

QUICK UPDATES

Upcoming Advance CTE and Center to Advance CTE Board Meetings

2016 Fall Meeting

BWI Airport Marriott
 Linthicum Heights, MD
 Meeting: October 17 – 19, 2016
 Board Meeting: Monday, October 17, 2016

State CTE Director Changes

- On July 8, Eric Spencer of New Mexico officially resigned as State Director. Mary Medina has been provided as the office's point of contact while the department advertises the position.
- On July 31, Rita Johnson of Kansas retired from the Kansas Board of Regents. Connie Beene has been named as the interim State Director while a search is being conducted.

Strategic Priority: Ensure strong organizational governance and fiscal security for both Advance CTE and The Center to Advance CTE

Finance Update:

As of July 31, 8.5% of the fiscal year had passed. Below is a quick snapshot of the financial position of both organizations.

Advance CTE Budget Snapshot
Received 38% of budgeted income
Expended 4% of budgeted expenses

Center to Advance CTE Budget Snapshot
Received 72% of budgeted income
Expended 1% of budgeted expenses

* Note the July reconciliations have not been completed, so the budget estimates above do not reflect investment income/expenses or salary/benefits. The Center received its year two NSFY payment, which is why income is so high.

Membership:

State Dues: To date, 33 states have paid their dues, which represents 65% of budgeted state dues.

Associate Dues: Associate and organizational membership dues were sent out in early May and June, those payments and intent forms are coming in steadily. We have received \$41,325 in associate dues (\$6,325 in individual/state associate dues and \$35,000 in organizational dues). This represents 81% of budgeted associate dues.

Auditor and Accountant Transition:

We have successfully made the transition – our accountants are now at Dembo Jones (our former auditor) and as part of that transition, we have secured a lower hourly rate! With unanimous support from the Finance/Audit Committee, we have secured Gelman, Rosenberg and Freedman as our auditing firm. This firm is one our accountant has worked with in the past and they also received very high commendations from their references. When negotiating this contract, we were also able to secure a lower price point then we budgeted for (\$12,500 as compared to \$14,000). We are targeting an early October audit.

Staff/Organizational Updates:

Karen Hornberger's last day with Advance CTE was July 22nd. Several years ago, Karen's husband took a position on the eastern shore of Maryland. The family moved out there and since that time, Karen has been commuting to the Advance CTE office's two days a week, working from home three days a week. The commute and some other family medical issues became trying, so she accepted a position closer to home. Karen is under contract with the organization to help with the transition and to be accessible for the annual audit. We wish Karen all the best!

We have conducted an extensive search for Karen's replacement and are about ready to make an offer to a fantastic individual who has a great skill set and a welcoming personality. More to come soon!

Office Construction and Lease Renewal:

With the growth in Advance CTE staff, we have been pursuing options to add additional offices to our current space. In those discussions, the building management is willing to cover all construction costs and potentially reduce the per square foot rental rate if we renew the lease for another ten years. Negotiations are still underway but if we do secure a favorable deal, the staff will be bringing the lease renewal to the Board for a vote.

Fundraising:

Advance CTE is currently pursuing a variety of federal, corporate and foundation contacts to discuss potential grants and contracts. Below is a chart explaining this month’s engagement with various development opportunities.

Grant/Proposal/ Contract	Organization/ Partner	Engagement in Past Month	Status
Siemens Foundation		<p>In spring, we submitted a proposal to Siemens focused on communications, marketing and student recruitment into CTE. In late July, we received confirmation that our grant has been approved and will be starting in August!</p> <p>The grant, which will likely run from August 2016 – November 2017 is for a total of \$290,000 to conduct market research to test the most effective messages to parents and the public around CTE and support state efforts to recruit more students into high-quality CTE programs of study. More information will be shared in the coming weeks.</p>	In process
New Skills for Youth	JP Morgan Chase CCSSO	A fuller update is below about recent and upcoming initiatives and deliverables supported by the NSFY grant.	Ongoing
IDIQ – Connecting Secondary CTE & Apprenticeships	OCTAE	Advance CTE and partners completed all nine site visits of aligned CTE-apprenticeship programs. We submitted our draft synthesis report to OCTAE in June and received feedback in July. We are now in the process of revising the report and are working with our partners (Vivayic, JFF and RTI) to begin mapping out the related resource guide.	Ongoing
Misc.	Alcoa, Workforce Matters	Kim and Kim have each been in contact with a number of foundations discussing an array of topics. Kate had a call with representatives from Workforce Matters, a consortium of workforce development-focused funders in late July and will be following up with more information on the new shared vision and approaches to aligning CTE and apprenticeships. Kate and Kim have an in-person meeting scheduled with Alcoa Foundation’s education program officer later this month to discuss the vision and other potential collaboration.	Early discussions

Strategic Priority: Provide, encourage and support professional learning to expand the skills, content knowledge and leadership of state CTE leaders.

Membership Update:

In July, staff officially transitioned to a CiviCRM database system, which is built into the back-end of the careertech.org website. This system has allowed staff to better manage meeting registration over the last few meetings, and now will include all member information such as events attended and up-to-date contact information. We look forward to using this data to further improve our member services for all membership types within Advance CTE.

New associate members in July:

- Associate, state: 0 (88 total)
- Associate, non-state: 4 (72 total)
- Organizational: 0 (40 total organizations)

Member Resources and Supports:

This month, Advance CTE released the latest brief on work-based learning, [Connecting Classrooms to Careers: Leveraging Intermediaries to Expand Work-based Learning](#). This brief joins two others on the state role in supporting work-based learning, covering [setting a statewide vision](#) and [addressing legal barriers](#). In the coming months, we will develop another brief on measuring work-based learning, and then put together a comprehensive guide on work-based learning that rolls in the fifth topic (scaling work-based learning statewide).

Advance CTE also partnered with the U.S. Department of Labor to host a webinar an introduction to high school registered apprenticeship. The recording can be viewed [here](#).

New Skills for Youth Update: The NSFY project team (Advance CTE, Council of Chief State School Officers, and Education Strategy Group) is currently working to finalize the selection process for Phase Two of the grant. All Phase One states will be invited to Washington, DC October 25-26 for a chance to present on their progress during Phase One, meet with coaches, and participate in cross-state sharing.

Looking ahead, Advance CTE is taking the lead on developing resources for NSFY based on state (and member) needs. One challenge we hear from our members is how to best select high-quality credentials that lead to high-wage, high-demand jobs. We will release a brief this September to share strategies that other states have used to verify and endorse industry-recognized credentials.

We continue to see a lot of activity on the Learning that Works Resource Center, which was launched in late June. To date, the Resource Center home page has attracted more than 2,160 page views, confirming the demand for a repository of carefully vetted reports, policies and tools related to CTE.

Meetings/Events

Registration for the 2016 Fall Meeting opened on July 27. We are working to develop an agenda for this year's meeting and will update the [website](#) accordingly as topics and speakers are confirmed.

Event Name	Date	Total Participants	Total Participating State Directors	% of Participation Goal (if applicable)
2017 Fall Meeting	10/17/16	7 of 125 paid attendees (target)	2	6%
Apprenticeship Webinar with USDOL	7/14/16	121	~20 (or staff)	NA
Invite-Only Call on WIOA Infrastructure	7/25/16	~30	NA	NA

Strategic Priority: 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*.

In early May, Advance CTE released its new vision, [Putting Learner Success First: A Shared Vision for the Future of CTE](#), with support from Association for Career and Technical Education, Council of Chief State School Officers, National Association of State Boards of Education, National Council of State Directors of Community Colleges, National Skills Coalition and the U.S. Chamber of Commerce Foundation. We dedicated the first day of our Spring meeting to the release, discussion and engagement around this new document.

In July, Advance CTE invited selected partner organizations to sign on formally to the vision. SkillsUSA and FCCLA have formally signed on, with a number of other partner organizations signaling interest and planning to take the opportunity back to their board.

Advance CTE also had one-on-one calls with ACTE, the U.S. Chamber of Commerce Foundation and CCSSO to discuss opportunities for further collaboration and has a series of resources, blogs and a potential cross-organizational webinar planned for late fall 2016.

Looking ahead, we will be revamping the section of our website with the vision to better promote the full range of supporters and package supportive materials into a full toolkit, which, by the end of August, will include:

- [PowerPoint](#) slides with [talking points](#) to help members present the new vision
- A one-page [handout](#)
- A two-page “How to Share the Vision” document
- A two-page “What this Vision Means for State CTE Leaders”
- A mapping of current and planned initiatives and resources by vision principle and actions among vision supporters and other key national organizations
- A set of guiding questions by principle and action to help state leaders begin implementing the new vision

Strategic Priority: Build on our existing strong public policy leadership by developing and disseminating legislation and public policy that impacts education, economic and workforce development in support of expanded access to and quality of CTE.

Federal Advocacy Plan: This month Advance CTE focused its advocacy efforts primarily on Perkins reauthorization issues in response to efforts in the U.S. House of Representatives to advance comprehensive Perkins reauthorization legislation in the chamber. These efforts are still ongoing and the membership has been kept informed via communications over the listserv, conference calls, and related resources.

WIOA: Final WIOA regulations were released on June 30th and cover a number of important issues to state CTE leaders. Advance CTE completed an initial analysis of these regulations relating to the sharing of one-stop infrastructure costs. Staff hosted a conference call to discuss these new rules in more detail. It is important to note that Advance CTE's recommendations to prohibit the use of state Perkins funding were successful. However, these rules are constructed in a way that could still require oversight from state Perkins eligible agencies. We therefore encourage you to closely examine the analysis document which was provided to all State Directors this month.

HEA: Advance CTE does not expect Congress to act on this legislation in 2016. However, efforts are underway to lay the groundwork for an advocacy campaign centered on promoting community and technical colleges within the next iteration of the legislation.

ESSA: The U.S. Department of Education released proposed regulations for the implementation of ESSA in June. Advance CTE, in conjunction with ACTE, have submitted comments in relation to this solicitation. These comments, which are attached to this update, focused on ensuring that the "fifth indicator" in state accountability systems allows for a strong focus on student career readiness.

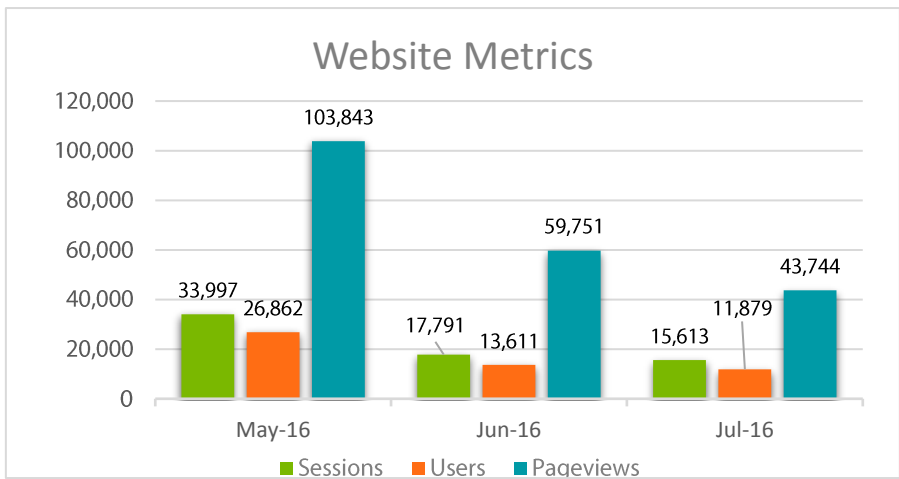
Budget / Appropriations: Both the House and Senate Perkins funding bill proposed level funding (\$1.123bn) for the basic state grant program. Advance CTE expects a Congress to pass a "continuing resolution" this September to temporarily extend current funding levels past the October 1 start date of the new federal fiscal year.

Perkins: Advance CTE has been wholly engrossed in the House Perkins reauthorization effort. Markup of the legislation was held on July 7th and the House education committee passed H.R. 5587 unanimously on a 37-0 margin. We expect the legislation to be taken up by the full House in early September where it will likely pass by similar margins. Advance CTE is continuing to work on remaining technical edits and corrections to the draft prior to this vote. We are also working on report language to clarify the intent of a number of sections in the law. Advance CTE and ACTE also produced a summary document for the legislation in the interim which can [be accessed here](#).

Congressional Offices Engaged in July 2016:

- Sen. Enzi (R-WY)
- Sen. Casey (D-PA)
- Sen. Alexander (R-TN)
- Sen. Murray (D-WA)
- Sen. Kaine (D-VA)
- Sen. Portman (R-OH)
- Rep. Kline (R-MN)
- Rep. Scott (D-VA)
- Rep. Davis (D-CA)
- Rep. Thompson (R-PA)
- Rep. Roe (R-TN)
- Rep. Langevin (D-RI)
- Rep. Wilson (R-SC)
- Rep. Clark (D-MA)
- Rep. Byrne (R-AL)
- Rep. Foxx (R-NC)
- Rep. Carter (R-TX)

Communications Update:

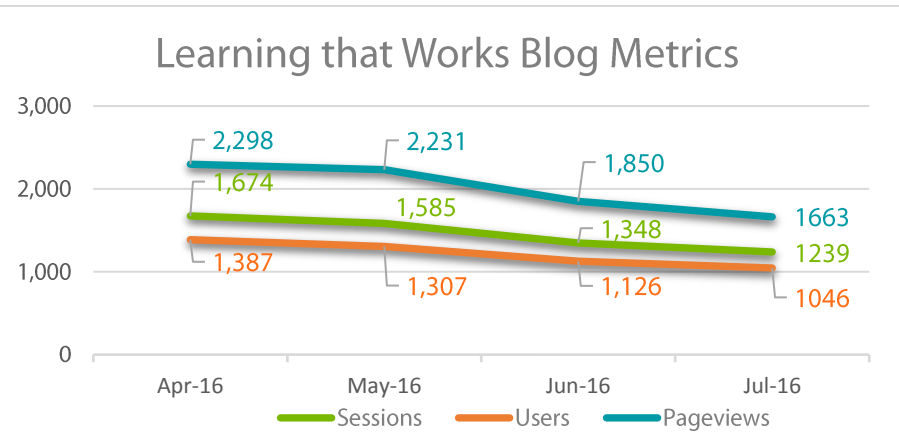


Most Visited Pages

- [Career Clusters](#)
- [Student Interest Survey](#)
- [Resource Center](#)

Acquisition of site users

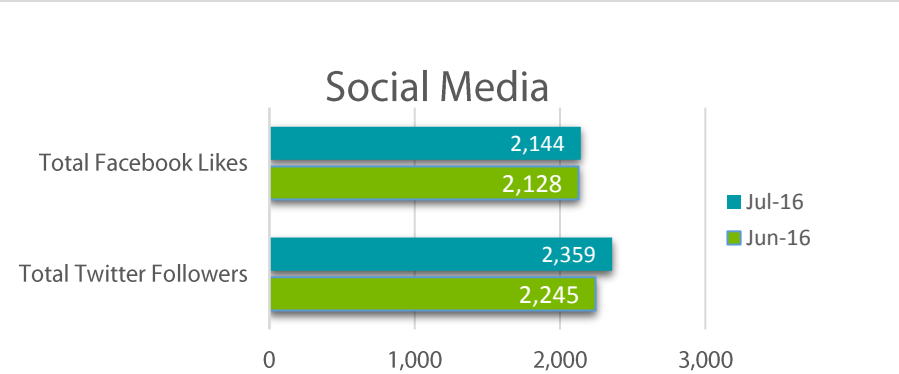
- Organic search (51%)
- Direct (27%)
- Referral (21%)



5 Blog Posts Published

Most visited blogs:

- [This Week in CTE: Perkins](#)
- [National CTE Organizations Weigh In on House Perkins Reauthorization Efforts](#)
- [Welcome Emily Passias, Ohio's new State CTE Director!](#)



Facebook: +16

Twitter: +114

Advance CTE Website: In line with trends from previous years, website and blog traffic is down due to the summer months when website traffic is typically slower for Advance CTE. Next month, you can expect to find a drill down of web traffic from the Learning that Works Resource Center.

Strategic Priority: Expand awareness of, support for, and access to high-quality CTE by leading, building and maintaining strategic partnerships.

Below is a list of Advance CTE’s staff most impactful or otherwise notable engagement activities in July 2016

PRESENTATIONS	<ul style="list-style-type: none"> • Provided a federal legislative update to Pennsylvania Association of Career and Technical Administrators (PACTA) • ACTE Board of Directors Meeting • OECD/OCTAE Work-Based Learning Summit
EVENTS ATTENDED	<ul style="list-style-type: none"> • Workforce Data Quality Campaign’s (WDQC) quarterly working meeting • The House Education and the Workforce Committee’s markup of H.R. 5587 • Aspen Institute’s Community College Excellence Selection Panel meeting • National Technical Honor Society’s Board meeting • U.S. Department of Labor’s Apprenticeship Advisory Committee • Brookings Institute's Roundtable on STEM, Community Colleges and Workforce Development • National Coordinating Council of Career Technical Student Organizations (NCC-CTSO) quarterly meeting
OTHER PARTNERS ENGAGED	<ul style="list-style-type: none"> • Hosted education groups Perkins coalition conference call on H.R. 5587 • AIR’s College and Career Readiness Center and the Great Teachers and Leaders Center



August 1, 2016

Comments on Notice of Proposed Rulemaking: Accountability, State Plans, and Data Reporting

Docket ID: ED-2016-OESE-0032

On behalf of the Association for Career and Technical Education (ACTE), representing America’s teachers, administrators and counselors in the field of Career and Technical Education (CTE), and Advance CTE, representing the state and territory leaders of our nation’s CTE system, we write to provide comments on the proposed regulations on accountability, state plans, and state and local report cards under Title I of the Every Student Succeeds Act (ESSA). The enactment of ESSA was a major step toward ensuring that all students have access to a high-quality education, including CTE, and are prepared to graduate from high school ready for college and careers. To effectively implement and fully realize the potential of the new law for states and school districts, we offer the following suggestions for changes and clarifications to the proposed regulations.

Career Readiness Accountability Indicators

Under ESSA, state accountability systems must now include “not less than one indicator of school quality or student success,” with specific references to possible indicators of student engagement, educator engagement, school climate, postsecondary readiness or any other measure identified by the state. Additionally, states can expand on existing efforts and develop new opportunities to incorporate career readiness measures for capturing school quality and student success. A 2016 report by Achieve and Advance CTE found that 34 states already publicly report and/or include career readiness indicators in their accountability systems, including measures of student participation, concentration or completion of a CTE programs, performance on technical skills assessments, attainment of industry credentials, and completion of postsecondary credit through dual or concurrent enrollment programs among other possibilities.¹

The proposed regulations address several issues related to school quality or student success indicators with significant implications for states’ use of career readiness measures. Section 200.14(c)(2) makes clear that school quality or student success (as well as academic progress) indicators do not have to use the same measures within the indicator for all schools across the state as is required for all the other indicators. According to the proposed rule, these indicators can vary by grade span—an important clarification given that measures of career readiness, while an important tool for gaging student preparedness at the high school level, could be

¹ <https://careertech.org/sites/default/files/MakingCareerReadinessCountUpdate-2016.pdf>

inappropriate and impractical for elementary or middle grades. It is therefore critical to maintain the state's ability to tailor this measure to specific grade spans in the final regulations.

Section 200.14(d) requires states to select measures to include within the indicator of school quality or student success that are supported by research showing the measures is "likely to increase student achievement or, for measures within indicators at the high school level, graduation rates." We are concerned that requiring evidence of academic achievement or increased high school graduation rates may not be an appropriate standard for such measures, especially given that the intent of including a measure of school quality or student success in ESSA was to encourage a more holistic view of student performance that is not often captured in traditional academic indicators. While no less rigorous, measures of career readiness may not be validated by research for the same types of outcomes as academic measures. Further, this standard is not specifically outlined in the statute and as such we encourage the department to consider alternative criteria for ensuring "valid" and "reliable" measures for this indicator.

At minimum, the department must make an effort to disseminate information to states, such as providing examples of research-backed measures that would meet the standard of the proposed regulations and other related clarifications that would support states as they operationalize this measure. Ideally, the department should serve as clearinghouse for a broad range of examples for measure of student engagement, postsecondary readiness, school climate, and should make special efforts to ensure that career readiness measures are included among them. Moreover, the final regulations should maintain the option for states to adjust indicators over time. This provides an opportunity for states to incorporate emerging measures of career readiness into their accountability systems when sufficient research supporting validity and reliability becomes available.

The proposed regulations note that section 1111(c)(4)(C)(ii) of ESSA requires states to give substantial weight to the academic achievement, academic progress, graduation rate, and progress in English language proficiency indicators, and much greater weight to those indicators in the aggregate, than it does to the indicators of school quality or student success. While the proposed regulations do not prescribe how states should assign "substantial" and "much greater" weight to these indicators, it does require that states demonstrate that they are properly weighting these indicators by meeting three "checks," which are outlined in section 200.18(d). Under the proposed rule, a school identified for comprehensive or targeted support cannot be removed from identification on the basis of performance on an indicator of school quality or student success, unless it is also making significant progress on an academic indicator. Additionally, schools achieving the lowest level of performance on any academic indicator must receive a different summative rating than a school performing at the highest level on all of the indicators. The department has acknowledged that "substantial" and "much greater" are ambiguous terms in the law. However, since it is the intent of ESSA to emphasize state control in developing and implementing accountability systems, states should be provided maximum flexibility in determining how best to assign greater weight to academic indicators

and we support the approach of the department in leaving these terms undefined in the regulations.

Finally, we want to express our concern that the issues we have outlined here, and the collective approach in the regulations to the accountability system, will have the cumulative effect of signaling to states that indicators of school quality or student success, including career readiness measures, are secondary to traditional academic indicators. One of the great advances in ESSA was the recognition that a comprehensive accountability system should promote college *and* career readiness for all students. However, the additional conditions attached to school quality or student success indicators may prove an impediment to states. We urge the department to pursue policies that incentivize, not discourage the use of career-focused measures.

CTE in School Support and Improvement

Section 200.21 requires districts with schools identified for support and improvement to work in partnership with stakeholders to conduct a needs assessment, and cooperatively develop and implement an improvement plan to increase student outcomes in struggling schools. We encourage the department to make clear that, where appropriate, CTE, including educators and the business community, can provide valuable insight into preparing students for college and career success.

The proposed regulations outline the contents of improvement plans in section 200.21(d), which include identifying one or more evidence-based interventions for low-performing schools. We know that CTE can play a large role in re-engaging students and helping to increase student achievement and completion. Among individuals surveyed in a study on the high school dropout epidemic in America, 81 percent said that relevant, real-world learning opportunities would have kept school. With a 93 percent average high school graduation rate, students in CTE programs understand the importance of academic success in achieving their future career goals.

Adopting innovative instructional models that incorporate high-quality CTE, including career academies, early college high schools, linked learning, and dual or concurrent enrollment programs can be the key to an effective school reform effort. Additionally, CTE stakeholders can help to identify specific interventions, like providing opportunities for work-based learning or offering professional development focused on integrating academic and CTE content in curriculum and instruction. We urge the department to serve as a resource by disseminating these best practices and promising program models for states and school districts to utilize when addressing the needs of low-performing schools.

Reporting CTE Student Performance Data

With respect to data reporting, ESSA provides the option to include student performance on CTE accountability indicators within state and district report cards. Section 1111(h)(1)(C)(xiv) of ESSA establishes that annual report cards shall include, “any additional information that the state believes will best provide parents, students, and other members of the public with information regarding the progress of each of the state’s public elementary schools and secondary schools, which may include the number and percentage of students attaining career and technical proficiencies (as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).”

The inclusion of these measures, alongside other indicators of student success, will help parents and students to make informed decisions about educational goals, while ensuring that policymakers, teachers and administrators understand the important role of CTE in a well-rounded education. As outlined in ESSA, this is information that is already collected under the Carl D. Perkins Career and Technical Education Act. The department should make it clear that choosing to include this information will create no new data collection burdens for states and school districts, and should consider providing states with guidance on how to effectively integrate CTE performance measure into their public report cards.

We look forward to working with the department to help ensure a clear and consistent implementation process for ESSA that actively engages the CTE community. Please feel free to contact Mitch Coppes (mcoppes@acteonline.org), ACTE’s Legislative and Regulatory Affairs Manager, or Steve Voytek (svoytek@careertech.org), Advance CTE’s Government Relations Manager, should you have any questions about our comments.

Sincerely,



Stephen DeWitt
Deputy Executive Director
ACTE



Kimberly A. Green
Executive Director
Advance CTE



Kate Kreamer <kkreamer@careertech.org>

Advance CTE Member Newsletter - July 2016

1 message

Advance CTE <kfitzgerald@careertech.org>

Thu, Jul 28, 2016 at 9:13 AM

Reply-To: kfitzgerald@careertech.org

To: kblosveren@careertech.org

Advance CTE Newsletter

July 2016

Your voice from the nation's capital



Dear Members,

Whew! I don't know about you, but it is hard to believe that it is almost August and there sure haven't been any lazy days of summer around here. Its has been busy, busy, busy! As you may have heard, Perkins received some attention from Congress this summer. During late June/early July, the House Committee on Education and the Workforce introduced and unanimously passed out of committee its proposal for reauthorization - the Strengthening Career and Technical Education for the 21st Century Act (H.R. 5587). We hope you saw the [bill summary](#) we co-developed with ACTE.

Through the work of Advance CTE and ACTE, we made a lot of progress in improving H.R. 5587 as it transitioned from a rough draft into the final version passed out of committee. We are working with Hill staff on some technical corrections to H.R. 5587, as well as report language to clarify the intent by some of the newer or amended provisions. And for the elements of the House bill that we have ongoing concerns (e.g. the concentrator definition, national activities, etc.) we are bringing those to the attention of the Senate staff, hoping their proposal more closely aligns to our [Board-approved priorities](#). Stay tuned! We will be in touch if H.R.5587 moves to the House floor or if the Senate is ready to introduce its proposal.

OK ... so how many of you signed on to the [Putting Learner Success First](#) campaign? If you haven't had a chance, please do so today! We want to see how far and wide the support for the vision can reach. And after you sign on, we encourage you to go onto your social media networks and encourage others to follow your lead! #CTEFuture #CTEWorks Thanks in advance!

Enjoy your August!

Kimberly Green,
Executive Director

In This Issue

[Member News](#)

[Register for the Fall Meeting](#)



Member News

Job Announcement: [General Manager, Career and College Readiness Bureau](#)

From shepherding AP/Dual-Credit Efforts, to establishing

[View from the Hill](#)

[State Policy Overview](#)

[Resource Center](#)

[Where We've Been](#)

Member Resources

[Member Directory](#)

[Advance CTE Rebrand](#)

[Organizational Resources](#)

[State-Specific Tools &](#)

[Resources](#)

Don't forget to [log in](#) to access these members-only resources!

new four-course career pathways, to establishing dozens of Early College High Schools across the state, this individual will play a major role in the efforts of the New Mexico Public Education Department in the years ahead.

Welcome Emily Passias, Ohio's newest State CTE Director! [Learn more](#) about Emily's background and her plans in her new role leading CTE in Ohio.

Does your state office have job openings you would like to promote? Send them to [Andrea Zimmermann](#) and we're happy to share them in our monthly newsletter. State Directors may also post these openings directly to the State Director-only listserv. Contact Andrea to learn how.

Registration for the 2016 Advance CTE Fall Meeting is Open!

Join us October 17 - 19, 2016, for our annual Advance CTE Fall Meeting! It's been a while since we've all met in the fall due to last year's Future of CTE Summit and much has changed in the CTE landscape. During the meeting, you'll get the latest information about Perkins reauthorization, we'll take a deep dive into *Putting Learner Success First* implementation, and dig into the challenges and opportunities you face in your work everyday through panels led by national experts and roundtable discussions with your colleagues. Take advantage of early bird registration and [register today!](#)

View from the Hill

It's been a productive few months in the nation's capital. As we mentioned at the top, the U.S. House of Representatives' Committee on Education and the Workforce introduced and subsequently passed H.R. 5587-- legislation that would reauthorize the Carl D. Perkins Career and Technical Education Act. Advance CTE expects the legislation to be brought up for full House consideration sometime in September this year. In the meantime, efforts continue to strengthen the legislation before final passage and develop related report language to clarify the bill's intent.

In non-Perkins related news, the U.S. Departments of Labor, Education, and Health and Human Services [released final regulations for the implementation of the Workforce Innovation and Opportunity Act \(WIOA\)](#). These final rules cover a host of issues related to state WIOA planning, the law's performance accountability system, and, significantly for local postsecondary Perkins grant recipients, regulations governing the sharing of one-stop center infrastructure costs. In other regulatory news, the U.S. Department of Education has continued its work on implementing the Every Student Succeeds Act. Comments on its [most recent Notice of Proposed Rulemaking](#) are due August 1st and Advance CTE is planning to provide feedback prior to this deadline.

State Policy Overview

This month's State Policy Overview highlights some mid-summer activity from the states, including early accountability redesign, postsecondary transparency and persistence, and a new initiative to fund CTE facilities from Kentucky. Be sure to keep an eye on the blog for future updates.

- The **California** State Board of Education this month [approved](#) an early version of its College and Career Readiness [Indicator](#), part of a revised accountability system required under the new federal education law.
- In June, Governor Pat McCrory of **North Carolina** [signed](#) the "[Know Before You Go](#)" Bill, which aims to increase transparency in higher education and equip students with information to inform their career, major and college choices.
- Speaking of college, a [recent evaluation](#) of **Montana's RevUp program** - which is designed to prepare students for careers in manufacturing and energy - found that first-year students who received personalized coaching through the program persisted through to their second year at higher rates than other students at the same schools.
- Meanwhile, **Kentucky** is accepting applications for the \$100 million [Work Ready Skills Initiative](#), a bond-funded grant program to galvanize regional, cross-sector partnerships and bring CTE facilities up to industry standards.

Also of note, the Education Commission of the States released a [50-state report](#) exploring policies related to dual enrollment faculty qualifications.

Learning that Works Resource Center

With the launch of the [Learning that Works Resource Center](#) last month, Advance CTE members and the broader CTE community can now access a repository of high-quality resources through an easy-to-use database. Each month we will highlight popular reports, policies and tools related to a specific theme in the Center.

Guide - [Leveraging Intermediaries to Expand Work-based Learning](#)

This Advance CTE resource, the third in the "Connecting the Classrooms to Careers" series, takes a look at the role of intermediaries at the school, region and state levels, who coordinate between educators and employers to develop critical work-based learning opportunities for students.

Policy - [Kentucky: Tech Ready Apprentices for Careers in Kentucky \(TRACK\)](#)

This overview explores TRACK, a youth pre-apprenticeship program in Kentucky and an innovative example of effective collaboration between education, labor and the employer community.

Report - [Making Youth Employment Work: Essential Elements for a Successful Strategy](#)

This report from the U.S. Chamber of Commerce Foundation highlights different approaches that companies are using to engage high school students and develop young talent.

Where We've Been

Advance CTE staff participated in a variety of events, presentations, conferences, briefings and meetings with key partners, agencies and organizations:

- National Technical Honor Society
- Officer of Career, Technical, and Adult Education
- Aspen Prize for Community College Excellence
- House Education and Workforce Committee Mark up of H.R. 5587
- WorkCred
- Council of Chief State School Officers
- Education Strategy Group

- Center on Great Teachers & Leaders
- U.S. Department of Education and the Organisation for Economic Co-operation and Development's Strengthening Work-based Learning in Education and Transition to Careers Workshop
- Brookings Institute's Work-based Learning in Education and Transition to Careers Workshop

2 Presentations

8 Meetings or Briefings

3 States



Forward this email

STAY CONNECTED



Advance CTE, 8484 Georgia Avenue, Suite 320, Silver Spring, MD 20910

SafeUnsubscribe™ kblosveren@careertech.org

[Forward this email](#) | [Update Profile](#) | [About our service provider](#)

Sent by kfitzgerald@careertech.org in collaboration with

Constant Contact 

Try it free today