

NASDCTEc

Two Minute Roundup Spring Meeting 2013



Two Minute Roundup Table of Contents

Every year, NASDCTEc surveys CTE State Directors to learn more about the CTE-related successes and challenges their states have experienced. Please note: We have altered the formatting but not the content of each state's responses.

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ALABAMA

Top Three CTE-Related Accomplishments:

1. State defined credential one pager.
2. New approach to program Business and Industry certification.
3. Single high school diploma with an increase importance on CTE.

Three CTE-Related Challenges:

1. Funding.
2. Defining skills gap.
3. Having equal access to CTE programs.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

Flexibility and innovation.

ARKANSAS

Top Three CTE-Related Accomplishments:

1. We have developed our goals for transforming career and technical education in the State of Arkansas which are part of our CTE Pillars of Transformation:
 - a. Improve the Image of CTE
 - b. Improve and Support Program Development
 - c. Improve College and Career Readiness
 - d. Improve CTE Instruction.

These Pillars of Transformation were developed from the 10 CTE Standards in Arkansas ACT 743 for College and Career Readiness and the OVAE Transforming CTE Blueprint. The ultimate goal is to have program frameworks with rigor and relevance which will be accomplished by revising our program of study application, conducting annual program approval, conducting technical assistance visits to all secondary schools, and pathway alignment.

2. We are also developing cross-agency partnerships, identifying sector and industry to engage employers, designing education and training programs through collaboration with secondary educators, post-secondary educators, and business and industry to ensure that we have pathway alignment. We are in the process of identifying statewide and regional advisory committees to identify those programs of study which best serve regional and statewide needs.

3. Lastly, we have aligned the Arkansas Economic Development Commission targeted industries with our present programs of study and are in the process aligning secondary programs of study with post-secondary programs to develop a career pathway system which identifies a pathway from middle level school through post-secondary and ultimately the workforce.

Three CTE-Related Challenges:

1. The CTE Division of Arkansas Department of Career Education has not had partnerships with business/industry, post-secondary, and workforce community to better facilitate those programs of study necessary for economic growth.

Action Plan: We have reached out to the Arkansas State Chamber of Commerce, the Arkansas Economic Development Commission, and the Arkansas Department of Workforce Services, the Arkansas Department of Higher Education, the Arkansas Association of Two-year Colleges, existing business and industry partnerships, CTE student organizations, and apprenticeship programs to develop a statewide committee to identify local or regional employment demands and/or postsecondary training opportunities which will provide students with work-based learning opportunities, to provide opportunities for facilities and equipment sharing and to create opportunities for articulated and concurrent credit.

2. The implementation of Common Core State Standards (CCSS) has presented many challenges for career and technical education in the State of Arkansas, such as, moving many technology and career development skills to elementary grades.

Action Plan: We have identified all technology standards in CCSS for grades K-12 and have developed new courses for the 5th and 6th grades to instruct students in the fundamentals of Keyboarding. This has presented the need to move our traditionally 9-12 Computer Business Applications to the 7th and 8th grade to ensure that by the completion of the 8th grade students will have the necessary technology skills to be successful in their high school career. In addition, we have identified all the career development standards in CCSS and have developed new courses to meet the career readiness indicators.

3. With the implementation of Common Core State Standards and Common Career and Technical Core our frameworks and programs of study do not meet the requirement of college and career readiness.

Action Plan: We have begun the process of reviewing all our programs of study to determine (1) are programs of study available that have been identified by the Economic Development Commission as areas of high demand, high skill, and have a sustainable living wage; (2) are programs of study aligned with post-secondary for further training or education, which leads to a career in the work place; (3) are industry certifications available for students in each career pathway.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

We have been able to utilize the current Perkins law to increase our CTE Skill Attainment performance indicator. As a result we have had very innovative activities which engage students and promote student achievement. We have been able to place in our CTE classrooms state-of-the-art technology which teachers have been able to use to enhance instruction and to provide learning exploration opportunities for students. We also have been able to support professional development opportunities for our teachers to integrate literacy and math into our CTE classrooms for more rigorous programs of study. Another focus of our Perkins activities has been to infuse project-based learning into all CTE classrooms, which has been embraced by teachers and administrators.

CALIFORNIA

Top Three CTE-Related Accomplishments:

1. The California State Board of Education adopted newly updated CTE standards that align to the Common Core State Standards and the Common Career Technical Core Standards.
2. The Inauguration of the Linked Learning Pilot Project as authorized by Assembly Bill 790, will advance CTE centered high school improvement efforts in California. Twenty pilots have been approved, involving 55 districts and eight county offices of education. This equates to 444 high schools enrolling 600,000 students.
3. The expansion of the Integrated Perkins Grant Management System (PGMS) an online Web-based system, combining the application, claims, and data reporting functions has made administering Perkins much more efficient and pleasant at both the State and local levels.

Three CTE-Related Challenges:

1. Decreasing state funding has made it increasingly difficult to make MOE. In addition, further funding reductions will likely lead to state staff reductions.
2. School districts are increasingly being found out of compliance in their use of Perkins funds. They have used Perkins funding for purposes not supported by the law or the California state plan. This is sometimes deliberate, but is often the result of high turn-over in the persons assigned the Perkins responsibility at the local level, and their lack of knowledge about CTE.
3. State Funding supporting CTSOs was cut by the state legislature, and the CTSOs are finding it difficult to find replacement funds to continue services at an adequate level.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Formula based funds, in combination with the California State CTE Plan have helped to ensure districts remain committed to offering CTE at the local level.
2. Requiring Programs of Study fosters local communication and cooperation among higher education and high schools.

3. California's approved 3-tiered Perkins accountability system is seen as fair by school districts, and has been effective in identifying and intervening with low performing school, districts

COLORADO

Top Three CTE-Related Accomplishments:

1. Assessment Review through Content Collaboratives: In order to assist Colorado's secondary school districts with the implementation of educator effectiveness legislation, we organized CTE Instructor committees which reviewed 255 potential assessments and fully recommended 58 and partially recommended 113 applications as appropriate tools to measure student growth. Each assessment went through a rigorous review that set the mark for a high quality assessment as one that is: Aligned to the content students should master; Uses clear and rigorous scoring criteria; Is fair and unbiased and Provides students with an opportunity to learn. CCCS is currently editing each of the assessment review sheets and preparing the information to be uploaded into the CDE Resource Bank at <http://www.coloradopl.org/assessment>.

2. Aligning Career Pathways through CTE Initiative Participant: We were excited to hear that CO had been chosen through a competitive application process to participate in Advancing Career and Technical Education (CTE) in State and Local Career Pathways Systems, a two-year project managed by Jobs for the Future through a contract with OVAE. Technical assistance will be provided to us in building our capacity to integrate CTE Programs of Study (POS) into their broader career pathways system development efforts.

3. CPass CTE Assessment Collaborative Progress Pilot: Testing of items for the General CTE Assessment is underway with full use anticipated later this spring. Comprehensive Agriculture, Plant Systems and Animal Systems are complete with item development and are will pilot test shortly. Manufacturing and Pre Design/CADD item development in progress. Updates available at <http://careerpathways.us/>

Three CTE-Related Challenges:

1. Primary challenge is implementation of Educator Effectiveness Legislation - Colorado legislation requires that 50% of educator evaluation be based on demonstrated student growth. We will need to find tools beyond an end of course test to be able to allow CTE instructors to be fairly evaluated in this process.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Plan of Study Requirement.

CONNECTICUT

Top Three CTE-Related Accomplishments:

1. CTE standards and competencies have been aligned to the Common Core State Standards (CCSS). As part of the agency effort, CTE is at the table with academic counterparts to identify and align math and ELA standards to the CCSS.
2. Under Connecticut Public Law 11-135, the Student Success Plan (SSP) which includes student exploration and identification of a career path or area of interest was legislated for all students in grades 6-12 beginning July 1, 2012. The SSP, which is an individualized learning plan, is comprised of three major components: academic/career, social/emotional, and physical development.
3. CTE plays a critical role in providing leadership, assistance, and guidance in STEM education. CTE is working collaboratively with higher education and business and industry to ensure students are obtaining the core academic rigor and technical skills to become college and career ready.

Three CTE-Related Challenges:

1. A constant challenge is the fiscal support required to maintain CTE state staffing and sufficient support to districts and colleges. The Maintenance of Effort and Administrative matches become more of a struggle. In response, fewer staff have more responsibilities.
2. The match of CTE courses to the NCES coding system for Connecticut's Teacher/Course/Student system which identifies the courses students take with a particular teacher will be a difficult task. Since CTE courses in Connecticut's comprehensive high schools are offered as electives, local districts have adopted thousands of course titles to market their courses. Districts were directed by the state to code CTE courses. The state will need to determine if there is a direct correlation and establish a consistent coding system.
3. The negotiation of core indicator performance levels resulting from the transition from NCLB targets for math, ELA and graduation to the ESEA waiver agreement will become a challenge for CTE in Connecticut. CTE must work with inter-agency state staff who are directly involved in the ESEA accountability system to establish attainable CTE targets.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Programs of study have evolved into an element of the Student Success Plan which has now been legislated for all students grades 6-12.
2. Dual concurrent credit as a result of Tech Prep is seen as an alternate pathway to advance a student's educational transition to higher education, and this has certainly been a benefit for CTE.
3. The emphasis on postsecondary preparation in the current Perkins law puts CTE in good stead for college and career readiness.

DELAWARE

Top Three CTE-Related Accomplishments:

1. Contract with NAPE to perform a Non-Traditional Needs Assessment.
2. Contract with Vivayic to perform an analysis and recommendation to change the Delaware CTE Delivery System.
3. Inclusion of CTE into Common Core conversations.

Three CTE-Related Challenges:

1. Addressing of Perkins Audit findings.
2. Working with OVAE Capacity Issues.
3. Student time.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

Audit

FLORIDA

Top Three CTE-Related Accomplishments:

1. The Florida Department of Education made the decision to move to the Common Core State Standards with the full implementation in the 2014-2015 school year. As a result, through the academic integration efforts, 13 CTE courses will satisfy a graduation requirement in the area of science. All secondary CTE program frameworks will contain the Mathematical Practices and the English Language Arts Literacy Standards. In June 2012, the department conducted five summer institutes on the Common Core State Standards. CTE had a major presence at each of these meetings including a keynote address by the Chancellor for Career and Adult Education. During these institutes, workshops were also conducted on how to implement the Common Core State Standards into CTE courses.
2. Career and Technical Education was a key component of the Race to The Top (RTTT) grant in Florida. First, each district participating in RTTT was required to implement a new Science, Technology, Engineering and Math (STEM) academy around a CTE program of study as identified by the Department. In addition, funds were included for five CTE specialist (one in each region) to work with the CTE programs in the Persistently Lowest Achieving (PLA) high schools and the connecting middle school programs to these high schools. There were grant dollars available to these schools to improve existing CTE programs and facilities or start new CTE programs.
3. Lastly, the grant purchased the Microsoft IT Academy product for 214 middle and high schools across the State. These schools incorporated the industry certification content into current program/course offerings and to date, almost 5,000 students and teachers have received at least one of the Microsoft Office certifications (Word, PowerPoint, etc.)

Three CTE-Related Challenges:

1. Over the past five years, Florida has placed an increasing emphasis on industry certifications for students in CTE programs at the secondary level. Many of the career clusters have third-party certifying agencies (i.e. Microsoft, Adobe) and in those areas, it has worked very well. The challenge has been in the programs that do not have direct or established industry certifications (i.e. agriculture, transportation). To address this challenge, we have worked with other state agencies and business/ industry partners to provide technical assistance in the development of viable, industry-recognized credentials.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. The connection to core academics and the importance of industry certifications have helped to support and shape the changing view of CTE in our state.

GEORGIA

Top Three CTE-Related Accomplishments:

1. Creation of 17 career cluster advisory committees comprised of business, industry and postsecondary members.
2. Development of new pathways based on advisory committee input.
3. Increased CTSO membership and participation.

Three CTE-Related Challenges:

1. Budget reductions from both state and federal sources. We are focusing our staff and resources on critical areas.
2. Lack true of business and industry engagement. We partnered with the Georgia Chamber of Commerce to build relationships with business and industry.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The program improvement grants to local systems.

HAWAII

Top Three CTE-Related Accomplishments:

1. We had a 13% increase in the number of secondary students who completed an approved

program of study, and a 40% increase in the number of postsecondary students who completed at least 12 credits in their declared CTE program.

2. Performance Based Assessments were conducted at the secondary level in all six of Hawaii's Career Pathways, with strong support from the business community.
3. We conducted a second year of a pilot program (called Jump Start) where high school seniors take CTE program courses on the community college campuses (earning a significant number of college credits toward a certificate/degree) and concurrently earn high school credits for an on-time graduation.

Three CTE-Related Challenges:

1. We struggle with providing equitable opportunities to rural areas in the State.
2. We struggle with integrating academics with CTE, finding qualified CTE instructors, and providing for the use of technology in instruction.
3. We have yet to have a secondary CTE program of study complete transition to the same postsecondary program and apply the credit earned in high school toward their postsecondary degree or certificate.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Links to business and industry. We've significantly expanded the number of partners as we've created the dual credit pathway articulation agreements.
2. Accountability. Hawaii is creating a state longitudinal data tracking system with input from all the stakeholders. It promises to provide us with better information than we've ever had available - or at least not readily available.
3. Although we struggle with it, integration of academics with CTE. If and when we get this right - it will have a huge impact on student learning.

IDAHO

Top Three CTE-Related Accomplishments:

1. Development of a draft program framework that creates real alignment between secondary programs, postsecondary programs, learning outcomes, ABE, and integrates workplace and career readiness.

2. Collaboration commitments from the six technical colleges to develop distributed hybrid statewide programs.
3. Commitment to engage in possible reform of CTE teacher education.

Three CTE-Related Challenges:

1. Articulation Solution: formed a stakeholder task force to advise agency. Good progress thus far.
2. TSA's Solution: work with CTECS to develop better assessment tools.
3. Lack of understanding of PTE/CTE in the general populace Solution: still searching

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

Ability to support new program startup costs and "improvement and expansion" activity.

ILLINOIS

Top Three CTE-Related Accomplishments:

1. Six contracts executed for STEM Learning Exchanges:
 - Illinois Chamber of Commerce Foundation – Transportation, Distribution and Logistics
 - Illinois Foundation FFA – Agricultural, Food and Natural Resources
 - Illinois Science & Technology Institute – Research and Development Illinois
 - Manufacturing Association Education Foundation – Manufacturing University of Illinois
 - Chicago – Health Science Illinois State University - Energy The Curriculum
2. Revitalization Project has developed a series of CCSS training both online and on site for Career and Technical Educators. Career and Technical Education has been involved in shaping the Next Generation Science Standards (NGSS) Illinois is a lead state for NGSS.

Three CTE-Related Challenges:

1. State finances have been challenged - We are currently looking at how to coordinate resources at the state and local level to get the most out of the money that is available for CTE.
2. There has been turnover in our Education for Employment Directors - We have conducted an orientation meeting and webinars to assist the new directors and try to pair them up with mentors.
3. There are more initiatives and not enough staff at the agency to carry out all the work - Additional positions are being posted and when hired mentors are assigned to new staff.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The Maintenance of Effort is critical. Without this requirement, all our state CTE money would have been cut.

INDIANA

Top Three CTE-Related Accomplishments:

1. New college and career pathways based on regional labor market needs were developed and approved by the State Board of Education End of Pathway Assessments and End of Course Assessments have been expanded and implemented.
2. Student learning standards have been updated for all existing courses in the logical sequence of courses for every college and career pathway.

Three CTE-Related Challenges:

1. State CTE funding is generated by local student enrollment in CTE courses, as reported in our statewide data system. The system has been upgraded and updated.
2. Providing service to special populations: mini grants have been awarded to 20 of our CTE districts to develop best practices in this area.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Support to local programs.
2. Support of state level CTSOs.
3. Support of college and career pathways to create logical sequencing of courses.
4. Support of technology integration/implementation.

KANSAS

Top Three CTE-Related Accomplishments:

1. Governor's CTE Initiative: In January 2012, Governor Brownback announced a bold and innovative plan to enhance career technical education in Kansas and better prepare high school students for college and careers. The legislature responded with Senate Bill 155 providing free college tuition for high school students earning college credits in tiered technical courses and incentives to school districts for students earning industry-recognized credentials in high demand occupations.

The free college tuition applies to any and all postsecondary tiered technical courses in approved programs at Kansas public community and technical colleges. The initiative helps the Governor meet his Roadmap Goals and has received national recognition as “Top Ten Innovations to Watch” from the Brookings Institute.

Financial components of the CTE initiative included in Senate Bill 155:

- \$8.75 million - Student Tuition Support
 - \$1.5 million - Incentives to High Schools for student earned industry credentials
 - \$500,000 - Transportation costs (high school students to local community/technical college)
 - \$50,000 - Marketing Tiered Funding for Technical Education
2. As a result of the Technical Education Authority (TEA)’s leadership, with the passage of SB 143 during the past legislative session, the state now has a funding mechanism that when fully implemented supports:
 - Uniform state funding for technical education for all community and technical colleges
 - Opportunity for strategic investments at the course level
 - Established rates that encourage efficiencies at the local level
 - Long-term system incentives for increased production of a high-wage, in-demand technical workforce
 3. TEA Marketing Campaign: Raising the public’s awareness and image of career technical education (CTE) remains a focus among the Technical Education Authority’s (TEA) and Kansas Board of Regents’ priorities. Implementation of a comprehensive marketing plan for CTE continues. This year, a dedicated CTE outreach and awareness campaign expressed the core message “Put Your Passion to Work” and numerous promotional items were developed, including printed materials, video productions and movie theatre vignettes. The expanded KansasWORKs website remains the central collateral piece of the campaign. The website allows individuals to search for and receive information on CTE programs related to their interests or passions provided by the 26 Kansas public community and technical colleges. Additional outreach activities through speaking engagements, social media outlets and traditional news outlets are also planned.

Three CTE-Related Challenges:

1. Seamless transition from secondary to postsecondary education: Work continues on a statewide articulation agreement which would facilitate the awarding of transcribed college credit.
2. Establishing outcome metrics benchmarks: By mandate of the Kansas Technical Education Authority (TEA) and in conjunction with task force recommendations, KBOR staff has identified three metrics for the Outcome Metrics initiative. These metrics, approved by TEA

and the KBOR, will be used to assess the quality of CTE programs as well as to determine eligibility for state funding. Each postsecondary CTE program will be evaluated on: 1) Number/percentage of students achieving industry recognized credentials; 2) Employment data for students exiting the program and 3) Wage data. KBOR staff will establish benchmarks for each metric and determine a timeline for the evaluation process. Obtaining data on credential attainment: Currently, the data is self-reported by institution, which results in inaccurate and incomplete reporting.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Professional Development opportunities
2. Performance Measures

KENTUCKY

Top Three CTE-Related Accomplishments:

1. Reorganization of the CTE and the creation of the new Office of Career & Technical Education within the Kentucky Department of Education.
2. Career Pathways Bill passed by the 2012 Kentucky General Assembly.
3. Implementation of 10 pilot sites for the National Academy Foundation.

Three CTE-Related Challenges:

1. An understanding of career pathways by administrators, counselors, and academic teachers. Four regional workshops have been planned across the state on the development and implementation of career pathways.
2. 2011-2012 was the first year for the new accountability model that includes college and career readiness measures. OCTE has developed webinars and made numerous presentations regarding the career ready measures.
3. Funding continues to be a major challenge. A CTE Advisory Committee has been formed that will make recommendations to the state legislature regarding CTE and funding.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. The ability to set aside reserve funds for the development of innovative career pathways has helped advance CTE in Kentucky.
2. Also, the standard regarding technical skill attainment has helped encourage more schools to provide opportunities for students to pursue industry certifications.

MAINE

Top Three CTE-Related Accomplishments:

State legislation was passed in the following areas:

1. Defining a formal agreement process of approval of industry-related technical standards
2. Requiring CTE centers/regions and their sending schools to establish a common calendar
3. Additionally, the Maine Department of Education CTE team has worked with CTE centers/regions to provide professional development training in literacy, math and OSHA.

Three CTE-Related Challenges:

1. Legislation was enacted to clearly establish learning pathways and articulation agreements with post-secondary institutions. Coming to consensus with the Maine Community College System on a viable Memorandum of Understanding has been challenging. Meetings with the Commissioner of Education, the President of the Community College System, and the ME Dept. of Education CTE team are ongoing.
2. Integrating the academic standards defined in the Common Core of State Standards (CCSS) with CTE industry-related standards has been and will be work in progress. Because Maine CTE instructors teach directly to industry standards, the MDOE CTE team has encouraged industry representatives whenever possible to encourage industry to align the CCSS standards to their technical standards.
3. The economic recession remains an ever-present challenge to education in Maine.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The requirements to establish articulation agreements with post-secondary institutions and to align CTE secondary programs to industry standards have significantly enhanced the image of CTE technical centers and regions in Maine.

MARYLAND

Top Three CTE-Related Accomplishments:

1. Good news on the outcome front. CTE enrollments are growing - up to 45% of the total high school enrollment. Both the number and percentage of completions have risen, too. The percentage of CTE completers with documentation of meeting the University System of Maryland credit entrance requirements is also up. For the first time, the percentage of CTE completers who were also prepared for entrance into USM reached 55%.
2. CTE student access to, and receipt of, industry certifications is also on the rise. The number of students earning a third-party industry certification increased by 13% for those who

graduated in 2012. This represents a 38% increase since we first started to measure this accomplishment.

3. STEM CTE programs continue to grow. A new State program of Study in Computer Science was launched in 2012. The CTE State Program of Study in Biomedical Sciences expanded by 68% into 15 additional high schools.

Three CTE-Related Challenges:

1. We continue to be challenged in providing students with access to industry certifications that signal students' readiness for the workplace and next steps in their educational pathways. Issues include the identification of appropriate certifications, access to test centers, costs, and the reporting of results. Enterprising state and local staff, joined by industry partners, are working to discover new certifications, establish new test centers, and find creative ways to underwrite costs.
2. Reductions in federal and state support for CTE have resulted in scarce resources that limit efforts to develop, implement, and sustain rigorous CTE State Programs of Study that offer consistent, statewide CTE instruction aligned to industry expectations and the next learning levels. As a part of their regular duties, state staff serve on two or more career cluster teams responsible for the development of Maryland's 43 state programs of study. Program development and sustainability is labor intensive. We struggle with the impact of previous downsizing efforts. In addition, fewer State Leadership dollars, necessary to incentivize local implementation and establish postsecondary affiliates, have resulted in less state support to leverage and sustain local adoption.
3. The sluggish economy has diminished opportunities for students to participate in work-based learning and has affected placements for program completers. While we wait for the economy to pick-up, it is a good time to underscore the importance of working with industries where there is demand and where skills gaps have employers actively seeking workers.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

Three aspects of the current Perkins law have been very helpful in advancing Maryland's work to ensure an effective system of CTE that prepares learners for next steps in a career and further education. These include:

1. The requirement for Programs of Study
2. The opportunity to establish Reserve Fund Grants
3. The refinement of the core indicator of performance for student attainment of career and technical skill competencies.

Top Three CTE-Related Accomplishments:

1. CTE local administrators put on a "CTE Showcase" (Learning that works for America) at the State Capitol building to market CTE programs to state legislators. CTE students from around the state came with displays and spent the day at the Capitol speaking with legislators and aides about the value of CTE.
2. Michigan has added seventeen additional Early/Middle College high schools. Half of these 5 year high schools specialize in Health Care and STEM careers. Students earn a high school diploma and an associate degree or significant college credit upon graduation.
3. The Michigan Department of Education has started a "Closing the Achievement Gap" campaign with an initial focus on rapidly improving the academic outcomes of African-American males for whom data show are Michigan's persistently lowest achieving subgroup. Every office in the department is engaged in reviewing policies and practices that inadvertently contribute to inequitable learning environments. Extensive professional development, pilot programs, a communication plan and targeting state and federal funding toward the initiative are all planned for the coming year.

Three CTE-Related Challenges:

1. Newly elected legislators in the state are attempting to reverse the 2006 high school graduation requirements placed into law that increased academic rigor and career and college readiness. Several bills have surfaced to implement a dual diploma system which will single out CTE students as those who 'can't'. We are putting together facts on future job openings and economic forecast data to support that all students need rigorous academic instruction.
2. There are unfilled jobs in Michigan - a talent gap. We continue to align our Perkins grants to the Workforce Investment Act regions in the state to address local workforce related issues through education and training programs. Non-traditional core performance indicators continue to pose a challenge for local education agencies. In addition to Local Improvement Plans, we conducted a 'Beyond the Brochure' workshop for CTE administrators, distributed 'Breaking Traditions' awards to outstanding students in non-traditional programs and we to sponsored workshops in collaboration with the Michigan Women's Commission entitled, 'Young Women, Strong Leaders' at college campuses in the state.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Despite difficulties with implementation, Technical Skills Assessments helped local education agencies accept common statewide program standards in each Career Cluster.
 2. Maintenance of Effort has helped to protect the state funding investment in CTE during difficult economic times.
 3. Programs of Study have helped conversations continue between secondary and postsecondary educators.
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MISSOURI

Top Three CTE-Related Accomplishments:

1. Missouri was selected as one of six states selected by the Harvard Graduate School of Education and Jobs for the Future to participate in the Pathways to Prosperity network, a national education initiative designed to build career pathways systems for high school-aged students.
2. During the 2011-12 school year, 63 percent (or 181,418) of all high school students participated in at least one CTE program. This is a 3 percent increase over the previous year.
3. A CTE Taskforce has been convened to provide input into the future of CTE in Missouri. The CTE Taskforce will also assist the state in revising its Perkins IV state plan. Representatives on the CTE Taskforce include local CTE administrators, superintendents, principals, and legislators, as well as representatives from business, industry and labor.

Three CTE-Related Challenges:

1. The Missouri School Improvement Program, Missouri's K-12 school accreditation system, has been undergoing revisions for the past two years. Technical Skill Attainment was included as a college and career readiness measure. In order for a technical skill assessment to count for MSIP, it must have an industry-recognized credential or certificate that is renewable or stackable. Work is continuing on transitioning our current technical skill assessments to meet this requirement by 2015.
2. Legislation, known as the Career and Technical Education Student Protection Act, is currently pending. This act establishes the Career and Technical Education Advisory Council.
3. The Office of College and Career Readiness is developing model curriculum for all content areas including CTE. The curriculum is intended as a model, which districts can use as is, modify according to local needs, or simply have as an additional resource.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The core indicators of performance have assisted us in more fully developing our student data management system for CTE. Programs of study, although not fully developed and implemented statewide, has provided us with an opportunity to expand the dialogue around career pathways and Career Clusters.

MONTANA

Top Three CTE-Related Accomplishments:

1. Big Sky Pathway (Perkins Program of Study) Approvals - expanding current offerings and developing new pathways.

2. Rigorous Programs of Study Pilot - Working with Several Colleges and Secondary Schools on this initiative and seeing tremendous success.
3. GSkillsXchange CCTC Pilot

Three CTE-Related Challenges:

1. Uncertainty in Federal Funding Levels - We are currently working on increasing state funding through the legislature and making use of our reserve funds.
2. New Teachers/Filling Vacant Positions - We have been addressing this problem through mentoring, monitoring visits, and professional development.
3. Continual Change in Perkins Personnel at all levels - We are working with this challenge through training, meetings with former staff when appropriate, and by using as many resources as possible to educate new staff.
4. Strict limits on the use of Perkins funding - We have had issues understanding the intent of Perkins Law and the strict limits on the use of funding. We have been consulting our regional reps on this issue.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Pathways Requirement - This has helped our secondary Perkins provider (OPI) get into schools and administer CTE at the ground level.
2. Knowledge & Skills Statements - at the curricular level have helped solidify the relationship to the common career technical education core.
3. The required partnership between secondary and postsecondary has helped our administrative entities work together to provide CTE programs and pathways that are effective.

NEBRASKA

Top Three CTE-Related Accomplishments:

1. Completed updating Nebraska's CTE standards for all career clusters and pathways courses. Standards were crosswalked to the Common Core and Nebraska's Academic Standards by McCREL. A new website was developed that allows teachers to utilize the course standards for local alignment. Completed the alignment of Nebraska's career readiness standards to the Common Core and Nebraska Academic Standards.
2. Launched reVISION, a school district based evaluation of career technical education offerings, programs of study, career guidance and extended learning opportunities. The evaluation is grounded in alignment of CTE to local, state and regional workforce data and

economic development priorities. The process engages the community, school administration and both core and CTE instructors.

3. Nebraska Legislature passed a law encouraging the expansion of career academies in both rural and urban areas. A Rule is being adopted to define career academies, required academy components, annual evaluation and data to be collected.

Three CTE-Related Challenges:

1. While the opportunities and work continue to expand as we grow CTE in our state, we have not increased staff or operational budget. This challenge continues to be to think differently about the priorities to address rather than the work we have done in the past.
2. Implementation of programs of study that are aligned to Nebraska's workforce and economic development priorities. Many teachers are reluctant to change and are comfortable with their normal routine. As a local control state, change happens through leadership and technical assistance rather than a mandate.
3. Continue to explore ways to provide quality, diverse CTE course offerings to students in remote and rural areas of the state. We are committed to the fact that a student's zip code should not determine the quality or quantity of career technical education course offerings. We are beginning to develop on-line introductory courses to help students explore clusters and pathways.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The leadership funds and the reserve funds. Both of these have allowed us to leverage Perkins funds to cause innovation and change. Only those programs committed to alignment to workforce and economic priorities are successful in the reserve fund competitive grant program.

NEVADA

Top Three CTE-Related Accomplishments:

1. Development of CTE program completion requirements, to include the implementation of state end-of-program assessments (currently under development for 32 CTE programs) and the requirements to demonstrate proficiency in the Employability Skill standards adopted last February. The process includes the design of a new state certificate of skill attainment for students reaching completer status.
2. Revision and upgrading of the Nevada CTE Course Catalog. The Catalog contains all CTE courses (with descriptions) and course sequences. The 2013-14 Catalog was released last week.

3. Development of common templates and structures for programs of study and curriculum frameworks, to accompany all newly-revised state standards.

Three CTE-Related Challenges:

1. One challenge to establish common ground with economic and workforce development systems to clearly articulate how what CTE is doing at the secondary education level will complement and support workforce development efforts at the postsecondary and adult levels.
2. Another challenge is to coordinate tech prep articulation agreements so there is a stronger alignment with the CTE program completion requirements. (Discussions with stakeholders will soon begin.)
3. Lastly, the Education Department's budget shows Nevada at a 41% reduction in Perkins funding due to the amount of funding in the non-state allocation line for Perkins in SFY14, which causes the state formula funds to fall below the 1998 allocation, thereby causing the hold-harmless in Section 111 of the current Act to kick in. Communicating the US Department of Education the need to alter the non-state allocation amount has very challenging.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. The ability to focus funds on program improvement has been extremely helpful.
2. Also, the emphasis on programs of study and technical assessments has provided guidance for program improvement efforts and accountability.

NEW HAMPSHIRE

Top Three CTE-Related Accomplishments:

1. Implementation of an effective and successful monitoring process.
2. Expansion of the adoption of technical skill assessments.
3. Implementation of state legislation that supports funding for career and technical education

Three CTE-Related Challenges:

1. Funding at all levels continues to be precarious, at best. We keep a close watch on legislation at all levels while tirelessly testifying and educating the appropriate audiences to the value of CTE.

2. Improving access to CTE for all students in NH There is a great deal of education that happens around this along with consistently reviewing programs for relevance and rigor. A wide variety of audiences are engaged to ensure all students have access which may mean educating guidance counselors, business managers or superintendents.
3. Consistently promoting non-traditional careers for both genders Focus work is being done this year as a result of a partnership with NAPE. Directors have been newly educated to challenges; a statewide event for Girls in Technology is being organized. Early results are very successful.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Secondary to postsecondary links
2. Expectation of rigor and relevance

NEW JERSEY

Top Three CTE-Related Accomplishments:

1. New Jersey has been focused on providing specific professional development for CTE teachers related to increasing the instructional capacity of teachers to address reading and writing skills of students aligned to the expectations of the Common Core State Standards. CTE teachers are beginning to more fully understand how students can deepen their understanding of technical terminology, improve their reading comprehension of complex technical material and their writing skills through strategies in their CTE classrooms. This is hard work with much more work to be done but we have made headway and are developing plans to bring this professional development to scale.
2. We have nearly completed a five-year effort to re-approve all CTE programs in the state and have seen the number of approved programs of study grow from 61 approved programs of study in 2010 to a total of 264 approved programs of study in 2012. More than 5,000 CTE students have earned college credit while in high school due to their participation in these CTE programs of Study.
3. Our involvement with workforce development has been enhanced by the creation of six talent networks by the Department of Labor and Workforce Development focused on the key industry clusters in our state that provide an opportunity for CTE to connect strongly with the business and industry. The Talent Networks in the areas of Advanced Manufacturing; Transportation, Distribution and Logistics; and Health Care are specifically collaboration with CTE in developing strong links with the workforce needs of today and the future.

Three CTE-Related Challenges:

1. Technical Skill attainment is a challenge both on the secondary and postsecondary level. We continue to struggle with the identification of appropriate assessments that could be utilized to measure this attainment. We continue to try to research and identify appropriate assessments and industry recognized but this is a time-intensive process.
2. Another challenge remains our State's lack of any statewide articulation agreements. As a result, we have continued to promote the collaboration with several community colleges and institutions of higher education in the development of programs of study. It takes much more effort; however, we hope to have outcome data in the future that may help us move in the direction of formalized statewide articulation agreements.
3. A challenge that we have continued to address over the years but seemed to rise to the surface more this past year is related to serving students with disabilities or other special needs. The perception is that as CTE is raising the rigor of programs, students with disabilities may potentially be excluded from these programs and be placed in low expectations self-contained CTE programs. We have established a work group to address this issue in order to identify strategies and practices to promote serving students with disabilities in CTE programs in the most inclusive setting.

NEW MEXICO

Top Three CTE-Related Accomplishments:

1. Governor Susana Martinez (NM) affirms her support for career and technical education by including nearly \$4.75 million in her FY14 budget request to expand access to Advanced Placement courses, provide all New Mexico students with free college placement or workforce diagnostic exams, expand technical and vocational training in rural areas, and pilot early college high schools that lead to a career and industry credential in New Mexico communities in order to develop workforce skills among our students and match them to trade employment following graduation.
2. Secretary Designate of Education, Hanna Skandera releases New Mexico's Next Step Plan (NSP) Template which was adapted from the State's Perkins Programs of Study developed under Perkins IV. The NSP is a comprehensive individual written graduation plan developed and worked on in collaboration between the student, school counselor or other school official, and the parent/guardian. The purpose of the plan is to identify career interests and map out coursework to be on track for graduation as well as align coursework to postsecondary studies reflective of their career interests. Students develop their plan at the end of grade 8-11 with a final NSP completed during their senior year. The NSP encompasses researching career goals, planning postsecondary education, exploring financial

aid opportunities, examining industry certifications, course options including honors and advanced placement, pre-apprenticeship programs and workplace readiness assessments. For More Information: <http://ped.state.nm.us/ped/PEDNextStepPlan.html>

3. According to New Mexico's Standards Based Assessment results, students in Perkins funded sites are performing better than their counterparts in non-Perkins funded sites in both reading and mathematics in school years 2010-2011, and 2011-2012:
 - a. Students in Perkins funded sites performing at or above proficient in reading exceeded their counterparts by a margin of 1.32% and 5.89% respectively.
 - b. Students in Perkins funded sites performing at or above proficient in mathematics exceeded their counterparts by a margin of 2.10% and 4.92% respectively.
 - c. Chi Square analysis of the data demonstrates that the differences noted above are statistically significant.

Three CTE-Related Challenges:

1. New Mexico's Perkins sites report nearly 250 industry certifications being offered and aligned to CTE programs of study. While certification opportunities are provided as a part of a Perkins funded program of study, participation and completion data is owned by the student or the party that paid for the testing. What proves to be a challenge is determining the number of students selecting to participate in certification testing and more importantly, tracking the number of successful completers. The State is exploring the idea of stackable certifications and alignment with the higher education community for awarding college credit for attainment of such.
2. New Mexico's Student Teacher Accountability and Reporting System (STARS) is a comprehensive student, staff, and course information system that provides a standard data set for each student served by New Mexico's public education system. It appears that the State is forgoing the opportunity of earning credit for capturing CTE concentrators because many LEA's are offering an expanded sequence of course not resident in the STARS system for reporting. New Mexico is conducting an audit of the STARS CTE courses to align to LEA realities.
3. The College and Career Readiness Bureau, of the New Mexico Public Education Department, are operating at 50% capacity and are lacking two mid-level managers. Recruitment efforts are underway. However, it is near impossible to compete for highly qualified staff with New Mexico's 3-tiered licensure system.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. The reserve fund provides an opportunity for New Mexico to direct 10% of the instructional set-a-side to secondary programs that demonstrate a need for improvement. New Mexico is currently supporting the High-Schools-That-Work framework and the Jobs for America's Graduates program with reserve. The state is considering expanding innovation by becoming a partner in the Southern Regional Education Board's Preparation for Tomorrow Framework.

2. The requirement of the program of study to access funding has significantly strengthened CTE programs in New Mexico. In order for an LEA or postsecondary institution to access Perkins funding, the State Plan requires that a program of study be developed for every area in which Perkins funds will be invested. New Mexico has embraced the program of study concept. The Secretary of Education-Designate has given the green light to develop a program approval process for CTE programs across the state.
3. The requirement for academic and career technical integration has served New Mexico well. See Accomplishment 3 in the first section above. The documented success could not have been achieved without requirement of such integration. This outcome is promoting CTE, one aspect of a reform effort in New Mexico's lowest performing high schools. The College and Career Readiness Bureau are strengthening its partnership with the Priority Schools Bureau charged with supporting the lowest performing schools in New Mexico.

NEW YORK

Top Three CTE-Related Accomplishments:

1. Elevated level of recognition by Board of Regents on CTE benefits to increased graduation.
2. CTE data collection efforts have improved.
3. Establishment of a CTE Technical Assistance Center to build capacity at the state level and in the field.

Three CTE-Related Challenges:

1. Increased role of CTE in Reform activities (RTTT) put a strain on state capacity.
2. Data analysis has become critical to program support.
3. Continued loss of state-level technical expertise has resulted in reliance on outside field consultants.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Perkins IV legislation mirrors our existing CTE policies making it easier to implement provisions of the law.

NORTH CAROLINA

Top Three CTE-Related Accomplishments:

1. Began pilot work with Harvard Graduate School and JFF related to Pathways closely linked to economic development and business/industry needs.

2. Revisions to about 20 CTE courses are underway; including addition of Fire Fighter Technology and EMT to our state course offerings.
3. 91,629 credentials were earned by CTE students in 2011-2012. 94% of CTE concentrators graduated on time in 2012.

Three CTE-Related Challenges:

1. Budget related reduction in staff at school level; schools are reducing the number of Career Development and Special Populations coordinators and combining duties or centralizing. We have tried to create "helps" via Moodle, etc... to streamline duties. This is a troubling trend.
2. Finding qualified teachers, especially in health related fields. We are revising licensure requirements and exploring ways to pay bonuses for these hard to fill areas.
3. NC has started creating objects for a statewide instructional improvement system. CTE will add items to the IIS, the challenge is in tagging and identifying objects to be included as well as the resource allocation to make that work happen.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

Our legislature has been very receptive to the discussion about credentials. They view the additional credential as a high value product of the educational system. Adding credentials to the technical attainment discussion has been beneficial.

NORTH DAKOTA

Top Three CTE-Related Accomplishments:

1. Established a statewide 7 - 12 Career Planning curriculum that will be tied to our RUREadyND.com a computer based career planning program.
2. Help secure a grant from our Workforce Safety and Insurance Agency (Workers Comp) to fund a pilot project to provide OSHA 10 hour certification to CTE students.
3. Met all Perkins performance measures - CTE concentrators outperformed all students statewide in all academic and graduation measures.

Three CTE-Related Challenges:

1. Number and type of courses required for ND Scholarship restricted elective/CTE courses.
2. Worked with industry groups to sponsor legislation to remove the two foreign language requirement. Legislation has passed the House with wide support.

3. Not all schools use the Career Planning softwareRUReadyND.com so put together a statewide multi-approach promotion (print, radio, TV) to create awareness with parents, who in turn will approach schools to utilize the career planning program.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Performance Measures - we use the positive data results to impress others of the benefits of CTE.
2. State leadership set aside - have been able to assist in teacher training

OHIO

Top Three CTE-Related Accomplishments:

1. Through a secondary/postsecondary partnership continued work developing statewide guarantees of college credit for high school CT courses. When project is completed, the coursework will represent all career cluster pathways, include statewide third-party assessment and be accepted by all public colleges in the state.
2. Continued work on revision of Ohio's career cluster technical content standards with the expectation of meeting the CTE common core.
3. Development of a state report card for CTE.

Three CTE-Related Challenges:

1. Accountability data system is inadequate for: 1) meeting the needs of a statewide report card, 2) distinguishing the accomplishments of CTE versus non-CTE in the state, and 3) tracking student results from K-12 through postsecondary and employment.
2. Statewide articulation is costly and inefficient due to lack of trust across educational systems and competition for limited dollars.
3. Changing leadership and uncertainty concerning a new educational funding system coming to Ohio starting next year.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. The call for a Program of Study that includes articulation with postsecondary was a catalyst for Ohio requiring that all programs in the state include postsecondary articulation opportunity for students.

2. The emphasis on integration of academic and technical content has supported our work with Preparation for Tomorrow (PFT) curriculum development. PFT is adding rigor to two of our emerging programs (Automated Materials Joining and Health Informatics) and is furthering our ability to promulgate inquiry-based pedagogy.

OKLAHOMA

Top Three CTE-Related Accomplishments:

1. Return on investment: CareerTech will present information on the return on investment for Training for Industry programs and Oklahoma Bid Assistance Network, along with a cost-benefit analysis of completers of career majors in Oklahoma's CareerTech System.
2. School Reform: Oklahoma CareerTech has been very involved in our state's school reform efforts, including Teacher Leader Effectiveness, the A-F school grading system, Common Core State Standards and a guidance rubric for CareerTech education.
3. Certifications and Credentials:
 - Military Initiative: Oklahoma's military residents face unique employment challenges. At Gov. Mary Fallin's direction, CareerTech, the Department of Commerce and the Oklahoma Employment Security Commission collaborated to address these challenges by developing a website supporting our state's military personnel and by hosting an innovative hiring event.
 - Certifications Awarded by Type: There is an increased emphasis on and acceptance of CTE certifications as a measure of success. The following initiatives include a certification, licensing and/or assessment component: governor's goals to increase certificates/degrees, Complete College America, Achieving Classroom Excellence, A-F School Grading, Teacher Leader Effectiveness, Common Core, Tech Center Performance Measures, Oklahoma Department of Education Transcribing and Academic Credit/Alliance Agreements.
 - Total Assessments Administered (FY12): 98,098
 - 38 percent of assessments were high stakes

Three CTE-Related Challenges:

1. CareerTech Teacher Education Programs:
 - Oklahoma's two major universities that offer CareerTech degree plans have experienced difficulties in sustaining programs because of low degree graduation rates. Most of the students enrolled in CareerTech courses at these universities are taking only nine to 12 hours required for their CareerTech certification/endorsement. These students are not completing degree programs and are not counted in graduation numbers.

- Possible solutions would be to house teacher education programs at one regional university or to allow ODCTE, in cooperation with Oklahoma State University, to offer its own certification programs.
2. CareerTech Instructor Recruitment and Retention:
 - Oklahoma CareerTech has experienced difficulty in recruiting and retaining high quality CareerTech teachers because of the demands of the classroom and their schools and professional development requirements. Most new teachers must complete testing requirements as well as complete college course work in their first three years of teaching.
 - CareerTech uses state lottery money to provide tuition scholarships to CareerTech educators. CareerTech also offers a Master Teacher program for teachers with five or more years of experience and Induction and Teacher Institute programs for new teachers.
 3. Longitudinal Data System
 - Oklahoma does not have a longitudinal data system that provides data interrelated with secondary education, higher education and career and technology education. Creating such a system would allow us to serve our students more effectively.
 - ODCTE is gearing up to develop a new data-driven strategic plan, and the agency is also providing professional development activities focusing on data and data-driven decision making.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Incentive/Supplemental Funding: Through Carl Perkins flexibility and the 10 percent set aside for innovation, we have been allowed to provide supplemental funding to advance school improvement models, Tech Centers That Work and High Schools That Work and new science, technology, engineering and mathematics-based CareerTech education.
2. Technical Skill Attainment and Credential Certificate or Degree Attainment: ODCTE has established a framework for collecting certification and licensing data. Technical skill attainment supports the governor's school reform initiatives.
3. Cooperative Alliances: Articulation agreements provide opportunities for CareerTech students in technology centers to earn transcribed college credit at a reduced cost of \$8 an hour, which is an academic service fee. The alliances are available to high school and adult students working toward approved associate of applied science degrees. FY12 students enrolled in more than 76,000 credit hours.

PENNSYLVANIA

Top Three CTE-Related Accomplishments:

1. Statewide Program of Study development--Currently, there are 42 POS that the Department has developed with over 1,496 POS approvals at the secondary schools. As of November 20, 2012, BCTE holds 237 Postsecondary Statewide Articulation Agreements (Agreements) signed with 28 Perkins-allocated postsecondary institutions plus 14 Career and Technical Centers offering Practical Nursing Adult Programs with corresponding Articulation Agreements.
2. The Bureau developed tools for counselors to use for planning a comprehensive school counseling program. It provides evidence that school counseling programs and school counselors are integral members of the school academic team in raising achievement, meeting school goals and preparing Pennsylvania students for college and career success. The Tools for Developing a Comprehensive K-12 Guidance and Counseling Plan has 9 basic steps to lead schools through a process to meet the requirements in Pennsylvania. During the 2011-2012 school year, the Bureau provided assistance in developing a K-12 guidance and counseling plan to a Total # of Intermediate Units - 21 out of 29 Total # of School Districts - 223 out of 500 Total # of Career and Technical Centers - 22 out of 86.
3. Pennsylvania entered into an articulation agreement with SUNY/Cobleskill. Qualifying students will receive ten (10) college credits upon their matriculation as Agriculture Engineering or Agricultural Business majors at SUNY/Cobleskill. The credits will transfer into the following SUNY/Cobleskill Postsecondary Programs: Agricultural Business, AAS Degree, Agricultural Business Management, BS Degree, Agricultural Business Management, BT (Bachelor of Technology) Degree, Agricultural Equipment Technology, BT Degree, Agricultural Power and Machinery, AAS Degree, Diesel Technology, AAS Degree.

Three CTE-Related Challenges:

Getting local schools to understand Programs of Study and the opportunities it provides to students. POS opportunities and getting students/parents/guidance to recognize the benefits. To address this we are working with counselors, and instructors. New site was developed www.gettingthemthere.com.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The POS initiative has really increased the rigor of secondary CTE and is viewed as a viable pathway to postsecondary education. has put CTE “on the map.” There is continuity among programs offered across the state and the students/parents have a great opportunity with the statewide articulation agreement.

SOUTH DAKOTA

Top Three CTE-Related Accomplishments:

1. South Dakota has implemented a strong CTE program review and feedback loop that allows us the better support our school and district CTE initiatives.
2. South Dakota CTE has completed research that indicates positive graduation results when students take CTE courses. Research demonstrates that when students in CTE programs take 2 or more CTE courses their graduation rate is in excess of 90%.
3. The SDDOE has begun development on a statewide aspiration in which all students will graduate college and career ready. To this end, the CTE program has become more aligned and we are developing more opportunities for students to take CTE for Core courses as well as dual enrollment with our Technical Institutes.

Three CTE-Related Challenges:

1. We are still working on developing the CTE methodology with our leaders, counselors and staff. There is still a "voc ed" mentality that permeates some of our work.
2. Similar to number 1 above, we are working with our Board of Regents (BOR) to help them understand the CTE process and the impact this has on students. Our BOR oversees 4 year schools that traditionally challenge the intent (and need) for CTE programming.
3. We are in the midst of developing and updating our CTE standards and aligning them to Common Core standards. The development (time, money, resources) and the messaging are still challenging at times.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The focus on ensuring that we have clear plans for implementing CTE programs in general has been very helpful. Also, one offshoot of the law is that we have had to identify better ways to align our data systems between K-12, technical institutes, 4 year institutions and our Department of Labor and Regulations.

TEXAS

Top Three CTE-Related Accomplishments:

1. Completed and deployed ten of eleven online/anytime 90-contact hour professional development courses for CTE and foundation teachers who teach nine CTE courses that meet math or science graduation requirements.
2. Continued capacity enrollment in the fifth annual new teacher recruitment and retention conference and new administrator academy - even expanded facilities were not big enough to

accommodate all potential participants.

3. Completed first phase and entered second (validation) phase of a project that crosswalks CTE curriculum standards knowledge and skill statements with college and career readiness standards. Completed first phase (technical skills) and entered second phase (soft skills) of a project that aligns CTE curriculum standards K&S standards with industry daily work activities for high demand occupations.

Three CTE-Related Challenges:

1. Various attempts to change graduation requirements in multiple ways that would basically result in establishing a CTE diploma, usually as an alternative to the least rigorous of the three graduation programs students currently choose among. We are doing all we can within the restrictions on public servants to explain other alternatives.
2. The textbook adoption process continues to lag far behind the curriculum standards adoption process. We will have a second standards review and adoption before we have another opportunity for textbook adoption. However, the next standards review is scheduled to align with a subsequent textbook adoption.
3. Reductions in force 18 months ago resulted in the loss of half the CTE staff. We have not recovered any positions, and continue to take on increased workload.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The requirement to implement rigorous CTE standards and align those standards with academic courses. The definition of a CTE program.

VIRGINIA

Top Three CTE-Related Accomplishments:

1. Converted the web-based system for the CTE curriculum frameworks from the traditional program areas to the 16 career clusters and correlated the approved external industry credentialing assessments.
2. Conducted an in depth review of the current CTE curriculum frameworks to ensure energy concepts are infused in all 16 Career Clusters, updated specific courses that address energy as a matter subject matter, and implemented newer courses, Renewable Energy and Sustainability and Renewable Technologies, that address new, alternative, and emerging energy sources.
3. Implemented the Microsoft Information Technology (IT) Academy Program in 353 high schools including CTE regional centers. This partnership provides the schools access to the academy resources and credentialing test at no cost. The IT Academy provides a solution for bridging education and the world of work. It is designed to drive employability, digital literacy, STEM-focused training and certification, and 21st century workforce development for students.

As of December 2012, approximately 45,500 students have enrolled in 28 CTE priority courses that have been correlated to the IT Academy content and resources; and more than 9,000 certifications have been earned by students.

Three CTE-Related Challenges:

1. Staff shortages and hiring freeze-restructuring the roles and responsibilities of staff, using technology to implement strategies that are more efficient, practical, relevant, i.e., professional development and training for CTE administrators.
2. Aging staff- emphasizing the teaming concept, cross-training among staff to ensure there are two or more individuals possess the knowledge and skills to perform the essential functions of the office, and documenting step-by-step office procedures to ensure smooth transition and succession when staff members leave or retire.
3. Communicating and promoting the benefits of modern CTE –updating CTE curriculum to ensure rigor and relevancy, providing quality professional development for teachers and administrators, and improving data collection and reporting systems.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The 16 Career Clusters and pathways and the programs of study provide the framework for implementing CTE. The career clusters help students to design their program of study to advance their career goals. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, including academic, technical, and career readiness skills that lead to credentials necessary to pursue a full range of career opportunities from entry level to management, including technical and professional career specialties. CTE actively partners with business and industry to design and provide high quality, dynamic programs to meet current, emerging, and projected labor market needs. Relevant work-based learning opportunities and leadership development offered through career and technical student organizations, are incorporated into the academic and career program of study for lifelong learning.

WASHINGTON

Top Three CTE-Related Accomplishments:

1. The Workforce Board published High Skills, High Wages - Washington's 10-Year Strategic Plan for Workforce Development. This plan envisions Washington State's workforce system, of which the secondary (235 school districts) and postsecondary (34 community and technical colleges) CTE programs are by far the largest investments of public dollars (\$588 million in 2011-12), as a web of interconnected pathways containing multiple options for students to advance as they prepare for initial careers. The plan is currently before the WA

State Legislature for endorsement.

2. The Workforce Board also released 2012 Workforce Training Results Net Impact and Cost Benefit Study. This report identified that for secondary CTE completers, there is a positive net earnings impact of close to \$2,000 per year, and a lifetime participant return on public investment of \$87 to \$1; for postsecondary CTE completers, the positive net earnings impact is \$8680 per year, and the lifetime participant return on investment is \$13 to \$1.
3. The Alliance for Student Success in Education and Training Program, Governor Jay Inslee's request legislation was passed out of the WA Senate and moves to the WA House. The ASSET program uses work-integrated learning opportunities, particularly in STEM, to link youth with employers.

Three CTE-Related Challenges:

1. The biggest challenge for our high schools, skills centers, and colleges continues to be funding. This challenge looms large since it is both state-related (last year the WA Supreme Court highlighted deficits in state funding in its McCleary versus Washington ruling and ordered the legislature to fulfill its constitutional obligation stated as "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders without distinction or preference on account of race, color, caste, or sex and the legislature shall provide for a general and uniform system of public schools.") and federally-related (sequestration, diminishing domestic program resources, and competition for federal funding).
2. On the state level, the definition of basic education becomes critical whether it includes early learning and postsecondary, and what impact that has on CTE.
3. On the federal level, there are significant concerns and uncertainty over funding availability and amounts of funding. As is true for most all states, Washington is experiencing consistent diminished federal funding for CTE. There is considerable angst over the plight of all federally-funded education and training programs that support our state's workforce system.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. The ability of the state and local education agencies to exercise discretion and flexibility in the uses of the funds is very helpful.
2. The availability and opportunity of permissive activities contained in Section 124 for State Leadership and Section 135 Local Uses of Funds are quite valuable.
3. Also, the concerted effort to direct the system to create, sustain, and innovate programs of study assists in advancing CTE in our state.

WEST VIRGINIA

Top Three CTE-Related Accomplishments:

1. Planning and implementation of Simulated Workplaces (changing the culture of CTE).
2. A 50% increase in the number of CTE completers; A 93.8% passage rate of the technical skills assessment; 89.8% of completers met the WorkKeys Standard (Level 4 or higher); a 95.1% placement rate for CTE Completers.

Three CTE-Related Challenges:

1. Placement of students into CTE: With the simulated workplaces students must apply to CTE programs and are interviewed by the instructors prior to placement.
2. Special needs population in CTE: Development of a new credential, I-Works, that identifies the skill level attainment for special needs students who might not meet the CTE completers requirement but are to achieve specific skill sets within the program.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The accountability aspect in Perkins spurred the implementation of a data and monitoring system in WV.

WISCONSIN

Top Three CTE-Related Accomplishments:

1. Broadening awareness and information regarding the Common Core and its impact on all education sectors.
2. Expanding Dual Credit opportunities between K-12 students and the Wisconsin Technical Colleges Continuing to develop and implement Programs of Study across the State in partnership with our Department of Public Instruction.

Three CTE-Related Challenges:

1. Understanding the role of post-secondary institutions in the implementation of the Common Core-A cross sector committee has been formed to identify gaps in understanding and build solutions that work across the sectors Career Pathway focus and corresponding activities focused on either Youth or Adult-System wide awareness in being raised regarding how Career Pathways encompass opportunities for both Youth and Adult and they have share challenges- WTCS is focusing on more integration and discussion across Youth and Adult audiences.
2. Funding for CTE continues to be challenged-The WTCS and the Department of Public Instruction are supporting each other's respective work in CTE by sharing information, raising common awareness and supporting budget initiatives that reflect common goals.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

The focus on Rigorous Programs of Study and its importance to students and lifelong learning.

WYOMING

Top Three CTE-Related Accomplishments:

1. Awarded 5 CTE demonstration project grants focusing on the integration of CTE and STEM.
2. Multiple national awarded have been received by Wyoming career technical student organizations.
3. Ongoing work in the area of technical skills assessments is nearing completion.

Three CTE-Related Challenges:

1. State leadership changes.
2. Foster closer relationships with CTE teachers and their associations.
3. Budget Constraints.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

Professional development opportunities in the area of career guidance and development.

Technical skill assessments development. Provision/supplement of program equipment for student success in career paths.

U.S. Department of Education – Office of Vocational and Adult Education (OVAE)

Top Three CTE-Related Accomplishments:

1. Improved Program Performance; The development of DATE's new data information management system that include the CAR, and the collection and reporting of data; The Virtual Financial Management Institute (VFMI); The Virtual Data Quality Institute (VDQI); Discretionary Grants; Technical Assistance to States; Rigorous Programs of Study.
2. State Perkins Accountability Congress (SPAC) SPAC is an initiative sponsored by DATE to support accountability for career and technical education programs funded by the Carl D. Perkins Career and Technical Education Act of 2006. The SPAC provides an opportunity for the Department and states to engage in dialogue around approaches for measuring the performance of these programs. SPAC recommendations will help inform reauthorization

discussions and the development of guidance to assist states in implementing future Perkins accountability requirements.

3. National Assessment of Career and Technical Education: Interim Report Perkins IV required the U.S. Department of Education to undertake a National Assessment of Career and Technical Education (NACTE) to assess the current status of state and local CTE programs. The NACTE is designed to address the following questions: a. How have secondary and postsecondary student enrollments in CTE programs changed? b. Do students who participate in CTE realize any educational or workforce benefits? c. How are Perkins IV funds distributed and used? d. To what extent are Perkins IV accountability data valid, reliable, and comparable and to what extent are decision-makers using these data? e. Are grantees meeting the requirement to develop and implement programs of study that integrate academic and technical content?

Three CTE-Related Challenges:

1. The reauthorization of the Carl D. Perkins Act and what it means for CTE stakeholders.
2. Rising turnover of State CTE Directors. *Development of the VFMI and the VDQI.
3. Providing technical assistance that promote development and implementation of POS; Developing RPOS.

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. New law included state and local accountability. - Perkins IV gives States the leverage to hold LEA's accountable for continuous improvements. (i.e. local and state negotiations.)
2. Alignment of performance measures of CTE to ESEA. -Holds CTE students to the same standards as all students.
3. The Perkins IV transition year was helpful to States in that it allowed States additional time to implement and align CTE programs with the law.
4. Section 122, of Perkins IV provided greater clarity regarding the implementation of programs of study.

NASDCTEc Staff

Top Three CTE-Related Accomplishments:

1. Release of the CCTC.

2. Release of the Green Standards.
3. Release of the Career Pathways Effect Book.
4. Release of the Career Readiness Definition by the CRPC.
5. Celebrating 10 years of Career Clusters®.

Three CTE-Related Challenges:

1. SCED codes and integration of FCS Implementation of CCTC Funding.
2. Political gridlock. Federal fiscal cliff.
3. Challenges with getting states to be able to serve as advocates for CTE (as compared to lobbying).

Which aspects of the current Perkins law have been most helpful in advancing CTE in your state?

1. Flexibility and the use of reserve funds. Most underutilized lever - pooling of funds (could allow for consortia).
2. Programs of study (although it would have been better if OVAE provided guidance to ensure alignment to the RPOS framework).