

**ADVANCE**  **CTE**

**CELEBRATING 100 YEARS**

***CTE THROUGH THE CENTURY***

1860s 1900s 1910s 1920s 1930s 1940s 1950s 1960s 1970s 1980s 1990s 2000s 2010s

# ADVANCE CTE

CELEBRATING 100 YEARS

## CTE THROUGH THE CENTURY

1860s



Justin Smith Morrill of Vermont

1862

The **Morrill Act** establishes land grant colleges to emphasize the **postsecondary study of agriculture and the mechanical arts.**

1900s

1906

The **National Society for the Promotion of Industrial Education** was formed to **lobby on behalf of vocational education by coordinating the efforts of supportive stakeholders.**

1910s



Boy tending chickens.  
Bennington, Vermont, Aug. 1914

1914

The **Smith-Lever Act** was enacted in 1914, establishing a national Cooperative Extension Service that **extended outreach programs** through land-grant universities to **educate rural Americans** about advances in **agricultural practices and technology.**

1917

Woodrow Wilson signed the **Smith-Hughes Vocational Education Act**, marking the beginning of **federal funding for vocational education in the United States**, and the **first federal investment in our K-12 system.**



Thomas Woodrow Wilson, 1919

## 1920s

NATIONAL ASSOCIATION  
*of*  
STATE DIRECTORS FOR  
VOCATIONAL EDUCATION

### 1920

State Leaders formed the **National Association of State Directors of Vocational Education (NASDVE)** to represent state leaders of vocational education.

### 1929

The **George-Reed Act** further expanded support for **vocational education**, specifically for **agriculture** and **home economics**.

## 1930s

### 1933

President Roosevelt transferred the function of the **Federal Board for Vocational Education** to the **U.S. Office of Education**.

### 1934

The **George-Elizey Act** authorized **\$3 million annually** for three years to be apportioned equally in **agriculture, home economics** and **trades and industry**.



Women knitting, vocational studies public schools between 1918 and 1920.



Boys learning to garden in vocational training class.



Sen. Walter F. George of Georgia

### 1936

The **George-Deen Act** authorized **\$14 million annually** for **agriculture, home economics, trade** and **industry education**.



Franklin D. Roosevelt, 1930

## 1940s

### 1940s

The **Federal Investment in Vocational Education** contributed to the **National Defense Efforts for World War II** by helping prepare workers in critical industries. During this time, vocational education students **planted victory gardens, sold war bonds, collected scrap metal** and **repaired agriculture equipment.**



“  
 With the common notion that most parents have about the prestige their sons or daughters will gain by being a college graduate, how can they be convinced that it is desirable for some to attend a vocational institute or a community college?  
 ”

### 1950

The Committee to Study Post-High School Vocational Education Progress Report was presented to NASDVE **exploring** the role **junior and community colleges; city, state and area vocational schools; technical institutions;** and **extensions of high school play in providing vocational education.** A chief **concern was the stigma associated** with vocational education.

### 1946

The **George-Barden Act** superseded the **George-Deen Act** and increased funding from \$14 million to \$29 million annually.

## 1950s



### 1956

At the **Spring Meeting** in Washington, D.C., members **explored the need for technical careers like laboratory technicians, junior chemists and special industry equipment operators** in response to the growing tension between the United States and Soviet Union due to the Space Race.

### 1958

The **National Defense Education Act** supports the training of **highly skilled technicians in occupations supporting national defense.**

“  
 “This relationship with **industry and labor** must be maintained. The field of technician is not clearly defined, and there are many levels of technicians. All agencies should be involved in the development of this area of training - engineering colleges, junior colleges, area schools, vocational schools and departments.”  
 ”

1960s



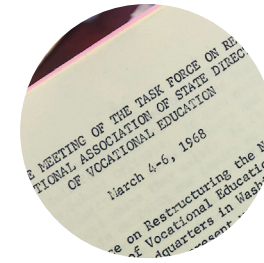
President Johnson

1963

President Johnson signed the **Vocational Education Act of 1963**, which broadened the definition of vocational education and focused on **program improvement and services for disadvantaged students and students with disabilities.**

The federal legislation added a strong focus on **access and equity**, noting that all vocational education programs should support **“persons of all ages and in all communities.”** To accomplish this goal, funding began to be distributed by population rather than field of study, including special funds for academically and economically disadvantaged and disabled students.

Funding also provided the **seed money** for most of our nation’s area **technical centers, incubated work-study programs** and **supported national vocational education research.**



1968

President Johnson signs the Vocational Education Amendments to **further fund research, established permanent programs for vocational education, consumer and homemaking education.** The Amendments also establish new requirements including national and state advisory councils, a state plan consisting of administrative policies and procedures and an annual and five-year program plan.

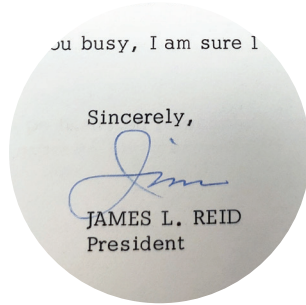
A **task force of State Directors** was developed and met in Washington, D.C. to give **immediate attention to restructuring the NASDVE** to be more effective in **meeting the manpower needs of the nation.** As a result, the **Sears Roebuck Foundation** provided a grant to fund the work of the association.



1969

The NASDVE established its national headquarters in **Columbia, SC** with **R.D. Anderson** as the first Executive Secretary.

# 1970s



## 1975

**NASDVE** authorized the organization to hire an **executive director** and establish an office in **Washington, D.C.** James L. Reid, a former State Director of Vocational Education in Maryland, was named the **first Executive Director** to begin work on July 1, 1975. The office was established within the **American Vocational Association**, now known as the **Association for Career and Technical Education**.

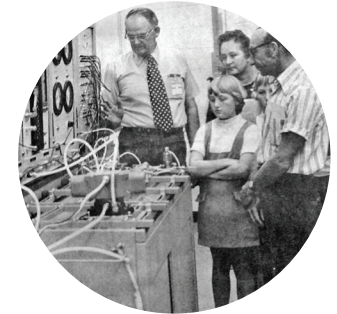


## 1976

The **Vocational Education Act** introduced a **stronger focus on women and girls through non-traditional occupations and gender equity**, reflecting the 1972 passage of Title IX. The Educational Amendments of 1976 extended, improved and maintained programs, developed new ones and expanded the law's focus on special populations within CTE particularly with respect to forbidding gender discrimination. This law also launched the National Assessment of Vocational Education.

## 1970

The **Vocational Education Foundation** was established, with the purpose: "To promote cooperation and coordinate the efforts of State Directors of Vocational Education in developing a wholesome and dignified image of Vocational Education."



1980s



1983

**A Nation at Risk** was published.

1984

A new set of amendments to the Vocational Education Act passed, **renaming the law the Carl D. Perkins Vocational Education Act**. In response to A Nation at Risk, this legislation included a focus on guidance counseling, industry-education partnerships that were to meet the needs of “high technology” sectors, and added a program evaluation element that included a measure of impacts of this investment such as meeting “labor market needs.”



Carl Dewey Perkins

1990s



1990s

**NASDCTEc**, the U.S. Department of Education’s **Office of Vocational and Adult Education (OVAE)** and states collaborated to build the federal **CTE accountability infrastructure**. A series of working groups led to the formation of the **Data Quality Institute** (still in place today), and was a **true democratic process** of states giving input to the design of performance indicators, numerators, denominators and methods of measurement.

**NASDCTEc** received a grant from the **DeWitt Wallace Foundation** dedicated to promoting **state leadership and cross-agency collaboration** during the era of the School-to-Work Opportunities Act (STWOA). This dedication to advancing the professional skills of its members, in addition to advancing the content and form of CTE are hallmarks of the organization.



Lila and DeWitt Wallace

1990s

1990

The Carl D. Perkins Vocational and Applied Technology Act was passed, **expanding the federal emphasis on integrating academic and vocational education and providing articulation between secondary and postsecondary institutions** through the Tech Prep program. It further shifted the emphasis from students who were non-college bound to the career development of all students

1996

The **Building Linkages** project spear-headed by OVAE, NSSB and NSTWO began to develop and pilot curricular frameworks in broad career cluster areas that would allow for successful transitions from school to work. Piloted career clusters included retail and banking, health and manufacturing, each led by a different state.

**Kimberly (Kubiak) Green** became the **Executive Director** of NASDCTEc.



1994

**Goals 2000: Educate America Act** created the **National Skills Standards Board (NSSB)**, charged with identifying **broad occupational clusters** and creating a **system of standards, assessments and certifications** for each cluster. In that same year, the STWOA created the **National School to Work Office (NSTWO)**. NSTWO required states to develop **portable credentials based on industry recognized skill standards**, preferably standards that were also recognized by NSSB. The move toward standards-driven systems was strengthening.

1998

The Carl D. Perkins Vocational and Technical Education Act was authorized with a **much stronger focus on accountability** for CTE program results and state flexibility.

1999

**OVAE** released the **16 Career Clusters** to better organize CTE.



“  
 With this new structure schools can better assure that each student has the opportunity to explore options, set goals and prepare for meaningful work in the new century.  
 - Richard Riley,  
 U.S. Secretary of Education  
 ”



## career<sup>tech</sup>

### 2001

NASDCTEc and the **Oklahoma Department of Career and Technology Education** applied for and were awarded a grant to establish a uniformity to the **Career Clusters**. NASDCTEc worked extensively with a committee consisting of varying backgrounds including representatives from the Building Linkages projects, State CTE Directors and a variety of stakeholders to pilot and scale Career Clusters and establish knowledge and skills statements



Charleston, S.C.

### 2002

NASDCTEc held a kick off event in Charleston, SC to unveil the **National Career Clusters® Framework**, serving as an organizing tool for CTE programs, curriculum design and instruction developed with and for states.

## 2000s

### 2003-2004

The Bush administration's budget proposed eliminating the federal investment in CTE. Over the course of 2003 and 2004, NASDCTEc and states launched a signature campaign to **rally CTE stakeholders to showcase the value** CTE has to **communities, national security and the economy**. Garnering over **5,000 signatures from employers**, the campaign halted the administration's quest to cut the funding and demonstrated the collective power and impact of the organization and the states.



George W. Bush

### 2006

The **Carl D. Perkins Career and Technical Education Act (Perkins IV)**, was **passed, expanding local accountability and placing a stronger emphasis on academic and CTE integration and secondary-postsecondary connections through programs of study**. Perkins IV focused on strengthened accountability measures and procedures and ensuring or increasing the academic rigor of CTE programs – removing the “lesser than academic track.” The legislation changed the name from vocational education to **Career Technical Education**.

2010s



## 2010

**NASDTEc** with **CTE leaders, advocates** and **partners** committed to a new CTE vision — **Reflect, Transform, Lead: A New Vision for Career Technical Education** — to guide the future of education for all students. Its ultimate goal: to prepare students of all ages to succeed in education and careers—and enable the United States to flourish in a dynamic and increasingly competitive global economy.

## 2012

**NASDTEc** led the development of the **Common Career Technical Core (CCTC)**, a state-led initiative to establish a set of rigorous, high-quality standards for CTE. **Forty-two states**, the **District of Columbia** and **Palau** participated in the development stage of the CCTC. **CCTC** was a **multi-step process** that incorporated input from approximately **3,500 individuals** representing K-12 education, business and industry and higher education **from across the nation**.

**NASDTEc** launched the **Learning that works for America campaign** — a 50-state commitment to delivering high-quality CTE in each state. The campaign also served a national and statewide branding campaign to increase the visibility of high-quality CTE.



2010s



2016

The National Association of State Directors of Career Technical Education Consortium rebranded as **Advance CTE**.



2017

Advance CTE released **Putting Learner Success First: A Shared Vision for the Future of CTE**, establishing a **bold vision for all of education**, which includes, but is not limited to CTE. This vision for CTE is supported by **Advance CTE** and **12 national organizations** representing the cross-section of **education, business** and **industry** and **policy**.



2018

President Donald Trump signed the **Strengthening Career and Technical Education for the 21st Century Act** into law, reauthorizing the **Carl D. Perkins Career and Technical Education Act** of 2006. **Perkins V** reflects the **100-year federal commitment** to CTE by providing federal support for CTE programs and focuses on **improving the academic and technical achievement** of CTE students, **strengthening the connections** between secondary and postsecondary education and **improving accountability**.



2020



**Advance CTE celebrates 100 years  
of serving state CTE leaders!**