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Two Minute Roundup & States Update

Introduction

One of the highest-rated portions of NASDCTEc's meetings is sharing among states. To that end, we are continuing our tradition of the 2 minute state update at the upcoming Spring Meeting. For those who are new, the 2 minute roundup is a fast-paced update of current state issues, successes, and challenges. This is a valuable networking resource as you may read about states that are facing similar challenges or solutions that may be replicable in your state.

PLEASE NOTE: States submitted this content through a three-question survey. These questions are designed to showcase your state's accomplishments, challenges, and exemplary CTE programs. NASDCTEc did not author the content, but did format the responses into a single document for a consistent look.

This year's questions/prompts:

- Please briefly describe your state's top three CTE-related accomplishments since the 2010 Spring Meeting.

- Please list three CTE-related challenges your state has faced since the 2010 Spring Meeting. Briefly describe how you plan to over come these obstacles.

- Please provide information, including graduation rate, completion rates, and/or college-going rates, for an exemplary CTE program in your state.

OVAE Responses to the first two survey questions:

Accomplishments:

- Completion of the Program of Study Framework.
- The Rigorous Program of Study Start Up (funded 6 applicant states)
- CTE Community Conversations

Challenges:

- "Scaling up" the Rigorous Program of Study program.
- Getting Valid and Reliable Data on the Effectiveness of CTE programs
- Conducting more on-site monitoring visits

NASDCTEc Staff Responses:

Accomplishments:

- Vision paper completion and the support it has received from the states/ Promoting the new vision for CTE
- New partnerships and visibility for CTE - Achieve, Harvard, Carnevale Report
- A strong staff that is working well as a team
- The merging of the websites coming soon
- Adding Dean as lead for Career Clusters this past year
- CTE: Making the Difference video
- Updating and developing new Clusters products

Challenges:

- President's budget proposal
- Leadership during tight budget times - willingness to make difficult decisions
- Inconsistency in the quality of CTE programs
- Challenges facing our office: States having trouble paying dues ranks high. It's been a long, long time (if ever) we have not had 100% cooperation in states paying dues.
- Challenges I hear nationwide: Working more with fewer staff - I hear this across the nation as departments are cutting back due to budgetary restrictions. The budget crisis - how Perkins funds are threatened...a major issue with states. Travel restrictions...states are unable to attend our meetings due to travel freezes. The number is increasing. Until funding situation improves, I'm not sure how states will deal with these issues. If they free up funds in one area, this reduces funds to someone else in another area.
- Funding - lobby Congress to maintain funding for Perkins in FY11 and FY12 budgets
- Misunderstanding of CTE in Congress, Administration and education policy community - educate them about how CTE has changed from vocational education and how it helps support the economy and helps students stay in school.

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ALABAMA

Accomplishments:

- Partnership with in the Aerospace Engineering Curriculum Initiative

- Renewal of the College Challenge Access Grant

- Implementation of unique student identifier to facilitate collection of data

Challenges:

- Credentialing Issues

- Funding

- Implementation of articulation

ARIZONA

Accomplishments:

- **Summer Institutes for CTE End of Program Assessments:** The first of what is intended to be an annual Summer Institute for CTE End of Program Assessments was held during the weeks of June7-11 and June 21-25, 2010. In four two-day sessions, 182 CTE teachers from across state gathered in forty specific content areas to analyze and revise existing assessment items and develop new items in a continuing effort to build a "test item bank" for the end of program assessments. The teachers also collaborated in building statewide "communities of practice" around curriculum instruction and assessment. Teachers formed presentation teams to lead professional development sessions focused on assessment data and instructional strategies for their colleagues at the annual ACTEaz Summer Conference. Plans are to continue and expand the Summer Institutes for summer 2011.

- **NRCCTE Math-In-CTE Professional Development:** Arizona Career and Technical Education is continuing the process of developing model programs that implement effective instructional strategies for teaching math within CTE programs that are sustainable and replicable. Through a partnership with the National Research Center for Career and Technical (NRCCTE), model programs were established fall 2009 and became lead teams in a statewide effort to expand the NRCCTE Math-In-CTE research based professional development for teaching math content that occurs within CTE programs. The focus began on programs in Automotive Technologies, Construction Technologies and Engineering, it is currently expanding to Accounting, Business Education, Financial Management, and Welding. It is anticipated that this model will continue to expand until it reaches all CTE program areas.

- **Arizona receives Promoting Rigorous CTE Program of Study Grant for Education and Training Cluster:** ADE/CTE applied for and received an OVAE grant award for Promoting Rigorous CTE Program of Study Grant for Education and Training Cluster. Through this grant award using a "Programs of Study Design Framework", it is the intent to promote State and local implementation of, and assess the impact of student participation in CTE programs of study (POSs) in the Education and Training cluster. In Arizona, Education and Training consist of two career pathways, Education Professions (k-12) and Early Childhood Education (birth-grade 3), that link secondary and postsecondary education, combine academic and career and technical education in a structured sequence of courses that progress from broad foundation skills to occupationally specific courses. It also offers students the opportunities to earn postsecondary credits for courses taken in high school, and lead to a postsecondary credential, certificate, or degree.

Challenges:

- **Increased Academic Requirements Limiting School Electives:** Due to increased academic requirements for graduation, time for students to schedule elective courses is becoming increasingly limited. It is imperative for CTE to show the positive impact it has on student achievement, retention, success in postsecondary and the workforce. It is also necessary for CTE to emphasize the academic content within CTE programs and position programs to meet academic requirements. Obstacles such as dual credit (academic and CTE), teacher certification and instructional strategies need to be address in order for CTE to be recognized as a means to meet increased academic graduation requirements.

- **Professional Development Participation:** Due to increased accountability (time in the classroom) and local budget issues, it is becoming increasingly difficult for classroom teachers to leave the classroom and attend professional development opportunities. The CTE staff is constantly strategizing as to how to offer these much needed opportunities in a timeframe and venue that will make participation easier. Tactics currently employed include but not limited to offering weekend or evening opportunities, summer events, electronic/online delivery.

- **Political Awareness:** It has become increasingly evident that CTE need to increase efforts to educate state leaders and the public on the value of CTE. It is important for all stakeholders to understand current CTE educational opportunities for students, so decisions are not based on an antiquated vision of past CTE/vocational education programs. Strategies are needed to make consistently CTE visible in a variety of venues throughout the state.

CALIFORNIA

Accomplishments:

- **Multiple Pathways:** California produced a groundbreaking report last summer that outlines a vision and strategies for substantially improving the state's high schools over the next 10 years. Titled, Multiple Pathways to Student Success: Envisioning the New California High School, the 211-page plan lays out a set of guiding principles that prepare students for postsecondary education and career; connect academics to "real-world" applications; lead to a full range of postsecondary opportunities; and improve student achievement. Core components emphasize a challenging academic component that prepares students for post-secondary success; a demanding technical component that delivers concrete knowledge and skills through a cluster of four or more technical courses; a work-based learning component that offers opportunities to learn experientially within industry and settings outside the campus setting; and supplemental services that support students in a challenging program of study. The guidance document has been well-received by the Governor's Office and the State Legislature, and is providing the foundation for new legislation this spring to carry forth on this ambitious reform effort.

- **California Partnership Academies:** California is currently funding 461 academies that provide an opportunity for students to explore career options within a challenging and supportive small learning environment within school campuses. The partnership concept pools money from three groups: school districts, state government and industry, and serves approximately 56,000 students. Half of this population is comprised of at-risk students, who are more likely to drop out of high school and suffer unemployment in the increasingly demanding skills-based job market. The California Department of Education is currently seeking funding to help sustain academies facing funding sunsets at the end of this fiscal year, and to encourage continued legislative support for permanent funding to help these students succeed beyond high school. To date, statistics have shown a higher percentage of academy students graduating from high school and meeting four-year college entrance requirements as compared to their school-wide averages.

- **SkillsUSA California:** The California chapter of this important CTE organization added 741 members over the last year, and now contains 2,883 individuals. Last year's state conference had 920 attendees, and SkillsUSA California Director Clay Mitchell forecasts 1,400 participants for 2011.

- **California Senate Leader Promotes College and Career Readiness, Efforts by UC Institute to Re-Vitalize High School Courses:** California State Senate President Darrell Steinberg (D-Sacramento), paid tribute to a coordinated plan by the University of California Curriculum Integration Institute to develop new high school courses that do a better job of keeping the students interested and engaged in school. "Our kids must not only have access to college; they must be prepared to graduate from college," Senator Steinberg wrote in an LA Times opinion piece in January. "In this economy — and the economy of the future — the difference between having a job and not having a job will increasingly depend on whether you have some kind of education or training beyond high school."Steinberg said the work of UC is very pivotal, as the university system " defines rigor in California high schools through its role as arbiter of which courses qualify as college prerequisites." He has since followed these sentiments with action, authoring key legislation that would funnel $8 million of energy funds a year to support existing and new green academies within schools. "The challenge of our time is jobs," he wrote in the opinion piece. "But the key to job creation, economic development and sustained economic growth in California is a high-quality, and more relevant, education for our children. Let's get our priorities straight and bring our education system into the 21st century." To read the full article: http://www.latimes.com/news/opinion/commentary/la-oe-steinberg-education-20101225,0,3381488.story

- **California Career Tech Conference Draws 3,000 CTE Practitioners and Experts:** Three thousand CTE practitioners turned out for the three-day "Educating for Careers: Focusing Education on the Future" conference in early March to re-energize the field's effort to improve and expand CTE courses and curriculum throughout the state. Participants participated in more than 135 breakout sessions on a multitude of CTE-related subjects, including assessment and accountability; sstandards-based curriculum; California Partnership Academies; career pathways/industry sectors; Successful Schools Network; employer involvement; secondary-postsecondary connections; and work-based learning. "Congratulations on a successful conference!, wrote Rob Atterbury – director of professional development at ConnectEd: The California Center for College and Career. " The networking opportunities and sessions were a highlight."

COLORADO

Accomplishments:

- Alignment of CTE Standards and competencies to Common Core State Standards.

- Implementation of two pilot studies to expand use and determine effectiveness of Postsecondary Plans of Study as a retention and award completion strategy for postsecondary adult learners.

- Expansion of our Creative Careers Student Organization which expanded from 160 to nearly 900 participants in its second year.

Challenges:

- As secondary and postsecondary institutions manage their shrinking budgets, some institutions are choosing to limit the number of CTE offerings which does not allow students to complete the sequence of courses needed for pathway completion. We are encouraging the use of concurrent enrollment and independent study as a means to allow students to continue to pursue instruction in the pathway of their choice.

CONNECTICUT

Accomplishments:

- Held two events directed to the CTE New Vision: the first for policy leaders in education, labor and the workforce; and the second, for local level administrators and teachers. A third is being jointly planned with the State Workforce Investment Boards. Connecticut's CTE New Vision with local signatures will be framed and proudly hung outside the Commissioner of Education's office.

- Connecticut CTE standards will become part of the State Department of Education Common Core of Teaching standards for the first time.

- CTE staff are leading the Connecticut State Department of Education Partnership for High School, College and Workforce Alignment and Transition. All three accomplishments credit the work of CTE in Connecticut recognized as a critical element in the educational process.

Challenges:

- Facing all CT state agencies not exclusive to the Department of Education is the budget crisis. Concessions and consolidations proposed by the new governor may impact the state technical high school system. Future financial concerns may ultimately affect the Perkins MOE.

- A challenge, perhaps a good one, is keeping pace with requests for technical assistance for new initiatives proposed under the Secondary School Reform under which CTE is very much involved.

- As the CT State Department of Education converts over to a new longitudinal data system, practices and policies need to be established to ensure reliability and validity of data.

Exemplary Program:

Background Information
City and State: Bridgeport, Connecticut
Name of School: Bridgeport Regional Aquaculture Center
Name of Program: Aquaculture

Area of School
Urban

Type of School
Regional Agricultural Science and Technology Center

Clusters represented at selected school/program
Agriculture, Food & Natural Resources
Science, Technology, Engineering & Mathematics

Graduation Rate
Year: 2009-10
Graduation Rate (in%): 100%

College-Going Rate
Year: 2009-10
Graduation Rate (in%): 94.3%

Credential Attainment Rate
Year: 2005-2006
Postsecondary Credential Attainment (in%): 87.2%

Link to School/Program Website
http://bridgeport.ct.schoolwebpages.com/education.school/school.php?sectionid=349

GEORGIA

Accomplishments:

- New state director appointed with CTAE experience

- New state superintendant with CTAE experience

- Planning stages to implement all federal clusters

Challenges:

- Funding cuts

- Moving from Georgia pathways to federal clusters

- Technical Skill Attainment 2S1

HAWAII

Accomplishments:

- Statewide Dual Credit Agreements have been added in Entrepreneurship, General Business and Retailing.

- The Teacher Standards Board has approved alternatives for CTE Certification.

- High School Students will receive recognition on their high school diploma if they complete a CTE program of Study.

Challenges:

- We changed state administrations and will have a complete change in school board. We will need to orient the new players as soon as possible. Furloughs and payroll cuts reduced the state share of CTE funding so we will have a Maintenance of Effort problem for 2010. We will need to go after a waiver. While teacher furloughs ended, those of other DOE, state and city employees did not. Furlough days make time to work together even harder to find.

Exemplary Program:

Background Information
City and State: Pearl City, Hawaii
Name of School: Leeward Community College

Area of School
Rural

Type of School
Community College

IDAHO

Accomplishments:

- Increased the high school go-to-college rate for Professional-Technical Education completers by 3.2%. The go-to-college rate for the general Idaho population is 49.1%.

- Obtaining AED certification for the Dehryl Dennis Center High School Heavy Duty Diesel Technology Program. This is the first national AED certified high school program and will be used as a model for other high school programs across the country. This program articulates with postsecondary programs at the College of Western Idaho and Idaho State University.

- In FY2010, there was a 31% increase (FY2010-70%, FY2009-39%) in the number of technical college students who completed a technical skill assessment. The proficiency rate was 90.07%.

- The Professional-Technical Education Budget is made up of 82% state general account funds and despite challenging economic times, PTE maintains strong legislative support for its programs.

Challenges:

- Alignment of programs of study with technical skill assessments at the secondary level. Plan to continue to work with secondary programs to focus their programs of study. The Division of PTE has also added this to the PTE program review form that is used when staff make school visits on a rotational basis.

- Implementing Idaho's longitudinal data collection system at the secondary level that will include PTE's data in fall, 2011. Idaho's Department of Education began the roll out of the system in October, 2010.

- Plan to overcome obstacle: Idaho is also in the process of developing a postsecondary longitudinal data system. PTE is an integral part of this process. PTE also has a representative on the state Data Management Council that has just been created by the State Board of Education. The secondary system was created by our Superintendent of Public Instruction.

- Addressing math deficiencies of adults entering technical college programs without adding additional time in a remediation program. Plan to overcome obstacle: PTE is developing math emersion integrated teaching strategies for select technical programs.

ILLINOIS

Accomplishments:

- Development of statewide CTE course system, integrated with the real-time Student Information System and Illinois Longitudinal Data System

- Ongoing development of STEM Learning Exchanges, to establish statewide learning communities in STEM application areas.

- Development and release of new Illinois CTE Report Card

Challenges:

- Difficulty in describing CTE value addition. Solution-We are developing new data collection and reporting to better track CTE enrollments and transitions.

- Presumption at state level that collection of SSN's for placement calculation in violation of FERPA. Solution-continue to emphasize to non-CTE stakeholders the importance of capturing education to career transitions to validate educational programs in general.

- Present funding ideology requires demonstration of CTE benefits without applying same evaluation of the lion's share of educational spending at the secondary level. Solution- demonstrate that a cost per high school graduate is a better indicator of the misguided efforts to put more education funding in the general track versus those programs (CTE, etc.) that increase student graduation rate.

Exemplary Program:

Background Information
City and State: Wheeling Illinois
Name of School: Wheeling High School

Area of School
Suburban

Type of School
High School

Clusters represented at selected school/program
Architecture & Construction
Health Science
Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics

Link to School/Program Website
http://whs.d214.org/

INDIANA

Accomplishments:

- Implementation of Phases I and II of our College and Career Pathways (programs of study)

- Moving Perkins funding from Workforce Development to Department of Education.

- Emphasis on Student Performance Indicators.

Challenges:

- Finding rigorous, industry-based, and appropriate technical certifications for Pathways (programs of study). We work on this every day.

- Ensuring dual credit courses are linked to secondary programs and evaluated through college-developed end-of-course assessments. This is more challenging than we thought - but we have strong relationships with postsecondary partners - so it will be done eventually.

- Training new staff. 8 of 10 staff members have been on the job for less than 2 years. 3 staff for less than one month.

MAINE

Accomplishments:

- Maine CTE has experienced greater collaboration and coordination with the Maine Department of Labor. A member or our team is the Commissioner of Education designee to the Maine Jobs Council. Work with the Department of Labor on the development of a transitional pathway from pre-apprenticeship to apprenticeship programs is underway. Through the Department of Labor stronger connections have been made and courses offered for OSHA training for both CTE teaching staff and CTE students.

- Maine has a fully staffed CTE team for the first time in nine (9) years. The staffing of three positions in 2010 has benefited Maine CTE in that we now have focused positions for technical skills standards and assessment, comprehensive school review, and data collection and dissemination. The data position requires that the person in the position be included as part of the Department of Education data management team and will oversee the CTE needs for data collection through the Department of Education data collection and management system.

- The Comprehensive School Review process (Maine's onsite monitoring) developed six years ago came full circle in 2010 as the first 5 year reviews were completed. The evidence collected in the three day onsite visit provided a clear picture of how the schools first reviewed had used the commendations and recommendations made 5 years earlier. The process is working and not only provides the onsite monitoring required but is leading to school and program improvement.

Challenges:

- Identification of appropriate the third party technical skill assessment to be used for every program at the secondary level. Maine is continuing its search for national and state industry recognized standards and credentials where appropriate. For those program areas where there seems to no national standard or assessment Maine program area teachers with guidance from MDOE are meeting with key business organization for support and direction.

- Changes and fluctuation in State and federal budgets. As in many other states, Maine is carefully watching the budget and attempting to make the best use of the funds available.

- The shift in direction that appears to have been taken by OVAE regarding student assessment at the secondary level with the shift appearing to be towards assessment at the postsecondary level. Maine is continuing to search for ways to assess students in the technical skills areas at the secondary level. The discussion and work around this includes the postsecondary institutions as the assessments will help determine the articulation and dual enrollment connections.

MARYLAND

Accomplishments:

- Maryland's requirements for career specialization to be a part of the high school diploma, inclusion of industry-recognized certificates, and portability of CTE credits earned in high school contributed to Education Week ranking MD #1 in the nation, for the third year in row, for Economy and Workforce Education Alignment Policies.

- Maryland CTE will manage three of the State's RTTT funded projects: developing curriculum and assessments for a new CTE State Program of Study in Construction Design and Management; implementing curriculum and assessments to develop student's techno-logical literacy; and, expanding Gateway to Technology instructional programs to ten low performing middle schools.

- Maryland's application was selected for funding under OVAE's *Promoting Rigorous CTE Programs of Study Program*. MD will receive $1m over a four-year period to further develop, implement, and assess the State's Automotive Technology Program of Study.

Challenges:

- Implementation of technical assessments continues as a challenge. While more and more students are taking and acquiring industry certifications, the requirement has posed challenging at local levels both in the school systems and community colleges. Challenges include securing resources to pay for available industry credentials, identifying/locating authentic industry certifications, and obtaining feedback on student results.

- Integrating CTE and STEM continues as a challenge. Maryland is developing a cross-curricular approach to STEM. However, CTE's contribution to STEM is still viewed in a narrow fashion. For example, CTE's pre-engineering programs are highly regarded as part of the State's STEM efforts while CTE IT programs are often overlooked as STEM content. Acceptance of CTE as a value-added oppor-tunity for secondary students remains an issue, especially in the world of STEM.

- While great important progress has been made on establishing Maryland's longitudinal data system, it will be several years before we have the performance data needed to improve and defend the system of CTE.

MASSACHUSETTS

Accomplishments:

- Completion of a state wide articulation agreement with All Community Colleges for students enrolled in a c.74 state-approved Drafting Program.

- State wide Apprenticeship Agreements for students enrolled in c. 74 state-approved programs in Carpentry, Sheetmetal & Metal Fabri-cation, and Construction Crafts Laborers.

- The OCVTE Equity Team formed 4 Reg. Network Groups across the state to assist in the delivery of services to students (special populations), focusing on climate as a possible catalyst to bullying.

Challenges:

- Initiation and implementation of the Certificate of Occupational proficiency. Currently hiring a project manager.

- Currently, unknown organizational structure.

- Access to all students. Continue to address issues as they surface. Provide quality professional development. More outreach to administrators and gain more support from within the organization.

Exemplary Program:

Background Information
City and State: Upton, Massachusetts
Name of School: Blackstone Valley Regional Vocational Technical High School

Area of School
Suburban

Type of School
Regional Voc. Tech. High School

Clusters represented at selected school/program
Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Health Science
Hospitality & Tourism
Manufacturing
Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics

Graduation Rate
Graduation Rate (in%): 97%
Link to Data Source: http://profiles.doe.mass.edu/grad/grad_report.aspx?orgcode=08050605&orgtypecode=6&

College-Going Rate
Link to Data Source: http://profiles.doe.mass.edu/profiles.students.aspx?orcode=08050000&ortypecode=5&leftNavId=307&

Link to School/Program Website
http://www.valleytech.k12.ma.us/

MICHIGAN

Accomplishments:

- Green Jobs - We have a website with resources on Green Initiatives for educators: http://www.michigan.gov/mde/0,1607,7-140-6530_2629_54498---,00.html. We also have 14 demonstration sites at career technical area centers that have wind turbines, solar
- panels and alternative fuel demonstrators. We are working on infusing green concepts into CTE instructional program content.

- STEM - We have had a STEM Committee to find ways that CTE and math/science educators can work together to further STEM. The Committee membership consists of CTE representatives, Math/Science Center educators, Math and Science State Consultants, Educational Technology and the Michigan Virtual High School. The Committee has put together a tool kit for use at the local level to raise awareness about the importance of STEM education K-12.

- Early/Middle Colleges - we have grown from 2 Early/Middle Colleges to 18. These are separate schools where students can earn a high school diploma and up to an associate degree within 5 years. Most of the new Early/Middle Colleges focus on partnerships between secondary, postsecondary and employers in the career areas of Health Occupations and STEM.

Challenges:

- Budget - State government as well as schools have faced continuous budget cuts. We continue to look at ways to re-imagine the educational system and consolidate services. The governor is considering partial performance based funding for schools in the near future.

- Assessments - It is a continued challenge to find existing assessments that align with state standards. We have joined the CTE SCASS and will be working with partner states to develop Cluster Pathway assessments.

- Early Retirements/Term Limits - Early retirement incentives at the state level and within our LEA's has led to a steep learning curve for new staff, teachers and administrators. At the same time, term limits have brought freshman legislators who are most often not familiar with CTE. The NASDCTEc promotional materials and our own Michigan data have helped us to inform others about the value of our programs.

MISSISSIPPI

Accomplishments:

- Statewide articulation agreement with the Community College system in MS.

- Curriculum revisions that meet national standards and Perkins requirements for high pay, high demand areas.

- Movement for state board requirements for all MS students to have an individual Career and Academic Plan based on Programs of Study.

Challenges:

- Professional development for over 900 teachers to implement new curriculum. Through Tech Prep regional areas and for the first time requiring districts to pay part of professional development training for their teachers.

- Cut in budget does not allow for opening new programs, no new teacher units being allotted. Doing a full evaluation of programs to determine if it is time to close programs that are not being successful to free up teacher units to be used in areas that can demonstrate the need for new programs.

- Making the academic side of education and the public stakeholders aware of the values of CTE programs for all students. Professional Development activities first to educate the academic side and then a PR program for the public.

MISSOURI

Accomplishments:

- **New Teacher Institute (NTI):** Missouri has had a long-standing tradition of offering excellent professional development opportunities for teachers. NTI has been provided for new career education teachers who are entering the teaching profession via an alternative route. Eligibility for attendance at NTI includes those new career education teachers who are entering the classroom for the first time and those teachers who have no more than one year of experience in the classroom. For the first year, the week-long NTI was held in conjunction with the MoACTE Summer Conference. This experience provided NTI participants with the opportunity to network with experienced teachers and to participate in professional development activities over and above that which was part of the NTI curriculum.

- **Statewide System of Support for Guidance and Counseling:** Missouri's high quality Comprehensive Guidance and Counseling Program has earned national and international respect. In an effort to provide more effective support to implement this program a new System of Support is being created through a collaborative effort including the Guidance and Counseling section of the Missouri Department of Elementary and Secondary Education, Career Education Coordinators, the Missouri School Counselor Association (MSCA), and Counselor Educators. The design of this System of Support intends to align state, regional and local professional development. As the process matures, common professional development themes and activities will be addressed and reinforced at all three levels. A key component is the local meeting. A common agenda has been developed so the same program is facilitated at each of the state's 57 Area Career Centers. Across the state, Professional School Counselors are gathering at their local Career Centers to meet, learn, and grow together. Over 46% of Missouri's K-12 counselors attended their first local consortium meeting this past fall to enhance their skills and develop their program! System Goals include:

  a. Develop a state-wide tiered system of support to help counselors more effectively implement, sustain, and enhance their Comprehensive Guidance Program.
  b. Provide the information and support so that every Comprehensive Guidance Program will meet MSIP Standards and have a positive impact on students and the school.
  c. Develop collaborative professional relationships at the local, regional and state level.

Challenges:

Technical Skill Attainment continues to be a challenge. However, we have several activities underway that will assist us in improving our efforts:

- Through the recent Department reorganization, the Career Education unit has merged with Curriculum and Assessment. Because of this merger, we have had much better communications with the assessment director for the Department. Her expertise has provided us with a more focused direction on technical skill assessment and attainment. With her guidance, we have begun targeting areas where assessments are lacking.

- We have contracted with NOCTI to develop five assessments in the Business Education area. These assessments are being built around five business education courses. Teachers will select the assessment which best reflects the student's course-taking patterns in Business Education.

- We have contracted with MBA Research to develop an assessment which best aligns with Missouri and National Marketing Education standards. Career and Technical Student Organizations (CTSOs) An Implementation Audit was conducted by Dr. Doug Reeves with the Leadership and Learning Center to assess the range of implementation of various educational initiatives and the relationship between the degree of implementation and changes in student achievement. CTSOs were included as one of the educational initiatives. Results of the implementation audit found that CTSOs had one of highest degrees of implementation. However, CTSOs were found to have low impact on student achievement given the variables used for the study. Staff is now working with the Office of Data Quality Management to gather data through the Missouri Student Information Systems (MOSIS) and other means to demonstrate the impact participation in CTSOs may have on things such as student attendance, persistence to graduation, and other appropriate measures. Tech Prep The decision was made to roll Tech Prep into the Perkins Basic State Grant. This action will take place beginning July 1, 2011. As a result of this decision, we have been developing a plan to continue our work on programs of study without the network of Tech Prep coordinators at the regional level.

Exemplary Program:

Background Information
City and State: Harrisonville, MO
Name of School: Cass Career Center
Name of Progran: Integration of CTE and Academics

Area of School
Suburban

Type of School
Area technical center

Clusters represented at selected school/program
Agriculture, Food & Natural Resources
Architecture & Construction
Health Science
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing, Sales & Services
Transportation, Distribution & Logistics

Graduation Rate
Year: 2009-10
Graduation Rate (in%): 97%
Link to Data Source: https://k12apps.dese.mo.gov/WebApps/epegs/ReportMenu.aspx?tv=Main

Link to School/Program Website
http://www.harrisonvilleschools.org/education/school/school.php?sectionid=1270

MONTANA

Accomplishments:

- Local implementation of 684 pathways with 160+ high schools and 11 postsecondary institutions.

- Rolling Tech Prep into Title I while successfully maintaining and enhancing secondary and postsecondary partnerships through STATE-WIDE CTE articulations.

- Incorporating the CTE Advisory Council into the process of implementing the new CTE vision.

Challenges:

- 80% turnover in the Postsecondary staff. - hire staff.

- Implementing the Big Sky Pathway initiative without postsecondary staff. - secondary specialists rolled with the punches and laid the groundwork for effective partnerships.

- Secondary CTE budget cuts - provided data and worked with state leaders to restore funding.

Exemplary Program:

Background Information
Name of School: Great Falls Public Schools
Name of Progran: Construction Program

Area of School
Suburban

Type of School
Joint program shared by 2 high schools

Clusters represented at selected school/program
Architecture and Construction

NEBRASKA

Accomplishments:

- Nebraska is continuing our three-year cycle to revise/create new secondary standards for CTE courses in our state model programs of study. Our process was developed through our initial RPOS grant. The work in each cluster begins with a Visioning Summit involving business and industry, secondary, 2- and 4-year postsecondary instructors. Expected student outcomes and appropriate programs of study in each career cluster are identified. The actual standards revision/writing involves both 2- and 4- year postsecondary instructors working with secondary instructors to identify the knowledge and skills needed to enter postsecondary education in that area. The process uses backward mapping, starting with "the-end-in-mind" - postsecondary's expectations, to develop the standards for courses in the program of study to ensure students are prepared to continue the program of study at the postsecondary level. Our state model programs of study identify a dual-credit capstone course where possible to assist with secondary/postsecondary transition. The alignment of secondary and postsecondary CTE and cooperation between schools and colleges has been outstanding. Professional development is now being conducted in the completed areas to assist local schools and instructors in implementing the new standards and programs of study.

- Completed and analyzed a statewide CTE perceptions study identifying commonly held assumptions about secondary CTE including a breakdown by career field area (discipline). Both the education community (CTE Teachers, Non-CTE Teachers, School Counselors, and Administrators) and general public were surveyed. We found overwhelming positive results, but also identified areas of concern, especially with perceptions about rigor and relevance of some career field areas. The information has been used in our standards revision process as well as our marketing efforts. Thanks to Idaho for sharing your process to help make ours successful!

- The Student Leadership Center created by State Statute in 2009 to house our student organizations has brought a new spirit of enthusiasm and cooperation. In 2010, CTSO chapters partnered in local schools and postsecondary institutions to conduct a statewide service project "Turning Nebraska Green". A new joint leadership conference will occur this summer open to all CTSO and 4-H members, conducted in partnership with the Nebraska Human Resources Institute at the University of Nebraska-Lincoln. A new leadership experience targeted at 7, 8 and 9th grade migrant students is being planned that focuses on leadership and personal development as well as career exploration and preparing for postsecondary education. Work continues on integrated CTE and CTSOs in afterschool programs through our 21st Century Learning Program and partnerships with private afterschool program providers. New joint marketing materials are being developed to promote all CTSOs in Nebraska.

Challenges:

- Threats to Perkins funding - Careful analysis of expenditures on the state level, continue to provide information about the impact of Perkins to elected representatives.

- Loss of Dean Folkers - While we enjoy sharing Dean on the national level, his loss has been felt on the state level. Have not been able to replace the position, so adjusted workloads accordingly.

- Continued issue with increased academic requirements in an "academic test-based" education environment.

Exemplary Program:

Background Information
City and State: Papillion, NE
Name of School: Papillion LaVista Schools (2-high schools)
Name of Progran: Several outstanding career academies

Area of School
Suburban

Type of School
High school

Clusters represented at selected school/program
Architecture & Construction
Arts, A/V Technology & Communications
Education & Training
Finance
Health Science
Hospitality & Tourism
Human Services
Information Technology
Manufacturing
Marketing, Sales & Services
Science, Technology, Engineering & Mathematics

Graduation Rate
Year: 2009-10
Graduation Rate (in%): 92.36%
Link to Data Source: http://reportcard.education.ne.gov/Page/Demo-GraduationRate.aspx?Level=di&CountyID=77&DistrictID=0027&SchoolID=&KindOfSchool=HS&Unified=0&HasKindergarten=1&Operating=1&SpecialPurpose=

Link to School/Program Website
www.paplv.org

NEW JERSEY

Accomplishments:

- In January 2011, the Office of CTE launched its Alternate Route CTE teacher preparation program. This was the result of two years of development to design specific curriculum and experiences for teachers specifically focusing on CTE. There is a strong emphasis on instructing these teacher candidates on strategies to integrate academics into the CTE curriculum.

- CTE and progress on development of programs of study has been enhanced through grants with six institutions of higher education that will focus on developing rigorous programs of study in specific career clusters. The work of these grants has resulted in enhanced collaboration between our secondary and postsecondary partners.

- CTE has been involved in initiatives related to enhancing secondary education. There is more focus on how CTE can be a vehicle to address the engagement of students to prepare them to be college and career ready.

Challenges:

- Similar to all states, budget challenges and reduced staffing have significantly impacted our operations. Staff morale is at an all-time low. Locally, due to budget cuts, CTE programs are often impacted first.

- Changes in leadership in education in our state have resulted in the need to re-educate policy makers on what CTE is and the value and power of CTE. By using the new vision for CTE principles and presentations, the Director of CTE has done numerous presentations around the state with many stakeholder groups. There has been an emphasis on educating our State Board of Education on this new vision for CTE.

- We continue to strive to enhance our data collection system in order to demonstrate return on investment; however, this continues to be a challenge. We continue to work with our data offices to incorporate CTE data into the projected plans to enhance the quality of NJ's data system.

NEVADA

Accomplishments:

- Continuation of the development and implementation of programs of study. This is being accomplished in part by a refocusing of state and federal grant application objectives that emphasize strengthening the infrastructure of CTE above all else.

- Completion of a CTE Accountability Report that validates graduation and drop-out rate comparisons of CTE students and the general student populations, setting the stage for expanded accountability reporting in the future.

- Expansion of CTE in high skill, high demand areas, particular in the health sciences field.

Challenges:

- Very limited staffing, which will result in a re-organizing and refocusing of human resources. To overcome this, more emphasis will be placed on development/refinement of state skill standards, curriculum frameworks, assessments, program reviews and professional development.

- Losing existing CTE funds. To overcome this, efforts are underway to strengthen the case for maintaining CTE funding as a budget line item versus it folding into general block grants to school districts, as is being proposed.

- Streamline CTE data collection and data reporting. To overcome this, CTE data elements will be fully integrated in Nevada's System for Accountability in Nevada (SAIN), where all student data will be uploaded and extracted from the same system.

Exemplary Program:

Background Information
City and State: Las Vegas, NV
Name of School: Southeast Career Technical Academy

Area of School
Urban

Type of School
High school

Clusters represented at selected school/program
Agriculture, Food & Natural Resources
Architecture & Construction
Health Science
Hospitality & Tourism
Information Technology
Manufacturing
Marketing, Sales & Services
Transportation, Distribution & Logistics

Graduation Rate
Year: 2009
Graduation Rate (in%): 94.9%
Link to Data Source: http://www.nevadareportcard.com/

Link to School/Program Website
http://www.webuildfutures.net/

NEW MEXICO

Accomplishments:

- Data Collection and Reporting Improvements; New Mexico reports on its 2009-2010 CAR achieving at least 90% of all basic grant reporting measure targets.

- Project SCORE: States Career Technical Online Resource Environment - an online grant application management system.

- Hosting CTE Community Conversation site visits from Assistant Secretary Brenda Dann-Messier.

Challenges:

- Budgetary constraints; provided TA related to federally allowed expenditures of funds.

- Reorganizing delivery of TA to meet state requirements to minimize travel; have incorporated greater amounts of WIMBA, email, and telephone TA.

- Fewer CTE certified instructors available within the state; work to cultivate industry specialists and bring them into educational system.

NEW YORK

Accomplishments:

- Elevated level of conversation with BOR on CTE as a consideration in revised graduation requirements.

- CTE data collection efforts have improved.

- Establishment of a CTE Technical Assistance Center to build capacity at the state level and in the field.

Challenges:

- Increased role of CTE in RTTT and education reforms has put a strain on state capacity. New CTE TAC will help in this regard.

- Data analysis has become critical to program support. Assistance being provided through the CTE TAC.

- Loss of state-level technical expertise has resulted in reliance on outside field consultants.

Background Information
City and State: Mexico, NY 13114
Name of School: Oswego County BOCES

Area of School
Rural

Type of School
Area technical center

Clusters represented at selected school/program
Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Transportation, Distribution & Logistics

Graduation Rate
Year: 2009-10
Graduation Rate (in%): NCLB Grad Rate 4S1- 83.86%

College-Going Rate
Year: 2008-09
Graduation Rate (in%): 5S1- (08-09) 55.21%

Link to School/Program Website
http://www.oswegoboces.org/home/index.tpl

NORTH CAROLINA

Accomplishments:

- Statewide implementation of a web-based computerized instructional management system. NC began statewide implementation of Elements, which allows teachers to plan and manage instruction and assessment in a 21st century environment. Use of the system will allow the state to push information directly to teachers and to collect data directly, eliminating significant amounts of time and resources spent in transfer of information and improving data quality.

- Development of curriculum. State staff used Revised Bloom's Taxonomy (RBT) to work with teachers, community college and university faculty, and working professionals to develop essential standards, related curriculum products, and aligned assessments for four courses released in Summer 2010. Work was done on five additional courses that are scheduled for future release.

- Launch of a statewide Microsoft IT Academy. The IT Academy will offer instruction for students in Microsoft applications including Word, Publisher, PowerPoint, Excel and Access and provide a mechanism for students to earn specific entry-level certifications that they can take directly to the workplace or on to further education. The IT Academy also has a strong professional development component that will help teachers improve their own computer skills as they work with students.

Challenges:

- Implementation of progressive Standard Course of Study for secondary CTE. The CTE Standard Course of Study is currently going through a major revision to upgrade and update course offerings statewide and better align to needs to business and industry. Full implementation will be difficult in lean budget times. Staff members are working with all stakeholders to assist with implementation and to use available resources to meet new needs.

- Expansion of use of credentials at secondary and postsecondary levels. Staff members are researching ways to encourage more students to go through credentialing process and to collect credential data in a way that is efficient and reliable.

- Updating of articulation agreement between secondary and postsecondary. Staff members have brought together representatives of both sides and are well on the way to negotiation of a new agreement that encompasses changes made in secondary and postsecondary curriculum since the most recent revision and provides more students with the opportunity to make a smooth transition from high school to further education.

Exemplary Program:

Background Information
City and State: Gastonia, NC
Name of School: Highland School of Technology

Area of School
Suburban

Type of School
Technology Magnet High School

Clusters represented at selected school/program
Arts, A/V Technology & Communications
Health Science
Information Technology
Manufacturing

Graduation Rate
Year: 2010
Graduation Rate (in%): NCLB Grad Rate 4S1- 83.86%
Link to data source: http://dpi.state.nc.us/newsroom/news/2010-11/20101013-01

Link to School/Program Website
http://portal.gaston.k12.nc.us/schools/highland/Pages/welcome.aspx

NORTH DAKOTA

Accomplishments:

- Certified first class of "Career Advisors" to work in school counseling/Career Development programs. These position were created by legislation and whne certified can fulfill 1/3 of the 7 - 12 counseling requirement in ND schools, which must meet a 1/300 ratio. Career Advisors must obtain a Global Career Development Facilitator credential as part of the certification process which our agency provides.

- Expanded the number of CTE courses delivered through interactive video or online by 45% by providing incentives to schools to make their programming available through distance delivery methods. There are 90 schools involved in providing 27 different distance CTE course offerings.

- Established a business/industry and education partnership in Information Technology to create clear pathways for students, including dual credit, internships, and bringing high schools, 2 year and even 4 year colleges together to align programs. Our agency also partners with the Information Technology Council of ND to promote IT careers in schools across the state.

Challenges:

- Increase in the number of required classes for graduation and for state scholarships. We are promoting the use of plans of study to help students make informed decisions about their future career goals.

- Expand the availability of CTE programs specifically in the skilled craft areas due to labor demands across the state. We plan to provide more incentives to schools to provide distance opportunities to neighboring schools, but that is difficult with the shortage of teachers in CTE areas.

OHIO

Accomplishments:

- Joined the Preparation for Tomorrow project with Southern Regional Education Board. Ohio selected a content area that represents a merger of Manufacturing and Engineering career clusters and addresses an emerging workforce rather than an existing, traditional one. The working title of the pathway is Automated Materials Joining Technologies and combines knowledge and skills for materials joining, materials science, automation, robotics, electronics, manufacturing and engineering.

- Secured a Race to the Top set-aside grant for CTE. The scope of work for this project will involve a field-developed four-course technical curriculum package that will enable local districts to award academic and technical credit simultaneously for the learning outcomes within the curriculum. The package will include lessons that are 100% project-based, course-specific teacher training and end-of-course assessment that assesses both academic and technical competencies.

- Continued to transition CTE programs in the state to meet POS program quality standards that include articulated college credit and non-remedial student outcomes for students. Our goal is 100% by FY2014. As of the end of FY2010, 40% of Ohio's juniors and seniors were in POS curriculum.

Challenges:

- Effectively coordinating secondary and postsecondary efforts. Plans are to look for ways that duplication in efforts can be reduced and activities can be merged together when they are addressing equivalent outcomes. Furthermore, we need to build an expectation and acceptance that the work of secondary is the work of postsecondary and vice versa because we live in an environment where no work at either level can proceed effectively without the input, support and hard work of the other level.

- Threats to Tech Prep funding nationally and at the state level because in Ohio Tech Prep is synonymous with POS and the federal 10 pillars of POS program quality. Plans are to focus on the functions served by the Tech Prep infrastructure and look for ways those functions can be served through Basic Grant activities and expenditures. It may require new Basic Grant sub-recipient structures.

- The silo nature of the Career Clusters. Plans are to continue to explore ways that the lines between the Clusters can be blurred and new pathways can be created that belong to multiple Clusters and reflect emerging workforce opportunities.

OKLAHOMA

Accomplishments:

- Increase enrollments in our shared time centers and increased growth in our business & industry training.

- The clusters concept has led to more acceptance from business, industry and educational leaders.

- Student accomplishments have remained constant despite the lack of significant dollars for growth.

- Additional Accomplishments:

    -The Oklahoma CareerTech System used the NASDCTEc's new vision in all our publications and promotions.

    -CareerTech classes are offered at 398 comprehensive middle schools and high schools with 1,372 teachers serving 136,871 students; 29 shared time technology center districts, 59 campuses with 1,181 teachers serving 7,094 industries and 361,310 students; and 16 skill centers (Prison Programs) with 42 teachers serving 1,427 inmates/juvenile offenders.

    -CareerTech was an incentive for companies to locate in Oklahoma and provided training for 5,200 NEW jobs.

    -Helped Oklahoma companies secure more than $218 million dollars in new out-of-state contracts through our Oklahoma Bid Assistance Network.

    -In FY10 1,427 individuals were served in our Skill Centers programs with an 86 percent positive placement rate.

    -Pre-engineering, bio-medical and Gateway To Technology programs are offered at 17 technology centers, three high schools, and 19 middle schools at 49 sites serving 3,290 students.

    -Our Testing division administered over 89,000 online assessments in FY10.

    -CareerTech teachers worked with 1,043 dropout students to obtain their high school diploma or GED.

    -Over 50 percent of the students enrolled in grades 6-12 are enrolled in CareerTech courses with over 89,000 students involved in our CTSO organizations in Agricultural Education, Business Information and Technology Education, Family and Consumer Sciences Education, Health careers Education, Marketing Education, STEM (Science, Technology, Engineering and Mathematics, Technology Engineering, and Trade & Industrial Education with six national officers currently serving those CTSO organizations.

    -Oklahoma CareerTech hosted a Canadian delegation from the Arts and Technology Center in Winnipeg, Manitoba. They visited three technology centers to learn more about innovative career and technical programs, classroom and online delivery models, and administrative and operational solutions.

    -The National Science Foundation awarded a $2.7 million grant, entitled "Reversing the Outsourcing Tide in Mission-Critical Disciplines," to the Oklahoma CareerTech Cyber Security Education Consortium.

    -Oklahoma's CareerTech STEM Academies were recognized by Creative Oklahoma for Great Inspirations.

    -Career and Academic Connections issued 12,971 Career Readiness Certificates, a nationally recognized portable credential that measures fundamental employability skills using ACT WorkKeys assessments.

    -Tulsa Technology Center's Pre-Engineering Academy was recognized as one of the only 10 Project Lead The Way National Model School Sites in the nation.

    -CareerTech and Oklahoma State University Institute of Technology piloted summer camps in June 2010 to introduce students in grades 8-10 to nanotechnology and STEM.

    -4,600 students received over 78,000 college credit hours through the Oklahoma Alliance program, a partnership between Oklahoma Higher Education and Oklahoma CareerTech.

    -Oklahoma CareerTech Director Dr. Phil Berkenbile received the VIP award at National FFA Convention.

    -Over 200 Oklahoma CareerTech educators are National Board Certified.

    -The Oklahoma School of Science and Math is now offered at 15 of Oklahoma's Career & Technology Centers and one is offered at OSU-IT with over 200 students attending.

    -Oklahoma CareerTech wins four of the top ACTE Awards: Mark American Horse, ACTE Teacher of the Year; Bea Paul, Outstanding Career & Technology Educator; Stormie Roberson, Outstanding New Career & Technology Teacher; and Diane Bull Outstanding Teacher in Community Service.

    -Oklahoma CareerTech received a $700,000 Green Grant and a Geo-thermal grant for $1 million.

    -Wes Watkins Technology Center received the SREB Award of Excellence, Metro Technology Center received the Malcolm Baldridge Excellence Award, and Southern technology Center received the Oklahoma Quality Commitment Award.

    -16 of our 29 technology centers are involved with SREB in the Technology Centers That Work initiative.

    -We are piloting the SREB Teacher Alternative Education program.

- Money to continue programs and increase the number of programs across Oklahoma.

- Fear of losing money funds and employees at the state and local and federal levels have led to people to change jobs when we are under a hiring freeze.

- The lack of new teachers coming into the CareerTech field through the traditional track.

Exemplary Program:

Background Information
City and State: Stillwater, Oklahoma
Name of School: Meridian Technology Center

Area of School
Suburban

Type of School
Area technical center

Clusters represented at selected school/program
Architecture & Construction
Arts, A/V Technology & Communications
Health Science
Information Technology
Manufacturing
Science, Technology, Engineering & Mathematics

Graduation Rate
Year: 20010
Graduation Rate (in%): Network Engineering 100%
Link to Data Source: dougm@meridiantech.edu

Link to School/Program Website
dougm@meridiantech.edu

OREGON

Challenges:

- Collection of Data on secondary placement

- Resources to support the extensive work involved with alignment and articulation

- Dealing with the effects on programming with budget cuts

PUERTO RICO

Accomplishments:

- The Puerto Rico Department of Education established the Program of Study Office ascribed to the Assistant Secretary for Career and Technical Education Office.
-
  Two Programs of Study were selected for implementation: Business Administration and Construction and Architecture.

- During 2010, 35% of students enrolled in courses in Business Administration Program were assessed in their technical skills.

Exemplary Program:

Background Information
City and State: San Juan, Puerto Rico
Name of School: Rafael Cordero
Name of Program: Business Administration

Area of School
Urban

Type of School
High School

Clusters represented at selected school/program
Architecture & Construction
Marketing, Sales & Services
Business, Management and Administration

SOUTH DAKOTA

Accomplishments:

- Increased the number of approved CTE programs while maintaining a CTE concentrator graduation rate that far exceeds the overall state average including for our largest minority student group.

- Several CTE courses have been approved to meet the fourth level of science requirement for Opportunity Scholarship (our in-state student scholarship).

- Completed a 33 million dollar bonding package for Technical Institutes, which will allow our four technical institutes to offer more and better technical lab and student service facilities.

Challenges:

- Concerned for the continuation of Perkins at the federal level.

- Concerns for limited general funds to school districts as part of a balanced state budget.

- Concerns for limited general funds to Postsecondary Technical Institutes. While we can't change the prospects for funding directly, we're re-focusing our efforts on provide "quality" technical assistance. We've entered into a cycle of planning and goal setting to try to utilize our resources (human and capital) where they can do the most good.

Exemplary Program:

Clusters represented at selected school/program
Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Education & Training
Finance
Health Science
Hospitality & Tourism
Human Services
Information Technology
Manufacturing
Marketing, Sales & Services
Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics

Graduation Rate
Year: SY 2009-2010
Graduation Rate (in%): 98.52%
Link to data source: Report

College-Going Rate
Year: SY 2009-2010
Graduation Rate (in%): 66.43%
Link to data source: Report

Link to School/Program Website
http://meade.k12.sd.us/

TENNESSEE

Accomplishments:

- Data tracking of CTE students.

- Implementation of a focus Program of Study for all CTE students.

- Implementing a CTE Rubric to assess students performance.

Challenges:

- Reduction in Perkin funding.

- Change in administration.

- Another possible reduction in Perkins funds for 2012/2013. Our goal is to maintain the progress made over the last four years when we had funding to support and implement our various initiatives. We will educate the new administration concerning CTE and make the necessary funding adjustment. Will not be able to overcome all obstacles but will try to reduce the negative impact of the above challenges.

Background Information
City and State: Cleveland, Tennessee
Name of School: Cleveland City Schools
Name of Program: PLTW

Area of School
Suburban

Type of School
High School

Clusters represented at selected school/program
Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics

TEXAS

Accomplishments:

- Implemented new state standards for all secondary CTE courses. The standards are formally organized by the 16 career clusters, and include integration of CTE and academics, imbedded college and career readiness standards, and increased rigor. Nine of the courses count for required science and math graduation credits, and one counts for fine arts graduation credit.

- Increased collaboration between secondary CTE and postsecondary CTE at the state level. Instituted monthly meetings and facilitated collaboration between leadership grantees in both sectors.

- Instituted a formal mechanism to increase collaboration between CTE and academic faculty and administration to further the integration of CTE and academics begun with the implementation of new state standards.

Challenges:

- Economic problems have made job placement a challenge and caused overcrowding at colleges.

- Federal and state budget concerns may cause hardships in both secondary and postsecondary education.

- LEAs face lay-offs and cutbacks.

VERMONT

Accomplishments:

- NE Secondary Schools initiatives

- POS assessments

- State PD Conference for CTE

Challenges:

These are long term challenges which will not be easily addressed without reorganization and prioritization:

- Funding

- Capacity to address Perkins within overall school improvement initiatives

- Staffing

WASHINGTON

Accomplishments:

Career Bridge won a 2010 Innovation Award from the Council of State Governments for providing the state's first ever "consumer reports" on education and training programs to assist students in making informed decisions before they enroll into further education. The Career Bridge connects students with 5,000 education and training programs and provides performance results to assist with decision-making on postsecondary education.

- Go to: www.CareerBridge.wa.gov "Wanted: Work Experience for Young Adults A Report to the Washington Legislature" presented the plight of young adults, 18 through 24, who experience high unemployment and how career and technical education and workforce
- education programs can lend assistance.

- Go to: www.wtb.wa.gov/reports Granite Falls High School ShopGirls CTE program gets national attention when Secretary Duncan referenced the program as an example of the "new CTE." The students built a super-fuel-efficient car, aptly named the Iron Maiden, which also placed first in the prototype diesel division and second in the people's Choice division at the Shell Eco-marathon Americas Competition.

- Go to: www.k12.wa.us/Communications/PressReleases2011/GraniteFalls.

Challenges:

- Continued funding concerns, both state and federal.

- Potential Tech Prep demise.

- Diminishing supply of CTE and workforce education instructors and faculty.

WISCONSIN

Accomplishments:

- Developed a process to identify and collect data on certificates that support the CTE clusters and furthers work on career clusters

- Awarded a DOE grant focused on rigorous programs of study development in Manufacturing, one of six states

- Began to implement the processes associated with Technical Skills Assessment of occupational programs

Challenges:

Funding continues to be a challenge, technical college programs is expensive in itself but to be effective wrap around services are a key component. We are having state wide discussions on best practices, regionalizing some efforts and have been successful in continuing some funds to support that work either through GPR or private foundation funding. K-12 continues to lose funding to support CTE in the secondary schools and while the technical colleges have ramped up support for students through increased articulation work this continues to be a struggle, looking for ideas from other states in how they are faring on this topic. The loss of Perkins dollars would be significant, no resources available to fill that gap, again looking for ideas from other states.

WYOMING

Accomplishments:

- Wyoming has completed the development of its technical skills assessments for the areas of Agriculture, Food and Natural Resources, Architecture and Construction and Manufacturing career cluster areas. Development continues in the career clusters of Business Management and Administration, and Hospitality and Tourism. Competencies, which are the base of our assessments, are posted on our website at www.k12.wy.us. Note: Wyoming competencies and online assessments are being developed within our state Perkins IV budget.

- Wyoming has funded a second biennium of career technical education demonstration projects in Architecture and Construction, Manufacturing and Health Sciences career clusters.

  All Wyoming high school career technical education courses have been assigned Secondary Classification for Exchange of Data (SCED) codes. Teacher certification through a Wyoming Professional, Industry and Career (PIC) educator permit is modeled after the SCED coding system.

Challenges:

- Getting state school districts to interpret collected program performance data for continuous improvement.

- Increase collaboration between the Wyoming Department of Education, state school districts, and state community colleges.

- Creation of a comprehensive communication system with districts, community colleges and career technical education teachers and instructors.

Exemplary Program:

Background Information
City and State: Rock Springs, Wyoming
Name of School: Rock Springs, High School
Name of Program: Energy Academy

Area of School
Rural

Type of School
High School

Clusters represented at selected school/program
Agriculture, Food & Natural Resources
Health Science