

Joint Meeting of the Advance CTE and The Center to Advance CTE Boards of Directors

February 25, 2022

2 – 3 p.m. ET

<https://us02web.zoom.us/j/85182979438?pwd=L0Zlc2FQVHYxbUhjNTRxOWJZT3ZwUT09>

2 – 2:04 p.m.	Welcome and Introductions of New Advance CTE Staff	Marcie Mack <i>Pages 1-4</i>
2:05 – 2:06 p.m.	Review and Approval of January 26, 2022 Minutes	Katie Graham <i>Pages 5-6</i>
2:07 – 2:10 p.m.	Board vacancies	Marcie Mack
2:11 – 2:15 p.m.	Associate Member Board Policy	Kate Kreamer <i>Pages 7-8</i>
2:16-2:17 p.m.	ACTE Board Liaison Policy	Krissy Haynes <i>Page 9</i>
2:18-2:21 p.m.	Financial Policy	Krissy Haynes <i>Pages 10-11</i>
2:21 – 2:24 p.m.	Board Policies to Sunset	Krissy Haynes <i>Page 12</i>
2:25 – 2:30 p.m.	Center to Advance CTE Budget Modifications	Kate Kreamer <i>Pages 13-15</i>
2:31 – 2:33 pm.	State Leaders Retreat Update	Krissy Haynes <i>Page 16</i>
2:34 – 2:44 p.m.	Update on WIOA Recommendation Revisions	Steve Voytek <i>Pages 17-29</i>
2:45 – 2:55 p.m.	Organizational Updates	Kimberly Green
2:55 – 3 p.m.	Closing remarks Next Board Gathering: Equity Training on March 18 from 2-5pm ET	Marcie Mack

**ADVANCE CTE
BOARD OF DIRECTORS
FY 22**

President

Dr. Marcie Mack
State CTE Director
Oklahoma Department of Career and Technology
Education
1500 W. 7th Avenue
Stillwater, OK 74074
Marcie.mack@careertech.ok.gov

Vice President

Laura Scheibe
State CTE Director
South Dakota Department of Education
Division of Career & Technical Education
800 Governors Drive
Pierre, SD 57501
laura.scheibe@state.sd.us

Secretary-Treasurer

Katie Graham
State CTE Director
Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509
katie.graham@nebraska.gov

Past President

Sarah Heath
State CTE Director
Colorado Community College System
9101 E. Lowry Blvd
Denver, CO 80230
sarah.heath@cccs.edu

Region A

Luke Rhine
State CTE Director
Delaware Department of Education
Delaware CTE and STEM Office
401 Federal Street
Dover, DE 19901
luke.rhine@doe.k12.de.us
Term expires: June 30, 2022

Region B

David Horseman
State CTE Director
Kentucky Office of Career & Technical
Education
300 Sower Blvd, 5th Floor SW
Frankfort, KY 40601
david.horseman@education.ky.gov
Term expires: June 30, 2023

Region C

Colleen McCabe
State CTE Director
Wisconsin Technical College System
4622 University Avenue
Madison, WI 53705
colleen.mccabe@wtcsystem.edu
Term expires: June 30, 2022

Region D

Thalea Longhurst
State CTE Director
Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114
thalea.longhurst@schools.utah.gov
Term expires: June 30, 2024

**ADVANCE CTE
BOARD OF DIRECTORS
FY 22**

Region E

Cathie Raymond
State CTE Director
Arizona Department of Education
1535 West Jefferson, Bin 42
Phoenix, AZ 85007
cathie.raymond@azed.gov
Term expires: June 30, 2023

At-Large State Director

Dr. Michelle Aldrich
State CTE Director
Wyoming Department of Education
122 West 25th Street, Suite 200
Cheyenne, WY 82002
michelle.aldrich@wyo.gov
Term expires: June 30, 2022

At-Large State Director

Vacant
Term expires: June 30, 2024

State Associate Representative

Victoria Crownover
Perkins Plan Manager
Colorado Community College System
9101 E. Lowry Blvd
Denver, CO 80230
victoria.crownover@cccs.edu
Term expires: June 30, 2022

Associate Member Representative

Donna Lewelling
Deputy Director, Office of Community Colleges
and Workforce Development
Oregon Higher Education Coordinating
Commission
3225 25th Street SE
Salem, Oregon 97302
Donna.j.lewelling@hecc.oregon.gov
Term expires: June 30, 2023

**THE CENTER to ADVANCE CTE
BOARD OF DIRECTORS
FY 22**

President

Dr. Marcie Mack
State CTE Director
1500 West 7th Avenue
Stillwater, OK 74074
Marcie.mack@careertech.ok.gov

Vice President

Ms. Laura Scheibe
State CTE Director
Division of Career & Technical Education
800 Governors Drive
Pierre, SD 57501
laura.scheibe@state.sd.us

Secretary-Treasurer

Katie Graham
State CTE Director
Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509
katie.graham@nebraska.gov

Past President

Dr. Sarah Heath
State CTE Director
9101 E. Lowry Blvd
Denver, CO 80230
sarah.heath@cccs.edu

The Center Public Board Members:

Dr. Nicole Smith
Research Professor and Chief Economist
McCourt School of Public Policy
Georgetown University Center
2115 Wisconsin Avenue, NW, Office G213
Washington, DC 20007
nicole.smith@georgetown.edu
Term: July 1, 2021 – June 30, 2024

Alex Harris
Vice President of Programs
Harold K.L. Castle Foundation
1197 Auloa Road
Kailua, HI 96734
aharris@castlefoundation.org
Term: July 1, 2020 – June 30, 2023

Wendi Safstrom
Executive Director
SHRM Foundation
1800 Duke Street
Alexandria, VA 22314
Wendi.Safstrom@shrm.org
Term: July 1, 2019 – June 30, 2022

Joint Advance CTE/The Center to Advance CTE Board of Directors' Meeting
MINUTES
January 26, 2022
Zoom call

BOARD ATTENDEES: Sarah Heath, Laura Scheibe, Thalea Longhurst, Donna Lewelling, Victoria Crownover, Katie Graham, Tiara Booker-Dwyer, Luke Rhine, David Horseman, Colleen McCabe, Cathie Raymond, Nicole Smith, Alex Harris, Wendi Safstrom

NOT PRESENT: Marcie Mack

INVITED GUESTS: Trevor Williams, *GRF CPAs & Advisors*, Bert Swain, *Dembo Jones*

STAFF: Kimberly Green, Kate Kreamer, Krissy Haynes, Austin Estes, Tunisha Hobson, Tanya Powers

Welcome: Scheibe called the meeting to order at 3:41 p.m. ET, welcoming everyone to the meeting.

Scheibe asked for approval of minutes from November 9, 2021, as presented.

MOTION: To approve the Joint Advance CTE/The Center to Advance CTE minutes from November 9, 2021, as presented.
Graham; Raymond
MOTION APPROVED.

FY21 Audit: Scheibe introduced Trevor Williams, who is the organization's audit partner at GRF Advisors. Williams reviewed the fiscal year 2021 audit with the Board. The firm's opinion is that Advance CTE/The Center to Advance CTE's combined financial statements present fairly in all material respects. This is an unmodified and clean opinion, which is the best opinion an auditor can give.

The total assets of the organizations are up from the previous year. The biggest fluctuation occurred in the cash and cash equivalents. There was a \$1.2 million decrease due to more funds being received in fiscal year 2020. There was a \$2.5 million increase in investment funds for fiscal year 2021. Net assets increased about \$1.2 million. The organization's total liabilities and net assets total \$9,253,866.

Total revenues for fiscal year 2021 are comparable to fiscal year 2020. The main differences between the two years were an increase in investment income and decrease in grants and contracts for fiscal year 2021. The total expenses for fiscal year 2021 are up from the previous year. The biggest change was in the grants and contracts program. In fiscal year 2020, expenses were reduced due to the COVID-19 pandemic.

Williams highlighted Footnote 1, which reflects the newly adopted accounting standards for contract and grant revenue. Because of the adoption, there was a restatement to bring revenue that is treated differently due to the change in line with the new standards. For grants and contracts treated as contributions, the Organizations had approximately \$5,350,000 and \$5,080,000 in unrecognized conditional awards as of June 30, 2021 and 2020, respectively.

Williams also highlighted a new accounting pronouncement that has not yet been adopted. The FASB issued 2019-01, which changes the accounting treatment for operating leases by recognizing a lease asset and lease liability at the present value of the lease payments in the combined statements of. Financial position and disclosing key information about leasing arrangements. During 2020, the FASB issued a delayed implementation date by one year and is effective for nonpublic entities beginning December 15, 2021.

Williams said the organizations have a healthy reserve, which is about three years of operating expenses. Williams also noted that there were no audit adjustment entries.

Scheibe congratulated Green and the staff for maintaining strong fiscal responsibility over the organizations.

Scheibe asked for approval of the FY21 audit.

**MOTION: To approve the FY21 audit, as presented.
McCabe; Crownover.
MOTION APPROVED.**

FY21 990s Review: Swain reviewed the 990 for both Advance CTE and The Center to Advance CTE. The 990s are completed only after the audit is complete and are in line with the audited financial statements.

Swain highlighted page 2, which is a narrative of what the organization has accomplished during the fiscal year. Since they are public documents, the wording is important for the public to understand what was accomplished throughout the year.

Scheibe asked for approval of the FY21 990s.

**MOTION: To approve the FY21 Advance CTE/The Center to Advance CTE 990s, as presented.
Lewelling; Graham.
MOTION APPROVED.**

Scheibe noted the next Advance CTE/The Center to Advance CTE Board of Directors meeting on February 25, 2022, 2:00 p.m. ET and the Board Equity training on March 18, 2022, 2:00–5:00 p.m. ET.

Scheibe adjourned the meeting at 4:04 p.m. ET.

Proposed Policy Update and Clarification on Associate Board Representatives
Report submitted by Kate Kreamer, Deputy Executive Director

In 2017, The Board of Directors and Advance CTE membership voted to approve a new Board governance structure, which, among other changes, added a second associate member representative to the Board. The Advance CTE Board of Directors now includes a State Associate Member Representative and an Associate Member Representative to better reflect the variety of state leaders who comprise Advance CTE's membership.

As part of this change, Advance CTE updated the nominations and elections for the officers, regional representations and At-Large State Director Representatives, as approved by the Board of Directors, but did not update the process for nominating and electing the two associate member representatives.

During the last election of the Associate Member Representative, which is open to both associate state and associate non-state members, we received several nominations from a number of non-state associate members who are retired and/or serve in consulting roles, representing a conflict of interest. Advance CTE staff made individual outreach asking those individuals to remove themselves from the running based on our concerns, but believe we need a more formal approach going forward.

We propose updating the "Process for Selecting Associate Board Members" policy and to clarify that the "associate member representative" must be someone currently employed by a state agency or local educational institution. The proposed language below aligns with the language for our associate non-state members. For context, the organizational bylaws only stipulate that the Board includes "two representatives of the associate members," and the criteria for being an "associate member" is granted to the Board by the bylaws.

Action: Vote to approve the updated "Process for Selecting Associate Board Members" proposed below

Advance CTE Board of Directors
PROPOSED Process for Selecting Associate Board Members

The Advance CTE Board of Directors has two designated representatives of the broader membership:

1. State Associate member representative, who must be an Associate, State member, (e.g., an Advance CTE member who works within state government but is not the designated State CTE Director)
2. Associate member representative, who must be an Associate, State or Associate, Non-State member, who is currently working in state government or within the educational delivery system as an administrator, teacher or faculty.

These individuals will be selected and elected with the following process:

1. A call for nominations shall go out the appropriate listserv(s) at least three months before the membership's spring business meeting. This communication will include the nominations form and criteria.
2. Nominations will be submitted directly to Advance CTE staff, who are responsible for ensuring candidates are eligible and have submitted all the necessary documents
3. Advance CTE will electronically distribute the candidates' bios and candidate statements to the relevant associate members, with an electronic ballot
4. The Past President will announce the results of the election at the end of the membership's spring business meeting.

Qualifications of State Associate Member Representative Nominees

1. One year of active membership in the "associate state membership" category, either as an individual member or as a part of the state membership, as determined by the State Director
2. Be in good standing
3. Committed to supporting the goals of the organization.
4. Able to commit to a three (3) year term.
5. Able to attend virtual and in-person meetings.

Qualifications of Associate Member Representative Nominees

1. One year of active membership in the "associate state membership" category or "associate non-state membership" category.
2. Is currently working in state government or within the educational delivery system as an administrator, teacher or faculty.
3. Be in good standing
4. Committed to supporting the goals of the organization.
5. Able to commit to a three (3) year term.
6. Able to attend virtual and in-person meetings.

Proposed ACTE Board Liaison Policy Update
Submitted by Krissy Haynes, Finance & Operations Manager

The ACTE Board Liaison Policy was created in September 1998 and currently states that the Immediate Past President of Advance CTE serve as the liaison to ACTE. On October 16, 2017, the Board approved moving the responsibility to the Vice President. This was updated in the Commitments & Responsibilities of Executive Committee Members Policy, but was not updated in the ACTE Board Liaison Policy. The proposed change would update the ACTE liaison to be the Vice President, bringing it in line with the Board approved change from October 2017.

Action: Vote to approve the revised ACTE Board Liaison Policy

ACTE BOARD LIAISON POLICY
Proposed February 25, 2022

The Vice President of Advance CTE will serve as the liaison to the ACTE Board of Directors for a one-year period. If the Vice President is unable to serve in this capacity, at the discretion of the Advance CTE President, another Advance CTE Board Member will be appointed.

The liaison to the ACTE Board of Directors is asked to share with the Advance CTE Board of Directors:

1. A summary of the ACTE board meetings s/he attended.
2. Any feedback or responses from the ACTE Board to Advance CTE inquiries.
3. To broadly solicit information items, action items, etc. to be shared at the next ACTE board meeting. If the Advance CTE liaison to the ACTE Board cannot attend an ACTE board meeting, the liaison should contact the current Advance CTE President to arrange for substitute representation.

Proposed Finance Policy Update
Submitted by Krissy Haynes, Finance & Operations Manager

The processes for sending and collecting State Membership and Associate Member dues have changed over the past several years. The proposed changes update the Financial Policy to be in line with the current process. Below is a summary of the changes being proposed.

State Membership Dues:

State CTE Directors are now sent a dues intent form in March each year. On this form they indicate their intent to renew, date by which they will pay dues and the source of the payment. Since some states are unable to pay by July 1 due to needing to use funds from the next fiscal year, states are given the option to pay dues by July 1, September 15 or October 15. Previously all dues were required by July 1, which caused issues with collection. Due to the expanded date range to receive dues, reminders no longer occur only on July 15 and August 15. They are now sent 15, 45 and 60 days past the due date.

Associate Membership Dues:

Associate Members are not sent a dues intent form, but are instead sent a renewal invoice in May of each year. Associate Members that have not paid by July 15 will receive an email request asking them to inform us of the status of their payment as well as their intent to renew. On August 1, Associate Members that have not paid and have not responded to email requests, will now have their renewal canceled on August 1.

In addition, in order to more clearly identify the policy, we are proposing changing the name of the policy to Membership Dues Renewal.

Action: Vote to approve the revised Financial Policy, as presented

MEMBERSHIP DUES RENEWAL POLICY
Proposed on February 25, 2022

State Membership Dues: States are sent a Dues Intent Form in March to indicate their intent to renew their state membership, the date by which they will pay dues, and the source of the dues payment. States that choose to renew are invoiced by May 15 for the following fiscal year's dues. Upon receipt of dues, the Association will send the State Directors a letter acknowledging receipt.

The Association will send a reminder to State Directors whose states have not yet sent their dues approximately fifteen days past the due date, along with a request to indicate that state's intention to continue membership and the projected date for receipt of dues.

The Association will send State Directors whose state dues are approximately forty-five days past due, a notification that unless contacted otherwise effective at sixty days past due, the

Association will no longer be able to carry them or their state team members on their mailing, fax broadcast, or other service lists and the State Director will not be eligible to vote in any business meeting or serve on the Board of Directors.

Associate Membership Dues: Individual members are invited to continue their membership and will be invoiced by May 30 of each year. Dues receipt will be acknowledged to the individual upon receipt.

July 15: Those who have not paid their dues will receive a past due reminder and request to confirm their intent to renew.

July 30: A final request will be sent to Associate Members that have not paid their dues requesting confirmation of their intent to renew. They will be informed that their renewal will be cancelled on August 1 if no response is received.

August 1: Those who have not paid their dues and did not respond indicating their intent to renew will have their membership renewal cancelled. The Associate Member will receive an email informing them of the cancellation and graciously invite them to continue to participate in the organization as soon as dues are received.

Proposal to Sunset Board Policies
Submitted by Krissy Haynes, Finance & Operations Manager

We are working on improving our internal operations processes. As part of that improvement, we will now be reviewing the Board Policy Manual annually to ensure that all the policies are maintained and up to date. Our first review of the Board Policy Manual was completed in January 2022. During the review we discovered several policies that are no longer applicable or in use. We are proposing sunsetting the following policies:

Advance CTE Board Policy Manual:

- Board Election Policy (1998) – this policy is now included in the Nomination and Election Process (2017)
- Board member Vacancy Policy (1998) – this policy was changed and is now included in the bylaws that were approved in 2017
- Putting Learner Success First (2016) – this has been replaced with the new CTE Without Limits vision

Center to Advance CTE Board Policy Manual:

The below policies are all policies that were implemented with the Career Clusters[®] rollout. These programs and policies are no longer in use.

- CCTC Declaration of Support (2011)
- CCTC Planning Engagement (2010)
- Cluster Leader Conflict of Interest Policy (2008)
- Cluster Leader Policy Changes (2007)
- Cluster Leader Policy Statement (2008)
- Cluster Leader Policy Guiding the Revision Changes (2008)
- Knowledge & Skills - State Use Policy (2006)
- Liaisons to NCTEF Board of Directors (2008)
- NAC Guidelines for National Advisory Committee Membership (2009)
- Partnerships & Future Projects (2008)
- Registration of Knowledge & Skills Statements (2008)
- (Career Clusters) Task Force Committee Policy & Mission Statement (2009)

All policies have been included in Appendix A for reference.

Action: Vote to approve the sunset the Board Policies.

The Center to Advance CTE FY22 Budget Modification

Report submitted by Kate Kreamer, Deputy Executive Director and Krissy Haynes, Finance and Operations Manager

The Center to Advance CTE is requesting a modification to the FY22 budget to accommodate a number of new grants and contracts that have been secured since fall 2021 including new grants from the Walton Family Foundation, Joyce Foundation and Annie E. Casey Foundation and sub-grants from JFF (to support our role in phase 1 of “Systems2Stimulus,” a multi-funder, multi-partner initiative) and College in High School Alliance (CHSA) through the Bill & Melinda Gates Foundation. As a note, the Annie E. Casey grant is also in support of the Systems2Stimulus initiative, but for phase 2, which will launch in April 2022. We received that grant on behalf of the initiative’s partners.

Grant/Contract	Previously Approved FY22 Budget	Requested FY22 Modification	Change
Walton Family Foundation	N/A	\$130,220	+\$130,220
Joyce 3.0	N/A	\$71,850	+\$71,850
Annie E. Casey Foundation	N/A	\$200,000	+\$200,000
JFF-Stimulus	N/A	\$65,000	+\$65,000
CHSA-Gates 2	N/A	\$7,500	+\$7,500
Total Modification			+\$474,570

Board action required: Vote required to approve budget modification

FY22 The Center to Advance CTE Budget			
	APPROVED FY22	Proposed FY22	Explanatory Notes
Income			
Annie E. Casey	\$0.00	\$200,000.00	New \$400,000 grant from Annie E. Casey for stimulus. Received \$200,000 and will receive additional \$200,000 in April. Recognizing \$200,000 for FY22 expenses.
PAYA	\$113,566.49	\$113,566.49	
Gates 3.0	\$374,050.00	\$374,050.00	
Joyce 2.0	\$102,678.65	\$102,678.65	
Joyce 3.0	\$0.00	\$71,850.00	New two year \$325,000 grant to help states close equity gaps. First payment of \$155,600 received in December 2021. Recognizing \$71,850.00 to cover FY22 expenses.
NSFY Innovation	\$42,784.62	\$42,784.62	
New Skills (JPMC)	\$1,025,497.15	\$1,025,497.15	
ECMC	\$264,700.01	\$264,700.01	
ECMC Fellows	\$456,720.00	\$456,720.00	
Siemens 3.0	\$417,893.14	\$417,893.14	
CHSA-ECMC	\$15,167.00	\$15,167.00	
CHSA-Gates	\$4,651.46	\$4,651.46	
CHSA-Gates 2	\$0.00	\$7,500.00	New \$15,000 15-month grant received to continue Gates CHSA work. Recognizing \$7,500 to cover FY22 expenses.
CHSA-Joyce	\$40,301.00	\$40,301.00	
JFF Stimulus	\$0.00	\$65,000.00	New \$65,000 5-month sub-grant from JFF. Grant ends on March 31, 2022.
Walton (WFF)	\$0.00	\$130,220.00	New 2 year \$300,000 grant from Walton Family Foundation. Recognizing \$130,220 to cover FY22 expenses.
Other Income	\$0.00	\$0.00	
Interest/Dividend	\$40,000.00	\$40,000.00	
Reserve Withdraw to balance budget	\$119,160.00	\$119,160.00	
Total	\$3,017,169.52	\$3,491,739.52	
EXPENSES			
Allocated Expenses to Specific Projects			
Career Clusters	\$70,000.00	\$70,000.00	
Annie E. Casey	\$0.00	\$200,000.00	Salaries and benefits.
PAYA Expenses	\$113,566.49	\$113,566.49	
Gates 3.0 Expenses	\$374,050.00	\$374,050.00	
NSFY Innovation Expenses	\$42,784.62	\$42,784.62	
New Skills Expenses	\$1,025,497.15	\$1,025,497.15	
Joyce 2.0 Expenses	\$102,678.65	\$102,678.65	
Joyce 3.0 Expenses	\$0.00	\$71,850.00	Salaries and benefits, publications and subscriptions, and overhead.
ECMC Expenses	\$264,700.01	\$264,700.01	

ECMC Fellows Expenses	\$456,720.00	\$456,720.00	
Siemens 3.0 Expenses	\$417,893.14	\$417,893.14	
CHSA-ECMC	\$15,167.00	\$15,167.00	
CHSA-Gates	\$4,651.46	\$4,651.46	
CHSA-Gates 2	\$0.00	\$7,500.00	Salaries and benefits.
CHSA-Joyce	\$40,301.00	\$40,301.00	
JFF Stimulus	\$0.00	\$65,000.00	Salaries and benefits.
Walton (WFF)	\$0.00	\$130,220.00	Salaries and benefits, consultants, publications and subscriptions.
Development	\$12,200.00	\$12,200.00	
Board expenses	\$28,960.00	\$28,960.00	
Project-based internal staff time and benefits	\$46,800.00	\$46,800.00	
Subtotal for Specific Projects	\$3,015,969.52	\$3,490,539.52	
General & Administrative Expenses			
Direct staff and benefits	\$1,200.00	\$1,200.00	
G&A Expenses	n/a	\$0.00	
Total G&A expenses	\$1,200.00	\$1,200.00	
Total project expenses	\$3,015,969.52	\$3,490,539.52	
TOTAL EXPENSES	\$3,017,169.52	\$3,491,739.52	
INCOME LESS EXPENSES	\$0.00	\$0.00	

Advance CTE State Leaders Retreat Update
Report submitted by Krissy Haynes, Finance and Operations Manager

In January, the Board of Directors, after a survey of the State CTE Directors, agreed to hold an in-person Spring State Leaders Retreat for 110 invited attendees and a virtual Spring Meeting for the full membership. In determining the registration rates for both meetings, the full costs of the meetings were estimated based on the hotel contract and pricing. The agenda design for the Spring State Leaders Retreat includes more meals than originally planned for, hotel pricing has increased for food and beverage and audio visual and meeting room rental fees will be incurred due to the additional space required to have a safe and socially distanced in-person meeting. The actual cost per attendee for just the in-person event is \$1,105. In addition, we have the additional cost of the virtual event, which is \$125 per attendee. Therefore, the combined registration for the two events should be \$1,230. These rates have been determined based on the estimated direct costs of the meetings and do not include covering any indirect costs or salaries or benefits.

However, Advance CTE is recommending to subsidize the State Director and one member registration for the combined events, holding the registration at \$650. This will be accomplished by redirecting funds previously approved for the Excellence in Action awards (which has been postponed due to staff capacity), which will be covered by the interest income and other income we receive.

The total amount subsidized per member registration is \$580 for a total estimated cost of \$46,400.

Advance CTE's 2022 WIOA Recommendations Update Overview
Submitted by Steve Voytek, Policy Advisor

Since 2020 the Workforce Innovation and Opportunity Act (WIOA) has been due for reauthorization. WIOA was last updated in 2014 to better support workforce development activities, fund job training programs for eligible individuals, and to more closely align the nation's workforce development investments. Advance CTE is aware of and anticipates initial Congressional efforts to reauthorize this law in the early part of 2022, but does not believe this will culminate in a full reauthorization prior to the end of the 117th Congress. Reauthorization will be informed by the current realities facing our nation's workforce and the urgent need to attend to equity, specifically racial equity, as we upskill and reskill millions of Americans in the post-pandemic economy. To achieve these and other organizational federal policy objectives, Advance CTE has undertaken a revision of its existing WIOA recommendations in recent months to ensure the organization's key messages resonate with Congress.

This update process largely sought to clarify or otherwise make more explicit key planks of the Board's previously approved WIOA recommendations. These changes included aspects such as calling for strengthened alignment between WIOA and Perkins, centered on *reciprocity* between both law's allowable planning options and via stakeholder engagement requirements to more effectively address equity (a recurrent theme throughout this revision process). The recommendations now also include a more explicit call for state and local CTE representation within workforce development boards as an additional way to ensure coordination across CTE and workforce development systems.

Revisions made to Advance CTE's existing WIOA recommendations additionally include calling for more explicit integration of Perkins V's special populations and related data within WIOA's statistical adjustment model. In a similar vein, updates have been made to make clearer the importance of high-quality labor market data, including a stronger focus on ensuring the underlying systems that produce these data are adequately resourced. Finally, these proposed changes seek to re-emphasize the importance of transferable skills within career pathways and related systems, particularly as a means to ensure successful worker transitions between and among different industry sectors.

In addition to these modifications, Advance CTE seeks additional input and approval for the following more significant revisions to this document which we believe constitute new recommendations not previously discussed with the Advance CTE's Board of Directors:

- **One-stop Infrastructure**: Clarifying the organization's position on one-stop infrastructure funding requirement. This includes calling for the elimination of compulsory one-stop partner contributions to the costs of physical infrastructure, the creation of new dedicated funding for this purpose, and, in exchange, stronger coordination and alignment requirements for one-stop partner programs. Language has also been included to support, with the appropriate guardrails, allowing for the virtualization of one-stop centers in limited circumstances.

- **CLNA for Youth Split of Funds**: Recommending the use of a comprehensive local needs assessment, modeled off of Perkins V's language, to drive state and local decisionmaking for determining the split of youth funding for out-of-school and in-school-youth.
- **Dedicated Resources for Career Pathways**: Calling for dedicated funding for state and local implementation of career pathways and related systems. Advance CTE further recommends language that would require these resources to complement CTE program of study implementation to avoid duplication of efforts and to increase alignment across systems.

Board action required: Vote to adopt the proposed revisions to the Advance CTE WIOA policy priorities

Advance CTE Recommendations for the Reauthorization of the Workforce Innovation and Opportunity Act

~~As of~~Since 2020 the Workforce Innovation and Opportunity Act (WIOA) ~~is up~~has been due for reauthorization. WIOA was last ~~signed into law~~updated in 2014 to ~~better~~ support workforce development activities, ~~and~~ fund job training programs for ~~displaced adult workers and youth~~eligible individuals, and to more closely align the nation's workforce development investments. Reauthorization will be informed by the current realities facing our nation's workforce and the urgent need to attend to equity, specifically racial equity, as we upskill and reskill millions of Americans in the post-~~COVID-19~~pandemic economy. ~~To attend to these priorities,~~ Reauthorization must focus on modernizing the country's workforce development system so that it equitably meets the needs of every worker; seamlessly connects to ~~the~~ education systems, including Career Technical Education (CTE); proactively responds to the needs of the economy and leverages and aligns with other federal programs such as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Advance CTE, representing the state leadership for secondary, postsecondary and adult CTE in all 50 states, the District of Columbia and the U.S. territories, offers the following recommendations for the reauthorization of WIOA towards these important shared goals:

Connect Education and the Workforce

- **Align WIOA with Perkins V:** Perkins V has many ties to WIOA, including: a requirement that CTE programs are responsive to the local, regional or state labor market; inclusion of an aligned vision in both state plans; workforce partners as required stakeholders and common performance indicators. In order to further strengthen the relationship between the two laws and thus the services offered to participants, Advance CTE recommends that WIOA reciprocates by more intentionally connecting to and aligning with Perkins V and CTE. These connection points and alignment efforts would greatly aid in the development of a wider career preparation ecosystem. Specifically, ~~the~~ WIOA state plans should be constructed in a manner that is parallel to the state Perkins V plan- even if the state does not submit a combined plan. This means requiring:
 - A shared vision for workforce development and CTE regarding how these systems will prepareing an educatedion and skilled workforce that ensures coherence in order to achieve improved and equitable learner supports and outcomes;
 - A shared commitment to transparency and efficiency;
 - A prioritization of funding to be dedicated to underserved communities and populations;
 - Robust stakeholder engagement, aligned with the requirements of Perkins V, particularly with regards to representatives of underserved or otherwise marginalized special populations; and
 - The use of participant, program and labor market information to guide state and local decisions.
- **Require CTE Representation on Workforce Boards:** ~~Further, to~~To further accomplish systems alignment between WIOA and Perkins V, CTE should be better integrated into

the governance of WIOA. ~~For instance, with Advance CTE believes that~~ State CTE Directors ~~as should be~~ a required ~~partner stakeholder~~ on state workforce boards and ~~that~~ local CTE leaders ~~being be~~ a required ~~partner stakeholder~~ on local workforce boards.

- ~~• **Build cross-system collaboration throughout WIOA:** To maximize the programs in states that are supported by education and workforce legislation, each title of WIOA must act as the agent for coordination across systems. For example, Title IV of WIOA amends the Rehabilitation Act of 1973 and authorizes funding to be used for employment-related vocational rehabilitation services for those with disabilities, as well as includes these programs in the one-stop systems described above. The nature of Title IV makes it challenging to coordinate with other similar programs that are overseen by the U.S. Department of Education. In particular, there is often overlap with CTE and career readiness programs offered in the state. However, State CTE Directors are not often brought to this table.~~

~~Some states have already found success in coordinating WIOA Title II (Adult Education and Literacy) with CTE and adult education through the Integrated Basic and Skills Training (I-BEST) model. I-BEST delivers a combination of technical, academic and workplace skills typically through a statewide partnership led by a state's community and technical college system. The success of I-BEST can be used as an example for how to collaborate across systems.~~

~~Advance CTE recommends that WIOA require cross-system alignment for the federal laws implicated throughout all of WIOA and the related state programs. This should include, but is not limited to, common data collection and reporting, cross-system planning and regular consultation.~~

Align Federal Policy to the [Needs of the 21st Century Workforce](#)

- Coordinate federal funding for programs and worker supports:** WIOA funding must be coordinated with the other federal funding streams that have aligned or parallel purposes in order to best serve workers, especially those most vulnerable, through cohesive worker supports and programs. State CTE leaders ~~have~~ shared that an inability to coordinate or braid funding sources ~~can often leads~~ to challenges in ~~most~~ effectively ~~using leveraging~~ WIOA ~~money resources~~. Advance CTE recommends a ~~new planning~~ requirement in ~~the states' WIOA plans~~ for how ~~WIOA-core~~ programs will be aligned with, and not duplicative of, related programs funded by other federal laws. Further, subsequent reporting should require ~~ongoing-periodic~~ updates of programmatic alignment to ensure efficacy of implementation ~~and provide federal agencies the information necessary to provide technical assistance to states to further improve upon these efforts and share best practices with peers.~~
- Update the infrastructure requirements:** WIOA supports ~~a one-stop system~~ [American Job Centers](#), also known as “~~o~~One-stops,” which are the ~~primary entities that coordinate and deliver workforce development services within states and local workforce areas. The wider o~~One-stop system is composed of ~~workforce development services.~~ 12 federal programs, including postsecondary CTE programs supported by Perkins V, ~~which~~ are

~~each~~ required to be partners of this ~~one-stop~~ system. As ~~the legislation currently stands currently constructed~~, WIOA requires each of these partner programs to contribute to the physical infrastructure costs of one-stop centers. ~~the implication of this required partnership is for each of the 12 partner programs to contribute to infrastructure costs of the one-stops.~~ WIOA statute dictates that these partnerships must exist and that these partnered programs contribute to these costs but the statutory language remains unnecessarily ambiguous. As a consequence, a convoluted cost sharing process has been developed via federal regulation and related guidance to implement these requirements, ~~and the parameters are outlined in guidance from the U.S. Department of Labor.~~ State CTE leaders have consistently reported that ~~the current structure~~ this process does not actually support collaboration among One-stop partner programs, and in fact often results in the bare minimum of just sharing of funding, not the aspired systems alignment.

Advance CTE therefore recommends that current infrastructure cost-sharing language be removed from future legislation. In its place, new legislation should provide a dedicated set-aside of funding to cover the actual infrastructure costs of the nation's One-stop centers. ~~a complete revision of the infrastructure language and related guidance, instead recommending a set-aside funding stream for infrastructure costs.~~ This change would allow ~~partnered programs~~ partnered programs to focus efforts on aligning programs and services rather than negotiating cost sharing agreements and would provide much-needed clarity for state and local workforce systems as they plan efforts for the future.

Additionally ~~Relatedly~~, ~~the statute~~ future legislation should more directly invest in and acknowledge the digital infrastructure – virtualization of one-stop services, online program delivery, etc. – that has grown due to natural technologic progression and the investments made to continue to deliver services during the pandemic. Advance CTE supports, in limited circumstances and with the appropriate guardrails in place, allowing local workforce areas to establish virtual One-stop centers in lieu of the law's current physical center requirement so long as these virtual centers are able to ensure equitable access to all individuals served by WIOA.

- **Align basic skills with current workplace needs:** The definition of basic skills deficient in current legislation is limited to English reading, writing and computing skills. Advance CTE recommends that this definition be expanded to reflect the skills that are necessary to be successful in the 21st century workforce, including but not limited to: digital literacy; interpersonal communication; time management; critical thinking; career navigation; cultural competency and financial literacy.

Support Successful Outcomes for In-and Out- of School Youth

- **States Formalize processes to determine the split of funds for in-school youth and out-of-school youth:** Currently, WIOA requires that 25% of funds are allocated for in school youth and 75% for out of school youth. This ~~sometimes has the~~ can have the unintended consequence of preventing services from being offered to learners at risk of dropping out, incentivizing dropping out, since ~~at times~~ only out-of-school youth qualify for ~~a particular program~~ particular interventions that would help address these challenges. The currently prescribed split of funds may also not reflect the actual needs of states or

local areas which may have greater youth workforce activity needs for one population over another. These challenges are further underscored by the fact that nearly half of all states in the most recent program year have a waiver from the U.S. Department of Labor absolving them of this statutory requirement.

Rather than this split being dictated at the federal level, Advance CTE believes future legislation should incorporate the use of a comprehensive local needs assessment to formally ascertain the youth funding needs of local communities as it pertains to workforce activities. states are best positioned to determine what is the right allocation between in-school and out-of-school. Such an assessment would allow workforce development boards to more formally gauge the needs in their communities and regions, allowing for better connections between planning and spending. These assessments, should be constructed similar to those found in Perkins V and, similarly, should take place at least every two years to ensure youth workforce funding resources are being directed to the areas of greatest need. States have other assets and resources that they bring to the table to support these populations and those assets and resources vary significantly from state to state. In order to ensure that states are adequately addressing both in and out of school youth, Advance CTE recommends that this formula should be determined by each state, with the ability to be re-examined on an annual basis.

Improve Data and Accountability

- **Expand data system capacity, transparency and utilization:** The state data infrastructure ~~for~~ needed to forecast and better understand the needs of predicting the labor market ~~needs to~~ must be expanded so that state and local workforce development systems can proactively pivot in response to rapidly changing conditions. This Data infrastructure is also essential so that workers ~~can~~ have access to better, ~~and~~ more transparent, and real-time, information on career opportunities, earnings, and how these decisions ~~will~~ can or do interact with access to support services (e.g. those already funded by WIOA, Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program, Child Care Development Fund Subsidies, etc.).

Advance CTE recommends ~~a~~ a new federal investment to modernize ~~these~~ publicly funded labor market information services and offices. In order for the education and workforce systems to be responsive to state, regional and local labor market demand, there must be a greater investment in real-time labor market information systems, that aggregate, collaborate with and integrate information and data from other federal agencies such as the U.S. Department of Education and agencies that provide benefits such as the U.S. Department of Health and Human Services into a transparent, accessible and forward-looking talent and labor market information system. These efforts will enable our systems to better support individuals wherever they are in their career journey, and paint a more comprehensive picture for policymakers, practitioners and workers regarding the full impact of workforce development programs.

- **Expand the scope of data collection and related reporting:** Data collection and reporting is pivotal to identifying inequities in access, delivery and implementation of WIOA programs —a key first step to ensuring a stronger and must programmatic focus on

equitable outcomes. Towards these ends, Advance CTE recommends that a model similar to the Perkins V comprehensive local needs assessment (CLNA) be included in WIOA the current law's statistical adjustment model (SAM) incorporate an explicit focus on special populations of learners, as defined by Perkins V. Expanding the scope of data collected for this purpose will help to further ensure WIOA-funded initiatives are overseen. Requiring data-driven decision making that labor market demand, participant demographics and outcomes and program outcomes will hold programs accountable to close opportunity gaps and ensure continuous improvement.

Further, data should be made transparent and easily accessible in order for learners and workers to understand the value and outcomes of specific career pathways, including how pathway outcomes might differ based on a learner's race or ethnicity, gender, educational background or other demographics. It is especially critical that all eligible providers of training, including and especially postsecondary institutions, report on these data as initially envisioned by current statute. All collected data should be disaggregated to, at a minimum, reflect gender, race, ethnicity, special population status and age. And any reporting of gender data should offer, at minimum, a "prefer not to disclose" option so that learners who identify outside of the exclusively male and female categories can be represented. Disaggregated short- and long-term program-level outcomes data for learners is critical to continuous improvement.

Advance CTE further recommends that WIOA require cross-system alignment for the federal laws implicated throughout all of WIOA and the related state programs. This should include, but is not limited to, common data collection and reporting, cross-system planning and regular consultation.

- **Adopt common performance metrics and terminology:** There are often shared goals between programs that are supported by federal legislation. In these cases, such programs should be coordinated to efficiently use resources, reduce duplication and better serve those utilizing these programs. Advance CTE recommends using common performance metrics and definitions across these federal programs that have a shared or common purpose, at a minimum aligning with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the Higher Education Act (HEA), as well as the adoption of related common terminology and measurement methods. This includes but is not limited to credential attainment, postsecondary attainment and employment status.

Align Program Delivery Models Elevate Career Pathways

- **Reimagine career pathways:** Well-designed high-quality career pathways help learners and workers navigate ~~both~~ their interests, talents and work experiences, as well as their acquisition of skills, competencies and credentials of value. Most career pathways have been constructed linearly, designed to be vertically "stackable." This presumes that labor markets function in a similar fashion, with skills and competencies transferring directly to the next. This presumes talent pipelines and transference of skills within an industry sector. The Unfortunately, this is not how our economy functions. As the nature of work continues to change and the forces of globalization and automation continue, workers will not only need a chance to acquire the knowledge, skills and competencies needed to

land a first job, but will also require additional opportunities as they grow older and the needs of the economy continue to change. Supporting worker transitions from one industry to another, or one occupation to another, will take on increasing importance in the future.

Advance CTE therefore recommends that WIOA supports innovation in the design and delivery of flexible and responsive career pathways – that value learning wherever and whenever it occurs - to help workers upskill, reskill or transfer and enhance skills in existing or new industries that offer opportunities and pathways to self-sufficiency. One strategy to accomplish this is by ~~intentionally weaving social services supports with education and workforce development training, including adult basic education, and more systemically recognize learning and competency that is earned through various educational and workplace settings~~ providing dedicated funding for the state and local development and implementation of career pathways and the integration of related supportive services. Such resources should be aligned with efforts to implement CTE programs of study, to ensure alignment of these efforts and avoid redundancies. Better-In addition, Advance CTE calls for improved connecting credit for prior learning practices, statewide articulation efforts, and postsecondary transfer policies with workforce development policy is necessary as a means to break down the arcane silos that often exists between traditional postsecondary education and workforce development.

- **Elevate the role of Area Technical Centers:** It is critical that future WIOA legislation allow for the our country is facing and the future of work require reconsideration of entire industry sectors and the reimagination of how states and regions work to mitigate redundancies and maximize the nation’s existing skills development capacity to more efficiently and effectively support the needs of employers and workers alike. Of note, Aarea Ttechnical Ceenters (ATCs) are often left out of workforce training and related systems. ~~W~~While some states include them as an eligible training provider, many do not. With nearly 1,400 of them, area technical centers are a vital component of the delivery of skilled training and must be a recognized component of the WIOA delivery system.
- **Prioritize high-wage, high-skill or in-demand occupations based on real-time labor market data:** Any workforce or education program should prepare participants for a job that is part of a career pathway and offers self-sufficiency. In order to achieve this, WIOA must be responsive to high-wage, high-skill or in-demand occupations-determined and updated in real-time according to state, regional and local labor market information. Therefore, Advance CTE recommends that all WIOA funded programs be organized into and delivered through career pathways, leading to a career in in-demand fields and ensure workers achieve self-sufficiency.

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Advance CTE Recommendations for the Reauthorization of the Workforce Innovation and Opportunity Act (WIOA)

Advance CTE, representing the state leadership for secondary, postsecondary and adult CTE in all 50 states, the District of Columbia and the U.S. territories, offers the following recommendations for the reauthorization of WIOA:

Connect Education and the Workforce

- **Align WIOA with Perkins V:** Perkins V has many ties to WIOA, including a requirement that CTE programs are responsive to the local, regional or state labor market; inclusion of an aligned vision in both state plans; and common performance indicators among other connection points. In order to further strengthen the relationship between these two federal laws and thus the services offered to participants, Advance CTE recommends that WIOA reciprocates by more intentionally connecting to and aligning with Perkins V and CTE. These connection and alignment efforts would greatly aid in the development of a wider career preparation ecosystem. Specifically, WIOA state plans should be constructed in a manner that is parallel to the state Perkins V plan, even if the state does not submit a combined plan. This means requiring:
 - A shared vision for workforce development and CTE regarding how these systems will prepare an educated and skilled workforce that ensures coherence in order to achieve improved and equitable learner supports and outcomes;
 - A shared commitment to transparency and efficiency;
 - A prioritization of funding to be dedicated to underserved communities and populations;
 - Robust stakeholder engagement, aligned with the requirements of Perkins V, particularly with regards to representatives of underserved or otherwise marginalized special populations; and
 - The use of participant, program and labor market information to guide state and local decisions.
- **Require CTE representation on workforce boards:** To further accomplish systems alignment between WIOA and Perkins V, CTE should be better integrated into the governance of WIOA. For instance, Advance CTE strongly believes that State CTE Directors should be a required stakeholder on state workforce boards and that local CTE leaders be a required stakeholder on local workforce boards. In this way, further synergies between CTE and workforce development can be realized at all levels of governance.

Align Federal Policy to the Needs of the 21st Century Workforce

- **Coordinate federal funding for programs and worker supports:** WIOA funding must be coordinated with other federal funding streams that have aligned or parallel purposes in order to best serve workers, especially those most vulnerable, through cohesive worker supports and services. State CTE leaders have shared that an inability to coordinate or braid funding sources often leads to challenges in effectively leveraging WIOA resources. Advance CTE recommends a new planning requirement in states' WIOA plans for how core programs will be aligned with, and not duplicative of, related programs

funded by other federal laws. Further, subsequent reporting should require periodic updates of programmatic alignment to ensure efficacy of implementation and provide federal agencies the information necessary to provide technical assistance to states to further improve upon these efforts and share best practices with peers.

- **Update one-stop infrastructure requirements:** WIOA supports a nationwide system of American Job Centers, also known as “one-stops,” which are the primary entities that coordinate and deliver workforce development services within states and local workforce areas. The wider one-stop “system” is composed of 12 federal programs, including postsecondary CTE programs supported by Perkins V, which are each required partners of this system. As currently constructed, WIOA mandates that each of these partner programs contribute to the physical infrastructure costs of one-stop centers. WIOA dictates that these partnerships must exist and that these partnered programs contribute to these costs. However, this statutory language remains unnecessarily ambiguous. As a consequence, a convoluted cost sharing process has been developed via federal regulation and related guidance to implement these requirements. State CTE leaders have consistently reported that this process does not support meaningful collaboration among one-stop partner programs, and in fact often results in the bare minimum of just sharing of funding, rather than the aspired systems alignment.

Advance CTE therefore recommends that current infrastructure cost-sharing language be removed from future legislation. In its place, new legislation should provide a dedicated set-aside of funding to cover the actual infrastructure costs of the nation’s one-stop centers. This change would allow partnered programs to focus efforts on aligning programs and services rather than negotiating cost sharing agreements and would provide much-needed clarity for state and local workforce systems as they plan efforts for the future.

Relatedly, future legislation should more directly invest in and acknowledge the digital infrastructure – virtualization of one-stop services, online program delivery, etc. – that has grown due to natural technologic progression and the investments made to continue throughout the pandemic. Advance CTE supports, in limited circumstances and with the appropriate guardrails in place, allowing local workforce areas to establish virtual one-stop centers in lieu of the law’s current physical center requirement so long as these virtual centers are able to ensure equitable access to all individuals served by WIOA.

- **Align basic skills with current workplace needs:** The definition of basic skills deficient in current legislation is limited to English reading, writing and computing skills. Advance CTE recommends that this definition be expanded to reflect the skills that are necessary to be successful in the 21st century workforce, including but not limited to: digital literacy; interpersonal communication; time management; critical thinking; career navigation; cultural competency and financial literacy.

Support Successful Outcomes for In-and Out- of School Youth

- **Formalize processes to determine the split of youth funding:** Currently, WIOA mandates that 25% of youth funds be allocated for in-school-youth and 75% for out-of-

school youth. This can have the unintended consequence of preventing services from being offered to learners at risk of dropping out, since only out-of-school youth qualify for particular interventions that would help proactively address these challenges. The statutorily prescribed split of funds may also not reflect the actual needs of states or local areas which may have greater youth workforce activity needs for one of these populations over another. These challenges are further underscored by the fact that [nearly half](#) of all states in the most recent program year have a waiver from the U.S. Department of Labor absolving them of this statutory requirement.

Rather than this split being dictated at the federal level, Advance CTE believes future legislation should incorporate the use of a comprehensive local needs assessment to formally ascertain the youth funding needs of local communities as it pertains to workforce activities. Such an assessment would allow workforce development boards to more formally gauge the needs in their communities and regions, allowing for better connections between planning and spending. These assessments, should be constructed similar to those found in Perkins V and, similarly, should take place at least every two years to ensure youth workforce funding resources are being directed to the areas of greatest need. Through this process, local workforce stakeholders would have a much better understanding of who is accessing and succeeding in WIOA-funded initiatives as a means to further remove barriers to employment and career success.

Improve Data and Accountability

- **Expand data system capacity, transparency and utilization:** The state data infrastructure needed to forecast and better understand the needs of the labor market must be expanded so that state and local workforce development systems can proactively respond to rapidly changing conditions. Data infrastructure is also essential so that workers have access to better, more transparent, and real-time information on career opportunities, earnings, and how these decisions can or do interact with individuals' access to support services (e.g. those already funded by WIOA, Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program, Child Care Development Fund Subsidies, etc.). To achieve this, Advance CTE recommends that future WIOA legislation encourage and provide support to states for the creation of public-facing data tools to facilitate better usage of this information and promote a wider understanding of WIOA-funded programs' outcomes.
- **Expand state and local capacity to leverage labor market data:** Advance CTE recommends a new federal investment to modernize publicly funded labor market information services and offices. In order for the education and workforce systems to be responsive to state, regional and local labor market demand, there must be a greater investment in real-time labor market information systems, that aggregate, collaborate with and integrate information and data from other federal agencies such as the U.S. Department of Education and agencies that provide benefits such as the U.S. Department of Health and Human Services into a transparent, accessible and forward-looking talent and labor market information system. These efforts will enable our systems to better support individuals wherever they are in their career journey, and paint a more

comprehensive picture for policymakers, practitioners and workers regarding the full impact of workforce development programs.

- **Expand the scope of data collection and related reporting:** Data collection and reporting is pivotal to identifying inequities in access, delivery and implementation of WIOA programs—a key first step to ensuring a stronger programmatic focus on equitable outcomes. Towards these ends, Advance CTE recommends that the current law’s statistical adjustment model (SAM) incorporate an explicit focus on special populations of learners, as defined by Perkins V. Expanding the scope of data collected for this purpose will help to further ensure WIOA-funded initiatives are overseen to close opportunity gaps and ensure continuous improvement.

Further, data should be made transparent and easily accessible in order for learners and workers to understand the value and outcomes of specific career pathways, including how pathway outcomes might differ based on a learner’s race or ethnicity, gender, educational background or other demographics. It is especially critical that all eligible providers of training, including and especially postsecondary institutions, report on these data as initially envisioned by current statute. All collected data should be disaggregated to, at a minimum, reflect gender, race, ethnicity, special population status and age. Any reporting of gender data should offer, at minimum, a “prefer not to disclose” option so that learners who identify outside of the exclusively male and female categories can be represented. Disaggregated short- and long-term program-level outcomes data for learners is critical to continuous improvement.

- **Adopt common performance metrics and terminology:** There are often shared goals between programs that are supported by federal legislation. In these cases, such programs should be coordinated to efficiently use resources, reduce duplication and better serve those utilizing these programs. Advance CTE recommends using common performance metrics and definitions across these federal programs that have a shared or common purpose, at a minimum aligning with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the Higher Education Act (HEA), as well as the adoption of related common terminology and measurement methods. This includes but is not limited to credential attainment, postsecondary attainment and employment status.

Advance CTE further recommends that WIOA require cross-system alignment for the federal laws implicated throughout all of WIOA and the related state programs. This should include, but is not limited to, common data collection and reporting, cross-system planning and regular consultation which require valid and reliable data to ensure success.

Elevate Career Pathways

- **Reimagine career pathways:** Well-designed high-quality career pathways help learners and workers navigate their interests, talents and work experiences, as well as their acquisition of skills, competencies and credentials of value. Most career pathways have been constructed linearly, designed to be vertically “stackable.” This presumes that labor markets function in a similar fashion, with skills and competencies transferring directly to the next. Unfortunately, this is not how our economy functions. As the nature of work

continues to change and the forces of globalization and automation continue, workers will not only need a chance to acquire the knowledge, skills and competencies needed to land a first job, but will also require additional opportunities as they grow older and the needs of the economy continue to change. Supporting worker transitions from one industry to another, or one occupation to another, will take on increasing importance in the future.

Advance CTE therefore recommends that WIOA supports innovation in the design and delivery of flexible and responsive career pathways – that value learning wherever and whenever it occurs - to help workers upskill, reskill or transfer and enhance skills in existing or new industries that offer opportunities and pathways to self-sufficiency. One strategy to accomplish this is by providing dedicated funding for the state and local development and implementation of career pathways and the integration of related supportive services. Such resources should be aligned with efforts to implement CTE programs of study, to ensure alignment of these efforts and avoid redundancies. In addition, Advance CTE calls for improved credit for prior learning practices, statewide articulation efforts, and postsecondary transfer policies with workforce development as a means to break down the arcane silos that often exists between traditional postsecondary education and workforce development.

- **Elevate the role of Area Technical Centers:** It is critical that future WIOA legislation allow for the reimagining of how states and regions work to mitigate redundancies and maximize the nation’s existing skills development capacity to more efficiently and effectively support the needs of employers and workers alike. Of note, [Area Technical Centers](#) (ATCs) are often left out of workforce training and related systems. While some states include them as an eligible training provider, and are currently allowed to designate ATC’s as a one-stop operator, many do not. With nearly 1,400 of them, area technical centers are a vital component of the delivery of skilled training and must be a recognized component of the WIOA delivery system.
- **Prioritize high-wage, high-skill or in-demand occupations based on real-time labor market data:** Any workforce or education program should prepare participants for a job that is part of a career pathway and offers self-sufficiency. In order to achieve this, WIOA must be responsive to high-wage, high-skill or in-demand occupations-determined and updated in real-time according to state, regional and local labor market information. Therefore, Advance CTE recommends that all WIOA funded programs be organized into and delivered through career pathways, leading to a career in in-demand fields and ensure workers achieve self-sufficiency.

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Appendix A
Board Policies

NASDCTEc Board of Directors' Meeting
PROCESS FOR SELECTING ASSOCIATE BOARD MEMBERS
SEPTEMBER 13, 1990

Nominating Committee

1. Will be made up of three (3) to five (5) members representing different geographic areas of the country and reflecting the makeup of the active membership.
2. Appointed following the spring meeting by the association president.
3. Chaired by the incumbent representative to the board or any active associate member.
4. A maximum of three (3) nominees may be presented to the full board at its fall meeting.
5. All nominees must have consented.

Elections

1. A ballot is to be prepared and mailed to all members by mid-October.
2. All ballots are to be returned by mid-November.

Installation

1. Election results are to be announced at the winter meeting and the newly elected member is to be installed.

Qualifications of Nominees

1. Two (2) years of active membership.
2. Interested in supporting the goals of the organization.
3. Able to commit to a three (3) year term.
4. Able to attend meetings.

NASDCTEc Board of Directors' Meeting
ACTE BOARD LIAISON POLICY
Adopted September 16, 1998

The most immediate past president of NASDCTEc will serve as the liaison to the ACTE Board of Directors for a one-year period. If the most immediate past president is unable to serve in this capacity, at the discretion of the NASDCTEc President, another NASDCTEc past president will be appointed.

The liaison to the ACTE Board of Directors is asked to share with the NASDCTEc Board of Directors:

1. A summary of the ACTE board meetings s/he attended.
2. Any feedback or responses from the ACTE Board to NASDCTEc inquiries.
3. To broadly solicit information items, action items, etc. to be shared at the next ACTE board meeting. If the NASDCTEc liaison to the ACTE Board cannot attend an ACTE board meeting, the liaison should contact the current NASDCTEc president to arrange for substitute representation.

NASDCTEc Board of Directors' Meeting
FINANCIAL POLICY
Approved on Sunday, April 28, 1996

State Membership Dues: States are billed by May 15 for the following fiscal year's dues. Upon receipt of dues, the Association will send the State Directors a letter acknowledging receipt.

July 15: The Association will send a reminder to State Directors whose states have not yet sent their dues, along with a response form to indicate that states intention to join the consortium and the projected date for receipt of dues.

August 15: The Association will send State Directors whose states have not yet sent their dues, a letter notifying them that unless contacted otherwise effective August 30, the Association will no longer be able to carry them on their mailing, fax broadcast, or other service lists and the State Director will not be eligible to votes in any business meeting or serve on the Board of Directors.

Associate Membership Dues: Individual members are invited to continue their membership and will be billed by May 30 of each year. Dues receipt will be acknowledged to the individual upon receipt.

July 30: Those who have not paid their dues will receive a letter from the Board member representing the Associate Members reminding them that their dues are in arrears. Associate members who have not paid within 30 days of that letter will receive a notice from Headquarters office notifying them that services cannot be continued including mailings and broadcast fax, eligibility to serve on committees or participate in association activities will be discontinued until the current year's dues are paid. The letter will graciously invite them to continue to participate in the organization as soon as dues are received.

NASDCTEc Board of Directors' Meeting
BOARD MEMBER ELECTION POLICY
Approved on April 19, 1998

The Executive Director, in March, will mail information to region states to solicit nominations for upcoming board openings. The election will be held at the spring conference. At that time, state directors and/or associate members will be reminded of their proxy rights (the state director must provide written authorization of a proxy vote).

NASDCTEc Board of Directors' Meeting
BOARD MEMBER VACANCY POLICY
Approved April 19, 1998

Should a board vacancy occur, the Executive Director will contact each state director in that region and/or the associate members to determine who is interested in filling the Board vacancy. Those interested will be placed in nomination and an election will take place. If no state director or associate member expresses an interest, the President will be consulted for further action. Results will be conveyed to the members in the region or to the associate members.

Putting Learner Success First Organizational Strategy Approved 2016

Advance CTE with six supporting organizations released *Putting Learner Success First: A Shared Vision for the Future of CTE* in May 2016. This shared vision provides recommendations for how the entire education system can better support learners in their endeavors, leveraging high-quality CTE as a central strategy. It includes five guiding principles:

- All CTE programs are held to the highest standards of excellence.
- All learners are empowered to choose a meaningful education and career.
- All learning is personalized and flexible.
- All learning is facilitated by knowledgeable experts.
- All systems work together to put learner success first.

To maintain a firm commitment to Putting Learner Success First, Advance CTE has embedded the new vision throughout our recently approved Strategic Plan, including dedicating an entire strategic priority to ensuring the success of the new vision, specifically “*Lead a cross-organizational and cross-state effort to successfully build awareness, advocacy and accomplishment of the Putting Learner Success First: A Shared Vision for the Future of CTE.*”

Objective 1: Ensure high-quality federal and state CTE policies are adopted and implemented

Putting Learner Success First will become the guidepost for our organizational federal and policy priorities, as well as the foundation for our research agenda.

Strategy 1a: Alignment of Organizational Resources Calendar with Principles

To date, Advance CTE has:

- Aligned all planned publications with principles and actions within *Putting Learner Success First* either implicitly (e.g., work-based learning briefs and guide) or explicitly (employer engagement white paper and upcoming State of CTE report on experts in the classroom).

Looking ahead, Advance CTE will:

- Ensure all future publications and resources continue to align with and help advance *Putting Learner Success First*, including research, state policy frameworks and advocacy materials.

Strategy 1b: Alignment of Federal Policy Priorities with Principles

Looking ahead, Advance CTE will:

- Update federal policy priorities to reflect *Putting Learner Success First*
- Anchor the transition memo to the new administration in *Putting Learner Success First*

Objective 2: Raise visibility (and promote) of high-quality CTE

In order to be best positioned *Putting Learning Success First* as a vehicle for high-quality CTE, Advance CTE is working to create communications tools and resources to support its promotion; identify best practices that can be disseminated broadly; and create opportunities for partners, members and other supporters to publicly demonstrate their support for the vision and its principles.

Strategy 2a: Communications and Resources Toolkit

To date, Advance CTE has:

- Created a new section of our website dedicated to *Putting Learner Success First*.
- Distributed over 25,000 hard copies of the document.
- Developed a [suite of materials](#) for members and other interested leaders to use, including:
 - A PowerPoint presentation with talking points
 - A one-page, leave behind fact sheet
 - Tips for sharing *Putting Learner Success First* with sample social media posts
- Created an internal calendar of communications and outreach efforts.
- Placed an op-ed in Real Clear Education.
- Worked with a reporter at Education Week to support a CTE-focused series.

Looking ahead, Advance CTE will:

- Create an animated video showing a world where the vision is a reality.
- Continue to build out resources and tools with partners based on best practices and states' needs.

Strategy 2b: recognize and lift up state and local implementation and support

To date, Advance CTE has:

- Launched a monthly blog series in August highlighting new resources and supporters of *Putting Learner Success First*.
- Presented on the new vision at multiple statewide CTE conferences and supported members as they presented on the vision themselves.
- Launched a [sign on](#) campaign, where leaders and supporters at all levels can show their support for the shared vision.

Looking ahead, Advance CTE will:

- Highlight implementation examples from states and organizations through our blog and other publications, drawn from vision committee and other information gathering
- Co-host a webinar with a number of the partner organizations to share progress on the vision six months after its release in November/December 2016.
- Highlight the report in our 2016 Annual Report.
- Release a progress report on *Putting Learner Success* one year later in May 2017 at our spring meeting.

Objective 3: Empower members through professional learning

Advance CTE is committed to supporting all members as they adopt, implement and advance the principles and actions of *Putting Learner Success First*.

To date, Advance CTE has:

- Developed a [suite of materials](#) for members and other interested leaders to use, including:
 - Discussion questions to support the implementation of *Putting Learner success First*
 - A set of guiding questions state leaders can use to engage in and think through the vision's principles and actions
- Featured *Putting Learner Success First* at our Spring and Fall meetings.

Looking ahead, Advance CTE will:

- Launch member vision committee to engage members around vision, identify promising practices and identify high-need resources
- With input from a member vision committee, identify new resources and technical assistance that can be provided for members to support *Putting Learner Success First* with a focus on different stakeholders' role in supporting the vision (e.g., postsecondary leaders, workforce development, federal policymakers)
- Provide targeted support to states focused on specific principles and activities
- Highlight the vision and major national and state accomplishments at our 2017 spring meeting.

Objective 4: Partnerships

Advance CTE is committed to serving as an ongoing convener of partnering organizations to ensure advocacy for and collaborative and coordinated advancement of the vision.

Much of the strength of *Putting Learner Success First* came from the fact that it was developed jointly by partner organizations. This collective action raised the visibility of the document, and also provides a critical platform to focus and deepen our partnerships with these organizations.

Since the release of the vision document, Advance CTE has continued to engage the original supporters through regular one-on-one calls or through existing partnership mechanisms, such as New Skills for Youth or our joint workplan with ACTE. These discussions have deepened our partnerships and led to us identifying new ways to collaborate in support of key principles and actions.

To date, Advance CTE has:

- Presented on the vision at CCSSO and National Council of State Directors of Community Colleges meetings.
- Partnered with CCSSO, ACTE, NSC and the Chamber to develop a [chart](#) highlighting existing and planned initiatives that are addressing and advancing the principles and actions of the vision. The chart demonstrates the areas of focus and where gaps still exist.
- Collaborated with ACTE on [The Shared Vision & CTE Educators](#), a short document that communicates how and why local CTE educators can engage around and support the vision.

In addition, through partner engagement, [four new organizations](#) have formally joined onto the vision, bringing the total of supporting organizations to 11. These organizations - including the Asia Society, Goodwill International, SkillsUSA and FCCLA – sent letters of support signaling their commitment to the five principles of *Putting Learner Success First*. We have or are in the process of posting blogs from these partners on our blog and identifying new ways to collaborate.

Looking ahead, Advance CTE will:

- Update this [chart](#) on a quarterly basis, with input from the co-conveners.
- Solicit guest blogs from partnering organizations
- Partner with NCSDE to develop a document focused on postsecondary CTE leaders that communicates how they can best support and advance the vision.
- Embed *Putting Learner Success First* in our quarterly partnership analysis to direct more intentionality
- Continue to invite partner organizations to sign on in support of the vision

Objective 5: Internal processes & protocols

Document and disseminate progress of the states, partnering organizations and Advance CTE in the accomplishment of the vision.

To support the wide array of activities listed above and that are ongoing throughout states and communities, Advance CTE has created an internal set of metrics to track progress and success. Metrics include:

- Webpage views
- Opens of *Putting Learner Success First* focused e-blasts
- Number of individuals signing onto web-based campaign
- Number of hard copies requested and shared
- Number of in-state and national presentations on the vision delivered and/or supported by Advance CTE
- Member support and implementation of the vision (through annual member services survey)
- Number of new partners who sign on
- Number of resources, blogs or other materials created by or with partners
- Any new funds raised in support of specific principles or activities
- Press hits/mentions

To date, Advance CTE has:

- Included a stand-alone strategic priority focused on *Putting Learner Success First* in our 2016-2018 strategic plan.
- Included activities in support of *Putting Learner Success First* in our communications, member engagement, state policy and federal advocacy strategies.
- Begun targeted discussions with funders around *Putting Learner Success First*
- Created an internal process for warehousing and shipping hard copies of the vision upon state request

Looking ahead, Advance CTE will:

- Create a fundraising strategy and “wish list” with *Putting Learner Success First* as the anchor document, leveraging this [chart](#)
- Review and revise our organizational mission and vision to better align with *Putting Learner Success First*

Declaration of Support

Common Career Technical Core Initiative

WHEREAS, the mission of the Career Technical Education (CTE) community is to work together at every level to transform the U.S. education and workforce system into one that rewards innovation, supports different learning styles, values different student interests and talents equally, adapts and responds to technology needs, and prepares all students (secondary, postsecondary and adult) for career success through multiple Career Pathways; and

WHEREAS, CTE is helping our nation address key challenges—from workforce development to student achievement, from economic vitality to global competitiveness by:

- Improving the educational experience for millions of students in high school and college by providing an engaging, relevant education that reduces dropout rates and improves student achievement;
- Helping students discover the wide range of career options available to them—and charting the most effective and efficient educational pathways through high school and postsecondary education for optimum value and success;
- Developing a skilled, sustainable workforce that is well prepared for the high-demand, high-skill and high-paying jobs of today and tomorrow; and
- Working directly with business and industry to ensure that CTE programs are developing people with the skills, credentials and technical knowledge necessary to keep America on the leading edge of innovation and global competitiveness; and

WHEREAS, my state is fully committed to providing world-class CTE programs at the secondary, post secondary and adult levels that engage students in high-quality, rigorous and relevant education that allow students to turn their passion, talent and ability into success; and

WHEREAS, the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), in an effort to forward the mission of the CTE community, is launching the Common Career Technical Core (CCTC) initiative, which is a state-led effort to develop high expectations among CTE programs through a set of common state standards that will include:

- Standards for Career Ready Practice;
- Career Cluster™ Anchor Standards, applicable to each of the 16 Career Clusters™; and
- Career Pathway Anchor Standards, linked to specific Career Pathways and industry benchmarked when possible.

NOW, THEREFORE, BE IT RESOLVED, that by this resolution, I commit to supporting the Common Career Technical Core (CCTC) initiative by advising and participating in the development.

- I understand that the goal of the CCTC is to achieve common expectations among the states in an effort to ensure career readiness so that the United States remains globally competitive.
- I understand the importance of the CCTC to move forward the quality, rigor, and equity of opportunity for CTE within my state and the nation.
- I understand that by committing to this resolution that my state will have the opportunity to appoint representative to participate in each of the working groups, convening virtually, during the spring of 2012.
- I understand that I will communicate with educators and stakeholders in my state about the purpose and proposed outcomes for the use of the CCTC.
- I understand that my state will be listed among those demonstrating commitment to the creation of the CCTC.

NASDCTEc Member

State

Date

Common Career Technical Core (CCTC)

CTE State Director Declaration of CCTC Planning and Engagement

WHEREAS, in 2010, the National Association of State Directors of Career Technical Education (NASDCTEc) and its members adopted a bold agenda for Career Technical Education (CTE), Reflect, Transform, Lead: A Vision for Career Technical Education, calling for the development of common standards for CTE that are supported by leaders from business, labor, education and government.

WHEREAS, the call to develop common CTE standards was in response to the challenges of the global economy, to silence the criticisms of CTE as lacking consistency in the quality of its programs and to ensure equitable access to high quality CTE programs across the United States.

WHEREAS, on April 17, 2011 the NASDCTEc Board of Directors, unanimously voted to proceed with the development of common CTE standards, called the Common Career Technical Core (CCTC), to be comprised of Career Ready Practices, as well as standards in each of the 16 Career Clusters™ and the 79 Career Pathways that are part of the National Career Clusters™ Framework. The CCTC define what students should be able to know and do after completing instruction in a program of study.

THEREFORE, BE IT RESOLVED, consideration by the CTE State Directors to participate in a series of actions supporting the exploration, planning and awareness of CCTC is requested through a signature of commitment for the identified expectations provided below.

By signing this declaration, the CTE State Director commits to:

- Inform the CTE community and other key stakeholders throughout the state about the CCTC during the 2012-2013 academic year.
- Share reactions to the CCTC from within the state with the Board of Directors of NASDCTEc to help inform the development of strategy for the adoption and implementation of the CCTC.
- Support the development and execution of a gap analysis sponsored by NCTEF to determine alignment of current state-adopted standards for CTE with the newly released CCTC standards. [An independent contractor will conduct the analysis for each individual state and/or territory using a uniform methodology beginning in January of 2013.]
- Identify a point-of-contact or advisory committee of experts within the state to coordinate with the independent contractor during the gap analysis to ensure accurate data collection. The state engagement provides a direct state linkage to advisement, clarification and input during the process of the gap analysis process.
- Share the results of the gap analysis with the CTE community and other key stakeholders.
- Develop a plan of action informed by the gap analysis for how the state will proceed with adopting and implementing the CCTC and identify what resources are needed to support the plan.
- Share what supports are needed to implement the plan with the Board of Directors of NASDCTEc to help inform the development of strategy for providing technical assistance and other resources to the state.

Signed

Date

CLUSTER LEADER - CONFLICT OF INTEREST POLICY

Approved by Taskforce

Article I - Purpose

The purpose of the conflict of interest policy is to protect the interest of NASDCTEc/NCTEF (the “organization”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Cluster Leader or Cluster Leader representative, officer, director or employee (henceforth referred to collectively as “Cluster Leader”). This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II - Statement of Belief

Cluster Leaders shall make decisions in the best interests of the organization only and without regard to the personal, family, financial, or professional interests of any individual Cluster Leader or Cluster Leader representative, officer, director or employee.

Article III - Definitions

1. Interested Person

Any Cluster Leader who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity in the group of affiliated organizations of which the organization is a part, he or she is an interested person with respect to all entities in the group.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, professional, investment, or family –

- a. an ownership or investment interest in any entity with which the organization has a transaction or arrangement, or
- b. a compensation arrangement with the organization or with any entity or individual with which the organization has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are **substantial in nature** (i.e., \$50 or greater in value).

Article IV Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest to the NASDCTEc or NCTEF Board of Directors (“Board of Directors”), on a timely basis, for consideration of the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest, the Board of Directors will discuss the matter and vote to decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

- a. The President of the Board of Directors shall, if appropriate, appoint a disinterested committee of Board members to investigate alternatives to the proposed transaction or arrangement.
- b. After exercising due diligence, the Board of Directors shall determine whether the organization can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the organization’s best interest or for its own benefit and whether the transaction is fair and reasonable to the organization and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violations of the Conflicts of Interest Policy

- a. If the Board of Directors has reasonable cause to believe that a Cluster Leader has failed to disclose actual or possible conflicts of interest, it shall inform the Cluster Leader of the basis for such belief and afford the Cluster Leader an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the response of the Cluster Leader and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the Cluster Leader has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate correction action.

Article V
Record of Proceedings

The minutes of the Board of Directors shall contain—

- a. the names of the person who disclosed or otherwise were found to have a conflict of interest, the nature of the conflict of interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.
- b. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article VI
Annual Statements

Each Cluster Leader shall annually sign a statement that affirms that such Cluster Leader—

- a. has received a copy of the Conflict of Interest policy,
- b. has read and understands the policy,
- c. has agreed to comply with the policy, and
- d. understands that NCTEF is a charitable organization and that, to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

**Conflict of Interest
Annual Statement
FY Entered Here**

In accordance with NASDCTEc/NCTEF's conflict of interest policy, I hereby confirm that:

- I have received a copy of the conflict of interest policy;
- I have read and understand the policy;
- I have agreed to comply with the policy; and
- I understand that NCTEF is a charitable organization and that, to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

After reviewing the Conflict of Interest policy, (select one)

() I confirm that I have no financial interest as defined in Article III, 2., in an entity which has intentions of entering into a transaction or arrangement with NASDCTEc/NCTEF or its affiliates.

() I confirm that I have a financial interest, as defined in Article III, 2., in an entity which has intentions of entering into a transaction or arrangement with NASDCTEc/NCTEF or its affiliates. The entity or entities in which I have a financial interest are as follows:

_____ In addition, I wish to disclose that I serve on the Board of Directors of the following organizations, which have or may have a financial arrangements, contractual or otherwise, with NASDCTEc or NCTEF:

Signature

Date

Print Name

***** We would like to acknowledge CORD for graciously sharing its conflict of interest policy, from which the proposed NASDCTEc/NCTEF policy is substantially adapted.***

NCTEF Board of Directors' Meeting
NEW CLUSTER LEADER POLICIES AND IMPLEMENTATION
Wednesday, September 12, 2007

The NCTEF and NASDCTEc Boards at the 2007 Spring State Directors meeting approved the following policies for Cluster Leaders:

#1: Any entity serving as Cluster Leader is limited to serving in that role for only ONE Career Cluster.

#2: A Cluster Leader must be a (n) company/employer or an organization representing a group of companies/employers. If a current Cluster Leader does not meet this requirement, that entity will be designated as an Interim Cluster Leader and will be required to select a Cluster Leader who meets the requirement by June 30, 2008.

#2 (Revised at NCTEF Board meeting, Tues. Sept. 11, 2007): A Cluster Leader must be an industry organization whose primary purpose is representing industry. If a current Cluster Leader does not meet this requirement that entity is designated as an Interim Cluster Leader and can help in the transition to a new Cluster Leader who meets the requirement by June 30, 2008.

NCTEF Board of Directors' Meeting
Cluster Leader Policy Statement
March 29, 2008

#1: Any entity serving as Cluster Leader is limited to serving in that role for only ONE Career Cluster.

#2: A Cluster Leader must be a convener of the Career Cluster National Advisory Committee composed of significant stakeholders with the cluster. The stakeholders must include representation from industry (representing all pathways within the cluster), associations, education (including, but not limited to, secondary, postsecondary, and adult education), and government. If the Career Cluster National Advisory Committee does not meet this requirement, the Cluster Leader, working with the States' Career Clusters Initiative, shall identify the stakeholders to add to the committee in a timely manner.

NCTEF Board of Directors' Meeting
POLICY GUIDING THE REVISION OF CLUSTER CHANGES
Saturday, March 29, 2008

Topic: Proposed Policy for Cluster Title Changes, Pathway Title Changes, Additions or Deletions of Pathways

Introduction

At times, it may become necessary to make structural changes to a particular Career Cluster. However, when considering recommendations for changes to a Career Cluster, National Advisory Committees should be mindful of the ripple effects of changes – at the state, local and classroom levels – as well as the associated costs of reprinting, etc.

Procedure

Any National Advisory Committee recommending a change to a Career Cluster title, a change to a Pathway title, and/or the addition or deletion of a Pathway shall be required to provide the following preliminary information as it relates to each change:

1. When appropriate, provide the content (Knowledge and Skills) additions or deletions that support the recommended change.
2. Provide a one-paragraph description of the recommendation and rationale from the National Advisory Committee for a change.
3. Provide three communications (emails or letters) from industry documenting the need for this change in structure.
4. For new Cluster/Pathway titles or new Pathways, provide a definition/description of the new title(s) or Pathway(s).
5. For new Pathways, provide a list of sample occupations that would fall in the Pathway and the LMI (expected growth) for these occupations.

In addition, the types of changes referenced here could only be addressed during the scheduled Knowledge and Skills revision cycle, which will occur approximately every three years, beginning after June 2008.

NCTEF Board of Directors' Meeting
STATE USE POLICY – KNOWLEDGE AND SKILL STATEMENTS
Saturday, April 8, 2006

Below is an excerpt from the Clusters' Business Plan. The bold language is new language staff developed in response to the Board's January conference call.

Use of Knowledge and Skills Statements

A critical element of this business plan is helping the States Career Clusters' Initiative achieve fiscal solvency. An important factor in accomplishing this goal is licensing the use of the Career Cluster foundation and pathway knowledge and skills statements. These knowledge and skill statements are owned by the States' Career Clusters Initiative (NASDCTEc/NCTEF) and, as such, their use in any way, directly or indirectly, must be authorized. These licensing agreements will be managed through contracts and memoranda of understanding, approved by the Task Force.

Any entity that wishes to use the States' Career Clusters Initiative Cluster foundation and/or pathway knowledge and skills statement in the creation of a product or service must request permission. Permission is required for direct or derivative products. This permission will be granted by the Task Force. A memorandum of understanding will be established to articulate the specific permission rights and uses authorized, as well as any revenue sharing that may be required.

If a state, under the authority of the State Director serving as the representative to the NASDCTEc, wants to use the States' Career Clusters Initiative Cluster foundation and/or pathway knowledge and skills statements (or other copyrighted materials) in the creation of a product or service that will NOT be offered for sale (above cost of production and distribution), the State Director must complete, sign and return FORM A to the Career Clusters Office as shown on the form. Appropriate citation, as shown on FORM A, must be used. If the product will be sold (above cost of production and distribution), the state must complete, sign and return FORM B so that an appropriate financial Memorandum of Understanding (MOU) between the state and the States' Career Clusters Initiative can be drafted and signed. The terms of this section are only available to states that have maintained an active, paid membership in NASDCTEc.

FORM A:

State Products/Services NOT Sold Above Cost of Production and Distribution

Please complete the following information and email to ptull@careerclusters.org or FAX to 405.743.6809.

State Name:

State Directors Name:

Title of Product/Service:

Description of Product/Service:

How does the Product/Service use/rely on the Cluster and/or Pathway Knowledge and Skills?

I certify that this Product will not be sold (above cost of production and distribution). I also agree that the citation (as shown and explained on Side 2 of this form) will be used.

State Director's Signature

Date: _____

Cite Source:

Organizations requesting to use Career Clusters icons or other Career Clusters information for educational purposes only, must use the cluster's logo with "States' Career Clusters Initiative, <insert year of permission >, Web site address".



States' Career Clusters Initiative, <insert year of permission>,
www.careerclusters.org

FORM B:

State Products/Services Offered “For Sale” (above cost of production and distribution)

Please complete the following information and email to ptull@careerclusters.org or FAX to 405.743.5142.

State Name:

State Directors Name:

Title of Product/Service:

Description of Product/Service:

How does the Product/Service use/rely on the Cluster and/or Pathway Knowledge and Skills?

The Product/Service will be sold for what amount per unit?

What will be your net profit from the sale of one unit (profit above cost of production and distribution)?

This Product/Service will be offered for sale (above cost of production and distribution) and I understand an MOU will need to be drafted to reflect our use of the Knowledge and Skills.

State Director's Signature

Date: _____

Cite Source:

Organizations requesting to use Career Clusters icons or other Career Clusters information for educational purposes only, must use the cluster's logo with "States' Career Clusters Initiative, <insert year of permission >, Web site address".



States' Career Clusters Initiative, <insert year of permission>,
www.careerclusters.org

**NCTEF Board of Directors’
POLICY FOR NON-VOTING LIAISONS TO
Approved September 2008**

Introduction

This policy shall establish and govern liaison positions to the National Career Technical Education Foundation (NCTEF) Board of Directors.

Role of the Liaison

- The liaison will represent the interests of, and share information about, his or her organization as it relates to issues and topics in common with NCTEF and Career Clusters.
- The liaison will provide a formal update to the NCTEF Board at each meeting.
- If the liaison is unable to attend a scheduled NCTEF Board meeting, he or she should either a) designate a substitute, to be approved ahead of time by the NCTEF Board, or b) submit a written report if no substitute is available.
- Any expenses incurred in connection with a liaison’s participation in NCTEF Board of Directors meetings shall be the sole responsibility of the liaison’s organization.

OVAE and DOL Liaisons

Liaison positions to the NCTEF Board of Directors shall be established for the Office of Vocational and Adult Education (OVAE) – U.S. Department of Education, and the Employment and Training Administration - Department of Labor (DOL), in order to align programs, initiatives and investments, achieve greater interaction and understanding of the work each organization is doing as it relates to Career Clusters and programs of study, and reduce duplication of efforts.

Criteria:

1. Liaisons shall be non-voting participants.
2. Liaisons shall actively participate in all NCTEF Board meetings.
3. The NCTEF Board of Directors shall invite one career staff member from each agency (OVAE and DOL) to serve as a liaison to the NCTEF Board of Directors. The liaison shall be a career staff member who leads the office/branch/section responsible for the policy and implementation related to Career Clusters and programs of study.
4. The liaison relationship shall continue without terms or limits, until deemed not appropriate by either party.
5. OVAE/DOL Board liaisons shall be bound by the same policies and duties as other NCTEF Board members (Code of Ethics Policy, Conflict of Interest Policy, confidentiality, etc.)

Cluster Leader Liaison

A liaison position to the NCTEF Board of Directors shall be established for one Cluster Leader representing all Clusters in order to achieve greater interaction and communication between Career Cluster Leaders and NCTEF.

Criteria:

1. The Cluster Leader liaison shall be a non-voting participant.
2. The Cluster Leader Liaison shall actively participate in all NCTEF Board meetings.
3. The Cluster Leader Liaison shall be a) an individual employed by a current Cluster Leader organization, b) shall be that staff member of the Cluster Leader organization whose responsibilities include overseeing Cluster Leader duties, and c) shall be elected from among current Cluster Leaders.
4. The Cluster Leader liaison position shall serve on a rotation basis, with a term of one (1) year, or until deemed not appropriate by the NCTEF Board of Directors.
5. The Cluster Leader liaison shall be bound by the same policies and duties as other NCTEF Board members (Code of Ethics Policy, Conflict of Interest Policy, confidentiality, etc.)

Associate Member Liaison

A liaison position to the NCTEF Board of Directors shall be established for an Associate Member representative in order to achieve greater interaction and communication between the membership and NCTEF.

Criteria:

1. The Associate Member liaison shall be a non-voting participant.
2. The Associate Member liaison shall actively participate in all NCTEF Board meetings.
3. The Associate Member liaison shall be an Associate Member of the National Association of State Directors of Career Technical Education Consortium (NASDCTE_c) in good standing. Vendors are ineligible to serve as an Associate Member Liaison.
4. The Associate Member liaison shall be nominated by the Career Clusters Committee and approved by the NCTEF Board of Directors.
5. The Associate Member liaison shall serve on a rotation basis, with a term of two (2) years, or until deemed not appropriate by the NCTEF Board of Directors.
6. The Associate Member liaison shall be bound by the same policies and duties as other NCTEF Board members (Code of Ethics Policy, Conflict of Interest Policy, confidentiality, etc.)

All liaison positions are subject to NCTEF Board approval.

NCTEF Board of Directors' Meeting
GUIDELINES FOR NATIONAL ADVISORY COMMITTEE MEMBERSHIP
Monday, April 6, 2009

Knowing that you want to have a strong National Advisory Committee, with breadth of experience, knowledge and perspective, we offer the following suggestions for guidance in the make-up of your Cluster's committee.

In general, we suggest that your Cluster advisory committee be comprised of members equally distributed among representatives of four groups:

- Educational agencies and institutions (state and local);
- representatives of business and industry companies (management and labor);
- government agencies and institutions (if applicable);
- members of national and state associations and organizations representing education, business, and labor interests.

For a well-balanced committee, representatives of each group, to the extent feasible, should be evenly distributed with regard to gender, race/ethnicity, and geographical location. We also suggest that you seek representatives from each group who are knowledgeable in the industry of the Cluster.

Education category:

- We suggest that you aim for a majority of the representatives in this category from secondary and postsecondary institutions, with each being fairly equally represented.
- It is also helpful to balance representation among members of the education executive branch (i.e. administrators, teachers, curriculum specialists, and counselors) and also a between executive personnel and those who set policy (i.e. members of state and local boards of education).

Examples:

- *Administrator at the district or school level responsible for leading change and ensuring educational excellence*
- *Leader in charge of implementing a career academy program (including responsibility for content, partnerships, etc.)*
- *CTE district level curriculum specialist responsible for curriculum development and transformation*
- *Dean or chief academic officer for curriculum and/or competency development at a postsecondary institution*
- *Dean for occupational curriculum*
- *Leader from continuing education or adult CTE*

Business category:

- If appropriate to your Cluster, aim for equal representation for both management and labor.
- Seek representatives from companies that actually employ the kinds of individuals who will be graduating from the cluster programs based on your particular Cluster.
- For optimal committee breadth, try to balance the number of representatives coming from large and small companies; those that operate on a national, state, or local basis; and those that are and are not unionized.

Examples:

- *Leader/decision-maker in charge of talent development from a national employer. For instance, each auto manufacturer has a representative to the AYES Board of Directors. These individuals are responsible for interfacing with education to ensure a pipeline of talent.*
- *Representative from the chamber of commerce who can bring the collective voice of an employer community to the table*
- *The CEO of a business in a high-growth area. There are employers with an interest in the talent pipeline that have stepped up in various industries (see ETA High Growth Initiative).*
- *Representatives from national employer associations.*

Government category:

- If your Cluster has a federal liaison connected to it; if there is a federal agency from which there are content experts appropriate to your Cluster; or if it would be appropriate to the work of your Cluster, we suggest that you include government representatives on your National Advisory Committee.

Examples:

- *Liaisons from OVAE*
- *Liaisons from ETA*
- *Representative from the federal or state agency pertinent to the Cluster. For instance, representatives from the military for all clusters, or a representative from the Department of Transportation for the TDL Cluster, a representative from the Department of Agriculture for the AFNR Cluster, etc.*

Association category:

- For this category, we suggest that you try to spread representation across education, management, and labor associations.
- If possible, try to provide a balance in regard to the size of association, geographic distribution, and whether the association is a national or state entity.

Examples:

- *Leader/decision-maker from a membership association focused on a particular business/industry sector; for instance, someone from the National Small Business Association.*
- *Leader/decision-maker from a labor organization representing an industry included in a particular Cluster, such as a representative from the National Education Association.*
- *Leader/decision-maker from an affiliated national association that represents individuals; for instance, someone from ASTD.*

NCTEF Board of Directors' Meeting
PARTNERSHIPS AND FUTURE PROJECTS
September 7, 2008

With the passage of Perkins IV and the requirement for programs of study, combined with the tightening of budget belts and the economic downturn, many groups are taking note of CTE. This is an incredible time for CTE. Some are looking to CTE as an engagement tool for drop outs, others see CTE as a way to bring relevancy to the high school experience and even others view CTE as an economic/workforce development. Groups like the National Governors Association, National Association of State Boards of Education, The U.S. Chamber of Commerce, AFL-CIO, National Association of Manufacturers, Achieve, etc. are making CTE a priority agenda item.

The interest in CTE is being further energized as groups become aware of Career Clusters. They see Career Clusters as a transformative vehicle that is on a clear path from old “voc ed” to a “modern CTE” that is rigorous, responsive and leads to both postsecondary education and the workplace.

This interest has brought about many significant partnership opportunities that NASDCTEc/NCTEF has been engaged in:

- The September edition of ACTE’s Techniques focuses on Career Clusters.
- A collaborative being led by OVAE and including NASDCTEc/NCTEF, National Governors Association, National Association of State Boards of Education, The U.S. Chamber of Commerce, American Association of Community Colleges and ACTE have been meeting regularly to discuss how we can collaborate to get the word out about career clusters/programs of study. The group worked together on the RFP and selection of statewide articulation grantees. We will also be working together on the year 2 NCCTE Technical Assistance Academy, which will focus on programs of study.
- As an offshoot of the abovementioned partnership, a very interesting additional partnership conversation has begun around technical skills assessments. This partnership includes NASDCTEc/NCTEF, CCSSO, the U.S. Chamber, and OVAE. More information will be distributed at the meeting regarding this partnership.
- Finally, NASDCTEc/NCTEF is a key partner with the National Governors Association in their 2008-09 policy academy, which will focus on CTE. NASDCTEc/NCTEF is responsible for developing a self assessment tool states will use to gauge the status of their CTE system, including measures of progress in a variety of areas including standards, clusters, funding, etc.

As our partnerships expand the interest and demand for technical assistance, professional development and products increase. Over the coming months, NASDCTEc/NCTEF will have to spend significant time on the following activities:

- Update existing products to align with recent changes to the K & S statements
- Determine if additional products are needed and putting a plan in place to produce these products
- Identify new cluster leaders
- Improving representation on the national advisory committees
- Develop a professional development plan to provide assistance to our membership re: clusters/programs of study
- Develop a marketing plan to get the word out about clusters
 - Organizations we should be meeting with and/or presenting to
 - Meetings we should have booths at

The time is one of unprecedented opportunity; the challenge is to get the word out fast enough and to the right people. As we begin to fill the vacant staff positions and expand our partnerships, we will be poised to fully realize the potential of these opportunities and to exercise significant leadership in defining the next steps for CTE.

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8484 Georgia Avenue, Silver Spring, MD, 20910, United States

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Organization Name: NASDCTEc/NCTEF

Name: Kimberly Green

Email: kgreen@careertech.org

Telephone: 301-588-9630

Address: 8484 Georgia Avenue

Suite 320

Silver Spring, MD 20910 United States

Certification

Name: Kimberly Green

Date: April 20, 2009



Registration #: TX0007246690

Service Request #: 1-200425699



NASDCTEc/NCTEF
Kimberly Green
8484 Georgia Avenue
Suite 320
Silver Spring, MD 20910 United States

Career Clusters Task Force Mission Statement
Approved by Task Force April 7, 2009

The Career Clusters Task Force Committee serves the NCTEF Board of Directors by overseeing the operations and policies of the States' Career Clusters Initiative and undertaking the initial discussion and exploration of pertinent issues for the purpose of making recommendations to the NCTEF Board of Directors.

Task Force Policy

Members of the Career Clusters Task Force Committee shall be composed of NASDCTEc staff, NASDCTEc members and associate members, and NCTEF public board members. The NASDCTEc/NCTEF Past President shall also serve on the Task Force Committee. Members of the Career Clusters Task Force Committee should be knowledgeable about Career Clusters. Members shall be appointed by invitation from the NCTEF Executive Committee, and efforts shall be made to maintain both geographic and educational diversity on the Committee. The Task Force Committee shall consist of 8-10 members.

Chairperson: The Task Force shall elect a chairperson from among their members to serve for a term of one year. The Chairperson shall act as the official spokesperson on behalf of the Task Force Committee to the NCTEF Board of Directors, shall appoint sub-committees as needed, and shall work with NASDCTEc staff to set the agenda for Task Force meetings.

Term and Rotation: Task Force Committee members shall serve for 3-year terms, with 2 Committee members rotating off/on each year.