

QUICK UPDATES

Upcoming Advance CTE and Center to Advance CTE Board Meetings

Advance CTE

- October 22, 2018 – In person at the BWI Marriott Hotel
- January 30, 2019, 2-3 p.m. ET – Conference call
- April 7, 2019 – In person at the Omni Shoreham Hotel in Washington, DC.
- June 26, 2019, 3-4 p.m. ET – Conference call

The Center to Advance CTE

- October 22, 2018 - In person at the BWI Marriott Hotel
- January 30, 2019, 2:30-3:30 p.m. ET – Conference call
- April 7, 2019 - In person at the Omni Shoreham Hotel in Washington, DC.
- June 26, 2019, 4-5 p.m. ET – Conference call

State CTE Director Changes

- **Mississippi's** Jean Massey retired on June 30.
- Rich Katt of **Nebraska** has announced his retirement after nearly 40 years at the state department of education. Katt is expected to retire on July 6.
- Laura Arnold of **Kentucky** has also decided to step down from her position and take a new position leading the workforce development efforts at one of the state's new regional career academies.
- As of June, there are now eight vacant State Director positions. Those with asterisks have been vacant for nine months or longer:
 - Alabama*
 - Mississippi
 - Montana
 - New York*
 - New Jersey
 - Rhode Island
 - South Carolina*
 - Virginia*

Administrative Updates: Happy New Year – new fiscal year that is! And with the New Year comes some transitions. We wish to extend our sincere gratitude to Jean Massey, Eleni Papadakis, Rich Katt and Hillary Wells for their service, leadership and active participation on the Board. And to Pradeep, thank you for your year of Presidency. We know we ask a lot of you, so now you can take a deep breath and relax as you move into Past Presidency. And finally, to Rod, thank you for continuing to step up and fill in, as others have retired and we have had to call upon you to serve again and again. We appreciate you!

We welcome Marcie Mack, as our Secretary/Treasurer and Donna Wyatt at a new regional Board representative. Last but not least, Bernadette aloha and mahalo in advance for your year of service as

President. Bernadette shared with Kate and Kim that her priorities are Perkins reauthorization (and making it a good law that will advance the field forward), teacher prep and quality and equity. Hopefully next month we'll have some new announcements, including filling the vacant public member position on the Center Board and replacing Laura Arnold as the regional representative.

Priority: Develop internal PROCESSES and PROTOCOLS to ensure a strong and sustainable organization

Finance Update: FY18 finances are being wrapped up as we write this up and it is too early in FY19 to share details, so more to come in next month's update. In the interim, we are happy to share that each respective Board approved their FY19 budget, without objection.

Fundraising: Advance CTE is currently pursuing a variety of federal, corporate and foundation contacts to discuss potential grants and contracts. Below is a chart explaining this month's engagement with various development opportunities.

Grant/Proposal/Contract	Organization/Partner	Engagement in Past Month	Status
Strategies for Recruiting Students into CTE	Siemens Foundation	This work is well underway. See fuller update below.	Ongoing
New Skills for Youth	JP Morgan Chase	This work is well underway. See fuller update below.	Ongoing
Postsecondary program quality	Joyce Foundation	This project to help advance quality and rigor at the postsecondary level is underway.	Ongoing
CTE Landscape	Gates Foundation	We secured a \$100,000 contract to develop a landscape analysis of all things CTE for the Bill & Melinda Gates Foundation to inform their future investments in the area. In May, we presented to a cross-organization team on our analysis and submitted the final draft for review and sign off. We are optimistic this contract will lay the foundation for an investment from the Foundation.	Ongoing
Career Clusters & National Leadership	Gates Foundation	We were invited to submit a concept paper; once approved, we will be invited to submit a formal proposal for a 12-month grant from the Gates Foundation. The total amount would be for \$300,000 and support a range of Advance CTE projects, including the Career Clusters revision, state policy supports and implementation support around Perkins.	Proposal development
Partnership for Advancing Youth Apprenticeship	New America (Siemens, Ballmer Group, JPMorgan Chase)	We have submitted a scope of work to inform an MOU to partner on New America's multi-year project focused on scaling youth apprenticeship programs. We are participating in a kickoff meeting in early August with New America and other key partners.	Proposal development

New Skills for Youth – Innovation Sites	JPMorgan Chase	Upon invitation, we submitted a proposal to JPCM to write snapshots on 10 local innovation sites – five domestic and five international – and a final summative report. The work would take place between summer 2018-2019. We have heard that there are new innovation site investments coming in fall 2018, so the scope of the proposal may change to reflect that.	Proposal development
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Priority: Empower members through PROFESSIONAL LEARNING

Membership Update: Advance CTE received 8 new memberships – 2 replacement State Members, 5 Associate, Non-state members and 3 organizational members.

Note: As the state membership implementation continues, staff are monitoring and adjusting how we report on the changes to the state membership. New individuals who are added to open spots on a state membership will be reported with all new memberships. Those that are removed and/or replaced will be reported separately. This analysis is an important part of understanding the churn and impact of the membership structure on our systems. We will continue to report monthly.

Total membership as of June 30, 2018: **477** individuals

- State Membership*: 53 states (representing 53 State Directors and 174 state members)
- Associate, State: 12
- Associate, Non-state: 121
- Organizational: 37 organizations (representing 117 individuals)

FY19 Dues Renewal: Our dues renewal process has now moved into its next phase of collections. Through July, staff will begin individual outreach to the remaining unpaid members. A full report of write-offs and cancellations will be provided in August.

On July 2, staff will prepare our membership systems for the fiscal year turnover. All newly added state members will receive a four-week welcome email series to help them learn about Advance CTE and how to take advantage of their new membership. Staff are also developing additional engagement opportunities for all state members over the summer to help them interact further with the organization.

Member-Only Resources and Supports

Fall Meeting

The 2018 Fall Meeting will be held October 22-24 at the BWI Marriot in Linthicum, MD. Registration will launch on July 10 and close on September 24. We will share more details about the agenda as it develops.

Priority: Ensure the adoption and implementation of high-quality state and federal CTE POLICY.

Federal Advocacy Plan: In June, our advocacy efforts focused on the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) in the Senate. In addition, we communicated our support for the nomination of Scott Stump for Assistant Secretary for OCTAE with Congressional leaders on the Senate Health, Education, Labor and Pensions (HELP) Committee.

Perkins: In June, we worked very closely with Senate HELP Committee staff to answer questions and build knowledge about key aspects of Perkins, but did not receive legislative text until the Senate Perkins reauthorization draft was released on June 20. Once we received it, we worked quickly to identify both technical and substantive changes and communicate them with the Senate HELP Committee. We held multiple calls with Senate HELP Committee staff to discuss and explain the rationale for those changes. We secured a commitment from Senate HELP Committee staff that they would continue to work with us to make these changes before the bill goes to the Senate floor and we will continue to work closely with Committee staff to work through our suggested changes. In June, we also kept our members informed about Perkins reauthorization and provided related tools for our members by:

- Providing reauthorization updates to our members and sending out related materials (e.g., bill text, letter to the Senate HELP Committee, etc.)
- Working with our Senate HELP Committee kitchen cabinet to share information, resources, and coordinate on key messages about the Senate bill.
- Coordinating with partners to reinforce key messages about Perkins reauthorization.
- Providing real-time updates to the State CTE Directors about Perkins reauthorization, including using the Quarterly Advocacy call to discuss the Senate Perkins reauthorization bill.

Budget / Appropriations: In June, Congress continued the FY19 appropriations process. A summary of the month's highlights are below:

- On June 15, the House Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies marked up its FY19 spending bill. This bill proposes a \$102 million increase (above the level Congress provided in FY18) for the Perkins Basic State Grants for FY19 and an additional \$13 million for National Programs.
- Advance CTE and ACTE sent a letter to House appropriators expressing our gratitude for the increase and encouraging them to maintain it as the FY19 process moves forward. We anticipate that House Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies FY19 bill will be marked up by the full House Appropriations Committee on July 11, but the markup has already been delayed twice.
- On June 26, the Senate Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies marked up their Fiscal Year 2019 (FY19) spending bill. The bill proposed maintaining the FY18 funding level for the Perkins Basic State Grants and was approved by the Senate Appropriations Committee on June 28.
- As the process moves forward, Advance CTE will continue to make the case for greater federal investment in Perkins. We have also proposed that the Senate Perkins reauthorization bill include a FY19 authorization level that would incorporate the increase that was proposed in the House bill mentioned above and in subsequent years increase the level to eventually double the investment by the end of the bill's authorization period (FY24).

Workforce Innovation and Opportunity Act (WIOA):

- Advance CTE is continuing to examine the implementation of WIOA across states to determine how WIOA implementation aligns with efforts to advance CTE.

- Advance CTE will continue to monitor and analyze states' WIOA Unified or Combined State Plan two-year modifications as those plans become publicly available to evaluate their impact on CTE.
- Advance CTE is in the process of updating resources related to WIOA and CTE. Notably, Advance CTE is partnering with the National Skills Coalition to update Aligned by Design: WIOA and Career and Technical Education.

Congressional Offices Engaged in June 2018:

- Michelle Rakebrand, Rep. Thompson (R-PA)
- Kerry McKittrick, Rep. Langevin (D-RI)
- John Galisky, Rep. Pallone (D-NJ)
- James Redstone, House Committee on Education and the Workforce
- Jacque Chevalier Mosley, House Committee on Education and the Workforce
- Lauren Arias, Sen. Udall (D-NM)
- Devin Parsons, Sen. Peters (D-MI)
- Joshua Delaney, Sen. Warren (D-MA)
- Rebecca Howard, Sen. Jones (D-AL)
- Margaret Callahan, Sen. Klobuchar (D-MN)
- Julia Sferlazzo, Sen. Casey (D-PA)
- Katherine McClelland, Senate HELP Committee
- Jake Baker, Senate HELP Committee
- Garnett Decosimo, Senate HELP Committee
- Robert Moran, Senate HELP Committee (Education Policy Director, Majority)
- Kara Marchione, Senate HELP Committee (Education Policy Director, Minority)

State Policy Update:

New Skills for Youth: Staff continue to coordinate with CCSSO, ESG, RTI and JPMC to coordinate technical assistance and progress monitoring. In June, Advance CTE compiled a quarterly memo of progress and sent that to CCSSO and participated in several leadership calls to discuss upcoming stocktakes and technical assistance trips. Staff traveled to Ohio to work with their NSFY team on incorporating an equity lens into their career pathway initiatives.

New Skills for Youth state profiles were completed and shared with the project team in mid-June. These profiles pull together information from across the full project team to document state progress and lessons learned. This is part of Advance CTE's strategy to capture best practices from the New Skills for Youth project to inform our resource development, meeting planning and member support.

Joyce Foundation – Postsecondary Program Approval: Advance CTE staff conducted individual check-in calls with Colorado and Illinois, and participated in a cross-state call where the two states discussed dual enrollment policies and challenges. Advance CTE also wrote and finalized the content for a report examining postsecondary program quality across the country, featuring in-depth looks at policies in California, Florida and Wisconsin. That report will be released in late July. In late August, staff will attend Illinois' convening of ten participating community colleges as they use the Policy Benchmark Tool to assess the quality of their programs and identify areas for improvement.

Equity Initiative: Staff have continued work on the equity initiative, interviewing numerous state and national leaders on a variety of issues related to the topic, and conducting a literature review on equity topics. Through these interviews and research, several key themes emerged and staff were able to plan out a series of briefs and other resources, with the first report release scheduled for late summer. Additionally, staff identified a group of around 20 national leaders to invite to be a part of the

Committee on Equity in CTE, a group which will meet at least once in person and several times virtually to provide feedback on Advance CTE resources and collaborate on common projects and initiatives related to equity. The first committee meeting will take place on August 8, 2018 in Washington, DC.

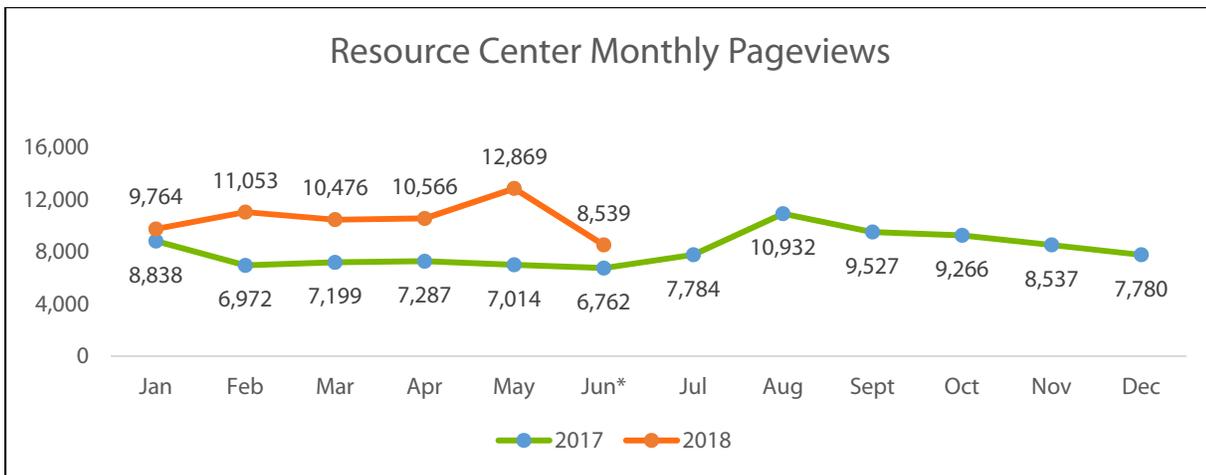
- The first publication in the series, tentatively titled *Making Good on the Promise: Understanding the Equity Challenge in CTE*, is scheduled to be released in August and will feature examples from Maryland, Delaware, Minnesota, Tennessee and Ohio. The report will examine CTE's history, confronting the legacy of tracking and barriers to accessing high-quality CTE programs; explore strategies for state leaders to understand inequities in their own communities; and profile how states are empowering local leaders to examine root causes, identify learners at risk of failing their career pathways, and hold themselves accountable for student success.
- The second brief, titled *Making Good on the Promise: Building Trust to Ensure Equity in CTE*, is slated for release in mid-November. The brief will provide state strategies to address the mistrust of CTE within certain communities and the messaging difficulties state agencies face when trying to gain buy-in from stakeholders to promote equity in CTE.

Vermont Strategic Planning: In June, staff led a day-long workshop with Vermont CTE and around 35 stakeholders to examine data from Vermont's stakeholder survey and identify strategic goals to drive work going forward. Stakeholders identified six priority areas and brainstormed strategies for each. Going forward, Advance CTE staff will work

CTE Virtual Institute: Applications for the Summer 2018 CTE Virtual Institute opened at the beginning of June. We received a total of 145 applications and have invited 20 participants to join the course this summer, representing 15 states. The institute will begin on July 13 with a kickoff webinar and will conclude the first week of September.

Middle School CTE: Staff began research in June for a brief exploring CTE in middle schools, slated for release in mid-October. The report will provide state strategies to promote middle school CTE by examining middle school CTE standards, funding, messaging, data and access.

Resource Center: As of June 27, 2018, the Resource Center had sustained a total of 8,539 hits for the month, bringing the monthly average for 2018 to roughly 10,500 hits per month. Traffic to the Resource Center has outpaced the monthly totals from 2017, and Advance CTE expects to see this trend continue throughout the remainder of the year. The top two resources for this month include the American Institute for Research's 50 state scan of CTE teacher licensure policies, as well as the National Research Center for Career and Technical Education's report on work-based learning opportunities for high school students. The most visited topic page was Work-based Learning, followed by Career Advisement. The least viewed topic pages were Systems Alignment and Access and Equity.



*Reported data for June includes website traffic through June 27, 2018

In addition, Advance CTE recently made modifications to the Learning that Works Resource Center to make it more user friendly and to highlight Advance CTE’s resources more prominently. Notably, the Resource Center now contains a “Featured Series” page that allows related Advance CTE resources to be grouped together in one, easy-to-access place.

New Jersey Teacher Pipeline Work: As part of New Jersey’s recent \$800,000 grant from OCTAE related to improving the CTE teacher pipeline, Advance CTE began work assisting the state with thought partnership and helping to plan grant-related convenings. New Jersey is pursuing a two-fold approach with this grant: one part of the project is focused on recruiting CTE teachers from industry and lowering their barriers to entering the teaching profession, and the other part aims to recruit CTE teachers from related academic classrooms. The first convening of both cohorts of teacher candidates will take place in Trenton, NJ in mid- to late August.

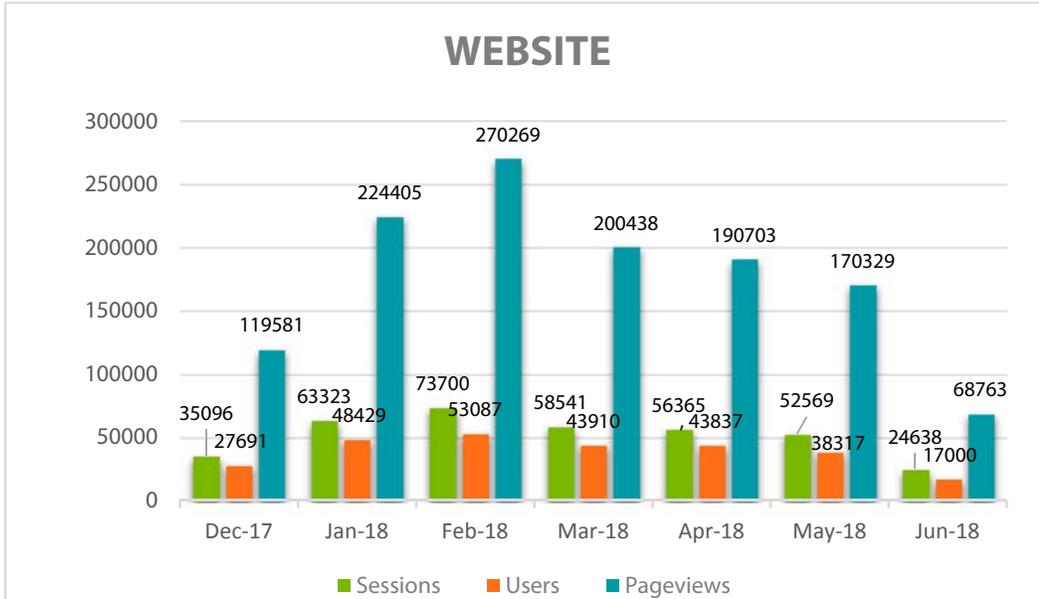
Postsecondary Update

Advance CTE staff are progressing through the activities proposed in the organization’s new postsecondary strategy. The strategy is organized through the five priority areas:

- **Policy:**
 - **Federal:** Postsecondary federal policy has been a major focus for Advance CTE staff as Congress considers reauthorization of the Higher Education Act. Additionally, staff time has been prioritized to further examine implementation of WIOA, including a potential update to the [Aligned by Design](#) resource, originally released in 2015.
 - **State:** Staff are planning blog posts focused on postsecondary issues this summer, in addition to the upcoming Joyce publication on postsecondary program quality. All publications feature postsecondary examples, and staff are developing new profiles for the Learning that Works Resource Center focused on postsecondary topics.
- **Promotion:** The postsecondary blog series and research requests have been delayed, as staff explore options for how best to communicate with postsecondary members separate from avenues such as newsletters and the State Director listserv, which not all postsecondary members receive.
- **Partnerships:** Staff have been leveraging existing partnerships with postsecondary partners, including the Joyce Foundation and Achieving the Dream, to make new connections and generate new content ideas.

Priority: Raise the visibility and PROMOTION of high-quality CTE

COMMUNICATIONS REPORT

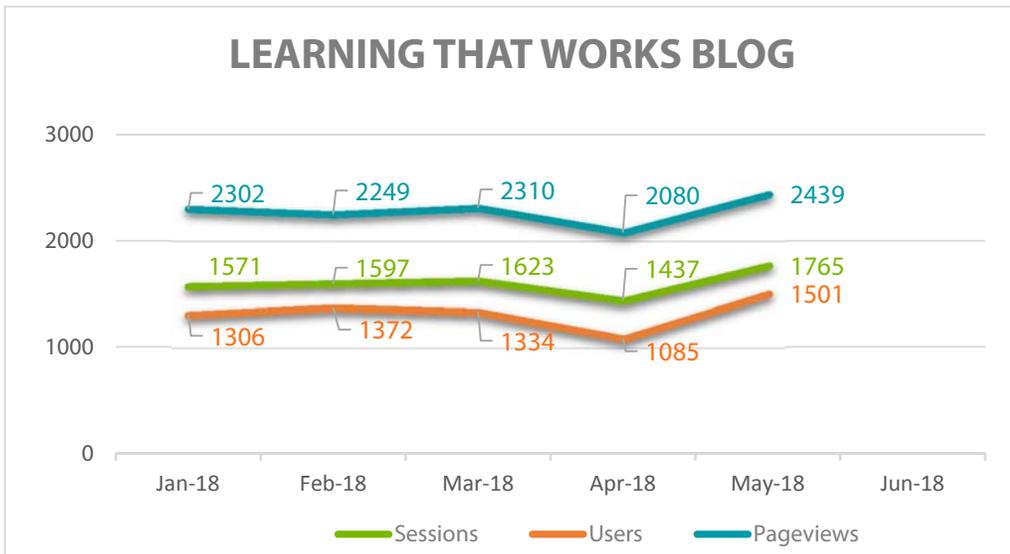


Major Organizational Releases/Initiatives

- CTE101 Video (860)
- Resource Center (1509)
- Siemens (700)
- Perkins (987)
- Virtual Institute (801)

Acquisition of site users

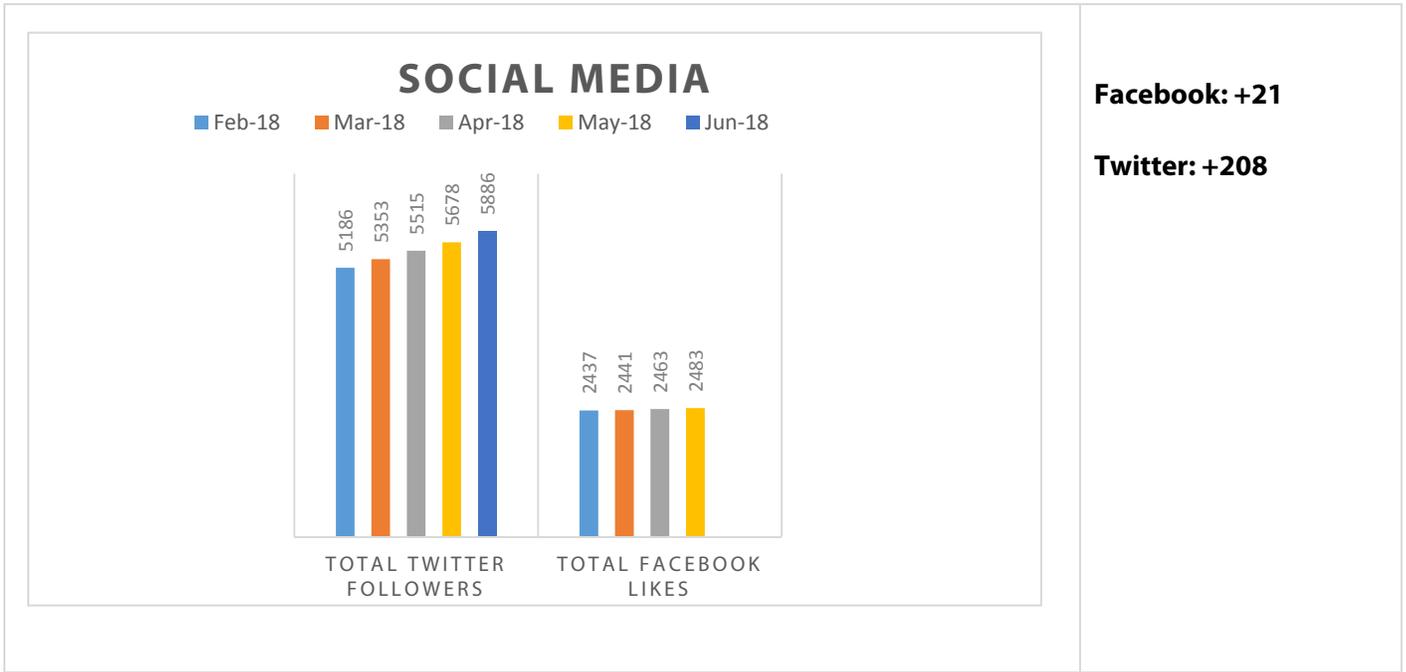
- Organic search (54%)
- Direct (31%)
- Referral (12%)
- Social (2.7%)



8 Blog Posts Published

Most visited blogs:

- More Evidence Demonstrates How Postsecondary Credentials Can Help Learners Unlock Career Opportunities
- New Fact Sheet Highlights the Roles and Responsibilities of a State CTE Director
- Perkins Reauthorization Update and FY19 Appropriations Process Continues



Media: Advance CTE had six media hits this month, primarily focused on Perkins reauthorization.

- [Assistant Secretary of Education for Career, Technical, and Adult Education: Who Is Scott Stump?](#), AllGov
- [Wunsche Vet Science Program Receives National Excellence in Action Award](#), Spring ISD
- [Wunsche Vet Science Program Receives National Excellence in Action Award](#), The Paper Magazine
- [When math lessons at a goat farm beat sitting behind a desk](#), Hechinger Report
- [Bipartisan Career and Technical Education Bill Approved by Key Senate Committee](#), Ed Week
- [Senate Jump-Starts Process for New Career-Education Law](#), Inside Higher Ed

Strategies for Attracting Students to High-Quality CTE: Advance CTE staff has been working with each state on their recruitment strategies. Staff visited North Dakota in June to work with state staff on developing a communications plan for the department. As a result, Advance CTE will present to the North Dakota staff on their new communications plan and how to use the messages in their day-to-day work in August.

The development of the career advisement and development workshop is complete. The pilot of the workshop will launch at the American School Counselors Association in Los Angeles, CA in July and will inform the finalization of the workshop and accompanying materials. Through partnerships with ASCA and ACTE, Advance CTE will deliver the workshop to 600 school counselors at their national, state wide and local chapter conferences.

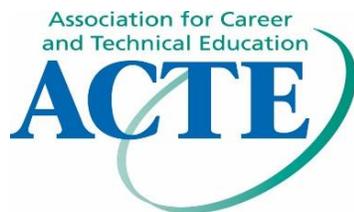
Advance CTE published the tools developed by the cohort one of Siemens states in late June. This includes posters and postcards in English and Spanish, a social media guide, a focus group guide, and promotion of a video toolkit.

Priority: Build and maintain strong and effective PARTNERSHIPS that advance our vision and mission.

Below is a list of Advance CTE’s staff most impactful or otherwise notable engagement activities from last month

<p>PRESENTATIONS</p>	<ul style="list-style-type: none"> • New Mexico advisor summit • North Dakota Department of Career Technical Education – technical assistance trip • Ohio Department of Education- technical assistance trip • Vermont strategic planning workshop – facilitated day-long session
<p>EVENTS ATTENDED</p>	<ul style="list-style-type: none"> • 2018 Inside Out Policy Forum • Advancing Quality Work-based Learning, Senate CTE Caucus and New America Foundation • Agents of their own success: Self-advocacy skills and self-determination for students with disabilities in the era of personalized learning, Alliance for Excellent Education and the National Center for Learning Disabilities • Committee for Education Funding • Digital Promise Real-World Learning Collaborative Meeting (as a national advisor) • Education Funding Fair • Education Policy Task Force • Fiscal Year 2019 Labor, Health and Human Services, Education Funding Bill Markup • How to Grow Apprenticeships for the Modern Economy, Third Way • Jobs and Careers Coalition • Open IDEO and Ford Foundation’s Collaborative Action for the Future of Work event • Press Conference to Urge Bipartisan Senate Action on Perkins CTE • Senate Perkins Reauthorization Markup • Summit on the credentialing economy, Saylor Academy and Connecting Credentials • Texas Instruments STEM Collaborative Meeting
<p>OTHER PARTNERS ENGAGED</p>	<ul style="list-style-type: none"> • Achieve • ACTE • AIR Center on Great Teachers and Leaders • American Association of Community Colleges • American Association of School Superintendents • American Youth Policy Forum • American Federation of Teachers • Aspen Institute • Business Roundtable • Center for Law and Social Policy • College Board • Council of Chief State School Officers • Council of State Governments

- Data Quality Campaign
- Education Strategy Group
- IBM
- Leadership Conference on Civil and Human Rights
- National Governors Association
- National Alliance for Partnerships in Equity
- National Alliance for Partnerships in Equity
- National Association of Secondary School Principals
- National Conference of State Legislatures
- National Parent Teacher Association
- National Student Clearinghouse
- National Skills Coalition
- National Urban League
- Perkins Stakeholder Coalition
- Texas Instruments STEM Collaborative Group
- The Education Trust
- Unidos US
- U.S. Chamber of Commerce
- Workforce Data Quality Campaign



June 25, 2018

The Honorable Lamar Alexander
Chairman
Health, Education, Labor and Pensions
Committee
U.S. Senate
Washington, DC 20510

The Honorable Patty Murray
Ranking Member
Health, Education, Labor and Pensions
Committee
U.S. Senate
Washington, DC 20510

Dear Chairman Alexander and Ranking Member Murray:

On behalf of the Association for Career and Technical Education (ACTE), the nation's largest not-for-profit organization dedicated to the advancement of education that prepares youth and adults for successful careers, and Advance CTE, representing the state and territory leaders of our nation's Career and Technical Education (CTE) system, we write to express our thoughts on the Senate's *Strengthening Career and Technical Education for the 21st Century Act*, a bill to reauthorize the Carl D. Perkins Career and Technical Education Act (Perkins). We greatly appreciate the focus of the Senate Health, Education, Labor and Pensions Committee on this reauthorization, and the hard work of committee Senators and their staffs to craft a bipartisan compromise.

Perkins is the principal federal investment in our nation's CTE system, and is one of the only federal programs that builds the capacity of secondary and postsecondary institutions to offer CTE programs that are academically rigorous and aligned to the needs of business and industry. Representing the state and local implementers of this law, we believe it is important to have a clear, coherent federal policy that vigilantly focuses on improving CTE programs around the country, and that seamlessly aligns planning, spending and accountability requirements to ensure all students have access to high-quality CTE. Our goals for reauthorization include streamlining current requirements to focus funding on the essential elements that drive CTE student achievement, and creating a framework in which state and local recipients have the flexibility to design programs and services to meet the unique, data-driven needs of their communities and every learner who chooses to participate in CTE. Below are five principles that we believe are crucial to the reauthorization and comments on how they relate to the Senate bill.

Focus on CTE program quality: It is important that the Act focus on the goal of increasing access to high-quality CTE programs of study that align with labor market needs, and emphasizes the activities that are directly related to this goal.

- **State plan:** The Senate bill clearly acknowledges the important role states, through their eligible agencies, have in leading the planning and implementation of this Act. We believe the Senate bill needs to streamline the state planning provisions in Section 122. Many new state plan requirements were added both in the House and Senate bills. Given how central the state plan is to the Senate bill's accountability provisions, it is important that the state plan be as focused and streamlined as possible.

- **State leadership activities:** The Senate bill directs eligible agencies in how to spend a portion of their leadership funds (Sections 112(a)(2) and 124(a)(1) and (2)). We believe that eligible agencies should be given full flexibility in how best to invest all of their leadership funds so that they can be aligned to the needs of each state's learners and employers.
- **Local application:** As mentioned above, one of our primary goals is to seamlessly align planning, spending and accountability systems to drive program improvement. We were pleased that the Senate bill maintained the local needs assessment as the center of this alignment. However, we are concerned that many new requirements were added in Section 134 over and above the needs assessment and essential information included in the House bill. The local application should be streamlined to reduce burden on eligible recipients and focus on the information included in the needs assessment as the primary driver of activities.
- **Local uses of funds:** Likewise, local uses of funds should also be tightly focused on the activities that are most closely related to CTE program quality and student achievement. We are concerned that the new definition of professional development, linked to the Every Student Succeeds Act (ESSA), will greatly expand the requirements for professional development under Perkins, applying many criteria that are not relevant to CTE programs and educators, particularly at the postsecondary level. In addition, changes made to the definition of an eligible institution could have the potential to greatly expand the uses of funds by allowing baccalaureate degree programs to be funded. We have been assured that this change was not intended, and look forward to working with the Committee to clarify.
- **Alignment not duplication:** Appropriate alignment with other federal laws to ensure coordination of resources has been one of our key priorities for reauthorization. However, in Sections 124 and 135, the Senate bill adds new uses of state and local funds that potentially duplicate investments made under the Workforce Innovation and Opportunity Act (WIOA), Individuals with Disabilities Education Act, Juvenile Justice and Delinquency Prevention Act, and several other federal programs. We believe that eligible agencies and eligible recipients should have the flexibility to determine how best to ensure this alignment and that Sections 122 and 124 should be updated to ensure the focus remains on coordination with other programs rather than potentially duplicating efforts across laws. In addition, we are concerned about allowing funding to be used to off-set out-of-pocket expenses in Section 135(b)(3). This is actually required in the Senate bill, but we understand that was not the intention. Even as an option however, it presents concerns. Perkins has always been focused on program improvement, it is not an individual benefit program. This shift has the potential of significantly diluting resources that ensure programs can meet the needs of all students, and is duplicative of other federal programs that cover those costs.
- **Innovation:** Driving innovation is an important element of Perkins and one we strongly support. We appreciate that the Senate bill increases the reserve fund from 10 to 15 percent, which is consistent with the House bill. However, the Senate should restore the House bill's focus of the reserve fund in Section 112(c) on innovation and programs of study to ensure more students have access to high-quality CTE programs of study.

Expanded access for more learners to participate in CTE:

- **Middle grades:** We appreciate the change made in Section 215 of the Senate bill to ensure that funds can be used for CTE in the middle grades. Over the last few years, there has been increased attention on exposing students to career opportunities early in their educational pathway, and this change will remove an arbitrary age requirement for students to benefit from these activities under Perkins.
- **Authorization levels:** To ensure that all learners who wish to participate in CTE have access to high-quality CTE programs of study, additional investments are needed. In Section 9, the Senate bill provides an authorization amount for FY19 that is above the amount Congress provided in FY18, but below the amount proposed in the House Labor, Health and Human Services, Education and Related Agencies

appropriations bill for FY19. We urge the Senate to include an authorization level for FY19 that is at least the amount that is included in the House appropriations bill. Now more than ever, the federal investment in CTE needs to be strengthened and the Senate bill should authorize doubling the investment by FY24.

Strike the right balance for accountability by measuring the right things and collecting the right data to drive program quality and improvement and ensure equitable access:

The accountability requirements proposed in the Senate bill include a number of provisions that cause significant concerns related to implementation. Committee staff have indicated their willingness to work with us to resolve these concerns between markup and the floor, ensuring a smooth transition to a new accountability framework that results in useful data to drive CTE program quality and learner outcomes.

- **State determined levels of performance:** In Section 113, the Senate bill includes new processes and provisions for setting targets for the core indicators of performance and revising those targets. We have heard from CTE leaders across the country that they have questions about these new processes and provisions and how they would functionally operate during implementation. Given this, we believe these processes and provisions should be reviewed and clarified to ensure that they provide the proper guidance to eligible agencies and eligible recipients about how to implement them. In addition, criteria at the state and local level that require continuous improvement or other consistent increases in targets should be eliminated, following the House bill's lead. There are many circumstances in which a decrease in numerical performance levels may not represent an actual decrease in the quality of the program, but instead might be reflective of changes in program offerings, students populations served, economic conditions, or changes to address data quality issues.
- **Disaggregation of data:** We support and advocated for the Senate's efforts to disaggregate performance data and to examine achievement gaps between subpopulations, as well as the addition of the local needs assessment. These are new and expanded responsibilities that the CTE community requested as a way of focusing data to drive program improvement and ensure equity and access.
- **Improved access to data:** We support the amendments to the Wagner-Peyser Act in Title III, which will ensure that state and local CTE educators have the data they need to provide relevant employment information to the students they serve.
- **Secondary CTE concentrator definition:** In Section 3, the Senate bill removes the problematic second clause of the House bill's secondary CTE concentrator definition. However, we have heard from CTE leaders that the first clause (students enrolled in a sequence of at least two CTE courses in the same program or program of study) also poses significant concerns. Therefore, our recommendation is to revert back to the definition in current non-regulatory guidance: *"A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., healthcare or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients."*
- **Performance indicators:** The proposed Senate bill follows the House's lead by streamlining measures, but we remain concerned about several of the indicators included. First, placement measures have been separated to place education and workforce outcomes in competition with one another at both the secondary and postsecondary level, rather than being wrapped into a single positive placement measure. We understand from Committee staff that this was not the intention and will be working with them closely to address this issue. In addition, we remain concerned about the disaggregation for the "placement in further education" indicator, and about the inclusion of additional detail in both placement measures that reduces alignment with WIOA metrics. Clarification is also still needed around the secondary quality indicator to ensure that eligible agencies use the measure they select consistently across all programs.

- **Subsequent action:** We are concerned that timelines presented in Section 123 will not allow time for eligible agencies or eligible recipients to make changes to low-performing programs before the potential of losing funds is presented. This section should be revisited considering the timelines of data collection and reporting to ensure that eligible agencies or eligible recipients have an opportunity to address concerns before being sanctioned.

Ensure meaningful stakeholder engagement:

- **Stakeholder input:** We believe that state plans and local applications should reflect stakeholder input and that eligible agencies and eligible recipients are best positioned to know how to effectively and efficiently gather useful input, as well as know how to best to engage with their stakeholders in the law’s ongoing implementation. The federal law should not dictate processes or timelines for stakeholder input that may conflict with a state’s own laws, policies and/or processes. In addition, Perkins has long held to a tradition of states’ rights, granting states the flexibility to determine which entity should have governing authority over CTE and this federal investment. This bill allows for continuation of this policy, which we support. We do not, however, believe the Senate bill should specify a more defined role and process for engaging some stakeholders over others. CTE sits at the intersection of workforce development, secondary education and postsecondary education. Therefore, there must be a balanced alignment with the interests of both WIOA and ESSA, as well as coordination with the state leaders with responsibility over these other federal state plans.

Ensure a strong research function that supports states and locals:

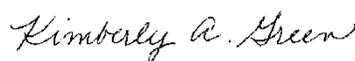
- **National activities:** A strong research function, led by the U.S. Department of Education with input from the field, is essential to ensuring that CTE programs reflect evidence-based policies and practices and continue to evolve to best meet the needs of students and other stakeholders. The Senate bill maintains a focus on independent research, driven by the expertise of institutions of higher education and other stakeholders. However, we are concerned about the lack of clarity between the evaluation activities and research activities outlined in Section 114. Both Section 114(d)(2) and Section 114(d)(3) should be revisited to ensure aligned, but not duplicative, work between the evaluation projects and research projects, and clear purposes for each section. We are also concerned that the new innovation and modernization fund is too broad to be effective at truly identifying best practices and should be revisited.

Thank you for your consideration of these thoughts. This longstanding education program has had a 100-year history of bipartisan support and continues to be a critical investment that drives innovation and advancement of our nation’s CTE programs. We look forward to continuing to work with the Senate to improve the bill to address the needs of both the CTE system and the students it serves, as well as the growing need for skilled workers across the entire country.

Sincerely,



LeAnn Wilson
Executive Director
ACTE



Kimberly A. Green
Executive Director
Advance CTE

June 2018

Advance CTE Newsletter

*Your voice from the nation's
capital*



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Dear Advance CTE Members,

It's been an exciting time in Washington, D.C. this month. On Tuesday, the Senate marked up the Strengthening Career and Technical Education Act for the 21st Century Act, which would reauthorize the Carl D. Perkins Career and Technical Education Act (Perkins). Amendments to the bill were not offered and the bill passed out of Committee on a unanimous voice vote.

You can find our press statement, developed jointly with ACTE, on the Senate bill [here](#) and our letter to the Senate HELP Committee leadership that provides additional information about our thoughts on the bill [here](#). As both indicate, while we are encouraged that reauthorization is moving forward in a bipartisan manner, there are provisions in the Senate bill that we feel need revision or improvement before we can fully support the bill. Committee staff have indicated their willingness to work with us to resolve as many of our concerns as possible between markup and floor consideration. We look forward to this opportunity.

You may be wondering - what can I be doing? If your Senate office has reached out to you, we'd love to know and stay coordinated with you. Otherwise, at this time, there is no action we would recommend other than reviewing the bill and sharing your thoughts with us. We are tirelessly working on your behalf to ensure that the new bill meets the needs of you and your staff.

We are also excited to share the great news that our former Board President and State CTE Director in Colorado, Scott Stump, was approved by unanimous voice vote to be Assistant Secretary for Career, Technical and Adult Education at the U.S. Department of Education. You can find our statement of support for Scott Stump's nomination [here](#). Scott has spent his life's work advocating for CTE, and we are incredibly fortunate to have him leading CTE at the department.

Again, please feel reach out to myself and [Kathryn Zekus](#), our Senior Associate for Federal Policy, if you have any

questions or concerns.

Sincerely,
Kimberly Green

➤ Member Updates

Member News

Save the date! Registration for our 2018 Fall Meeting is just around the corner. The meeting will be held October 22-24 at the BWI Marriott in Baltimore, Maryland. Keep an eye on your inboxes during the week of July 9 to secure early bird registration rates.

Washington's Workforce Training and Education Coordinating Board is hiring a new Policy and Research Manager for a project focused on the rise of automation, the growing gig economy, and how to ensure workers and business prosper together. Deadline to apply is July 2. Find out more and apply [here](#).

State Director Transitions

Longtime State CTE Director, Rich Katt of Nebraska, has announced his intention to retire after nearly 40 years at the Nebraska Department of Education. In mid-June, his staff honored him with a retirement party. The invitation read, "A lifetime of cultivating and growing education, people, ideas, relationships and vision" - a sentiment we can fully support here at Advance CTE. We thank Rich for his long tenure on our Board of Directors and more broadly for his bold leadership and vision for CTE.



Jean Massey of Mississippi also retired after many years at the state Department of Education. Jean is another long-serving board member and we also appreciate her service and contributions to Advance CTE.

Membership Renewal Period Ends June 30

We value you as members and hope you'll continue your membership with Advance CTE. Don't forget to renew your membership by **June 30** to ensure uninterrupted benefits and services. If you have any questions or need your invoice to be re-sent, please contact Andrea at azimmermann@careertech.org.

➤ View from the Hill

During the month of June, we focused on advocating your interests and priorities for Perkins reauthorization by conducting meetings with Congressional staff and partners alike. As we [reported](#), and as discussed above, the Senate Health, Education, Labor and Pensions (HELP) Committee marked up their bipartisan Perkins reauthorization bill on June 26 and it passed out of Committee unanimously on a voice vote. Follow our [Legislative Updates](#) to learn more.

We also met with Congressional staff this month to advocate for a greater federal investment in Perkins. While the Fiscal Year 2019 (FY19) appropriations process is in its early stages, it is important to note that the House Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies proposed a \$115 increase for federal investment in CTE in its FY19 bill; you can read more about this bill and the Senate's proposal [here](#). We will continue to work with Congress to make the case for a greater federal investment in CTE in FY19.

State Policy Overview

In **Oregon**, as part of the [Future Ready Oregon initiative](#), Governor Kate Brown signed [HB4144](#), which aims to help mid-career construction professionals start their own business. The bill provides incentives to attract and retain new, young talent into the workforce by providing funding and waiving state fees.

In **Maryland**, Governor Larry Hogan signed two bills related to apprenticeships. [HB1216](#) authorizes the State Department of Education to adopt regulations requiring the award of credit toward high school graduation for time spent in certain apprenticeship programs and expands the state financial aid.

[HB1234](#) authorizes the county board of education to award certain credit to a high school student for work-based training or classroom instruction completed under a Registered Apprenticeship Program. It also prohibits certain institutions from referring to courses as an apprenticeship or apprenticeship training course unless the course is part of a Registered Apprenticeship training program.

In **Iowa**, Governor Kim Reynolds announced an online [High School Apprenticeship Playbook](#), a guide that provides detailed steps for Iowa high schools, employers and students interested in establishing a Registered Apprenticeship program.

For more updates on state CTE policy developments, check out Advance CTE's [state policy blog](#).

Where We've Been

Advance CTE staff travels across the country to present, conduct workshops and provide technical assistance to states providing high-quality CTE programs.

This month, staff traveled to four states. Staff:

- Facilitated a statewide strategic planning meeting in **Vermont**;
- Conducted a workshop and a keynote presentation at the Advisor Summit in **New Mexico**;
- Provided technical assistance to the **Ohio** Department of Education;
- Provided technical assistance to create the communications plan for the **North Dakota** Department of Career Technical Education; and
- Engaged with 12 Hill officers and attended a press conference to urge bipartisan Senate action on Perkins CTE.



Learn more about how Advance CTE can support your work [here](#).

 Forward to a Friend

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