

About NASDCTEc

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.

Our **vision** 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. Our **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 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 NASDCTEc's work:

- CTE is critical to ensuring that the United States leads in global competitiveness
- CTE actively partners with employers to design and provide high-quality, dynamic programs
- CTE prepares students to succeed in further education and careers
- CTE is delivered through comprehensive programs of study aligned to The National Career Clusters® Framework
- CTE is a results-driven system that demonstrates a positive return on investment

What We Do

Advocacy:

NASDCTEc is an advocate for policies and legislation that enhance and sustain high-quality CTE programs throughout the nation. On behalf of our members and the field, NASDCTEc actively monitors federal and state legislative developments, engages key members of Congress, supporting and partnering with the CTE Caucuses, and working with relevant federal agencies.

Case-Making & Branding:

NASDCTEc oversees *CTE: Learning that Works for America*®, a national branding campaign to support high-quality CTE. Nearly every state in the nation has signed on to this campaign and is using the campaign's brand and resources to communicate the benefits of high-quality CTE to all stakeholders. NASDCTEc also collects state and national data to help demonstrate the value of CTE to students, employers and the economy, and leads the

Relevant Links

- Learning that works for America blog: www.blog.careertech.org
- Sign up for CTE news and updates: <http://careertech.org/get-involved>
- The CTE Vision: <http://careertech.org/CTE-Vision>
- The National Career Clusters Framework: <http://careertech.org/Career-Clusters>
- CTE: Learning that Works for America: <http://careertech.org/CTE-Works>
- The Common Career Technical Core: <http://careertech.org/CCTC>

STATE DIRECTORS

National Association of State Directors
of Career Technical Education Consortium

Excellence in Action Award program, which recognizes high-quality programs of study throughout the country.

Implementation Tools & Resources:

NASDCTEc provides leadership and support for the National Career Clusters® Framework to deliver high-quality CTE programs of study through improved design and instruction. NASDCTEc manages the Common Career Technical Core, a set of end-of-program of study benchmark standards, developed for and by states, released in 2012.

Research & Resources:

NASDCTEc routinely provides the CTE community with vital tools, resources and timely information required to support high-quality CTE, including policy briefs on critical CTE and college- and career-ready topics, success stories from on the ground, and relevant research from the field. NASDCTEc also provides professional development opportunities to its members through two annual meetings, and the broader CTE community through regular webinars and resources on key issues.

Who We Serve

NASDCTEc's members include the State CTE Director from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. We also serve other state leaders from departments of education, community and technical college systems, state board of regents and workforce development agencies. Our membership also includes an array of organizations that represent key partners and stakeholders of a CTE system, as well as some local and institution-level leaders.