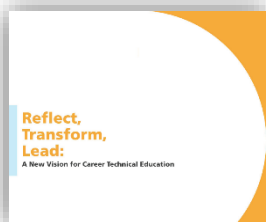




Career Technical Education 101: A Summary of CTE & Career Readiness Initiatives, Research and Resources

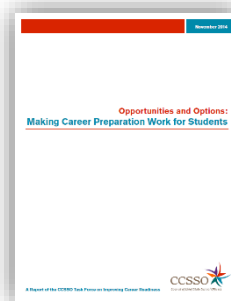
There are many efforts underway to support Career Technical Education and career readiness, so many it can seem overwhelming. Below are some of the highest impact and most useful initiatives, resources and research, many from *The Future of CTE Summit* co-conveners, to provide a solid understanding of where CTE has been and where it is going.

What are the Major Initiatives Addressing CTE & Career Readiness?



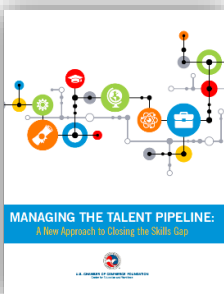
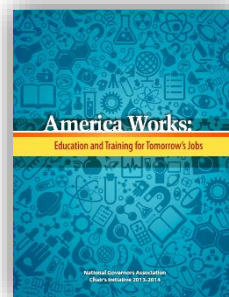
Reflect, Transform & Lead: A New Vision for Career Technical Education has set a common vision among the CTE community. It has driven the work of the **National Association of State Directors of Career Technical Education Consortium** (NASDCTEC) and many of its member states since its release in 2010 after a previously convened Summit.

During 2014, the **Council of Chief State School Officers** (CCSSO) convened a task force of chief state school officers, State CTE Directors and key national partners to create recommendations for supporting career readiness and career education for all students. *Opportunities & Options: Making Career Preparation Work for Students* is the result of that task force and offers recommendations in the following three areas: employers as a lead partner in defining pathways, setting a higher bar for quality of career preparation programs, and making career readiness matter through accountability systems. CCSSO will be supporting states as they implement these recommendations through a number of activities and initiatives starting in 2015.



National Governors Association's (NGA) *America Works: Education and Training for Tomorrow's Jobs* defines "the new minimum" for our workforce and economy by making the case that a high school diploma is no longer enough for success and that all citizens need a postsecondary degree or certification to be competitive. The report was the result of a yearlong America Works initiative, which supported governors' efforts to better align education and workforce supply and demand.

Following up on the release of this report, in 2014 NGA launched its *Aligning the Education and Training Pipeline to the Needs of the Economy*, working with 14 states to strengthen their statewide visions for alignment, data systems, public-private partnerships, and alignment of resources and incentives.



The U.S. Chamber of Commerce Foundation's (USCCF) *Talent Pipeline Management* initiative seeks to close the skills gap by applying demand-driven, supply chain management strategies to the education enterprise, with a particular focus on postsecondary education and training programs. To help make this initiative a



reality, USCCF will be working with seven regional partners to pilot and gather input on effective talent pipeline strategies.

Building on the [Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century](#) report, **Jobs for the Future** launched the [Pathways to Prosperity Network](#), working with twelve states to build fully aligned 9-14 career pathways.

The **Alliance for Quality Career Pathways** (AQCP) aims to help state and local partnerships build and strengthen their career pathways systems, with a focus on aligning postsecondary, adult education and workforce development programs, policies and systems. Managed by CLASP, AQCP is working with 10 states to build and test tools and resources, such as their [Framework](#).

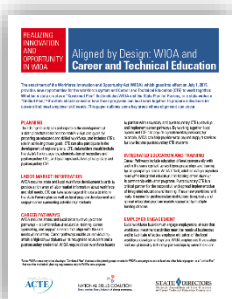
The **Association for Career and Technical Education** (ACTE) is working to define and identify a set of research-based quality indicators of “high-quality” CTE. ACTE is partnering with the Central Regional Education Laboratory (REL Central) to develop a summary and crosswalk of the various CTE program-quality frameworks already in use nationally, and REL Central is developing a similar crosswalk of CTE programs and policies in use in its partner states. The final resources and methodology will be made available in 2015-16.

What's the Case for CTE?

- NASDCTEc has a number of [fact sheets](#) on topics such as how CTE supports student achievement and the early, positive impact of programs of study.
- The Georgetown Center on Education and the Workforce has released a series of reports on the economic case for [CTE](#), [sub-baccalaureate degrees](#) and [certificates](#).
- The American Association of Community Colleges has calculated the return on investment of [community colleges](#), where the majority of postsecondary CTE occurs.
- ACTE releases an annual survey students’ and educators’ experiences with CTE, [CTE Works!](#)

What Are States Doing to Advance CTE?

Over the past two years, ACTE and NASDCTEc have partnered on an annual report, *State Policies Impacting CTE: [2013](#) and [2014](#) Year in Review*, which provides an overview and a state-by-state review of policy changes occurring that have impacted CTE across all 50 states.



What is the Federal Government Doing to Advance CTE?

In 2014, the Workforce Innovation & Opportunity Act (WIOA) was reauthorized, with implications for CTE and its alignment with workforce development and training. The National Skills Coalition has developed a range of



resources to help leaders [unpack](#) and [implement](#) the new law, including a [one-pager on how WIOA and CTE align](#).

To support the program of study requirement within the Carl D. Perkins Career and Technical Education Act (Perkins), the U.S. Department of Education created a [design framework](#), commissioned a [series of resources](#) for local implementation, and launched a six-state initiative focused on the development and implementation of Rigorous Programs of Study.

How are Employers Supporting CTE?

- [The State of Career Technical Education: Employer Engagement in CTE](#) explores how employers are engaged, and the ways in which states engage employers, throughout the CTE enterprise based on a national survey of State CTE Directors by NASDCTEC.
- [Vocational Education 2.0: Employers Hold the Key to Better Career Training](#), released by the Manhattan Institute for Policy Research, identifies the steps that the private sector must take for CTE to reach its full potential.
- ACTE has developed a [series](#) of sector fact sheets, highlighting the link between CTE and leading industries, and "Taking Business to Work" case studies on specific school-business partnerships.
- Many industry organizations are collaborating to support and validate the quality of industry-based credentials, including the [Manufacturing Institute](#), [National Network of Business and Industry Associations](#) (with support from the Business Roundtable and ACT Foundation), and the [Lumina Foundation](#).



What is the International Context?

- Part of OECD's Skills Outlook series, [Time for the U.S. to Reskill? What the Survey of Adult Skills Says](#) provides an overview of how proficient U.S. adults are in comparison to their peers throughout the world regarding literacy, numeracy and problem solving in technology-rich environments. American adults score below average in every category, with 36 million adults found to have "low skills."
- [OECD Skills Outlook 2015 on Youth, Skills and Employability](#) explores the relationship between youth employment, their skills (as drawn from the Survey of Adult Skills), and work-based experience across the globe and offers policy [recommendations](#) for ensuring more youth are prepared for success.
- The Center on International Education Benchmarking released an [infographic](#) on keys to a successful vocational and education and training system, along with three reports in a series on CTE in [Switzerland](#), [China](#) and [Singapore](#).