

2014 Year in Review

NASDCTE c/

NCTEEF

...second annual...
 ...ing CTE: 2014...
 ...er of states have d...
 ...olicies and progr...
 ...ational education (CTE)...
 ...secondary levels.

...we found in the...
 ...state had...
 ...activity that...
 ...with...
 ...regulatory bodies...
 ...across 46 states and the...
 ...Columbu in 2014.

This continued spike in CTE-related policies indicates a growing awareness and interest in using CTE as a means to increase postsecondary credential attainment, provide students with real-world experience and prepare a workforce with the knowledge and skills necessary to maintain the nation's competitive edge.

...in a re...
 ...ad the...
 ...ational funding for...
 ...in some form. Notable...
 ...included \$250 million...
 ...Leavitt Trust Grant, and...
 ...akota's...
 ...high-ne...
 ...ements reflect state's...
 ...ents need to be both...
 ...oyers need a prepara...
 ...umping...
 ...in the form of tax-...
 ...and grants (low) in

...in fact, public...
 ...partnerships w...
 ...policies than in 2...
 ...Twenty-eight s...
 ...policies design...
 ...with CTE to hel...
 ...demands and c...
 ...for students.


...Consistent with...
 ...arning post...
 ...ulating cre...
 ...institutions...
 ...common activity. This is not surprising given that education and training beyond high school is the new norm.* In 2014, this topic garnered attention from state legislative and regulatory bodies in 24 states. For example, the Nevada State Board of Education and Board of Regents approved a new policy to develop statewide articulation agreements for all CTE programs of study.

Continuing the trend of policies focused on business engagement and workforce preparation, industry-recognized credentials received a significant amount of attention. In 2014, 19 states approved measures or funds to accelerate credential attainment (Kansas and Tennessee), inform parents about the return on investment (ROI) for certain credentials (Florida), and establish grant programs that would provide training for critical industries like manufacturing (Illinois and Oklahoma). In Kansas, for example, the state's 2012 [Excel in CTE](#) legislation, which aimed to accelerate secondary students' credential attainment, stimulated so much interest that lawmakers had to appropriate an additional \$9.25 million to cover costs.



RTI
 INTERNATIONAL

Perkins Reauthorization Briefing
 Assessing the Education and Employment Outcomes
 of Career and Technical Education Students
 Steve Klein, Jay Pfeiffer, Kimberly Green



Recipients of funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins II) must report on the outcomes of students participating in career and technical education (CTE). This requirement includes the expectation that local grantees report on the subsequent employment or enrollment in postsecondary education or advanced training of students participating in CTE. Many states have difficulty collecting longitudinal data, compromising the accuracy and completeness of these accountability data. This paper reviews data collection options and offers recommendations for expanding state reporting capacity.

2014 Annual Report



The State of Career Technical Education
 Employer Engagement in CTE




MAKING CAREER READINESS COUNT



Achieve & National Association of State Directors of Career Technical Education Consortium (NASDCTE)




NASDCTEc/NCTEF 2014 Annual Report

Dear NASDCTEc members, partners and supporters:

Career Technical Education has been catapulted into the spotlight as a solution for employers, a path to success for students of all ages and a sound investment for state and national policymakers.

This interest has been accelerated by a national economic crisis and persistent skills gap but it's also the result of many years of hard work and dedication from the field to *"an innovative CTE system that prepares individuals to succeed in education and their careers and poises the United States to flourish in a global, dynamic economy through leadership, advocacy and partnerships."* This is our vision, our guidepost for the work NASDCTEc and NCTEF do in partnership with and on your behalf. This vision has focused our work and resulted in the many accomplishments I am pleased to share in this report.

In this report, you'll find just a glimpse of our recent achievements. It is inspiring to see the progress we have made as a profession. I am proud of the work we have accomplished, the high bar we have set for quality, the fact that we have maintained all 50 states as members for four years in a row, the leadership position we have assumed and the partnerships we have built. Yes, there is still more work before us. But today, it is time to reflect and celebrate.

So, welcome to this inaugural annual report and congratulations! This report is really more of a yearbook documenting our collective effort and accomplishment – staff, members and partners. Together, working toward a common vision, we are making a difference!

Kimberly A. Green
Executive Director
National Association of State Directors of Career Technical Education Consortium &
National Career Technical Education Foundation

NASDCTE_c/NCTEF

2014 Annual Report

TABLE OF CONTENTS

ABOUT NASDCTE_c & NCTEF

- The CTE Vision

MAJOR INITIATIVES

- Federal Policy & Advocacy
- State Policy
- The National Career Clusters[®] Framework
- CTE: Learning that works for America Campaign
- Excellence in Action Awards
- NASDCTE_c & NCTEF Annual Meetings

SIGNIFICANT RESOURCES

- State of Career Technical Education Series
- Reports & Briefs
- Webinars
- Communications Tools

PARTNERSHIPS

FINANCE & OPERATIONS

- Membership & Revenues
- Structure & Standing

THE YEAR AHEAD: 2015-16

- The Future of CTE Summit & Vision
- National Career Clusters[®] Institute/CareerTech VISION Conference
- NCTEF

NASDCTEc/NCTEF 2014 Annual Report

ABOUT NASDCTEc & NCTEF

The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) was established in 1920 to represent the state and territory heads of secondary, postsecondary and adult Career Technical Education (CTE) across the nation. NASDCTEc's **mission** is to support visionary state leadership, cultivate best practices and speak with a collective voice on national policy to promote academic and technical excellence that ensures a career-ready workforce.

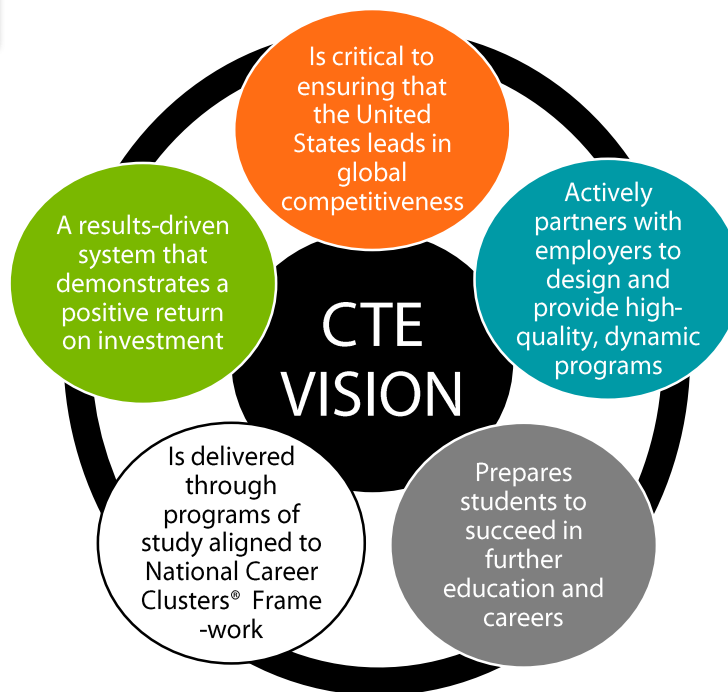
The National Career Technical Education Foundation (NCTEF) is a non-profit organization that helps advance the implementation of high-quality Career Technical Education. The Foundation's **mission** is to provide the supports and develop the resources and partnerships necessary to ensure that high-quality CTE is advanced throughout the country, leading to a highly skilled workforce and productive economy.

Our **vision**, shared between both organizations, is to support an innovative CTE system that prepares individuals to succeed in education and their careers and poises the United States to flourish in a global, dynamic economy through leadership, advocacy and partnerships.



The CTE Vision

In 2010, the State CTE Directors from all 50 states and U.S. territories came together to develop a common vision for what CTE can and should be to meet its full promise. **Reflect, Transform, Lead: A New Vision for Career Technical Education** identified five principles that drive both NASDCTEc's and NCTEF's work.



NASDCTEc/NCTEF 2014 Annual Report

MAJOR INITIATIVES

The three major strands in the NASDCTEc/NCTEF strategic plan are policy, partnerships and professional development. These themes drive NASDCTEc's and NCTEF's day-to-day efforts, as well as the major initiatives that advance our work and the field.

Federal Policy & Advocacy

Core to NASDCTEc's mission and promise to its membership is to serve as a collective voice for state CTE leaders to help shape federal policy that promotes high-quality CTE and ensure that adequate federal investments are made to support these efforts. Moreover, NASDCTEc is committed to ensuring that future federal policy provides all students with access to high-quality CTE programs of study, supports state leadership and promotes cross-systems collaboration.

NASDCTEc's 2014 FEDERAL POLICY HIGHLIGHTS

Since 2014, NASDCTEc has:

- ✓ Developed comprehensive legislative language aligned to NASDCTEc's Board-approved Carl D. Perkins Career and Technical Education Act reauthorization recommendations in partnership with the Association for Career & Technical Education (ACTE)
- ✓ Developed a set of board-approved recommendations and priorities for the reauthorization of the Higher Education Act (HEA)
- ✓ Updated recommendations for the reauthorization of the Elementary and Secondary Education Act (ESEA)

NASDCTEc's overarching **federal advocacy strategy** is to:

- Cultivate and maintain strong working relationships with key members of Congress and their staff who have authorization and appropriations responsibilities impacting CTE,
- Articulate the core tenets of high-quality CTE and work to embed these elements within legislation and in statements made by public officials,
- Engage the Administration and relevant federal agencies to ensure appropriate guidance, monitoring and evaluation is provided for state CTE leaders,
- Leverage partnerships with other stakeholder groups, particularly employers, to harness additional resources and influence in support of high-quality CTE policy, and
- Be the definitive resource for national policymakers and non-governmental stakeholder groups regarding the value and importance of CTE.

NASDCTEc's extensive efforts and the increasingly supportive climate for CTE policy and programs at the federal level have contributed to many positive **Congressional accomplishments** in the last year:

- Ninety-six percent of the funding cuts to the Perkins Act's basic state grant program were restored at a time of greatly diminished federal investment in education. NASDCTEc has helped

NASDCTEc/NCTEF 2014 Annual Report

protect these gains for two years in a deeply partisan fiscal environment through its Congressional relationships and partnerships.

- NASDCTEc's preferred definition for a CTE Program of Study has been embedded within several pieces of introduced federal legislation such as the *Educating Tomorrow's Workforce Act of 2015* and the *Pathways to Prosperity Act of 2014*.
- The Senate CTE Caucus launched, through which we have cultivated new CTE Champions within the chamber. We have also maintained a strong connection with the House of Representatives CTE Caucus.
- We have organized, participated and supported numerous Hill briefings in support of CTE exploring topics such as Perkins, the integration of academic and technical coursework, and the rural experience in delivering CTE.
- Congress restored the "Ability-to-Benefit" provision within the federal Pell Grant Program to increase access to postsecondary education for CTE learners.

NASDCTEc'S 2014 FEDERAL POLICY ENGAGEMENT BY THE NUMBERS

- ✓ **248** = Number of signatures collected from coalition of employers, education and workforce group onto a letter in support of reauthorization organized by NASDCTEc
- ✓ **115** = Congressional visits conducted by NASDCTEc
- ✓ **100+** = Number of coalition meetings attended with lawmakers on Capitol Hill on Perkins reauthorization and funding
- ✓ **70+** = Number of national employer partners engaged through the Perkins employer coalition and Opportunity America, for whom we are now a "content and policy" advisor
- ✓ **3** = Number of hearings on Perkins reauthorization held by House Committee on Education and Workforce and its subcommittees in the last two years

State Policy

In 2014, NASDCTEc/NCTEF stepped forward to fill a growing leadership vacuum within the state policy arena to ensure that all students have access to high-quality, fully articulated CTE experiences and gain the critical technical and academic knowledge and skills necessary to succeed in life.

NASDCTEc/NCTEF is working actively to build relationships with key education partners as we build a robust state policy strategy to lead in this space. Central to our state policy strategy are the following activities:

- Building and maintaining a database of state policies impacting CTE across the country to keep members aware of developments and policy approaches,

NASDCTEc/NCTEF 2014 Annual Report

- Providing clear guidance to members, partner organizations and other state policymakers on effective and positive CTE and career readiness-focused policies,
- Developing and maintaining resources to support state CTE policy development,
- Providing technical assistance to support state implementation of federal policy, such as Perkins, and state-level policies to help advance high-quality CTE, and
- Forging strategic partnerships with key education groups to advance and enhance NASDCTEc/NCTEF's state CTE policy efforts through collaborative deliverables and national initiatives.

NASDCTEc/NCTEF also launched a new 50-state series, *"State Policies Impacting CTE: Year in Review,"* which is a comprehensive scan of all CTE-related legislative and regulatory activity from the previous year. The publication is co-authored with ACTE. With two installments now released, the report is quickly becoming a touchstone for state CTE policy.

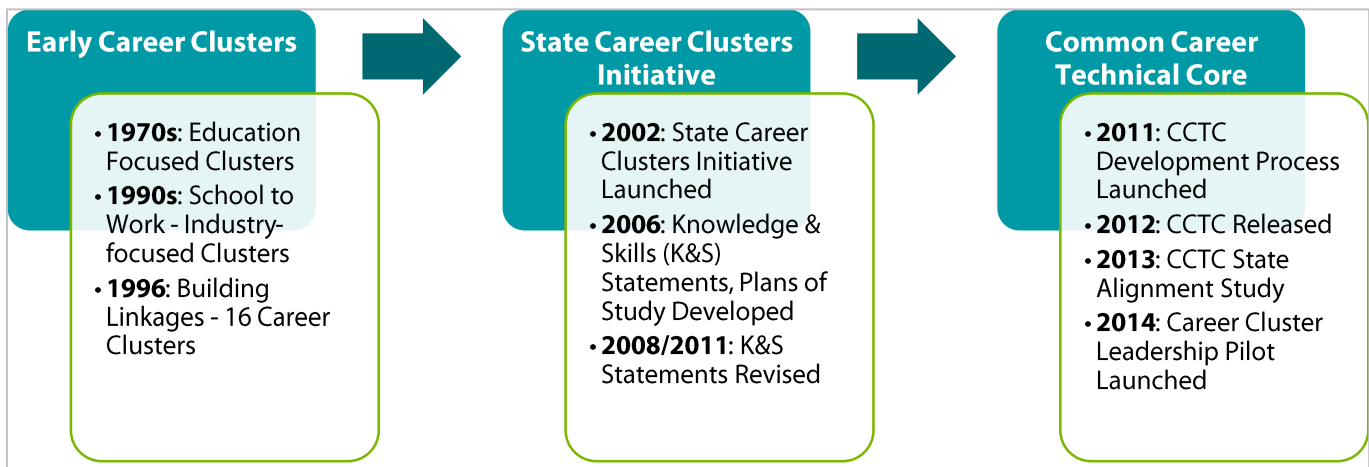
The National Career Clusters® Framework

Since assuming oversight of the Career Clusters more than a decade ago, the State CTE Directors and NASDCTEc/NCTEF have provided critical support, resources and technical assistance to states as they have implemented the National Career Clusters Framework.

Recent highlights of this work include the development and launch of a set of world-class CTE standards known as the Common Career Technical Core (CCTC) and the Career Cluster Leadership Pilot initiative.

Common Career Technical Core (CCTC)

Released in 2012, the CCTC are a set of voluntary standards for CTE, created for and by states that identify common benchmarks for what students should know and be able to do at the end of a program of study. The multi-year effort directly engaged 42 states, Palau and the District of Columbia as well as more than 3,500 individuals from K-12, business and industry, and postsecondary education.



NASDCTEc/NCTEF 2014 Annual Report

There are two major components of the CCTC:

- Content standards for each of the 16 Career Clusters and corresponding Career Pathways; and
- A set of 12 cross-cutting Career Ready Practices addressing the knowledge, skills and dispositions necessary succeed in the modern workplace.

To build awareness and understanding about the CCTC and how states can use them to undergird their CTE systems, NASDCTEc conducted two alignment studies. The first, released in 2013, was the first-ever comprehensive review of state CTE standards at both the secondary and postsecondary learner levels. In 2014, NASDCTEc built on its initial alignment study by exploring how the CCTC aligns to a select group of 19 industry-based standards (*see more in Significant Resources on page 11*).

The standards' unique design as end-of-program of study expectations mean that they can serve as an anchor for existing national, state and local standards. As such, states are and will continue to use the CCTC in a variety of meaningful ways. Recognizing this, in 2014, the NASDCTEc and NCTEF Board of Directors approved a policy for how states can formally adopt, implement or endorse the CCTC.

Career Cluster Leadership Pilot

To further support states in advancing the implementation of high-quality CTE, NCTEF launched a one-year pilot project in late 2014 to re-invigorate state governance of Career Clusters and provide critical resources to address emerging issues within the field.

The Career Cluster Leadership Pilot (CCLP) was modeled after the successful States' Career Cluster Initiative. To identify the Career Clusters of greatest interest, NCTEF conducted a survey of the State CTE Directors and found overwhelming support to pilot the initiative using the Manufacturing and Agriculture, Food & Natural Resources Career Clusters.

Soon after, two consortia of states joined together to accomplish this work. Through the lens of their respective Career Cluster, the states are tackling issues related to work-based learning, course sequences, industry-recognized credentials and employer engagement.

The Career Cluster pilots are set to complete their work in late 2015 and will inform future practice, projects and supports around the full set of 16 Career Clusters.



- ✓ STATES: Colorado, Mississippi, Nebraska
- ✓ WORKING GROUPS: Labor Market Data, Work-based Learning (with Manufacturing)



- ✓ STATES: Iowa, New Jersey, Minnesota, Tennessee, Utah, Wisconsin
- ✓ WORKING GROUPS: Course Sequences, Credentials, Employer Engagement, Work-based Learning (with Agriculture)

NASDCTEc/NCTEF 2014 Annual Report

CTE: Learning that works for America

In 2012, the *CTE: Learning that works for America*[®] communications campaign was launched, offering a consistent way for advocates of CTE to create awareness of the value and promise of CTE. The campaign offers a multitude of resources available for free to educators, policymakers, state leaders and employers who advocate for CTE in their communities through fact sheets, videos, state-specific logos, talking points and more.



The Brand Promise – Career Technical Education promises an unrelenting commitment to:

- ✓ *Continually improve the relevance and value of a student's educational experience;*
- ✓ *Prepare students for success in both career and college, by employing The National Career Clusters Framework to ensure contextual learning and academic standards that reflect the goals and interests of all learners;*
- ✓ *Provide American business and industry with a highly skilled, sustainable workforce;*
- ✓ *Provide dynamic, innovative leadership for the nation's educational system; and*
- ✓ *Serve as a strategic partner with secondary and postsecondary educators, and business/industry to strengthen America's competitive position in the global economy.*

Since its inception, 49 states and the District of Columbia have formally adopted the brand. Another 650-plus local districts, schools and institutions of higher education have also signed onto the campaign, making it truly a national brand of high-quality CTE.

When a state, district, institution or individual signs up to be a part of the *Learning that works for America* campaign, they are not just getting a logo and some materials. Rather, a commitment to the campaign is a commitment to high-quality CTE programs that work for students, employers and our economy. The **brand promise** drives what we do and the decisions we make, how we behave, how we interact with key audiences, how we talk about CTE and how CTE connects with others.

NASDCTEc/NCTEF 2014 Annual Report

Excellence in Action Awards

In 2014, NASDCTEc/NCTEF launched the *Excellence in Action* award to recognize and honor programs of study that exemplify excellence in the implementation of the Career Clusters, and have a meaningful and measurable impact on student achievement and success. These winners are central to our advocacy efforts by providing stellar examples of the full impact CTE can have on students and the economy.

In our first year, we received about **80** applications resulting in awards given to programs of study in **six** Career Cluster areas. For the 2015 awards, we received nearly **100** applications, and awarded programs of study in **nine** Career Clusters, representing urban, suburban and rural communities, and comprehensive high schools, career academies, area technical centers and postsecondary institutions.

CAREER CLUSTER	2014 CONGRATULATIONS! EXCELLENCE IN ACTION AWARD WINNERS	2015 CONGRATULATIONS! EXCELLENCE IN ACTION AWARD WINNERS
Agriculture, Food & Natural Resources		Chicago High School for Agriculture Sciences (IL)
Architecture & Construction	Tolsia High School Carpentry Program (WV)	HVAC, Upper Valley Career Center (OH)
Arts, A/V Technology & Communications	Union County Academy for Performing Arts (NJ)	
Business Management & Administration		Academy for Business and Finance, Bergen County Technical Schools (NJ)
Health Sciences	Medical Sciences Program, Bollman Technical Education Center (CO)	Emergency Medical Services, Walters State Community College (TN)
Hospitality & Tourism		Culinary Arts Academy, Lorain County Joint Vocational School (OH)
Human Services		Early Childhood Education, Henderson County High School (KY)
Information Technology	Computer Information Technology, Tennessee College of Applied Technology – Shelbyville (TN)	
Law, Public Safety, Corrections & Security	Jack E. Singley School of Law and Public Service (TX)	
Manufacturing		Welding Technology Program, Butte-Glenn Community College (CA)
STEM	Innovation Academy for Engineering, Environmental, and Marine Science, Foy H. Moody High School (TX)	Marine Academy of Science and Technology (NJ)
Transportation, Distribution & Logistics		Omaha Bryan High School (NE)

NASDCTEc/NCTEF 2014 Annual Report

NASDCTEc & NCTEF Annual Meetings

As part of our commitment to offering our members professional development opportunities, NASDCTEc hosts two annual meetings each year, allowing state leaders to learn from and engage with one another, interact with national experts and partners and get updates on major federal, national and state-led initiatives impacting CTE. And, to support local implementation of the Career Clusters and related resources, NCTEF has hosted the National Career Clusters® Institute over the past decade.

MEETING HIGHLIGHTS

- ✓ Over 80 percent of participants were satisfied or very satisfied with every plenary session offered at the *Spring 2014 meeting*
- ✓ The overall *Fall 2014 meeting* experience exceeded or met the expectations of 97 percent of participants
- ✓ Eighty-nine percent of the *National Career Clusters Institute* participants found the sessions timely, relevant and diverse, and every tour participant rated their quality as excellent or good

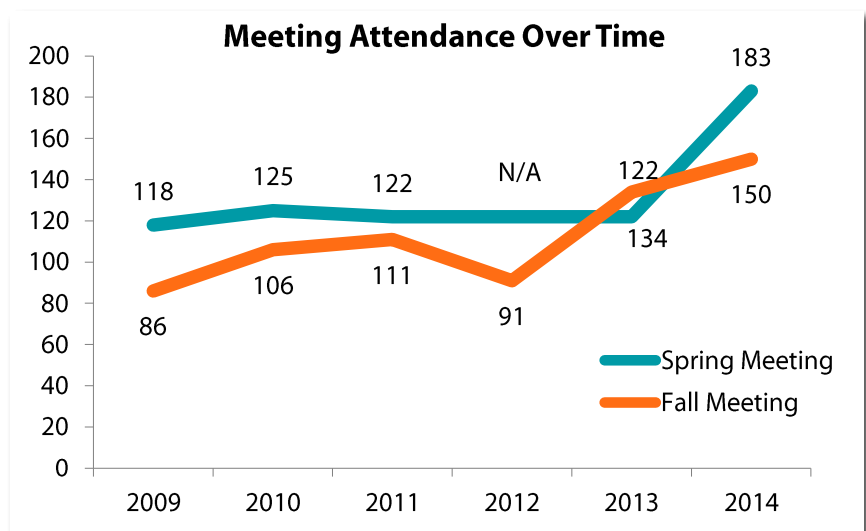
Annual Spring & Fall Meetings

Over the past five years, NASDCTEc's annual meetings have had a consistent increase in participation, with 2014 seeing the highest registration for both the Spring and Fall meeting.

Achieving Excellence in Career Technical Education: The National Career Clusters Institute

In June 2014, NCTEF held its final, stand-alone National Career Clusters Institute in Phoenix, Arizona. While it was our last Institute, we offered a number of new features, such as school and industry tours, a state policy workshop, and the launch of our Excellence in Action Award program, which were received very positively and inform our future steps to support the expansion of Career Cluster implementation.

Looking ahead, we are excited to integrate the National Career Clusters Institute into ACTE's annual CareerTech VISION conference (see *The Year Ahead* on page 19).



NASDCTEc/NCTEF 2014 Annual Report

SIGNIFICANT RESOURCES

Over the past two years, NASDCTEc and NCTEF have developed and released a wide range of reports, communications and advocacy resources, and webinars to provide our members and other CTE stakeholders with actionable strategies, best practices and information they can use to advance CTE in their communities.

NASDCTEc/NCTEF RESOURCE HIGHLIGHTS

In the past two years, NASDCTEc/NCTEF has:

- ✓ Released nine reports, including two State of CTE reports
- ✓ Hosted 16 webinars, a third of which with partner organizations
- ✓ Revamped the careertech.org website
- ✓ Posted nearly 425 blog posts

State of Career Technical Education Series

In 2013, NASDCTEc/NCTEF released our first-ever “State of Career Technical Education” report, providing 50-state information on **CTE standards**. This report was the first of its kind, analyzing all of the states’ CTE standards. In 2014, we explored another critical topic to CTE, the state role in fostering and accelerating **employer engagement in CTE**, for which 46 states and one territory provided data. This report offered an in-depth analysis of the promising practices and policies states are employing to support and increase employer engagement to ensure CTE programs remain relevant and rigorous.

Reports & Briefs

In recent years, NASDCTEc/NCTEF has focused its publications on elevating CTE within the broader education reform environment through the topics explored and the partners engaged.

- **2014 in Review: State Policies Impacting CTE & 2013 in Review: State Policies Impacting CTE** (with ACTE). Both reports received significant attention from the media and partner organizations. This is now a standing annual report we release with ACTE.
- **Assessing the Education and Employment Outcomes of Career Technical Education Students** (with RTI International and Jay Pfeiffer) offers recommendations for how the U.S. Department of Education and future legislation from Congress can support more valid, reliable and comparable state data, and was incorporated into a Hill briefing on Perkins.
- **The Common Career Technical Core, Programs of Study & Industry-Based Standards**
- **Making Career Readiness Count** (with Achieve): This paper was presented (by request) to the Council of Chief State School Officers’ Career Readiness Task Force and the U.S. Department of Education’s Office of Career, Technical & Adult Education. It was also cited in the accompanying fact sheet to the *Career Ready Act* introduced in Senate in February 2015.
- **CTE Is Your STEM Strategy**
- **Career Technical Education and Advanced Placement**

NASDCTEc/NCTEF 2014 Annual Report

The State of Career Technical Education
Employer Engagement in CTE

CTE

MAKING CAREER READINESS COUNT

Achieve & National Association of State Directors of Career Technical Education Consortium (NASDCTEc)

CTE

State Policies Impacting CTE

2014 Year in Review

Although this is only the second annual State Policies Impacting CTE 2014 Year in Review, it is a significant number of states have developed and implemented new policies and programs to advance career and technical education (CTE) in the secondary and postsecondary levels.

CTE

The State of Career Technical Education
An Analysis of State CTE Standards

CTE

CTE is Your STEM Strategy

CTE

STATE POLICIES IMPACTING CTE

2013 Year in Review

2013 was a major year for career and technical education (CTE) in the United States. In 2013, 18 states passed legislation or regulations to advance CTE in the secondary and postsecondary levels. This report provides an overview of the legislative, regulatory, and policy changes that have impacted CTE in 2013.

CTE

The Common Career Technical Core,
Programs of Study & Industry-Based Standards

INTRODUCTION

As the economy has changed in the past decade, many Career Technical Education (CTE) programs have transformed from helping students prepare for an entry-level job to helping students prepare for a career. This has been accelerated by the development and implementation of programs of study or coordinated, sequential sequences of academic and technical courses from secondary to postsecondary where students participate in dual enrollment courses, earn industry-based credentials, and/or earn postsecondary degrees. All four major states of the Career and Technical Education Act (Perkins) have now had at least one program of study in place and many states have enhanced the program of study as the new tool for CTE program.

CTE

Perkins Reauthorization Briefing
Assessing the Education and Employment Outcomes of Career and Technical Education Students

Steve Klein, Jay Pfeiffer, Kimberly Green

Recipients of funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2009 (Perkins II) must report on the outcomes of students participating in career and technical education (CTE). This requirement includes the expectation that local grantees report on the subsequent employment or enrollment in postsecondary education or advanced training of students participating in CTE. Many states have difficulty collecting longitudinal data, compromising the accuracy and comparability of these accountability data. This paper reviews data collection options and offers recommendations for expanding state reporting capacity.

CTE

Career Technical Education and Advanced Placement

Career Technical Education (CTE) programs provide students with rigorous technical and academic skills that are essential for success in the 21st-century workforce. In 2013, the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) conducted a study to explore the relationship between CTE and Advanced Placement (AP) courses. The purpose of this report is to provide a general overview of the relationship between CTE and AP courses, and to provide recommendations for improving the relationship between the two.

CTE

NASDCTEc/NCTEF 2014 Annual Report

Webinars

To help bring our reports and resources alive and cover an even wider breadth of topics, NASDCTEc/NCTEF offers webinars regularly. Most are open to the public, but some are only available for NASDCTEc members. In addition to the eight webinars we hosted to release or explore our State of CTE series and policy briefs listed above, we also offered webinars on the following topics last year:

- *Badging 101: The What, the Why & the How* (with NOCTI)
- *Supporting 21st Century Educators: How States Are Promoting Career and Technical Educator Effectiveness* (with the Center for Great Teachers & Leaders)
- *Members Only Webinars: Two Summer Legislative Updates, WIOA Update*

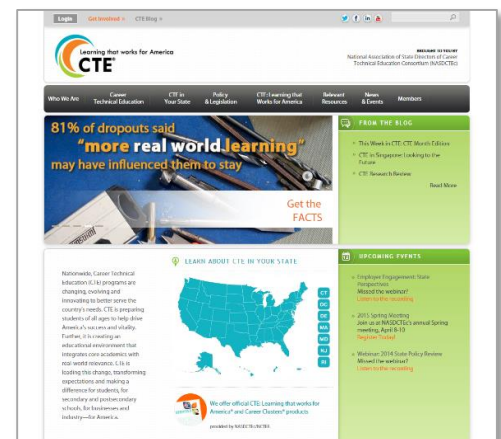
In addition to live webinars, NASDCTEc has also been building a library of on-demand webinars on topics ranging from the federal budget and CTE advocacy to Career Clusters and the Common Career Technical Core.

Communications Tools

In 2014, NASDCTEc introduced, revamped and updated a variety of communication resources and tools.

First, we launched our new website, providing a cleaner design and more intuitive organization for an improved user experience and a more flexible content management system for a better back-end experience.

Since the launch of the new website, we have had 1 million page views from nearly 200,000 users from 163 counties.



NASDCTEc/NCTEF's COMMUNICATIONS SUCCESS BY THE NUMBERS:

- ✓ **1 MILLION** = The number of page views careertech.org has received since its re-launch in July 2014
- ✓ **1,500** = The average monthly number of page views for the Learning that Works blog
- ✓ **22** = The number of articles NASDCTEc was featured in national and local publications including *Education Week*, *Reuters* and *Slate* in 2014

NASDCTEc/NCTEF 2014 Annual Report

In addition to the new website, NASDCTEc/NCTEF expanded on its blog series, providing a deeper look into top issues, such as state policy and CTE in international contexts, and access to more CTE resources. Our series, most of which are published weekly or bi-weekly, now include:

- Legislative Updates
- State Policy Updates
- CTE Research Review
- Spring & Fall meeting resources
- International Corner (in partnership with Asia Society and cross-posted at *Education Week*)
- This Week in CTE, a weekly round-up of information and resources from the week



NASDCTEc introduced a bi-monthly, members-only newsletter to provide relevant information on organizational efforts, as well as a platform for members to communicate what is happening within their states through quick updates and interviews with new State CTE Directors.

These new and updated communication materials are designed to strengthen NASDCTEc's messaging and communications with our membership and the broader education community; arm state and local leaders with the tools and strategies they need to more effectively communicate about CTE; and build critical partnerships to amplify our messages, goals and projects in Washington D.C. and states. One early outcome of our efforts: increased interest and engagement with the media. In 2014, we spoke with reporters from a wide array of national and state publications and our work, research and staff were cited directly in 22 articles.

NASDCTEc/NCTEF 2014 Annual Report

PARTNERSHIPS

Central to NASDCTEc/NCTEF's vision and mission is engaging in partnerships with key organizations to help advance our work and high-quality CTE across the nation. We currently have active partnerships with a wide array of organizations, representing policymakers, K-12 and postsecondary educators and institutions, business/industry, and governmental agencies. Staff meets quarterly to share partnership updates, prioritize our external activities and identify next steps.

NASDCTEc/NCTEF 2014 PARTNERSHIP HIGHLIGHTS

Since 2014, we've:

- ✓ Maintained 65 active partnerships
- ✓ Released four major reports in partnership with other organizations
- ✓ Co-hosted webinars with six organizations
- ✓ Presented to over 60 groups across the world

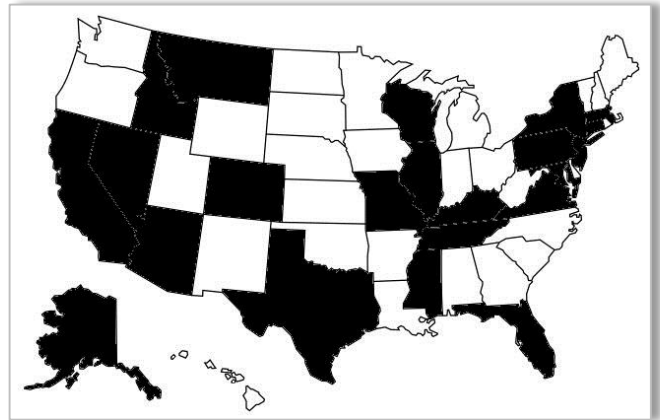
Partnering for Change

- NCTEF's Board of Directors includes leaders from **Gallup**, the **Ford Motor Fund Company** and the **Global Pathways Institute**.
- A number of NASDCTEc's leaders – including our former President Scott Stump, Past President John Fischer, Board member Eric Spencer and Executive Director Kimberly Green – served on the **Council of Chief State School Officers' Career Readiness Taskforce**, which led to the report, *Opportunities & Options: Making Career Preparation Work for Students*.
- Our leadership sits on the advisory boards of the **National Career Academy Coalition**, **Manufacturing Skills Standards Council**, **American National Standards Institute**, **National Technical Honor Society**, **National Visiting Committee for Supply Chain Management**, **Pearson Employability Advisory Committee** and **National Academies STEM Workforce Strategy Planning Committee**.
- Staff also served on the **Council of State Government's** National Task Force on Workforce Development & Education, the **PIAAC** Expert Panel on Youth in Transition and as part of the selection committee for the **National Governors' Association** Policy Academy on Aligning Education and Training.
- We are an affiliate member of the **National Coordinating Council-Career Technical Student Organizations**, a group of CTSO leaders who meet quarterly to coordinate initiatives.
- We maintain many research partners, such as the **Center for Great Teachers & Leaders**, **College & Career Readiness & Success Center** and **National Center on Innovation in Career and Technical Education**, and are a founding member of the **Workforce Data Quality Campaign**.
- In 2012, NASDCTE convened over 20 organizations through the **Career Readiness Partnership Council** to develop a common definition of "career readiness."

NASDCTEc/NCTEF 2014 Annual Report

Another way we can capture our range of partnerships is by tracking our **speaking engagements**. As lead experts in CTE, our staff regularly present at meetings and conferences, and serve on panel and advisory committees. A few of our stand out presentations from the past year include:

- ✓ Testifying at the U.S. House of Representatives CTE Caucus Hearing on “The Role of CTE in Creating a Skilled Workforce: Perspectives from Employers and Stakeholders.”
- ✓ NASDCTEc’s Past President John Fischer testifying on Perkins reauthorization at a hearing held by the House Education and Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education.
- ✓ Serving as the U.S. Delegate at the Asian-Pacific Economic Cooperative (APEC) Alliance for Technical and Vocational Education and Training.
- ✓ Speaking at The Its About Work conference, hosted as part of the United Kingdom’s Skills Show, as affiliate of World Skills.



States Visited by NASDCTEc/NCTEF staff in 2014

NASDCTEc/NCTEF 2014 Annual Report

FINANCE & OPERATIONS

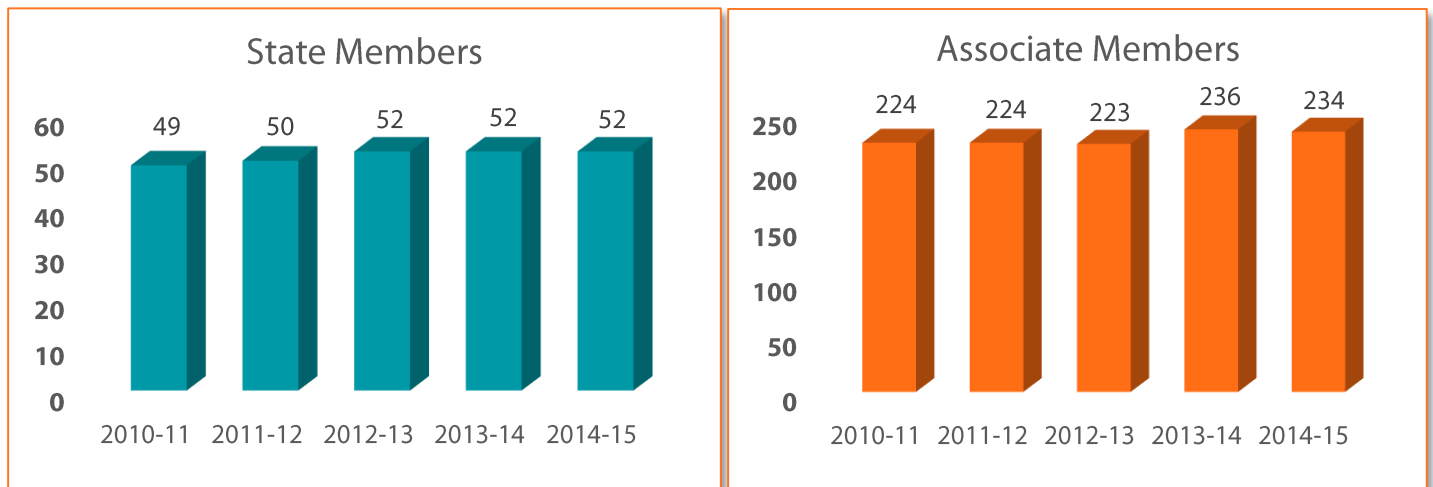
A strong fiscal and administrative foundation is essential to NASDCTEc and NCTEF being able to achieve all of the accomplishments described above. With an eye on efficiency and productivity, a staff of seven dedicated individuals implement the strategic goals and initiatives established by the Board of Directors.

Membership & Revenues

NASDCTEc offers two types of **membership** – “state membership” and “associate or organizational membership.”

State membership is only available to state agencies identified as the “eligible agency” under Perkins. **Over the past three years, all 50 states, the District of Columbia and at least one U.S. territory have been NASDCTEc members.** This is a significant accomplishment and reflects high engagement and satisfaction from the states.

Associate membership is open to other state leaders; non-state employees who are part of the CTE delivery system, such as administrators; and representatives of organizational members, such as employees of CTE service providers and/or non-profit or private companies. Despite significant declines in the size of state agencies and the economic downturn, NASDCTEc’s associate membership has also stayed constant over time, averaging about 230 individuals over the past five years.



Given the robust nature of our membership, it’s no surprise that 44 percent of the organizations’ shared **revenue** comes from membership dues. Another quarter of the revenue comes from registrations at the annual conferences. In recent years, sponsorships of those meetings have increased and now make up six percent of our annual revenue. The remainder of our revenue come from the sale of Career Cluster products, sub-contracts and grants, and interest on our investments.

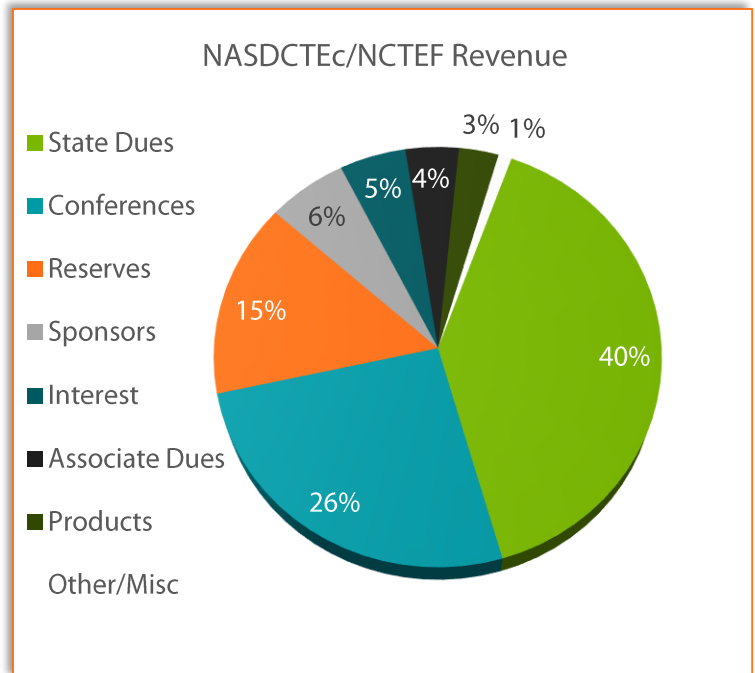
NASDCTEc/NCTEF 2014 Annual Report

Unlike many non-profits, the organizations have a reserve fund that has allowed NASDCTEc/NCTEF to undertake a number of major initiatives to advance CTE and accomplish elements of the Vision – including the development of the CTE: *Learning that works for America* campaign and the Common Career Technical Core and the related alignment study.

Structure & Standing

Both NASDCTEc and NCTEF are non-profit corporations. NASDCTEc is a 501(c)4 and NCTEF a 501(c)3. The organizations share officers and this shared governance not only results in alignment and coherence of work, but also reduces expenses by allowing for a combined audit and annual financial statements between the two organizations.

To ensure both organizations are in good standing and positioned for success, we commission an independent review of the organizations' finances each year, under the direction, guidance and supervision of a standing Finance/Audit Committee, comprised of State CTE Directors, an associate member and a public NCTEF Board member. The annual audit has consistently found the organizations to be in good standing.



NASDCTEc/NCTEF 2014 Annual Report

THE YEAR AHEAD: 2015-2016

While this annual report has focused primarily on our recent accomplishments, in this final section we turn the attention to just a few of the major initiatives we are leading in the year ahead.

The Future of CTE Summit & Vision

In Fall 2015, we will host *"The Future of CTE Summit"* to spark consensus and action on how CTE can be strengthened across the country to transform teaching, learning and career readiness for all students. This effort will build on our 2010 event, which resulted in all 50 states and many partners committing to a new vision for CTE, **Reflect, Transform, Lead: A New Vision for Career Technical Education**.

Summit Co-conveners

One of the most significant differences between the previous vision event and *The Future of CTE Summit* is that we will not be going into the process on our own. Rather, the new vision will be developed by a broader set of critical partners who, in turn, will then be truly invested in the process, principles and actions. It is through this shared vision that CTE will meet its full promise.

THE SUMMIT CO-CONVENERS

The co-conveners will serve on the planning committee, participate in the Summit and help define the final vision.

- ✓ Association for Career and Technical Education
- ✓ Council of Chief State School Officers
- ✓ Council of State Governments
- ✓ National Association of State Boards of Education
- ✓ National Governors Association
- ✓ National Skills Coalition
- ✓ U.S. Chamber of Commerce Foundation

The Summit's Goals

The Summit will not be a typical conference. Rather, it will be an innovative and interactive year-long effort, beginning with a series of briefing papers and webinars to lay the groundwork, followed by a three-day, hands-on, invite-only meeting, facilitated by PwC, where participants will brainstorm and begin to lay out a new vision for CTE. The work will culminate in the release of a new "vision" for the future of CTE at NASDCTEc's 2016 Spring Meeting.

NASDCTEc/NCTEF 2014 Annual Report

National Career Clusters Institute/CareerTech VISION Conference

In 2014, NASDCTEc/NCTEF and ACTE signed a memorandum of understanding to integrate the National Career Clusters Institute content into ACTE's CareerTech VISION Conference for the next three years.

Starting in 2015, NASDCTEc/NCTEF will develop a Career Cluster-focused conference track with nine concurrent sessions featuring this critical framework for organizing CTE programs of study, as well as serve on the planning committee for the entire event. Throughout the planning process, NASDCTEc/NCTEF and ACTE are working together to find creative ways to integrate Career Clusters into the broader conference – from branding the Career Pavilion to relevant pre-conference workshops.



For the 2016 and 2017 CareerTech VISION conferences, the Career Clusters integration will increase in intensity, with more opportunities for co-developed content, themes and event features.

NCTEF

In 2015, NCTEF, NASDCTEc's partner organization tasked with developing and funding activities and programs that are designed to improve the CTE system, will go through a transformation. NCTEF will take on a renewed focus on advancing a high-quality education and workforce system that works for learners at all levels, employers and the U.S. economy by **expanding capacity** and **scaling excellence** in CTE.

NCTEF will be committed to building and promoting a positive and supportive environment, in which high-quality CTE policies, programs and practice can be developed, nurtured and succeed. NCTEF will serve as a resource to state leaders and national organizations working to implement and advance CTE and career readiness-focused policies and programs.

Throughout 2015, NCTEF will continue to focus on existing initiatives – the *CTE: Learning that works for America* campaign, Excellence in Action awards and employer engagement. After *The Future of CTE Summit* and release of the new CTE Vision, NCTEF will expand into new areas as defined by that Vision.

FINAL REFLECTIONS

As we look back on the work achieved in 2014, we hope you join us in feeling a sense of pride and accomplishment. Much has been achieved and is to be celebrated, but we are most excited about future opportunities to expand and refine our initiatives, partnerships and resources to accomplish even more in the coming years – together.

NASDCTEc 2014-15 Board of Directors

The NASDCTEc Board of Directors is comprised of our Executive Committee (President, Vice President, Secretary-Treasurer and Past President), 11 regional representatives and an associate member representative.

Executive Committee

- **President/Vice President** – *Mr. Rod Duckworth, Florida*
- **Secretary-Treasurer** – *Ms. Jo Anne Honeycutt, North Carolina*
- **Past President** – *Mr. John Fischer, Vermont*

Representatives

- **Region I** – *Ms. June Sanford, Connecticut*
- **Region II** – *Mr. Eric Suhr, New York*
- **Region III** – *Dr. Lee Burket, Pennsylvania*
- **Region IV** – *Ms. Jean Massey, Mississippi*
- **Region V** – *Ms. Kathy Cullen, Wisconsin*
- **Region VI** – *Mr. Eric Spencer, New Mexico*
- **Region VII** – *Mr. Rich Katt, Nebraska*
- **Region VIII** – *Mr. Wayne Kutzer, North Dakota*
- **Region IX** – *Mr. Michael Raponi, Nevada*
- **Region X** – *Ms. Eleni Papadakis, Washington*
- **Region XI** – *Ms. Bernadette Howard, Hawaii*
- **Associate Member Representative** – *Dr. Sheila Ruhland, Wisconsin*

NCTEF 2014-15 Board of Directors

The NCTEF Board of Directors is comprised of the Executive Committee and three public members.

- **President/Vice President** – *Mr. Rod Duckworth, Florida*
- **Secretary-Treasurer** – *Ms. Jo Anne Honeycutt, North Carolina*
- **Past President** – *Mr. John Fischer, Vermont*
- **Public Member** – *Dr. Timothy D. Hodges, Research Director, Gallup*
- **Public Member** – *Ms. Cheryl Carrier, Executive Director Ford Next Generation Learning c/o Ford Motor Company Fund*
- **Public Member** – *Mr. William C. Symonds, Director, The Global Pathways Institute*



State Policies Impacting CTE

2014 Year in Review

Although this is only the second annual State Policies Impacting CTE: 2014 Year in Review, a clear pattern is emerging. For the second year in a row, a significant number of states have developed and implemented new policies and programs to advance career and technical education (CTE) at the secondary and postsecondary levels.

Just as we found in the 2013 Year in Review, nearly every state had CTE-related activity this past year, with state legislatures and regulatory bodies approving roughly 150 policies across 46 states and the District of Columbia in 2014.

This continued spike in CTE-related policies indicates a growing awareness and interest in using CTE as a means to increase postsecondary credential attainment, provide students with real-world experience and prepare a workforce with the knowledge and skills necessary to maintain the nation's competitive edge.

Key Takeaways

For the second year in a row, funding has snagged the top spot, with 36 states providing additional funding for CTE in some form. Notable were California, which formalized a \$250 million investment in its Career Pathways Trust Grant, and South Dakota with its new \$50 million Build Dakota scholarship program for students entering high-need workforce programs. These investments reflect state leaders' recognition that students need to be both college and career ready and employers need a prepared and adaptable workforce.

Some other funding bumps came in the form of tax-incentivized donations (Alabama) and grants (Iowa) in

an effort to increase business-education collaboration. In fact, public-private partnerships were more prominent in 2014 policies than in the prior year. Twenty-eight states passed legislation and approved policies designed to accelerate employer engagement with CTE to help align programs with labor market demands and offer work-based learning opportunities for students.

Consistent with last year, legislation and policy directed at earning postsecondary credit in high school and articulating credit across institutions was the third most common activity. This is not surprising given that education and training beyond high school is the new norm.¹ In 2014, this topic garnered attention from state legislative and regulatory bodies in 24 states. For example, the Nevada State Board of Education and Board of Regents approved a new policy to develop statewide articulation agreements for all CTE programs of study.

Continuing the trend of policies focused on business engagement and workforce preparation, industry-recognized credentials received a significant amount of attention. In 2014, 19 states approved measures or funds to accelerate credential attainment (Kansas and Tennessee), inform parents about the return on investment (ROI) for certain credentials (Florida), and establish grant programs that would provide training for critical industries like manufacturing (Illinois and Oklahoma). In Kansas, for example, the state's 2012 [Excel in CTE](#) legislation, which aimed to accelerate secondary students' credential attainment, stimulated so much interest that lawmakers had to appropriate an additional \$9.25 million to cover costs.



RTI
INTERNATIONAL

Perkins Reauthorization Briefing
Assessing the Education and Employment Outcomes of Career and Technical Education Students
Steve Klein, Jay Pfeiffer, Kimberly Green

Recipients of funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins II) must report on the outcomes of students participating in career and technical education (CTE). This requirement includes the expectation that local grantees report on the subsequent employment or enrollment in postsecondary education or advanced training of students participating in CTE. Many states have difficulty collecting longitudinal data, compromising the accuracy and completeness of these accountability data. This paper reviews data collection options and offers recommendations for expanding state reporting capacity.



The State of Career Technical Education
Employer Engagement in CTE



MAKING CAREER READINESS COUNT

Achieve & National Association of State Directors of Career Technical Education Consortium (NASDCTE)