

Joint Session of NASDCTEc and NCTEF Board of Directors' Meeting

**AGENDA**

October 20, 2014

8 a.m. – 12:30 p.m.

Meeting Room: Salon ABC

---

1. Welcome and Overview of Agenda  
*8 a.m. – 8:05 a.m. (5 minutes) pages 1-12* Mr. Scott Stump  
President
2. Approval of Minutes  
*8:05 a.m. – 8:07 a.m. (2 minutes) pages 13-15* Ms. JoAnne Honeycutt  
Secretary/Treasurer
3. Approval of Consent Agenda  
*8:07 a.m. – 8:17 a.m. (10 minutes) pages 16-85* Mr. Scott Stump  
President
  - ACTE Collaboration Update
  - Career Cluster Leadership Pilot Update (include MOU resource)
  - 2014 Career Clusters<sup>®</sup> Institute
  - Career Clusters Logo Usage
  - Career Cluster Products and Warehouse Update
  - Communications Plan through June 30, 2015
  - Communications Update (include Ed Daily article and sample monthly newsletter)
  - Legislative Update and Advocacy Resource (include Congressional newsletter resource sample)
  - Liaison Reports:
    - ACTE
    - FFA
    - SkillsUSA
  - Member Services Update
  - Partnerships Update
  - Publications Update
  - State Policy Strategy
  - Strategic Plan Update
  - Webinars Update
4. Fundraising Development and the Future of NCTEF  
*8:17 a.m. – 9:32 a.m. (75 minutes) pages 86-88* Mrs. Kimberly Green  
Executive Director  
  
Kate Blossveren  
Associate Executive Director

- |              |   |   |
|--------------|---|---|
| 5.           | ACTE VISON/NASDCTEc CCI Merger<br><i>9:32 a.m. – 10:02 a.m. (30 minutes)</i>  | Mrs. Kimberly Green<br>Executive Director<br><br>Kate Blosveren<br>Associate Executive Director |
| <b>Break</b> |   |   |
| 6.           | NASDCTEc Vision Summit – 2015<br><i>10:20 a.m. – 10:45 a.m. (25 minutes) pages 89-93</i>                              | Mrs. Kimberly Green<br>Executive Director<br><br>Kate Blosveren<br>Associate Executive Director |
| 7.           | Common Career Technical Core Adoption Language & Continuum<br><i>10:45 a.m. – 11:15 a.m. (30 minutes) pages 94-96</i> | Kate Blosveren<br>Associate Executive Director  |
| 8.           | Higher Education Reauthorization recommendations<br><i>11:15 a.m. – Noon (45 minutes) pages 97-103</i>                | Steve Voytek<br>Gov't Relations Manager   |
| 9.           | Update on Board Policy Manual & Board Policy Forms<br><i>Noon – 12:15 p.m. (15 minutes)</i>                           | Mrs. Karen Hornberger<br>Finance & Office Manager   |
| 10.          | Other items to be added/meeting wrap up<br><i>12:15 p.m. – 12:30 p.m. (15 minutes)</i>                                | Mr. Scott Stump<br>President  |

Lunch will be served in the meeting room beginning at 12:30 p.m.

Below are the draft agendas for the November Board conference calls. These agendas are subject to change, based on the discussion and actions taken at the October 20, 2014 Board meeting. With the input of the Executive Committee, we crafted the October Board meeting agenda to focus on topics that require brainstorming and lots of discussion, thus maximizing our ‘in-person’ time together.

**Draft Agenda for NCTEF Board of Directors Conference Call on November 4 at 3 – 4 p.m. ET**

- |    |   |   |
|----|---|---|
| 1. | Welcome and Overview of Agenda  | Mr. Scott Stump<br>President                      |
| 2. | Approval of Minutes   | Ms. JoAnne Honeycutt<br>Secretary/Treasurer       |
| 3. | NCTEF Financial Report  | Ms. JoAnne Honeycutt<br>Secretary/Treasurer       |
|    | <ul style="list-style-type: none"><li>• <i>FY14 Year End Reports</i></li><li>• <i>FY15 Year-to-date Reports</i></li><li>• <i>Investment Policy Statement Recommendation</i></li></ul> |   |
| 4. | NCTEF Board and Officer Descriptions  | Mrs. Karen Hornberger<br>Finance & Office Manager |
| 5. | NCTEF Future Planning   | Kate Blosveren<br>Associate Executive Director    |

**Draft Agenda for NASDCTEc Board of Directors Conference Call on November 4 at 4 – 5 p.m. ET**

- |    |   |   |
|----|---|---|
| 1. | Welcome and Overview of Agenda  | Mr. Scott Stump<br>President                |
| 2. | Approval of Minutes   | Ms. JoAnne Honeycutt<br>Secretary/Treasurer |
| 3. | NASDCTEc Financial Report   | Ms. JoAnne Honeycutt<br>Secretary/Treasurer |
|    | <ul style="list-style-type: none"><li>• <i>FY14 Year End Reports</i></li><li>• <i>FY15 Year-to-date Reports</i></li><li>• <i>Investment Policy Statement Recommendation</i></li></ul> |   |

- *Budget Modification*

4. NASDCTEc Board and Officer Descriptions

Mrs. Karen Hornberger  
Finance & Office Manager

5. NASDCTEc Taskforces

Mrs. Kimberly Green  
Executive Director

**NASDCTEc BOARD OF DIRECTORS**  
**FY 14-15**

**NASDCTEc President**

Mr. Scott Stump  
Assistant Provost for Career & Technical  
Education  
Colorado Community College System  
9101 East Lowry Blvd  
Denver, CO 80230  
Phone: 303-595-1578  
Fax: 720-858-2544  
Email: scott.stump@cccs.edu

**NASDCTEc Vice President**

Mr. Rod Duckworth  
Chancellor  
Division of Career and Adult Education  
Florida Department of Education  
325 West Gaines Street, Suite 744  
Tallahassee, FL 32399-0400  
Phone: 850-245-9047  
Fax: 850-245-9065  
Email: rod.duckworth@fldoe.org

**Secretary / Treasurer**

Ms. Jo Anne Honeycutt  
Director, Career and Technical Education  
North Carolina Department of Public  
Instruction  
6361 Mail Service Center  
Raleigh, NC 27699-6361  
Phone: 919-807-3879  
Fax:  
Phone: 919-807-3879  
Email: joanne.honeycutt@dpi.nc.gov

**NASDCTEc Past President**

Mr. John Fischer  
Deputy Commissioner  
Vermont Agency of Education  
219 North Main Street, Suite 402  
Barre, VT 05641  
Phone: 802-828-0488  
Fax: 802-828-3146  
Email: john.fischer@state.vt.us

Ms. June Sanford  
State Director Career and Technical  
Education/Connecticut State  
Department of Education  
165 Capitol Avenue  
Hartford, CT 06106  
Phone: 860-713-6765  
Fax: 860-713-7049  
Email: june.sanford@ct.gov  
**Region I** - Connecticut; Maine;  
Massachusetts; New Hampshire; Rhode  
Island; Vermont  
Term: July 1, 2014 – June 30, 2017

Mr. Eric Suhr  
Bureau Chief  
Career and Technical Education  
New York State Education Department  
89 Washington Avenue Room 315 EB  
Albany, NY 12234  
Phone: 518-486-1547  
Fax: 518-403-5114  
Email: esuhr@mail.nysed.gov  
**Region II** - New York; New Jersey; Puerto  
Rico; Virgin Islands  
Term: July 1, 2012 – June 30, 2015

Dr. Lee Burket  
Director, Bureau of Career and Technical  
Education  
Pennsylvania Department of Education  
333 Market Street 11<sup>th</sup> Floor  
Harrisburg, PA 17126  
Phone: 717-787-5530  
Fax: 717-783-6672  
Email: lburket@pa.gov  
**Region III** - Delaware; District of  
Columbia; Maryland; Pennsylvania;  
Virginia; West Virginia  
Term: July 1, 2014 – June 30, 2017

Ms. Jean Massey  
Associate Superintendent  
Mississippi Department of Education  
Office of Vocational and Workforce  
Development  
359 North West Street, PO Box 771  
Jackson, MS 39205  
Phone: 601-359-3090  
Fax: 601-359-6619  
Email: jmassey@mde.k12.ms.us  
**Region IV** - Alabama; Florida; Georgia;  
Kentucky; Mississippi; North Carolina;  
South Carolina; Tennessee  
Term: July 1, 2013– June 30, 2016

Ms. Kathleen Cullen  
Provost and Vice President of Student  
Success  
Wisconsin Technical College System  
4622 University Avenue, PO Box 7874  
Madison, WI 53707-7874  
Phone: 608-266-9399  
Fax: 608-266-1285  
Email: Kathleen.cullen@wtcsystem.edu  
**Region V** - Illinois; Indiana; Minnesota;  
Michigan; Ohio; Wisconsin  
Term: July 1, 2013 – June 30, 2016

Mr. Eric Spencer  
Director  
College and Career Readiness Bureau  
New Mexico Public Education Department  
120 South Federal Place, Room 207  
Mailing; 300 Don Gaspar  
Santa Fe, NM 87501  
Phone: 505-827-1808  
Fax: 505-827-1820  
Email: eric.spencer@state.nm.us  
**Region VI** - Texas; Arkansas; Louisiana;  
Oklahoma; New Mexico  
Term: July 1, 2014 – June 30, 2017

Mr. Richard Katt  
State Director  
Career Education  
Nebraska Department of Education  
301 Centennial Mall South  
Lincoln, NE 68509  
Phone: 402-471-4808  
Fax: 402-471-2545  
Email: rich.katt@nebraska.gov  
**Region VII** - Iowa; Kansas; Missouri;  
Nebraska  
Term: July 1, 2012– June 30, 2015

Mr. Wayne Kutzer  
State Director  
Department of Career and Technical  
Education  
600 East Boulevard Avenue  
Bismarck, ND 58505  
Phone: 701-328-2259  
Fax: 701-328-1255  
Email: wkutzer@nd.gov  
**Region VIII** - Colorado; Utah; North  
Dakota; Montana; South Dakota; Wyoming  
Term: July 1, 2013– June 30, 2016

Mr. Mike Raponi  
Director  
Nevada Department of Education  
Office of Career Technical & Adult  
Education  
755 N. Roop Street Suite 201  
Carson City, NV 89701  
Phone: 775-687-7283  
Fax: 775-687-8636  
Email: mraponi@doe.nv.gov  
**Region IX** - Arizona; California; Nevada  
Term: July 1, 2012 – June 30, 2015

Ms. Eleni Papadakis

10/1/14

Executive Director  
Workforce Training & Education  
Coordinating Board  
P.O. Box 43105  
Olympia, WAS 98504  
Phone: 360-753-5662  
Fax: 360-586-5862  
Email: epapadakis@wtb.wa.gov  
**Region X** – Alaska; Idaho; Oregon;  
Washington  
**Term:** July 1, 2012 – June 30, 2015

Ms. Bernadette Howard  
State Director  
Career and Technical Education  
University of Hawaii  
Lower Campus Road  
Lunalilo Portable 1  
Honolulu, HI 96822-2849  
Phone: 808-956-4791  
Fax: 808-956-9096  
Email: mbhoward@hawaii.edu  
**Region XI** - Hawaii; Commonwealth of  
Northern Marianas; Federated States of  
Micronesia; Republic of the Marshall  
Islands; Republic of Palau; Guam;  
American Samoa  
**Term:** July 1, 2014 – June 30, 2017

Dr. Sheila K. Ruhland  
President  
Moraine Park Technical College  
235 N. National Avenue  
Fond du Lac, WI 54935  
Email: sruhland@morainepark.edu  
**Associate Member Representative**  
**Term:** July 1, 2014 – June 30, 2017

**NCTEF BOARD OF DIRECTORS  
FY 14-15**

**NASDCTEc President**

Mr. Scott Stump  
Assistant Provost for Career & Technical  
Education  
Colorado Community College System  
9101 East Lowry Blvd  
Denver, CO 80230  
Phone: 303-595-1578  
Fax: 720-858-2544  
Email: scott.stump@cccs.edu

**NASDCTEc Vice President**

Mr. Rod Duckworth  
Chancellor  
Division of Career and Adult Education  
Florida Department of Education  
325 West Gaines Street, Suite 744  
Tallahassee, FL 32399-0400  
Phone: 850-245-9047  
Fax: 850-245-9065  
Email: rod.duckworth@fldoe.org

**Secretary / Treasurer**

Ms. Jo Anne Honeycutt  
Director, Career and Technical Education  
North Carolina Department of Public  
Instruction  
6361 Mail Service Center  
Raleigh, NC 27699-6361  
Phone: 919-807-3879  
Fax:  
Phone: 919-807-3879  
Email: joanne.honeycutt@dpi.nc.gov

**NASDCTEc Past President**

Mr. John Fischer  
Deputy Commissioner  
Vermont Agency of Education  
219 North Main Street, Suite 402  
Barre, VT 05641  
Phone: 802-828-0488  
Fax: 802-828-3146  
Email: john.fischer@state.vt.us

Dr. Timothy D. Hodges  
Research Director  
Gallup  
1001 Gallup Dr.  
Omaha, NE 68102  
Phone: 402-938-6729  
Email: Tim\_Hodges@gallup.com  
**Term:** July 1, 2014– June 30, 2017

Ms. Cheryl Carrier, Executive Director  
Ford Next Generation Learning  
c/o Ford Motor Company Fund  
One American Road  
Room 210-E4  
Dearborn, MI 48126  
Phone: 313-248-8028  
Email: ccarrier@fordngl.com  
**Term:** July 1, 2013 – June 30, 2016

Mr. William C. (Bill) Symonds  
Director, The Global Pathways Institute  
Professor of Practice  
Arizona State University  
Scottsdale, AZ 80257  
Phone: 781-910-3161  
Email: wcsymonds@gmail.com  
**Term:** July 1, 2012 – June 30, 2015

**NCTEF Board Liaisons**

**Associate Member Liaison:**

Dr. Dennis Harden  
Coordinator, Career Education  
Missouri Department of Education  
205 Jefferson Street 5th Floor  
PO Box 480  
Jefferson City, MO 65102  
Phone: 573-751-3500  
Fax: 573-526-4261  
Email: Dennis.Harden@dese.mo.gov

**OVAE Liaison:**

Ms. Robin Utz  
U.S. Department of Education  
Office of Vocational and Adult Education  
College and Career Transitions Branch  
550 12th Street SW  
Washington, D.C. 20202  
Phone: 202 245 7767  
Email: robin.utz@ed.gov

**Cluster Leader Liaison:**

Vacant

**DOL/ETA Liaison:**

Ms. Jennifer Troke  
USDOL - Employment & Training  
Administration (ETA)  
Business Relations Group  
200 Constitution Avenue NW Room N-4643  
Washington, DC 20210  
Phone: 202-693-2665  
Fax: 202-693-3890  
Email: troke.jennifer@dol.gov

## Kathleen Fitzgerald

1779 Lanier Place NW, Apt. B Washington, DC 20009

katieannfitzgerald@gmail.com · (202) 415-5194

### EXPERIENCE

---

#### **National Center for Creative Aging, Washington, DC**

August 2008 – Present

##### **Director of Communications,**

June 2012 – Present

- Create and disseminate all marketing/communication deliverables including: press releases, e-blasts, program announcements, flyers, and social media content.
- Assisted in the creation of the website, developing all written content. Currently manage the website using Drupal and CiviCRM.
- Create all graphics using Photoshop and Microsoft Publisher.
- Employ Facebook and Twitter advertisements; measure campaigns using Google Analytics.
- Manage national leadership awards and technical assistance grant program.
- Manage Communications Associate and provide oversight on the production of monthly e-news briefs and e-newsletters.
- Manage all marketing for the national conference in Washington, DC.
- Co-manage a national advocacy campaign with a leading bioscience corporation; represent organization in related traveling exhibit promoting healthy aging.
- Represent organization on webinars, radio, and at conferences.
- Develop curriculum and evaluation for long distance education series.
- Manage national leadership awards and technical assistance grants.
- Provide technical assistance to organizations around the country on how to develop arts and aging programs in their communities.
- Report directly to the Board of Directors bi-annually.
- Write grant reports to funders at the end of grant cycle (narrative, statistics, and evaluation).

##### **Program Manager,**

February 2009 – June 2012

- Developed, managed, and marketed a three-year, national onsite symposia series and online distance-learning program.
- Created and disseminated all marketing/communication deliverables.
- Co-managed a national advocacy campaign with a leading bioscience corporation; represented organization in related traveling exhibit.
- Managed Communications Associate and provided oversight on the production of monthly e-news briefs and e-newsletters.
- Reported directly to the Board of Directors.

##### **Media Intern, August 2008-February 2009**

- Initiated and wrote the monthly e-news brief, providing research and summaries on articles in the creative aging field.

#### **The Society for the Arts in Healthcare, Washington, DC**

May 2006-July 2009

##### **Media Intern**

- Worked independently with editors to launch organization's first e-news brief. Wrote and distributed it monthly with a circulation of about 2,000.
- Updated the "Articles" section of website.

**The Children's Inn at National Institutes of Health, Bethesda, MD**

Summer 2007

**Art Assistant**

- Curated, designed, and installed shows for temporary and permanent art exhibits.
- Took inventory of art and provided research on all artists in the permanent collection. Updated contact information and biographies of all artists for the NIH database.

**OTHER RELEVANT WORK EXPERIENCE:**

---

- **Martha Jefferson Hospital, Charlottesville, VA.** Spring 2009. Designed and published a gallery book for organization, displaying their permanent art collection, for current and potential donors, staff, and patients.
- **Pier One Imports, Alexandria, VA.** 2009-2010. Sales leader at a home goods store. Managed 4-8 staff members per shift. Provided excellent customer service.
- **The Graduate School, Harrisonburg, VA.** August 2006 – December 2008 Performed administrative duties, including filing and drafting correspondence.

**EDUCATION:**

---

Bachelor of Arts in Media Arts and Design and Art History  
Concentration in Corporate Communication

*James Madison University*  
2004 - 2008

**SKILLS:**

---

- Proficient in Microsoft Excel, PowerPoint, Publisher, and Word.
- Working knowledge of Adobe Creative Suite – Photoshop and Illustrator
- Working knowledge of Drupal, CiviCRM, HTML, CSS, Google applications for non-profits including Google Analytics, social media.
- Practicing ceramic artist at District Clay.

**REFERENCES:**

Gay Hanna, PhD, MFA,  
Executive Director, National Center for Creative Aging  
4125 Albemarle Street, NW  
Washington, DC 20016  
[ghanna@creativeaging.org](mailto:ghanna@creativeaging.org), 202-895-9456

Dorothy Wohlslagel,  
Director of Education, National Center for Creative Aging  
4125 Albemarle Street, NW  
Washington, DC 20016  
[dwohlslagel@creativeaging.org](mailto:dwohlslagel@creativeaging.org), 202-895-9456

Paula Cleggett, former Associate Director for Policy at Curb Center at Vanderbilt  
University  
[paulamc3@verizon.net](mailto:paulamc3@verizon.net),  
(Paula is currently on vacation but I can secure a phone number upon request)

NASDCTEc/NCTEF Board of Directors' Meeting

**MINUTES**

**Conference Call**

June 24, 2014

3 p.m. - 4 p.m.

---

**Attendees:** Marie Barry, John Fischer, Rod Duckworth, June Sanford, Eric Suhr, Lee Burket, Jean Massey, Kathleen Cullen, Wayne Kutzer, Mike Raponi, Eleni Papadakis, Bernadette Howard, Fran Beauman, Cheryl Carrier, Bill Symonds.

**Staff:** Kimberly Green, Karen Hornberger

**Welcome and Overview of Agenda:** Fischer welcomed participants to the NASDCTEc and NCTEF Board of Directors call. Fischer shared that the Achieving Excellence Institute /The National Career Clusters Institute just wrapped up, which included an embedded state policy workshop. The event was well attended and received, with a lot of positive feedback from participants. Fischer thanked the staff for their hard work.

**ACTE/NASDCTEc CCI/Vision Conference:** Green shared since the Spring Board meeting, staff has been having ongoing, cross-organizational conversations with ACTE regarding the integration of the National Career Clusters Institute with ACTE's Vision, which would begin in 2015. In the interim, we hope to be able offer some Career Pathway Workshops as pre-sessions to the 2014 ACTE Vision.

A number of proposals have been considered from a full reorganization of the ACTE Vision sessions to the 10 components to the Rigorous Programs of Study Framework, a separate event held concurrently with ACTE Vision (similar to what NAEE does), a separate Career Cluster-focused strand within ACTE Vision and holding the Career Clusters Institute as a separate pre-event function. NASDCTEc staff strongly prefers the transformation of the ACTE Vision event but recognizes that given ACTE's governance structure this would be a multi-year effort after obtaining ACTE leadership approval of the concept. The second more viable, shorter-term option is pursuit of full integration of the Career Cluster Institute within ACTE Vision. NASDCTEc staff is pursuing pre-session options, as well as Career Cluster-related sessions within existing strands and a separate Career Cluster strand. Negotiations are going well but slowly. It seems like the organizations are on the same page regarding the goals of the collaboration, however finding an acceptable revenue share is a challenging component of the negotiations. No action items at this time.

**Review and Approve NASDCTEc and NCTEF Board Minutes:** Duckworth presented the minutes from the Spring Board meeting. No corrections were made.

**MOTION:** To approve the March 31, 2014 NASDCTEc Board minutes.  
**Burket; Howard. MOTION ADOPTED.**

**MOTION:** To approve the March 31, 2014 Joint NASDCTEc and NCTEF Board minutes.  
**Howard; Raponi. MOTION ADOPTED.**

**NASDCTEc and NCTEF FY15 Budget Proposals:** Duckworth presented the FY14-15 budget proposals. He shared that NASDCTEc's fiscal health is strong, with \$2.2 million in investments not including A/R and checking. NCTEF's financial position is more tenuous, with a reduced income position due to investments in recent projects (e.g. CCTC and the alignment study) and the loss of Career Clusters' Institute revenue stream. The proposed budgets, which were reviewed in detail and approved unanimously by the Finance and Audit Committee, include a reallocation of the sharing of operational costs, currently at a 67/33 split between NASDCTEc/NCTEF to a split of 85/15. The new split better reflects the proportional share of operational costs for the coming year.

Green shared that one of the challenges in developing this year's budget was the transitional nature of number of initiatives, including the Career Cluster and ACTE Vision collaboration, transitioning away from selling products, and this year being a developmental year for fundraising. This leaves limited income coming into NCTEF. We had to shift some of the activities to funded by NASDCTEc, activities that benefit our membership (e.g. awards program).

**MOTION: Approve the FY 15 NASDCTEc budget as proposed Barry; Suhr.  
MOTION ADOPTED.**

**MOTION: Approve the FY 15 NCTEF budget as proposed Kutzer; Sanford.  
MOTION ADOPTED.**

**Vivayic/Relevant Classroom Lost Inventory Proposal:** Per the Board's direction set at the Spring meeting, staff made outreach to Relevant Classroom to seek resolution to the lost inventory. Staff communicated the Board was not interested in the proffered curriculum but would consider in-kind professional services equivalent in value to the lost inventory (not less than \$16,000) with the expectation that the work be completed prior to the end of FY15.

After sharing NASDCTEc/NCTEF's strategic plan and Relevant Classroom's core business strengths, Relevant Classroom proposed a number of potential projects including an online standards and resource database and a leadership and on boarding plan for State Directors. With input from the Executive Committee, the leadership and on boarding proposal was more fully developed with the expectation of presenting to the full Board of Directors. The project would focus on developing a set of competency profiles needed for effective state government leaders, as well as the outline of a leadership development program. The work would be done over the next fiscal year and is equivalent to \$21,600 in services. The lost inventory is worth approximately \$16,000 on the balance sheet and has a replacement value is around \$24,000.

**Discussion:** The Board consensus was that it did not want to move forward with the presented proposal, noting it would take more staff time and resources than we had to offer in the coming year (note that while leadership development is part of the strategic goals it was not prioritized for the coming year). Some Board members suggested that in the long run it may be better to write off the value of the lost inventory. It was asked if a cash payment was still reachable. Green stated it was her opinion that the cash payment is no longer an option given that the in-kind option was suggested.

After hearing feedback from the Board, Green suggested staff go back to Relevant Classroom to see if a project can be identified that is more of a priority for the coming fiscal year. Green mentioned that staff has a two-day planning retreat scheduled in July. With that information in hand, staff can see what expertise Relevant Classroom may be able to contribute to the FY15 planned work.

Green asked the Board how long or how much do you want us to work on this effort. The consensus of the Board is to get a last ditch effort of resolution. If that is not possible, then staff should write off the lost inventory.

**Career Cluster Pilot Update and Decision:** Under the Board's direction, staff sent out an inquiry to states regarding interest in serving in a pilot related to state-focused Career Cluster leadership. Based on feedback from the states, the Agriculture Food and Natural Resources Career Cluster and the Manufacturing Career Cluster will be the focus of the yearlong pilot. We anticipate six or seven states participating in each pilot. A state represented on the Board of Directors will be invited to serve as chair of each Career Cluster's pilot. This will ensure a good connection between the pilot work and the Board discussions and decision-making. The first meeting of the pilot will occur right before the fall meeting. The balance of the work will happen virtually over the next year.

**Methods of Administration:** NASDCTEc received a response from the U.S. Department of Education's Assistant Secretary of Civil Rights, which largely did not address the concerns raised in the initial NASDCTEc letter. Per input from the Executive Committee, staff will send a follow up letter requesting clarification on one point in the response letter related to the EDGAR's requirement that all federal programs must monitor local recipients. Staff also shared an unsolicited letter sent to U.S. Secretary of Education Arne Duncan by the National Women's Law Center related to NASDCTEc's letter. No response will be provided to this letter.

**Meeting adjourned 4:04 p.m.**

## ACTE Collaboration Update

*Submitted by Kate Blosveren & Kimberly Green*

In January 2014, ACTE and NASDCTEc held its first-ever joint Executive Committee meeting. The stated goal of the meeting was to explore ways that NASDCTEc and ACTE can better collaborate and coordinate resources, initiatives, and advocacy efforts in support of advancing the CTE community. Major topics discussed included how to build the capacity of our members through professional development, technical assistance, and conferences/meetings; expand awareness and support of CTE through partnerships, publications, communications and advocacy; and support high-quality CTE through technical assistance, resources, and research.

One major outcome of this meeting was a charge to NASDCTEc and ACTE leadership to create a joint work plan that would enable more intentional coordination as well as identify new opportunities for collaboration. The work plan includes existing efforts, new initiatives that have been put in place since January and some ideas and strategies to continue to explore in the future.

ACTE and NASDCTEc have put the work plan into a Google Drive document, allowing it to be a “living document,” that is reviewed regularly by each organization. Kate Blosveren and Steve DeWitt have quarterly calls scheduled to discuss it, make key updates, and strategize next steps.

<i>Collaboration</i>	<i>Status</i>
<i>Advocacy/policy</i>	
<p>In regards to federal policy, ACTE and NASDCTEc will continue to collaborate on:</p> <ul style="list-style-type: none"> <li>• Engagement of Congressional offices, including Hill visits and school visits;</li> <li>• Draft language for Perkins;</li> <li>• CTE Monthly newsletters;</li> <li>• Aligned recommendations on other major pieces of federal legislation;</li> <li>• Coordination and support for CTE Caucuses; and</li> <li>• Other efforts/opportunities.</li> </ul> <p>This will be facilitated by monthly check-in calls</p>	Ongoing
ACTE and NASDCTEc will co-develop and jointly release the 2nd annual, 2014 edition of Year in Review on state CTE policy	Fall; release in Jan 2015
ACTE’s Board released a statement in support of CCTC	Completed
ACTE and NASDCTEc will coordinate on activities to better engage the business community in advocating for CTE (e.g., business resolution)	Ongoing
ACTE and NASDCTEc policy staff will coordinate on a campaign to increase congressional visits to see CTE programs.	Ongoing
While each organization may initiate separate projects, NASDCTEc and ACTE will continue work to coordinate and work toward a common and public understanding of what “high-quality” CTE is to inform Perkins reauthorization, professional development activities and other initiatives.	Ongoing

<b>Communications/Case-Making/Public Awareness</b>	
ACTE and NASDCTEc's communications staff will meet monthly to discuss opportunities for collaboration as well as cross-organizational promotions (drawing on calendar of publications/webinars and meetings)	Fall 2014
Currently, NASDCTEc supports CTE Month via social media and the NASDCTEc blog; Both organizations are collaborating over Twitter by using the same hashtags and consistently re-tweeting.	Ongoing
Our communications staff will jointly develop a comprehensive list/strategy for promoting each other's events, resources, etc.	Ongoing
Our communications staff, in consultation with policy staff, will jointly develop a comprehensive list/strategy for promoting the organizations' federal policy work (e.g., joint press statements, joint budget requests, etc.)	Ongoing
ACTE will develop an MOU for the CTE: Learning that works for America campaign for NASDCTEc to review and determine next steps	In process/under revision
ACTE and NASDCTEc will formalize a process related to joint work on press releases	By end of 2014
Co-develop a guide for integrating CTE Month and CTE: Learning that works for America for state and district leaders and local educators	Fall/Winter 2014
Have a session at ACTE VISION on this topic and/or a webinar	Fall 2014
NASDCTEc will review ACTE's current fact sheets as part of "case-making" project (and potentially post those already created on our website)	Summer 2014
Cross-walk and ensure state profiles/data are consistent, and cross-promotional and explore other state-focused tools (built into work plan for NASDCTEc's state fact sheet revision)	Summer/Fall 2014
Both organizations will expand collaboration and coordinate outreach to other organizations, such as AACC and NASSP, to discuss incorporation of CTE into their efforts.	Winter 2015 (January)
Explore placing joint op-eds	Summer 2014
<b><i>Publications &amp; Webinars</i></b>	
Create a calendar of publications (briefs, reports and the like) and webinars, which will be updated quarterly	Ongoing
NASDCTEc is providing articles for Techniques through Spring 2015	Summer 2014 - Spring 2015
Incorporate NASDCTEc commentary via the "Capitol View" column in Techniques (and consider other opportunities for NASDCTEc to contribute to Techniques)	Summer 2014 - Spring 2015
Begin series from the ACTE president in NASDCTEc blog	August
Produce at least one webinar jointly	January

ACTE to submit blog entry on VISION for NASDCTEc blog	October
<b><i>State/Leadership Engagement/Professional Development</i></b>	
Develop strategy for embedding Career Clusters Institute as a pre-session and comprehensive and coherent strand at 2015 Vision conference (with the Career Cluster Institute phased out as a standalone conference that year).	Summer-Fall 2014
NASDCTEc will survey State Directors and ACTE will survey their state leadership to determine the relationship between each State CTE Director and their ACTE chapter, from both perspectives, with a particular focus on planning and execution of statewide conferences.	2015
Based on this survey, we will co-host a webinar and develop associated tools to support the planning of statewide CTE conferences (Plan for 2016 CTE conferences)	Later 2015
Engage states hosting regional ACTE conferences in 2015 about ways we can jointly support them (e.g., range of themes, speaker bank, common resources). Explore possibility of each region focusing on specific issue.	Winter 2015
ACTE and NASDCTEc will perform a needs assessment to determine the professional development needs of postsecondary CTE educators and will include a focus on postsecondary education needs in their work in coordination with NASDCTEc's postsecondary task force	2015
ACTE and NASDCTEc will jointly pursue grant money/funding to support NEW initiatives. Including each organization in efforts to build and deliver services that positively impact CTE will benefit the CTE community and the membership of both organizations.	TBD
Collaborate around professional development for local practitioners focused on implementation of CCTC.	TBD
<b><i>Organizational Leadership</i></b>	
NASDCTEc and ACTE each serve as liaisons on each other Boards	In place
Provide free registrations to organizations' meetings	In place
ACTE and NASDCTEc to formally compare their strategic plans to determine overlap, leverage points and gaps (July 2014)	Fall/Winter 2014
Quarterly meetings between Kim, Kate, LeAnn & Steve	Ongoing
Host 2nd annual 2015 Joint ACTE-NASDCTEc Executive Committee meeting	January 19, 2015

The National Career Clusters Institute/ACTE Vision Collaboration/Consolidation: Since the Spring 2014 Board meeting, staff have spent considerable time in conversations and negotiations with ACTE to bring clarity to the purpose of this collaboration/consolidation, as well as work out the trickier details of a revenue share arrangement, programmatic and quality expectations and the “non-negotiables.” All parties remain committed to making this work, however the negotiations have not progressed as quickly as we had hoped. In early September, NASDCTEc sent over a proposal to ACTE leadership for consideration as prior discussions had stalled. At the time of the preparation of this Board book, no response had been received from ACTE regarding this proposal. NASDCTEc requested a call with ACTE leadership; this call has been

scheduled for October 1. From the beginning of these discussions, NASDCTEc staff expressed a desire to have a proposal ready to bring to the Board for a vote during the October 20, 2014 meeting. It is the staff's sincere hope to have the key parameters of an agreement available to present at the meeting later this month.

**Career Clusters Leadership Pilot**  
*Report submitted by Andrea Zimmermann, State Policy Associate*

---

After receiving approval during April’s joint board meeting of NASDCTEc/NCTEF, proposed efforts to re-establish governance and leadership of the Career Clusters® were finalized and officially named – the Career Clusters Leadership Pilot.

During this one-year pilot, consortia of states will coordinate efforts among key stakeholders to deliver high-quality CTE; ensure the Career Clusters are well-aligned with industry needs; and provide a space for ongoing discussions to keep the Career Clusters and related resources relevant and meaningful for students and industry. States will also recruit a diverse team of key CTE stakeholders including at least one partner from business and industry, their secondary or postsecondary CTE counterpart and one key staff member to help execute the work.

A brief survey was sent to all State CTE Directors in May to determine which Career Clusters should be tackled for the pilot as well as states’ interest and willingness to participate. By an overwhelming majority, two Career Clusters were identified as top priorities for states – Manufacturing and Agriculture, Food & Natural Resources.

In July, NASDCTEc staff held two briefing calls with 12 interested states to lay out expectations regarding scope, level of effort and composition of their state teams. States were asked to review, sign and return a memorandum of understanding (MOU) by July 31 to formalize their participation. (See attached for a sample MOU for participating states.) Two states were asked to lead the work for each pilot and were given a separate MOU that detailed additional responsibilities such as serving as a liaison between their pilot and the NASDCTEc staff and the NASDCTEc/NCTEF Board as well as arranging and leading regular work calls for the pilot.

In the end, eleven states signed MOUs to participate in the pilot, but two – Kansas and Wyoming – withdrew their participation due to competing constraints on time and resources. The final nine participating states are:

- **Agriculture, Food & Natural Resources:** Mississippi (lead state), Colorado, Nebraska
- **Manufacturing:** Wisconsin (lead state), Iowa, Minnesota, New Jersey, Tennessee, Utah

Both pilots will follow the general timeline below:

October 20, 2014	In-person kickoff meeting in Baltimore, Maryland
November 2014-March 2015	Regular conference calls with leadership team (may also include some subcommittee calls depending on participation)
April 2015	Second in-person meeting in Washington, DC
May-July 2015	Work (may include deliverables) continues
August-September 2015	Work finishes with recommendations for future work
October 2015	Final report on pilot presented to NASDCTEc membership

During a call with NASDCTEc staff in August, some State CTE Directors raised concerns about recruiting business and industry partners to participate in the October kickoff meeting. Most

concerns centered on the value-add for employer participants for a four-hour, in-person meeting and when to bring them into the pilots' work generally so that these participants didn't feel as though they were "wasting their time". The eventual compromise was that states would decide, as appropriate whether to bring industry representatives to the October meeting. However, it was agreed that employer participants would be actively engaged in the pilots' work that will begin immediately after the in-person. This is something we will need to monitor closely to ensure the Pilot meets one of its primary objectives as being a platform for engaging employers as co-investors in the CTE system.

In preparation for a productive kickoff meeting, all participating pilot members were asked to complete an assessment of their priorities and areas of need, using a guiding document that is loosely based on the 10 components of the Rigorous Program of Study Framework. NASDCTEc staff will analyze and present the results the completed assessments to create a baseline that the pilots will use during the kickoff meeting to establish priorities for their yearlong work. The deliverables will ultimately be determined by identified challenges and goals of each pilot.

Given that some state team members will not be present at the kickoff meeting, NASDCTEc staff made it clear to states that submissions from the absent participants were particularly important to be sure their voices were included when the pilot is determining priorities. Staff also encouraged pilots to distribute the assessment beyond their state teams to other interested stakeholders.

Approximately 30 participants will attend the kickoff meeting for both pilots. While this is lower than expected, it's too early to tell if this is an area of concern, given the strong participation among State CTE Directors and other pilot members on the August call and October pre-meeting webinar.

NASDCTEc staff will continue to monitor these issues as the pilots' work progresses, and will provide updates to the NASDCTEc/NCTEF Board through its monthly reports and as needed, bring pressing issues to the Executive Committee for input. As State CTE Directors from the lead states, Kathy Cullen (Wisconsin) and Jean Massey (Mississippi) will serve as the liaisons between their pilots and the Board, and will provide updates as appropriate.

In April 2015, the pilots will reconvene for a second in-person meeting with expectations that some deliverables will be finished and ready for release. Additionally, the pilots may be given the opportunity to present their work to the Board, or even the full membership, during the Spring Meeting.

NASDCTEc/NCTEF  
**Career Clusters Leadership Pilot**

---

**Memorandum of Understanding for  
Career Clusters Leadership Pilot –  
Agriculture, Food & Natural Resources Career Cluster**

This Memorandum of Understanding hereafter referred to as the “MOU” is intended to set forth the terms of an Agreement between the National Association of State Directors of Career Technical Education Consortium (NASDCTEc)/National Career Technical Education Foundation (NCTEF) and the state of \_\_\_\_\_ (State) as a member of the pilot Agriculture, Food & Natural Resources Career Cluster Leadership Team.

**STATEMENT OF PURPOSE**

To establish a partnership between NASDCTEc/NCTEF and the State, whereas the State will serve as a fully participating member of the pilot Agriculture, Food & Natural Resources Career Cluster Leadership Team and to articulate said parties’ roles and responsibilities related to this partnership.

**CONDITIONS**

NASDCTEc/NCTEF and the State are committed to maintaining and updating The National Career Clusters Framework, comprised of sixteen Career Clusters. The Framework is founded on principles that provide a consistent structure of knowledge and skills across all Career Clusters.

NASDCTEc/NCTEF and the State are also committed to advancing high-quality programs of study that prepare individuals for careers in the agriculture industry through the Agriculture, Food & Natural Resources Career Cluster through a seamless educational system that blends academic and technical preparation, offers exposure to careers across the industry, provides for career planning, and is supported by the Common Career Technical Core.

The Agriculture, Food & Natural Resources Career Cluster Leadership Team will be jointly advanced by NASDCTEc/NCTEF and a consortium of state teams. As a member of this Career Cluster Leadership Team, the State will recruit a diverse, well-qualified team that will consist of the State CTE Director, the secondary/postsecondary counterpart, a relevant business/industry partner and a key staff member.

**RESPONSIBILITIES**

To support the work of the Agriculture, Food & Natural Resources Career Cluster Leadership Team, the State CTE Director will:

- Support the Career Clusters Leadership Team through active participation, including that of the State CTE Director;
- Recruit at least one business/industry partner to participate;
- Recruit State Director’s secondary/postsecondary counterpart to participate;



## SUPPLEMENT – State Team Composition

Secondary/Postsecondary Counterpart	Title	Organization
Business/Industry Partner	Title	Organization
Staff Member	Title	Organization
Other	Title	Organization

## **Achieving Excellence in CTE: The National Career Clusters Institute** *Submitted by Kate Blosveren, Associate Executive Director*

---

### **Overall Institute**

In June 2014, NCTEF held its final, stand-alone National Career Clusters Institute in Phoenix, Arizona. In total, we had about 320 participants in attendance. Participation was lower than our goal of 350. More on the fiscal impact of this can be found on the financial reports. While it was our final Institute, we offered a number of new features, which were received very positively and left us feeling like we closed out this annual meeting on a high note.

For one, we announced our first cohort of *Excellence in Action Award* winners at the opening ceremony and had each award winner lead a break out session. The feedback from both the award winners and participants was very positive that this was a good direction for NCTEF/NASDCTEc to take. We had a number of partner organizations tell us they want to steal this idea for future conferences.

We also added school and industry tours visiting a suburban and urban high school, two area technical centers, a community college, an early college charter school, a manufacturing plant and the Hilton Tapatio to continue the overarching theme of “excellence in action.” A little over a third of all participants took advantage of these tours, all of whom found the experience meaningful.

Some of the highlights include:

- 47% of participants were “very satisfied” with the program content and 43% were “satisfied.”
- About 89% of participants agreed/somewhat agreed that the topics were timely, relevant and diverse enough
- 68% were “very satisfied” with NASDCTEc/NCTEF staff, and another 27% were “satisfied”
- Participants unanimously thought the keynote speaker was “excellent” or “good.”
- 37 out of 37 respondents said the overall quality of the tour and the program(s) observed were “excellent” or “good.”

### **State Leadership & Policy Workshop**

Based on discussions during strategic planning and feedback from the Board, NASDCTEc offered a State Leadership & Policy Workshop at the 2014 *Achieving Excellence in Career Technical Education: The National Career Clusters Institute*, focused on supporting states’ implementation of high-quality CTE, and programs of study in particular.

Invitations for this workshop were distributed through State CTE Directors. In total, there were about 60 participants over the course of the two-day workshop, with about 15 states represented. The agenda featured a mix of cross-state sharing, state team time, panel discussions and access to resource experts.

Feedback from participants was very positive. Among the 23 participants who completed the post-Institute evaluation; 20 said the overall agenda and materials shared were “excellent” or “good;” and 21 said the availability and usefulness of resource experts was “excellent” or “good.”

The lowest marks were for pre-workshop communications (with 14 reporting “excellent” or “good;”) which may speak to our direct communications with the state directors on building the right team to attend. We have extracted lessons learned for the 2014 Fall meeting, in particular about how to better leverage resource experts through the new Collaborative Roundtables.

**2014  
AWARD  
WINNER**

**EXCELLENCE IN ACTION**

# Architecture & Construction

**CAREER CLUSTER**

## Carpentry Program/Rebel Construction Tolsia High School

Named a West Virginia **Exemplary CTE School** for three consecutive years prior to joining West Virginia's **Simulated Workplace Program**, Tolsia High School's Carpentry Program blends a high-quality, non-duplicative sequence of integrated academic and career-focused courses with a **pioneering method of work-based learning**, earning it a **2014 Excellence in Action Award**.

All of Tolsia Carpentry/Rebel Construction's program standards align with West Virginia's college- and career-ready standards. The program of study results in **students earning high school diplomas, industry-recognized certifications and up to 15 hours of college credit** toward an AAS Engineering Design degree. As part of West Virginia's Simulated Workplace Initiative the Tolsia High School carpentry program also offers a comprehensive business immersion to give its students a unique window into the professional construction environment.

Tolsia's standards are based on the National Career Clusters® Framework, and the carpentry program aligns directly with the **Common Career Technical Core**.

### REBEL CARPENTRY 2014 Performance

#### Simulated Workplace Semi-Annual Report

Metrics	Total
Net Profit Margin	+15.25%
Employees	41
Industry Credentials Earned	259
Service Learning Projects Completed	185
Computer Literacy Projects Completed	73
Attendance Rating	92.2%
Professionalism Rating	99.6%
Safety (Training Rating, % of Days Accident Free)	100% / 98%
<b>Standard Performance Rating</b>	<b>98.2%</b>

### Fast Facts

Students served (2013)	40
Male : Female	97.5 : 2.5
Low-income students	63.1%
Earned an industry-recognized credential	100%
Graduation rate	100%
Enrolled in postsecondary	8%
Entered workforce/military	92%

### Partnerships

WV Chamber of Commerce
WV Department of Workforce Development
WV Education Alliance
WV Carpenters Training Center
Associated Construction Trades
WV State Building and Construction Trades Council (AFL-CIO)
Coalfield Development Corp.



Learn more on Tolsia Carpentry/Rebel Construction: <http://tolsiarebelswv.org>

Learn more on CTE: <http://careertech.org>

## Partnering for Success

Building on **strong partnerships** with statewide workforce, education and private-sector partners, Tolsia's Carpentry Program provides mentoring on top of school-led counseling, and is advised by a **postsecondary consortium** that assists Tolsia in facilitating student articulation to postsecondary and beyond.

As part of the Simulated Workforce Program, Tolsia makes **CTE work for the community** giving students the chance to work directly with local businesses and program partners on **real-life construction and renovation projects**.

Outside of the classroom, students are encouraged to participate in the national CTSO **SkillsUSA**.



*Students construct picnic tables for the South Charleston Fraternal Order of Police*

## The Simulated Workplace - Rebel Construction

Tolsia Carpentry Program has long been regarded as an exceptional one, providing **work-based learning and career guidance** over a **continuous, structured program of study**. It recently added to its success as an individual program by joining the West Virginia Simulated Workplace, an initiative that integrates **ongoing career counseling services** into students' overall program of study and creates a classroom environment that mirrors a **professional workplace** in the students' Career Cluster.

In their simulated workplace experience, students are provided with the responsibilities of a professional employee along with the tools to get their job done. Simulated workplace employees **keep time cards, monitor budgets, and set project schedules** under the supervision of experienced CTE educators. Rebel Construction—Tolsia's simulated workplace company—**netted a fifteen percent profit during the first semester** of the 2014 school year, a healthy clip for any business.

The simulated workplace experience not only exposes students to the workforce and their community, it also provides them with extensive counseling services. At the outset, **students complete college- and career-ready self-assessments**, including skill-based pre-assessments and West Virginia Strategic Compass Skills, Interests, and Work Preference Assessments. Students then meet with their counselor and receive individualized counseling services on a quarterly basis.

During the program's first quarter, students are introduced to West Virginia Strategic Compass and College Foundation of West Virginia **career and college planning resources** to further refine **career goals** and acquire a better understanding of postsecondary and career pathways. Later in the year, students explore postsecondary options by meeting with higher education representatives to learn about available programs and credentials, with an emphasis on **college and apprenticeship programs aligned to students' current career pathways**. During the latter half of the year, students engage in **job shadowing** and **worksite tours** and begin developing **next-step plans** with their parents and counselors, leading to better career prospects and greater articulation to postsecondary study.



*Rebel Construction workers (students) serve their community by building a chicken coop for Prichard Elementary*

Learn more on Tolsia Carpentry/Rebel Construction: <http://tolsiarebelswv.org>

Learn more on CTE: <http://careertech.org>

**2014  
AWARD  
WINNER**

**EXCELLENCE IN ACTION**

**Arts, A/V Technology  
& Communications**

**CAREER CLUSTER**

## Union County Academy for Performing Arts

*"The Union County Academy for Performing Arts provides a unique high school experience. When students graduate, they will have earned a high school diploma and finished their first year of college. The Kean University and Academy for Performing Arts partnership is truly able to provide residents of Union County with an amazing opportunity that **challenges students academically and provides the technical and artistic training necessary to prepare students for the future.**"*

*- Scott Rubin,  
Principal of APA*

When most people think of Career Technical Education (CTE) they think of manufacturing, construction, IT or perhaps health services.

While CTE does sometimes involve teaching students to build a house or a robot, **some of the finest work-based learning takes place far from laboratories and power tools.** Union County Academy for Performing Arts (APA), the winner of the 2014 Excellence in Action Award out of the equally-important Arts, A/V Technology & Communications Career Cluster, is taking innovative strides to prepare its dance and theater students for a career in the performing arts.

In partnership with Kean University, APA students in dance or theater arts learn CTE skills to prepare them for a career in acting, dance, writing, choreography, directing, stage managing, lighting design, sound engineering, technical theater, production, make-up, costume and set design and more. Learning technical skills through their high school study, APA students spend their senior year at Kean University, **taking honors-level academic courses** while getting a jump on postsecondary study made possible by the **unmatched partnership** between Kean University, APA and the New Jersey Department of Education.

### Fast Facts

Students Served (2013)	184
Male : Female	14 : 86
Low-Income Students	14%
Avg. Postsecondary Credits Earned	30.7 hrs
Graduation Rate	100%
Graduates Who Enrolled in Postsecondary	98%



Learn more on APA <http://www.ucvts.tec.nj.us/domain/12>

Learn more on CTE: <http://careertech.org>



Performance matters! APA students learn by doing, performing "Into the Woods"

## Getting results

Founded in 2008, APA's first six years have been a success by any metric. APA has yet to have a student fail the New Jersey High School Proficiency Assessment (to pass high school), and its college-ready seniors have earned consistently high marks during their time at Kean University, including a **3.44 cumulative GPA over the fall semester of 2014.**

In spite of having only begun in 2008, APA's success has not gone unnoticed; it earned a **Bronze Medal from U.S. News and World Report's 2014 Best Schools in America** and was named one of **Newsweek/Daily Beast's America's Best Schools 2013.**

## A Path to Postsecondary Education

While APA never loses sight of teaching its students the skills they need to succeed in their careers, its structure is primarily designed to help students make their way into postsecondary study. Seniors at Kean University receive individualized postsecondary guidance in addition to transcript evaluations, scholarship criteria, guidance through the college application process and college campus visits. College admissions counselors are also invited to APA regularly to speak with students about specific programs, majors and university admission requirements.



Like its students, APA is no stranger to striking a delicate balance — between academic education and CTE

### Partnerships

- Kean University
- George Street Playhouse
- Playwrights Theatre of New Jersey
- Carolyn Dorfman Dance Company
- SkillsUSA

It is APA's vision to **foster the discipline, integrity and passion necessary for students to succeed at the postsecondary level** and as members of the performing arts community. Its deep integration with Kean University — a high-quality postsecondary institution in the field — begins that process, but APA has a number of other mechanisms for cultivating its students' dedication and work ethic.

Even with its success — students have won statewide playwriting competitions and placed at state theater competitions and participated in competitions throughout the state and country before large crowds and with professional entertainers —

APA is **always improving.** Industry **professionals**, advisory **board members**, as well as Kean University **professors**, routinely give feedback to **update and strengthen the program's curricula.** The school goes to great lengths to bring expert professional instruction into students' education.

APA also takes seriously its mission to establish its own **rigorous standards for excellence in CTE instruction**, relying on partners and broad-based consultation with professionals to integrate its own rigorous program standards into those of the New Jersey Department of Education and the Common Career Technical Core. APA also excels at **contextualizing student learning** in their chosen discipline; instructors describe **teaching physics through dance** and **history through theater.**

Learn more on APA <http://www.ucvts.tec.nj.us/domain/12>

Learn more on CTE: <http://careertech.org>

**2014  
AWARD  
WINNER**

**EXCELLENCE IN ACTION**

**Health Science**

**CAREER CLUSTER**

## **Medical Sciences Program Bollman Technical Education Center**

The Medical Sciences Program at Bollman Technical Education Center (BTEC) offers **in-depth pathways** that allow students to explore the Health Science Career Cluster®, along with the **counseling, courses** and **structure** to help them with the transition from BTEC to postsecondary education or to work. An exceptionally high level of rigor helps students navigate their way through their program of study and **apply their learning** through innovative work-based learning experiences at partner institutions to prepare for their next step. Altogether, these steps lead to graduates who are fully positioned for success.

The BTEC Medical Sciences Program's 16 career pathways align with National Consortium for Health Science Education's standards, as well as Colorado state standards for CTE, the Health Science Career Cluster Knowledge and Skills Statement and expectations identified by local partners. With academic/CTE integration, extensive counseling services and partnerships aimed at consistently improving program quality, **BTEC Medical Sciences Program demands excellence from its students, and equips them to achieve it.**

Out of a strong field of Health Science Career Cluster applications, BTEC Medical Sciences Program's **focus on providing college and career readiness** distinguished it for a 2014 Excellence in Action Award.



*Students from the first year I taught Medical Sciences still return to tell me how they are progressing and how much the BTEC Medical Sciences program meant to them, then and now. Some of those students return to serve on our Medical Sciences Advisory Board and as guest speakers. **It is tremendously rewarding to impact young lives and help give them lifelong direction for success.** We have an above average relationship with our students at BTEC. We model respect for them and they, in turn, model it back to us. This creates an environment in which staff and students love to interact and learn.*

*- Mary Flurkey, BSN, RN, Medical Sciences Program Chair  
Bollman Technical Education Center*

### *Fast Facts*

Students served (2013)	151
Male : Female	25 : 75
Low-income students	29%
Earned an industry-recognized credential	100%
Graduation rate	100%
Enrolled in postsecondary	95%
Entered workforce/military	26%

### *Partnerships*

Avista Adventist Hospital
Denver Health Medical Center
Vibra Hospital
Northglenn Ambulance
Northglenn Heights Assisted Living and Memory Care Unit
HOSA
Colorado Community Colleges

Learn more on BTEC Medical Sciences: <http://bollmantech.org>

Learn more on CTE: <http://careertech.org>

## Student-Centered Guidance

The Medical Sciences Program is tiered, with the introductory Medical Sciences I (360 hours) which then feeds seamlessly into Medical Sciences II/CNA (450 hours) or Medical Sciences II/EMR/EMT (450 hours). Collaborative planning keeps classes viable for students who want to complete both years or just one.

**Hands-on counseling services** assist students with career and postsecondary planning, resume building and to manage their individual program of study. Math and science integration specialists work full time to ensure students remain at or above their non-CTE peers' academic achievement levels.



*Nursing students perform true-to-life simulation to ensure that they have the knowledge and experience to execute a CNA's duties*



*EMT students prepare for the workforce with ride alongs and hands-on learning*

## Career-Ready Focus

The Medical Sciences Program is **focused intently on imparting its students with practical, career-ready skills**. Upon successful completion of either Medical Science II course, students possess the skills and knowledge to be gainfully employed in the medical field. Taking a holistic approach to medical science education, students encounter career exploration, understanding of the student's role on the healthcare team, medical terminology, anatomy and physiology, pathophysiology, ethical and legal responsibilities, pharmacology, cultural diversity, infection control, vital signs, CPR and first aid.

Robust partnerships with local medical facilities give students a broad menu of choice for taking their study into the community, helping make **CTE work for Colorado**. The program **aggressively integrates work-based learning**, teaching Medical Sciences II/CNA nurse's aide skills through clinical experience in a long-term nursing facility or specialty hospital. Medical Sciences II/EMR/EMT learn EMR/EMT skills with ride-alongs and emergency room experience.

Teaching students to support themselves along the way is a key goal of the BTEC Medical Sciences Program. Students receive support mapping out a plan of study that fits their own interests and are encouraged to explore their chosen field outside of school as they develop a four-year plan that guides them from the Medical Sciences Program into postsecondary study. They then complete and present a comprehensive career research project that maps the trajectory of a career in their field of choice.

To ensure that its programs remain cutting edge, BTEC Medical Science Program has fully integrated its program standards into this framework, and has instituted a policy of constant review and revision in consultation with its advisory board, the National Consortium of Health Sciences Education, the Colorado State Board of Nursing, the National Registry of Emergency Medical Technicians and state and local standards for health education.

Learn more on BTEC Medical Sciences: <http://bollmantech.org>

Learn more on CTE: <http://careertech.org>

**2014  
AWARD  
WINNER**

**EXCELLENCE IN ACTION**

**Information Technology  
CAREER CLUSTER**

## Computer Information Technology Tennessee College of Applied Technology-Shelbyville

Serving seven counties in Middle Tennessee, **Computer Information Technology (CIT)** at the Tennessee College of Applied Technology (TCAT) Shelbyville Campus has a 15-year pedigree of delivering high-quality Career Technical Education (CTE). CIT's innovative work-based learning partnerships, ties to local business, community service, outstanding graduation rates and extensive connections to regional secondary institutions and universities qualified it for a **2014 Excellence in Action Award**.

Committed to providing students with the chance to receive relevant experience and certifications throughout their programs of study, **CIT offers six diplomas, eight certificates and up to nine national certifications** through Microsoft, CompTIA and Certified Wireless Network Professional.

CIT emphasizes work-based learning; half of students' 30 hours in the classroom is devoted to **hands-on learning** as tech support for the Bedford County Government, Fire Department and Emergency Management Agency (EMA). The program also provides a nationally-read technical blog and a comprehensive Learning Management System (LMS) with over 2000 resources.

### Fast Facts

Students served (2013)	60
Male : Female	90 : 10
Low-income students	80%
Graduation rate	96%
Graduates completing a postsecondary degree/certification	96%
Graduates entering workforce/military	90%

### Partnerships

CompTIA	Skills USA
City of Shelbyville	Microsoft
Bedford County Government	Child Development Center
Bedford County EMA	Certiport
Bedford County Fire	Nat'l Women of Infor-

*"Bedford County government has benefitted immensely from the CIT program ... Our county currently employs two graduates of the program and our very first I.T. specialist was also a graduate."*

*- Letter from the Hon. Eugene Ray,  
Bedford County Mayor*

Learn more on CIT: <http://tcatshelbyville.edu/>

Learn more on CTE: <http://careertech.org>

## Plotting Pathways for Success

While primarily a postsecondary program, CIT engages with secondary schools, business and non-profit partners, and universities throughout the region to ensure that they serve not only traditional postsecondary pupils, but secondary students and adult learners as well.

Dual enrollment agreements with local high schools ensure that students can begin acquiring credit before they formally sign-up through CIT while an aggressive calendar of career days and public appearances cap an extensive prospective student outreach effort. Once enrolled, students take part in monthly advising meetings and are provided with information on career options and career paths in IT. All staff — who are both IT educators and practitioners — provide guidance throughout students' studies.

CIT also has articulation agreements with local community colleges and online institutions like Western Governors University to allow current students to pursue additional credentials while studying, and to continue their education as they start their careers.

The program maintains a commitment to enrolling non-traditional students as well, recruiting non-traditional alumni — particularly female graduates — to be spokespeople for CIT and for TCAT-Shelbyville.



*CIT educators (above) not only teach, they actively recruit and advise students*

## Making CTE Work for Tennessee

Putting CTE to work for their community, CIT also maintains a robust network of community partners that promote the program's visibility to prospective students while connecting current students to potential employers.

Alongside their instructors, students confront real-life challenges throughout the course of their education, offering IT support and expert advice for local municipal services, the United Way and local businesses.

These partnerships serve a myriad of purposes, getting students work-based learning experience, allowing the school to serve its community in the process and exposing its students to potential future employers — multiple graduates have continued the ethic of public service and worked for the county government after gradua-



Learn more on CIT: <http://tcatshelbyville.edu/>

Learn more on CTE: <http://careertech.org>

**2014  
AWARD  
WINNER**

**EXCELLENCE IN ACTION**

**Law, Public Safety,  
Corrections & Security**

**CAREER CLUSTER**

## Jack E. Singley Academy School of Law and Public Service

The Singley Academy defines success as **providing a flexible and rigorous curriculum** with **broad-based partnerships**, developing professional and interpersonal skills necessary for success in the Law, Public Safety, Corrections & Security Career Cluster®.

The school strives to allow students to **explore, practice and apply skills** and knowledge in a variety of public service occupations. Its curricula and counseling are designed with the complementary goals of **giving students hands-on learning** and **stimulating a passion for service** by offering firsthand experiences in a diverse array of pathways in the Career Cluster.

As might be expected from the Law, Public Safety, Corrections & Security Career Cluster, The Singley Academy stresses **preparedness**. It is the Singley Academy's vision to "increase student achievement through engaging partnerships between the school, parents, and the community." Their dedication to that ethic earned them an Excellence in Action Award.

*"The program has been very impactful for the Irving Police Department. It has enabled us to tap into a **recruiting pipeline** that was previously unknown. [Student interns have] given new inspiration to our employees who have taken special interest in teaching and coaching the students, they've been able to **teach the value of public service** to students who might not have considered what it means to give back to your community."*

*- Jeff Spivey, Irving Police Department Assistant Chief of Police*

### Fast Facts

Students served (2013)*	200
Male : Female	52 : 48
Low-income students	86%
Earned an industry-recognized credential	194
Graduation rate	97.7%
Enrolled in postsecondary	77%
Entered workforce/military	23%
*Expanded to 400 in 2014-15	

### Partnerships

City of Irving Police
Dallas County Court System
Irving Municipal Court
Brookhaven College
North Lake College
Baylor Hospital
Irving Fire Department
Skills USA



Learn more on the Singley Academy: <http://irvingisd.net/>

Learn more on CTE: <http://careertech.org>



*The Singley Academy pulls in students from throughout Irving ISD, giving them real-world experience and teaching the value of public service*

## The School of Law and Public Service

The Singley Academy has long offered dual credit agreements with local community colleges. Each of SLPS’s specializations offers students the chance to earn a professional certification on top of a high school diploma. Its programs of study (POS) already focused on offering excellent counseling services, work-based learning opportunities and comprehensive career pathways for students before 2013.

Anticipating a large jump in enrollment, the Singley Academy decided to revitalize the longstanding, high-quality Legal Services program, expanding it into the new School of Law and Public Service. They convened an advisory committee including leaders from the Dallas County District Attorney’s office, the Irving Police Department, the Irving Fire Department, U.S. Air Marshalls and the CTE community to broaden the school’s overall scope and expand the set of credentials offered.

The resulting School of Law and Public Service allows students to earn dual credit in Criminal Justice under the instruction of actual police officers from Irving PD, continue working after graduation with the possibility of tuition reimbursement for college courses and earn industry-recognized certifications. It also establishes an “honor court” for law students to serve the Irving ISD; creates on-site legal and citizenship clinics for community members; expands the EMT program to include a Firefighter Academy that offers dual credit with the EMT program, offers Candidate Physical Abilities Test preparation and prepares students for FEMA Community Emergency Response Team certification; utilizes the college/career readiness matrix in all courses 9-12; provides mock intake simulations to improve communication and writing skills; and implements the new Homeland Security and Digital Forensics program of study including leadership and citizenship component through the JROTC program.

The Singley Academy’s relentless focus on critical factors like comprehensive, career-oriented pathways; ongoing student guidance; career-building opportunities like internships, mentors and job shadowing; and the chance to earn industry-recognized credentials and postsecondary credit during students’ secondary POS commended it for a 2014 Excellence in Action Award.

## Core Academics via CTE

Students are immersed in the practical side of their Career Cluster through the Singley Academy’s collaboration with the City of Irving Police’s Jail Internship Program. The **Jail Internship** program allows SLPS students to work Irving City Police to get hands-on experience in the Irving City Jail. Students work 25 hours/week in supportive roles without contact with inmates, learning the operations of a correctional facility. From this nationally-recognized internship program, SLPS has developed a deeper partnership with City of Irving by bringing in Irving police officers as adjunct instructors for dual credit courses. Similarly, collaboration with Irving Municipal Court allows students interested in law to get into the courtroom, witnessing firsthand the product of their pathway.



*Working to Learn: students at the Jack Singley Academy are afforded extensive work-based learning opportunities*

Learn more on the Singley Academy: <http://irvingisd.net/>

Learn more on CTE: <http://careertech.org>

**2014  
AWARD  
WINNER**

**EXCELLENCE IN ACTION**

**Science, Technology,  
Engineering & Mathematics  
CAREER CLUSTER**

**STEM Innovation Academy  
Foy H. Moody High School**

The Innovation Academy for Engineering, Environmental, and Marine Sciences is one of only 56 T-STEM Academies in Texas. A Project Lead the Way Model Engineering School, the Innovation Academy is a magnet program within a traditional high school that serves Moody High students alongside others from across the Corpus Christi ISD.

The STEM Innovation Academy has been in operation for five years. It offers **advanced STEM courses and experience** preparing students for a STEM focused postsecondary pathway. Students are selected through a lottery process based on their interest in pursuing a **rigorous college- and career-preparatory program** in science, technology, engineering and/or mathematics.

The Academy offers ongoing guidance that targets each student’s plan of study, as well as mentoring and internship opportunities through its community and higher education partners.

“We consider it a privilege to support an **impressive group** of students at the Innovation Academy. Their achievements are a testament to the administration and teachers’ commitments to their success. Our support of STEM programming is rooted in our **workforce development goals** as we strive to develop the talent and **skills we seek** in future employees.”

*-Mark Avelar, Gov’t and Public Affairs  
CITGO Corpus Christi Refinery*

**Fast Facts**

Students Served (2013)	276
Male : Female	52 : 48
Low-Income Students	86%
Max Postsecondary Credit Possible	30+ hrs
Graduation Rate	100%
Graduates Who Enrolled in Postsecondary	78%
Graduates Who Entered Workforce/Military	15%

**Partnerships**

CITGO Corpus Christi Refinery
Texas A&M University System
Gulf Coast Foundation
Texas Marine & Science Institute
Del Mar College
Project Lead the Way
Skills USA



Learn more on STEM Innovation Academy: <http://moody.ccisd.us/>

Learn more on CTE: <http://careertech.org>



*STEM Innovation Academy students win the Texas State Applied Engineering SkillsUSA competition*

## Diverse Experiences

Introduction to Engineering Design exposes students to 3D design, using cross-curricular concepts. The program requires research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students are also encouraged to take part in national STEM competitions, and develop communication skills by presenting to their teachers and peers on their project planning, methodology and results.

## The STEM Innovation Academy Approach

The STEM Innovation Academy targets students from low-income and high-minority demographics who are accepted through a lottery system that is not tied to academic achievement. Students follow programs of study that typically entail pre-Advanced Placement (AP), AP, dual credit and articulated college credit. With an eye to the future, the STEM Innovation Academy has recently tripled its dual credit course offerings on campus. As a result, dual credit course enrollment has ballooned from 75 students years ago to 272 in the upcoming school year.

The STEM Innovation Academy encourages students to understand the dynamics and socio-economic effects of their local natural resources. It pursues hands-on learning opportunities like overnight camps and summer bridge programs to heighten their awareness of the world around them.

Much of the support for such opportunities is made possible through their close partnership with CITGO Corpus Christi Refinery. As program partners, CITGO provides financial support for unique learning experiences, including students attending NASA's Neutral Buoyancy Laboratory Underwater Robotics Competition, marine ecology field experiments, college visits and scholarships for graduating STEM Innovation Academy students looking to continue to postsecondary study. Through this program support, students have the opportunity to conduct and present research, visit major colleges and universities, participate in co-curricular academic competitions, and visit with world-famous scientists and STEM representatives.

The academy provides high-quality career counseling services, with a dedicated academic advisor who helps students concentrate on long-term learning goals, offering prescriptive advice to build a pathway from secondary to postsecondary study and beyond. All incoming 9th graders are required to attend a summer Academy orientation.

The T-STEM program requires parental involvement to be a component of the Innovation Academy. The "Viking Project" Pilot entails on-campus parent trainings and meetings in collaboration with Del Mar College counselors to inform parents and students of their career and postsecondary options. Parent symposiums, an active PTA and the Innovation Academy Academic Booster Club keep parents engaged in their children's learning from orientation to graduation.



*Students ready their underwater robot for MATE state competition at NASA's Neutral Buoyancy Lab*

Learn more on STEM Innovation Academy: <http://moody.ccisd.us/>

Learn more on CTE: <http://careertech.org>

**Career Cluster<sup>®</sup> Logo User Agreements**  
*Report submitted by Karen Hornberger, Office and Finance Manager*

---

Since the launch of the Career Cluster Logo user agreements there have been 821 user agreements signed from 48 states, the District of Columbia, and Ireland. This is an increase of 125 users since October, 2013. The top five usage states are Texas, 254, Wisconsin 67, Virginia, 51, Illinois, 36 and North Carolina, 36. There are a total of 6 State Career Technical Education (CTE) Directors that have completed the user agreement.

Some of the identified uses for the logos include:

- College and Career Fairs
- Classroom decorations
- Promote CTE programs within their district
- Awareness and impact on students
- Professional Development
- Course selection guides

There is a wide range of people who download the Career Cluster Logo User Agreements including teachers, administrators, counselors, and directors.

**Career Cluster® Products and Warehouse Update**  
*Report submitted by Karen Hornberger, Finance and Office Manager*

---

**Products:**

During the June 2014 Board call the staff shared because of the decision to eliminate the National Career Clusters Institute in 2015 and the fact that the collaboration with ACTE will not begin until November/December 2015, there is a significant loss in revenue for the NCTEF in FY15. This is probably the last fiscal year where staff would be comfortable relying upon reserves to support the work of the NCTEF. Given the critical income situation, staff recommended as part of the FY15 budget proposal continuing product sales for another year. Acceptance of this recommendation via the budget approval vote was a reversal of a Board vote taken earlier in the year.

Sales for the first quarter of this fiscal year are exceeding expectation largely due to a \$7,000 order received by a local school in Illinois. As of the end of September NCTEF received 40% budgeted income for products. This does not include the first quarter sales for our revenue share from the book co-authored with CORD.

Our revenue share from the book co-authored with CORD entitled, *The Career Pathway Effect: Linking Education and Economic Prosperity* have been slower to sell than projected. The chart below shows the sales over the last four quarters. The quarter ending September 30, 2014 has not been calculated yet at the time of this report.

Quarter Ending:

September 30, 2013	December 31, 2013	March 31, 2014	June 30, 2014
\$3781.38	\$1317.60	\$542.75	\$243.42

CORD has indicated that we are close to the point where CORD will be fully paid for its book expenses and then all net revenue will be shared with NASDCTEc until the debt is retired. At that point, the 50/50 split will start again.

**Resolution of Lost Inventory:**

Based on the Board's vote earlier this year, NASDCTEc contact Vivayic to seek an alternate resolution to the lost inventory. To date, no reply has been received from Vivayic. NASDCTEc's Executive Director will continue to pursue a fair resolution that requires limited NASDCTEc staff effort and aligns with the NASDCTEc/NCTEF strategic priorities.

**Communications Plan through June 30, 2015**  
*Report submitted by Kate Blossveren, Associate Executive Director  
and Evan Williamson, Communications Associate*

---

Last year, NASDCTEc/NCTEF shared its communication strategy with the Board, which identified the following major strategies:

- 1. Refresh the website and blog and launch social media presence to lead and join more public discussions around CTE and better promote NASDCTEc/NCTEF's publications and projects*
- 2. Support the utilization of the CTE: Learning that Works for America campaign in all states, and the deep and meaningful utilization of the campaign in a subset of states to develop "proof points"*
- 3. Engage in and maintain strong partnerships with critical national education reform organizations, with a particular focus on those that can help amplify our federal policy agenda, our interactions with state policymakers and/or our direct impact on CTE in practice*
- 4. Focus on developing the research, tools and resources most needed by our members and the broader CTE community*
- 5. Build and maintain strong relationships with key members of the media*
- 6. Explore rebranding organizational name*

Over the past year, we have made significant progress on these strategies, achieving #1 and with #3- 5 happening regularly. While we have reorganized and added new resources to the CTE: Learning that works for America section on the website and developed new campaign materials, we have not engaged in state-specific work in this area. Any efforts around #6 will be embedded in future Board task forces.

We are in the process of revising last year's communications strategies to ensure it remains timely, forward-looking and inclusive of new and emerging initiative and efforts, such as the Excellence in Action award, Career Cluster Leadership Pilot and Vision Summit. Briefly, the updated strategy for the 2014-15 communications includes:

- 1. Maintain the website, blog and social media presence, using each platform appropriately to maximize the reach of informational and persuasive messaging tools to engage potential partners and key stakeholders*
- 2. Engage in and maintain strong partnerships with critical education reform and business organizations, with a particular focus on those that can help amplify our federal policy agenda, our interactions with state policymakers and/or our direct impact on CTE in practice*

3. *Support the utilization of the CTE: Learning that works for America campaign in all states through regular revisions of resources and direct technical assistance in a subset of states*
4. *Maintain strong and effective two-way communications channels with members to ensure they are aware of NASDCTEc/NCTEF's activities, resources and events and that NASDCTEc/NCTEF is developing the research, tools and resources most needed by our members*
5. *Conduct and leverage annual Excellence in Action Award to identify and embed high-quality CTE programs of study throughout communications, outreach and advocacy efforts.*
6. *Build and maintain strong relationships with key members of the media*
7. *Explore rebranding organizational name*

Common themes and principles underpin all of the specific activities outlined by this in-process document. For one, the NASDCTEc communications strategy calls for **integrating events, outreach and member engagement over multiple media**, utilizing existing assets and developing new ones to expand the association's communications profile and capacity, and highlighting members' efforts to expand and improve high-quality CTE around the country. Focusing on promoting the Learning that works for America brand, the new-look Excellence in Action Awards and the association's two annual meetings will be top priorities for the balance of this fiscal year.

Already, the 2014 Fall Meeting was repeatedly promoted with a cross-platform campaign designed to brand it as an exclusive, high-value professional development event, with program partners like ACTE and CTSOs asked to participate in spreading promotional materials and an active sponsor outreach campaign that brought in a large group of repeat and newly cultivated sponsors due to participate for the 2014 Fall Meeting. Entailing even broader appeal and containing a tie to the 2014-2015 Excellence in Action Awards, the 2015 Spring Meeting will see even more aggressive marketing campaign and a similarly stepped-up sponsor marketing effort to raise revenue and increase demand for meeting attendance as well as its press profile.

Having been tied to the now-defunct Achieving Excellence Institute, redefining the **Excellence in Action Awards** as part of the Spring Meeting will be important to ensuring that last year's success continues and is built upon. The Association will begin accepting applications for the Excellence in Action Awards this fall, with evaluation taking place in the winter and early spring. Winners will be announced prior to the Spring Meeting, and will be flown to Washington, DC in order to take part in a reception in their honor at the outset of the Spring Meeting. This will serve the dual purpose of promoting the event to membership and increasing the value of the event to the Association, as well as raising the profile of the award itself by exposing it to the national audience present at the event.

More generally, this Award – and the 2014 and 2015 Award winners – are central to our broader communications and advocacy efforts, with them featured on fact sheets, Congressional

newsletters, articles written for partner organizations, blogs, as well as in conversations with members of the media.

The Excellence in Action Awards represent one element of the **CTE: Learning that works for America** campaign, which has been promoted extensively at the state and national level. The blog, which has become a more active outlet for organizational updates and cross-organizational promotion, was rebranded the Learning that Works Blog, and will continue to be used as a platform for the promotion of examples of high-quality CTE and organizational updates. It will also be used to promote the release of multiple new case-making materials branded with the Learning that Works logo, the first group of which was released at the beginning of October.

Continuing to ensure that **members are provided every opportunity to engage** with the work of NASDCTEc, and to present them with a regular digest of information on CTE from around the country, NASDCTEc will continue its bimonthly newsletter featuring stories on the work our employees have conducted over the last two month period, profiles of excellence in CTE, interviews with State Directors, information on upcoming meetings and events, and more. To the same end, NASDCTEc will consider reopening a communications committee composed of members and partner institutions designed to inform the development of new materials and brainstorm new communications initiatives that benefit membership and raise the profile of their work.

Finally, increasing the use of **accountability tools** such as enhanced tracking for media engagement, blog posts, social media outreach, and website tracking already under way, NASDCTEc will be able to set benchmarks for success across communications strategy goals and utilize tracked data to evaluate the efficacy of its various communications efforts. As raising the profile of both the association and the Learning that works for America campaign remain key goals of the communications strategy, tracking engagement with media (15 official instances recorded since the last board meeting) and the frequency with which NASDCTEc appears in press (21 times since tracking began) will enable us to offer a tangible measure of progress on the expansion of NASDCTEc's press profile and reporter relationships going forward.

## Communications Update

*Report submitted by Evan Williamson, Communications Associate, Karen Hornberger, Finance & Office Manager*

---

### SOCIAL MEDIA

In the past six months, NASDCTEc/NCTEF has continued to develop its social media platforms and online networks, rapidly expanding Facebook and Twitter followings. Having set a precedent of external engagement and regular sharing on Twitter, Facebook, and the rebranded Learning that Works Blog, the Association has been able to effectively promote our events, offerings and message. See below for statistics on social media online engagement.

### SOCIAL MEDIA GROWTH

<i>Medium</i>	<i>Posts since 3/14</i>	<i>Following (from 3/14)</i>	<i>Overall Reach (from 3/14)</i>
Facebook	64 (from 78 over previous six months)	739 (from 318)	9,349 up from 5,891
Twitter	484 (from 456 over previous 6 months)	752 (from 408)	32,695 up from 18,864

### CTE Learning that Works Blog:

Staff have continued executing the framework developed late last year, serializing and regularly posting to the CTE blog, logging 104 blog posts between March 2014 and September 2014.

### MEDIA ENGAGEMENT

NASDCTEc recorded 15 instances of direct outreach by members of the media with requests for information, either for background or quotes, including from Time, NPR, Politico and Bloomberg. NASDCTEc was mentioned in media 21 times since tracking began six months ago.

### WEBSITE STATISTICS

	<i>Previous Report</i>	<i>Current Report</i>
Spring to Fall Meeting	October 2013 – March 2014	April 2014 – September 2014
Total Website Visits	271,310	176,866*
<i>*Note that site visits were tracked improperly through June and July, leading to aberrantly low reporting in those two months. With regular traffic, anticipate approximately equal totals to those in the previous report.</i>		
Top 5 states visiting <a href="http://www.careertech.org">www.careertech.org</a>		Texas, Mississippi, Indiana Louisiana, Alabama
Most popular searches		Career Clusters, CTE
Most visited pages		<ul style="list-style-type: none"> <li>• <a href="http://careertech.org/career-clusters">http://careertech.org/career-clusters</a> (24.78%)</li> <li>• <a href="http://careertech.org/">http://careertech.org/</a> (13.19%)</li> <li>• <a href="http://careertech.org/cte">http://careertech.org/cte</a></li> </ul>

<b>Learning that Works Logo Agreements</b>	620	694
--	-----	-----

**COMMUNICATION RESOURCES SOLD\***

	<b>FY 12-13</b>	<b>FY 13-14</b>	<b>To Date</b>
Vision Papers	1640	125	63,327
CTE: Learning that Works for America® Brochures	2170	500	28,382
CTE: Learning that Works for America® Posters	450	60	2050

*\*Totals represent materials ordered; they do not include materials distributed at presentations via NASDCTEc staff or as samples to Career Cluster customers.*

**IMPORTANT UPDATES/COMMUNICATIONS INITIATIVES**

The past six months have seen a significant rise in the overall number of communications put out by the Association, with blog posts, tweets and Facebook posts updated, new case-making pieces released, three events promoted, an extensive, recurring campaign created to raise the profile of the Excellence in Action Awards, and seven press releases since March.

***Website***

One of the most important developments since the last board meeting was activation of the new website, the largest segment of which was finished prior to the Achieving Excellence Institute in June. The updated website also includes a series of new features, including all-new state profiles hosted on an interactive map along with state-comparison tool and restructured campaign, event and Career Clusters® sections. The new site is also home to an updated suite of printable PDFs from the Friends of CTE series that persuasively make the case for high-quality CTE from a variety of stakeholder perspectives, and enable the Association to foster contact with program partners in related industries who help raise the profile of CTE.

***Partnerships***

Improving communication between the association and partner groups was a prevailing theme throughout the actualization of the communications plan, designed to leverage key existing networks to expand the reach of NASDCTEc communications.

Building communications partnerships entailed:

- Actively reaching out to new partners to join the Friends series (the latest Friends piece from First Book was released in August 2014);
- Marketing events via partner websites and by spreading communications materials among members and partners, including Arizona ACTE and STEMConnector (for Achieving Excellence Institute), National Career Academy Coalition, CTSOs and sponsors (for Fall Meeting);
- Developing social media feeds that engage strategic partners, engaged followers and partners in real time (via Twitter town halls attending and blogging partner events);
- Resharing and repackaging Learning that Works for America materials; and

- Rebranding the CTE blog to the CTE: Learning that works Blog and sharing posts from strategic partners; and utilizing existing partnerships.

Cross-organizational communications also entailed building on existing partnerships around media promotion, including placing of a story in Politico on a letter to Congress with allies in the Perkins coalition in May and multiple releases with partners at ACTE on policy like WIOA.

Communications focused heavily on tangible events, such as proposed or passed legislation, Association-sponsored events and resources, cross-promotion of partner events over online channels, and the Excellence in Action awards. This led to blog contributions sourcing the Manufacturing Skill Standards Council, National Technical Honor Society, National Career Academy Coalition, OCTAE and many more. This has proven to be a successful strategy both for producing content and building bridges between NASDCTEc and partner communications departments, and will be expanded upon going forward.

# EDUCATION DAILY

The education community's independent daily news service

## TEACHER QUALITY

### N.Y. lawsuit portends more challenges to tenure

By Frank Wolfe

A lawsuit filed last week that seeks to overturn New York's teacher tenure laws portends other legal challenges nationwide.

"New York school districts typically grant tenure to new teachers after a probationary period of three years, and after only two years of performance review," according to the lawsuit brought in New York State Supreme Court, *Wright, et al. v. State of New York*, No. A00641/2014 (N.Y. Sup. Ct., complaint filed, 07/28/14). "The statute's prescribed methods for evaluating effectiveness before granting tenure are deficient and three years is inadequate to assess whether a teacher has earned the lifelong benefits of tenure."

John Keoni Wright and six other parents are the complainants in the suit, filed by the New York City advocacy group Partnership for Educational Justice, which is headed by former television anchor Campbell Brown. Wright is the father of two children who attend P.S. 158 in Brooklyn, and the lawsuit contends that ineffective teaching severely hampered the progress of one of the children.

Brown said last week that her organization is contemplating filing lawsuits in other states, and those filings seem more likely given that many states have laws that award teachers tenure after three years.

The lawsuit in New York comes on the heels of last month's decision in *Vergara v. State of California*, 114 LRP 26080 (Cal. Super. Ct. 06/10/14), in which Los Angeles County Superior Court Judge Rolf Treu ruled that existing California laws on teacher tenure, including a "last-in, first-out" law and a Permanent Employment Statute in which teachers are able to gain due process protections after two years, violate the equal protection clause of California's constitution.

New York and California are two of "only ten states to conduct layoffs on the basis of seniority alone, irrespective of a teacher's performance, effectiveness, or quality," according to the New York lawsuit.

(See **TENURE** on page 3)

**Today's Highlights**  
Vol. 47, No. 138 • Friday, August 8, 2014

**ESEA FLEXIBILITY**  
ED seeks input on ESEA waiver renewal plan ..... Page 2

**EARLY CHILDHOOD**  
NAEYC offers tools to select quality preschool programs ..... Page 3

**Next issue August 13**  
*Education Daily*® will not publish Monday, August 11 or Tuesday, August 12.  
The next issue will be Wednesday, August 13.

## CAREER AND TECH ED

### Industry-based standards may fail to align with programs of study

By Emily Ann Brown

In a study to determine how industry-based standards stack up against the Common Career Technical Core, analysts at the National Association of State Directors of Career Technical Education Consortium found that industry-based standards, on average, were "not particularly well-aligned" with the CCTC.

In 2012, NASDCTEc released the Common Career Technical Core, a set of standards developed by states that lay out what a student should know and be able to do upon completion of a career and technical education program of study.

(See **STANDARDS** on page 4)

Prefer to get Ed Daily® by e-mail?  
Just call LRP customer service  
at (800) 341-7874

## STANDARDS (continued from page 1)

Since these standards were released, stakeholders have questioned how the CCTC relate to industry-based standards, and NASDCTEc officials sought to explore such issues in the recently-released *The Common Career Technical Core, Programs of Study & Industry-Based Standards*.

The report analyzes 18 industry-based standards to help clarify how they might fit into a program of study undergirded by the CCTC and its implications for the field, said Kate Blossveren, associate executive director for NASDCTEc, who shared the findings during a webinar coinciding with the report's release.

### Full range of knowledge, skills

As benchmark standards, Blossveren explained that the CCTC are “intentionally broad,” created to cover the full range of knowledge and skills to be imparted over a sequence of courses spanning across both secondary and postsecondary education.

Alternatively, most industry-based standards focus primarily on occupationally-specific skills, which creates a disconnect between them and the CCTC, explained Blossveren in a blog.

The industry-based standards included in the review are not meant to be “exhaustive, but representative,” said Blossveren, who cautioned that the “analysis is limited to the standards we did review and should not be taken as a blanket statement for all standards created by an individual organization.”

Importantly, while 18 industry-based standards were used in the review, a number of the industry associations have additional standards documents that were not considered as part of this study due to time and budget constraints, she noted.

She went on to reiterate a point made in the report, which is that the goal of their analysis was to “not judge any industry-based standards ... rather the intent is to provide actionable information to state and local CTE leaders as they think through how they use industry-based standards within the context of a program of study.”

### Study findings

Researchers found that a number of industry-based standards did align well with specific Career Pathways, but did not address the 12 Career Ready Practices and Career Clusters, which, Blossveren said, are “cross-cutting skills

and dispositions necessary for any individual in the workplace.”

What they found most surprising was that less than half of the industry-based standards “fully aligned” to such practices as “communicate clearly, effectively and with reason” and “work productively in teams while using cultural/global competence.”

“These are the types of skills that need to be addressed in each and every course a student takes along the way, contextualized within instruction and built on and continue to elevate and progress over a student’s and adult’s experiences,” Blossveren said during the webinar. “This is clearly an area where there needs to be some attention paid to figuring out where students are gaining these skills and how they’re really being promoted by the standards themselves.”

### Perkins reauthorization

Such findings are important in today’s political landscape, especially as it relates to programs of study, said Kim Green, executive director of NASDCTEc.

“This notion of programs of study and standards aligned to them is not only relevant today, but will become even more relevant as the federal legislation advances,” said Green, referring to the Carl D. Perkins Career and Technical Education Act, which has been up for reauthorization since 2012.

Indeed, industry-based standards play an important role in preparing students for careers, “but they cannot alone make up a program of study,” said Blossveren. As demonstrated in the report, she said, industry-based standards, “often fail to address the broader career exploration skills, as well as those key cross-cutting or ‘employability’ skills that have utility in any career.”

“If the field is moving toward that program of study model, and if future federal policy is going to encourage that move, attention needs to be paid to these other pieces to fill in the gaps,” she told webinar attendees.

She urged state leaders and other stakeholders, in developing, reviewing, and approving programs of study, to ensure the standards not only address the key occupationally-specific skills, but also those addressed at the Career Cluster level and Career Ready Practices.

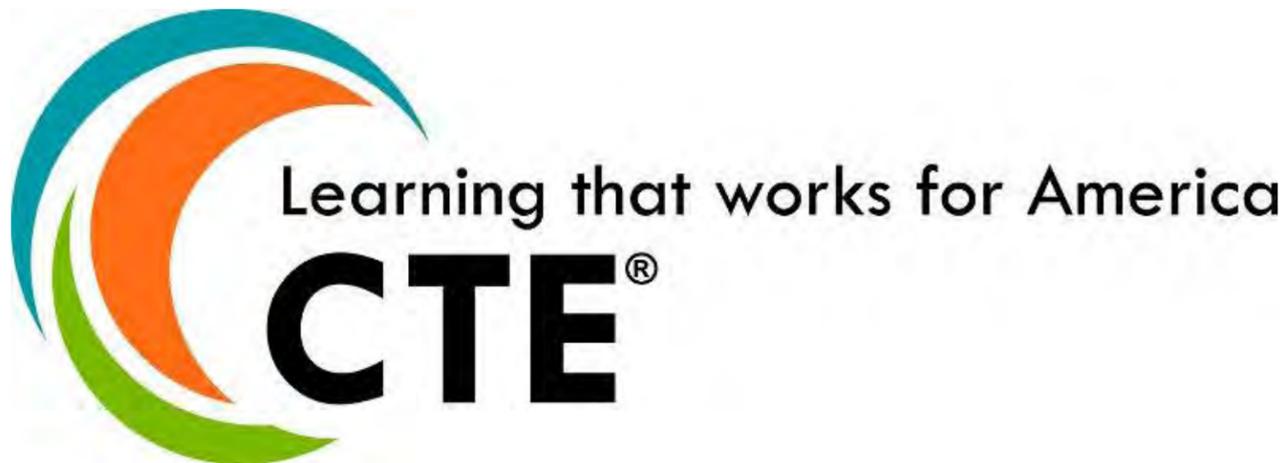
NASDCTEc also advised SEAs to provide guidance to local leaders and educators on ways to implement the various sets of state and industry-based standards available and to build out a “coherent sequence of courses and learning experiences aligned to those different standards.”

## Learning that Works for You: The Latest from NASDCTEc

1 message

NASDCTEc/NCTEF <ewilliamson@careertech.org>  
Reply-To: ewilliamson@careertech.org  
To: svoytek@careertech.org

Tue, Sep 30, 2014 at 2:17 PM



Brought to you by NASDCTEc  
YOUR VOICE IN THE NATION'S CAPITAL

JULY 2014



[Keep up with latest on the Learning that Works Blog!](#)

### Colorado State Profile

As he assumes the Presidency of NASDCTEc/NCTEF, we took a moment to catch up with recent developments in Assistant Provost Stump's home state of Colorado.

It's an exciting time for CTE in Colorado. Assistant Provost of Career and Technical Education at [Colorado Community College System](#) Scott Stump takes the helm at NASDCTEc just as Colorado is making major strides in CTE. The state recently approved graduation guidelines giving students the option to prove their math and language arts competency through relevant industry certifications. Higher education admission requirements increasingly value CTE programs of study in students' applications. CTE is recognized as a proof point for the state's postsecondary and workforce ready endorsed diploma alongside math, science and language arts.

According to Asst. Provost Stump, the driver of this progress – both in Colorado and nationwide – stems from deepening integration. He points to the [Water Quality Management \(WQM\)](#) program at Red Rocks Community College in Lakewood, CO and its work with public-private partnership [Get into Water](#) as a model for integration. Get into Water, an informational and instructional nonprofit, helps the community college program link student learning to industry needs, reaching metro area students with information and guidance and guiding them to a program offering nine professional certifications and an AAS in an in-demand field. It's projects like these, he says, that give us a window into the future of a multi-dimensional, collaborative effort to offer high-quality programs of study to all students.

### A note from our Executive Director

Hello!

Welcome to the updated NASDCTEc newsletter: Learning that Works for You.

We're always looking for ways to communicate with our members. To keep you up to date with the latest in CTE, we will be sending an exclusive member-only bi-monthly newsletter with updates on our work promoting high-quality CTE around the country.

We invite you to take a look around the newsletter and tell us what you think! Check our state and federal policy updates and read up on our most recent activity in the "Where We've Been" section.

As a new feature, we're actively looking for ways to add to and enhance the newsletter! If you have suggestions of content that you would like to see on a regular basis, send your feedback to our

Asst. Provost Stump isn't only talking about secondary, postsecondary and workforce alignment, though. "We have to change the conversation from 'are you on a college or career path?' They are one and the same for more than two in three open jobs today. That means breaking down the walls not just between grades, but between delivery mechanisms. Policy is pushing us in that direction and practice will need to evolve to keep pace."

Colorado is taking steps to put that ideology into practice. Colorado Community College coordinates with state and local secondary education leaders to check their progress against OCTAE's technical assistance for developing career pathways. Asst. Provost Stump meets regularly with executive offices in Colorado's Department of Education and Department of Labor to keep all stakeholders on the same page.

The state continues driving towards the goal of applied learning through CTE. As the 21st century workplace continues to evolve, Asst. Provost Stump says CTE's unique ability to tie learning to the world of work makes it the best available delivery system for career readiness. "Especially when the work-based, school-based, experiential or exploratory experience looks, feels, tastes and smells like a true work environment."

**Excellence Achieved**  
The Achieving Excellence Institute inspired conversation, progress in Phoenix this June



CTE practitioners and thought leaders joined us in Phoenix, AZ this June for Achieving Excellence in CTE: The National Career Clusters Institute. The event integrated new features including the [Excellence in Action awards](#), [site tours](#) and state leadership and policy workshop into the existing Career Clusters Institute framework, bringing palpable new energy to the time-tested event.

For those who couldn't attend, we've provided a social-media driven event recap and presentation materials on [our website](#). Posts from [sponsors](#), [presenters](#) and [staff](#) are also available on the [Learning that Works for America Blog](#). For even more, check out our general session photos (snapped by CTE student photographers!) on [Facebook](#).

## A View from the Hill

Summer vacation may be in full swing for students across the country right now, but Congress has certainly been busy these past few weeks. Despite the capital's humid weather, a bipartisan, bicameral group of Congressional negotiators brought to life the reauthorization of the Workforce Investment Act (WIA), a landmark legislative achievement now dubbed the [Workforce Innovation and Opportunity Act \(WIOA\)](#). President Obama has officially signed WIOA into law and now efforts are turning towards operationalizing and implementing the legislation.

With the passage of WIOA, lawmakers are now expected to turn their attention towards other major pieces of federal education and workforce legislation left in the reauthorization queue. Recently, Senators have introduced

Communications Associate  
Evan Williamson at  
[ewilliamson@careertech.org](mailto:ewilliamson@careertech.org).

Enjoy!  
Kim

## What's New

[Webinar: CCTC, Programs of Study & Industry-Based Standards \(July 29, 2014\)](#)

[NASDCTEc Fall Meeting Registration now open!](#)

## Tools for Members

[Member Directory](#)

[State Comparison Tool](#)

[Member-Only Webinars](#)

[Organizational Resources](#)

## Our Sponsors

Get noticed at the Fall Meeting  
**SPONSOR TODAY**

Contact us today if you are interested in sponsoring the Fall Meeting! sponsorship registration officially opens in August.

Questions? Comments?  
**Contact Us**

NASDCTEc/NCTEF  
8484 Georgia Avenue  
Suite 320  
Silver Spring, MD 20910  
[301-588-9630](tel:301-588-9630)  
[careertech.org](http://careertech.org)

bills to amend the Carl D. Perkins Career and Technical Education Act (Perkins) in the hopes of informing the early stages of Congressional consideration for reauthorizing the law. Along with Perkins, both the House and the Senate have begun work on a number of proposals to reauthorize the Higher Education Act (HEA). Partisan disagreements have emerged on many core issues related to this legislation which may bog down this process. Nevertheless, Chairman Harkin (D-IA) remains hopeful that his Health, Education, Labor and Pensions (HELP) Committee can release a full proposal for the reauthorization of HEA before he retires from Congress later this year.

Congress also still needs to pass the necessary appropriations or spending bills for Fiscal Year 2015. With a limited amount of legislative days left on the calendar and midterm elections just around the corner this November, these discussions will likely consume Congress' time over the coming months as well. Stay up-to-date with the latest happenings on Capitol Hill via our [blog](#) or sign-up for our legislative updates [here](#).

---

### State Policy Update

We have added another regular series to the [Learning that Works for America Blog](#), introducing the new feature "[Catching Up With...](#)" which focuses on state policy news from legislatures, state boards and more. The most recent installments focus on major state legislative activity from January to May and cover topics such as [STEM](#), [higher education](#), [workforce development](#), [dual enrollment](#) and more. Future entries will focus on state lawmakers that ended their sessions between May and July as well as news from legislatures that run year round. Be sure to "catch up with" any entries you may have missed!

The term "career readiness" is cited as often as any buzz-phrase in education today, but how are states defining and framing it for students? NASDCTEc and [Achieve](#) recently released a joint publication that examined how states are building more career-focused indicators into their accountability and public reporting systems.

The [report](#) includes recommendations for state leaders as they look to reform their own systems to ensure that the "career" in college- and career-ready accountability and public reporting is a powerful lever to focus priorities, drive progress, and ultimately, see more students – and their communities – succeed.

---

### Where We've Been

NASDCTEc staff has been busy working to advance and enhance CTE nationwide, keeping tabs on the latest developments in state and federal policy, meeting with business leaders and policymakers to advocate for the interests of our membership and raising the profile of CTE to the wider public! Staff have:

- Presented at the kick off of the Senate CTE Caucus
- Attended National Technical Honor Society Board meeting, Flat Rock, NC
- Presented on OCTAE's Employability Skills webinar
- Moderated a session at GE Foundation's Business & Education Summit in Orlando, FL
- Presented on Common Core State Standards and Common Career Technical Core at Skills University during Skills USA National Leadership and Skills

Conference in Kansas City, MO

- Attended ACTE's Board Meeting
- Presented on the Hunt Institute's Partners Call on "Making Career Readiness Count"
- Served as an application reviewer for the NGA Policy Academy on Aligning the Education and Training Pipeline to the Needs of the Economy
- Attended the Education Commission of the States' Annual Conference

[Forward this email](#)



This email was sent to [khornberger@careertech.org](mailto:khornberger@careertech.org) by [ewilliamson@careertech.org](mailto:ewilliamson@careertech.org) | [Update Profile/Email Address](#) | Rapid removal with [SafeUnsubscribe™](#) | [Privacy Policy](#).



NASDCTEc/NCTEF | 8484 Georgia Avenue | Suite 320 | Silver Spring | MD | 20910



**THIS IS A TEST EMAIL ONLY.**

This email was sent by the author for the sole purpose of testing a draft message. If you believe you have received the message in error, please contact the author by replying to this message. Constant Contact takes reports of abuse very seriously. If you wish to report abuse, please forward this message to [abuse@constantcontact.com](mailto:abuse@constantcontact.com).

## **Legislative Update for 2014:**

### **Budget & Appropriations Outlook**

In late December of 2013, Congressional leaders from both the House and the Senate negotiated the Bipartisan Budget Agreement of 2013 (BBA). This legislative settlement helped to reopen the federal government following a shutdown of operations last year over partisan disagreements on federal funding. The BBA established overall spending caps for Fiscal Years (FY) 2014 and 2015, enabling Congressional appropriators to designate spending levels for particular programs, departments and agencies all within this overall framework.

Following the BBA's passage in December, Congressional appropriators in January 2014 passed an "Omnibus" spending package for FY 2014 which consolidated the normal twelve individual appropriations into one large legislative package. This legislation— known as the Consolidated Appropriations Act of 2014— funds federal government operations until the start of FY 2015 or October 1<sup>st</sup>, 2014. This legislation resulted in a \$53.2 million increase for the Carl D. Perkins Act's (Perkins) basic state grant program (BSG), over FY 2013 funding levels. While this funding increase is not retroactive, it constitutes a 96% restoration of the sequestration cuts which began to impact the program in FY 2013.

### **President's Budget Request**

Since the passage of this omnibus, Congress and the Obama Administration attempted throughout this year to establish a budget and pass individual appropriations bills under what is known as regular order. Towards that end, the Obama Administration released its annual budget request to Congress in March 2014. This document requested level funding for the Perkins BSG program which currently remains at \$1.117 billion annually. The President's request also renewed the administration's proposal for a \$100 million CTE "innovation fund" – a central component of its 2012 Career Technical Education (CTE) [Blueprint](#).

Following the release of this request Secretary of Education, Arne Duncan, testified before both the House and the Senate Budget and Appropriations Committees to defend the Administration's proposals. During these hearings, members of both parties used this as an opportunity to voice concern regarding the Administration's CTE proposals on competitive funding, mandatory consortia, required private sector matching, and overall program funding. Over the course of these hearings it became readily more apparent that both parties in Congress were not wholly supportive of the Administration's proposals on CTE. At the conclusion of these hearings, Secretary Duncan left open the possibility of updating the Administration's 2012 CTE Blueprint, but no official Departmental action has been taken to date.

### **Congressional Appropriations Process**

Following the release of the President's budget request, Congress set to work to pass the twelve individual spending bills needed to fund the federal government. During this time, two Dear

Colleague letters were circulated in both the House and the Senate requesting a full restoration of sequestration cuts for the Perkins Act BSG program— a sum which would total \$1.123 billion annually and reflect a reinstatement of the remaining funding reductions made to the program under sequester law.

Additionally, NASDCTEc along with its partners at the American Association of School Superintendents (ACTE), the Association of Career and Technical Education (ACTE), the American Association of Community Colleges (AACC), and the American Educational Services Agencies (AESAs) sent a request for overall funding for the Perkins Act for \$1.264 billion for FY 2015— a reinvestment level on par with FY 2010 spending levels.

Despite this strong showing of support for CTE in both Chambers, Congressional partisanship over specific funding levels elsewhere in the federal budget ensued for much of the year. With the midterm elections approaching in early November 2014, members from both parties devoted most of their time and resources to strengthening their respective positions ahead of these elections. Although an overall spending cap for FY 2015 was established by the BBA, Congress ultimately did not reach agreement on how to pass the twelve appropriations bills under normal order. This failure has necessitated the passage of a Continuing Appropriations Resolution (CR) which extends FY 2014 spending levels into FY 2015.

In mid-September, Congress passed this CR which extends current funding levels until December 11<sup>th</sup>, 2014. At that time, it is hoped that a longer-term agreement on federal spending can be found following the contentious midterm elections set to take place in November. Due to imbalances between revenues in FY 2014 and those projected for FY 2015, this extension will result in a small across-the-board cut to discretionary programs, including the Perkins Act BSG program, until long-term appropriations legislation is passed by Congress. These reductions will be reflected by the Department of Education's allocation estimates released to states for FY 2015 and set to be officially released on October 1<sup>st</sup>, 2014.

Following the passage of this CR, Congress has gone on recess for another seven and a half weeks. Neither Chamber is set to reconvene until after the November elections and the productivity of this lame duck session of Congress will largely be dependent on the outcome of these elections.

### **Workforce Legislation: Workforce Innovation and Opportunity Act**

Despite widespread disagreement on the federal budget and appropriations process in Congress, lawmakers were able to come to a landmark agreement on the reauthorization of the Workforce Investment Act of 1998 (WIA). The Workforce Innovation and Opportunity Act (WIOA), as the new law is now called, was passed over the summer by overwhelming majorities in both Chambers of Congress before being signed into law by President Obama in July 2014. The legislation makes a number of improvements to the current workforce development system and offerings a number of opportunities for collaboration between the CTE community and the workforce system. Currently, the Departments of Labor and Education are working on the implementation of the law and more information on that process can be found [here](#).

NASDCTEc has hosted a webinar highlighting the intersection points between Perkins and WIOA, with the aim of encouraging collaboration between the two systems. An initial overview of the legislation by NASDCTEc can also be found [here](#). NASDCTEc has provided official comment to the U.S. Departments of Labor and Education on the ongoing process of operationalization of certain provisions in WIOA and will continue to engage with these stakeholder groups as WIOA's implementation process continues.

NASDCTEc has also been engaged with leadership at the Office of Career Adult and Technical Education (OCTAE) at the U.S. Department of Education, the Employment and Training Administration at the U.S. Department of Labor, and Congressional staff to provide greater clarity regarding WIOA's changes to the funding of One-Stop infrastructure costs. Discussions on this issue are ongoing, but NASDCTEc expects further clarification on this issue when additional regulatory guidance is released by the Obama Administration in early 2015.

### **The Higher Education Act (HEA)**

Both the House and the Senate have begun early consideration of the Higher Education Act (HEA) since the law's expiration in 2013. Both Chambers of Congress have held a great number of hearings on HEA's reauthorization this year, dealing on a variety of issues likely to be addressed in the law's renewal. In June, the House Education and the Workforce Committee (HEW) released a white paper on HEA reauthorization, outlining the Committee majority's priorities for a new law:

- Empowering students and families to make informed decisions
- Simplifying and improving student aid
- Promoting innovation, access, and completion
- Ensuring strong accountability and a limited federal role

Following this release, Chairman Harkin (D-IA) of the Senate Health, Education, Labor and Pensions (HELP) Committee introduced a discussion draft on HEA which sought to increase college affordability, assist student loan borrowers, strengthen the law's accountability framework, and improve institutional transparency for students and parents. The draft garnered immense public comment from the Higher Education community, but largely avoided major overhauls to existing legislation.

Chairman Harkin has prioritized this reauthorization at the expense of most other education and workforce legislation this year, including the Perkins Act. NASDCTEc expects additional consideration of HEA in the coming months and into next year. As this process gets more fully underway, NASDCTEc will need to develop recommendations for the law's reauthorization to ensure its members have a strong voice in these discussions.

The Obama administration has also reengaged in this policy area, convening a series of negotiated rulemaking committees to develop additional guidance surrounding the definition of "gainful employment" embedded in HEA. The Administration's last attempt to do so was struck down in federal court in 2012, but the court's ruling called for additional justification from the U.S. Department of Education supporting their new regulations. These committee meetings were formed to meet that requirement, but ultimately failed to reach consensus on how to more

rigorously define gainful employment. This has allowed the U.S. Department of Education to issue unilateral regulations on this term, which center on debt-to-income ratios and program cohort default rates.

Barring further legal challenges, these regulations are set to go into effect by 2016. However, NASDCTEc expect further legal opposition within the next year on this issue which will likely delay implementation of these regulations.

### **The Perkins Act: An Update**

With the passage of WIOA, it was hoped that Congress could harness the momentum from that legislative accomplishment and move on to its consideration of the Perkins Act. Unfortunately after WIOA's pathway to law, Congress was unable to come to much agreement on other major education and workforce legislation for the remainder of the year. Nevertheless, Congress is still committed to reauthorizing the Perkins Act and has been positioning itself to this most likely take up the legislation in the next Congress. The House Education and the Workforce Committee (HEW) and the Senate's Health, Education, Labor, and Pensions Committee (HELP) that will oversee the Perkins Act reauthorization process are still in the early stages of consideration.

Since late 2013, the House has held three separate Perkins and / or CTE-related hearings while the Senate has not yet held any. However, the Senate HELP Committee has designated Senators Casey (D-PA) and Enzi (R-WY) to lead the Chamber's efforts of Perkins reauthorization. For the HEW Committee, Chairman Kline (R-MN) and the successor to Ranking Member George Miller (D-CA), Representative Bobby Scott (D-VA), will likely lead the House's efforts on Perkins reauthorization in the next Congress.

Outside of purview of these Committees, the Senate has formally reengaged with the CTE community via the formation of a new Senate CTE Caucus. Founded and co-Chaired by Senators Kaine (D-VA), Portman (R-OH), Baldwin (D-WI) and Enzi (R-WY), the Caucus has been extremely active in 2014 holding events on CTE ranging in topics from simply introducing Hill staff and Members of Congress to CTE and the Perkins Act all that way to Perkins accountability metrics, strategies for closing the skills gap, and approaches for integrating literacy with CTE coursework.

The Co-Chairs of the Senate CTE Caucus have also spearheaded efforts to call upon President Obama to incorporate a CTE component into the longstanding Presidential Scholars Award Program, sending a formal request letter in June 2014. While no formal executive action has been taken on this issue to date, NASDCTEc has been exploring options with the U.S. Department of Education and its partners in the CTE community to determine how best to operationalize this proposal.

### **Perkins Act: Key Themes & Timing**

Much of the groundwork is currently being laid for the reauthorization of the Perkins Act, as outlined above. However, the combination of the upcoming Congressional midterm elections, lack of political will, a limited amount of legislative days left for the 113<sup>th</sup> Congress, and

continued partisan disagreements on the federal budget make the prospects for major reauthorization efforts on outstanding education and workforce legislation in the December lame duck session of Congress particularly low.

Congressional staff, particularly in the House, has indicated a strong desire to reauthorize the Perkins Act during the lame duck session of Congress this December and have repeatedly requested detailed legislative language outlining NASDCTEc's recommendations for the law's reauthorization prior to the November elections. Nevertheless, House and Senate staff has hinted at a more realistic timeline beginning early next year. NASDCTEc has submitted two such legislative proposals so far concentrating on the state and local plan, state leadership, uses of funds, and accountability sections of current law. These proposals are solely based on the board-approved legislative recommendations for the Perkins Act and can be shared upon request.

Nevertheless, NASDCTEc has continued to have substantive discussions with both parties in Congress to work towards the law's renewal. During these meeting, a number of recurring themes have emerged which will likely drive debate surrounding the reauthorization process:

- Stronger and clearer links between CTE programs and the needs of the local, regional, and state economy
- Streamlining current accountability measures to allow for common metrics between various education and workforce programs, along with clearer definitions for CTE participants and concentrators
- Promoting collaboration and alignment between the education and workforce systems
- Consideration of current maintenance of effort (MOE) and hold-harmless provisions
- Additional funding for the Perkins Act is highly unlikely; rather than "such sums as necessary, Congress looks set to authorize specific funding levels for each year the law is renewed rather than allowing for greater Congressional appropriator discretion
- Elements of the Obama Administration's 2012 CTE Blueprint continue to circulate, although Congressional appetite for most of these proposals remains extremely low
- Strengthening the existing conceptual framework for CTE Programs of Study and promoting this as the preferred method of CTE delivery via the Perkins Act

While this list is by no means exhaustive, it does cover the bulk of Congressional interests leading into Perkins V. NASDCTEc remains hopeful that Congressional will introduce reauthorization proposals next year and has already begin the early stages of preparing its efforts to assist states in the implementation of the new law.

### **Perkins and CTE Legislation**

Members of the newly formed Senate CTE Caucus have also taken the lead in introducing many in the below series of Perkins-related legislation this Congress. While none of these bills are likely to be passed fully by Congress, they are useful indicators for how Congress is likely to approach Perkins reauthorization and many seek to articulate through legislation a few of the themes outlined above.

*Jumpstart Our Businesses by Supporting Students (JOBS) Act (S.2033)*

In February 2014, Senator Mary Landrieu (D-LA) introduced the Jumpstart Our Businesses by Supporting Students (JOBS) Act. The legislation would amend the Higher Education Act (HEA) to expand eligibility for the act's Pell Grant program. Under current law the Pell Grant program is not available to students taking "noncredit courses." Postsecondary CTE programs often fall under this category. Current program eligibility requirements have a minimum seat-time of 300 instruction hours over the course of at least 16 weeks. This legislation would expand Pell Grant eligibility to students enrolled in CTE programs by reducing current time-related eligibility requirements by half (150 hours of instruction over a minimum of 8 weeks). NASDCTEc was strongly supportive of this legislation and has sought to build upon this proposal as Congress has debated the reauthorization of the Higher Education Act.

*Perkins Modernization Act of 2014 (H.R. 4425)*

In March 2014, Representatives Polis (D-CO), Davis (R-IL), Kennedy (D-MA), and Kinzinger (R-IL) introduced the Perkins Modernization Act of 2014. This legislation substitutes all references to "high skill, high wage, or high demand occupations in current or emerging professions," found in current Perkins law and substitute them with "employment in current or emerging in-demand industry sectors or occupations." A definition for an "in-demand industry sector or occupation" is also proposed, which would be informed to a greater extent by labor market information culled from various sources at the local, state and national levels. NASDCTEc provided input into the development of this bill, but still had several concerns regarding how the determination for "in-demand" would be made. While not fully endorsing the legislation, NASDCTEc expressed hope that elements of this bill would be incorporated into the larger reauthorization process for Perkins.

*Pathways to Prosperity Act of 2014 (S. 2524)*

In June 2014, Senators Warner (D-VA) and Kaine (D-VA) introduced the Pathways to Prosperity Act which would introduce new statutory definitions for CTE Programs of Study, credit transfer agreements, labor market information and industry recognized credentials and seek to promote them through more focused use of Perkins BSG program funding. Current non-traditional participation and completion core indicators of performance for both secondary and postsecondary CTE programs would be removed under this proposal. The bill also directs the National Research Center for CTE (NRCCTE) to provide technical assistance to states to help develop their capacity to collect information on industry-recognized credentials earned by CTE students. The legislation also proposes a small amendment to the Elementary and Secondary Education Act (ESEA) to ensure that rigorous, state-identified CTE standards are included alongside academic standards. NASDCTEc provided substantial input into the development of this legislation and was publicly supportive of this bill.

*The Educating Tomorrow's Workforce Act of 2014 (S. 2584)*

Senators Kaine (D-VA), Portman (R-OH) and Warner (D-VA) introduced the Educating Tomorrow's Workforce Act of 2014 (ETWA) also in June of this year. ETWA would introduce a more rigorous definition for CTE programs of study (POS) which is substantially similar to one proposed in S. 2524. The newly proposed definition would require alignment to state-identified college and career ready standards, support the attainment of employability and technical skills, allow for multiple entry and exit points throughout a program's secondary and postsecondary components and ultimately result in a recognized postsecondary credential or placement in an

apprenticeship. The legislation also proposes the creation of an annual needs assessment for local Perkins recipients to annually reassess and evaluate the CTE programs of study being offered in a given area. The legislation also seeks to more closely align CTE POS to the needs of the local, regional and state economy while also more explicitly supporting the Career Academy model with local Perkins formula allocations. NASDCTEc provided substantial input into this bill and was supportive of the legislation.

*The Career and Technical Education Opportunity Act of 2014 (S. 2795)*

In September 2014, Senators Baldwin (D-WI) and Kaine (D-VA) introduced the Career and Technical Education Opportunity Act, legislation which would expand eligibility for federal student aid programs to postsecondary CTE students. Similar to Sen. Landrieu's JOBS Act, this legislation amends the Higher Education Act (HEA) to allow students enrolled in shorter-term CTE programs that lead to an industry-recognized credential to qualify for federally backed student loans made available under Title IV of the law. Specifically the CTE Opportunity Act would amend current program eligibility requirements under HEA to incorporate programs that have at least 250 clock hours offered over a minimum duration of five weeks of instruction as long as the program culminates in an industry-recognized credential in demand within a local, regional or state economy. This is a substantially lower threshold than current law and NASDCTEc was publicly supportive of this legislation and provided input into its development.

*Middle STEP Act (S. 2788)*

In September 2014, Senators Kaine (D-VA), Boxer (D-CA), Casey (D-PA), and Warner (D-VA) introduced the Middle School Technical Education Program (Middle STEP) Act which would promote career exploration activities in middle school. The Middle STEP Act proposes to establish a pilot program for middle schools to develop CTE exploration programs in partnership with postsecondary institutions and employers. NASDCTEc was supportive of this legislation and provided comment during its development.

*Creating Quality Technical Educators Act of 2014*

Also in September 2014, Senators Kaine (D-VA), Baldwin (D-WI) and Portman (R-OH) introduced legislation that would allow for local education agencies to access Teacher Quality Partnership grants for individuals pursuing CTE teaching opportunities. The grants would fund partnerships between LEAs and postsecondary teacher preparation programs that provide pedagogical and technical training, as well as ongoing professional development for new CTE teachers. NASDCTEc was supportive of this legislation and provided input into its development.

**Increased Employer Interest**

Since late 2013, a loose associated group of large national employers began to meet regularly on developing an action plan for greater industry involvement in the CTE enterprise, primarily via the reauthorization of the Perkins Act. NASDCTEc has been engaged with this loosely affiliated coalition of employers since January 2014 and has participated in over thirty advocacy visits to Capitol Hill in an effort to spur greater Congressional action on Perkins and CTE. These efforts also called for greater investments in the Perkins Act BSG program and elevated the importance of the Perkins Act and CTE in the minds of policymakers.

In April 2014, NASDCTEc supported the development of a sign-on letter calling on Congress to reauthorize the Perkins Act and incorporate three guiding principles during this process:

- Align CTE programs to the needs of the regional, state, and local labor market;
- Support effective and meaningful collaboration between secondary and postsecondary institutions and employers;
- Increase student participation in experiential learning opportunities such as industry internships, apprenticeships and mentorships; and promote the use of industry-recognized credentials.

This letter garnered the signatures of over 250 businesses, trade associations, and education and workforce groups before being sent to every member of Congress. Although the letter's release was eclipsed by the recent agreement on WIOA, the letter garnered substantial media attention and has been referenced several times since its initial release. Since that time, NASDCTEc has engaged with a core group of employers within this coalition to develop legislative language more fully articulating these three broad principles. While this process has largely stalled most recently due to differences in organizational positioning, NASDCTEc has remained active in the group in an effort to ensure that a final legislative proposal from the coalition reflects the best interests of the CTE community.

### **NASDCTEc Legislative Language**

In conjunction with the Association of Career and Technical Education (ACTE), NASDCTEc has developed specific legislative language for the reauthorization of the Perkins Act. These proposals reflect the NASDCTEc board-approved recommendations for the reauthorization of the Perkins Act and have been utilized for the purposes of legislative advocacy on Capitol Hill.

These proposals can be shared upon request and are still evolving to address additional nuances emerging from new political realities emerging in Congress over the past year.

### **Administrative Updates**

Earlier this year NASDCTEc sent a formal letter to the U.S. Department of Education (ED) requesting changes to its organizational procedures regarding preliminary estimations for Title I Perkins basic state grant allocations. Currently, ED publishes these preliminary estimations based on the assumption that the Administration's Blueprint and the President's annual budget proposal have been adopted rather than on current law. This letter, signed by the Executive Committee Members of the NASDCTEc board, was sent to Secretary Duncan in January 2014 and no formal response to this request has been given to date. Nonetheless, a response is expected at a date yet to be determined by the U.S. Department of Education.

NASDCTEc also sent a similar letter to the Department on a separate issue regarding its members' concerns in reference to the Department's Office of Civil Rights Methods of Administration (MOA). NASDCTEc was disappointed by the response received from the Department. During this time, NASDCTEc and the U.S. Department of Education received a rebuttal letter from the National Women's Law Center (NWLC) and Wider Opportunities for Women (WOW). A strategy for how to constructively respond to these dual responses is still being formulated.

## **Advocacy Resources, Publications and Plan for 2014:**

### **Overarching Advocacy Goals / Objectives**

- a. Influence, support, and monitor the Perkins reauthorization process
- b. Influence, support, and monitor appropriations for Perkins
- c. Build public awareness regarding the importance of CTE
- d. Influence, support, and monitor other major pieces of education and workforce legislation impacting the CTE community

### **Resources, tools, and assets:**

#### **CTE Monthly Newsletter**

Each month, NASDCTEc co-publishes an advocacy newsletter about CTE and shares it with every education staffer in Congress and other education organizations. These efforts have continued with great success and the newsletter has provided an additional forum for marketing and raising awareness for other NASDCTEc events and publications.

#### **On-Demand Webinars: The Federal Budget and Appropriations Process**

New on-demand webinars related to advocacy have been released on the topics of Sequestration and Advocacy 101. Most recently NASDCTEc released an on-demand webinar providing an in-depth overview of the federal budget and appropriations process. These materials are designed as a professional development tool and members are encouraged to access them at any time.

#### **Legislative Update Webinars (Bi-annual)**

Staff recently delivered a live, public webinar which covered CTE news and policy developments since the last legislative update webinar in September 2013. The webinar is available on [www.careertech.org](http://www.careertech.org) and may be shared with your networks.

### **Congressional Engagement:**

- Continue to meet with members of HEW and HELP committee, cultivate relationships with key staff, and promote NASDCTEc priorities in these meetings
- Continue to meet with members of House and Senate appropriations committee and relevant subcommittees—build relationships and advocate for established funding levels
- Encourage key lawmakers and staff to visit a CTE program— will continue to vet, organize, and schedule CTE school visits and invite members, staff, and other associations to attend
- Continue to develop and revise legislative language in conjunction with ACTE on various sections of current Perkins law. Disseminate language to House committee staff and use sections, where appropriate, to supplement Hill visits to individual members in both chambers.

**Business Engagement:**

- Craft business national, grassroots sign-on letter during Perkins reauthorization to demonstrate importance of federal investment in CTE (likely to begin in 2015, will strategy development in late 2014)
- Maintain current employer community relationships and cultivate new ones into the reauthorization process. Consistently leverage these relationships to promote NASDCTEc priorities and lend further importance to CTE and the Perkins Act

**Member Engagement:**

- Quarterly state director advocacy calls
  - o *November 7<sup>th</sup>, 2014 4:00 p.m. ET*
  - o *January 9<sup>th</sup>, 2015 4:00 p.m. ET*
  - o *May 1<sup>st</sup>, 2015 4:00 p.m. ET*
  - o *September 2<sup>nd</sup>, 2015 4:00 p.m. ET*
  - o *December 1<sup>st</sup>, 2015 4:00 p.m. ET*
- Frequent legislative updates (disseminated via email & blog)
- Periodically survey members to hone policy recommendations and priorities
  - o Perkins Implementation survey
  - o Employer Engagement survey
- Connecting each Senate office visited with their state's CTE state director
  - o Providing guidance and advisement to state directors interested / willing to engage their member(s) of Congress.

**General Public Engagement:**

- NASDCTEc is currently working to publish a report on the state of employer engagement in CTE. This paper explores state strategies and approaches to encouraging employer engagement and examines the current state of employer-CTE partnerships.
- Host Perkins coalition calls with other interested groups and associations to present unified reauthorization effort. Also serves as a tool to identify other groups' priorities and areas of interest for larger coalition building.
- Partner with CTSO groups and leverage existing grassroots efforts with NCC-CSTO

# CTE Monthly

May 2014

## CTE Quick Facts

### Did you know?

► 80 percent of students taking a college preparatory academic curriculum with rigorous CTE met college and career readiness goals, compared to only 63 percent of students taking the same academic core who did not experience rigorous CTE.<sup>i</sup>

► The dropout rate for comprehensive high schools in Massachusetts was 2.8 percent in 2011, compared to a dropout rate of 1.6 percent for Massachusetts vocational technical schools, on average, and 0.9 percent for regional vocational technical schools.<sup>ii</sup>

## Career Spotlight



The Agriculture, Food and Natural Resources Career Cluster<sup>®</sup> has evolved dramatically over the past several decades, becoming more efficient and productive while reducing its need for a large, low-skilled workforce. Technological changes have led to little forecasted growth in

employment within this cluster between 2008 and 2018, even though agricultural output is expected to grow consistently over that same period.<sup>iii</sup> Nevertheless, this Career Cluster represents a broad range of professions with many individual occupations expected to grow at a much more substantial rate over the next decade.

As with most other Career Clusters, many occupations within Agriculture, Food and Natural Resources increasingly require education and training beyond high school. By 2018, 44 percent of all jobs in this area will require at least some form of postsecondary education or training.<sup>iv</sup> When broken down by specific professions, this trend is understandable. For instance, job growth for nonfarm animal caretakers, such as veterinarians and related positions, is expected to increase by 20 percent by 2018. Employment opportunities for cartographers and photogrammetrists are expected to increase by an impressive 27 percent during that same time.<sup>v</sup> Clearly the largest source of growth within this dynamic Career Cluster are those occupations with higher educational and skills demands.

## CTE: The Key to Economic Development in Information Technology

ACTE's newest [Sector Sheet](#) examines CTE's role in developing talent in information technology. It joins our previous [Sector Sheets](#), which examined CTE's role in growing the qualified workforce in health care, advanced manufacturing and energy.

The IT Sector Sheet explores projections for the information technology workforce, which is expected to increase by 18 percent through 2022. It also describes how CTE prepares high school, postsecondary and adult students for IT careers through a variety of courses in the Information Technology Career Cluster<sup>®</sup>, as well as other clusters and pathways; through work-based learning experiences such as internships and job shadowing; through career and technical student organization activities and competitions; and through earning stackable certificates and degrees, as well as industry-recognized certifications.

Learn more at [www.acteonline.org/factsheets](http://www.acteonline.org/factsheets).

The [Animal and Botanical Sciences Academy at Freehold Township High School](#) in New Jersey offers a host of programs of study that lay the groundwork for students to enter into many of the professions most in-demand within Agriculture, Food and Natural Resources. The academy offers four-year programs in areas such as plant and animal science, greenhouse production, food science and natural resources management. The program boasts a strong relationship with the national organization for agriculture education, FFA, through which students have the opportunity to explore various careers in the industry, develop leadership skills and participate in community service activities. Freehold's academy also has an articulation agreement with a local community college where students can earn up to nine postsecondary credits in introductory horticulture coursework. The academy has an impressive relationship with Wegman's Food Markets, and the company recently partnered with the school on a project related to sustainable greenhouse facilities. Clearly, students who successfully complete an academy program will be ideally positioned for further postsecondary education and a rewarding career in this important Career Cluster.<sup>vi</sup>

## May 29: School Tour for Senate Staff

The Senate Career and Technical Education Caucus and ACTE have arranged a tour of Edison Academy for Senate staffers on **Thursday, May 29, 2014, from 9-11 am!** The visit will provide a unique opportunity to meet with school staff and students, tour the school's many CTE programs (including IT/Network Administration, Auto Technician and Collision, Hospitality and Tourism, Electrical Construction and Engineering, and more), and attend a panel discussion with teachers, administrators, representatives of local business and industry, and postsecondary education partners. The school is located at 5801 Franconia Rd., Alexandria, VA 22310, just a few minutes from Capitol Hill (approximately one mile from the Van Dorn Metro Station). Parking passes will be arranged for those who drive to the campus. Please RSVP to [Karishma Merchant](#) in Sen. Tim Kaine's office, [Nicholas Butterfield](#) in Sen. Rob Portman's office or ACTE Legislative Liaison [Brendan Desetti](#).

<sup>i</sup> Southern Regional Education Board, High Schools That Work 2012 Assessment.  
<sup>ii</sup> Fraser with Donovan, [Hands-On Achievement: Why Massachusetts Vocational Technical Schools Have Low Dropout Rates](#), Pioneer Institute Public Policy Research, 2013.  
<sup>iii</sup> Georgetown Center on Education and the Workforce, NRCCTE and NASDCTEc, [Career Clusters: Forecasting demand for high school through college jobs: 2008-2018](#), 2011.  
<sup>iv</sup> Ibid.  
<sup>v</sup> Ibid.  
<sup>vi</sup> Freehold Academy [website](#).

## School Spotlight

### Redmond High School

A comprehensive public high school on the north side of Redmond, Oregon, [Redmond High School](#) (RHS) prepares students for college and career readiness through programs in agriculture, veterinary medicine, animal/equine science, marketing, woodworks, construction manufacturing, business, floral design, computer integrated manufacturing, automotive and small gas engines.

Redmond High School was recently awarded a CTE Revitalization Grant from the state for \$474,955. Redmond Economic Development, Inc. (REDI) and local industry partners collaborated with the school to analyze the labor market in Redmond. Together, they determined that the greatest need is finding employees with training in manufacturing skills such as welding, 3D printing and fabrication. The grant funds will help Redmond High School's manufacturing technology program to offer more STEM and manufacturing classes to meet this need. In addition, RHS plans to increase collaboration with industry partners and offer work-ready certification for students.

The "Manufacturing the Future of Redmond" program will enable a student to graduate with a certificate in manufacturing proficiency, which guarantees that student an interview with a local industry partner. Students can also get on track to earn an associate degree in manufacturing from Central Oregon Community College within one year of graduation or potentially a bachelor's degree from the Oregon Institute of Technology within two or three years of graduation.<sup>vii</sup>



Photo courtesy of Redmond High School.

### Educator Spotlight



Jayne Greeney Schill, winner of the 2014 ACTE Career Guidance Award, sponsored by [Kuder Inc.](#), is CTE/Business Education Partnerships/College Bound Program (CBP) Coordinator-Counselor for St. Cloud Area School District #742 in Waite Park, Minnesota.

As the CBP coordinator, Schill has transformed the program into a model incorporating different career academies in which academics, career exploration and college preparation are linked to specific career fields. After Schill noticed a large gender gap in the academies, she developed and implemented the SciGals program at two middle schools

to promote STEM and digital media (DM) pathways for girls. In the past three years, 120 girls with an aptitude and an interest in STEM and DM have enrolled, enabling them to further pursue high-tech, high-demand and high-wage jobs in those areas.

In addition, each year, Schill organizes a College, Community and Career Readiness Conference for ninth-graders in which students can choose from and attend 20 breakout sessions about different careers and receive insights and life experiences from members of the St. Cloud Area Chamber of Commerce. According to Schill's superintendent, "She has brought a level of enthusiasm to both our staff and students regarding new course offerings and future career goals."

### High School Grad Rate Climbs; CTE Concentrators Graduate at 93 Percent

The U.S. high school graduation rate has [risen to 80 percent](#), according to new data from the National Center for Education Statistics (NCES), while data from the Office of Career, Technical and Adult Education demonstrates a 93 percent graduation rate for CTE concentrators.

The Adjusted Cohort Graduation Rate (ACGR), according to NCES, was 79 percent for 2010-11 and 80 percent for 2011-12. The ACGR measures four-year, on-time graduation with a regular high school diploma. The dropout rate held steady at 3.3 percent for both years.<sup>viii</sup>

Breaking down the data, female students graduated at a higher rate than male students—7 percentage points higher, both years. White and Asian/Pacific Islander students had graduation rates above the average, while African-American, Hispanic and American Indian/Alaska Native students, as well as economically disadvantaged students, students with limited English proficiency and students with disabilities, graduated at lower rates.

While the NCES report did not look at CTE concentrators specifically, their graduation rate is extremely high—in 2011-12, CTE concentrators graduated at a rate of 93 percent.<sup>ix</sup>

vii Redmond School District, "[RHS Receives \\$474,955 CTE Revitalization Grant from ODE](#)," *Our Blog*, January 7, 2014; Leeds, "[New career and technical education programs: Bend-La Pine Schools and Redmond receive \\$700,000](#)," *The Bulletin*, January 9, 2014; additional information from RHS staff.

viii Statser and Stillwell, "[Public High School Four-year On-time Graduation Rates and Event Dropout Rates: School Years 2010-11 and 2011-12 - First Look](#)," National Center for Education Statistics, April 2014.

ix Haigh, Office of Career, Technical and Adult Education, presentation at the [2014 National Association for CTE Information conference](#), May 7, 2014.



Alisha Hyslop  
Director of Public Policy  
703-683-9331  
[ahyslop@acteonline.org](mailto:ahyslop@acteonline.org)



Steve Voytek  
Government Relations Associate  
301-588-9630  
[svoytek@careertech.org](mailto:svoytek@careertech.org)

*This newsletter is a collaborative publication of the Association for Career and Technical Education and the National Association of State Directors of Career Technical Education Consortium. It aims to keep Congress informed about CTE events, data, best practices and student success stories.*

## **ACTE Liaison Report**

The ACTE Board of Directors last met in July. Liaisons from OCTAE and NASDCTEc joined us for the Board meeting.

Actions taken by the Board included:

- Approval of the FY15 Budget.
- Approval of a proposal to videotape approximately 20 sessions at VISION 2014 to put online directly following VISION.
- Approval of a proposal to create the position of and hire for a State Association Liaison for ACTE's Region I.
- Approval of a proposal to use funds for the National CTE Universe project.
- Approval of a Board Liaison position checklist.
- Approval of final recommendations of the Leadership Development Task Force.
- Approval of the adoption of changes listed in the Strategic Direction report.
- Approval of 3 Resolutions as brought forth by the Resolutions committee.

The next meeting of the ACTE Board of Directors will be November 17-18 just prior to the start of ACTE's CareerTech VISION 2014 in Nashville, TN. VISION attendance is tracking slightly ahead of where we typically are at 9 weeks out in a non-Las Vegas year. We welcome state director's participation and promotion of the event. ACTE co-hosted the annual Best Practices and Innovations Conference with the National Council of Local Administrators (NCLA) in September in Cape Cod, MA. Attendance was budgeted for 160 while final results reflect 216 attended.

Our Board Officers and the ACTE Senior Staff team attended many of the state association conferences over the summer months. Other meetings staff also attended included the following: Workforce Data Quality Campaign State and Federal convening's, Committee for Education Funding Gala and Legislative Conference, National Center for Education Statistics Summer Forum and STATS-DC 2014 Data Conference, Workforce Credentials Coalition, Center for Analysis of Postsecondary Education and Employment Conference, and the Data Quality Campaign Safeguarding Education Data Principles meeting. We were also pleased to join NASDCTEc staff in several meetings over the past few months hosted by other groups.

Staff met with NASDCTEc to continue discussions regarding collaborative efforts of our two organizations. We continued work on a plan to integrate the Career Clusters Institute into VISION 2015 in New Orleans. Staff have also met with a significant number of organizations regarding partnership opportunities since July. The CTE Month 2015 theme is "Recognizing Classroom Innovators".

The ACTE Board Officers and Leadership team look forward to our 2<sup>nd</sup> joint meeting with NASDCTEc Leadership in January 2015 to continue collaborative discussions.

## **National FFA Organization Report To the NASDCTEc Board of Directors**

**National FFA Membership**-Membership in FFA today stands at an all-time high of 610,240 students, up from 579,678 in 2013. Membership increased by more than 30,500 during the 2013-14 school year. The number of new, local FFA chapters throughout the country grew to 7,665.

“FFA, through agricultural education, is preparing our youth to ensure the security of our country’s food, fiber and natural resources for years to come,” said National FFA Organization CEO Dr. Dwight Armstrong. “Through real-world experiences, the nation’s agriculture teachers are helping students develop the technical knowledge, skills and problem-solving capabilities to be the industry’s leaders of tomorrow. FFA members will be tomorrow’s advocates for agriculture.”

The Texas FFA Association added more members than any other state, increasing by 8,364 members. Total FFA membership in the Lone Star state stands at 103,379 with 1,021 chapters. California, with 76,470 members, is the country’s second-largest FFA association, followed by Georgia with 37,698 members, Missouri with 25,935 members and Oklahoma with 25,561 members.

**National FFA Convention**-The 87<sup>th</sup> National FFA Convention will be held October 29-November 1 in Louisville, Kentucky. Attendance is expected to exceed 60,000 students, teachers, parents and industry representatives. Speakers include Nick Vujicic, Donnie Smith, CEO, Tyson Foods, Jeff Simmons, President, Elanco and Jane Herlong. Government Officials attending this year’s convention include USDA Secretary Tom Vilsack, Department of Education Deputy Assistant Secretary Lucy Johnson and Robin Utz, OCTAE.

**Ag Career Network moving to My Journey (within the new ffa.org)** The Agricultural Career Network (AgCN) is a nationwide information system designed to help FFA members and others in agricultural education document their educational and FFA experiences and achievements in a robust portfolio; explore relevant careers and complete career assessments; build professional networks; and pursue scholarships, internships and employment opportunities. It allows students to organize their FFA and agricultural education experiences and success in one data network and then use the information as a springboard for future success regardless of the career path they choose.

In an effort to provide an intentional online experience geared towards career readiness, the decision was made to migrate the functionality components of AgCN into Manage My FFA on the new ffa.org website. As a result, a platform was left to deliver mission-based, personalized, educational resources for stakeholders to utilize during their path to career success. The platform, My Journey, will be an integral part of ffa.org and is currently being developed. Currently 5,164 schools (68%) of our local programs have utilized the AgCN system with nearly 120,000 students completing profiles. The system has been accessed by nearly 230,000 students.

# National FFA Board of Directors

## State Leaders Update

### August 12-14, 2014 Meeting Highlights

#### 87<sup>th</sup> National FFA Convention Awards

- ◆ 217 Honorary American FFA Degrees
- ◆ 17 VIP Awards
- ◆ 2 Distinguished Service
- ◆ 3,765 American FFA Degrees

#### 6 Delegate Topics at National Convention

- ◆ Ag Conference
- ◆ Ag Career Network
- ◆ Careers in Ag Ed
- ◆ CDE Evaluation
- ◆ FFA & Ag Ed Advocacy
- ◆ Middle School Participation

#### Words of Wisdom

##### Brett Evans

New Board Member

*"Words are what men live by... words they say and mean."*

-John Wayne

##### Ruth Kimmelshue

New Board Member

*"Do not go where the path may lead. Go instead where there is no path and leave a trail..."*

-Ralph Waldo Emerson

##### Jacob Davis

New Board Member

*"Opportunity is missed by most people because it is dressed in overalls and looks like work."*

-Thomas A. Edison



#### ⇒ National FFA Board of Directors Actions:

- ◆ Completed a thorough review and revision of the Mission-Based Board Policies
- ◆ Amended Mission-Based Board Policies allowing the redirecting of funds to restore the Costa Rica International Experience and CDE Cash Awards to full funding
- ◆ Approved re-evaluation of the current translation of the official Spanish language of the FFA Creed
- ◆ Approved and recommended to Delegates that 3,765 American FFA Degrees be awarded at the 87<sup>th</sup> National FFA Convention
- ◆ Approved an additional capital expenditure of \$49K to complete the S2K Merchandise Software Implementation
- ◆ Approved a 2015 capital expenditure of \$125K to purchase new furniture in 2015 to expand office space at Merchandising Center (South Campus)
- ◆ Approved a 2015 capital expenditure of \$125K to remodel and expand the functionality of the National FFA Center kitchen

#### ⇒ CFO Report (Dave Schapker):

- ◆ Org Financial position is on budget thru June 2014
- ◆ Fdn is working hard to secure sponsor and individual support to deliver all programs and services
- ◆ Fdn Revenues are down but expenses are down more than needed to stay within budget

#### ⇒ State Presidents' Conference Highlights

- ◆ White House Listening Session with Education Secretary Duncan and EPA Administrator Gina McCarthy
- ◆ [Five FFA Jackets donated](#) to Smithsonian

#### ⇒ National FFA Board of Directors Appointments:

- ◆ Brett Evans, National Council for Agricultural Education Secondary Student Representative
- ◆ Ruth Kimmelshue, National FFA Organization 2014 Audit Committee Chair
- ◆ Randy Showerman, National FFA Organization 2015 Audit Committee Member
- ◆ Brett Evans, National FFA Officer Nominating Committee Superintendent

#### ⇒ Joint Meeting of the National FFA Board of Directors & the National FFA Foundation Board of Trustees

- ◆ National FFA Alumni now offering affiliate memberships to alumni chapter (\$100/chapter)
- ◆ CASE Update:
  - 919 CASE Certified Teachers
  - 32 States have CASE programs
  - 503 teachers participated in CASE Institutes

#### ⇒ National FFA Officers Report ([National FFA Officers](#))

Accomplishments as of August 2014:

- ◆ Facilitated 336 Workshops
- ◆ Delivered 383 Speeches
- ◆ Conducted 303 Foundation Visits
- ◆ Engaged 137,701 Members
- ◆ Three-Circle Service Team Legacy Platform:
  - Classroom/SAE/FFA Service
  - Hashtag #3CS or Email: [3CS@ffa.org](mailto:3CS@ffa.org)

#### ⇒ National FFA Foundation Report

- ◆ Two sponsors made a 3-year commitment of \$250K to CASE Curriculum Development
- ◆ New Foundation Staff:
  - Lisa Black, Corp. Giving Coordinator
  - Nicole Ward, Marketing Manager
  - Justin Blackstone, Major Gift Officer
  - Lesli Garrett, CSX/PNO Fellow

### National FFA by the Numbers

- ✓ 2,247 students and 311 advisors attended WLC
- ✓ 400,000 Meals of Hope were packed at WLC
- ✓ 7,562 participants in 25 states for 212°/360° Conferences
- ✓ 320 FFA Jackets in 30 states were given to students
- ✓ 1,049 Career Development Event Teams Certified

### Upcoming National FFA Board Meetings

October 26, 2014- Louisville, KY

January 20-22, 2015, Indianapolis, IN

**TUNE IN:** RURAL RADIO SiriusXM Channel 80

Saturday – 12:30 p.m. and Sunday – 6:30 p.m. (Eastern) 67

# SkillsUSA Liaison Report

---

9-24-14

## **Record-setting Membership Year**

SkillsUSA is enjoying a record-setting membership year with 309,686 members to date. This number represents the highest level of paid membership in the organization's history as well as the largest growth in membership since school year 2007-2008. This year, SkillsUSA staff has provided a new and improved membership kit; a new hotline dedicated to answer membership questions; membership registration site enhancements; new educational resources; state association director workshops; and, new advisor toolkits. The following chart shows members served since 2005.

## **National SkillsUSA Officers on the Rise**

Speaking of rising to great heights, we recently received official word on **two of our former national officers** ascending in Washington. Jacob Donnelly, a culinary arts graduate from Massachusetts who served as the national high school treasurer in 2000-2001 has been selected as a 2014-2015 White House Fellow, and he will serve at the U.S. Department of State. Jacob has gone on to do a great many things since graduating high school, including two master's degrees from Harvard. More information can be found at: [www.whitehouse.gov/about/fellows/2014-2015](http://www.whitehouse.gov/about/fellows/2014-2015).

Isabel Soto from Texas and the 2008-2009 Region IV vice president, in June joined staff at the U.S. Department of Education Office of Technical and Adult Education (OCTAE) as a confidential assistant to Deputy Assistant Secretary Mark Mitsui. Isabel has also been busy, most recently working as a program assistant in public policy on the Greater Houston Partnership in Houston, Texas. She's also an important volunteer on our national conference news media and host committee. More information on Isabel's assignment and history appears in the OCTAE newsletter at <http://content.govdelivery.com/accounts/USED/bulletins/cc79ec>.

## **This Summer's Big Conference Move**

Everyone marvels at the SkillsUSA Championships. I believe the most common response I hear from newcomers is "I didn't know it was this big. You've got to be here to see it to believe it." Well, after 21 years in Kansas City, this year we had to pack up that great big show, send it to Louisville and pack it away until next June. The last trailer unloaded on July 6, and I thought I'd share some of the figures and highlight some of the support that made it possible:

- We moved 21 semi-trailers and one flatbed trailer of materials totaling just about 770,000 lbs. of material.
- We used 3,100 gallons of fuel in the move because the trucks were making round trips. There were four round trips total in convoys ranging from three to nine trucks.
- A total of 24,610 miles were driven during the move. That's slightly over eight trips across the continental United States.
- The Teamsters locals in both Kansas City and Louisville were instrumental. We had 18 drivers from Kansas City and Louisville in addition to tractors and trailers. We also had tractors and trailers from Indianapolis and Minnesota Teamsters.

- YRC (Yellow Roadway Corporation) provided two load drivers and a tractor and trailer.
- Ideal Lease loaned us two tractors and 17 trailers.
- We've used approximately three-quarters of the warehouse space. Added to the inventory are 18 new table saws for cabinetmaking and 65 new electric ranges.
- The estimated total savings made on the move was \$159,000. Volunteer time from the Teamsters would be valued at \$34,000 and the loaned equipment would have cost SkillsUSA \$125,000.
- And, the Habitat for Humanity ReStore was bowled over by the materials donated in Kansas City from PVC pipe and plywood to bricks and the retired stoves.

## Member Services Update

*Report submitted by Karen Hornberger, Finance and Office Manager*

---

### State Career Technical Education (CTE) Director Updates (from most recent)

- **Arizona:** Ms. Jeanne Roberts, State Director for CTE, Career and Technical Education, has been appointed Arizona State Director effective September 29, 2014, and replaces Dan Brown.
- **Alaska:** Ms. Helen Mehrkens retired from the State Office of CTE on June 30, 2014. Mr. Curtis Clough has been appointed CTE State Director effective September 29, 2014.
- **Oklahoma:** Effective August 15, 2014, Ms. Marcie Mack, Interim State Director, Oklahoma Career and Technical Education, replaces Dr. Bob Sommers.
- **Delaware:** Mr. Luke Rhine, State Director, Delaware CTE and STEM Office, replaces interim Director, Ms. Karen Hutchison, effective August 2014.
- **Idaho:** Mr. Dwight Johnson, PTE State Administrator, Idaho Division of Professional –Technical Education, replaces Interim State Administrator, Ms. Vera McCrink effective August 2014.
- **Texas:** Ms. Vangie Stice-Israel, State Director, Career Technical Education, has resigned her position effective July 15, 2014. A replacement has not yet been appointed.
- **Ohio:** Mr. William Bussey has been appointment to serve as the State CTE Director at the Ohio Department of Education. He will use the coming year to transition into the position; Dr. Steve Gratz will maintain the State Director responsibilities for the coming year.
- **Puerto Rico:** Mr. William Ruiz-Velez was appointed State Director May 2014.

**Background:** There is no question that interest in Career Technical Education (CTE) remains high and still gaining momentum. A week doesn't go by where we don't get invited to a forum, get a request for an informational interview or we learn of an organization's planned CTE-related work. As we shared in the spring, NASDCTEc maintains a spreadsheet with all of our active, previous and potential partners. Staff meets quarterly to share partnership updates, prioritize our external activities and identify next steps. We use a set of criteria to assess current and potential partnerships based on the strength of each partner and the value we see in pursuing such a partnership. The current list of 70 partners, see below, reflects a vast and growing array of organizations we believe are of value in helping to advance NASDCTEc's priorities and/or visibility

Our partnerships vary in intensity and substance. While we share a report of partnership activity in both the monthly Board updates and the bi-monthly newsletter, we wanted to feature a few key partnerships here:

- **Council of Chief State School Officers (CCSSO):** This spring, CCSSO initiated a Career Readiness Taskforce. The goal was to develop a set of state-facing policy recommendations to advance career readiness. In addition, these recommendations will frame the CCSSO Carl D. Perkins Career and Technical Education Act reauthorization priorities. The policy recommendations currently fall into the categories of career pathways, state accountability systems, student and teacher supports and partnerships.

On the taskforce are members of NASDCTEc's leadership, including President Scott Stump, Past President John Fischer, Board member Eric Spencer and Executive Director Kimberly Green. Before his retirement, Bob Sommers, State CTE Director in Oklahoma, was also on the taskforce. The taskforce will conduct a study tour in Switzerland the week before the NASDCTEc Fall meeting. The goal is to release the policy recommendations at the November CCSSO meeting, with a more formal public release to follow. If funding can be secured, CCSSO hopes to support states in the implementation of the policy recommendations via their Innovation Labs Network.

- **Council of State Governments' National Task Force on Workforce Development & Education:** Over the summer, NASDCTEc had the opportunity to participate in a panel on career readiness for the executive committees of the Council of State Governments (CSG). CSG is a national, membership organization that convenes state leaders from the legislative, executive and judiciary branches across the country. Following that successful panel, CSG reached out to NASDCTEc and ACTE about joining their National Task Force on Workforce Development & Education. This Task Force aims to lay out a set of principles – in alignment with existing state-driven efforts to align education and workforce development systems, such as Pathways to Prosperity – to foster more integration, alignment and coordination at the state level. The Task Force had met once prior to our invitation to join, and we participated in the second meeting, which took place in Anchorage Alaska in August. Given the scope of the work, the Task Force will be meeting once more in person in November in Phoenix Arizona. This effort is particularly important given the predominance of state legislators engaged in the work, a group of policymakers we have struggled to connect with through other national organizations.

- **National Governors Association (NGA): As shared in the Spring**, NASDCTEc met with NGA staff leading the Chair's Initiative *America Works*. Serving as CTE content experts, staff has provided information, research and examples that have been used in briefing materials, speeches, events and articles. This summer NGA announced a policy academy designed to support states as they implement the goals of the *America Works* initiative. More states than ever before applied to participate in the policy academy. NASDCTEc staff was a member of the selection committee. Recently, 14 states (Colorado, Illinois, Indiana, Iowa, Kentucky, Louisiana, Minnesota, Montana, New Jersey, North Carolina, Oklahoma, Virginia, Washington and West Virginia) were selected to participate in the policy academy. NASDCTEc is pleased that many of the states included CTE in their plans/goals for the policy academy. NASDCTEc hopes to be engaged as CTE content experts/faculty as states begin this important work.
- **Perkins Roundtable Group:** Late last year, NASDCTEc was contacted by federal policy staff from IBM and the Information Technology Industry Council (ITIC) to participate in a convening of several national employers interested in the reauthorization of the Perkins Act and CTE more generally. Since this initial meeting additional groups from the education and workforce development communities, such as the Association for Career and Technical Education, the American School Superintendents Association, and the American Federation of Teachers joined this group as a letter in support of Perkins reauthorization was being developed to advocate for the legislation's renewal in the most recent Congress. The group has grown in size over the past year, but a core group of its members have been meeting since the release of this letter to develop a set of legislative recommendations for the Perkins Act more fully articulating the group's three guiding principles:
  - Alignment of CTE programs to the needs of the regional, state, and local labor market
  - Support effective and meaningful collaboration between secondary and postsecondary institutions and employers
  - Increase student participation in experiential learning opportunities such as industry internships, apprenticeships and mentorships and promoting the use of industry-recognized certifications

NASDCTEc was a signatory of this letter and has been participating in these discussions, which are presently ongoing. Members of this roundtable group have also facilitated Hill meetings that NASDCTEc has participated in over the past several months. During the Fiscal Year (FY) 2015 budget and appropriations process earlier this year, these meetings provided a forum for national employers to speak to the importance of federal investments in CTE, particularly via the Perkins Act. NASDCTEc intends to remain engaged with this group moving forward and will provide guidance and advisement to these groups as they continue to advocate for Perkins reauthorization.

**RESOURCE: List of Current Partnerships (in alpha order)**

Achieve
Alliance for Excellent Education
America's Promise Alliance
American Association of Community Colleges
American Association of School Administrators
American Federation of Teachers
American School Counselors Association
American Youth Policy Forum
American National Standards Institute
Asia Society/Longview Foundation
Aspen Institute
Association for Career and Technical Education
Boeing
Business Roundtable
Campaign for High School Equity
Center for High School Redesign
Central Region Education Lab (Marzano)
Change the Equation
Center for Law and Social Policy
College Board
Committee for Education Funding
ConnectED
CORD
Council of Chief State School Officers
Council of State Governments
Department of Labor
Education Commission of States
Education Trust
Ford Motor Company Fund
Great Teachers & Leaders Center
Honda
HP Life
IBM

Industry Workforce Needs Council
International Baccalaureate
Jobs for the Future
Manufacturing Skills Standards Council
National Academies
National Alliance for Partnerships in Equity
National Association of State Boards of Education
National Association of Workforce Boards
National Board for Professional Teaching Standards
National Career Academy Coalition
National Career Development Association
National College and Career Readiness Center
National Conference of State Legislatures
National Education Association
National Governors Association
National Science Foundation
National Skills Coalition/CIAW
National Technical Honor Society
NCC-CTSO
NGA - Center for Best Practices
NJ Employer Coalition / Vocational County Group
National Restaurant Association Education Foundation
OCTAE
Opportunity Nation
P-TECH network
PARCC
Perkins Roundtable Coalition
Project Lead the Way
RTI (MPR Associates)
Smarter Balanced
Southern Regional Education Board
State Directors of Community College System Heads
STEM Connector
STEMEd Coalition
US Chamber/US Chamber Foundation
USA Today Education

## Workforce Data Quality Campaign

In the last six months, NASDCTEc has published three major policy briefs/reports on topics of interest from the field.

- *Making Career Readiness Count* (with Achieve)
  - This paper was very well received, with invitations to present to the Council of Chief State School Officers' Career Readiness Task Force, Hunt Institute Common Core Partners Coalition, the Office of Career, Technical & Adult Education, and New America Foundation all resulting from it
- *The Common Career Technical Core, Programs of Study & Industry-Based Standards*
  - Leveraging the same methodology used for our analysis of state CTE standards, we compared 18 sets of industry-based standards to the Common Career Technical Core and released this paper in July 2014.
- *Assessing the Education and Employment Outcomes of Career and Technical Education Students* (with RTI International and Jay Pfeiffer)

**Looking ahead**, NASDCTEc has the following publications planned through the end of 2014-15 fiscal year. However, more publications will likely be added over the next few weeks and months.

- *State of Career Technical Education: Employer Engagement in CTE* will be the next annual “state of CTE” report.
  - Following up on the success of 2013’s State of CTE report on CTE standards, we are releasing our second annual report on a priority issue for our members: employer engagement. This paper will be developed based on a survey of State CTE Directors and targeted interviews, and findings will be released at the Fall Meeting. We will plan to publicly release the paper in November 2014.
- Fully revised and updated case-making materials to be used in federal and state advocacy (Fall 2014). This list will be augmented by topics of interest from our members.
  - What is CTE? (Fall 2014)
  - CTE & Dual Enrollment (Fall 2014)
  - CTE & Programs of Study (Fall 2014)
  - CTE Talking Points (Fall 2014)
  - CTE & STEM (Fall/Winter 2014)
  - State-specific fact sheets (Winter 2014-15)
  - CTE Delivery Systems (Winter 2014-15)
- 2014 in Review: State Policies Impacting CTE (January 2015, with ACTE)
- Competency-Based Education & CTE (Spring 2015)

**Background:** Acknowledging the growing interest in CTE from state policymakers, NASDCTEc created a new staff position earlier this year for a policy associate dedicated to supporting and tracking state policies that will impact access to high-quality CTE across the states. This person, in conjunction with Kate Blosveren, Associate Executive Director, is charged with designing and implementing the organization’s state policy strategy.

A comprehensive state policy strategy is being developed and will be brought to the NASDCTEc/NCTEF Board in April for approval. As a state policy strategy is developed, staff are considering how best to provide effective and positive CTE and career readiness-focused policies to members and interested parties. Ideas include creating a CTE policy framework, dedicating a section of careertech.org to highlighting effective CTE state policies as well as a searchable database for members, and drafting sample policies or state legislation as requested. Additionally, NASDCTEc will continue to consider ways to leverage key partner initiatives such as the Council of Chief State School Officers’ Career Readiness Task Force.

Currently, NASDCTEc is pursuing the following as it relates to state policy:

- Track major state CTE policy activities as they are adopted and implemented;
- Develop key partnerships with organizations such as the Council of Chief State School Officers and the National Governors Association to further build consensus around the role of CTE and “career” in the college and career readiness agenda; and
- Provide clear guidance to members, state policymakers and other key stakeholders on effective and positive CTE/career readiness-focused policies.

NASDCTEc also regularly produces blogs and briefs on key policy issues such as the joint NASDCTEc/Achieve publication, “Making Career Readiness Count” and the annual “Year in Review” paper on state policy with the Association for Career and Technical Education. NASDCTEc continues to utilize its alignment studies of the Common Career Technical Core to promote positive CTE policies.

**Two-Year NASDCTEc/NCTEF Strategic Plan  
For Period of 2014-2015**

Target	Goal	Strategy	Timeline	Staff in-charge	Team Member	Aligned Project Plan	Update
<b>1. Build and maintain strong and effective partnerships with key education, workforce and economic development, and philanthropy organizations to advance NASDCTEc/NCTEF's priorities.</b>							
	1.1 - Develop, maintain and grow partnerships in support of NASDCTEc's federal legislative priorities.	1.1.1 - Strengthen and expand partnerships with Congress, federal agencies, education associations, post secondary associations, workforce/economic development, employer-focused organizations, companies and labor unions. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Ongoing	Steve	Kim	Partnership matrix/advocacy	Staff continue to meet quarterly to reassess the strength and value of each partnership. Partnership matrix is consolidated on an annual basis and supplemented throughout the year.
		1.1.2 - Support the ongoing efforts of the Workforce Data Quality Campaign and contribute to its advocacy efforts to support collection of nationally comparable, valid and reliable data.	Ongoing	Kim	Steve	Partnership matrix/advocacy	Staff have assisted in the development of WDQC's state and federal legislative recommendations. NASDCTEc has incorporated these recommendations, where practicable and appropriate, into its advocacy work through legislative drafting, Congressional briefings, and its external communications.
		1.1.3 - Convene CCSSO, NGA and NASBE to develop a common policy platform to for the state role in Perkins.	Spring / Summer 2014	Steve	Kim	Advocacy	CCSSO is more closely aligned to NASDCTEc's federal policy positions and has opposed NGA's recent Perkins platform. NASDCTEc has tepidly supported NGA's Perkins priorities and is working with CCSSO and NGA to formulate a strategy to strengthen states' role within the context of Perkins without granting full grant control to state Governors. Staff have not been able to make contact with NASBE's federal policy team.
	1.2 - Develop, maintain and grow partnerships in support of NASDCTEc's state policy initiatives/support.	1.2.1 - Develop a state policy work plan, to include the identification of priority partner organizations to collaborate with in support of increasing access to high-quality CTE and state adoption/implementation of CCTC.	Ongoing	Kate	Kim, Andrea	State policy strategy	This is currently underway, although much of the work is already in place (e.g. better tracking of state CTE policies, regular blog series, annual report with ACTE, ongoing organizational partnerships). A formal strategy will be developed this fall.
		1.2.2 - Partner with key organizations on state policy initiatives (e.g. competency-based education, CCSS, CCTC, post secondary alignment). Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Ongoing	Kate	Kim, Andrea	State policy strategy	Staff have and is currently partnering with a wide array of organizations around state policy. Perhaps most importantly, staff is active participants in CCSSO's Career Readiness Task Force and connected to NGA's Education-Workforce Policy Academy, both of which will have far-reaching implications for state-level CTE policies
		1.2.3 - Engage and support the National Governors Association "America Works" campaign, ensuring positive positioning for CTE.	Spring 2014	Kim	Kim, Andrea	Partnership matrix	Staff served as a reviewer for the Policy Academy applications and are connecting with NGA staff to see where we can continue to be engaged as the states begin their work.
	1.3 - Engage in strategic partnerships with business-led organizations to strengthen business (including or and workforce development) involvement in the Career Technical Education enterprise.	1.3.1 - Strengthen and expand partnerships with employer-focused organizations. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Ongoing	Kate, Kim	Steve	Partnership matrix	Staff continues to meet quarterly to discuss partnerships. Additionally, GR staff have been very involved with employer coalition on Perkins.
		1.3.2 - Highlight strong employer-education partnerships through multiple communications strategies (e.g. Friends of CTE blog series, papers, case studies, resources, etc.).	Ongoing	Katie	Kate, Kim	Case-Making	Staff gathered many examples of employer engagement activities from the state perspective as part of our employer engagement survey/report and will need to determine how best to translate those into case making materials. We also are still pursuing a number of partners to do Friends of CTE blog posts, but this has slowed down lately.
		1.3.3 - Develop case-making resources, targeted to the business community, designed to promote awareness of and seek support for CTE.	Ongoing	Katie	Kate, Kim	Case-Making	We have talking points in the works for a wide array of stakeholders, including business.
		1.3.4 - Conduct Career Clusters governance pilot.	2015	Kate	Andrea	CC Governance	This has been launched, with the kick-off meeting on October 20. In total, we have nine states participating in two pilots.
		1.3.5 - Identify employer champions (one for each Career Cluster) to feature in the roll out the business resolution campaign results.	Winter 2015	Kate/Katie	Steve, Kim	Business Resolution	We will identify business champions in our two CCLP states and can leverage the Excellence in Action award program to identify other champions.

		1.3.6 - Partner with the CTSEs to leverage their employer partnerships for advocacy and advancement of high-quality CTE.	Ongoing	Kate	Steve	Advocacy	We continue to participate in quarterly NCC-CTSO meetings.
1.4 - Engage in strategic partnerships that raise the visibility of Career Technical Education and NASDCTEc/NCTEF as a leader in the field (e.g., Advisory Boards)							
		1.4.1 - Utilize and manage the partnership matrix to expand and strengthen relationships with external organizations.	Quarterly meetings 2014 - 2015	Kim	Kate, Steve	Partnership matrix	We continue to meet quarterly to discuss partnerships
		1.4.2 - Create and utilize criteria to guide decision-making around partnerships.	Quarterly meetings 2014 - 2015	Kate	Kim, Steve, Andrea	Partnership matrix	Completed and in use
		1.4.3 - Determine feasibility of CRPC continuation and focus.	Winter 2014	Kim	Kate		
		1.4.4 - Engage DOL, DHHS and other federal agencies to support the alignment and understanding of "career pathways" and other related initiatives	Ongoing	Kim		Partnership matrix	Engaged in the national career pathways summit (convened by USDE, HHS and DOL). NASDCTEc President presented at this summit. Serve on CLASP advisory committee. Regularly meet with JFF on its career pathways project. Also participating in USDOT career pathways efforts, particularly the clearinghouse.
1.5 - Develop, leverage and maintain partnerships that support NASDCTEc efforts to provide professional development to our members, their staff and other key CTE stakeholders							
		1.5.1 - Conduct and support the CORD and NASDCTEc CP workshops/webinars.	defined schedule in 2014	Kim	Kate, Evan	CP Workshops	We are in the process of developing short marketing webinars for the 7 workshops (planned release Fall 2014).
		1.5.2 - Strengthen and expand partnerships with key education/workforce development organizations, institutions, etc. to support effective PD opportunities. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Ongoing	Kim	Kate	Partnership matrix	We continue to meet quarterly to discuss partnerships.
1.6 - Collaborate and coordinate with ACTE on key initiatives and advocacy efforts in support expanded access to and quality of CTE.							
		1.6.1 - Co-convene a joint Executive Committee meeting between ACTE and NASDCTEc/NCTEF.	January 2014	Kim	Kate	ACTE/NASDCTEc	Completed and Jan 2015 meeting has been scheduled. The intent is for this to be annual meeting.
		1.6.2 - Develop a plan to implement the recommendations and outcomes from the joint ACTE/NASDCTEc Executive Committee.	April 2014	Kim	Kate	ACTE/NASDCTEc	ACTE and NASDCTEc have developed a joint work plan and update it quarterly. This work is on hold, as the ACTE staff who lead this effort reconsiders her doctoral thesis. In the interim, NASDCTEc has developed policy language to advance this concept. Also, NASDCTEc is participating with the Central REL and related states to develop a matrix of quality criteria.
		1.6.3 - Jointly develop an operational definition of and criteria for "high-quality CTE programs" to inform legislative priorities, professional development, etc.	Winter-Spring 2014	Kim	Kate, Steve	ACTE/NASDCTEc	
<b>2. Engage in the formation and dissemination of legislation and public policy that impacts education, economic, and workforce development in support of expanded access to and quality of Career Technical Education.</b>							
2.1 - Develop federal and state legislative priorities that support, promote and increase access to high-quality Career Technical Education.							
		2.1.1 - Solicit information from membership about reauthorization priorities through surveys, working groups, and other means.	Ongoing	Steve	Kate, Andrea	Advocacy	Staff recently finalized a survey examining employer engagement within each state and territory from SD membership. A similar survey was conducted in January 2014 on states' implementation of current Perkins provisions. NASDCTEc is currently seeking board input and approval for a set of organizational recommendations on the Higher Education Act (HEA). Staff are also convening region calls in November to dive deeper into a winter 2014 Perkins survey.
		2.1.2- Develop and disseminate legislative language to Congressional and federal policymakers, as well as other stakeholder associations, to influence the reauthorization process.	Early Q1 2014 (close to completion)	Steve	Kim, Katie	Advocacy	Two draft documents have been completed this year, in conjunction with ACTE, to more fully articulate NASDCTEc's board-approved Perkins priorities. These legislative proposals have been circulated to key members of Congress, their staff, and other important stakeholder groups to achieve NASDCTEc's Perkins policy priorities. NASDCTEc has hosted, organized, participated in, and supported a number of Congressional briefings and school visits over the past year to highlight and elevate CTE.
		2.1.3 - Engage members of Congress and staff during reauthorization through briefings, school visits, and other advocacy activities.	Ongoing	Steve	Kim, Katie	Advocacy	Currently underway. Last call took place in May 2014. Frequency of these calls will be dependent on activity surrounding Perkins reauthorization.
		2.1.4 - Host regular Perkins coalition conference calls to support organizational priorities and unify advocacy efforts during reauthorization.	Ongoing	Steve	Kim	Advocacy	

		2.1.5 - Develop a state policy work plan, that may include the creation of sample state legislation and policies in support of increasing access to high-quality CTE and adoption/implementation of CCTC and Career Clusters	Spring/Summer 2014	Kate	Andrea, Kim, Steve	State Policy Strategy	This is currently underway, although much of the work is already in place (e.g. better tracking of state CTE policies, regular blog series, annual report with ACTE, ongoing organizational partnerships). A formal strategy will be developed this fall.
	2.2 - Support NASDCTEc's members to advance and implement federal and state policies and legislation that promote and increase access to high-quality Career Technical Education.						
		2.2.1 - Host quarterly advocacy calls for State Directors and staff.	Ongoing	Steve	Kim	Advocacy	Quarterly advocacy calls have been mapped out for the remainder of the year and into 2015. The next call is scheduled for early November 2014.
		2.2.2 - Develop and host resources and workshops related to Perkins implementation following reauthorization.	Post-Reauthorization	Steve	All staff	Advocacy	Contingent on progress towards reauthorization. Staff are in early stages of plan development for implementation activities.
		2.2.3 - Develop pre-recorded webinars on relevant policy and legislative topics of interest to members.	Ongoing	Steve	All staff	Pre-recorded webinars	We currently have 5 pre-recorded webinars available on our website and have another 3-5 in development throughout the end of 2014.
		2.2.4 - Connect Congressional staff with their State Director following each Hill visit (focus is primarily on Senate but may also include key House leadership).	Ongoing	Steve	Kim	Advocacy	Currently underway. Following each Senate meeting staff connect relevant SD, where practicable and appropriate, to the Senate staff.
		2.2.5 - Develop a new section of the website focused on state CTE policy, that includes a state policy database.	Spring 2015	Andrea	Kate, Katie	State policy strategy	Database being developed with projected delivery date of March 2015
		2.2.6 - Create resources to support state adoption and implementation of the CCTC/Career Clusters.	Spring/Summer 2014	Kate	Andrea, Kim	State policy strategy	Conducted analysis of 18 sets of industry-based standards to support implementation of CCTC/POS. We are also planning to commission a crosswalk between the CCTC and the CCSS this year and the NGSS in the next 18 months. We are discussing updated adoption language that utilizes a broader continuum of use of the CCTC at the October 2014 Board meeting, which may identify some new tools, resources and/or technical assistance.
		2.2.7 - Conduct an initiative to put in place appropriate measurements of the CCTC.	Spring 2015	Kate	Andrea, Kim	State policy strategy	Had already been done and website/materials updated to reflect work.
		2.2.8 - Create resources and supports for states to connect CTE with broader reform efforts (CCSS, NGSS, STEM, competency-based).	Ongoing	Kate	Andrea, Kim	State policy strategy	Ongoing: Collaborated on papers/webinars on career-ready indicators and CTE and teacher effectiveness, two major initiatives.
	2.3 - Leverage and expand the use of the CTE: Learning that works for America campaign to support public policy and advocacy efforts.						
		2.3.1 - Launch a "sign-on" resolution campaign to cultivate and demonstrate employer/business for high-quality CTE.	Spring / Summer 2014	Steve	Kim, Kate, Katie	Business Resolution	Staff are in the development stages for this project and intend to begin in the first quarter of 2015
		2.3.2 - Launch a national campaign to get every member of Congress to see a CTE program.	Ongoing	Steve	Katie, Kim	Advocacy	Program and site visits continue to be regularly requested during Congressional meetings. Reconsidering formal campaign.
		2.3.3 - Develop and maintain state profiles/fact sheets that explain and promote CTE in each state.	Fall 2014/Winter 2015	Andrea	Steve, Kate	Case-making	State fact sheets are being redesigned to include relevant state legislative and regulatory activity, better CTE-related facts. Projected delivery date is January 2015.
		2.3.4 - Develop a set of federal, state and employer-focused case-making resources that articulate what is high-quality CTE and feature examples of high-quality programs.	Summer/Fall 2014	Katie	Steve, Andrea, Kate	Case-making	We have released fact sheets on each of our award winning programs and are in the process of updating fact sheets (for the broader group of audiences) that focus in on high-quality CTE/POS.
		2.3.5 - Engage in the Industry Workforce Needs Council campaign to promote CTE.	Ongoing	Steve	Kim, Kate	Advocacy	NASDCTEc is a key partner with IWNC. The organization is a bit in flux, with a new name and mission being considered. The image campaign is still on the docket but no movement has been made.
		2.3.6 - Launch and manage the Excellence in Action Awards program, utilizing these examples in advocacy and communications initiatives.	January-June 2014	Kate	Katie	Awards; Advocacy	2014 was a huge success with six winners; the 2015 round will get kicked off in late 2014
		2.3.7 - Develop a media relations strategy and implementation plan, ensuring connections to our federal/state advocacy work, CCTC and CTE: Learning that Works Campaign.	Ongoing	Katie	Kate, Steve, Kim	Communications/Marketing	We have begun tracking our engagement with members of the media and more proactively engaging those we have relationships with. We are also coordinating with ACTE on press releases/statements around major federal policy changes and utilizing PR Newswire for releases of major initiatives/reports.

	2.3.8 - Create a communications taskforce of state communications staff. The taskforce will guide the work of NASDCTEc/NCTEF in the development of casemaking tools and resources, as well as expanding state implementation of the CTE: Learning that works for America campaign.	Winter 2015	Katie	Kate, Steve	Communications/Marketing	This has been put on hold until we have fully onboarded our new communications associate.
	2.3.9 - Launch redesigned website.	Spring 2014	Kate	All staff	Website revision	Completed
	2.3.10 - Maintain and expand social media strategy to engage broader set of stakeholders.	Ongoing	Katie	Steve, Kate, Kim	Communications/Marketing	We have launched an extremely effective social media strategy, gaining followers and exposure through Twitter, Facebook and our blog. It has helped elevate CTE, NASDCTEc and our services/resources
<b>3. Provide, encourage and support professional development to expand the skills, content knowledge and leadership of NASDCTEc members.</b>						
	3.1 - Develop, arrange and/or deliver resources to expand the skills, content knowledge and leadership of NASDCTEc members.					
	3.1.1 - Conduct periodic webinars on relevant topics for NASDCTEc members	Ongoing	Kate	All staff	Webinars	Ongoing: Have held 5 webinars to date in 2014, two member-only and three public. Several more are scheduled for the balance of 2014.
	3.1.2 - Build an online library of members-focused resources. (e.g. overview of key initiatives, pieces of legislation, member benefits, etc.)	Ongoing	OPEN	All staff	Communications/Marketing	The new website features a members' only section - which allows non-members to see what types of resources are available without being able to access them - including webinars, on-demand webinars, CCTC and other organizational resources. We still need to create new resources that effectively make the case for membership, such as a fact sheet, brochure and/or webinar.
	3.1.3 - Build online library of pre-recorded webinars to educate the public about CTE.	Ongoing	OPEN	All staff	Pre-recorded webinars	We currently have 5 pre-recorded webinars available on our website and have another 3-5 in development throughout the end of 2014.
	3.1.4 - Deliver timely information/resources to NASDCTEc's members and relevant stakeholders (including the blog, social media resources, etc.).	Ongoing	Kate	All staff	Communications & Marketing/Webinars & Publications	Ongoing
	3.1.5 - Develop and implement an annual editorial schedule resulting in a coordinated set of resources to include briefs, webinars, on-demand webinars, resources, etc.	February 2014, to be revisited quarterly	Kate	Evan, Kim, Andrea, Steve	Publications; Webinars; Communications & Marketing	Ongoing
	3.2 - Develop, arrange and/or host convenings to expand the skills, content knowledge and leadership of NASDCTEc members.					
	3.2.1 - Conduct Spring 2014 meeting.	April 2014	Karen	All staff	Spring 2014	Completed
	3.2.2 - Conduct 2014 Achieving Excellence Institute.	Summer 2014	Ramona/Kate	All staff	CCI 2014	Completed
	3.2.3 - Conduct Fall 2014 meeting.	October 2014	Kate/Karen/Kim	All staff	Fall 2014	In progress
	3.2.4 - Develop a strategy that reconsiders reconvenings of all states for future (Summit, re-conceptualized spring and fall meetings, Institute).	Fall 2014	Kate/Karen	Kim, Karen	Vision Summit	At the October 2014 board meeting, we will be discussing the future of CCI and a possible Fall 2014-Spring 2015 meeting strategy, around a broader Vision Summit.
	3.2.5 - Host (virtual or in-person) convening of members to support planning and implementation of next federal CTE legislation.	Post-Reauthorization	Steve/Kim		Reauthorization PD	To be completed following the reauthorization of the Perkins Act.
	3.3 - Develop and implement a robust, year-round intensive program to support the on-boarding and leadership development of State CTE Directors.					
	3.3.1 - Develop and implement a plan to a more formalized on boarding process for new members to NASDCTEc.	Winter/Spring 2015	OPEN	Kim, Karen, Kate	On boarding, Membership	This has somewhat been put on hold during staff transitions, but we are offering an abridged on boarding session at the Fall meeting (open to anyone) and providing opportunities for new State Directors to sit with "veterans." However, a more comprehensive system is needed.
	3.3.2 - Develop and implement a plan to support skills and leadership development of State Directors/state leaders throughout the year.	Winter/Spring 2015	OPEN	Kim, Kate	Leadership Program	Based on Board feedback to the Vivayic proposal this has been moved to the back burner.
	3.4 - Implement a member engagement strategy to ensure NASDCTEc is addressing their needs and provide opportunities for members to inform NASDCTEc's work					
	3.4.1 - Conduct bi-annual member services survey to determine member satisfaction and priorities.	2015	Andrea	All staff	Member services survey (in Membership Project Plan)	We decided to delay this until early 2015 given staff transitions and the two other major surveys we sent in 2014 to all State Directors. Further, we believe this survey can link to an annual report that will be shared at the spring 2015 meeting and will be a launch pad for the 2015 vision summit.
	3.4.2 - Conduct a quarterly assessment of staff interaction/support/member engagement.	Quarterly	Kim	All staff	None needed	We continue to meet quarterly to discuss member engagement/interactions. If a member state is at a lower level of engagement, targeted engagement strategies are implemented.

	3.4.3 - Develop an annual report to the members identifying accomplishments and progress toward accomplishment of goals.	Spring/Summer 2015	OPEN	All staff	Annual report	This will be folded into our 2015 Vision Summit planning, as a retrospective on what was accomplished since the 2010 Vision was released
	3.4.4 - Annually identify member task forces to accomplish priority goals.	Integrated into other projects	Kim	All staff	None needed - embedded in others	
	3.4.5 - Develop an electronic newsletter that shares NASDCTEc and state accomplishments, as well as articulates how members can use NASDCTEc resources.	Summer 2014	Katie	All staff	Communications/marketing	The first two newsletters were released in Summer/Fall 2014.
3.5 - Actively encourage alignment and collaboration between secondary and post secondary leaders within and beyond NASDCTEc's members						
	3.5.1 - Convene a post secondary engagement task force to advise NASDCTEc on how to better engage post secondary CTE stakeholders, what resources and PD should be offered to support secondary-post secondary alignment, and what key partnerships need to be made.	Winter 2014	Kate	Kim	Post secondary task force	This will be discussed at the November 2014 Board call.
<b>4. Develop and implement actions that address NASDCTEc's organizational governance and fiscal security that ensures successful accomplishment of NASDCTEc/NCTEF's strategic goals.</b>						
4.1 - Review NASDCTEc/NCTEF Board of Directors' governing structure, policies and bylaws to ensure alignment with strategic goals.						
	4.1.1 - Convene a task force to analyze the existing Board governance model and develop recommendations on issues such as composition, role and commitment of public members, etc. (note: may include organizational name change).	Winter 2014/2015	Kim	Kate, Karen	Board task force	This will be discussed at the November 2014 Board call.
	4.1.2 - Conduct a comparative analysis of NASDCTEc/NCTEF's income sources and distribution to like-sized and -minded organizations and determine components and feasibility of fee-for-service model.	Winter 2014/2015	Kim	Karen	Board task force	This will be discussed at the November 2014 Board call.
4.2 - Review NASDCTEc/NCTEF membership structure to strengthen the organization's fiscal security and membership base						
	4.2.1 - Convene a task force to develop a set of recommendations for an updated state team membership model that supports both secondary and post secondary state Career Technical Education leadership.	Winter 2014/2015	Kim	Kate, Karen	Board task force	This will be discussed at the November 2014 Board call.
4.3 - Develop and implement a fundraising plan to support public policy, partnerships, and professional development priorities.						
	4.3.1 - Develop and implement a Year-Round Sponsorship plan (pending approval from the Board)	Spring/Summer 2014	Karen	Kim, Kate	Sponsorship Program	The Board voted to not pursue this idea.
	4.3.2 - Develop a fundraising plan, to include identifying priority fund-able projects, cultivate relationships with key funders, etc.	Fall 2014	Kim/Kate		Fundraising	Being discussed at October 2014 Board meeting
<b>5. Implement Ongoing Core Work of NASDCTEc/NCTEF</b>						
5.1 Ensure effective, accurate, legally compliant and efficient management of NASDCTEc/NCTEF.						
	5.1.1 - Ensure membership contact information is accurate and up to date - listservs, database of website, constant contact.	ongoing	Karen	Admin	Core services	Memberships are updated regularly and with the new fiscal year. We will be looking at aligning all contact information again in November
	5.1.2 - Ensure that all Board approved policies are implemented properly and completely.	ongoing	Kim	Karen	Core services	The Board Policy Manual is updated to reflect recently passed or amended policies. The staff have the attorney review relevant policy guides, personnel policies, etc. to ensure legal compliance.
	5.1.3 - Standard operations manual (SOP) is maintained and reflective of current policy and practice.	ongoing	Karen	Kim	Core services	SOP Manual is updated yearly (January) and is also updated on an ongoing basis.
	5.1.4 - Effective use of Basecamp/Backpack as project management and communications tools.	ongoing	Karen	All staff	Core services	This is part of staff performance evaluations.
	5.1.5 - Establish and implement an effective formal on boarding process for Board members and officers.	July 2014	Karen	Kim	Core services	We have not fully formalized the process of the on-boarding process for the Board members yet. Conducted briefing calls with all new Board members and officers.
	5.1.6 - Manage the annual nominations and elections process in a fair and compliant manner.	July 2014/July 2015	Karen	Kim	Core services	January to June 2014 annual nominations completed. New nominations for 2015 will begin in January 2015.
	5.1.7 - Maintain the standard operations manual, ensuring it is regularly updated to reflect current content, passwords and relevant files. This should include project planning/meeting procedures.	ongoing	Karen	Kim	Core services	All procedures are up to date and are reviewed every 6 months.
5.2 Ensure that the finances of the organization are accurate and in compliance with all legal requirements.						
	5.2.1 Financial tools and documents are used in accordance with Board-approved policies, including the investment policy statement, and ensure all transactions are legally compliant, accurate and ensure necessary separate of duties (checks/balances).	ongoing	Karen	Kim	Core services	All financial tools are used in accordance with Board-approved policies. Each is reviewed by the lawyer, accountant, auditor or investment advisor.

	5.2.3 - Conduct an annual audit and implement any recommendations or management notes.	October 2014	Karen	Kim	Core services	Audit is scheduled for the week of November 3, 2014.
	5.2.3 - Maintain an effective grants management system.	ongoing	Karen	Kim, Kate	Core services	Ongoing
	5.2.4 - Maintain appropriate security measures to ensure passwords, employee privacy, etc. are protected.	ongoing	Karen	Kim	Core services	Ongoing
	5.2.5 - Implement measures to ensure appropriate back up of all financial information, resources, etc.	ongoing	Karen	Kim	Core services	Quarterly checks with Dr. BackUp and off-site, remote back up service.
5.3 Ensure that all human resource functions are handled in a timely, accurate and legal manner.						
	5.3.1 - Human resource tools and documents are used in accordance with policies/legal requirements.	ongoing	Karen	Kim	Core services	Ongoing
	5.3.2 - Establish an implement a formalized staff onboarding process.	July 2014	Karen	Kim, Kate	Core services	Onboarding process has been created but has not been formalized yet.
	5.3.3 - Annually conduct a human resources briefing to review any personnel policy or benefits changes.	April 2014	Karen	Kim	Core services	For FY14, this was conducted and a benefit summary was created for each employee. Will become an annual event.
	5.3.4 - Accurate and timely benefits management - retirement, transportation subsidy, payroll, etc.	Ongoing	Kim	Karen	Core services	Ongoing
	5.3.5 - Implement an annual performance evaluation system.	October 2014	Kim	Kate	Core services	Evaluations have been conducted in accordance with the established performance evaluation cycle.
	5.3.6 - Annually review personnel policies and ensure they are legally compliant.	April 2014	Kim	Karen	Core services	These have been reviewed and updated by lawyer and approved by Board in March 2014. The review will be conducted annually.
	5.3.7 - Ensure staff are implementing the necessary computer back ups to protect the content and intellectual property of the organizations.	Ongoing	Karen	Kim, Kate	Core services	There are regular follow up with the Dr Back up to review backups. All reports are being sent via email to Karen.
	5.3.8 - Maintain an online, accessible standard operations manual. Coordinate updates with staff on a regular basis.	Ongoing	Karen	Kim, Kate	Core services	Ongoing
5.4 Effectively manage the Career Cluster Products						
	5.4.1 - Ensure inventory controls are properly implemented.	Ongoing	Karen	Kim	Core services	Ongoing
	5.4.2 - Provide customer service and support that ensures high levels of satisfaction.	Ongoing	Karen	Admin	Core services	Ongoing
	5.4.3 - Conduct annual physical inventory.	July 2014/July 2015	Karen	Staff	Core services	FY14 inventory was conducted in July 2014 and a schedule of inventory completed by accountant.
	5.4.3. - Develop a plan for phasing out the Career Cluster product inventory.	Summer 2014	Karen	Kim	Core services	The Board reversed the decision to phase out products due to the reliance on the revenue stream. Will revisit the viability of maintaining products at the January 2015 Board call.
	5.4.4 - Pilot test the Cafe Press online store.	January 2014	Karen	Kim	Core services	After spending nearly a year to get this store up and running, it was determined that this was not a good use of our time/resources.
5.5 - Ensure resources, communications and tools developed are high-quality, error-free, support the brand and consistent with the style guide.						
	5.5.1 - Put in place a formal editing process for all written resources, communications and tools.	Ongoing	Kate	All staff	Communications/Marketing	During the planning process for any written report, document or resource, we identify multiple reviews throughout its development.
	5.5.2 - Maintain a style guide and ensure staff are properly briefed on the use of the guide.	Summer 2014	Katie	All staff	Communications/Marketing	The style guide is updated annually and staff received training on it during the summer 2014.
	5.5.3 - Maintain and manage the CC and CTE style guides (signed by users), including managing user agreements.	Ongoing	Katie/Admin	Karen	Communications/Marketing	We have a process in place for collecting and managing user agreements. Staff report on user agreements in monthly Board updates.
	5.5.4 - Put in place a content management/maintenance schedule/ system for the website.	Late spring 2014	Katie	Kate	Communications/Marketing	Our communications associate regularly reviews various sections of our website for updates/errors. We also have built in blog blocks on our legislative pages to allow for the most current analyses to be featured. And we have a schedule in place for regularly updating data on state pages.

## Webinars Update

Submitted by Kate Blossveren, Associate Executive Director

---

Over the past six months, NASDCTEc has hosted five webinars, two in partnership with other national organizations. Below is a summary of those webinars and the participation information.

Webinar Topic	Month	# Participants
Joint webinar with Center for Great Teachers & Leaders on <i>Supporting 21st Century Educators: How States Are Promoting Career and Technical Educator Effectiveness</i>	March 2014	We do not have participation data, but at least 95 people have viewed the recording
Joint webinar with Achieve on <i>Making Career Readiness Count</i>	May 2014	86 participants
MEMBERS ONLY: Legislative Update	June 2014	35-40 participants
Webinar to release <i>CCTC, Programs of Study &amp; Industry-Based Standards</i>	July 2014	54 participants
MEMBERS ONLY: WIOA Update	Sept 2014	52 participants

Over the next nine months, NASDCTEc has at least another three webinars scheduled, including a mix of public and members' only webinars.

- On October 7, we are co-hosting a webinar with NOCTI on badges, with representatives from Mozilla and California participating as speakers.
- We also will be having member-only webinars in early November (on the 4th, 5th and 12th) to do a deeper dive into the results from the Perkins implementation survey conducted in early 2014.
- We will host a webinar in late November/early December for the public release of "*The State of Career Technical Education: Employer Engagement in CTE.*"
- We are in the process of scheduling a webinar with CLASP on the Alliance for Quality Career Pathways framework and what it means for the CTE community in December.
- In January, we will co-host a webinar with ACTE to release *2014 in Review: State Policies Impacting CTE*
- We will host a members-only legislative update webinars in Winter 2015 and Summer 2015
- We are also working to receive the approval to host a members only webinar that will provide a summary of the National Assessment of Career Technical Education report.

In addition to live webinars, NASDCTEc has also been building a library of on-demand webinars. Since we launched the new website in mid-June, the page with the on-demand webinars has been visited by 193 unique users. Unfortunately, we cannot track clicks on individual webinars because they are hosted by Adobe, a third-party site.

Over the summer, we added two new on-demand webinars to the website, *The Federal Budget & Appropriations Process: What's the Difference?* and *The Common Career Technical Core: The Basics*.

We currently have another two on-demand webinars in process on *The CTE Vision 101* and *The Common Career Technical Core: The Development Process*, which will be posted in Fall 2014. Over the next six months, we also plan to release on-demand webinars on the *Common Career Technical's Alignment Study*, *the Career Readiness Partner Council* and *the CTE: Learning that Works for America* campaign. We will also ask the State Directors and membership if there are other topics they would like to have on hand and incorporate them into our calendar of on-demand webinars.

### **The Current Situation & Challenge**

With the transitioning out of the National Career Clusters Institute (CCI), the National Career Technical Education Foundation (NCTEF) has lost its major revenue source as well as its current, primary function and focus within the broader NASDCTEc/NCTEF organization.

Historically, the focus of the NCTEF was to provide professional development, research, curriculum development, alliance building, systems change and marketing to raise the profile of CTE. Yet, as much of this work has either been phased out or absorbed into NASDCTEc (at least by external perceptions), the NCTEF is left without a unique purpose or identity separate from the Association.

This is compounded by the fact that the two organizations share a mission and vision, and many of our projects and initiatives are funded jointly by NASDCTEc and NCTEF. Furthermore, the governance and fiscal structures are overlapping, with shared articles of incorporation, board officers, staff and an annual audit. One outcome of this is that even NCTEF's public board members are uncertain about how the Foundation is different or separate from NASDCTEc, as discussed on recent calls with two of them on this subject.

Another result is that we are limiting potential funding streams. NASDCTEc's budget is heavily reliant on membership dues, which we want to keep as low as possible. At the same time, our work and goals continue to grow, as evidenced by our most recent Strategic Plan. With the potential reauthorization of Perkins and increased CTE action at the state level, we should expect more demand from our members and the field to provide support, guidance and resources. If we are to deliver on the range of services and resources laid out in our Strategic Plan, we will need to identify other funding sources and we believe NCTEF is avenue to do so.

Unfortunately, our ability to fundraise is somewhat limited by NCTEF's identity being tied to the Association, given the Association's outward focus on federal policy and internal focus on CTE leadership, neither of which is a high priority among the philanthropic community at this time. As we have begun developing materials to support our fundraising efforts and engaging directly with potential funders, it has become apparent that having a more externally-focused organization (that would still have a direct tie and benefit to NASDCTEc) would be beneficial to our strategy.

We believe this presents an opportunity for leveraging the NCTEF as both a 501(c)3 that can successfully raise funds and a vehicle for engaging a wider array of stakeholders in support of high-quality CTE in an environment that is increasingly interested in CTE. While it will require deliberation and thoughtfulness given the historical relationship between NASDCTEc and NCTEF and the governance and fiscal structures, we believe it is the right direction in which to move.

### **Proposed Principles for Discussion**

- We need to define NCTEF's vision, mission and governance structure to enable the Foundation to build its identity within the CTE and broader education/workforce communities. As a start, the NCTEF and NASDCTEc Boards will begin meeting separately starting in 2015.
- Regardless of what happens with the NCTEF, we will remain committed to Association, and its critical work supporting its members through policy, partnerships and professional development.

### **Questions for Consideration/Discussion – NCTEF**

- The stated *purpose* of the NCTEF is: To develop and fund activities and programs that are designed to improve the CTE system at the secondary, postsecondary and adult levels.
  - Does this purpose still hold?
  - How might we update or revise it?
- The stated *areas of focus* of the NCTEF are: professional development, research, curriculum development, alliance building, systems change and marketing.
  - Do these areas of focus still hold?
  - What could or should the areas of focus/priorities of the Foundation be?
  - What internal and external strategies do we need to re-focus the priorities?
- Currently, NCTEF doesn't really have a unique identity from NASDCTEc. Should it? And on what should this identity be based? Existing work? New initiatives?
- How might such a repositioning impact NASDCTEc's focus, work and staffing?

### **Update on Fundraising/Development**

As we have discussed in the past, NASDCTEc/NCTEF needs to focus more time and energy on development and fundraising to ensure financial security and to engage in new activities and initiatives. While we remain at the earlier stages of enacting a fundraising strategy, we have been engaging with key partners and prospective funders in a number of ways. For example:

- We are currently part of two separate Investing in Innovation (i3) grants, with potential of \$500,000 over five years.
- We are included as a subject matter expert in a proposal Manhattan Strategy Group submitted to the U.S. Department of Education for a dissemination grant for upwards of about \$18,000.
- We are in early conversations with the Helmsley Charitable Trust and an intermediary for a few corporate foundations around a potential proposal.

### **Questions for Consideration/Discussion – Fundraising**

- Beyond dues, what are other ways we could diversify our NASDCTEc/NCTEF revenue?
  - Career Cluster products: While the Board approved phasing out Career Cluster products, we've sold more than expected over the last 18 months. To continue selling products will require an outlay of funds to restock our inventory; should we consider this?
  - Fee-for-service for technical assistance?
  - A more proactive investment of staff time and resources to pursue foundation grants?
  - A more proactive investment of staff time and resources to pursue federal grants?
  - Other?

**Note:** While some of this document is the same as we provided in the spring 2014 briefing packet, many sections have been updated to reflect conversations and research conducted since the information was first presented. Please review the full report and come prepared to engage in a dialogue in response to the questions at the end.

**Background:** In 2010, NASDCTEc convened a seminal event that resulted in all 50 states and many partners committing to the principles and action steps defined in Reflect, Transform, Lead: A New Vision for Career Technical Education. This vision has been impactful, resulting in tangible advances for Career Technical Education (CTE) like the Common Career Technical Core and the CTE: Learning that works for America campaign. It has also had many intangible benefits, most importantly signaling to the CTE community clarity in the direction we are collectively moving and to those interested in CTE, that we are committed to high-quality programs.

**The need:** In 2015, this vision will mark its 5<sup>th</sup> anniversary. It seems an appropriate time to revisit, potentially revise and absolutely recommit to the vision. Much has changed since the vision was first released. The majority of the State CTE Directors are new since 2009. We have a markedly different set of external conditions impacting and influencing CTE:

- a more friendly state policy environment,
- a worsened economic environment,
- friendlier press coverage but persistent stereotypes about CTE,
- an expanded skills and “interest” gap,
- the presence of the Common Core State Standards and the resulting national attention on college and career,
- more evidence supporting the positive impact of CTE, and
- the impending reauthorization of Perkins.

Internal to the CTE community some progress has been made in some areas but others still merit attention, specifically those action steps notes in the national report unveiled last fall, namely:

- Filling the postsecondary CTE standards gap,
- Making continued progress on programs of study, and
- Implementing/utilizing the Common Career Technical Core.

Additionally, it has become clear that we need to clearly define what is high-quality CTE. We need to support states as they implement the necessary policy and practices to transform programs to meet these expectations.

Finally, the success of the Career Readiness Partner Council evidences NASDCTEc’s convening power and the significant interest in national education, workforce, governing and philanthropic organizations to be a partner with CTE.

**Summit Goals:**

1. Re-affirm the states’ commitment to the five principles of vision for CTE in the 21<sup>st</sup> century.
2. Expand the set of national and state stakeholders who are also committed to this vision.

3. Update the action steps necessary to mark progress toward accomplishment of the vision and help chart a course forward.

The summit should:

- Challenge current beliefs and assumptions
- Inform the debate with provocative thought leaders
- Build and affirm consensus and commitment to the vision for high-quality CTE
- Prioritize action steps to achieving the vision
- Catalyze investments toward a common vision, thus accelerating accomplishment of the vision
- Bring visibility to CTE and our internal commitment to quality

**Invited participants:** The 2009 summit included a handful of national partners. Also, each state was eligible to bring two individuals, the State CTE Director and his/her state leader counterpart in secondary or post secondary education. We propose to expand the scope of participants at this invitation only summit. Given the purpose of this summit, we suggest a greater number and broader array of national partner organizations representing education, employer, governing and philanthropy stakeholders.

After talking with the PwC (formerly Innovation Labs, LLC), it was suggested that we need to be cautious about making the event too large. The less common ground the participants have coming in to the summit, the longer it will take to come to consensus. Given that we don't want the event to extend the length of the summit, we plan to cap participation at between 175 and 200.

Therefore, we had to come up with new criteria to select who would be invited to participate while also ensuring that we achieve our desired engagement of diverse perspectives. With input from PwC and the Executive Committee, it is recommended that:

- We retain the 2009 model of allowing states to bring two representatives to the summit, rather than having state teams, as was recommended in the spring.
- Ensure we have support of and deeper engagement with key national and state partners. To accomplish this, we will invite a select group of high-value organizations to be co-conveners of the summit. Co-conveners can bring up to seven attendees to the summit.
- Expand the number and diversity of stakeholder participants (one representative per group).
- Consider regional summits in late 2016 where state teams will be charged with plans to implement the vision in their state.

Here is a bit more about the recommended national summit participants and their roles/responsibilities:

**Each state will be represented by the State CTE Director and his/her counterpart in the secondary or postsecondary state agency**

- **Role:**
  - Actively participate in the pre-summit webinars, pre-summit “work” and the vision roll out.
  - Attend and actively engage in the summit.
  - Be a thought partner and leader. Bring an open mind, constructive thoughts and diverse perspectives to the work of the summit.
  - Share information about the vision within their state and network.
  - Pay a registration fee to help offset summit expenses.

### **National partners/co-conveners:**

- **Who will be invited:**
  - American Association of Community Colleges
  - Association for Career and Technical Education
  - The Business Roundtable
  - Council of Chief State School Officers
  - Council of State Governments
  - National Association of State Board of Education
  - National Governors Association
  - U.S. Chamber of Commerce
  
- **Role:**
  - National partners would be able to bring five members and two staff to the summit.
  - Be co-conveners of the summit. This means “co-owning” the outcomes of the summit, thus having an editorial role in developing the next vision document, a responsibility for sharing the next iteration of the vision with their memberships and to the extent feasible, aligning their messaging and appropriate work streams to the vision.
  - Actively participate in the development and delivery of the pre-summit webinars, pre-summit “work” and communications, as well as the vision roll out.
    - A representative of each organization would serve on the planning task force.
    - Be a thought partner and leader in shaping, designing, and delivering the summit and the work that comes from it.
  - Provide a \$5,000 contribution to support the facilitation of the summit.
  - Do not pay a registration fee but would have to cover travel costs.

### **Other Participants:**

- **Who is included:**

#### **CTE representatives:**

- Two representations from the NCC-CTSO
- Three NCTEF Board members
- The National Alliance of Partnerships in Equity

#### **Other stakeholders groups/Thought partners** (one representative each, with invitations going to individuals rather than organizations)

- Achieve
- AFL-CIO
- American Federation of Teachers
- American School Counselors Association
- American Association of School Administrators
- Asia Society
- Aspen Institute
- Center for Law and Social Policy
- ConnectED
- Education Commission of the States
- Education Trust
- The Fordham Institute

- Jobs for the Future
  - National Association of State Workforce Agencies
  - Opportunity Nation
  - State Higher Education Executive Officers
  - Southern Regional Education Board
  - STEM Connector or Change the Equation
  - Western Governors University
  - Philanthropic organizations (e.g. Gates, Lumina, etc.) likely between 5 – 7 invitees
- **Role:**
    - Actively participate in the pre-summit webinars, pre-summit “work” and the vision roll out.
    - Attend and actively engage in the summit.
    - Be a thought partner and leader. Bring an open mind, constructive thoughts and diverse perspectives to the work of the summit.
    - Share information about the vision with their memberships and networks.
    - Do not pay a registration fee but would have to cover their own travel costs.

**Process:**

*Get the ball rolling (Fall 2014):* Upon Board approval, we will secure PwC as facilitators and identify/confirm the summit venue. Effort will be made to secure commitments from all co-conveners in the Fall of 2014 and to more formally develop a project plan detailing out the steps leading to summit. These steps, as currently conceived, are noted below.

*Create a planning task force (Fall 2014/early Winter 2015):* This task force will serve as a sounding board and as planning partners with NASDCTEc staff. The task force will lead the development of the summit agenda, as well as the “pre-summit” activities and communications. Task force work will be conducted via conference calls and by email. The task force will be used to identify thought leaders, work with consultants to craft the facilitated portion of the program, provide feedback to documents, identify background materials and resources for the briefing packet, and at the summit, serve as session facilitators.

*Vision progress report released at 2015 Spring meeting (April 2015):* Similar to what was shared in 2011, NASDCTEc plans to do a progress report that will mark the accomplishments toward the fulfilling the expectations laid forth in Reflect, Transform, Lead: A Vision for Career Technical Education. This will serve to bring new State CTE Directors up-to-speed on the vision and the work that came from it, and also lay the groundwork for more informed engagement in the 2015 summit. We plan to host an input session at the spring meeting to gather feedback on key topics, themes or issues that our membership believes are influencers or ‘on the horizon’ and may impact the next vision statement.

*Survey of participants (Summer 2015):* Prior to the summit, participants will be surveyed to determine their biases, perspectives, beliefs and priorities around the vision of CTE, future directions, challenges, opportunities and needs.

*Getting everyone on the same page (Summer/early Fall 2015):* Webinars will be hosted with summit participants to ready them for active and full participation in the summit. These webinars may include ramping up on content (e.g. knowledge of the existing vision) or expectation setting for participation in the summit. This will be especially important given the greater number of national partners and diverse

perspectives. We also want to give the co-conveners a chance to share what they are doing in this space, so that our members understand the perspectives and priorities the other groups are bringing to the table.

*Being provocative (early Fall 2015):* As you know, part of what happens at the summit is that participants are intentionally asked to engage in thought scenarios that are outside of their comfort zone. To help frame issues and get people ‘thinking’ we would like to engage thought leaders to draft succinct white papers (not more than 2 pages). These background papers will offer useful and diverse insights, considerations and perspectives and will be the beginning of the “briefing” packet participants should review prior to coming to the summit.

*Summit location and facilitators (October or November 2015):* PwC (formerly Innovation Labs, LLC) recommends a more centrally located site than metro D.C. This will also allow for better lodging and related hotel costs, as well as hopefully lower travel costs. The summit will span three days, beginning with dinner, continuing for the next full day and ending late morning on the third day. Staff has been in touch with PwC and they have tentatively agreed to serve as our facilitators. As with the 2009 meeting, the process and format will be unique and promote open discussion, participant engagement to move the needle forward in an effective way.

*Outcome (Spring 2016):* The summit will result in a refreshed vision document that is unveiled at the Spring 2016 meeting. Similar to Reflect, Transform, Lead, we’ll solicit commitment from states and partners to the new vision.

**Funding:** Since Innovation Labs was purchased by PwC, the consulting fees have gone up substantially. To host a summit like we are proposing would typically be in the order of \$175,000. Michael Kauffmann, our principle facilitator at the last summit, shared that PwC does sometimes donate a portion of the facilitation fee as a charitable contribution. This would not offset the entire price but may reduce it. The last summit cost NASDCTEc \$50,000 for facilitation of a 125 person summit. We need parameters from the Board as to how much NASDCTEc willing to spend on facilitation. As with 2009, staff would not recommend securing any vendors/sponsors for the summit.

**Board Input needed:**

- Do you agree with new proposed approach?
- Do you agree with the role/responsibilities for the national partners?
- Do we want to pursue state-focused, regional summits as an extension of the national summit?
- Are there groups missing from the list of national partners?
- Are there voices/perspectives missing from the list of stakeholders?
- Do you agree with the proposed fee structure (national partner contribution, State Director registration fee, no fee for other participants)? No sponsors?
- Is the proposed process sufficient to create a common platform of knowledge going into the summit but also instigate innovative thinking?
- What are the budgetary limits for NASDCTEc’s investment to fund the summit?
- Is a non-DC location an acceptable venue for the summit? Any suggestions for locations?

## **Common Career Technical Core Adoption Language & Continuum** *Submitted by Kate Blosveren, Associate Executive Director*

---

In October and March of 2013, we raised the issue that the current Board-approved definition of adoption of the Common Career Technical Core (CCTC) may not be appropriate or relevant anymore, based on findings from the state standards alignment study, the industry-based standards alignment study and the current reality of standards adoption across the country.

Based on our conversation at the March 2014 Board meeting, we discussed expanding the definition of “adoption” to include a full continuum of uses for the CCTC. Based on this broader definition of “*adoption*,” which would also include *implementing* and *endorsing*, NASDCTEc could better assess how states are or could leverage the CCTC and how to offer targeted state implementation support.

### **Current Definition of adoption of the CCTC:**

A state is considered to have adopted the CCTC when:

- Through the appropriate process (e.g. regulatory, legislative or decision-making authority), the state has adopted all of the Career Ready Practices and all of the Career Cluster<sup>®</sup> - and Career Pathway-level content standards for Career Clusters currently authorized in the state.
- No individual CCTC standards are left out **except** for those Career Clusters (and related Career Pathways) not used in the state.
  - For example, if a state only has state standards related to the Finance and Health Science Career Clusters and planned to adopt the CCTC, the state would need to adopt 12 Career Ready Practices and the CCTC standards (both Career Cluster and the related Career Pathways) for the Finance and Health Science Career Clusters. The state would not be required to adopt the CCTC standards for the other 14 Career Clusters and its related Career Pathways.
- The state has addressed related policies to ensure implementation of the new standards. It is important to note that a state may continue to implement additional CTE standards (e.g. locally-, state- or industry-developed standards).

### **Proposed Definition of Adoption of the CCTC (on a Continuum)**

A state is considered to have **adopted** the CCTC when:

- Through the appropriate process (e.g. regulatory, legislative or decision-making authority), the state has adopted all of the Career Ready Practices and/or all of the Career Cluster- and Career Pathway-level content standards for Career Clusters and Career Pathways currently authorized in the state.
- For Career Clusters in which the state has programs, the state must adopt the Career Cluster-level standards and all Career Pathway-level standards for those Career Pathways employed in the state.

- A state cannot adopt Career Pathway-level standards without also adopting the Career Cluster-level standards for the Career Cluster in which that Career Pathway sits.
  - For example, if a state only has programs/standards related to the Finance and Health Science Career Clusters and planned to adopt the CCTC, the state would need to adopt 12 Career Ready Practices and the CCTC in the Finance and Health Science Career Clusters. The state would not be required to adopt the CCTC standards for the other 14 Career Clusters and their related Career Pathways.
  - If the state did not have any programs under the Accounting Career Pathway, under Finance, for example, the state would not be required to adopt those Career Pathway-level standards. However, if the state ONLY had programs under the Accounting Career Pathway, the state would still need to adopt the Career Cluster-level standards in Finance.
- A state may choose to just adopt the Career Ready Practices
- The state has addressed related policies to ensure implementation of the new standards. It is important to note that a state may continue to implement additional CTE standards (e.g. locally-, state- or industry-developed standards.)

There are a number of other ways for states to **implement** or **endorse** the CCTC, which could have significant implications for their CTE programs of study (see below).

#### **Questions for Discussion:**

- Should we formally approve the new definition for “adoption?”
- Does the continuum, which includes adoption, implementation and endorsement, capture the full range of uses of the CCTC? Is anything missing?
- Should we further explore turning this continuum into a tool for NASDCTEc and states to use?
- Should we formalize the continuum as Board policy and monitor state implementation or endorsement of the standards?

	NOTE: WHICH CAREER CLUSTER(S) AND/OR CAREER READY PRACTICES	Is/will this happen?	Is this possible?	What do you need from NASDCTEc to facilitate this activity?
<b>FULL ADOPTION</b>				
	Formal adoption at the secondary and postsecondary level			
	Formal adoption at the secondary level			
	Formal adoption at the postsecondary level			
	Formal adoption as requirement for state-developed programs of study			
	Formal adoption as requirement for state-approved programs of study			
<b>IMPLEMENTATION</b>				
	Embedded in local program approval process			
	<i>Locals must provide evidence of alignment to CCTC</i>			
	<i>Locals may provide evidence of alignment to CCTC</i>			
	Embedded in local articulation agreement approval process			
	<i>Locals must provide evidence of alignment to CCTC</i>			
	<i>Locals may provide evidence of alignment to CCTC</i>			
<b>ENDORSEMENT</b>				
	Use of CCTC in standards revision process (among other standards)			
	Use of CCTC in program of study development process (among other standards)			
	Use of CCTC in program of study approval process (among other standards)			
	Use of CCTC in course approval process (among other standards)			
	Use of CCTC in technical skills assessment revision, development, and/or approval process			
	Conduct a crosswalk of CCTC and state standards			
	Offer professional development on use of CCTC to educators/administrators			
	Offer guidance on use of CCTC to educators/administrators through resources, tools			
	Use of CCTC to help analyze secondary-postsecondary alignment of standards, courses, systems			

**Higher Education Act Recommendations**  
*Report submitted by Steve Voytek, Government Relations Manager*

---

**Higher Education Act (HEA) Recommendations**

The Higher Education Act is a bill likely to be taken up for consideration by Congress in the coming months and likely into next year. As this process unfolds, the reauthorization of HEA presents a unique opportunity for NASDCTEc and the broader CTE community to become more heavily involved with the update of the single largest federal investment in postsecondary education.

NASDCTEc has developed a set of draft recommendations to support its advocacy efforts in this space and is seeking board review and ultimately approval for this document. These recommendations have been developed after detailed conversations with the American Association of Community Colleges (AACC), the Center for Law and Social Policy (CLASP) and the Association for Career and Technical Education (ACTE).

Attached please find a letter written last year to the House Education and the Workforce Committee to the outlining NASDCTEc's early positioning on HEA. Below, please find a draft document outlining NASDCTEc's first attempt at developing a set of recommendations for the law's reauthorization.

NASDCTEc is seeking input, comments, and other feedback to more fully articulate the organization's formal position on this legislation. Ultimately NASDCTEc is seeking board approval for these recommendations, so that they may guide our advocacy efforts in the postsecondary space in the coming years.

**Questions for Board Consideration:**

- 1. Are there additional recommendations you would like to see added to this document?**
- 2. Do you have any concerns regarding specific recommendations outlined below?**
- 3. Do you find the framing of NASDCTEc's interest in the reauthorization of HEA appropriate? In other words, are you comfortable with the tone struck in the document's preamble?**
- 4. Should NASDCTEc take a specific position on the length requirements for Title IV federal financial aid or, more specifically, for the Pell grant program?**

## **NASDCTEc Recommendations for the Reauthorization of the Higher Education Act**

The Higher Education Act (HEA) was most recently reauthorized in 2008 as the Higher Education Opportunity Act (Public Law 110-315). This legislation was first enacted in 1965 to afford greater access to postsecondary education for low-income students and to provide support predominately to two and four-year colleges and universities. Yet at a time of unprecedented global competition, many of the positions employers are most seeking to fill today require more than a high school diploma, but less than a four-year degree. As employers report a glut of university and college graduates who do not possess the skills and competencies most in demand in the modern workplace, it has become apparent that the U.S. higher education system needs to be more inclusive of the “middle skilled” workforce that America’s economy needs.

Career Technical Education (CTE) has been at the forefront of meeting the challenges outlined above and has been instrumental in ensuring students of all backgrounds have the opportunity to earn a postsecondary credential. It has become clear over the past several decades that we need to expand the nation’s understanding of “college” to incorporate a wider variety of postsecondary institutions and programs and to acknowledge the multiple pathways traditional and non-traditional postsecondary students are increasingly taking through the U.S. higher education system.

Unfortunately, the Higher Education Act has not kept pace with the changing dynamics of the 21<sup>st</sup> century economy to effectively support the postsecondary CTE institutions and programs best positioned to educate and train the students of today for the careers of tomorrow. As such, the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) offers the following recommendations for the reauthorization of HEA.

### **Eliminate Barriers to Financial Aid Program Access**

- **Reduce Burdensome Program Length Requirements:** Approximately five million community colleges students, or 40 percent of all community college enrollments, were enrolled in noncredit courses as recently as 2009. These noncredit bearing courses typically have a more immediate connection to a career skill or competency than most two or four-year degree programs and are often offered at a substantially lower cost to students. Despite this, postsecondary students enrolled in many short-term education and training programs are ineligible to access federal financial aid under current law due to overly burdensome program length requirements. NASDCTEc recommends significantly reducing these length requirements for student financial aid under Title IV of HEA for programs that lead to a recognized postsecondary credential.
- **Support Both Traditional and Non-Traditional Students:** Through the implementation of career pathways systems and CTE programs of study, an increasing number of nontraditional students (those over the age of 24) are enrolling in postsecondary education to acquire additional skills to stay competitive in the labor market. These adult learners often face barriers to postsecondary completion and federal higher education policy has not kept pace with the additional needs of these students such as scheduling flexibility. To effectively support these nontraditional students, NASDCTEc urges that a newly reauthorized HEA to provide equitable access to federal financial aid and support services which are offered to traditional students.

- **Reinstate Ability-to-Benefit:** Education and training beyond high school is increasingly becoming a prerequisite to entry into today’s modern economy. Yet since 2012, students who do not have a high school diploma, but have demonstrated the ability to take postsecondary coursework, have been prevented from accessing federal financial aid. NASDCTEc recommends reinstating the “Ability to Benefit” provisions in Title IV of current law to support low-skilled adults and youth improve their career prospects.
- **Restore Year-Round Pell:** Since 2010, the ability to award two Pell Grants in a single award year, known more simply as “Year-Round Pell” has been eliminated. This has prevented students who are continuously enrolled in a program from receiving the necessary financial resources to complete their education at a faster rate. These resources are vital to uninterrupted student learning and help to accelerate entry into the workplace. As such, NASDCTEc recommends reinstating Year-Round Pell as a way to empower students to utilize aid resources tailored to the pace of their studies.

### **Streamline Data Collection and Ensure Cross Systems Alignment**

- **Encourage Adoption of Common Performance Metrics:** Programs supported through federal legislation such as the HEA, the Workforce Innovation and Opportunity Act (WIOA), the Carl D. Perkins Career and Technical Education Act (Perkins) and the Elementary and Secondary Education Act (ESEA), serve different, but oftentimes, overlapping populations. Despite these common purposes, each maintains distinctive accountability and performance metrics which are not currently aligned. This creates a reporting burden for states and also decreases the value and integrity of the data collected. NASDCTEc recommends the creation of common measures, where practicable, to align with other legislation workforce and education legislation as well as the adoption of related common terminology. The American Association of Community College’s Voluntary Framework of Accountability is a promising example of these best practices.
- **Develop Statewide Longitudinal Data Systems:** The ultimate role of postsecondary education is to prepare students for rewarding careers that promote economic self-sufficiency. A newly reauthorized HEA must hold programs and institutions accountable for the employment outcomes of their students. However, current law restricts the collection of this information and prevents adequate program evaluation. To that end, NASDCTEc recommends repealing the ban on the creation of a student unit record system. A reauthorized HEA should also incentivize the development of state longitudinal data systems and allow for institutions to share data within and between states.

### **Increase Flexibility for Innovative Personalized-Learning Programs**

- **Promote Student-Centered Learning:** Postsecondary CTE programs have been on the forefront of one of the most innovative efforts in modern education—the transition away from class time as a proxy for student advancement in favor of “competency-based” education which allows students to progress through a program as they master and demonstrate specific skills and competencies. Greater flexibility should be given to states and postsecondary institutions to implement innovative programs and strategies that utilize this approach.

- **Eliminate Arbitrary Distance Learning Ban:** Advancements in information technology, particularly in telecommunications, have enabled education programs and institutions the ability to connect with students remotely rather than via a traditional classroom. These programs typically cost less than traditional classroom-based programs and can help foster personalized connections between instructor and student. Despite this, current law arbitrarily prohibits area career technical education centers from utilizing student aid if a portion of the program is distance learning based. NASDCTEc recommends the elimination of this ban.

### **Support CTE Teacher Preparation and Professional Development**

- **Preparation for Quality CTE Educators:** Across the country, CTE State Directors report a persistent shortage of CTE teachers in many sectors. To address this shortage and to develop the CTE teacher workforce needed to meet the increasing demand for CTE programs, HEA should include funding for CTE teacher preparation and professional development under Title II.



July 31, 2013

The Honorable John Kline, Chairman  
Committee on Education and the Workforce  
U.S. House of Representatives  
Washington, D.C. 20515

The Honorable George Miller, Ranking Member  
Committee on Education and the Workforce  
U.S. House of Representatives  
Washington, D.C. 20515

Dear Chairman Kline and Ranking Member Miller,

The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) represents state and territory leaders of Career Technical Education (CTE) through leadership and advocacy that supports an innovative and rigorous CTE system. CTE is one of the federal government's largest investments in workforce development, preparing Americans for success in postsecondary education, the workforce, and the military.

At a time of unprecedented global competitiveness, it is vital for any postsecondary education measure to include CTE as a core partner. To remain competitive, our nation's educational and workforce systems must work to eliminate the silos of academic and CTE coursework, programs, and systems. The Higher Education Act (HEA) impacts the accessibility of these programs for youth and adult learners. On behalf of the nation's CTE State Directors, we would like to provide the following recommendations for consideration during the reauthorization of HEA.

#### **Improved Data Alignment Between Key Legislation**

Programs funded through federal legislation such as the HEA, the Workforce Investment Act, the Carl D. Perkins Career and Technical Education Act, and the Elementary and Secondary Education Act, serve different but sometimes overlapping populations. However, their respective accountability and performance measures are not currently aligned. Not only does this create a reporting burden for states, but it also decreases the usability and comparability of the data collected.

NASDCTEc, in partnership with several national workforce and education organizations, has formed the Workforce Data Quality Campaign in an effort to take a more inclusive approach to education data

quality efforts. Creating common measures and aligning data between these key pieces of education and workforce legislation would help illustrate the return on investment of each program. Students would benefit by having clear information about postsecondary programs so that they can make informed decisions that will advance them along their career pathways to high-demand occupations. Leaders from business and industry would be able to better gauge how secondary and postsecondary CTE programs, and their resulting degrees and credentials, align with the needs of the economy. And common measures and aligned data would also help postsecondary programs and institutions collect long-term data on student placement that could be used to evaluate the efficacy of their programs.

### **Reduce Barriers to Financial Aid Access for Both Traditional and Non-Traditional Students**

Both adult and traditional-aged postsecondary students are impacted by the rising costs of further education. In December 2011, many adults in particular were impacted by the passing of the *Consolidated Appropriations Act of 2012*, which eliminated Ability to Benefit aid. This option allowed students without a high school diploma or equivalency to receive federal student aid by showing that they could benefit from postsecondary education. The Act stipulated that, as of July 1, 2012, newly-enrolled postsecondary students without a high school diploma or equivalency are no longer eligible for federal student aid including student loans, grants, and campus-based aid under Title IV of HEA.

As representatives from business and industry lament that they are unable to find qualified candidates to fill job vacancies, individuals such as those affected by the Ability to Benefit option have lost the opportunity to gain in-demand skills that would qualify them for high-demand jobs and provide economic mobility. It is critical to ensure to both individuals, institutions, and the economy that both traditional-aged and adult students have access to financial aid for postsecondary education.

### **Ensure Equal Opportunities for Non-Traditional and Traditional CTE Students**

Through career pathways, CTE serves a range of students – from secondary education through postsecondary institutions and the workforce. CTE provides opportunities to stay competitive in the workforce through certificates, industry-recognized credentials and postsecondary degree programs through underutilized institutions such as area CTE centers. These centers offer shorter-term programs that are more accessible to some learners, particularly non-traditional students. Research has linked jobs that demand certificates and 2-year credentials with those that are expected to experience growth, and highly-skilled workers are best positioned to secure high-wage jobs. Whether they are entering postsecondary education for the first time or returning to acquire in-demand skills, adult learners make up a significant portion of postsecondary students and should have the same access to federal student aid and other support as younger students.

Adult learners more often face barriers to postsecondary completion, such as scheduling difficulties due to full-time employment or family priorities. A recent survey from the U.S. Chamber of Commerce indicates that adults report a flexible schedule and tuition cost are the most important considerations in a postsecondary degree program. Through CTE, adults can earn industry-recognized credentials for in-demand occupations in a shorter period of time, increasing the probability of their success. Equal access

to funding and supports would ensure that non-traditional CTE students have the same support and opportunities afforded to traditional students.

### **Provide Access to Title II Funds for CTE Teacher Preparation and Professional Development**

CTE teachers require both knowledge and technical skills in order to provide the best possible instruction to their students. The recent passage of the Student Success Act (H.R.5) proposes the elimination of the highly qualified teacher provisions. NASDCTEc supports the elimination of these provisions because they serve as a barrier to highly-skilled professionals who want to transition to CTE teaching positions. CTE State Directors report CTE teacher shortages in many sectors, and it is essential that HEA include funding for CTE teacher preparation and professional development under Title II.

Thank you for the opportunity to submit these comments on HEA reauthorization. We welcome any feedback and look forward to working with you on these issues. Please feel free to contact NASDCTEc Research and Policy Manager, Kara Herbertson ([kherbertson@careertech.org](mailto:kherbertson@careertech.org)) or NASDCTEc Executive Director, Kimberly Green ([kgreen@careertech.org](mailto:kgreen@careertech.org)) with any questions or comments.

Sincerely,



Kimberly A. Green  
Executive Director  
National Association of State Directors of  
Career Technical Education Consortium  
(301)-588-9630