted every four years, this study provides a head-to-head comparison of participants and non-participants to help answer a central question: How much of a workforce participant's success in obtaining a job, or a higher wage, is due to the workforce program? By comparing program participants with similar individuals who did not participate in a workforce training program, the Net Impact Study indicates whether employment and earnings gains are due to the workforce program, or if workers could have made this progress on their own. This research also allows for a more detailed analysis as to whether the participant and the public received a return on their investment in the program.

Turn to page 17 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2014 Workforce Training Results. The study provides a side-by-side comparison of participants vs. similar non-participants, answering the question of whether the program is making a difference.

## Did Participants Get the Skills They Needed?

This study is limited to students who completed a sequence of CTE courses. While completing a secondary CTE sequence, in itself, provides students with significant skills for the labor market, more importantly, it provides a pathway to postsecondary education and training where students can learn additional skills. Most good paying jobs require some form of postsecondary education or training. During the most recent reporting year, 56 percent of CTE completers continued on with their postsecondary education—3 percentage points lower than the previous reporting year.<sup>3</sup>

## Did Participants Have a Job and How Much Were They Paid?

For some students, employment is the next step after high school. To find out whether participants had jobs and how much they earned, participant records were matched with Employment Security Department wage files from Washington.<sup>4</sup> Record matches found 68 percent of CTE completers who were not enrolled in higher education had reported employment, and 86 percent of all CTE completers were either employed or were enrolled in higher education during the third quarter after leaving.

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<sup>3</sup> Matches are made against enrollments at Washington's community and technical colleges, public four-year institutions, and private career schools. However, in-state private four-year colleges and universities and out-of-state postsecondary enrollments are not included in the match. Therefore, the percentage enrolled in higher education is understated.

<sup>4</sup> These files contain quarterly earnings and hours-worked information on those individuals with employment reported for unemployment insurance (UI) purposes (approximately 90 percent of in-state employment, with self-employment, active duty military, and those working for religious nonprofit organizations being the major groups of employers not included).



Among those not enrolled in higher education the median annualized earnings were \$11,815.<sup>5</sup> Though these earnings seem low, it is important to remember these are young, entry-level workers fresh from high school.

The chart below shows employment and earnings results for CTE completers.

### Employment and Earnings for Secondary CTE Completers, 2014

Performance Measure	Results
Postsecondary Education and/or Employment*	86%
Employment Rate* (State Records)	53%
Enrolled in Higher Education	57%
Full Time Employment**	29%
Median Quarterly Hours **	273 hours
Median Hourly Wage***	\$10.03
Median Annualized Earnings***	\$11,815

\* These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. Rate does not include self-employment, employment outside of Washington or military service and thus understates total employment by approximately 10 percent. Employment rate (state records) is only those not enrolled in further education.

\*\* Of those not enrolled in higher education. Full-time employment averages 30 or more hours per week.

\*\*\* Earnings/wages expressed in first quarter 2013 dollars in order to account for inflation. Of those not enrolled in higher education.

### Earnings of Secondary CTE Completers

To better gauge the financial effectiveness of Washington’s workforce programs, it helps to frame income levels. One common yardstick is the federal poverty level. In 2013, the federal poverty level for one person was \$11,490 per year.<sup>6</sup>

Secondary CTE completers were able to support themselves at the poverty level.<sup>7</sup> They did not have enough earnings to support themselves, let alone others, at 200 percent of the poverty level (.5 people).

<sup>5</sup> Annual earnings are calculated as third quarter earnings multiplied by four. All wages and earnings are stated in first quarter 2013 dollars.

<sup>6</sup> Poverty levels from 2013 were used in this edition of Workforce Training Results to measure the results of workforce programs on participants observed in 2012-13. The federal poverty level is determined by the Department of Health and Human Services. The level varies according to family size. The number is adjusted for inflation and reported annually in the form of poverty guidelines. Public assistance programs typically define eligibility income limits as some percentage of the federal poverty level.

<sup>7</sup> This reflects CTE completers who are not in school and working.



## Number of People Supported at Poverty Level by Participant Income\*

Performance Measure	2010	2011	2012	2013	2014
Number of people supported at poverty level	0.9 people	1.0 people	0.9 people	1.0 people	1.1 people
Number of people supported at 200 percent poverty	0.5 people				

\*For those not enrolled in higher education.

The Workforce Board's 2011 Participant Survey found that 19 percent of secondary CTE participants reported receiving medical benefits, and 5 percent reported receiving pension benefits. The following table shows employment and earnings information over the course of five study periods.

## Employment and Earnings Trends for Secondary CTE Participants

Performance Measure	2010	2011	2012	2013	2014
Postsecondary Education and/or Employment	73%	72%	83%	84%	86%
Employment Rate (Self-Reported)	N/A*	43%	N/A*	N/A*	N/A*
Employment Rate** (State Records)	51%	49%	60%	63%	68%
Enrolled in Higher Education	46%	45%	58%	56%	57%
Full Time Employment***	29%	29%	27%	30%	29%
Median Quarterly Hours	280	265	265	270	273
Median Hourly Wage****	\$10.72	\$10.72	\$9.55	\$9.84	\$10.03
Median Annualized Earnings****	\$10,873	\$10,954	\$10,701	\$11,223	\$11,815

\* Due to budget limitations, the Workforce Board's Participant Survey was not conducted in 2010 or 2013.

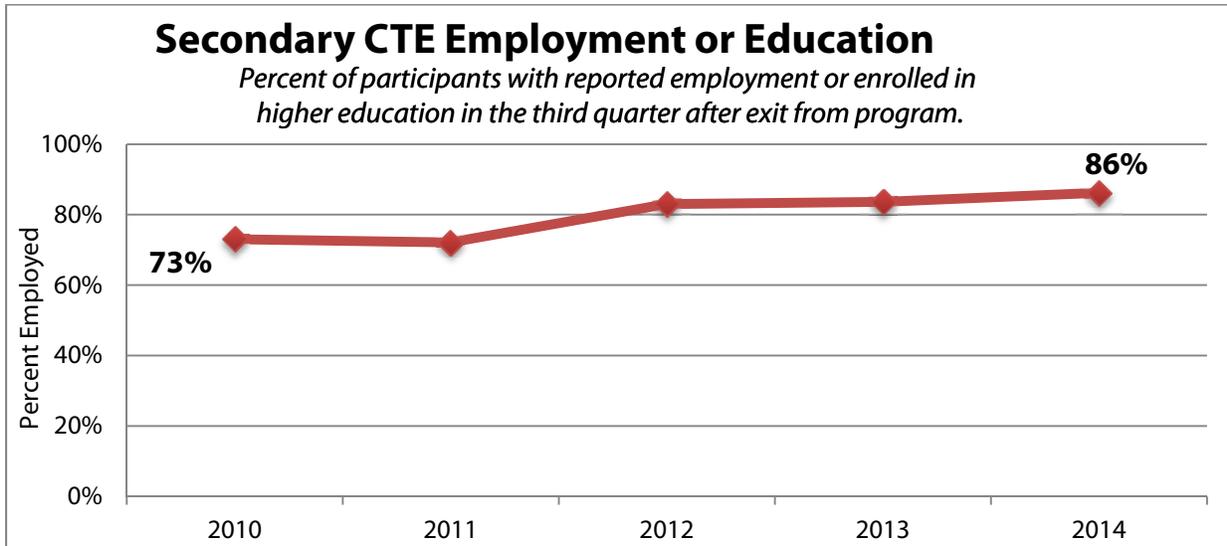
\*\*These figures apply to those with employment reported to ESD six to nine months after leaving program. Rate does not include self-employment, employment outside Washington or military service and thus understates total employment by approximately 10 percent. Employment rate (state records) is only those not enrolled in further education.

\*\*\*Full-time employment averages 30 or more hours per week, of those not enrolled in higher education.

\*\*\*\*Earnings/wages expressed in first quarter 2013 dollars in order to account for inflation. Those not enrolled in higher education.

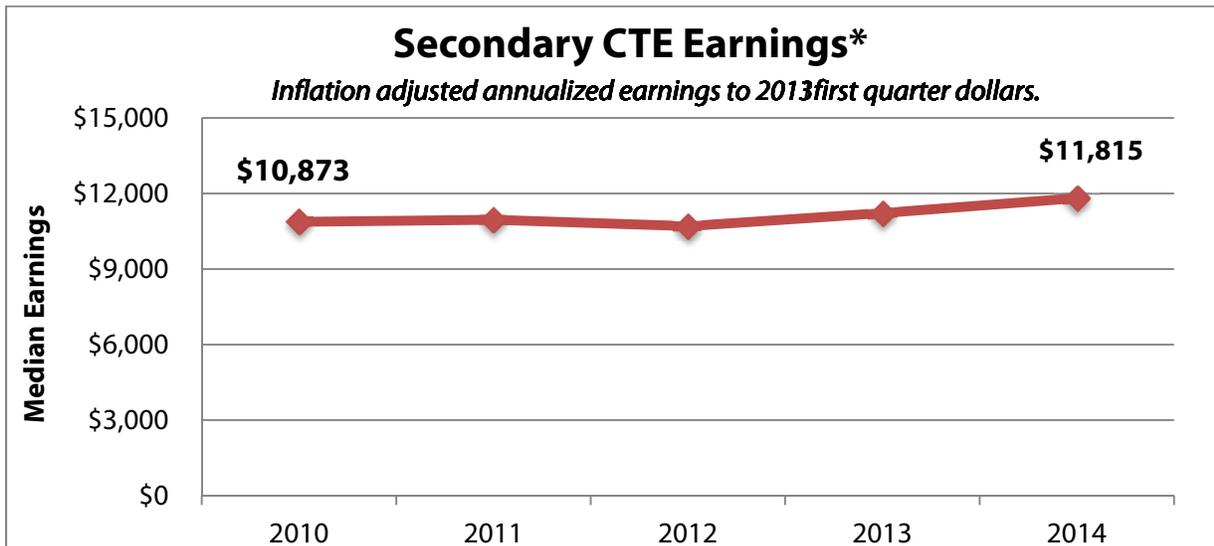


The percentage of secondary CTE participants who were in higher education or employed rose 13 percentage points since the 2010 report.



Source: Workforce Training Results 2004-2013. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent.

Young people, who suffer unemployment rates higher than the general population, were especially hard hit by the recent recession.<sup>8</sup> However, the earnings of CTE completers have risen over the past five years.



Source: Workforce Training Results 2004-2013. \*Does not include those enrolled in higher education.

<sup>8</sup> See "Multiple Pathways for Young Adults," a 2012 report to the Washington Legislature from the Workforce Training and Education Coordinating Board.



## Secondary CTE Employment by Industry

Employment of CTE completers continued to be heavily concentrated in services (51 percent) and retail trade (30 percent). Within the service industry, the largest category was accommodation and food services at 25 percent (compared to 24 percent on the last report), followed by health care and social assistance at 8 percent, which reported the same level of employment the prior year.

Industry Group	
51.2%	Services (see breakout)
30.0%	Retail Trades (see breakout)
5.3%	Manufacturing
3.5%	Construction
2.3%	Wholesale Trade
2.1%	Natural Resources and Mining
1.8%	Financial Services
1.5%	Transportation and Warehousing and Utilities
1.2%	Information
1.1%	Public Administration
Breakout of Services Industry	
25.4%	Accommodation and Food Services
8.2%	Health Care and Social Assistance
5.4%	Administrative and Support and Waste Management and Remediation Services
4.3%	Other Services (except Public Administration)
3.6%	Arts, Entertainment, and Recreation
2.3%	Education Services
1.9%	Professional, Scientific, and Technical Services
0.1%	Management of Companies and Enterprises
Breakout of Retail Trade Industry	
7.8%	All Other Retail Trade
7.6%	General Merchandise Stores
6.6%	Clothing and Clothing Accessories Stores
5.9%	Food & Beverage
2.1%	Motor Vehicle and Parts Dealers

Source: Matches with Employment Security Department data in third quarter after exiting program.

Note: Industry groups based on North American Industry Classification System codes.



## Relationship of Training to Employment

In 2011, the Workforce Board surveyed CTE completers. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 334 participants.

To measure the extent to which a participant's education program and training related to employment, we asked participants three questions:

1. How related was the program to their job?
2. How important was the training in getting hired?
3. Are the skills they learned useful in their job?

Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

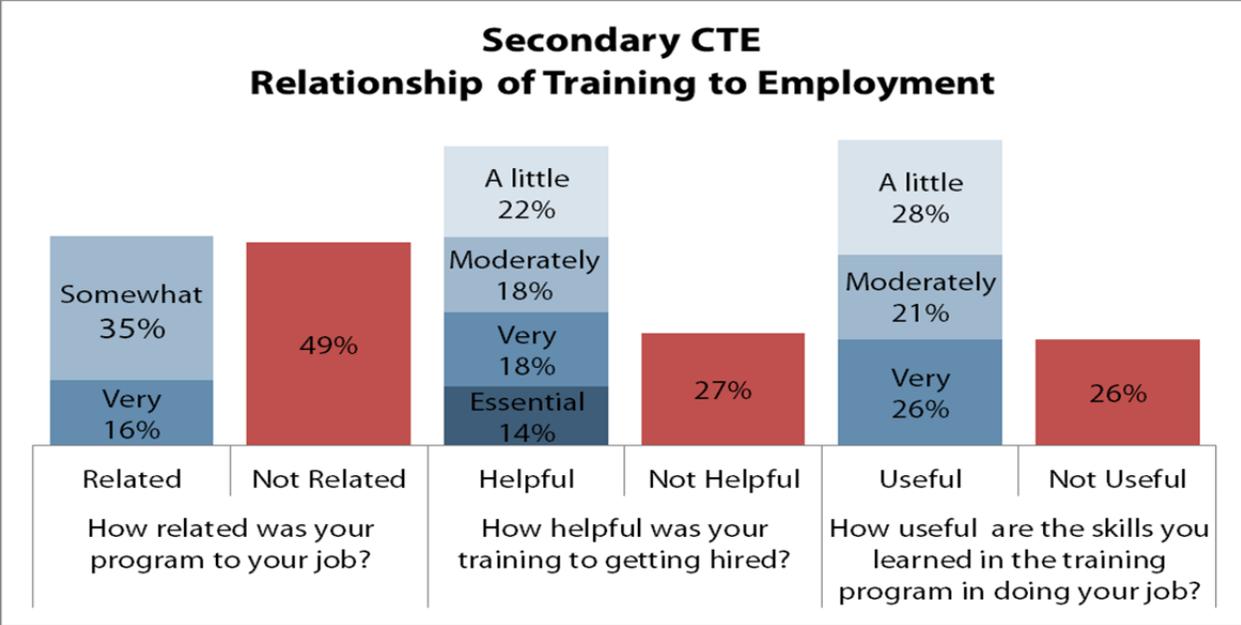
Among Secondary CTE participants employed seven to nine months after leaving a program, 16 percent said their training was "very related" to their job. A further 35 percent reported the training was "somewhat related" to their job. In 2008, similar rates of employed participants reported their training was related to their job.

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 14 percent indicated their training was an "essential requirement," another 18 percent indicated it was "very important," 18 percent reported it was "moderately important," and 22 percent reported it was "a little helpful." The remaining 27 percent indicated their training was "not important at all" to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Some 26 percent of participants indicated the skills were "very useful," 21 percent said "moderately useful," and 28 percent "a little useful." Some 26 percent of participants who were employed indicated the skills were "not useful at all."

When combining two of the questions about the program's relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answered negatively to both. Just 22 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.

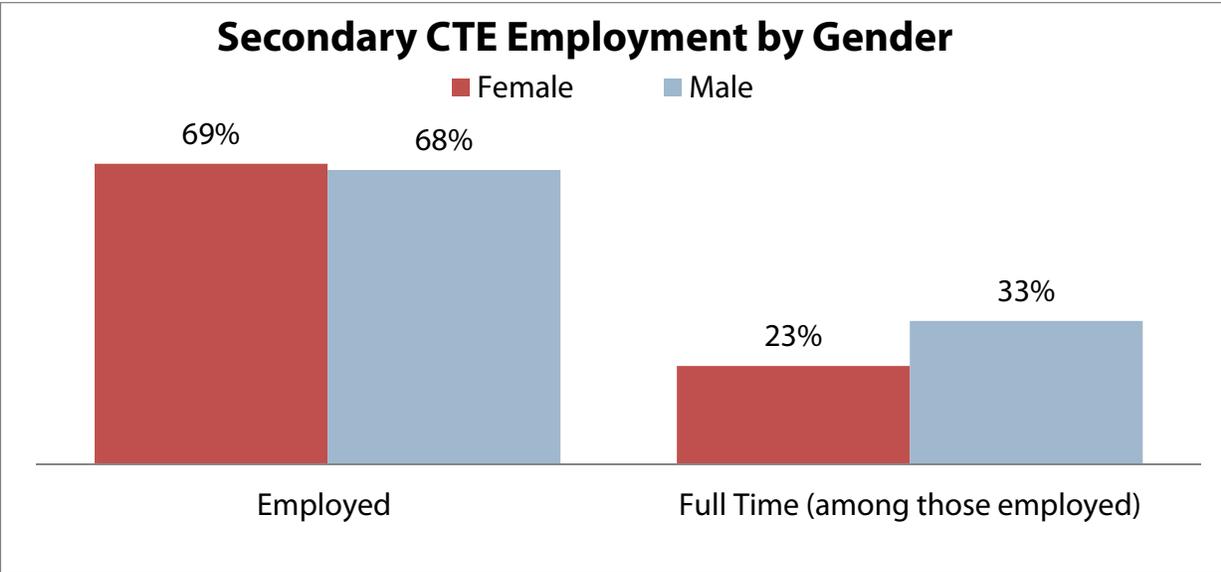




Source: Workforce Board's Participant Satisfaction Survey 2011.

### Wages and Employment Results Vary by Population

Wages and employment results of CTE completers who are not enrolled in higher education can vary by gender, race and ethnicity, and disability. Female (69 percent) and male (68 percent) Secondary CTE completers were employed at a similar rate. Females had a 23 percent full-time employment rate, 10 percentage points lower than males who had a 33 percent full-time employment rate. Women have median annual earnings that are 85 percent of men (\$10,800 versus \$12,711). Women's hourly wages were 95 percent of wages earned by men (\$9.80 versus \$10.30).

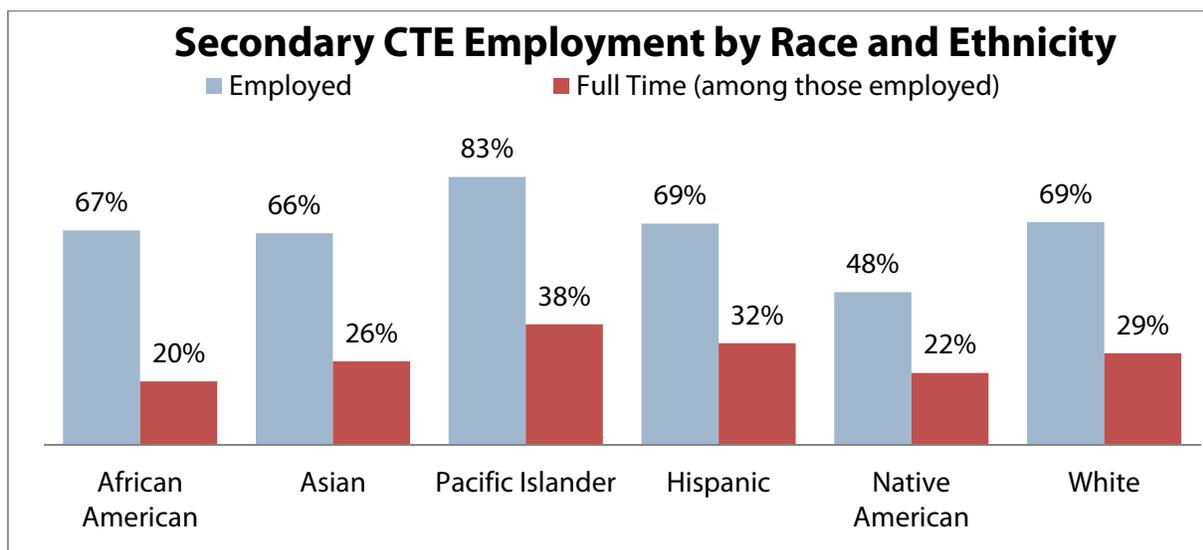


Source: Matches with Employment Security Department data. Among those who are not in higher education.



## Race/Ethnicity Plays Role

Wages and employment results also differ by Race and Ethnicity. Pacific Islanders had the highest reported employment (83 percent), followed by whites and Hispanics (69 percent), African Americans (67 percent), Asians (66 percent), and Native Americans (48 percent). Pacific Islanders also have the highest reported full time employment (38 percent), followed by Hispanics (32 percent), whites (29 percent), Asians (26 percent), Native Americans (22 percent) and African Americans (20 percent). Pacific Islanders had the highest median hourly wage at \$10.74, followed by \$10.37 for Native Americans, \$10.06 for whites, \$9.99 for Hispanics, \$9.90 for Asians, and \$9.66 for African Americans. The breakdown for annual earnings among different racial and ethnic groups was distributed slightly differently from that of median hourly wages. Typically, differences between hourly wages and annual earnings occur because of variances in the number of hours worked. Among those not in school, Pacific Islanders had the highest earnings (\$12,568), followed by Hispanics (\$12,177), whites (\$11,831), Asian (\$11,105), Native Americans (10,925), and African Americans (\$10,018).

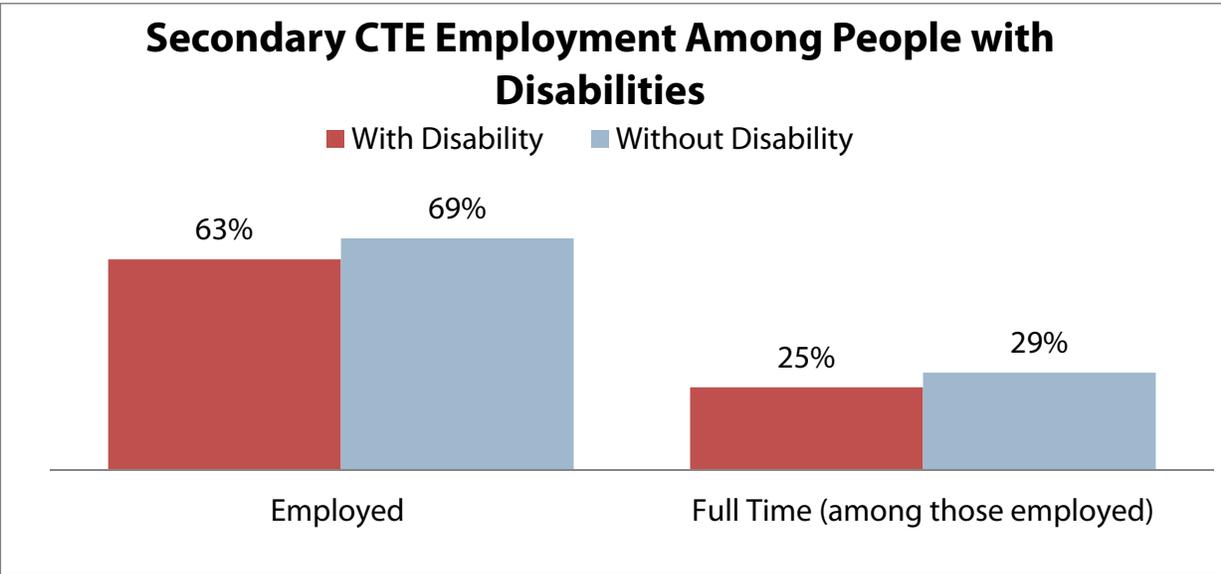


Source: Matches with Employment Security Department data. (Among those who are not in higher education.)

## Disability Impacts Employment, Earnings

Earnings and employment outcomes also varied by disability status. Records from the Office of Superintendent of Public Instruction indicate 8 percent of secondary CTE completers included in this study had a disability. When comparing completers who were not in school, those with a disability were less likely to have employment than completers who didn't have a disability (63 percent versus 69 percent). Disabled participants not enrolled in higher education were also less likely to have full-time employment than those without a disability (25 percent versus 29 percent). The median annualized earnings of those with a disability (\$9,738) were lower than those without a disability (\$12,009). Students with a disability had median hourly wages that were very similar to students without a disability (\$10.02 versus \$10.04).

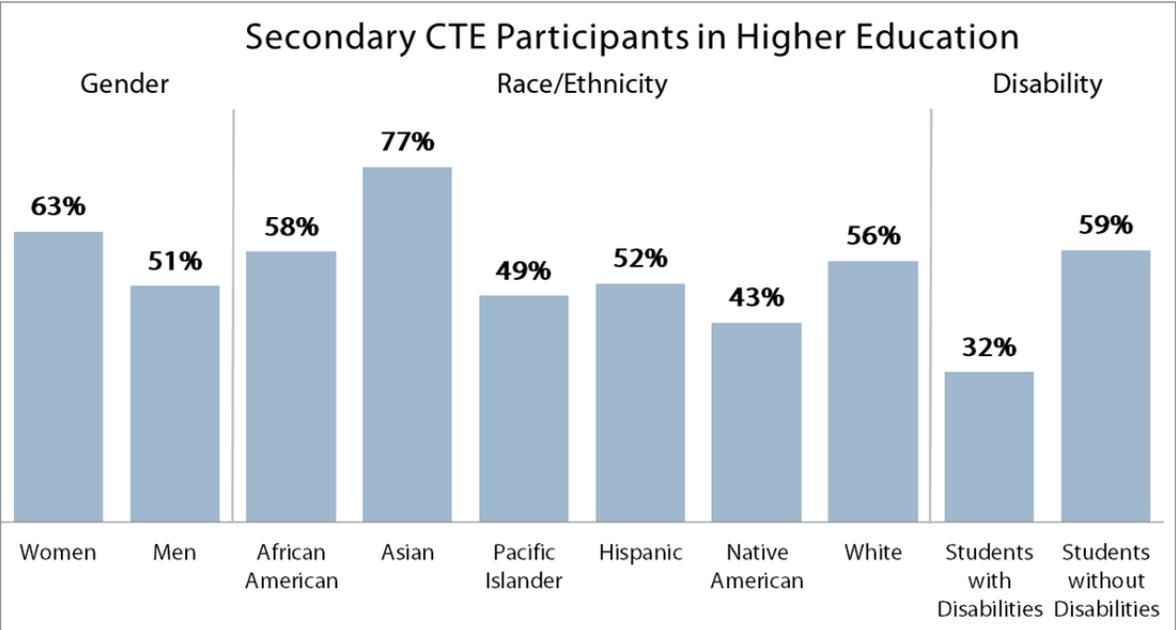




Source: Matches with Employment Security Department data. (Among those who are not in higher education.)

CTE completers also progressed to postsecondary education at different rates, depending on ethnicity and gender.

Of the CTE completers, the following percentages of each group were enrolled in higher education: Females, 63 percent; males, 51 percent; students with disabilities, 32 percent; students without disabilities, 59 percent; whites, 56 percent; African Americans, 58 percent; Asians, 77 percent; Pacific Islanders, 49 percent; Hispanics, 52 percent; and Native Americans, 43 percent.



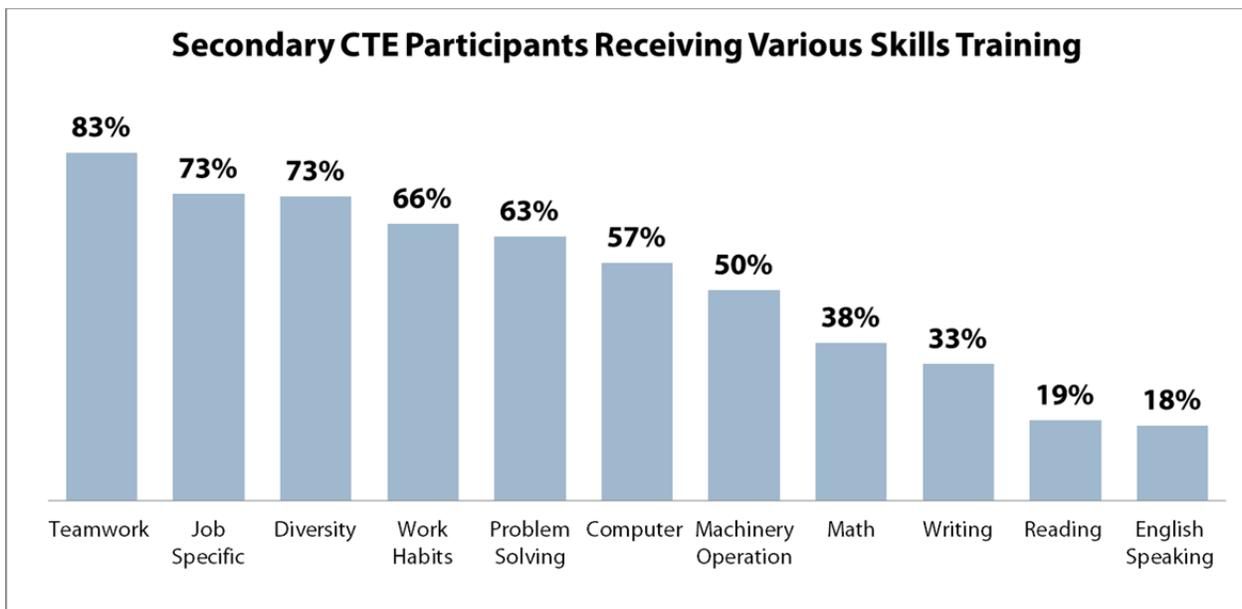
Source: Matches with State Board for Community and Technical Colleges' postsecondary data.



## Participant Survey

According to the survey, the highest percentage of CTE students indicated that they enrolled for personal enjoyment and improvement (96 percent). In addition, 72 percent enrolled to prepare for postsecondary education, and a further 68 percent of CTE participants enrolled to gain skills for a job or to get work place experience.

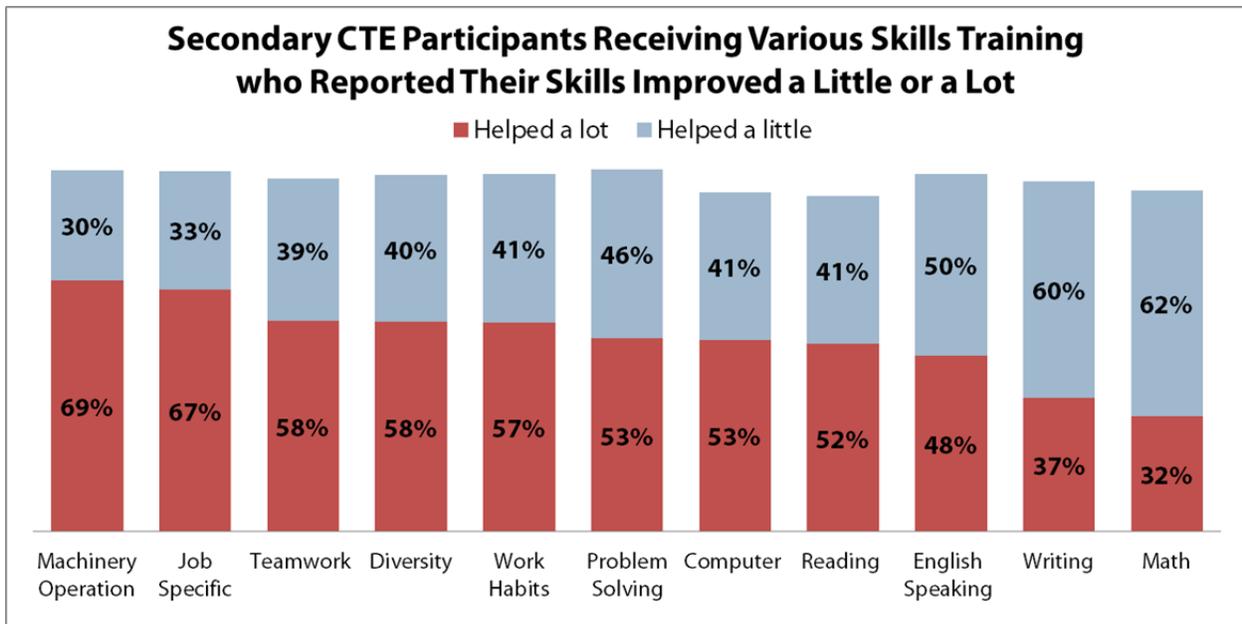
Students who completed CTE received training in many different skill areas. The largest percentage of CTE students, 83 percent, reported that they received training in teamwork. This is an increase of 6 percentage points since 2008. Other skill areas where large percentages of students reported that they received training are diversity and job-specific skills (73 percent each).



Source: Workforce Board's Participant Satisfaction Survey 2011.

Most participants said their skills improved as a result of taking CTE classes. Similar to participants from both 2006 and 2008, higher percentages indicated "a lot" of improvement in technical and general workplace skills than in basic skills. However, the percentage of secondary CTE students who indicated that their reading skills improved "a lot" went up 17 percentage points.





Source: Workforce Board's Participant Satisfaction Survey 2011.

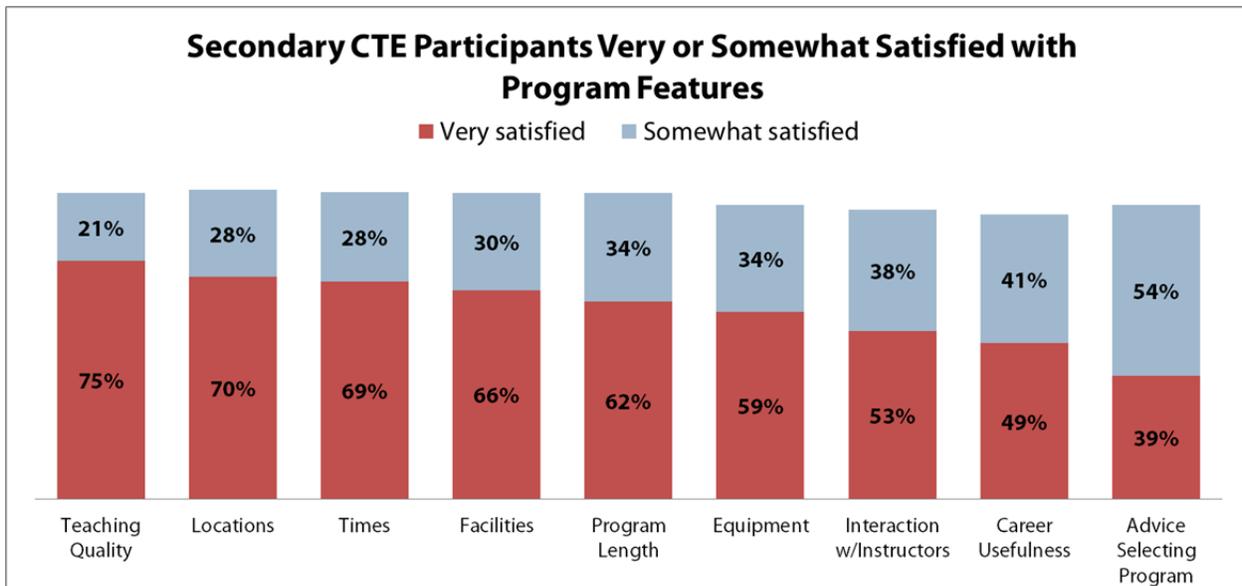
Many of the participants continued their education at a community or technical college or public four-year university. In the third quarter after completing their program, 45 percent of the completers were enrolled in postsecondary education.

### Participant Satisfaction

According to the survey, participants were very satisfied with their CTE programs. Some 98 percent said the program met their objectives and 99 percent were satisfied with the program overall. These high levels of satisfaction are slightly higher than those reported two years earlier.

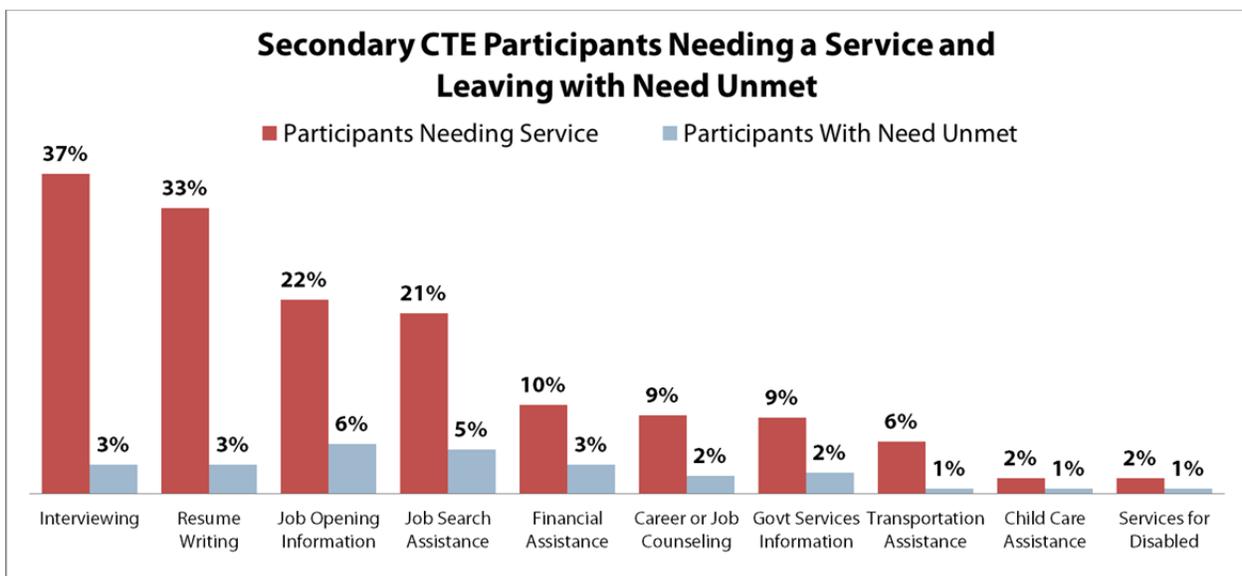
Three-fourths of participants were "very satisfied" with the quality of teaching, and 70 percent were "very satisfied" with the location of classes. Their satisfaction level was much lower with respect to advice on selecting a program, with just under 40 percent being "very satisfied."





Source: Workforce Board's Participant Satisfaction Survey 2011.

In general, CTE participants reported needing fewer support services than other groups studied, and when they did need these services, they generally received them. The services most frequently needed by participants were assistance with job interviewing and resume writing. The percentage of students indicating they needed these services increased by 7 and 4 percentage points respectively since 2008. The highest unmet needs<sup>9</sup> were for job opening information (6 percent) and job search assistance (5 percent).

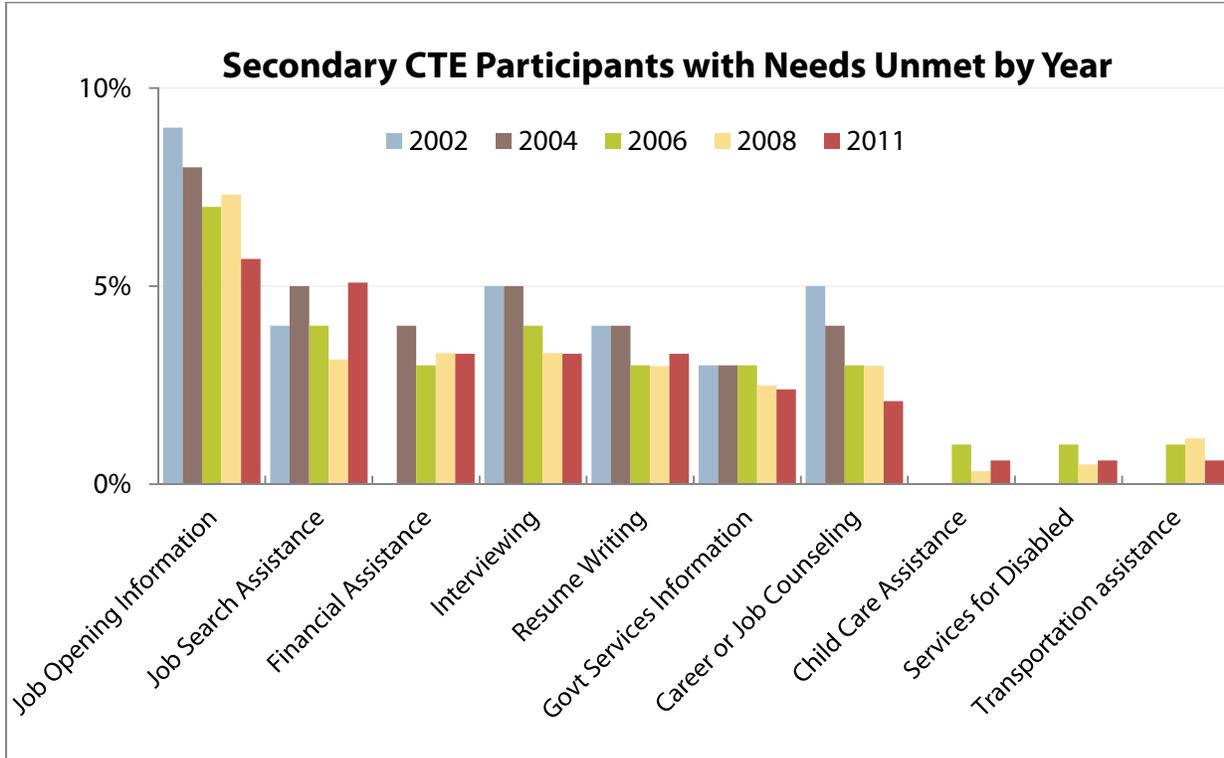


Source: Workforce Board's Participant Satisfaction Survey 2011.

<sup>9</sup> Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.



Over the past decade the unmet needs reported by CTE students have mostly decreased. However, students leaving the program with an unmet need for job search assistance increased sharply this year.



Source: Participant Satisfaction Surveys 2002-11.

### Net Impact - Did the Program Make a Difference in Participant Success?

Every four years the Workforce Training and Education Coordinating Board conducts net impact and cost-benefit analyses of workforce development programs. This detailed study compares participants and non-participants. The net impact part of this study attempts to measure whether the program made a difference in the participant's success. Washington is the only state to periodically conduct rigorous net impact evaluations of its workforce programs.

The net impact and the return on investment (next section) analyses were conducted by the W.E. Upjohn Institute for Employment Research (Upjohn), a national leader in evaluating training programs. To do the analyses, Upjohn studied program participants to see what results they achieved and compared these results with a control group. Individuals who completed a Secondary CTE program were compared to similar secondary students who were not CTE completers.



The most recent analyses examined the experience of participants who left secondary CTE programs, including the short term impacts on participants leaving in 2007-08 and the long term impacts on those who left in 2005-06.

### Impact on Employment and Earnings: Participants vs. Control Group

Secondary CTE	Short-term <sup>^</sup>	Long-term <sup>^</sup>
Net Employment Impact*	6 percentage points	8.4 percentage points
Net Hourly Wage Impact**	No significant positive impact	No significant positive impact
Net Hours Employed per Quarter Impact	19.2	32.2
Net Annualized Earnings Impact**	\$747	\$2,133

<sup>^</sup>Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

\*Percentages listed are employment percentage points above those of the control group of non-participants.

\*\*Wages and earnings, expressed in first quarter 2013 dollars, represent the average difference between secondary CTE participants who got jobs and those in the control group who were employed.

As can be seen above, secondary CTE participants experienced positive net impacts in employment, hours worked, and net annualized earnings, particularly over the long-term, when compared with the control group. Net hourly wages weren't boosted significantly by the program, however.

### Benefits and Costs

The cost-benefit analysis examines the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), and certain taxes. Program costs include both direct program costs and support payments borne by taxpayers and the tuition and foregone earnings borne by program participants. The program cost is the *difference* in the cost of a student completing CTE compared to the cost of a student completing another type of high school program. (The difference is primarily due to smaller student/teacher ratios in CTE.) The intent of the cost-benefit evaluation is to analyze the net value of exiting high school having completed a CTE program, rather than exiting not having completed a CTE program.

Benefits and costs are evaluated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to the age of 65. In order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2013 Q1 dollars to control for inflation. The benefits and costs presented here are based on impacts estimated for participants leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.



## Participant and Public Benefits and Costs per Participant in Secondary CTE

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
<b>Benefits</b>					
Earnings	\$5,085	\$0	\$70,634	\$0	
Fringe Benefits	\$1,271	\$0	\$17,658	\$0	
Taxes	-\$661	\$661	-\$9,190	\$9,190	
Transfers					
UI	-\$6	\$6	\$615	-\$615	
<b>Costs</b>					
Foregone net earnings	-\$774	-\$90	-\$774	-\$90	
Program costs	\$0	-\$911	\$0	-\$911	
Benefits	\$5,689	\$667	\$79,718	\$8,575	
Costs	-\$774	-\$1,001	-\$774	-\$1,001	
<b>Total (Net)</b>	<b>\$4,916</b>	<b>-\$334</b>	<b>\$78,944</b>	<b>\$7,574</b>	<b>\$86,518</b>

Note: Benefits and costs are expressed in 2013 first quarter dollars.

Secondary CTE enhances the lifetime earnings of program completers. Gains in earnings and employee benefits outweigh the costs of CTE to the public. For each CTE completer, the marginal cost to the public (taxpayer) is roughly \$911 over the length of their enrollment. During the first two and one-half years after leaving school, the average completer will gain \$5,085 in earnings. During the course of their working life to age 65, they will gain about \$69,861 in net earnings (earnings minus foregone earnings) and \$9,190 in employee benefits. These are net gains compared to the earnings of similar individuals who were not CTE completers. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$78,944.

Projected participant net benefits to age 65 outweigh public costs invested in college training by a ratio of \$87 to 1, or \$78,944 to \$911.

From the time of leaving the senior year in high school to age 65, the public is forecast to gain about \$9,190 in net additional Social Security, Medicare, federal income, and state sales taxes and to save \$615 per participant in total UI benefits and other social welfare costs—greater than the cost of CTE completion. The estimated lifetime net benefit to taxpayers is \$7,574 per completer.



Projected taxpayer net benefits to age 65 outweigh public costs invested in secondary CTE by a ratio of \$9 to 1, or \$8,575 to \$911.

### **Summary and Areas for Improvement**

Students who completed secondary CTE and the employers who hired them were very satisfied. Some 98 percent of the students were satisfied with their program overall and 96 percent of employers were satisfied with the overall work quality of these new employees, and employer satisfaction has trended upward over the last decade. There has also been an upward trend in secondary CTE students going on to higher education—56 percent for the most recent cohort of graduates. Also, the net impact evaluation shows a strong net impact on employment rates and earnings, and the cost-benefit evaluation shows that Secondary CTE returns more money in tax revenue than the program costs taxpayers.

Still, there are areas for improvement. Among all CTE graduates who were employed, 56 percent were employed in retail trade or accommodations and food services. Most students reported they did not receive instruction in math, reading, or writing as part of their CTE program. And only 39 percent were very satisfied with the advice they received in selecting a program of study. These findings suggest that secondary CTE should continue efforts to integrate core academic instruction into CTE courses and grow the number of courses in higher paying occupational clusters. Also, more needs to be done to improve career and education planning in middle and high schools. Finally, only 32 percent of students with disabilities continued on to postsecondary education—another challenge that merits attention.

