

NASDCTEc Board of Directors' Meeting

**AGENDA**

September 25, 2015

3- 5 p.m. ET

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1. Welcome, Overview of Agenda, Roll Call  
3 – 3:04 p.m. (4 minutes)  
.....Rod Duckworth  
President  
.....Pages 1 - 5
2. Review and Approval of Minutes  
3:04 – 3:05 p.m. (1 minute)  
.....Pradeep Kotamraju  
Secretary/Treasurer  
.....Pages 6 - 9
3. Approval of Consent Agenda  
3:05 – 3:10 p.m. (5 minutes)  
.....Rod Duckworth  
President  
.....Pages 10 - 103
  - ACTE Partnership Update
  - Advocacy Plan Update
  - Career Cluster Products Update
  - Communications Plan through June 30, 2016
  - Communications Update
  - Finance Committee Update
  - Legislative Update
  - Liaison Reports:
    - DECA
    - HOSA
    - SkillsUSA
  - Member Services Update
  - Member Services Survey Update
  - Partnerships and Development Update
  - Publications and Webinars Update
  - State Policy Strategy Update
  - Strategic Plan Update
4. NASDCTEc Financial Reports  
3:10 – 3:30 p.m. (20 minutes)  
.....Pradeep Kotamraju  
Secretary/Treasurer  
.....Pages 104 - 129
  - FY15
  - FY16

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| 5.  | MOU Between NASDCTEc and NCTEF<br>3:30 – 3:35 p.m. (5 minutes)<br>.....                             | Kimberly Green<br>Executive Director<br>..... <i>Pages 130 - 131</i>   |
| 6.  | Methods of Administration<br>3:35 – 3:45 p.m. (10 minutes)<br>.....                                 | Kimberly Green<br>Executive Director<br>..... <i>Pages 132 - 176</i>   |
| 7.  | On Boarding Initiative<br>3:45 – 3:55 p.m. (10 minutes)<br><br>.....                                | Karen Hornberger<br>Finance and Office<br>Manager<br><br>Andrea Zimmermann<br>State Policy Associate<br>..... <i>Pages 177 - 178</i> |
| 8.  | Perkins Recommendations:<br>Maintenance of Effort<br>3:55 – 4:10 p.m. (15 minutes)<br>.....         | Steve Voytek<br>Government Relations<br>Manager<br>..... <i>Pages 179 - 181</i>  |
| 9.  | Branding Update/Discussion<br>4:10 – 4:55 p.m. (45 minutes)<br><br>• Survey Results<br>• Next steps | Kimberly Green<br>Executive Director<br><br>Kate Blosveren Kreamer<br>Associate Executive Director                                   |
| 10. | Other items to be added/next meeting<br>4:55 – 5 p.m. (5 minutes)                                   | Rod Duckworth<br>President   |

### **Upcoming Meetings/Conference Calls**

**Thursday, October 22, 2015**

3 – 4 p.m. ET – Conference Call  
Topic: Post-summit discussion

**Thursday, January 28, 2016**

2:30 – 3:30 p.m. ET – Conference Call  
Approve 990's and Audit

**February Retreat – February 21 -23, 2016**

Westin BWI Airport  
Linthicum, MD 21090  
Topic: Strategic planning aligned to the new vision  
principles, final input on the new Vision.

**Thursday, April 14, 2016**

3 – 4 p.m. ET – Conference Call  
Topic: Approve final version of the  
new Vision.

**Sunday, May 22, 2016**

8 a.m. – 2 p.m. – Spring Board Meeting

**Thursday, June 23, 2016**

2:30 – 3:30 p.m. ET – Conference Call  
Topic: Approve FY17 Budget

**NASDCTEc BOARD OF DIRECTORS**  
**FY 15-16**

**NASDCTEc President**

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**Secretary / Treasurer**

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**Region I** - Connecticut; Maine;  
Massachusetts; New Hampshire; Rhode  
Island; Vermont  
Term: July 1, 2014 – June 30, 2017

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**Region II** - New York; New Jersey; Puerto  
Rico; Virgin Islands  
Term: July 1, 2015 – June 30, 2018

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**Region III** - Delaware; District of  
Columbia; Maryland; Pennsylvania;  
Virginia; West Virginia  
Term: July 1, 2014 – June 30, 2017

Ms. Jean Massey  
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**Region IV** - Alabama; Florida; Georgia;  
Kentucky; Mississippi; North Carolina;  
South Carolina; Tennessee  
Term: July 1, 2013– June 30, 2016

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**Region V** - Illinois; Indiana; Minnesota;  
Michigan; Ohio; Wisconsin  
Term: July 1, 2013 – June 30, 2016

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**Region VI** - Texas; Arkansas; Louisiana;  
Oklahoma; New Mexico  
Term: July 1, 2014 – June 30, 2017

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**Region VII** - Iowa; Kansas; Missouri;  
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Term: July 1, 2015– June 30, 2018

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**Region VIII** - Colorado; Utah; North  
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Term: July 1, 2013– June 30, 2016

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**Region IX** - Arizona; California; Nevada  
Term: July 1, 2015 – June 30, 2018



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**Region X** – Alaska; Idaho; Oregon;  
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**Term:** July 1, 2015 – June 30, 2018

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**Region XI** - Hawaii; Commonwealth of  
Northern Marianas; Federated States of  
Micronesia; Republic of the Marshall  
Islands; Republic of Palau; Guam;  
American Samoa  
**Term:** July 1, 2014 – June 30, 2017

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**Associate Member Representative**  
**Term:** July 1, 2014 – June 30, 2017

NASDCTEc/NCTEF Board of Directors' Conference Call

**MINUTES**

August 26, 2015 3 – 4 p.m. ET

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Participating: Jo Anne Honeycutt, Sheila Ruhland, Wayne Kutzer, Marie Barry, Vanessa Cooley, Lee Burket, Pradeep Kotamraju, Rich Katt, Bernadette Howard, Tim Hodges, Eric Spencer, Kathleen Cullen

Staff: Kimberly Green, Kate Blossver, Katie Fitzgerald

Unable to participate but provided a proxy (proxy noted in parentheses): Eleni Papadakis (Bernadette Howard), Rod Duckworth (Jo Anne Honeycutt), Cheryl Carrier (Tim Hodges), Jean Massey (Jo Anne Honeycutt)

Absent (no proxy available): Mike Raponi

Welcome: Green welcomed the Boards and walked through an overview of the brand platform and member survey results. She reminded the Board that they approved the platform and that it's being used to guide the selection of the name and the tagline. The Board is the only group that has seen the platform.

Green noted that we received a very high response rate from the membership survey, including almost 90 responses in the first 24 hours. Patterns of state director responses and associate responses were very similar; staff is happy to share more details with any interested Board members.

Slide four of the PPT shows what the membership was asked in the survey. Slide five highlights the ranking of names through averaging all "Very Well" and "Somewhat Well" responses. *NASDCTEc* scored the highest while *CTE America* had the least positive responses. Slide six shows the hard negatives to the names, with *Learning that Works Consortium* resonating with membership the least.

The survey then asked the same questions regarding the taglines. Green noted that the taglines resonated much more with the membership. The top rated tagline was *State Leaders Connecting Learning to Work* and the tagline that had the least positive response was *State Leaders Advancing Excellence in Action*.

Green shared that Fratelli raised a red flag that only 40 percent of our membership responded favorably to the tagline *State Leaders Connecting Learning to Work*, as a concern that this may indicate a disconnect in our membership. Staff did not have such a strong response to this but wanted to raise it as a topic going forward.

Green summarized the comments in the survey, which found that, overall, 1/3 like the current name, 1/3 would be satisfied with one of the suggested names, and 1/3 said we did not go far enough. Despite this, trends emerged in focusing on "states," "CTE" and "leadership." There was no agreement on whether CTE should be spelled out or kept as an acronym.

Kutzer expressed surprise at how relatively even the responses to the names were, suggesting it may indicate an underlying issue.

Katt shared that he presented the list to his staff whose general reaction was that the names were very similar. He noted there wasn't a great diversity in the feel of the names and taglines and that the even spread may have been because they are similar feeling names.

Green explained that we don't know or have a way of knowing if the 38 State Directors who responded are the older or newer State Directors. It's important to staff to make sure that the input is reflective of the newer members. NASDCTEc has 12-15 new State Directors since the Fall Meeting and we are wondering if that in any way influences the responses. The current name may be more meaningful to those who have been a part of the group for a long time.

Green also noted that a significant lesson learned is that we failed to present the names and taglines without proper framing to the membership which may have influenced the responses. Staff should have provided more context to the name and a descriptor of why the name was chosen relating back to the brand platform. Staff also should have presented the name with the tagline. The way the survey was constructed caused confusion for some members.

Another lesson learned is that staff did not adequately present different ideas of what an organizational name is or can be (such as Achieve or Alliance for Excellent Education). NASDCTEc membership has been very comfortable with a very descriptive name. There is an opportunity to explain that there are options to the different types of names.

Green shared the recommendation to drop *Learning that Works Consortium* and *CTE America* for consideration. While *CTE America* and *Advance CTE* weren't too far apart on the rankings, CTE America had a negative response in a number of the comments. The tagline *State Leaders Advancing Excellence in Action* did not have a good response so staff suggests dropping this from consideration as well.

In order to gain clarity that was not achieved during the first survey, Green laid out the proposal for sending a second survey to the membership that offers names plus taglines for feedback with more framing around the brand platform. The names/taglines for consideration would be:

- Advance CTE: State Leaders Connecting Learning to Work  
CTE Works: State Leaders Advancing Career Technical Education. (*This tagline is new since the last round of taglines were released.*)

Green identified the purpose of the survey – to determine whether the membership would respond to a name with a descriptive tagline or would rather have a variation of our current name. If the survey doesn't give us the clarity we need to move forward, or it is clear that these names are not working, then the options are to: do nothing, go back to the drawing board to create a new slate of names, or refresh the existing name (i.e., drop a few words from NASDCTEc).

If the Board approves the vote, the survey would go out on Friday (8/28) and be open for a week. Then staff would analyze the results with Fratelli and the Executive Committee on September 10th. Green shared that if staff had clarity at that point, we would develop an informational packet and a possibly pre-recorded webinar that would dive into the new name, how we got there, how it connects to the brand platform, etc. to be shared at least a week prior to the next full Board meeting on September 25.

Howard said that she understands why we want to go into the Summit with a new brand, but maybe we should focus on doing this after the summit, once we have all the information gained from the summit.

Green noted that the activities of the Summit will not provide information around our new brand and name, since the name is directly linked to the brand platform, which shouldn't change based on the Summit. However, perceptions of the members might change after the Summit and make them more open to a rebrand.

Ruhland said that she is going to remain confident that should the vote come into do the second survey...(CUT OFF)

[TECHNICAL DIFFICULTIES REQUIRING THE BOARD TO CALL BACK IN]

Kotamraju referenced Slide 15 and asked would the refresh of the existing name means we stick with the full NASDCTEc.

Green explained a refresh would mean that we would develop a similar but shorter name than NASDCTEc.

Cooley mirrored Howard's response in continuing the name process after the Summit.

Blosveren discussed the concept of conducting a short survey of external partners and organizational leaders to see what their thoughts are on the impact and resonance in the new names. The Membership will be the most important audience, but an external survey may give us a fuller picture and provide another perspective on the organizational brand.

Green explained that we have had some engagement with external audiences through the communications committee, but this would be more intentional. The summit co-conveners and funders would be good audiences for this.

Green highlighted the necessity to engaging full member and not picking a name for names sake, but also not creating a process that drags on indefinitely. The Board vote will be whether we proceed with the survey within the timeline we have presented.

Cooley shared her preference for having the ballot say proceed with survey as originally presented, or in lieu of having the survey, postponing the entire process until after the summit.

Howard asked where the external survey would fit into the Board vote. Green shared that we'll add that into the ballot.

Kutzer suggested conducting the member survey now because the membership is already engaged and we could frame the survey as refining the name and taglines based on their feedback. If there isn't a clear winner then we could move the process until after the summit. This survey would help the members see that there is a plan and continuity. If all the sudden they don't hear anything until after the summit that may be too long of a delay.

Blosveren walked through the survey, which will include:

- 5-6 questions
- Both names and taglines combined with short descriptions
- Then same questions we asked on first survey – how well does this name reflect our mission/vision?
- A question of whether members like the proposed names more or less than NASDCTec
- A question asking members to rank the three names in order of preference.

Blosveren noted that the goal of this survey is to help us determine whether we move forward or take a step back in the process.

Ruhland suggested staff keep process moving and asked that when the survey is released if we will again explain why we are rebranding the organization.

Kotamraju echoed the concept of moving the process forward.

Howard also agreed with moving forward.

Green explained we will have another vote on September 25 that will give the Board the option of how to proceed next in the process.

Barry is comfortable with this and moving forward knowing that at any point there may be a stop point where we need to reconsider.

Green shared next steps. Blosveren will send the minutes of today's call along with a ballot. Assuming there is a majority vote to proceed, we will move forward as laid out. If there is not a majority we will pause and connect with the Executive Committee on next steps. Board members will have until tomorrow to submit their votes and on the 28th; Blosveren will share a summary of the votes. The survey will also go out the same day if the ballot is approved.

Green thanked everyone for their participation and feedback.

Meeting convened at 3:59 p.m.

**ACTE Partnership Update**  
*Submitted by Kate Blossveren & Kimberly Green*

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Following up on the 2014 joint Executive Committee meeting, NASDCTEc and ACTE created a joint work plan to enable more intentional coordination and identify new collaboration opportunities. ACTE and NASDCTEc put the work plan into a Google Drive document, allowing it to be a “living document,” reviewed regularly by each organization. Our leadership have quarterly calls scheduled to discuss it, make key updates and strategize next steps.

The work plan helped facilitate a number of successful collaborations that occurred in 2014 – such as monthly calls between ACTE’s and NASDCTEc’s policy teams and communications teams, the development of an MOU that formally integrated the National Career Clusters<sup>®</sup> Institute into CareerTech VISION starting in 2015, and other more discrete resources.

During the second annual joint meeting of our executive committees in January 2015, we discussed and revised the work plan. NASDCTEc and ACTE staff have continued to meet quarterly to review and revise the work plan. This updated work plan is summarized below, identifying work already in process or completed (green), still in the planning phase (yellow), and on hold or still to be discussed formally (red).

<b><i>Collaboration</i></b>	<b><i>Status</i></b>
<b><i>Advocacy/policy</i></b>	
<ul style="list-style-type: none"><li>• Policy/advocacy staff hold monthly calls to discuss collaboration on engagement of Congressional offices, including Hill visits and school visits; draft language for Perkins; CTE Monthly newsletters; aligned recommendations on other major federal legislation; coordination and support for CTE Caucuses; and other efforts and projects.</li><li>• Co-develop and release the annual <i>Year in Review</i> on state CTE policy</li></ul>	Ongoing
<ul style="list-style-type: none"><li>• While each organization may initiate separate projects, NASDCTEc and ACTE will continue work to coordinate and work toward a common and public understanding of what “high-quality” CTE is to inform Perkins reauthorization, professional development activities and other initiatives.</li></ul>	In process
<ul style="list-style-type: none"><li>• Coordinate on activities to better engage the business community in advocating for CTE (e.g., business resolution)</li><li>• Coordinate on a campaign to increase congressional visits to see CTE programs.</li></ul>	On hold
<b><i>Communications</i></b>	
<ul style="list-style-type: none"><li>• Communications staff hold monthly calls to discuss opportunities for collaboration as well as cross-organizational promotions</li><li>• Cross-walk and ensure state profiles are consistent and explore other state-focused tools</li></ul>	Ongoing

<ul style="list-style-type: none"> <li>Proactively plan strategy for NASDCTEc to better support 2016 CTE month</li> <li>Collectively find and leverage creative ways to let members know about partnership and joint activities (i.e., short videos produced by ACTE with Kim and LeAnn, Techniques, regular blog series, etc.)</li> <li>Jointly develop a press engagement strategy for promoting federal policy work (e.g., joint press statements, budget requests, etc.) and at least one joint op-ed</li> </ul>	In process
<b>Meetings &amp; Conferences</b>	
<ul style="list-style-type: none"> <li>MOU in place for integrating Career Clusters content into VISION CareerTech conference and conference planning underway</li> <li>ACTE built NASDCTEc into Core Curriculum grant/work plan</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>MOU with NASDCTEc, CORD &amp; ACTE on Career Pathways Effect workshops</li> <li>Explore offering CPE workshops at future ACTE events (i.e., National Policy Seminar, Best Practices conference, etc.)</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Engage states hosting regional ACTE conferences about ways we can jointly support them (e.g., range of themes, speaker bank, common resources, etc.). Explore possibility of each region focusing on specific issues.</li> </ul>	To be planned (post-VISION)
<b>Leadership Development</b>	
<ul style="list-style-type: none"> <li>NASDCTEc will survey State Directors and ACTE will survey their state leadership to determine the relationship between each State CTE Director and their ACTE chapter, from both perspectives (Spring/Summer 2015)</li> <li>Based on survey of State Directors and ACTE leaders, develop resources to support collaboration</li> <li>Through joint and organization-specific work, both ACTE and NASDCTEc will intentionally embed/discuss postsecondary policies, programs and partners</li> <li>Collaborate around PD and resources for local secondary and postsecondary practitioners focused on implementation of CCTC.</li> </ul>	In process
<b>Resources</b>	
<ul style="list-style-type: none"> <li>Share a regularly updated calendar of publications (briefs, reports, etc.) and webinars</li> <li>NASDCTEc supports/provided content for Techniques</li> <li>Produce at least one webinar jointly</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Begin series from the ACTE president in NASDCTEc blog</li> </ul>	Plan
<b>Organizational Leadership – Coordination</b>	
<ul style="list-style-type: none"> <li>Serve as liaisons on each other Boards</li> <li>Provide free registrations to organizations' meetings</li> <li>Board members each automatically receive membership to other Association</li> <li>Quarterly meetings between Kim, Kate, LeAnn &amp; Steve</li> <li>Host annual Joint ACTE-NASDCTEc Executive Committee meeting</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Formally compare strategic plans to determine overlap, leverage points and gaps</li> <li>Jointly pursue grant money/funding to support new initiatives through mutual discussion</li> </ul>	Plan

and agreement on strategic targets related to funding and projects.	
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### ***CareerTech VISION Update***

Planning for 2015 CareerTech VISION is very much underway, with NASDCTEc/NCTEF responsible for nine sessions and supporting an additional six sessions identified as appropriate for the “Career Clusters strand.” In total, these 15 sessions all focus on the intersection of policy and practice, with state and local leaders exploring major elements of the National Career Cluster Framework and program of study framework. A full rundown of the sessions are available in this [downloaded brochure](#).

In addition, an MOU was signed for two Career Pathways Effect workshops to be offered as pre-conferences based on an agreed-upon revenue split between ACTE, NASDCTEc/NCTEF and CORD. While the MOU is limited to these two sessions, there is support across the organizations to offer such workshops at other ACTE events, such as National Policy Seminar or Best Practices conference, with an adjusted revenue share, contingent on the success of these two workshops at VISION.

NASDCTEc has been involved in the planning of VISION in a number of other ways, including involvement on the postsecondary engagement task force, serving as a session reviewer, coordinating marketing, and offering informal guidance throughout. Leadership from ACTE and NASDCTEc have already begun meeting to discuss VISION 2016 to ensure an even closer alignment and collaboration as identified in the MOU.



## **FY 2016 Advocacy Plan & Strategy**

### **Advocacy Plan:**

NASDCTEc will continue to advocate for CTE broadly and the Perkins Act more specifically on Capitol Hill, within the Executive branch and directly to other stakeholder groups. Components of NASDCTEc's advocacy plan are being implemented in various capacities in conjunction with other organizational initiatives to support these efforts.

To supplement this work, NASDCTEc and ACTE continue to closely collaborate on matters related public policy. Each month NASDCTEc and ACTE hold cross organizational policy calls to share information learned during the previous month, plan outreach strategies and legislative projects moving forward, provide updates on internal organizational developments, and negotiate joint policy positions on various issues of interest to the Association. This collaborative effort has enabled both organizations to cover a much broader scope of public policy and the level of cooperation has continued to intensify.

### **Congressional Meetings**

NASDCTEc continues its direct lobbying efforts on Capitol Hill in both the House and the Senate. We have primarily focused on the authorizing committees (HELP & HEW) as well as the principal offices represented on each Chamber's Budget and Appropriations Committee. Since the last convening of the NASDCTEc Board of Directors in April, NASDCTEc has had 39 such meetings. These meetings have several broad goals (please note that this list is not exhaustive):

- Garnering support for the reauthorization of the Carl D. Perkins Career and Technical Education Act
- Congressional adoption of NASDCTEc's Board-approved legislative recommendations for related legislation such as ESEA, HEA, WIOA etc.
- To support the planning, coordination, and execution of Congressional events in support of CTE and the Perkins Act
- To advocate for a strong federal investment in the Perkins basic state grant (BSG) program and for stronger investments in the overall Labor-HHS-ED Appropriations area

Meetings have been and will continue to be bicameral and with both political parties. In light of the current Republican majority in the Senate and the larger one in the House, particular attention has been and will be paid to cultivating relationships with members of this Party. Where appropriate, NASDCTEc will continue to connect State Directors with Senate offices and to a lesser extent House offices.

### **Appropriations Levels**

NASDCTEc has been urging Congress and the Obama Administration to fund the Perkins Act at "pre-sequester" levels in FY 2016. This funding level is \$5.4 million above current levels for a

total of \$1.123 billion and would be designated exclusively for the Perkins BSG program. Given the extreme partisanship and strong opposition to any increases to most non-defense discretionary programs from the current Congressional majorities, our request is reflective of this basic political reality. In the interim, NASDCTEc has ensured that its CTE Champions in both the House and the Senate echo this request in “Dear Colleague” letters. These letters have been circulated as part of the FY 2016 budget and appropriations process and will continue to be used as Congress approaches the September 30<sup>th</sup> deadline for funding the federal government.

As noted in the legislative update attached to this report, the underlying issue preventing a more transparent and open debate about broader funding levels for education remains the sequester caps imposed by the Budget Control Act of 2011 (BCA). NASDCTEc has been working closely with several coalition groups this year to forcefully call for the repeal of these caps. A national sign-on letter, which has garnered several thousand signatures to date, will be released ahead of the federal fiscal year deadline urging appropriators to end the sequester caps. Grassroots efforts are also underway to engage the wider public with this issue. NASDCTEc has been involved with these efforts and will continue to support them moving forward.

Additionally, in an effort to better anticipate future disruptions in federal funding and the subsequent treatment of such disruptions by USDE, NASDCTEc staff have begun to develop a close working relationships with USDE’s Office of Budget Services personnel. These relationships will help NASDCTEc better understand the internal dynamics of the federal administration of Congressional appropriations and how that will likely impact states’ Perkins allocations and the timely availability of these resources.

### **Perkins Reauthorization**

Congress is unlikely to reauthorize the Perkins Act in 2015 due to a number of external factors that will likely prevent Congressional consideration of the law. The prioritization of ESEA and HEA in both the House and the Senate is at the direct expense of the reauthorization of the Perkins Act. Moreover, lawmakers have now created multiple fiscal and budgetary “cliffs” that must be addressed in order to keep the federal government open, prevent it from reaching its debt limit, fund public works projects, and accomplish many other vital tasks that cannot be put off for much longer.

The reauthorization of HEA and ESEA present the opportunity for NASDCTEc to lay the groundwork for Perkins reauthorization by embedding the association’s priorities into these bills before Congress considers the Perkins Act. Moreover, the “must pass” nature of the appropriations work also presents NASDCTEc the opportunity to embed advantageous legislative language related to regulations affecting the CTE community and State Directors more specifically.

Congress remains divided over many core issues in ESEA and HEA, but Perkins remains a bipartisan issue that lawmakers can address in between or following the reauthorization processes for both of these laws—something that is likely to occur in 2016 and beyond. Consequently, NASDCTEc and its partners will push for a *thoughtful* reauthorization process for Perkins and will work to avert a quick rewrite of the law—something that remains a possibility in the 114<sup>th</sup> Congress.

To that end, NASDCTEc staff will continue to meet with members of Congress, their staff, and other relevant policymakers to ensure the organization's positions, recommendations, and priorities are incorporated into this process.

Following each visit to a Senate office, staff will connect the State CTE Director with relevant Senate staff as appropriate. Moreover, NASDCTEc will continue to engage relevant Caucuses in each chamber to promote organizational positions and raise the visibility of the CTE enterprise more broadly.

### **Legislative Language**

In conjunction with ACTE, NASDCTEc has been formulating legislative language for the Perkins Act. This draft language is based solely on NASDCTEc Board-approved Perkins Act recommendations and priorities and is attached as a supplement to this report. While the language has been used in NASDCTEc's advocacy efforts over the past two years, the document continues to evolve and strengthen as the legislative environment shifts and we receive input from the Hill and other stakeholders.

The current draft focuses on the following sections and is now reflective of the passage of WIOA among other smaller revisions made to the proposal:

- Intent and purpose of the law
- Definitions (Sec. 3)
- Accountability (Sec. 113)
- State Plan (Sec. 122)
- State Leadership Activities (Sec. 124)
- Local Plan (Sec. 134)
- Local Uses of Funds (Sec. 135)

NASDCTEc is currently working on Perkins' National Activities section and we also hope to begin crafting a replacement proposal for Title II of the law. Copies of this language are available upon request for all interested NASDCTEc members.

### **Congressional CTE Site Visits**

NASDCTEc staff continue to visit exemplary CTE programs in the D.C. metropolitan area and to vet these sites as potential locations for Congressional member and staff visits. As part of this process, remains the goal of NASDCTEc to get every member of Congress and / or their staff to see a CTE program as the Perkins Act reauthorization process unfolds.

NASDCTEc is currently supporting several such efforts in conjunction with the Obama Administration and the Senate CTE Caucus.

### **Perkins Coalition**

As discussions related to Perkins reauthorization continue, NASDCTEc and ACTE have reconvened a Perkins coalition of interested and like-minded education groups which was active during the last Perkins reauthorization cycle. The purpose of this coalition is to foster

collaboration and share information relating to the Perkins Act and the reauthorization process more broadly. Bringing together a diverse group of CTE stakeholders, this group meets on an as-needed basis in relation to the Congressional progress towards reauthorization. In an effort to maintain interest and engagement among the group members, additional topical meetings are planned in the fall of 2015 and beyond on various topics of interest to the reauthorization process.

### **Perkins Briefing, Hearings and Events**

NASDCTEc staff will continue to work with Congressional staff to support events and briefings promoting CTE through both Congressional CTE Caucuses. NASDCTEc has already successfully coordinated several such events this year and will continue this work moving forward.

NASDCTEc will continue to monitor the hearing process for issues of importance to CTE in both Chambers of Congress. In both the House and Senate, hearings will become more likely in lieu of a formal reauthorization process. NASDCTEc has been informed that there is a possibility of Perkins-related hearings in the second half of 2015 and into 2016. NASDCTEc will work constructively with both education committees throughout this process.

### **Updating NASDCTEc HEA, ESEA, and Perkins Recommendations**

All of NASDCTEc's advocacy efforts and work surrounding the Perkins Act and other education and workforce legislation is informed by the Board-approved recommendations. It is therefore critical that these documents reflect the most current organizational priorities for these laws. To that end, NASDCTEc staff have solicited the Board of Directors' and members' input into the development of new recommendations as is the case for HEA and updating existing ones to reflect the membership's policy preferences as is the case with the Association's ESEA and Perkins recommendations.

NASDCTEc staff have and plan to continue to engage with State CTE Directors to vet policy proposals, provide insight into how federal policy could impact particular states or local communities, and to provide general policy guidance to ensure that NASDCTEc's formal policy positions reflect the best interests of the membership. On occasion, NASDCTEc will call on State CTE Directors to provide relevant examples to support the Association's policy positions and to provide policymakers with best practice examples for the crafting of sound federal CTE policy.

### **Perkins Roundtable Group**

NASDCTEc has continued to engage with a group of national employers and other associations around the reauthorization of the Perkins Act. Collectively the group has interests in closing the skills gap and promoting education and workforce development outcomes that are more aligned with needs of employers. Expertise in both the Perkins Act and CTE more generally is limited among much of the group and NASDCTEc has provided guidance to the group as the members craft a legislative proposal to reauthorize the law. While the likelihood of consensus among all of the members of the group is unlikely, NASDCTEc's involvement has helped to ensure that nearly all of the association's legislative language has been incorporated into this work.

Additionally, NASDCTEc has participated in many Hill meetings in conjunction with this group, calling for the reauthorization of the Perkins Act, stronger federal investments for the program, and four broad areas of priority for the next iteration of the law:

- Alignment of CTE programs to the needs of the regional, state, and local labor market
- Support effective and meaningful collaboration between secondary and postsecondary institutions and employers
- Increase student participation in experiential learning opportunities such as industry internships, apprenticeships and mentorships
- Promoting the use of industry recognized credentials

Presently, the group is re-circulating a sign-on letter promoting these principles and calling for Perkins reauthorization. Last year, 238 groups from across the country signed-on in support and the list is currently at 251. Release of this later will likely occur in the fall of 2015, to coordinate with the finalization of ESEA negotiations.

### **Methods of Administration**

NASDCTEc has continued to dialogue with USDE on so-called “Methods of Administration” regulations promulgated by the Department’s Office of Civil Rights. Attempts seeking greater transparency from the Department related to the implementation of these rules have been disappointing. Most recently, NASDCTEc filed a Freedom of Information Act Request (FOIA) which requested documentations for how the rules have been applied by USDE. The response received in August to this FOIA was unrelated to the request and the NASDCTEc is continuing to work towards an equitable resolution.

In an effort to compel USDE to respond more directly, NASDCTEc has also been pursuing a separate legislative strategy that would require USDE to resubmit these rules for public comment and input. Those efforts are ongoing and will likely coincide with the end-of-the-year appropriations process for FY 2016. To supplement these efforts and at the direction of the NASDCTEc Board of Directors, the Association conducted a survey of its membership related to these regulations and their impact on states. 47 States and territories responded and the results of this survey are being used to illustrate the financial and administrative burden created by the MOA. State and national figures have been and will continue to be useful as NASDCTEc makes the case on Capitol Hill to address this regulatory issue.

## Career Cluster® Products Update

Report submitted by Karen Hornberger, Finance and Office Manager and Katie Fitzgerald, Communications Associate

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**Products:** The revenue share from the book co-authored with CORD entitled, *The Career Pathway Effect: Linking Education and Economic Prosperity*, has decreased over the last two quarters. The chart below shows the sales over the last four quarters. With the quarter ending June 30, 2015 the remaining balance of CORD expenses have been paid. All net sales receipts will accrue to NASDCTEc until the remaining balance of \$12,811.81 (author stipends) is paid. At that point, the 50/50 split between CORD and NASDCTEc will start again.

Quarter Ending:

September 30, 2014	December 31, 2014	March 31, 2015	June 30, 2015
\$205.31	\$1,135.69	\$55.61	\$125.18

As of the end of the fiscal year, we have received 99% of our budgeted income for Career Cluster products. The FY16 budget increases product sales by 14% based on the assumption that the VISION Career Clusters strand and workshops will be a greater visibility to the products. Also, plans are in place to update the Career Cluster pocket guides and the 16 Career Cluster brochures.

**Product Updating Plans:** Many of the Career Clusters products have not been updated since they were created in 2010. Staff is working to refresh select products with a new look and theme, though the logo and color scheme will remain the same. Content for select products will also be updated according to new resources and data relevant to materials. This revision includes the Pocket Guide, Career Cluster-specific posters and brochures - a total of 33 products. To assist in the update and redesign, the Communications Committee has provided initial feedback and formed a sub-group to take a deeper dive into materials. Staff will finalize the products and launch the updated products at the Association for Career and Technical Education's (ACTE) 2015 VISION Conference in November.

**Marketing Plans:** NASDCTEc conducted an end-of-year sale in June and will launch a back-to-school sale in August/September to promote products and sell down existing inventory in preparation for product refresh.

**Lost Inventory:** An agreement has been finalized with Vivayic in the amount of \$23,365 - the value of lost of the Career Cluster product inventory. Vivayic will be provide consulting services, surveying our members to better understand their value, use, and preferred strategic next steps with the Career Technical Common Core (CCTC). Their experience with Career Technical Education (CTE) across the US and relationships with current and former State CTE Directors uniquely positions Vivayic to deliver a comprehensive and strategic analysis. The analysis will be ready in time for the February 2016 Board of Directors' retreat.

**Communications Plan through June 30, 2016**  
*Report submitted by Katie Fitzgerald, Communications Associate*

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NASDCTEc staff has worked to refine and carry out the NASDCTEc/NCTEF communications strategic plan, with objectives and strategies in place. The following objectives were finalized in mid-February 2015. Staff has carried out plan strategies to meet communications goals and objectives and will revisit the communications strategic plan previous to the next board meeting. Plans and objectives include:

1. Raise visibility of NASDCTEc/NCTEF as leading voice on high-quality CTE programs of study
2. Raise visibility of high-quality CTE as the most effective strategy for graduating students ready for their next steps and supporting America's global competitiveness (as articulated through Vision Paper)
3. A broader array of stakeholders are engaged around the notion and goals of high quality CTE (directly and indirectly through our members), including an emphasis on business/industry
4. CTE: Learning that works for America is a nationally-recognized campaign and brand adopted by 49 states– and all of NASDCTEc/NCTEF's communications and case-making resources are aligned under this brand
5. Support the adoption, implementation and/or endorsement of Career Clusters<sup>®</sup> and/or Common Core Technical Core and/or programs of study across states
6. Support NASDCTEc's federal and state policy efforts through the reinforcement of effective partnerships, publications, messaging and engagement with policymakers

The second half of the fiscal year's communications efforts have been focused on rolling out the Excellence in Action award winners, launching and working with the Communications Committee, updating select Career Clusters products, developing new targeted e-blasts to the over 4,000 individuals on the NASDCTEc mailing list, marketing the CareerTech VISION conference in November 2015 where we will lead a variety of conference sessions and the NASDCTEc/NCTEF rebrand. Below you will see the progress made since February, and the outlook for the next six months.

Strategies:

1. *Leverage the website, blog, social media tools and e-blasts to maximize the reach of informational and persuasive messaging tools to engage potential partners and key stakeholders*<sup>123</sup>

<sup>1</sup> 2.3.10 - Maintain and expand social media strategy to engage broader set of stakeholders (NASDCTEc/NCTEF)

<sup>2</sup> 3.1.4 - Deliver timely information/resources to NASDCTEc's members and relevant stakeholders (including the blog, social media resources, etc.) (NASDCTEc/NCTEF).

<sup>3</sup> 5.5.4 - Put in place a content management/maintenance schedule/ system for the website (NASDCTEc/NCTEF)

#### Tasks accomplished to date:

- Monthly updates of the homepage slides pointing to or repurposing NASDCTEc resources and information,
- Daily updates of Twitter and weekly updates of Facebook
- Released a new e-blast series, CTEWorks Communications, for current future supporters of the CTE: learning that works for America campaign, and
- Integrated a CRM system into the NASDCTEc website.

#### Tasks to be accomplished:

- Develop and launch a state policy/resource directory featuring NASDCTEc and external resources,
- Integrating social media into the website for real-time updates,
- Develop a process for obtaining content from partners and leaders in CTE diversify content and build goodwill among partners,
- Release the first Research/Publications e-blast highlighting NASDCTEc publications alongside outstanding resources from the field.
- Releasing monthly Friends of CTE blog posts

#### **Success Metrics:**

- Goal: 35 percent open-rate and quarterly release schedule for e-blasts.
  - The first CTEWorks Communications e-blast had a 26 percent open-rate and 22 percent click-through rate. Staff is on track to release another e-blast focused on research and publications in late August/early September.
- Goal: The effectiveness of the blog strategy is measured by analyzing the Learning that Works blog Google Analytics, including the user visits and top posts of each month, with the goal of increasing views and click-throughs to blog posts that feature major NASDCTEc announcements, policy updates, events and publications.
  - Since April, users, sessions and page views have risen steadily with a spike in July due to multiple blog posts and focus on the Celebrating Innovations in CTE event at the White House.
- Goal: Add 500 Twitter followers within the year.
  - We are well on track to reach an additional 500 followers having gained 301 followers since April 2015.
- Goal: Add 200 Facebook followers within the year.
  - We are well on track to reach an additional 200 followers having gained 319 followers since April 2015.
- Goal: The effectiveness of the website strategy is measured by tracking website page visits of the overall site, as well as pages we are specifically promoting (e.g. NASDCTEc events, recent publications and more). NASDCTEc uses Google Analytics to keep track of data, and report in the monthly Board of Director's report. Our goal is to maintain at least 25,000 unique visitors to our website each month, over the course of a year.



- The 25,000 unique visitor goal was met in both April and May. June, July and August are typically slower months based on past data due to education schedules, thus we did not reach the 25,000 benchmark.
2. *Engage in and maintain strong partnerships with critical education reform and business organizations, with a particular focus on those that can help amplify our federal policy agenda, our interactions with state policymakers and/or our direct impact on CTE in practice.*<sup>4</sup>

NASDCTEc is committed to identifying and developing national partnerships to promote CTE with related education organizations, policy organizations, federal agencies and business and industry/labor councils. There are a current of efforts in place to continually improve upon our partnership and our reach through the education reform community such as leveraging the Friends of CTE blogs. An additional step we will carry out this year are:

Tasks accomplished to date:

- Developed internal calendar of major events throughout the year (e.g., CTE Month, Teacher Appreciation Week, Manufacturing Month, etc.) so we can align our own communications (e.g., social media and Week in CTE blog posts) with those efforts.
- Partnered on a variety of publications and webinars with partners including the Appalachia Regional Comprehensive Center and Achieve.
- Maintain/update our joint-work plan with ACTE to coordinate on policy, programs and communications.

Tasks to be accomplished:

- Launching and monitoring a partner calendar event to be updated quarterly,

**Success Metrics:**

- Staff monitors partner engagement and participation quarterly and reports back on partner events and announcements on a weekly basis.
  - Staff is on track to complete the goal of partnering six times per year on publications and/or webinars.
3. *Support the utilization of the CTE: Learning that works for America campaign in all states through regular revisions of resources and direct technical assistance.*<sup>5</sup>

Tasks to accomplish:

- Host standing cross-state calls where users can share lessons learned and challenges, each one featuring a state or local district that has embraced the campaign in a meaningful

<sup>4</sup> 1.3.2 - Highlight strong employer-education partnerships through multiple communications strategies (e.g. Friends of CTE blog series, papers, case studies, resources, etc.) (NASDCTEc/NCTEF).

<sup>5</sup> 2.3.4 - Develop a set of federal, state and employer-focused case-making resources that articulate what is high-quality CTE and feature examples of high-quality programs (NASDCTEc/NCTEF).

way. These calls should be inclusive of anyone in the state responsible for communications who may benefit from the campaign.

- Determine how new technologies can be utilized in promoting the campaign and best practices. (E.g. incorporating state/school videos on the YouTube page, etc.)
- Expand on our set of short case studies on the various approaches states have and can take to implement the campaign brand and resources.
- Work with Communications Committee to updated to develop new resources and materials for the campaign.

#### **Success Metrics:**

- Every six months staff will review web-based resources and refresh as needed. Staff will utilize the expertise of the Communications Committee to update resources for the campaign.
  - Staff will feature the campaign prominently during CTE Month in February.
4. *Maintain strong and effective two-way communications channels with members to ensure they are aware of NASDCTEc/NCTEF's activities, resources and events and that NASDCTEc/NCTEF is developing the research, tools and resources most needed by our members.*<sup>678</sup>

#### Tasks accomplished to date:

- Communications Committee  
NASDCTEc re-launched the Communications Committee in May, using the Spring Meeting for recruitment. The committee consists of 21 members from 11 states and a multitude of national organizations. This summer, the committee worked with staff on rebrand efforts, as well as the Career Clusters product update. As we look into next year, the committee will assist in the rebrand rollout, updating CTE: Learning that works for America campaign resources, marketing the 2016 Excellence in Action awards and CTE Month.
- Case-making materials  
Last year we updated or created a variety of fact sheets; most recent fact sheets focused on CTE Delivery Systems, CTE and Student Achievement and CTE Month & the Learning that Works Campaign. Staff will work with the Communications Committee to continue to refresh case-making materials, specifically around the CTE: Learning that works for America campaign in preparation to promote the camping during CTE Month in February. Included in this information will be tips on how to package or use campaign materials
- Career Cluster Product Update  
Many of the Career Clusters products have not been updated since they were created in

<sup>6</sup> 3.1.2 - Build an online library of members-focused resources. (e.g. overview of key initiatives, pieces of legislation, member benefits, etc.) (NASDCTEc/NCTEF).

<sup>7</sup> 3.4.4 - Annually identify member task forces to accomplish priority goals.

<sup>8</sup> 3.4.5 - Develop an electronic newsletter that shares NASDCTEc and state accomplishments, as well as articulates how members can use NASDCTEc resources (NASDCTEc).

2010. Staff is working with the Communications Committee to refresh 33 products including the Pocket Guide, Career Cluster-specific posters and Career Cluster-specific brochures.

- NASDCTEc Member Newsletter

This year, NASDCTEc will move from releasing a bi-monthly newsletter to a monthly newsletter for members. It will also be reformatted to promote and highlight not only NASDCTEc events and resources, but also serve as a place to let members highlight what is happening in their states and organizations.

Tasks to accomplish:

- In addition to current resources, we will explore other mediums, such as PowerPoints, YouTube videos, talking points and additional fact sheets, to support state and local advocates for CTE to be created throughout 2016 in line with our state policy strategy and federal policy goals.
- Staff will review and update case-making materials two to three times per year. This includes fact sheets, talking points, one-pagers and videos.
- On a quarterly basis, staff will monitor how often new or updated resources are accessed.
- NASDCTEc/NCTEF will promote new or updated resources through homepage slides, social media and the This Week in CTE blog series.

**Success Metrics:**

- The committee will continue to host bi-monthly committee calls as we work through the rebrand and related roll out, and then move to quarterly meetings.
- The newsletter currently has an average of 37 percent open rate surpassing the 35 percent goal.

5. *Conduct and leverage annual Excellence in Action Award to identify and embed high-quality CTE programs of study throughout communications, outreach and advocacy efforts.*<sup>9</sup>

NASDCTEc featured the 2015 Excellence in Action award winners at the 2015 Spring Meeting during a luncheon and reception and are featured in blog posts on the Learning that Works blog throughout the year. A select number of the 2014 and 2015 award recipients were invited and attended the Celebrating Innovators in Career and Technical Education event at the White House in July and/or will speak at the Association for Career and Technical Education's (ACTE) 2015 VISION conference in November, promoting the award winners even further. This Award is central to our broader communications and advocacy efforts, with the winners featured on fact sheets, Congressional newsletters, articles written for partner organizations, blogs, as well as in conversations with members of the media. As we look towards the 2016 Excellence in Action awards, we will focus on the following:

Tasks to accomplish:

<sup>9</sup> 2.3.6 - Launch and manage the Excellence in Action Awards program, utilizing these examples in advocacy and communications initiatives (NCTEF).

- Successfully launch the 2016 awards in October, market the award effectively to increase the number of quality applications.
- Feature the award winners at the 2016 Spring Meeting in Washington, DC.
- More proactively work with State Directors with award winners, and their communications staff, to ensure they have a communications strategy in place to highlight the award winners in their communities and provide them with related materials including fact sheets and state-specific press releases.
- Better engage members of Congress around the award winners/winning programs in their districts and states.
- Identify strategies for also leveraging high-quality, non-winners, including embedding them as “success stories” on our state pages on the website.
- Make a clearer connection between the award-winning programs and the NASDCTEc/NCTEF vision.

**Success Metrics:**

- NASDCTEc/NCTEF will increase the amount of applications to the award yearly, with the goal of awarding a program of study in each Career Cluster in 2017.
- NASDCTEc/NCTEF will successfully use the Award winning programs in communications and advocacy throughout the year.

*6. Build and maintain strong relationships with key members of the media.<sup>10</sup>*

In the second half of the year, staff updated the Newsroom to include a CTE Quick Facts section with readily available fact sheets and resources for media. Additionally, staff developed a state-specific reporter list in preparation for engaging media around the 2016 Excellence in Action award recipients, or pitching NASDCTEc resources pertinent to those states.

NASDCTEc/NCTEF will focus on public relations efforts to increase presence of NASDCTEc as a credible and preferred source about news for CTE. We must also position members and staff to serve as experts in media outreach in their own states as well as nationally.

Tasks to accomplish:

- Update reporter list of press who generally ‘get’ CTE that we can engage
- Update state-specific reporter list regularly
- Provide support to states/members (through webinars, workshops and/or print materials) on social media strategies
- Develop press releases and statements in anticipation of major publications, events and Federal policy changes or announcements. Publish joint releases or statements with major partners (e.g. ACTE), when needed. All releases will be published on the website under “Press Releases,” and sent to the media list.

**Success Metrics:**

<sup>10</sup> 2.3.7 - Develop a media relations strategy and implementation plan, ensuring connections to our federal/state advocacy work, CCTC and CTE: Learning that Works Campaign (NASDCTEc/NCTEF).

- NASDCTEc/NCTEF will monitor all media that mentions our organization, initiatives or staff through the story tracker. Staff will build out the reporter list and continue to develop state-specific lists of reporters who cover CTE. Success of this strategy will be measured in an increase of reporters included in the press lists and monitoring press engagement.

7. *Educate staff<sup>11</sup>, Board and other spokespeople on key NASDCTEc messaging.*

NASDCTEc staff and Board are regularly asked to participate in presentations and discussions onsite and online for a variety of audiences. All spokespeople need to be knowledgeable on current policy, statistics, trends and messaging, and how it is aligned to the NASDCTEc vision, brand and style guide, to effectively communicate on behalf of NASDCTEc. NASDCTEc will provide training and resources for staff and Board.

Tasks to accomplish:

- Providing resources including fact sheets on key messaging and talking points
- Review and update organizational style guide each year in collaboration with full staff
- Template PowerPoint with key messaging and talking points to be used during presentations
- Yearly staff training on talking points and messaging

**Success Metrics:**

- NASDCTEc will provide yearly trainings for staff and will update our style guide annually.

8. *Regularly assess of communication effort and strategies, and adjust efforts as needed.*

Tasks accomplished/ongoing:

- Monthly Board updates providing a snapshot of metrics including website, blog and social media traffic (NASDCTEc is doing this currently)

Task to accomplish:

- Quarterly review of major communication efforts including the Excellence in Action Awards, CTE Learning that Works campaign, newsletter and e-communication traffic, social media and YouTube channel utilizing Google Analytics, Constant Contact and social media (Facebook and Twitter) metrics in an effort to determine what communication methods are most effective for communicating to NASDCTEc/NCTEF audiences. The first quarter review metrics will act as a baseline for NASDCTEc/NCTEF communication.

Lastly, the first half of the year's efforts will be directed towards the NASDCTEc/NCTEF rebrand and launch of the 2016 Excellence in Action awards.

<sup>11</sup> 5.5.2 - Maintain a style guide and ensure staff are properly briefed on the use of the guide.

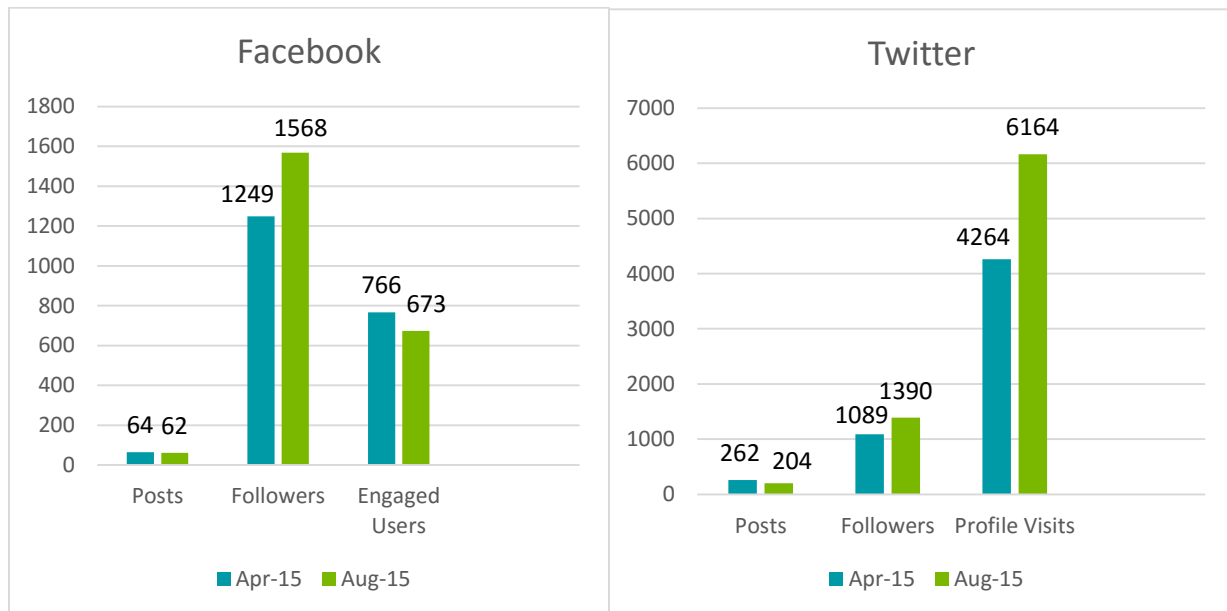
## Communications Update

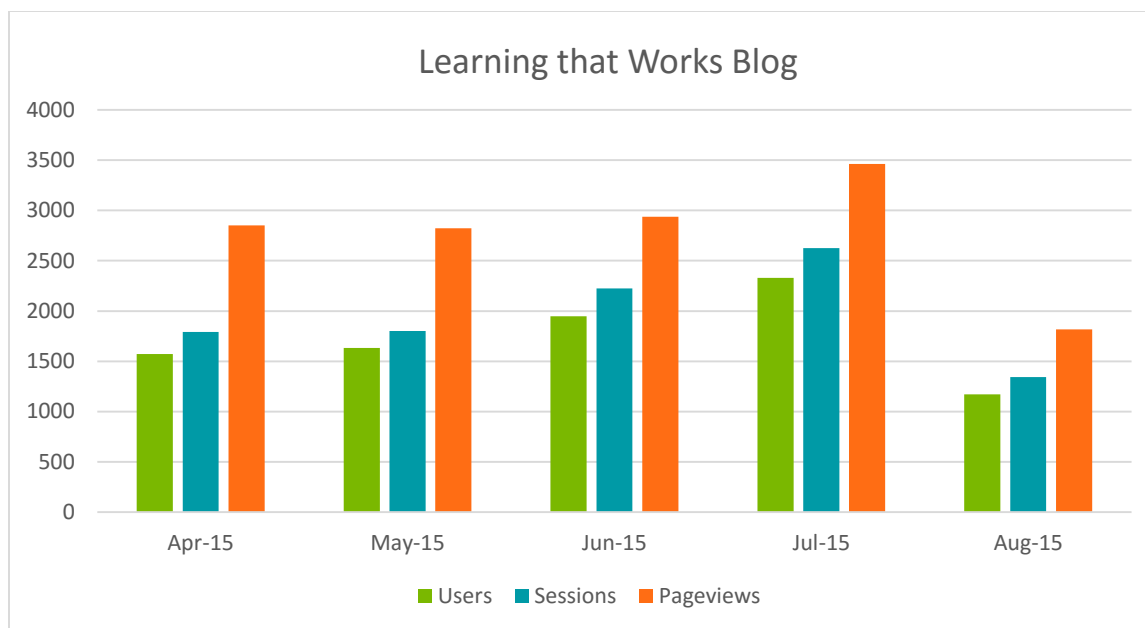
*Report submitted by Katie Fitzgerald, Communications Associate*

Since the April 2015 Board Meeting, NASDCTEc/NCTEF has continued to update and revamp our internal and external communication materials. This includes regular updates to the NASDCTEc website and social media, a new e-blast series and a re-launch of the Communications Committee. Staff also integrated a customer relationship management (CRM) system into the NASDCTEc website to better manage membership and event registration.

### SOCIAL MEDIA

Social media engagement has steadily increased over the past six months, with more followers on both Facebook and Twitter. Staff has worked on cross promotion of Facebook posts and Tweets with key partners. Facebook and Twitter posts and engagement rose significantly in February during CTE Month and in April during the 2015 Spring Meeting.





## CTE LEARNING THAT WORKS BLOG

Feature regular postings with a variety of (mostly weekly) series including:

- [Legislative updates](#)
- [State policy updates](#)
- [Research reviews](#)
- [This Week in CTE](#)
- [Inside International CTE](#)

The Learning that Works Blog has featured 67 posts since the April Meeting highlighting events like the [Celebrating Innovations in CTE](#) at the White House, guests posts such as our [most recent](#) by Educators Rising co-founder, Dan Brown, past Excellence in Action award winners and new State CTE Directors.

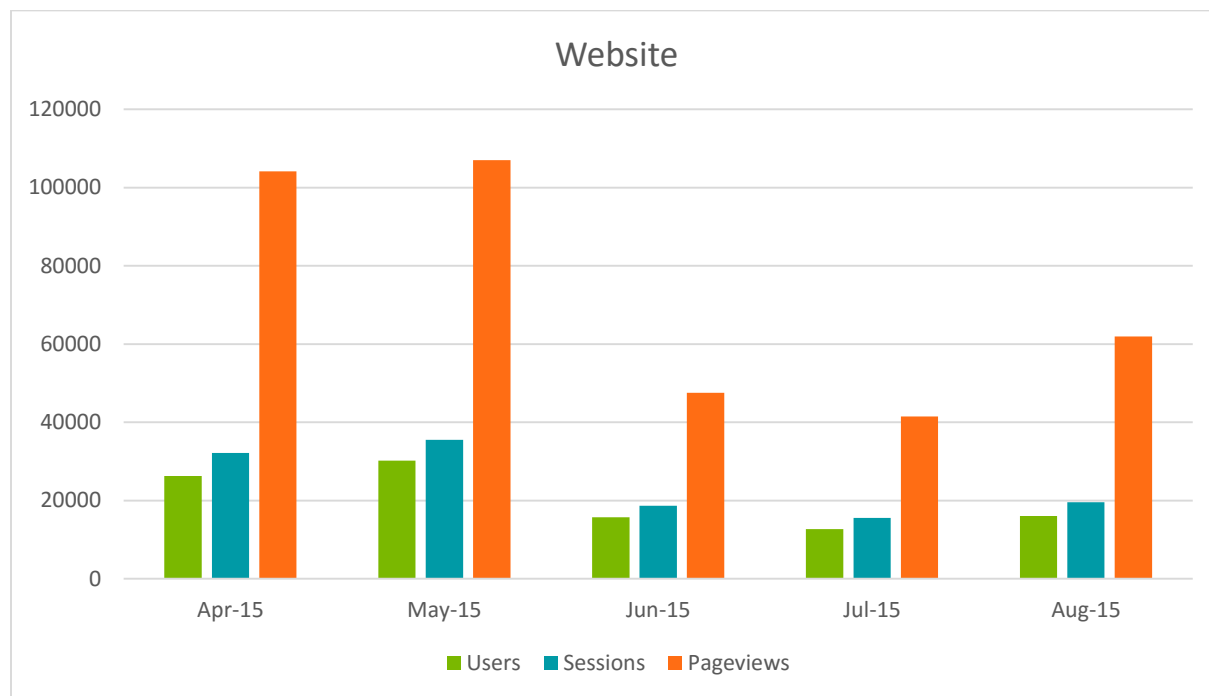
## WEBSITE

Over a year into the website re-launch, staff has continued to update and manage all pages in a timely manner, regularly updating homepage slides, events, resources, publications, and state pages. Earlier this summer, NASDCTEc integrated a customer relationship management (CRM) system in an effort to better manage membership, create and manage registration for online and onsite events and develop resources and tools for the NASDCTEc membership and general public.

Staff will also build a resource and state policy directory that will compile NASDCTEc resources, external resources such as publications and research, in addition to successful state policies surrounding CTE in an easily searchable online tool. The directory will launch in October and will be updated and maintained by staff on a regular basis.

Google Analytics is the primary tool used to measure the user engagement of careertech.org. In this figure you will see the number of page views, sessions and users have dipped since April.

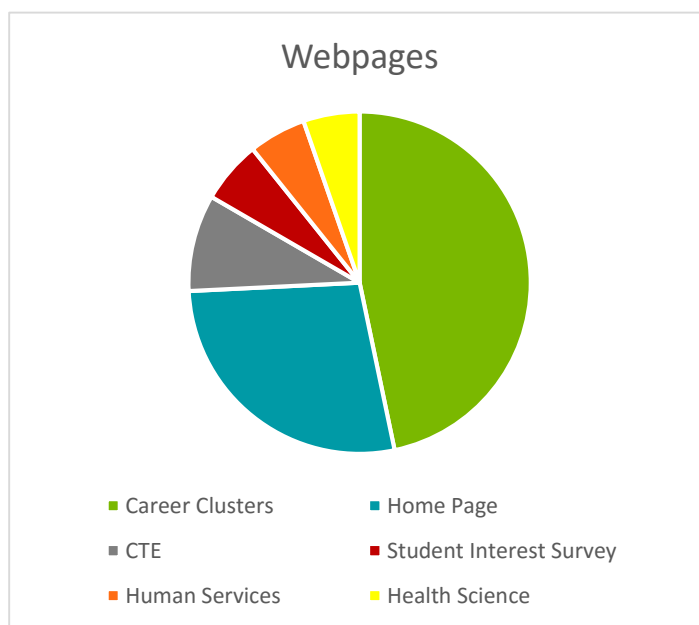
Consistent with 2014 data available, the summer months are a traditionally slower period for website traffic due to summer education schedules.



Google Analytics also allows staff to determine the most frequently visited pages on the NASDCTEc website. In the pie chart you can see Career Clusters and related information are overwhelmingly the top visited pages for the last six months.

### NEWSLETTER

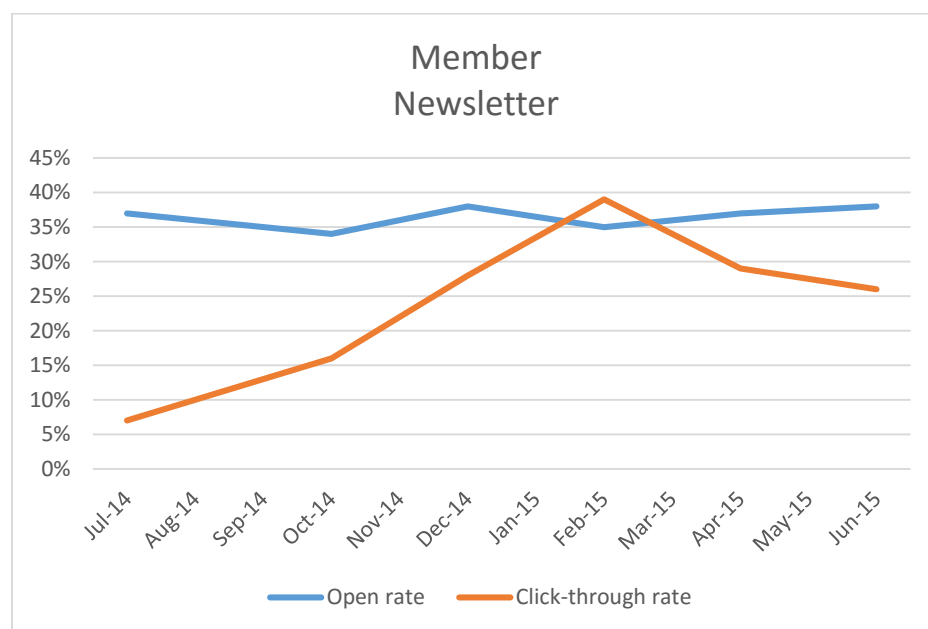
NASDCTEc's bi-monthly, members-only newsletter was launched in Summer 2014 and was updated with a refreshed look in December. The newsletter features updates on federal policy, state policy, organizational movements and features specific states to maximize exposure to peers. This gives our members a new way to access the behind-the-scenes work of NASDCTEc, illustrates the organization's value to them, opens another line of communication between staff and membership and serves as a place to share member news, such as changes in leadership.



Due to a successful first year releasing the member newsletter, NASDCTEc will move from a bi-monthly to a monthly release schedule beginning in August. The monthly newsletter will not



only feature NASDCTEc events and announcements, but will also include blog posts highlighting new State CTE Directors and a section where members can post announcements, articles, or resources. In the chart below you can see the average open rates remain similar, but the click-through rates rise from six percent in the first newsletter and peak at almost 40 percent by the February newsletter. We will continue to strive for a 35 percent open rate and a 30 percent click-through rate.



### **CTE: LEARNING THAT WORKS FOR AMERICA USER AGREEMENT**

Currently 707 users have entered into the CTE: Learning that works for America® agreement compared to 691 users in April. Staff will continue to promote the user agreement in particular through the new e-blast series, CTEWorks Communications, in addition to updating all Learning that works for America campaign resources as needed.

### **EXCELLENCE IN ACTION AWARD**

NASDCTEc/NCTEF has successfully launched two rounds of the annual *Excellence in Action* Award, recognizing innovative programs of study across the country. The second year was a major success, with positive feedback from the winners as measured through an evaluation, partner organizations and national and local media. Select winners were also invited to and attended Celebrating Innovations in Career Technical Education at the White House in July, again providing exposure to winners, as well as to NASDCTEc. Staff continues to promote award winners through monthly blog posts and as part of our Career Clusters' strand at the CareerTech VISION conference.

NASDCTEc/NCTEF will launch the third round of awards in October and feature award recipients at the 2016 Spring Meeting. If you would like to be further involved in the awards process, we encourage you to join the selection committee comprised of State CTE Directors and past award recipients to help us select the 2016 award winners.

## **MEDIA ENGAGEMENT**

NASDCTEc has maintained strong media contacts throughout the year to raise the visibility of high-quality CTE. Staff has worked with a variety of journalists resulting in quotes or mentions of NASDCTEc and/or Excellence in Action award winners in [12 articles](#) since the April 2015 meeting. Staff provided background and resources to reporters from the *The Hechinger Report* and *National Journal* resulting in positive publications. All articles and related journalists are kept in a media tracking list. In an effort to expand relationships with press at both national and state levels, NASDCTEc will monitor and record reporters who cover the CTE beat, and reach out to them on a case-by-case basis.

Staff has also developed state-specific media lists to engage journalists around the Excellence in Action award winners in their state, as well as to promote NASDCTEc publications that feature specific state best practices and policies.

## **MAJOR UPDATES**

### **NCTEF Re-branding**

NASDCTEc has embarked on an organizational rebrand including a new name, logo and look. Staff, Board and membership is highly engaged in the rebrand process, and on target for soft launching a new name in early October. See the full rebrand report for more detailed information.

### **Targeted E-blasts**

To better engage the 4,000 individuals who have signed up for the NASDCTEc mailing list, staff developed a new e-blast series, CTEWorks Communications, for current and future supporters of CTE: Learning that works for America. The e-blasts offer the latest resources, tools and best practices to help users make the most out of the campaign. In August, staff will release the first Research/Publications e-blast highlighting NASDCTEc publications alongside outstanding resources from the field.

### **Partnerships**

NASDCTEc/NCTEF relies on strong national partners to drive communications efforts and will continue to do so throughout the year. Staff is continuing the blog series focusing on international CTE programs developed in partnership with Asia Society, working with Emerson Climate Technologies for a Friends of CTE blog post, releasing joint press releases, news statements and conducting monthly communications calls with ACTE.

Staff will continue to seek out new partners, as well as build on the strong partnerships already in place for future events, publications, promotion and advocacy.

## **COMMUNICATION AND ADVOCACY RESOURCES**

### **CTE Monthly Newsletter**

Published monthly in cooperation with ACTE, this advocacy newsletter is shared with over 1,500 individuals, including members of Congress, Hill staffers, and education organizations and

posted on the [NASDCTEc website](#). Each month a different Career Cluster is selected and a CTE program is featured as a high-quality example.

### **State CTE Director Advocacy Calls**

Approximately every quarter, NASDCTEc hosts an advocacy call to update its members on the most recent legislative activity and news impacting the CTE community. An agenda is circulated to the State Director listserv multiple times prior to each call and members are strongly encouraged to suggest items for discussion on the call beforehand. This quarter's advocacy call will be held on September 3, 2015.

These calls provide members insights into the legislative process, analysis for what to expect moving forward and a status report on NASDCTEc's federal advocacy efforts to date. State Directors, their staff, and / or their designees are strongly encourage to actively participate in these calls and engage with NASDCTEc staff and their fellow State Directors.

### **Legislative Webinars**

NASDCTEc staff host live, public webinars in the late Spring and early Autumn covering the latest CTE news and policy. The fall webinar will be held in November 2015 and more information is coming to you soon.

### **CTEWorks YouTube Page**

NASDCTEc/NCTEF relaunched our YouTube page under the name CTEWorks to more closely align with other NASDCTEc/NCTEF social media channels. In addition to launching under a new name, the page has been updated to include seven videos developed with the Center for Occupational Research and Development (CORD) to serve as a preview of the introductory workshops designed to be the catalyst for the development and implementation of a career pathways system and Senator Tim Kaine's acceptance of the NASDCTEc Star of Education Award. Staff will update the YouTube page with on-demand webinars and videos as they become available. Since the April Board meeting, the YouTube page has been viewed 374 times and an estimated 810 minutes watched by users. The top videos viewed during this time period are the [Career Pathways Effect: Overview of Career Pathways](#) (88 views), [Programs of Study](#) (48 views) and [Career Pathways Effect: Partnerships](#) (40 views).

**Finance Committee Roster  
FY 15-16**

**Secretary / Treasurer**

Dr. Pradeep Kotamraju  
Director, Career and Technical Education  
Bureau Chief  
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Iowa Department of Education  
400 East 14th Avenue  
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**NASDCTEc Past President**

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Dr. Sheila K. Ruhland  
President  
Tacoma Community College  
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Fax: 253-566-5100  
Email: sruhland@tacomacc.edu  
**Board Member, NASDCTEc**  
**Term:** July 1, 2015 – June 30, 2017

Ms. Bernadette Howard  
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Fax: 808-956-9096  
Email: mbhoward@hawaii.edu  
**Board Member, NASDCTEc**  
**Term:** July 1, 2014 – June 30, 2016

Dr. Timothy D. Hodges  
Research Director  
Gallup  
1001 Gallup Dr.  
Omaha, NE 68102  
Phone: 402-938-6729  
Email: Tim\_Hodges@gallup.com  
**Board Member, NCTEF**  
**Term:** July 1, 2014 – June 30, 2016

Ms. Connie Beene  
Director of Federal Initiatives for Technical  
Education  
Kansas Board of Regents  
100 SW Jackson Street, Suite 520  
Topeka, KS 66612  
Phone: 785-296-3.958  
Email: cbeene@ksbor.org  
**Associate Member Representative**  
**Term:** July 1, 2015 – June 30, 2017

In the spring, two Finance/Audit Committee appointments expired and the NASDCTEc/NCTEF Board filled those positions with appointments to Dr. Sheila Ruhland who volunteered to serve as a NASDCTEc Board Representative and Ms. Connie Beene from Kansas Board of Regents who volunteered to serve as the Associate Member Representative. Ms. Bernadette Howard also volunteered to serve again filling the vacant Board Representative with the term expiring on June 30, 2016.

The Committee is charged by the Board to:

- Review and recommend approval of an annual operating budget;
- Regularly review financial results;
- Ensure the maintenance of an appropriate capital structure; and,
- Oversee the management of organization-wide financial assets.

The Finance and Audit Committee meet quarterly by conference call and in person at annual conferences, when necessary. The positions are for a two-year term beginning July 1, 2015.

**Auditor Rotation:** In January, the staff shared with the Finance/Audit Committee that we did not have a proper auditor rotation policy and asked them for guidance. The Finance Manual stated only:

*In keeping with the intent of Sarbanes-Oxley, NASDCTEc/NCTEF will distribute an RFP at least every 5 years to select an auditing firm. The Finance Committee will review all responses to the RFP and make the selection of the firm to engage.*

The Finance/Audit Committee asked the staff to conduct research and bring forward information and draft an audit firm/partner rotation policy. The staff shared their research findings at the April 29<sup>th</sup> Finance/Audit Committee and recommended the following modification to the existing policy within the Finance/Audit manual.

1. Maintain the required RFP requirement to benchmark audit costs at least every five years. If the financial position of the organizations change substantially or there is dissatisfaction with the firm's performance, benchmarking can be conducted on an as needed basis.
2. If staying with the same auditing firm for more than three years, require partner rotation as early as every three years, if warranted, but a partner change is required at five years.
3. Based on these recommendations, an RFP will need to be conducted in FY16 for price benchmarking purposes.

With the approval of the proposed modifications from the Finance/Audit Committee and the NASDCTEc and NCTEF Boards the staff will begin the required RFP to benchmark audit costs in late October and bring a report to the Finance/Audit Committee in early December 2015. This decision will impact the FY16 audit.

**Investments:** In November 2014, the NASDCTEc and the NCTEF Boards adopted the Finance/Audit Committee's recommendation to modify the investment policy statement to increase the maximum amount of equity investment from 60% to 75%. Given concerns about the volatility of the market, the Finance/Audit Committee further agreed to more regularly monitor

the accounts, with additional direct updates from Mark Friese, and revisit the investment policy changes on an as needed basis. Such a meeting was held on April 29, 2015, where the committee agreed to keep the cap as is and continue to monitor the accounts and revisit the investment policy changes on an as needed basis. The first quarterly Finance/Audit Committee call is scheduled for September 8, 2015. Mark Friese is on the agenda to speak with the Finance/Audit Committee about the investments and revisit the investment policy if needed.

NASDCTEc/NCTEF Finance/Audit Committee

**MINUTES**  
**CONFERENCE CALL**

April 29, 2015

3 p.m. – 4 p.m.

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**Attendees:** Jo Anne Honeycutt, Tim Hodges, Bernadette Howard, Mike Mulvihill, John Fischer, Rich Katt

**Staff:** Karen Hornberger, Kimberly Green

**Guest:** Mark Friese, Merrill Lynch Advisor

**Welcome:** Honeycutt welcomed the Finance/Audit Committee and thanked them for joining the call.

**Approval of Finance/Audit Committee Minutes:** Honeycutt presented the minutes from January 23 and June 12, 2014 Finance/Audit Committee conference calls.

**MOTION:** To approve the January 15, 2015 Finance/Audit Committee minutes.

**Howard; Mulvihill.**

**MOTION ADOPTED.**

**Auditor Rotation:** Hornberger reported that the staff has secured an agreement for our 5<sup>th</sup> year with the current auditing firm Dembo, Jones, Healy, Pennington & Marshall, PC for \$1,000 less than the previous fiscal year for the fiscal year 2015 audit.

Hornberger stated that the Finance/Audit Committee asked the staff to conduct research and bring forward information and a draft audit firm/partner rotation policy. Hornberger shared that their research findings indicated that non-profit organizations have inconsistent policies for audit firm rotation. She also stated within the Sarbanes-Oxley Act there are no direct regulations on not-for-profit organizations and requires partner rotation for publicly held companies, every 5 years. However, the Act is often used as a benchmark of good practice in non-profits. Hornberger shared that the NASDCTEc/NCTEF Finance Manual currently states:

*In keeping with the intent of Sarbanes-Oxley, NASDCTEc/NCTEF will distribute an RFP at least every 5 years to select an auditing firm. The Finance Committee will review all responses to the RFP and make the selection of the firm to engage.*

Staff is recommending for the following modifications to the existing policy within the Finance Manual:

1. Maintain the required RFP requirement to benchmark audit costs at least every five years. If the financial position of the organizations change substantially or there is dissatisfaction with the firm's performance, benchmarking can be conducted on an as needed basis.
2. If staying with the same auditing firm for more than three years, require partner rotation as early as every three years, if warranted, but a partner change is required at five years.

3. Based on these recommendations, an RFP will need to be conducted in FY16 for price benchmarking purposes.

**MOTION: To approve the proposed modifications to the existing policy per the recommendations of the staff.**

**Howard; Hodges.**

**MOTION ADOPTED.**

**Investment Policy Changes:** Hornberger shared that in September the Finance/Audit Committee met with our investment advisor Mark Frieze from Merrill Lynch. Frieze made a recommendation to increase the maximum amount of equity investment from 60% to 75%. The Finance/Audit Committee voted to recommended change and to submit the proposed policy modification to the Board for approval. The NASDCTEc and the NCTEF Boards both approved the change in the investment policy based on the recommendations of the Finance/Audit Committee.

Hornberger shared that in January, during the Finance/Audit Committee review of the audit and the 990's our auditor, Don Marshall, flagged the change in the investment policy and underscored with the Finance/Audit Committee that he finds the organization to have a lot of money in stocks and bonds in relation to the total assets. Due to the caution raised by the auditor, staff put the approved policy modification on the Finance/Audit Committee's agenda for further discussion and review.

Hornberger asked Frieze to share some feedback and a response to the auditor's concerns. Frieze stated the goal of the investment policy statement is establish the parameters the organization is comfortable with related to its investments. These are the direction the investment advisor uses in concert with the staff and Finance/Audit Committee to guide the portfolio. The ranges within the investment policy statement give the investment advisor the flexibility to manage the portfolio to achieve the performance goals are met within existing market environment. Frieze stated it is important to note that the organization's resources are not invested in individual stocks, which are sector-based funds that are a compilation of multiple stocks. This mitigates some of the risk but also has a proven record of positive performance, especially as compared to cash or bonds. It is also important to note that the strategy is not a short-run focus, where we are modifying the portfolio on a daily basis as the market changes – but a long-term, consistent return. To that end, Frieze works with the staff to ensure that the organization has the appropriate cash flow while also working to maximize investment returns.

Green asked if the Finance/Audit Committee is comfortable with the existing policy and given the concerns of the auditor, can we confidently say that we are comfortable with the current risk of equity? Frieze shared to help ease the concerns of the Finance/Audit Committee that if the worst case scenario happened and the stock market crashed, Merrill Lynch would communicate with the staff if adjustments are needed that require more authority than is provided in the investment policy statement. Frieze assured the Finance/Audit Committee that they only need to react to long term and not short term issues and their job is to put together a diversified portfolio to make sure that the investments are safe.



The consensus of the Finance/Audit Committee was to keep the cap as is and to not make any changes to the investment policy statement. The Finance/Audit Committee will also continue to monitor the accounts and revisit the investment policy changes on an as needed basis. The Finance/Audit Committee appreciated the concerns of the auditor as well as the investment advisors explanation of these concerns.

**Finance Policy Manual Update:** Hornberger shared that the Finance Policy Manual was last updated and approved on October 13, 2010. She stated that since the auditors use the Finance Policy Manual to audit the internal, financial processes and procedures, it is necessary to update the document. Some of the changes relates to process changes due to technology advances, changes to staff responsibilities as the team composition and roles have evolved and improvements/streamlining of processes. Hornberger also reminded the Finance/Audit Committee that the new auditor rotation policy, that was just approved, will be included in the updated Finance Policy Manual.

**MOTION: To approve the Finance Policy Manual as presented with the inclusion of the newly approved auditor rotation policy.**

**Katt; Mulvihill.**

**MOTION ADOPTED.**

**Meeting adjourned 4:04 p.m. ET**

NASDCTEc/NCTEF Finance/Audit Committee  
**MINUTES**  
CONFERENCE CALL  
June 11, 2015  
3 p.m. – 4 p.m.

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**Attendees:** Tim Hodges, Rich Katt, Bernadette Howard, JoAnne Honeycutt,

**Absent:** Mike Mulvihill

**Staff:** Kimberly Green, Karen Hornberger, Kate Blossver

**Guests:** Pradeep Kotamraju, Connie Beene, Sheila Ruhland

**Welcome:** Honeycutt welcomed the Finance/Audit Committee and thanked them for joining the call.

**MOTION:** To approve the January 15, 2015 Finance/Audit Committee minutes.  
Howard; Hodges.  
**MOTION ADOPTED.**

**Budget Overview:** Green thanked Karen and Kate for their assistance in doing research and pulling together the recommendations for the budget. The process for developing the budget includes careful analysis of the prior year(s) expenses and income, contractual obligations (current and future) and strategic plan priorities projected for the coming year. A lot is in flux in the coming year with rebranding/rebuilding of the Foundation and the Future of CTE Summit. Investments are being made to grow the organization and its partnerships, reach and impact.

Green reviewed the balance sheet and shared the big picture and health of each organization. She stated the Association has \$3.2 million in assets; \$3.1 million in investments which do not include A/R for dues. The Foundation has \$336,000 in assets; \$258,000 in investments; and the Microsoft funds of \$110,000 that has not been allocated yet. These funds will be moved from restricted net assets to unrestricted assets in FY 16. Overall the staff approached the budget conservatively but not austere. The 85/15 split between NASDCTEc and the NCTEF was retained, which affects most of the operational costs including rent. Staff maturation means additional benefits begin to accrue, thus increasing the budget for such benefits.

**NASDCTEc FY15 Budget Recap:** Green shared that NASDCTEc has a strong income position, with 90% of the budgeted income received. The organization has not needed to draw down any reserves, as budgeted, due to greater than projected revenue for meetings and sponsorships. Due to increased meeting registrations, several related expenses were higher than budgeted (audio visual and banking changes associated with registration processing). Postage expenses were higher than projected due to additional activity in government relations. An unplanned, mandatory IRS amendment was needed to the retirement plan, bringing licenses and over budget. All other line expenses are in line with or below the budget.

**NCTEF FY15 Budget Recap:** NCTEF income is much lower than projected, with 90% of the fiscal year completed compared to 38% of income received. Only \$35,000 of the \$87,000 of reserves has been used. Interest and dividends are low but only represent reconciliations made through April. Revenue from the workshops and products sale will not meet budget targets. Staff has been diligent in reducing expenses to align with the reduced income. Most of the project-specific budgets are under budget. Fundraising expenses were held off due to putting in place the theory of action mission. This is critical work to bring clarity before pursuing funding. G&A

expenses are also below budget except for the fixed expenses like rent and insurance. Accounting is over budget, as the external reconciliation process and accounting requires about the same amount of effort despite the decrease in assets and income.

**NASDCTEc FY 16 Proposed Budget:** Green stated the proposed income reflects a 1.6% increase in state dues, in line with the dues increase approved by the Board in January. State and associate membership dues reflect the standing practice of budgeting 95% of the dues that have been invoiced. State-level associate dues are slightly lower due to the state team pilot, which accounts for a \$1200 reduction with 16 current associate members projected to take advantage of complimentary membership offered through the pilot. Despite the pilot, the budget still proposed to increase associate dues due to new members joining the Association.

The budget requests three reserve withdrawals:

- \$86,000 to balance budget which is reduced by 32% from the previous year
- \$175,000 approved funds for PwC for the Future of CTE Summit
  - Conference income retained even though fewer paid registrations are expected.
  - Registration rates were increased to cover the increased cost of food which averages about \$400 per person.
  - No sponsorships are being sought for the Summit however the \$10,000 in year-round sponsorships is being applied to that event.
  - Co-conveners contributions are partially offsetting the lack of Fall meeting.
- Payment to NCTEF for specific project-based work which includes CCTC-CCSS alignment study, Excellence in Action Awards, and some state policy work.

Green shared that there are places where funds can be trimmed instead of taking a reserve withdrawal if needed, but doing this would certainly cut out professional development, equipment, scale back travel and no salary increases to name a few cuts. It would also put a hold taskforces and increase the need to make decision about initiatives, fundraising and membership/revenue sources.

The proposed budgeted expenses includes an increase in meeting and meals due to increased hotel catering costs, as well as the additional expenses associated with the February 2016 Board retreat. Audio visual expenses have also increased due to costs and the projected vision roll out at the Spring Meeting. Excellence in Awards will be moved back to the Foundation, decreasing the budget needed in the Association. Printing/copying, postage and legal is all being increased due to new projects within the strategic plan. Salaries are being reduced due to some projects being shifted to the Foundation. A supporting worksheet was supplied with the proposed budget showing the shift in allocations of staff time. As it was recommended for FY15, the proposal calls for a bonus pool to be established after FY15's financial statements are finalized.

**MOTION: To approve the FY 16 NASDCTEc budget as proposed and advance to the full Board of Directors for approval. Katt; Hodges.**  
**MOTION ADOPTED.**

**NCTEF FY16 Proposed Budget:** Green stated that the NCTEF budget reflects the approved theory of action, which includes shifting some activities to the NCTEF, like the Excellence in Action Awards, CTE: Learning that Works for America campaign, and some state policy work. The budget proposes to proceed with the CCTC-CCSS project, which was postponed by the Board in FY15. These activities are being reimbursed by NASDCTEc, in part due to the direct

member benefit and in part due to fiscal necessity. The estimated expenses are \$63,000 and are direct expenses and do not include staff salaries and benefits.

On the income side, the budget is aggressive in its goals for products sales due to the planned updating of the inventory and visibility for the products at the VISION conference and state workshops. A reserve withdrawal is necessary to cover the budget shortfall of \$137,000, which largely covers fixed operating G&A expenses and staff/benefits. The agreement with ACTE for the VISION conference is a fixed reimbursement with a cap of \$25,000 for the first year.

Expenses are aligned with projections of increased sale of products. Salary and benefits are increased due to the increase in staff time for the projects being shifted from the association to the foundation e.g. the CCTC-CCSS alignment study, Excellence in Action Awards, and some state policy work. A supporting worksheet was supplied with the proposed budget showing the shift in allocations of staff time. The Excellence in Action awards budget aligns with the individual award, so fewer winners means there will be less expenses. The proposed accounting budget is reflective of actual FY15 expenses. Legal expenses were increased in the proposed budget due to the authorization to proceed with the “DBA” when the rebranding for the Foundation is completed. Overall, the proposed NCTEF FY16 budget is as conservative without being austere.

**MOTION: To approve the FY 16 NCTEF budget as proposed and advance to the full Board of Directors for approval. Ruhland; Howard.**  
**MOTION ADOPTED.**

**Adjourned 3:45 p.m. ET.**

**Legislative Update: April 2015 through August 2015**

**FY 2016 Budget and Appropriations Update**

***The President's Budget and Sequestration***

In February, President Obama released his annual budget request to Congress which formally began the federal Fiscal Year (FY) 2016 budget and appropriations process. NASDCTEc shared the details of this request related to the Perkins Act in its Spring 2015 board of directors update. In this request, the President articulated a singular and important message that was aimed at both Congress and the general public—the need to end the sequester caps imposed by the Budget Control Act of 2011 (BCA). When passed in 2011 as part of a broader deal to keep the federal government open and to ensure the U.S. government did not breach its debt limit, the BCA created self-imposed limitations on the amount of funding available for *all* discretionary programs, including the Carl D. Perkins Career and Technical Education Act (Perkins), well into the next decade.

If programs exceed these caps, the funds made available by a program's authorizing statute above the BCA limit are "sequestered" or reduced to make-up the difference. This is what happened in FY 2013 when the Perkins act experienced a dramatic reduction in funding— 96% of which was successfully restored by NASDCTEc in FY 2014 and FY 2015. However, the budget deal between Rep. Paul Ryan (R-WI) and Sen. Patty Murray (D-WA) that provided sequester cap relief to domestic and defense programs equally and which made this increase for Perkins possible— known as the Bipartisan Budget Agreement of 2013 (BBA)— expires in FY 2016 which means the BCA caps come back into full effect starting on October 1, 2015—the first day of FY 2016.

Unless Congress passes legislation amending the BCA to alter these caps as they did with the BBA, all discretionary funding is essentially frozen well into the next decade, locking in current funding levels for the foreseeable future. Moreover, due to annual revenue fluctuations in the portion of the federal budget where Perkins receives its funding, there is a strong possibility that further spending reductions will be necessary to stay within the bounds of the BCA in the years to come. As a result, NASDCTEc has focused its appropriations advocacy efforts on encouraging Congress and the Administration to come together on a broader BBA-esque deal to address these caps and increase the overall amount of funding available for the domestic programs as a way to increase funding for the Perkins Act.

***NASDCTEc's Advocacy Efforts to End Sequestration***

To that end and in conjunction with the Committee for Education Funding (CEF) and Non-Defense Discretionary United (NDD-United), NASDCTEc has been supporting several efforts to urge Congress to make the above changes for FY 2016 and beyond. A national sign-on letter is currently being circulated which has garnered over seven thousand organizational endorsements

as if this submission. Several town hall events have been coordinated in conjunction with key members of Congress with important posts on Congressional budget and appropriations committees. More of these are planned in the future to raise the public's awareness and to apply additional pressure on their Congressional colleagues as they urge their Party leadership to come to the table to make a broader budget deal. Alternative advocacy efforts are also underway to draw wider public attention to this issue via innovative strategies such as baseball caps with the phrase "Raise the Caps!" to be distributed throughout Washington, D.C. at various events in the area.

### ***Congress Ignores Administration's Message, Passes a BCA Budget***

Nevertheless, since the Obama Administration's release of its budget request, Republican lawmakers in both the House and the Senate both passed budget resolutions in the early Spring—known as 302(a)'s—that adhere to the limits set by the BCA. Budget resolutions are the overall amount of funding available for all discretionary programs (both defense and non-defense) whose overall sum must then be divided among the 12 individual appropriations bills—known as 302(b)'s—that fund the federal government. The House and Senate Appropriations Committees must then determine how much funding programs falling under each of these bills will receive and then pass that legislation through the Committee and the full Chamber.

The Perkins Act derives its funding from the Labor, Health and Human Services, and Education (Labor-HHS-ED) Appropriations bill which is the largest such bill outside of the defense budget. Under regular order, both Chambers of Congress must pass respective Labor-HHS-ED appropriations bills through the full Chamber, reconcile their respective proposals in a conference, and then have the President sign them into law. This process is known as "regular order" and has not successfully happened since 1997—a reflection of the enormous partisan gridlock gripping the Congress for nearly two decades.

Ahead of all this activity, NASDCTEc partnered with the Association for Career and Technical Education on its annual budget request to Congress. This communication is the first in a series of similar requests our Associations will be making to Congress this year related to Perkins funding. For FY 2016, we have made a strong case for "pre-sequester" funding which is approximately \$5.4 million above current funding levels for the Perkins basic state grant program—\$1.1123 billion overall. As shared earlier this year, NASDCTEc has supported over 100 lawmakers in both Chambers who have echoed this same appropriations request during these processes via Dear Colleague letters circulated in both Chambers. Details of this effort were shared in the Spring 2015 board of directors update.

### ***Outlook for FY 2016***

As of this writing, Congressional lawmakers left Capitol Hill as scheduled for their annual five week recess without a plan for how to move forward on federal funding. When they return in early September, they will have only 10 legislative days to figure out how to fund the federal government, including the Perkins Act, for FY 2016 and also grapple with several "must-pass" pieces of legislation that will prove to extremely contentious. Republican Congressional leadership have begun to talk about a wide-ranging omnibus appropriations package—a legislative vehicle that would combine all the various appropriations bills into a single

proposal— as a way to address many of these issues in one fell swoop. However, formal negotiations on this have not begun and the contents of such an effort remain unclear.

NASDCTEc expects a short-term “Continuing Appropriations Resolution” (CR) which would temporarily extend current funding levels for all programs for a specific period when the FY 2016 deadline comes closer. This will buy Congress more time to pursue one of two options— negotiate a larger omnibus package covering the rest of FY 2016 and a host of other outstanding issues, or continue to pass a series of CR’s which will only temporarily fund federal programs for short periods of time, forcing lawmakers to grapple with these issues well into next year.

### **Carl D. Perkins Career and Technical Education Act**

#### ***Congressional Consideration of Perkins after ESEA, HEA***

Since the beginning of the 114<sup>th</sup> Congress in January 2015, the House and the Senate education committees tasked with overseeing the reauthorization of the Perkins Act have chosen to prioritize the renewal of the Elementary and Secondary Education Act (ESEA) and the Higher Education Act (HEA) respectively this year.

There has been little formal Congressional activity on Perkins since the autumn of 2013 when the House Education and Workforce Committee (HEW) held two separate hearings on the reauthorization of the Perkins Act. Since that time, most Congressional activity related to Perkins has happened via the House and Senate CTE Caucuses which have held a number of events and field hearings on various CTE-related topics ahead of possible efforts to renew the law.

#### ***Congressional Caucus and Committee Outlook***

In the House, Chairman Kline (R-MN) has made several public statements in 2015 indicating an interest in reauthorizing Perkins. However after passing a partisan proposal to reauthorize ESEA through the full Chamber— a process that took much longer than originally expected— the committee has focused most of its attention this year on other education matters only tangentially related to the Perkins Act. Ranking Member Bobby Scott (D-VA) remains largely new to CTE issues and is rather unenthusiastic about Perkins and CTE more generally based on a series of public statements he made earlier in 2015. NASDCTEc has therefore sought to focus its advocacy efforts on this office in an attempt to garner stronger support from Committee Democrats in the lead up to possible Perkins reauthorization discussions.

Representative Thompson (R-PA), a member of the HEW Committee, and Representative Jim Langevin (D-RI) who is not a member of HEW, are the strongest champions of Perkins’ renewal in the 114<sup>th</sup> Congress and have been vocal advocates for reauthorization behind the scenes in both of their parties. Both lawmakers co-Chair the House CTE Caucus and NASDCTEc participated in two separate Caucus-sponsored hearings on Perkins reauthorization this summer which gave the Association the opportunity to press its formal recommendations for the law’s renewal directly to Congressional staff. NASDCTEc is also working with the co-Chairs to introduce a “marker-bill” for the Perkins Act—a loose legislative outline for a law’s renewal— as a way to speed up the Chamber’s consideration of the law. That work is still ongoing and will likely be introduced later in 2015 or early 2016. NASDCTEc is using elements of its formal

Perkins recommendations and internally developed legislative language to inform the contents of this legislative proposal.

In the Senate, the Health, Education, Labor, and Pensions (HELP) Committee has prioritized its legislative agenda in tandem with that of the House. Chairman Alexander (R-TN) and Ranking Member Patty Murray (D-WA) have much more familiarity with CTE issues than their House counterparts (Chairman Kline being the exception), but they too have prioritized ESEA and HEA over Perkins reauthorization in this Congress. Alexander and Murray designated Senators Bob Casey (D-PA) and Michael Enzi (R-WY) to lead the Committee's work on Perkins in the 113<sup>th</sup> Congress and the pair have remained leads on the Senate's efforts to renew the Perkins Act in the 114<sup>th</sup> Congress. More recently, conversations with Chairman Alexander's office have indicated an interest in moving Perkins in late fall 2015, but with several significant Congressional deadlines looming in autumn 2015, this timeline remains highly problematic.

Senators Kaine (D-VA), Baldwin (D-WI), and Portman (R-OH) have been the three main drivers around Perkins-related legislation in the past few years and will likely be key players in any attempt to reauthorize the law. They are each co-chairs of the nascent Senate CTE Caucus and each have introduced a number of legislative proposals on Perkins that NASDCTEc is working to get included into the wider reauthorization process.

### ***Perkins Reauthorization Forecast***

The Perkins Act remains a solidly bipartisan issue, even in today's highly polarized Congressional environment. Many of the same issues that have emerged from Perkins reauthorization discussions in the past few years remain important to lawmakers who will ultimately craft the next iteration of the law:

- Strengthening secondary-postsecondary CTE collaboration
- Cross systems collaboration, with a particular focus on alignment to WIOA and the next iteration of ESEA
- Increasing CTE program relevancy to the local, regional and state economy, particularly by strengthening the role of employers in program development and implementation

NASDCTEc expects additional Congressional hearings in the coming months, but a full legislative proposal for the law's renewal will not likely occur this year for the reasons outlined above. That said, Perkins is widely viewed as the "low-hanging fruit" among the other education and workforce development laws still in need of reauthorization. As such there is a chance that lawmakers could attempt a quick rewrite of the law in order to generate a legislative "win" in the lead-up to the 2016 presidential contest—another impediment to Perkins reauthorization that will grow increasingly more apparent as November 2016 edges closer.

Such an approach would be extremely similar to how Congress reauthorized the Workforce Innovation and Opportunity Act (WIOA) in the lead-up to the 2014 midterm elections where lawmakers quickly passed the bill through Congress without fundamentally changing many aspects of the previous Workforce Investment Act (WIA) legislation that many stakeholders and employers sought from a new law. This type of legislative approach is at odds with NASDCTEc's position on Perkins reauthorization which, in the Association's view, requires



significant revisions to current statute rather than small changes around the edges of the law. Nevertheless, the necessary political calculations have yet to be made by Congressional leadership and those decisions will ultimately determine when the law is finally considered for renewal along with its contents.

### ***Perkins Related Legislation***

In lieu of a full reauthorization effort for the Perkins Act, members of Congress have introduced a number of smaller proposals amending the law as a way to position themselves ahead of the Act's broader renewal.

To date, the most significant legislative proposal in this vein is the *Educating Tomorrow's Workforce Act of 2015 (ETWA)*. This legislation was first introduced in 2014 and was re-introduced in this Congress by Senators Kaine (D-VA) and Portman (R-OH). Significantly, this legislation introduces a more rigorous statutory definition for a CTE program of study (POS)—a proposal that closely mirrors the definition NASDCTEc has been advocating for in the context of Perkins reauthorization. ETWA also incorporates several other legislative priorities for NASDCTEc including the introduction of a local needs assessment and encouraging greater cross systems alignment. The chances of passage for this standalone bill are slim, but will likely serve as a building block for a more comprehensive reauthorization proposal in the future.

Senators Tammy Baldwin (D-WI) and Tim Kaine also introduced the Next Generation High Schools Act (NGHSA), a bill that would create a \$300 million competitive high school redesign program to increase the number of students who graduate college-and-career ready by connecting schools with comprehensive, evidence-based reform models similar to those found in CTE. Specifically, the bill would support applied learning instructional approaches and rigorous CTE curriculum to overhaul high schools in an effort to boost graduation rates and increase student achievement. NASDCTEc supported the introduction of this bill and has fully endorsed the proposal.

In the House, NASDCTEc has strongly opposed the *Perkins Modernization Act of 2015*, a bill that was first introduced in the 113<sup>th</sup> Congress and reintroduced in 2015 to reflect the passage of WIOA. Sponsored by Reps. Kennedy (D-MA), Polis (D-CO), Davis (R-IL), and Kinzinger (R-IL), the proposal seeks to strike all references in current law to “high-demand” with WIOA’s “in-demand” definition—a move that would empower a state’s workforce system to indirectly approve or disapprove CTE programs based solely on this criteria. While NASDCTEc supports labor market alignment of CTE programs conceptually, the bill would dramatically and negatively impact state autonomy with regards to CTE program development and implementation. While the prospects for the bill’s passage are extremely low, its introduction is a reflection of wider ongoing conversations related to Perkins reauthorization and WIOA alignment. As a result, NASDCTEc has continued to vocally advocate against this proposal by developing talking points related to the legislation as well as hosting several calls with the bill’s sponsors’ constituencies in an effort to strengthen the Association’s opposition.

## **The Workforce Innovation and Opportunity Act (WIOA)**

In the summer of 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA) which reauthorized the long overdue Workforce Investment Act of 1998. Since the last Board of Directors legislative update this past spring, NASDCTEc has been working with the Obama Administration and other key workforce development stakeholders to implement the law over the next two years. However, there are still a number of outstanding issues that the law directs the U.S. Departments of Labor (DOL), Education (USDE), and Health and Human Services (HHS) to ultimately determine, such as the WIOA's performance accountability system and other provisions.

### ***Developing WIOA Regulations***

The primary focus of NASDCTEc's policy work in this area has been concerned with the areas of the law that were written, intentionally or not, in an ambiguous fashion which has created an enormous amount of uncertainty for how various components of the law should be correctly carried out by states and local workforce areas. To address these areas of the law where such confusion exists, DOL, USDE, and HHS were tasked with developing federal regulations to implement the various components of WIOA. While these agencies were supposed to release a proposal— known as a Notice of Proposed Rulemaking (NPRM)— in January of 2015, the release was delayed until late April of 2015.

The release of this NPRM began a 90 day formal comment period where the Administration solicited input from NASDCTEc and other WIOA stakeholders. In the [Association's formal comments](#), NASDCTEc argued strenuously against the Agencies' initial proposals related to the sharing of costs for operating WIOA's One-Stop Job Centers, now known as American Job Centers. As written, the NPRM would negatively impact State Perkins eligible agencies, regardless of their oversight authority related to secondary, postsecondary, or adult CTE in their state.

NASDCTEc's comments also focused on the NPRM's lack of a coherent set of rules and guidelines that States need in order to fully participate in WIOA's planning options. Disappointingly, the April NPRM lacked clear rules for Perkins' participation in these planning provisions and instead noted that the Administration plans to release further guidance sometime in 2015. As of this writing, this guidance has not been released. This has continued to be a source of concern as WIOA's final statutory implementation dates are quickly approaching and the Administration has not kept pace with this deadline.

As a result, NASDCTEc remains highly skeptical they will be able to meet this WIOA's deadline of January 2016 to finalize the regulations contained in this NPRM. In addition to this work, the Agencies have also shared that they plan to release additional solicitations for public input focused on specific areas of the NPRM that still require additional attention. Most recently another request for public comment came from the Administration related to the process by which States, local workforce areas, and training providers submit performance accountability information to the federal government. NASDCTEc is planning to provide comments on this in conjunction with the Workforce Data Quality Campaign (WDQC), of which NASDCTEc is a founding member and partner.

As the implementation of WIOA and development of related regulations continues, NASDCTEc plans to strongly advocate for common-sense approaches that reflect the best interests of the CTE community. In an effort to build upon and strengthen these efforts, NASDCTEc recently hosted a webinar in conjunction with the National Skills Coalition (NSC) and produced [a factsheet outlining](#) the various intersections between the Perkins Act and WIOA. A [recording of this webinar can be viewed here](#) and [the presentation can be accessed here](#). NASDCTEc is also in the process of developing a FAQ sheet for common WIOA implementation questions that have emerged over the past year, in light of the Agencies' delayed release of non-regulatory guidance.

### **Elementary and Secondary Education Act**

As mentioned above, both the House and the Senate education Committees have prioritized the reauthorization of the Elementary and Secondary Education Act (ESEA) in this Congress. In anticipation of this, NASDCTEc revised its [recommendations for ESEA](#) reauthorization following substantial input from the Board of Directors earlier this year.

#### ***The Student Success Act***

In the 113<sup>th</sup> Congress, the House HEW Committee passed a full reauthorization proposal, known as the *Student Success Act* (H.R. 5) which would significantly roll-back the federal role in K-12 education. This highly partisan bill was used as a foundation for its reauthorization efforts this year and the legislation was reintroduced and passed by the Committee along strict party lines. However, when the legislation was brought up for full consideration by the House, significant numbers of Republican lawmakers began to oppose the legislation for not eliminating the federal role in K-12 education enough. As a result, most of the HEW Committee Chairman John Kline's (R-MN) time this year was spent lobbying members of his own party to support a legislative proposal for ESEA reauthorization that was widely supported just one year earlier. However, after making a few minor changes which pushed the bill further to the right, the House Republican leadership were able to pass this bill, albeit by an extremely narrow margin.

Consideration of H.R. 5 was extremely contentious throughout the entirety of the process. The Obama Administration issued several veto threats, voicing particular concern over the GOP's proposals on Title I portability, reduced funding levels for Title I, and a multitude of other provisions that are anathema to nearly all Congressional Democrats and the White House. Nonetheless, NASDCTEc was successful in supporting an amendment from Reps. Thompson (R-PA) and Langevin (D-RI) that would encourage states to outline how they would use ESEA funds to support work-based learning opportunities and other activities in support of student career readiness. The amendment was successfully adopted by the House during the initial consideration of H.R. 5 and it was ultimately incorporated in the final bill which passed the full Chamber. However, NASDCTEc did [voice concerns](#) separately from that work regarding funding levels for the bill through its appropriations coalition, the Committee for Education Funding (CEF).

#### ***The Every Child Achieves Act***

In the Senate, HELP Committee Chairman Lamar Alexander (R-TN) began that Chamber's reauthorization efforts by introducing a discussion draft for the reauthorization of ESEA.

NASDCTEc provided [formal comment](#) on this draft which focused on specific provisions in the draft that could have implications for the future reauthorization of the Perkins Act. However, after the draft failed to gain traction among Senate Democrats— whose support is currently needed by the narrow Republican majority in the Chamber— bipartisan negotiations on compromise ESEA legislation began. The product of these months-long negotiations is the Every Child Achieves Act (ECAA / S. 1177)— the first bipartisan proposal for ESEA reauthorization in the 114th Congress.

ECAA was successfully marked up by the HELP Committee in late April 2015 and included an amendment from Senator Baldwin (D-WI) to add a requirement that student attainment of CTE proficiencies be incorporated into the law’s mandated report card system. ECAA also requires alignment between CTE standards and core academic standards which is an encouraging step as NASDCTEc works towards the further integration of the two. The bill would also eliminate the harmful “highly qualified teacher” provision from current law— a significant priority for NASDCTEc in this reauthorization. Another encouraging aspect of ECAA was the retention of elementary and secondary education counseling programs in Title IV of the legislation. NASDCTEc was successful in also ensuring that aspects of the Career Ready Act (S. 478) and the Career Choice Act (H.R. 1079)— both supported and endorsed by NASDCTEc— were incorporated into this legislation.

NASDCTEc’s advocacy work continued through the summer and into July when the full Senate voted 81-17 in favor of legislation. While 14 Republicans and three Democrats voted against ECAA’s passage for dramatically different reasons, the Chamber’s overall support for the bill remained strongly bipartisan and marks a significant step forward in renewing ESEA.

### ***Contents of ECAA—the Probable Foundation for a Compromise***

ECAA completely reimagines ESEA’s accountability system, removing No Child Left Behind’s (NCLB) “adequate yearly progress” requirement. It would maintain the law’s annual assessment schedule and would require states to develop “challenging academic standards” for all students. Notably, the bill would require states to report disaggregated data on student subgroups and identify low-performing schools, however it does not place a requirement for state or local intervention if achievement gaps are identified—something that has been a point of strong contention for many civil rights groups and the Obama Administration.

During the bill’s consideration, there were a number of Career Technical Education (CTE) amendments that were adopted before ECAA’s final passage. NASDCTEc was successful in incorporating the following amendments into the final bill:

- CTE is now included in ECAA’s definition of “Core Academic Subjects”—ensuring that CTE is recognized as a strong contributor to students’ college and career readiness
- Strengthened accountability language that would allow states to include measures of student postsecondary or career readiness in their accountability systems
- An expansion of the Pell grant program to help low-income students complete early college and dual / concurrent enrollment programs
- Strengthened state and local plan language requiring the development of effective strategies to promote student transitions between learner levels

- New state plan language referencing the need to create “college and career pathways” for students
- Additions to the local application section of ECAA encouraging the support of programs that promote integrated academic and CTE instruction, including experiential learning
- Greater support for educator professional development that encourages common planning time for CTE and non-CTE teachers while encouraging integrated instruction
- New allowable uses of funds under Title IV of the bill that support college and career guidance programs, including career awareness & exploration activities, while providing greater support for the use of labor market information to be used to inform these activities

### ***ECAA and the Student Success Act Move to Conference***

With the Senate and the House’s work on their respective bills now complete, negotiations have moved to “conference” where the Chairman and Ranking Members of the House and Senate Education Committees intend to reconcile the House and Senate proposals into a single legislative package. NASDCTEc is currently working with members of Congress to ensure that the CTE achievements contained in ECAA are retained in a final bill. Since ECAA is the product of bipartisan negotiations, the chances of this legislation being used as the foundation for conference negotiations is highly likely. Nevertheless, given how far apart the two proposals are, a successful conference will be extremely challenging.

### **Higher Education Act**

The Higher Education Act (HEA) is due for reauthorization and as mentioned above, both the Senate and the House have prioritized work on this legislation in the 114<sup>th</sup> Congress. In light of this focus on postsecondary education, NASDCTEc created a [new set of recommendations](#) that will guide the Association’s advocacy efforts for the renewal of this law based on substantial input provided by the NASDCTEc Board of Directors.

Issues such institutional accreditation, supporting innovation in postsecondary education, financial aid risk sharing, the role of consumer information and data, and campus sexual assault have all been the subject of hearings and discussions in both Chambers as lawmakers prepare for law’s renewal.

### ***Senate HEA Activity***

In the Senate, HELP Committee Chairman Lamar Alexander (R-TN) and Ranking Member Patty Murray (D-WA) announced four staff-level working groups earlier this year focused on four key areas that they hope to address in the upcoming reauthorization process: accountability, accreditation, college affordability / financial aid, and campus sexual assault / safety. The HELP Committee intends for these groups to work through these issues on a bipartisan basis prior to the Committee and later the full chamber considering full reauthorization legislation.

Chairman Lamar Alexander (R-TN) also solicited public input on a series of white papers focused on three broad issues the committee would like to tackle in a newly reauthorized HEA including accreditation, institutional risk sharing, and the role of consumer information. NASDCTEc and ACTE provided formal comments on the [accreditation](#) and [consumer](#)

[information](#) pieces as a supplement to the comments NASDCTEc endorsed and supported from the [Postsecondary Data Collaborative](#) of which the Association is a national member.

One of the most critical issues for NASDCTEc during the HEA reauthorization process has been repealing the ban on the creation of a postsecondary student unit record system. In May NASDCTEc supported Senators Rubio (R-FL), Wyden (D-OR), and Warner (D-VA) with the reintroduction of the Student Right to Know Before You Go Act (S. 1195) which would achieve that objective. The bill would require postsecondary institutions who are Title IV eligible to submit student-level data to USDE which would then be matched with tax data from the Social Security Administration to produce aggregated information on median student earnings for programs at two, six, and 15 years after completion. The information would be disaggregated by various student groups with the aim of sharing this information with the broader public who could then make more informed choices about postsecondary education.

NASDCTEc also supported the development and introduction of the Go to High School, Go To College Act of 2015 which was introduced by Senators Rob Portman (R-OH) and Mark Warner (D-VA). The bill would expand the Pell Grant Program to eligible students enrolled in certain dual and concurrent enrollment opportunities while in secondary school. A companion bill was also introduced in the House by Reps. Fudge (D-OH) and Gibson (R-NY).

Most recently, NASDCTEc supported the development of the Jumpstarting Out Businesses by Supporting Students (JOBS) Act by Senator Tim Kaine (D-VA). NASDCTEc originally developed this legislation with former Senator Landrieu (D-LA) in the 113<sup>th</sup> Congress and this year's reintroduction makes several positive changes that would expand Pell Grant eligibility to short-term CTE programs that lead to a recognized postsecondary credential as defined in WIOA. The bill would reduce the time threshold for program eligibility to 150 clock hours over 8 weeks— half of the current program length requirement.

NASDCTEc has been strongly supportive of these bills and it is important to note that the policy ideas contained in them—notably strengthening access for CTE programs for HEA Title IV funding— have begun to gain wider traction within the HEA reauthorization discussion.

Prior to the August recess, the HELP Committee held a hearing exploring barriers to innovation in postsecondary education which was of interest to the CTE community given its focus on other issues of importance to NASDCTEc such as competency based education and other forms of postsecondary innovation. Members focused on the role that regulations (and at times overregulation) have in stymieing innovation within the higher education system, how to address current funding structures that are tied to the credit hour in order to better support competency-based learning programs, and the need to expand HEA's experimental sites initiative to allow for more experimentation, among other topics.

### ***House HEA Activity***

In the House, members of the Education and Workforce (HEW) Committee introduced a series of four bipartisan higher education bills that they hope to piece together later on to form the basis for their proposal for the law's renewal. These bills seek to simplify the student aid process, improve consumer access to relevant data and information to make informed decisions on where



to go to school, and strengthen loan counseling to improve students' financial literacy when making decisions about their financial aid. Of particular note is the Flexible Pell Grant for 21st Century Students Act (H.R. 3180) introduced by Reps. Elise Stefanik (R-NY), Carlos Curbelo (R-FL), and Ruben Hinojosa (D-TX) which would reinstate "year-round" Pell Grants for qualifying students in accelerated programs—a move NASDCTEc has been extremely supportive of as well.

### ***The Obama Administration's and HEA***

The Obama Administration has also repositioned itself ahead of possible Congressional consideration of HEA. Speaking at UMBC in July, U.S. Secretary of Education Arne Duncan delivered a speech on HEA which encouraged the higher education community to not just focus on college debt and cost, but also on student outcomes and educational quality. These comments were a bit surprising coming after the Administration's much publicized America's College Promise proposal that seeks to make the first two years of college tuition free for qualifying students. While Congressional Republicans have loudly criticized the proposal, several Democratic lawmakers have introduced legislation to make the proposal a reality. However, given the enormous cost of the program, the likelihood of enactment is extremely slim.

In the regulatory space, USDE's final "Gainful Employment" regulations cleared a significant legal obstacle during the summer, with a U.S. District Court judge tossing out the Association of Proprietary Colleges' lawsuit over the new rules. A separate lawsuit, from the Association of Private Sector Colleges and Universities, is still ongoing. Nonetheless, the regulations went into full-effect on July 1<sup>st</sup>, 2015 and impacted institutions are now legally required to comply with the new rules. These rules will apply to almost all for-profit postsecondary institutions, as well as non-degree programs at public and private nonprofit institutions, including certain community colleges and area CTE centers.

The new standards were ultimately weakened by the Administration and do not include a program cohort default rate (pCDR)—a feature that was included in previous iterations of this rule. Instead two metrics based on students' debt-to-earnings ratios for their total and discretionary income will be used to determine whether or not programs are adequately preparing students for future employment and to hold those programs and institutions accountable for those outcomes.

USDE has also released important institutional guidance on student eligibility for Pell Grants and other federal financial aid programs authorized under Title IV of HEA. The letter provides further clarification regarding the recent restoration of HEA's "ability-to-benefit" (ATB) provision which allows students who do not have a high school diploma to receive financial aid if enrolled in an eligible career pathway program. The letter clarifies what a career pathway program must do to be eligible under this provision and clarifies the dates of eligibility for students enrolling before or after July 1, 2015. NASDCTEc has continued to advocate for ATB provisions in the next iteration of HEA and remains hopeful that this option will be strengthened for students moving forward.

NASDCTEc was successful in reinstating the “ability to benefit” provision for HEA’s Pell Grant program in the FY 2014 and FY 2015 appropriations bills— an achievement that will be difficult to repeat in the current appropriations cycle for FY 2016 given the continued level of uncertainty surrounding this legislation.

Earlier this year, the Obama Administration announced the initial development of a “college ratings framework” that sought to rate postsecondary institutions based on three broad categories of high, medium and low performers based on a series unknown metrics. NASDCTEc [provided formal comment](#) into the development of the ratings system and was not wholly supportive of the proposal. Following this comment period, the Administration backtracked on this initiative and announced that this effort would be refocused into a “public-facing consumer information tool”, to provide prospective students and their families with information regarding postsecondary institutions in order for them to make more informed decisions when making choices about their postsecondary education.

### ***The Forecast for HEA***

While Committee-level activity HEA remains extremely robust, it remains to be seen how far lawmakers will get in reauthorizing the law this year. Given the continued focus on ESEA and in light of a number of fiscal and budgetary “cliffs” Congress must deal with this Fall, it will be very difficult for either Chamber to devote enough time to HEA to fully consider and introduce a full reauthorization proposal. NASDCTEc therefore expects a draft bill to be introduced later this year and for the wider conversation to continue. However, we expect the process to run out of time before the end of 2015. With college affordability a central topic to the 2016 elections, Congress may even decide to push negotiations further into next year to give the next Administration a chance to weigh in on the many policy ideas currently circulating for the law’s renewal.

### **U.S. Presidential Scholars Program—Now Including CTE**

A significant step in advancing CTE was made this summer when President Obama signed Executive Order 11155—a decree that will expand the existing Presidential Scholars program to include up to 20 CTE students each year moving forward. NASDCTEc has been working with Administration officials for nearly two years on this expansion, following a joint letter sent to the President from the Senate CTE Caucus Co-Chairs. The Association [vocally applauded this move](#) when the order was signed and has since worked with USDE officials to operationalize the move.

The first year of this expansion will take place in the 2015-16 school year where the Chief State School Officers will nominate CTE scholars based on five criteria: academic rigor, technical competency, ingenuity / creativity, and the degree to which the student represents “the nation’s economic sectors and demographic characteristics.” USDE has encouraged State CTE Directors to engage with their State’s chief school office ahead of the nomination process and to more widely disseminate the announcement. More detailed information can be obtained on OCTAE’s PCRN website.



## DECA liaison report

Submitted by Wayne Kutzer

DECA membership is at 211,909 which is a new all-time high and an increase of 11,000 over last year. It has 3,492 chapters which represents a 17% increase over last year. DECA continues to grow.

As a measure of activity, National Officers made 79 visits to local, association and regional DECA events.

This year national conference had nearly 18,000 attendees and was held in Orlando. Next year's International Career Development Conference will be held in Nashville.

Much work is being done on postsecondary involvement. There were 38 new collegiate chapters started in 2014/25 with 22 more so far in 2015/16. Work is being done to connect and communicate between secondary and collegiate chapters, using both as a resource to promote the other.

DECA's business member board- National Advisory Board is growing, new business relationships are being made to help build a better connection between DECA corporate and all its member students

DECA's new Executive Director, Paul Wardinski, has been in place for one year. He replaced Ed Davis who was with the organization for over 30 years.



2015-2016 HOSA-Future Health Professionals' Theme

## HOSA-FUTURE HEALTH PROFESSIONALS

### 2015 National Leadership Conference Factoids:

Attendance:	8,550 (6% increase)
Competitors:	6,364
Number of Events:	55
Number of Event Personnel:	1,100
Number of Judges	350
Exhibitors:	70
Workshops:	119
Workshop Ambassadors	123
Number of Hotel Properties:	17

### 38<sup>th</sup> Annual National Leadership Conference

The months of May and June were consumed with planning and execution of the HOSA NLC 2015 while the month of July was focused on conference follow-up and 2015-2016 membership/chapter affiliation. With special thanks to the National Executive Council (elected national officers), the HOSA, Inc. Board of Directors, Executive Committee, and State and Local Advisors, HOSA experienced the largest and highest quality National Leadership Conference in its 39-year history. The largest number of delegates (8,550 future health professionals); the largest number of competitors (6,364); the largest number of health related events (55) for secondary and postsecondary/collegiate members; largest number of workshops (119); and, largest number of exhibitors (123). The health industry requires a pipeline of academically talented, leadership tested, and team experienced future health professionals—HOSA is committed to provide the health industry with a future workforce that is motivated to accept the challenges facing future health professionals.

### 40<sup>th</sup> Anniversary Announcement

In conjunction with NLC 2016, HOSA-Future Health Professionals will celebrate its **40<sup>th</sup> Anniversary** in building a high quality pipeline consisting of future health professionals committed to developing their academic, leadership, teaming and soft skills to be the best they can be in gaining educational-based

clinical and HOSA-based experiences through local chapter, state and national development opportunities. After 40 years of developing America's future health workforce, the 2.4 million HOSA-Future Health Professionals have risen to the highest levels in every facet of the medical, nursing and allied health professions.



### Selected NLC Highlights

The **National Executive Council**, led by National HOSA President Hugo Quezada, did an extraordinary job in planning and executing the general sessions that were held for the first time (ever) in the round in the Anaheim Arena. This was an unbelievable challenge—the scripting was challenging; the staging unique; the feel and sound to the audience was different; yet, the results were memories that will last a lifetime for those in attendance!

Renewed commitment of the **HOSA-100 National Advisory Council** under the leadership of Former Air Force Surgeon General Bruce Green, M.D., Chair, (Deloitte) with members in attendance: CVS Health; CAPT Rob Tosatto, National Director, Medical Reserve Corps; Dean Tamara Rozhon, School of Nursing, University of Phoenix; and Douglas Wolf, Nationwide Children's Hospital. The next meeting will be in conjunction with the State Advisors' Management Conference and the Washington Leadership Academy (September 21, 2015).

Participation by **Edward J. Gabriel**, Principal Deputy Assistant Secretary for Preparedness and Response, U.S. Department of Health and Human Services, and his personal commitment to HOSA-Future Health Professionals.

**Dr. Sampson Davis**, keynote speaker, shared his journey and how each individual in the room had the power to pursue his/her dream and make a difference as a *future health professional*. Note: Akshar Patel and two state officers from New Jersey attended Dr. Sampson's Walkathon in New Jersey and visited with Windy White, his assistant, and Dr. Sampson. Dr. Sampson introduced them as "his HOSA family."

**CAPT Paul Reed**, M.D., U.S. Public Health Service, received a standing ovation after delivering his heart-warming story "*Service in Health: Responding to the Call*". Dr. Reed shared that being a health professional is offering one's self to the care of others and implies a constant demand on one's sense of service. Dr. Reed was the Medical Lead for the U.S. Commissioned Corps in Liberia in building a health

care facility for those caring for Ebola Health Providers. He serves as the Global Health Director and a professor at the Uniform Services University of the Health Sciences.

**International Chapters of HOSA**—presentation of a HOSA charter to Canada and a HOSA welcome to American Samoa and Mexico to HOSA-Future Health Professionals and the 2015 NLC.

## 2015 Public Health Leadership Seminars

The first of two Public Health Leadership Seminars was held in July in conjunction with the Office of the Assistant Secretary for Preparedness and Response (ASPR). Those attending were: Evette Mumford, Sailitafa Samoa, Erin Beasley, Michelle Park and Piyush Puri and their project was entitled, *Increasing Public Health Awareness through HOSA Partnerships*. The Business Plan involved several components for exploration that will be reviewed and presented to the Executive Committee and Competitive Events Leadership Team for consideration and implementation as appropriate. George Sifakis, HOSA Washington Office, arranged six Capitol Hill meetings that included the Congresswoman from American Samoa.

## Ideas Meeting—July 23, 2015

Marquita Sanders, Department of Health and Human Services, presented the keynote for the HOSA Ideas Meeting and highlighted the following:

- Secretary Sylvia Mathews Burwell's new campaign called *The "Healthy Self"*, connecting people to the care they need and empowering them to take a more active role in their health.
- There will also be Health Summits across the country and the White House committed to invite HOSA members during the last week of October. HHS will unveil the young and healthy week.
- Marquita agreed to present at the Washington Leadership Academy in September.
- Marquita promised and HOSA was introduced to Secretary Burwell the first week in August.

Dr. Calvo was in attendance and presented on "healthcare to health" and shared that HOSA will be invited to be part of the next Health Futures Roundtable, October 20-21 in Washington, DC. There will also be one at Stanford on October 24-25. HOSA was pleased to make a new partner connection with PhRMA.

## Additional 2015 NLC Happenings

1. Arranged several partner meetings during NLC:
  - American Association of Medical Assistants;
  - CVS Health;
  - NAF and HOSA Advisors;
  - University of Phoenix;
  - Task Force for Distinctive Symbols & Terminology & Terminology;
  - Grants with Jay Gilhooly; and Medical Reserve Corps/ASPR.
2. Recognized State Associations for membership increases (overall representing a 9% increase totaling 180,680 members for 31 years of consecutive membership increases).
3. Concluded the 2014-2015 mentorship program and thanked that State Advisors for their excellent participation and help in the program's success. Developed 2015-2016 mentorship program and invited state advisors to help.
4. Conducted HOSA, Inc. Corporate Meeting and worked with those seeking office. New Board members include:
  - Janet Villarreal, HOSA State Advisor Region I;
  - Peg Enslen, HOSA State Advisor, Region III;
  - Mae Dorado, HOSA Local Advisor Region I;
  - Joanne Clovis, HSE Supervisor;
  - CDR Thomas Pryor, Health Industry Representative.

5. Populated and maintained NLC 2016 app.
6. Continued to strive for improvement with competitive events and state associations in regards to conference registration and in tabulations with the tabulation team to get accurate tabulation results in the shortened time-frame.
7. Worked with new media and staging company; script and support needs; and followed up to ensure best practices for 2016 NLC.
8. Contact and follow up with 17 conference hotels; worked with main hotels on all aspects of conference including but not limited to: room sets; meals; VIP housing; proper rebates; paid bills; website maintained; etc.
9. Finalized all reports for NLC including, but not limited to, hotel specs; agendas; room charts; snapshots, instaviews; program; scantrons; HATS report; registration changes and updates; competitor testing conflicts; competitor transportation flow; CE Simplification Plan; and oversaw a successful CE program for NLC 2015.
10. Developed new CE plan for 2016 with new personnel and leadership team. Judge, CE Team, CE Intern, CE Team Member, VIPs and Scholarship Sponsor Follow up and Thanks. Reviewed NLC event comments for revisions for 2016 NLC event processes and guidelines. Developed draft of 2015 Event Report with competition history of attendance, ratings by events, comments from competitors, judges, and event staff, etc.

## White HOUSE CTE Event

On June 30, HOSA was represented by Chair Lara Skaggs, Immediate Past President Hugo Quezada and Washington HOSA Office Director George Sifakis at the White HOUSE CTE Event. First Lady Michelle Obama spoke at the White House event celebrating students, teachers, and innovators in career and technical education (CTE), featuring a showcase of student projects and discussions on ways to expand CTE programs. Earlier, President Obama signed an Executive Order expanding the Presidential Scholars Program establishing a new category of outstanding scholars in CTE.

## University of Phoenix Meetings

The HOSA Washington Office hosted the University of Phoenix—Millennials & the New Health Economy meeting with Dr. James Gillespie presiding.

HOSA was a guest of the STEM Conference hosted by the University of Phoenix, Sodexo, and STEMconnector *entitled Moving at the Speed of Health Care: Intersection of Health Care and the Health Care Workforce* held at the National Press Club. Dr. Tamara Rozhon Executive Dean, College of Health Professions, University of Phoenix, gave the Opening Remarks. Keynote given by William Carson, M.D., President & CEO, Otsuka Pharmaceutical Development. Leaders from industry spoke on: Innovation and Delivery Systems; The Future of Retail Health; Ensuring Quality Care in Changing Environment; Preparing the Future Workforce; and A Conversation on Leadership. Many HOSA friends and partners participated including Charnetia Young, CVS.

## Partner Updates

- Attended the National Technical Honor Society Board of Directors meeting followed by the retirement party for Patricia Poteat. Jim and Karen Koeninger donated \$1,000 to the NTHS-Poteat Scholarship as a new Board member.
- University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences at American Association for Colleges of Pharmacy Annual Meeting—co-presented with Dr. Cathy Jarvis. Value add—HOSA awareness and connecting with colleges of pharmacies.



- SAMHSA Regional Region 1 call with State Advisors regarding connectivity activities and new competitive event. Reached out to Right Response First Aid Fundraising Kits, Peterson's, a Nelnet Company, NCHSE, and Precision Exams to offer opportunity to include an electronic insert in 2015-16 online affiliation information page.
- Collaborated with Brandon Walters, National Association of Parliamentarians, to determine arrangements for offering NAP membership for 110 qualifying parliamentary procedure competitors, to discuss arrangements for NAP Convention and HOSA's student representative, and to visit about HOSA's new liaison.
- Sent information to HHS regarding certification letter of support for CareerSafe, request from partner.
- Assisted with planning the HOSA integration workshop at the 2015 NAF Next Conference with two Cal-HOSA local advisors.
- Collaborated with two local HOSA chapter advisors/PLTW BMS teachers to update the competitive events crosswalk with the addition of the new event, Behavioral Health.
- Submitted workshop proposal for PLTW National Summit, March 20-23, 2015 in Indianapolis.
- Worked with NATA in learning more about their secondary sports medicine curriculum and compiling a report of 2015 top 10 finalists in Sports Medicine to cross-referencing members' access to health science and sports medicine related courses and the teacher/HOSA advisors health professions background.
- Finalized poster commitments with NATA, NCHSE and Precision Exam.
- Updated and shared scholarship information with partners.
- Worked with TRAIN to link HOSA webinars—this will provide more detailed tracking information on who is viewing the webinars.



Dr. Bruce Green and other judges interviewed HOSA members in the newest competitive event—Medical Innovation. The launch year was such a success, it is believed the event will become one of HOSA's most demanding and rewarding experience.



## 2015-2016 National Executive Council

HOSA is proud of the student leaders elected to serve as the National Executive Council for the 2015-2016 membership year. The NEC is responsible for building membership at the state and regional levels as well as planning and conducting the 39th Annual National Leadership Conference and leading the 40th Anniversary Celebration of the establishment of HOSA-Future Health Professionals in 1976.

The 2015-2016 NEC that will lead the national organization includes:

President - Amit Sandhu

President-Elect - Elizabeth Carnesi

Region I Vice President - Santina Cherian

Region II Vice President - Julius Wade

Region III Vice President - Akshar Patel

Postsecondary Collegiate Vice President - Aditya Vinjamuri

Secondary Board Representative - Tammy Phillips

Postsecondary Collegiate Board Representative - Tavarus Rowe

### Additional Information, Contact:

Bernadette Howard, HOSA Liaison

NASDCTEc Board Member

[mbhoward@hawaii.edu](mailto:mbhoward@hawaii.edu)

Jim Koeninger, Ph.D., Executive Director

HOSA-Future Health Professionals

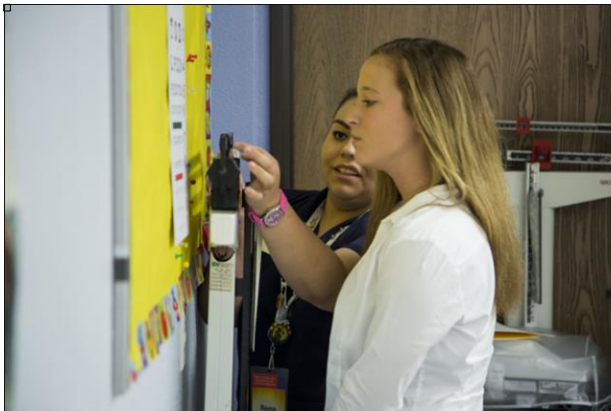
548 Silicon Drive, Suite 101 • Southlake, TX 76902

[jim.koeninger@hosa.org](mailto:jim.koeninger@hosa.org)

972.874.0062 • 800.321.HOSA • Fax. 972.874.0063

[www.hosa.org](http://www.hosa.org)

## HOSA-Future Health Professionals Demonstrating Their Skills at the 2016 National Leadership Conference





August 2015 Report submitted by Kathy Cullen NASDCTEc representative to SkillsUSA

The 2015 National Leadership and Skills Conference was held in June and was the largest conference in history with 6,106 entrants competing in 100 contests. There were more than 2,000 volunteers that supported the SkillsUSA Championships including judges, technical committee and education team members. General sessions included Cameron Ferguson of Caterpillar Inc. and Nicolas Pinchuk, CEO of Snap-on Inc., at the Opening Ceremony as well as Troy Dally of Lowe's at the Awards Ceremony. 500 special guests attended from the federal government, business and education including John Ladd, administrator of the Office of Apprenticeship, and Kathy Mannes, director of the Center for Workforce and Industry Partnerships at the U.S. Department of Labor. The conference also was attended by WorldSkills representatives from Canada, England and Russia, and workforce education specialists from Turkey and Malaysia. In addition to the conference a total of 501 students participated in community service at eight sites around Louisville, bringing the total hours served this year to 101,800 and more than \$200,000 raised for local charities. This completes our 50th-anniversary challenge to serve at least 50,000. The Week of Champions conference review video is now online at [https://www.youtube.com/watch?v=BV01PiZlp\\_I](https://www.youtube.com/watch?v=BV01PiZlp_I).

SkillsUSA was also in attendance at the special White House event in June. "CTE Convening: Celebrating Innovations in Career and Technical Education" which was hosted by First Lady Michelle Obama with the U.S. Department of Education. The meeting highlighted innovations in CTE that can be brought to scale across the nation.

Congratulations to Brent Kindred, Region 3 representative, on his re-election as president of the SkillsUSA board of directors; to Chris Arvin, B&I representative from Caterpillar, on his election as vice president; and Chuck Wallace, Region 1 representative, for his election as secretary. Also, congratulations to Peggy Torrens, representative for Region 4.

## **2015-16 Board of Directors**

President and Region III Representative – Brent Kindred, Wisconsin Department of Public Instruction

Vice President – Chris Arvin, Caterpillar Inc.

Secretary, Region I Representative – Charles Wallace, Maryland State Department of Education

Region II Representative – James King, Tennessee Colleges of Applied Technology

Region IV Representative – Peggy Torrens, Kansas Department of Education

Region V Representative – Dave Milliken, Utah State Office of Education

Chair of the State Directors' Association – Peter Carey, SkillsUSA New Jersey

\* NASDCTEc Liaison – Kathleen Cullen – Wisconsin Technical College System

ACTE Liaison – Alex Gromada, Southern Illinois CIAP

College/Postsecondary Representative – Jennifer Worth, American Association of Community Colleges

Business & Industry Representative – Troy Dally, Lowe's Companies, Inc.

Business & Industry Representative and SkillsUSA Foundation, Inc. Chair – Laurie Hackett, Air Products

Business & Industry Representative – Russ Hoffbauer, State Farm Insurance Companies

Business & Industry Representative – Chris Tesmer, Newell Rubbermaid  
Business & Industry Representative – Alicia Smales, Snap-on Incorporated  
Emeritus – Cameron Ferguson – Caterpillar Inc.

\*Denotes a new member of the Board of Directors

On Aug. 7, the SkillsUSA's WorldTeam departed for São Paulo, Brazil, for the 43rd WorldSkills Competition. The team of 18 will compete in 16 skill areas, some for the first time. New Competitions for the U.S. team include Manufacturing Team Challenge and Heavy Vehicle Equipment Maintenance. Teams are also participating in Mechanical Engineering Design – CAD as well as Baking for the first time in many years.

SkillsUSA WorldTeam competitors spend several months working with their experts to train for the competitions and while in São Paulo, the team will have the opportunity to visit a local elementary or middle school and talk to the students about their skill areas and life in the United States. I will share more when the results are in!

**State CTE Director Updates (from most recent)**

**Upcoming:**

- **Maryland:** Dr. Karen Salmon was appointed State CTE Director effective August 17, 2015
- **Minnesota:** Ms. Jerilyn Jargo was appointed State CTE Director replacing Dr. JoAnn Simser effective September 1, 2015
- **Kentucky:** Mr. Dale Winkler will be taking on a new position with SREB and Ms. Laura Arnold has been named the interim State CTE Director effective September 20, 2015.

**Updates since April 2015:**

- **Colorado:** Ms. Sarah Heath was appointed State CTE Director effective July 2015
- **Kansas:** Ms. Rita Johnson was appointed State CTE Director replacing Mr. Blake Flanders effective July 2015
- **New Hampshire:** Mr. Timothy Carney was appointed State CTE Director replacing Ms. Lisa Danley effective July 2015
- **Connecticut:** Ms. Lori Matyjas was appointed State CTE Director replacing Ms. June Sanford effective June 2015
- **Palau:** Mr. Raynold Mechol was appointed the new State CTE Director replacing Mr. Sinton Soalablai effective June 2015
- **Vermont:** Mr. Tom Alderman was appointed State CTE Director replacing Mr. John Fischer effective May 2015

## 2015 Member Services Survey

*Report submitted by Andrea Zimmermann, State Policy Associate*

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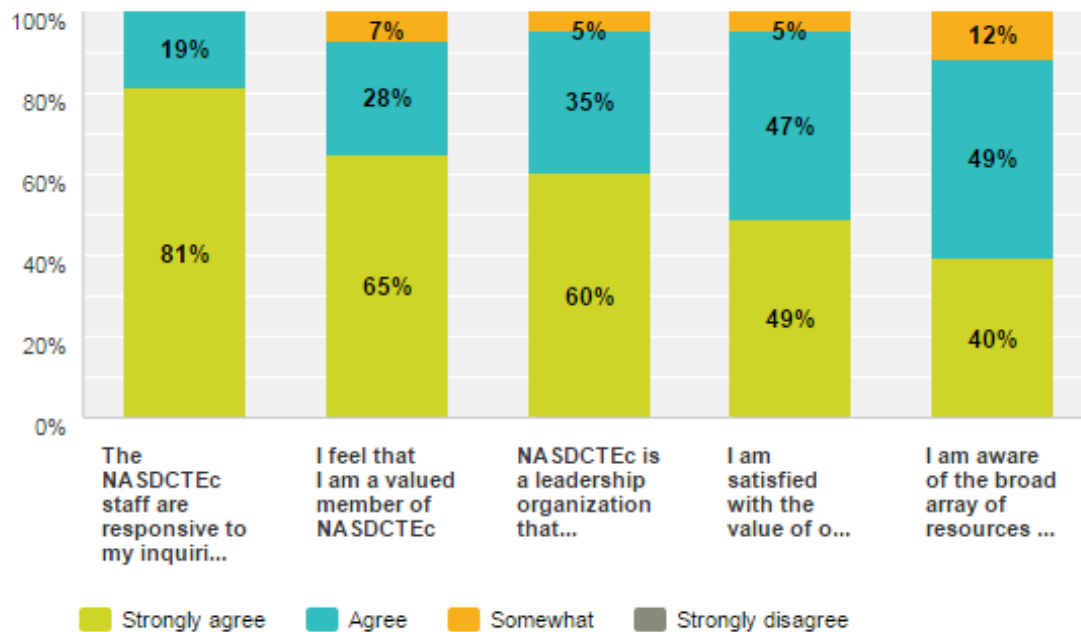
In June 2015, NASDCTEc surveyed its full membership – State CTE Directors and Associate Members – to better understand members’ value and awareness of the variety of services that the organization provides. Due to the slightly differing of resources offered to State Directors and Associate Members, NASDCTEc staff created two similar but distinct surveys. Highlights of both surveys are provided below. The State Director survey had 44 responses, and the Associate Member survey had 87 responses.

These results will be used during the upcoming strategic planning session in early 2016. No recommendations are being made at this time.

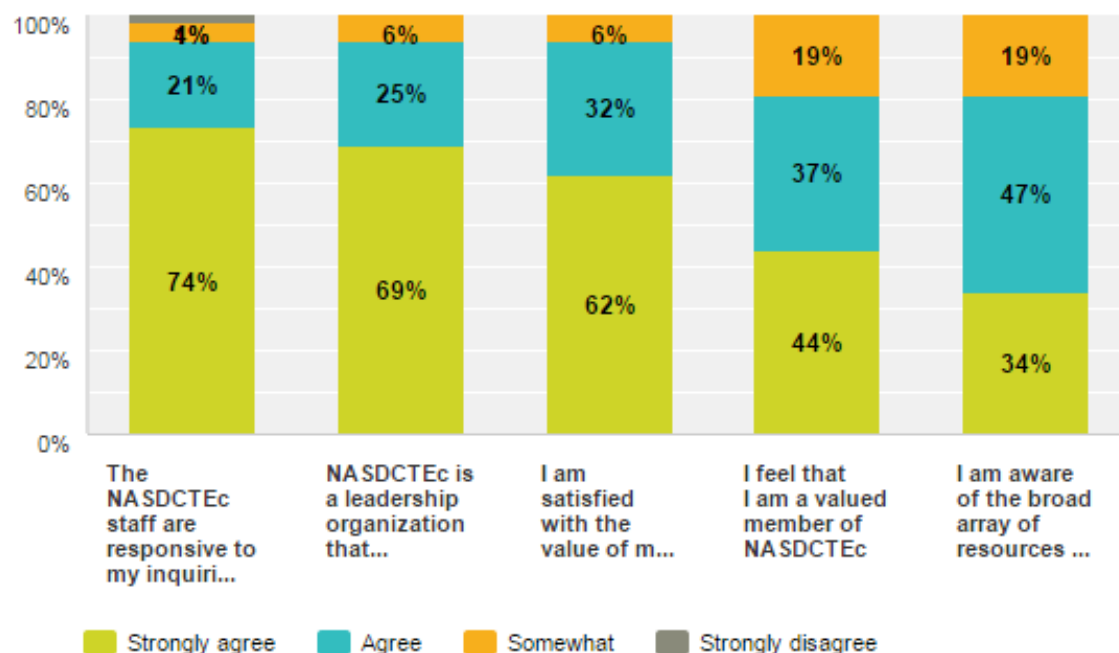
More immediately, staff are using these results to inform their own planning and evaluations. Further, staff plan to feature various resources, particularly those with low awareness, in regular member communications.

The best summary of the membership’s views of NASDCTEc can be found in the question that asked members to five service-related statements to describe their satisfaction and perception of NASDCTEc. The results are shown below and broken out by State Directors and Associate Members.

Topic area	State Director Survey
<i>Satisfaction, perception of NASDCTEc</i>	Rank order: 1) NASDCTEc staff are responsive to my inquiries 2) I feel that I am a valued member of NASDCTEc 3) NASDCTEc is a leadership organization that represents my interests 4) I am satisfied with the value of my state’s membership 5) I am aware of a broad array of resources and services provided to members



Topic area	Associate Member Survey
<i>Satisfaction, perception of NASDCTEc</i>	Rank order: 1) NASDCTEc staff are responsive to my inquiries and requests 2) NASDCTEc is a leadership organization that represents my interests 3) I am satisfied with the value of my membership 4) I feel that I am a valued member of NASDCTEc 5) I am aware of a broad array of resources and services provided to members



## Commonalities

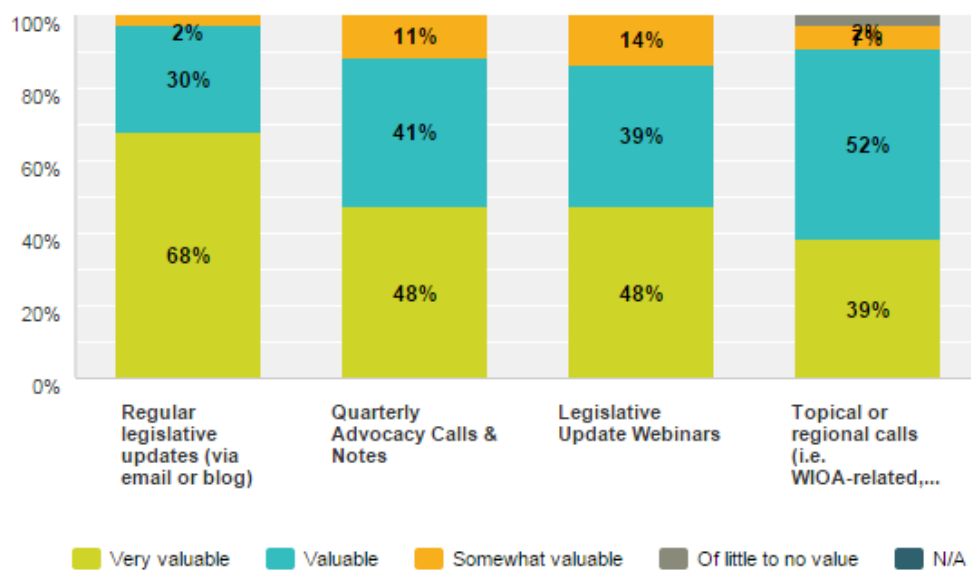
In many areas, the results of the two surveys mirrored each other. The table below illustrates the common topics and responses.<sup>1</sup> Some select charts are provided to help illustrate the results:

Topic area	State Director Survey	Associate Member Survey
<i>How we communicate with members</i>	<ul style="list-style-type: none"> <li>- 82%, 66% say e-blast or member newsletter, respectively, are very useful sources of information and overwhelmingly prefer to get information via email</li> <li>- <i>Comments:</i> Time constraints make it hard to read all communications</li> </ul>	<ul style="list-style-type: none"> <li>- 70%, 64% say e-blast or member newsletter, respectively, are very useful sources of information and overwhelmingly prefer to get information via email</li> <li>- <i>Comments:</i> Well-branded emails; can be too often (not enough time to read)</li> </ul>
<i>How you read the blog</i>	<ul style="list-style-type: none"> <li>- 70%, 36% read blog through email or blog roundup, respectively</li> <li>- 14% don't read the blog</li> <li>- 5% on blog itself</li> </ul>	<ul style="list-style-type: none"> <li>- 70%, 27% read blog through email or blog roundup, respectively</li> <li>- 16% don't read the blog</li> <li>- 10% on blog itself</li> </ul>

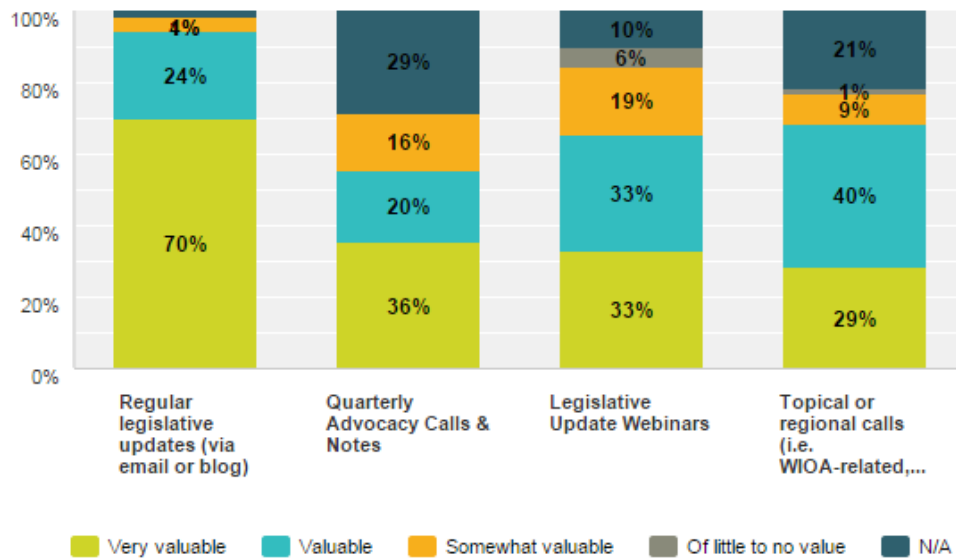
<sup>1</sup> Values may not add up to 100 percent because only select values shown for summary purposes. In other cases, values may add up to more than 100 percent, due to the question format, which allowed more than one answer to be chosen.

<i>Frequency of communication with members</i>	- 95% believe the rate of NASDCTEc communications is “just right”	- 87% believe the rate of NASDCTEc communications is “just right”
<i>Federal Policy</i>	<p>Very valuable:</p> <ol style="list-style-type: none"> <li>1) Regular legislative updates (70%)</li> <li>2) Quarterly advocacy calls/webinars (tied at 48%)</li> </ol> <p>Valuable:</p> <ol style="list-style-type: none"> <li>1) Topical or regional calls (52%)</li> </ol> <p><i>Comments:</i> Updates timely; webinars/advocacy calls allow for interaction; more topical/regional calls</p>	<p>Very valuable:</p> <ol style="list-style-type: none"> <li>1) Regular legislative updates (68%)</li> <li>2) Quarterly advocacy calls/webinars (36% and 38%, respectively)</li> </ol> <p>Valuable:</p> <ol style="list-style-type: none"> <li>1) Topical or regional calls (40%)</li> </ol> <p><i>Comments:</i> Updates are very timely, understandable; great depth of information during advocacy calls</p>

#### State Directors:



#### Associate Members:

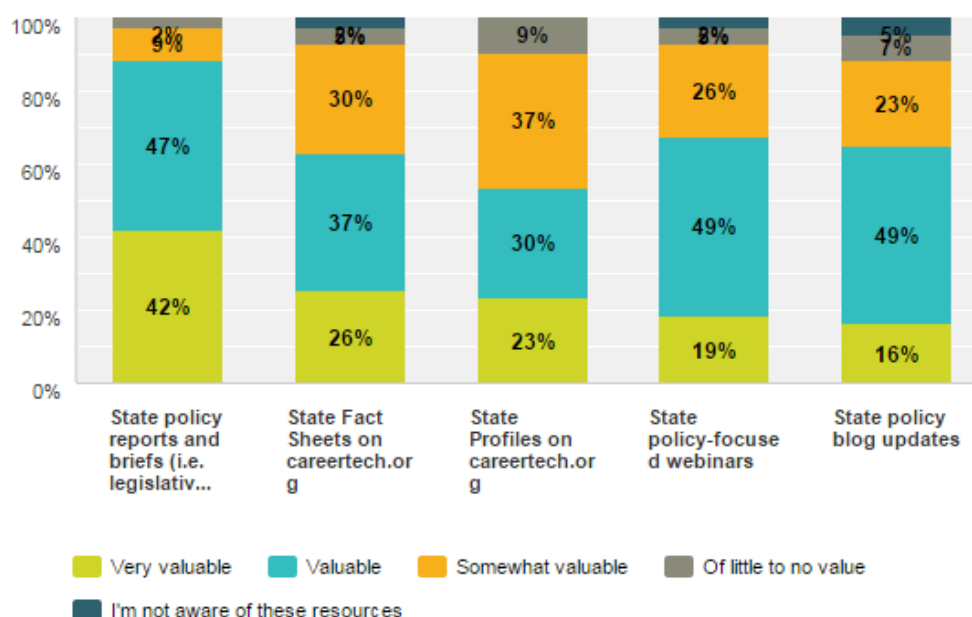


Note: Of the Associate Members, only some state staff and counterparts may participate in the Advocacy calls if invited by the State Director. This likely counts for the lack of awareness. Similar reason for the topical/regional calls.

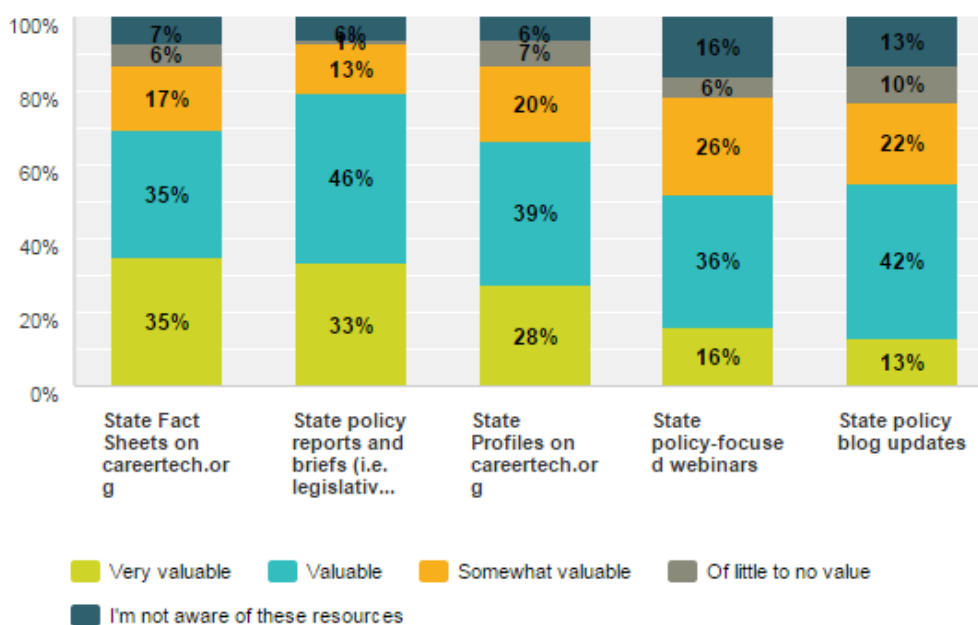
<i>State Policy</i>	<p>As NASDCTEc continues to develop its state policy portfolio, State Directors find all of the efforts very valuable or valuable</p> <p>Very valuable:</p> <ol style="list-style-type: none"> <li>1) State policy briefs (42%)</li> </ol> <p>Valuable:</p> <ol style="list-style-type: none"> <li>2) State policy-focused webinars (49%)</li> <li>3) Blog updates (49%)</li> <li>4) Fact sheets (37%)</li> <li>5) Profiles (30%)</li> </ol> <p><i>Comments:</i> Given the amount of state policy-related information available, a database would be very useful; more postsecondary information/language</p>	<p>As NASDCTEc continues to develop its state policy portfolio, Associate Members find all of the efforts very valuable or valuable</p> <p>Very valuable:</p> <ol style="list-style-type: none"> <li>1) Fact sheets (35%)</li> <li>2) State policy briefs (33%)</li> </ol> <p>Valuable:</p> <ol style="list-style-type: none"> <li>1) Blog updates (42%)</li> <li>2) Profiles (39%)</li> <li>3) State policy-focused webinars (36%)</li> </ol> <p><i>Comments:</i> A database would be useful; expand fact sheets and profiles to better represent postsecondary</p>
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## State Directors:



## Associate Members:



### Prioritization of resources

- Very Valuable (top 3)
- 1) Federal policy and leadership (81%)
  - 2) Professional development (72%)
  - 3) State policy and leadership (44%)

- Very Valuable (top 3)
- 1) Federal policy and leadership (72%)
  - 2) Professional development (54%)
  - 3) State policy and leadership (46%)

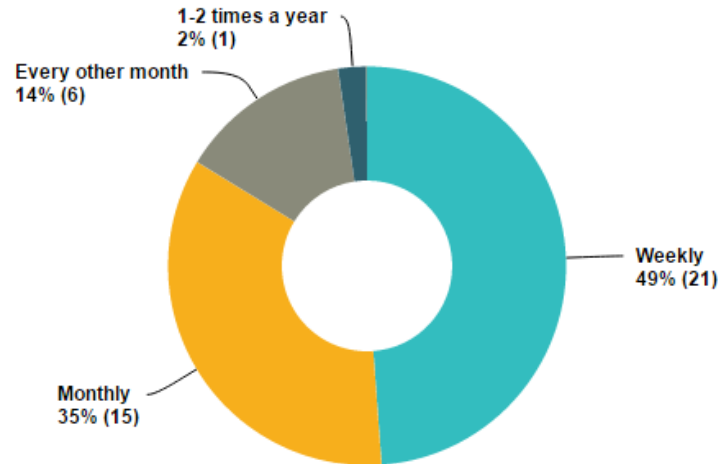
	<p>Valuable (top 3)</p> <ol style="list-style-type: none"> <li>1) Live Webinars (58%)</li> <li>2) Publications (53%)</li> <li>3) Learning that Works campaign/on-demand webinars (tie at 47%)</li> </ol> <p>Not a priority (top 2)</p> <ol style="list-style-type: none"> <li>1) Career Clusters products (26%)</li> <li>2) Common Career Technical Core (19%)</li> </ol>	<p>Valuable (top 3)</p> <ol style="list-style-type: none"> <li>1) Learning that Works campaign (53%)</li> <li>2) Live Webinars (47%)</li> <li>3) Publications (46%)</li> </ol> <p>Not a priority (top 2)</p> <ol style="list-style-type: none"> <li>1) Career Clusters products (25%)</li> <li>2) Common Career Technical Core (22%)</li> </ol>
<i>Fall and Spring Meetings</i>	<ul style="list-style-type: none"> <li>- State Directors overwhelmingly felt that the NASDCTEc Spring and Fall Meetings are appropriate in length and frequency.</li> <li>- However, 23 percent said the Fall Meeting pattern could be longer.</li> <li>- 63 percent showed clear/some interest in rotating the Fall Meeting to a different location each year.</li> <li>- 42 percent and 33 percent, respectively, said they would be interested in smaller regional meetings of states but had questions about how the groupings would occur (by region, by learner level, etc)</li> </ul> <p><i>Comments:</i> A rotating meeting could cut down on travel time; Only rotate if OCTAE staff can still hold meetings with states on-site; a regional meeting could be a one-day intensive on a specific topic</p>	<ul style="list-style-type: none"> <li>- Associate Members overwhelmingly felt that the NASDCTEc Spring and Fall Meetings are appropriate in length and frequency.</li> <li>- However, 14 percent said the Fall Meeting pattern could be longer.</li> <li>- 71 percent showed clear/some interest in rotating the Fall Meeting to a different location each year.</li> <li>- 49 percent and 29 percent, respectively, said they would be interested in smaller regional meetings because would enable other state staff to attend</li> </ul> <p><i>Comments:</i> Baltimore/DC is preferred so that other meetings can be held with legislators; Rotating location would help West Coast-based attendees and could encourage better panelist/best practice representation from the non-East Coast/Midwest regions; Consider collaborating with ACTE for smaller, regional meetings</p>
<i>NASDCTEc staff responsiveness</i>	<ul style="list-style-type: none"> <li>- 100% of State Directors said NASDCTEc staff are responsive and/or very responsive in communications</li> </ul>	<ul style="list-style-type: none"> <li>- 91% of Associate Members said NASDCTEc staff are responsive and/or very responsive in communications</li> </ul>

## Areas of Divergence

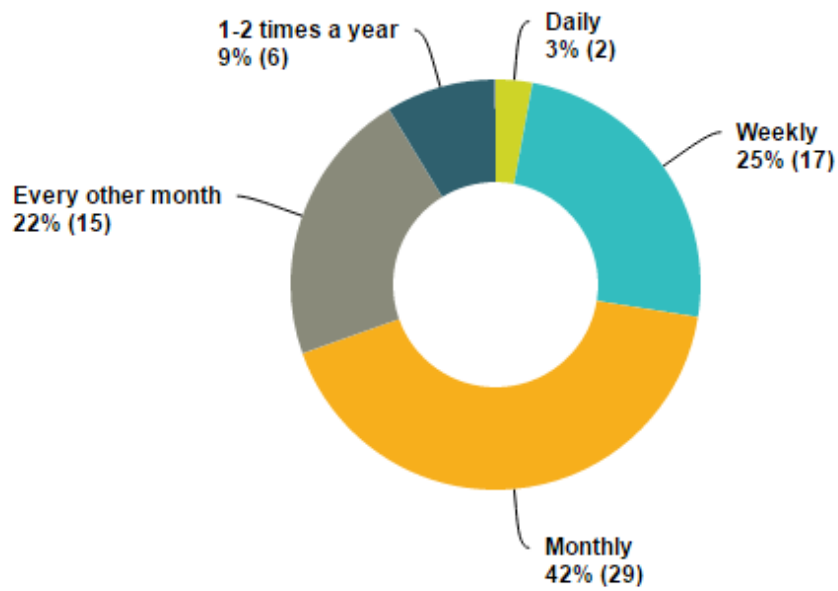
Those less often, there were areas of differences between the two membership groups.

Topic area	State Director Survey	Associate Member Survey
<i>Sector represented</i>	<ul style="list-style-type: none"> <li>- 59% both secondary and postsecondary</li> <li>- 39% secondary</li> <li>- 11% postsecondary</li> </ul>	<ul style="list-style-type: none"> <li>- 44% both secondary and postsecondary</li> <li>- 23% secondary</li> <li>- 22% postsecondary</li> <li>- 11% other</li> </ul> <i>Other:</i> Industry, private consulting, Tech Center, research, non-profit
<i>Length of NASDCTEc membership</i>	Slightly longer tenure as members	Slightly newer to organization
<i>Types of resources (briefs, Campaign, State of CTE Series, Webinars, etc)</i>	<p>In order of most useful resource:</p> <ol style="list-style-type: none"> <li>1) Issue briefs</li> <li>2) Live webinars</li> <li>3) State of CTE series</li> <li>4) Learning That Works Campaign</li> <li>5) Annual Report</li> <li>6) On-demand webinars</li> <li>7) Social media</li> </ol> <p>Largely unaware of/not useful:</p> <ol style="list-style-type: none"> <li>1) Social media</li> <li>2) State of CTE/Annual Report</li> </ol> <p><i>Comments:</i> More resources featuring promising practices</p>	<p>In order of most useful resource:</p> <ol style="list-style-type: none"> <li>1) Issue briefs</li> <li>2) Learning that Works campaign</li> <li>3) State of CTE series</li> <li>4) Live webinars</li> <li>5) On-demand webinars</li> <li>6) Social media</li> <li>7) Annual report</li> </ol> <p>Largely unaware of/not useful:</p> <ol style="list-style-type: none"> <li>1) Social media</li> <li>2) On-demand or live webinars</li> </ol> <p><i>Comments:</i> More postsecondary representation in resources</p>
<i>Careertech.org</i>	<p>49% visit the website weekly, and 35% visit monthly, 14% every other month</p> <p><i>Comments:</i> Typical reasons for visit include Fall/Spring Meeting information, to get resources and policy updates, and to learn about what other states are doing</p>	<p>25% visit the website weekly, 42% visit monthly, 22% visit every other month</p> <p><i>Comments:</i> Typical reasons for visit include to find new resources to share at staff meetings, legislative updates, CTE research, talking points</p>

### State Directors:



### Associate Members:



## Partnership and Development Update

*Submitted by Kate Blossveren, Associate Executive Director  
and Kimberly Green, Executive Director*

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NASDCTEc/NCTEF continues to enjoy a broad array of partnerships with organizations representing the full range of CTE stakeholders – educators, policymakers, employers and even students. We currently have about 60 active partners, although the value and strength of these partnerships does vary considerably. Below is an overview of some of our highest-impact partnership activities, contracts (and potential funding streams) from partner organizations and a full list of our 60-plus partners.

### Major Initiatives

- **Future of CTE Summit:** One of our most significant opportunities for building and strengthening partnerships is The Future of CTE Summit. Through our design team, we regularly engage with co-convening organizations, including Association for Career and Technical Education (ACTE), Council of Chief State School Officers (CCSSO), Council of State Governments (CSG), National Association of State Boards of Education (NASBE), National Governors Association (NGA), National Skills Coalition (NSC), the U.S. Chamber of Commerce Foundation, and the National Council of State Directors of Community Colleges, an affiliate of the American Association of Community Colleges (AACC). Additionally, we also have another 30-plus (current and potential) partners attending as thought leaders, representing business/industry, education, workforce, and the philanthropic community.
- Our leadership sits on the advisory boards of the National Technical Honor Society, National Career Academy Coalition, Manufacturing Skills Standards Council, American National Standards Institute, National Alliance for Partnerships in Equity, the National Visiting Committee for Supply Chain Management, and the Pearson Employability Advisory Committee.
- **The Council of Chief State School Officers (CCSSO):** NASDCTEc, along with AIR and Jobs for the Future, attended a planning session convened by CCSSO where each organization shared its capacity and expertise that might contribute to the implementation of the recommendations found in *Opportunities and Options* – the CCSSO Career Readiness Taskforce Report. There are three tiers of planned work. The first is a robust database of policies and resources. Staff shared an update on the state policy database already under development and is in discussion with CCSSO to see if it can be leveraged to support their work. The second tier is support to states that aspire to address the three categories of recommendations in the report: (1) employer engagement; (2) building pathways and (3) integrating career readiness into state accountability systems. The first convening of states is scheduled for the end of September. Mentors will be assigned to states and include former State CTE Director Kathy Oliver; former Assistant Secretary Brenda Dann-Messier; former Deputy Assistant Secretary and now owner of NCT3, Hans Meeder and former Kentucky Commissioner Terry Holliday.

- Work-based learning (WBL) is expected to be the focus of the next **National Governors Association** (NGA) policy academy. On September 17, NGA is hosting a meeting designed to help frame the academy and discuss potential organizational roles. Given the expertise developed around WBL during the Career Cluster Leadership Pilot, it is hopeful that NASDCTEc/NCTEF will have a key role to play in this policy academy.
- NASDCTEc will be hosting a workshop at ACTE's VISION to share the industry credentials framework created by **WorkCred** (a subsidiary organization of ANSI) for the state of Kansas. The workshop is designed to share how the framework was created and to identify a small group of states interested in piloting the framework. The goal will be to connect this work with that of the National Credentials Registry work underway and to provide a tool to states to identify industry credentials valued by employers in their state.

### Advisory Committees and Key Presentations

- Beginning in September, Green will serve on an advisory committee convened by WGBH (Boston), EDC's Center for Children and Technology and Global Strategy Group through an National Science Foundation grant designed to help change perceptions about CTE. The project, *Middle Grades Career Mentors: Digital Resources for Effective CTE STEM Mentoring* will:
  - research the perception of STEM-based (CTE) as an educational choice and career path for middle school age kids and mentors (professionals from skill-based STEM industries);
  - explore mentors' needs for support as they enter into the mentoring process with middle school-aged youth, and;
  - create innovative digital tools, through an iterative research and development process that are designed to improve mentors' communication with middle school-aged mentees.

The project's overarching goal is to provide an image of CTE that invites all students to consider CTE career pathways, by engaging them with mentors who are prepared to communicate about CTE in new, accessible, and age-appropriate ways.

- In September, the **National Academies** will be hosting *STEM Workforce Summit* designed to:
  - Explore of new, innovative and dynamic education and training pathways (and education providers) that lead to college and career success in STEM fields, in addition to the more traditional pathways and education/training providers.
  - Understand the "voice of the employer" and encouraging stronger college-business partnerships for more effective and sustained two-way communication between business and higher education.
  - Understand role of K-12 education in preparing the workforce of the future, and understanding how stronger university-school partnerships can enhance STEM workforce readiness at all levels.
  - Examine current and prospective developments in undergraduate and graduate education and their impact on STEM workforce readiness, including the encouragement of more

hands-on, research-based learning, an increased emphasis on both interdisciplinary learning and “team science” at all levels, the desire for more internships, apprenticeships and traineeships for undergraduate and graduate students.

- Identify innovative and effective ways in which federal investments in education and training can enhance STEM workforce readiness – namely guiding future National Science Foundation (NSF) investments.

Green has been part of the panel selected to develop the Summit’s agenda and will provide content expertise and facilitation at the event. Of particular import is the goal of informing NSF’s future investments, which to date have been largely focused on post-secondary programs. The hope is to inspire future investment in state systems and in programs of study that cross the learner levels.

- **The National Academy of Science** has convened a study panel on the *Middle Skills Pathways*. The panel, chaired by former New Mexico Senator Jeff Bingaman, hosted an event in July where Green served as a response panelist to a paper authored by Bob Sheets (George Washington University) and Jason Tyszko (U.S. Chamber Foundation) on how education needs to shift to prepare individuals for an innovation economy. Following that presentation, staff was asked back to present to the panel on the leading states that are coordinating education and workforce policies. Blossveren will present this content to the panel in September.

## **Development Update and Contract Work**

- NCTEF has joined RTI International, Jobs for the Future, National Center for College and Career Transitions (NC3T), Vivayic, EdBridge, Avar Consulting Inc. (Avar), and Quality Information Partners (QIP) in pursuing OCTAE’s latest indefinite-delivery, indefinite-quantity (ID/IQ) contract offering for Improving CTE. The nature of the ID/IQ contract is that it allows for flexibility in the types of deliverables the U.S. Department of Education can request over time. The grant is for a period of five years. The solicitation includes three major task areas, which would be the focus for the first two years of the grant: supporting the implementation of career pathways, stackable credentials at community colleges, and the role of CTE programs in expanding access to apprenticeships through pre-apprenticeship programs. NCTEF would be directly involved in the first task by supporting a CTE leadership academy, technical assistance to states and developing crosswalks between the U.S. Department of Labor’s Certification Finder and the Career Clusters/Career Pathways. Additionally, NCTEF would lead the third task that features an environmental scan, site visits to nine pre-apprenticeship programs and the development of a toolkit. It is expected the winning grant will be announced in late September, with work beginning in the fall. If our proposal is selected, this will infuse nearly \$400,000 into NCTEF.
- NASDCTEc is part of an Investing in Innovation (i3) grant, which was submitted in early August. This grant proposes developing and supporting 20 *Technology Enabled College and Career Academies* across the country, which will offer competency-based, college-prep curriculum rooted in a career academy setting. Our role would be providing expertise around CTE expectations, including but not limited to the Common Career Technical Core, and

supporting the implementation of the career academy National Standards of Practice. The partners in this effort include: The Successful Practices Network, The Center for Secondary School Redesign, Southern New Hampshire University, Motivis Learning, College & Career Academy Support Network at UC Berkeley, and the UCLA's Center X. If awarded, this would bring in approximately \$600,000 over the five years.

- NASDCTEc, in partnership with ACTE and the Asia Society, is part of a small grant that has been funded by the Project Management Institute titled ***Global Perspectives in CTE: Professional Development Modules***. The goal is to expand the connection between global competency and CTE by building a toolkit for middle grade and early high school teachers to educate them on the need for their students to be globally competent and to lift up the global career opportunities that exist in CTE pathways. Additionally, there is a focus on building teacher capacity to integrate global competence into CTE career exploration and classroom projects. Finally, an online course will be developed that will include three professional development modules that outline what global competence is and why it is important for CTE. Over the course of two years, NASDCTEc will receive approximately \$13,500 for its role in this project.
- NCTEF has been in discussions with Cheryl Carrier, NCTEF Board member and Executive Director of Ford's Next Generation Learning (NGL) Communities, around a project related to employer engagement. A concept paper has been submitted to conduct half-day roundtable discussions with employers in three different NGL communities to understand why they are supporting CTE and how state and local leaders can best recruit employers. Each roundtable will build on information gathered from the previous one, allowing NCTEF to develop a set of resources for state and local leaders to use to recruit and make the case for employer engagement, with a particular focus on work-based learning.



## FULL LIST OF PARTNERS

Achieve	National Alliance for Partnerships in Equity
ACT	National Academies
AFSCME	National Association of State Boards of Education
Alliance for Excellent Education	National Association of Workforce Boards
American Association of Community Colleges	National Career Academy Coalition
American Association of School Administrators	National Career Development Association
American Federation of Teachers	National Center for Supply Chain Management
American School Counselors Association	National Conference of State Legislatures
American Youth Policy Forum	National Council on Agriculture Education
America's Promise Alliance	National Education Association
ANSI/WorkCred	National Skills Coalition
Asia Society /Longview Foundation	National Technical Honor Society
Association for Career and Technical Education	NCC-CTSO
Boeing	NCSDECC
Business Leaders United	New America Foundation
Business Roundtable	NGA
Campaign to Invest in America's Workforce	NRAEF
Center for Great Teachers & Leaders (AIR)	OCTAE
Center for Law and Social Policy	Opportunity America
College & Career Readiness & Success Center (AIR)	Perkins Coalition
Committee for Education Funding	Project Lead the Way
CORD	RTI/NCiCTE
Council of Chief State School Officers	Smarter Balanced
Council of State Governments	Southern Regional Education Board
Education Commission of States	Transportation Learning Center
Education Trust	UC Berkley
IBM	U.S. Chamber/US Chamber Foundation
Industry Workforce Needs Council	U.S. Department of Labor
International Baccalaureate	U.S. Department of Transportation
Jobs for the Future	Workforce Data Quality Campaign
MSSC	

## **PUBLICATIONS**

In the last six months, NASDCTEc has published three major policy briefs/reports on topics of interest from the field.

- [Endorsements, Electives & More: CTE & State Graduation Requirements](#) (April 2015)
  - This brief explored multiple state approaches to embedded or incentivizing CTE completion or success through graduation and diploma requirements.
- [Reflect, Transform & Lead Progress Five-Year Progress Reports](#) (June 2015)
  - In anticipation of the Future of CTE Summit, we drafted five briefs, each summarizing the progress made on the core principles laid out in *Reflect, Transform & Lead: A New Vision for Career Technical Education* – and the work still ahead of us for CTE to meet its full promise.
- [Building a Strong Relationship Between Competency-Based Pathways and Career Technical Education](#) (August 2015) (with Achieve)
  - Based on a roundtable co-hosted with Achieve in spring 2015, NASDCTEc and Achieve co-released this brief on why and how states should better connect CTE with the competency-based pathways strategy.

**Looking ahead**, NASDCTEc has the following publications planned through the end of 2015.

- Updated state-by-state advocacy fact sheets. These fact sheets have not been updated since 2011 and are being redesigned for use by CTE advocates to explain and make the case for CTE in their states (September 2015)
- A case study on Rigorous Program of Study grant in Wisconsin that led to newly developed anchor course to build out an aligned course sequence in manufacturing (August/September 2015)
- The report “*Preparing a Globally Competent Workforce through Career Technical Education*” (with Asia Society and Longview Foundation) (October/November 2015)
- Short brief(s) and/or resources on work-based learning (November/December 2015)

## **WEBINARS**

Since April 2015, NASDCTEc only hosted one webinar:

Webinar Topic	Month	# Participants
Simulated Workplace: Changing CTE in West Virginia (with the Appalachian Regional Comprehensive Center).  <i>NOTE: This is part of a series of co-hosted webinar with ARCC to be conducted over the next six months.</i>	June 2015	61 participants (4 State CTE Directors)

In June 2015, NASDCTEc also co-hosted a webinar with the National Skills Coalition and ACTE on CTE's role in WIOA implementation (as part of the "Aligned by Design" series), which had over 400 participants.

**Looking ahead**, NASDCTEc has the following webinars planned through the end of 2015.

- A webinar with past Excellence in Action award winners as part of our recruitment efforts for the 2016 awards (September 2015)
- A co-hosted webinar with Appalachian Regional Comprehensive Center on work-based learning in Tennessee (September 2015)
- A co-hosted webinar with the Asia Society/Longview Foundation on a new white paper we are co-releasing this fall on CTE and global competency. (October/November 2015)
- A co-hosted webinar with Today's Class (as part of their year-long sponsorship) on strategies for measuring the impact of workplace readiness skills on students and broader outcomes. (October/November 2015)
- A co-hosted webinar with Appalachian Regional Comprehensive Center on industry-recognized credentials in Virginia. (December/January 2016)

In addition to live webinars, NASDCTEc has also been building a library of [on-demand webinars](#), the most recent additions being *Programs of Study* and *Reflect, Transform & Lead*. We now have eight on-demand webinars available, including:

- Advocacy 101: Making the Case for CTE
- Career Clusters 101
- Programs of Study
- Reflect, Transform & Lead: An Overview of the Vision for CTE
- The Common Career Technical Core: The Basics
- The Common Career Technical Core: The Development Process
- Sequestration
- The Federal Budget & Appropriations Process: What's the Difference?

Since the April NASDCTEc board meeting, staff have continued to grow and develop the board-approved State Policy Strategy. The strategy document included footnotes that connected back to the organizational strategic plan to delineate whether a specific component was assigned to NASDCTEc, NCTEF or both. (See Appendix A: Board-approved State Policy Strategy)

Currently, staff are actively pursuing multiple components of the strategy. (For current division of work between NASDCTEc and NCTEF, refer to related footnote.)

1. Web-based state policy resources:
  - State Policy Database<sup>1</sup>
  - Updated state fact sheets, profile pages on careertech.org<sup>2</sup>
  - Regular state policy updates on the Learning that Works blog and other NASDCTEc communications<sup>3</sup>
  - Webinar series on state CTE policy with the Appalachia Regional Comprehensive Center (ARCC)<sup>4</sup>
2. Publications<sup>5</sup>
  - Case study forthcoming as deliverable from Career Clusters Leadership Pilot (CCLP)
  - Annual “Year in Review” brief on state legislative and regulatory activity with the Association for Career Technical Education
  - Competency-based Pathways brief with Achieve<sup>6</sup>
  - State Policy Framework (still in conceptual stages, but currently building out framework as it relates to work-based learning as a deliverable from CCLP)
3. Partnerships<sup>7</sup>
  - Council of Chief State School Officers (CCSSO)
  - ACTE<sup>8</sup>

<sup>1</sup> 2.2.5 - Develop a new section of the website focused on state CTE policy, that includes a state policy database. (NASDCTEc/NCTEF)

<sup>2</sup> 2.3.3 - Develop and maintain state profiles/fact sheets that explain and promote CTE in each state. (NASDCTEc/NCTEF)

<sup>3</sup> 3.1.4 - Deliver timely information/resources to NASDCTEc's members and relevant stakeholders (including the blog, social media resources, etc.). (NASDCTEc/NCTEF)

<sup>4</sup> 3.1.1 - Conduct periodic webinars on relevant topics for NASDCTEc members. (NASDCTEc)

<sup>5</sup> 2.1.5 - Develop a state policy work plan, that may include the creation of sample state legislation and policies in support of increasing access to high-quality CTE and adoption/implementation of CCTC and Career Clusters. (NASDCTEc/NCTEF)

<sup>6</sup> 2.2.8 - Create resources and supports for states to connect CTE with broader reform efforts (CCSS, NGSS, STEM, competency-based). (NCTEF)

<sup>7</sup> Partner with key organizations on state policy initiatives (e.g. competency-based education, CCSS, CCTC, postsecondary alignment). Utilize the partnership matrix to target, manage and monitor partnership effectiveness. (NASDCTEc/NCTEF)

<sup>8</sup> 1.6 - Collaborate and coordinate with ACTE on key initiatives and advocacy efforts in support expanded access to and quality of CTE. (NASDCTEc/NCTEF)

- Other light-touch or developing partnerships include National Council of State Legislatures, ARCC, NGA<sup>9</sup>
- 4. Other resources:
  - Common Career Technical Core implementation interviews (conducted by Vivayic)<sup>10</sup>
  - Career Clusters Leadership Pilot (pilot year ending in October 2015; deliverables being developed)<sup>11</sup>

As the Foundation has continued to re-define its identity and related topic areas, special attention is being paid to how this scope of work is being divided between NASDCTEc and NCTEF and whether adjustments are necessary. At times, clarifications have needed to be made to better identify how staff assign time dedicated state policy-related work between the two organizations.

Further, staff are continuing to foster relationships with key state-focused organizations such as the CCSSO. Due to these efforts, opportunities for funding – either directly or through the Foundation – may further alter the division of state policy activities between NASDCTEc and NCTEF. As the Foundation’s fundraising efforts grow, state policy will likely be a targeted area when seeking such opportunities. For example, discussions are ongoing with CCSSO, through its developing career readiness work, to work together to create a broader database or resource center, which would include state policies as well as NASDCTEc publications, case studies, and more. This effort would likely include funding from CCSSO, thus necessitating the database work being done through NCTEF.

As staff continue to develop this scope of work, key questions are emerging that would benefit from Board feedback.

#### FOR DISCUSSION: State Policy Database

1. **What elements, functions would make such a database most useful to you and your staff?**
2. Understanding that not all policy is created equal, staff are considering how best to curate these resources. **What criteria should staff use when considering how to identify policies?**
3. **Other considerations?**

#### State Policy Framework

Currently, this framework exists as a chart of 13 categories (i.e. graduation requirements, accountability, standards, etc.) with four columns of consideration (policy, options, related issues, examples). However, though currently incomplete, the framework as designed stands to become very large.

1. **How would a policy framework be most useful to you and your staff?**
2. **Other considerations?**

<sup>9</sup> 1.2.3 - Engage and support the National Governors Association "America Works" campaign, ensuring positive positioning for CTE. (NCTEF)

<sup>10</sup> 2.2.6 - Create resources to support state adoption and implementation of the CCTC/Career Clusters. (NCTEF)

<sup>11</sup> 1.3.4 - Conduct Career Clusters governance pilot (NCTEF)

Other

1. **Are there areas/elements of state policy that staff should be focusing on and are not?  
If so, what are those areas and what resources/tools would be most useful?**
2. **Are there any pitfalls that staff should consider when pursuing this work?**

## APPENDIX A

### Strategic State Policy Plan (2015-2016)

Approved April 2015

Across the country, state legislatures and boards of education are increasingly interested in Career Technical Education (CTE) in recognition of its role in the college- and career-ready (CCR) policy structure. However, many of these policies largely give only lip service to the idea of career readiness or overlook it entirely. While many states are taking action, there is no national voice on CTE reform within states, leading to missed opportunities, at best, and misinformed policies that undermine advances in both the academic and technical fields, at worst.

NASDCTEc/NCTEF is well positioned to provide guidance in this space given our extensive work with states, depth of knowledge on CTE policy and strong partnerships with key organizations at the state and national level. In 2014, NASDCTEc/NCTEF further grew its sphere of influence by establishing key state-focused partnerships, hiring of a new staff member dedicated to state policy and laying the critical groundwork for an expanded and respected role in the future.

With this as a foundation, we present the following strategic plan to strengthen and guide our work in the state policy space. Embedded within this plan are links to the broader organizational strategic plan to ensure that our work in state policy is aligned to missions for NASDCTEc and NCTEF. Additionally, suggested success metrics have been provided for each strategy.

NOTE: With an eye toward the coming landmark events such as the Future of CTE Summit (Summit) and expected Perkins reauthorization, we must acknowledge these will likely create a shift in organizational priorities – as well as the potential capacity strain for staff. As such, we have categorized the following state policy activities as *planned* and *potential* to present a more realistic view of what we can accomplish through the first quarter of 2016. We also present these *potential* activities as a means to spur discussion of how and in what ways NASDCTEc and NCTEF may wish to pursue them in the future.

#### **Objectives:**

To help states advance high-quality CTE, NASDCTEc/NCTEF will:

1. Keep NASDCTEc membership up to date of major state policy activity relating to CTE
2. Elevate NASDCTEc/NCTEF's profile across states and nationally as a state policy leader in CTE
3. Through partnerships, build consensus among the national education community and relevant governing organizations around the role of CTE/ "career" in the CCR agenda
4. Provide clear guidance to NASDCTEc members and other state policymakers on effective and positive CTE/career readiness-focused policies
5. Support state implementation of Perkins and other relevant federal policy as well as other state-level policies, specifically programs of study and related areas, to help advance high-quality CTE across the country

## **Major Strategies:**

To meet these objectives, NASDCTEc/NCTEF will:

1. Develop and maintain resources to support state CTE policy development such as up-to-date state profiles, a members-only database of state CTE policies, a policy framework of CTE/career readiness policies, regular publications and blog posts on key legislative and regulatory policy
2. Forge strategic partnerships with key education and governing groups to advance and enhance NASDCTEc/NCTEF's state CTE policy efforts through collaborative deliverables
3. Provide cross-state solutions, resources and technical assistance related to state implementation of federal policy, the Common Career Technical Core, programs of study; and support state-led projects such as the Career Clusters® Leadership Pilot
4. Craft and execute a dissemination strategy aligned to the NASDCTEc/NCTEF communication strategy to ensure resources are reaching key audiences

## **Key audiences:**

- State CTE Directors
- State governing officials (governors, legislators, state board members, etc) and key staff
- Other relevant state policymakers and key staff
- CTE administrators and educators (secondary/postsecondary)
- State board of education members and/or relevant postsecondary governing bodies
- State-focused and national education communities and other relevant partners

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## **Major Strategies (in detail):**

- 1. Develop and maintain resources to support state CTE policy development such as up-to-date state profiles, a members-only database of state CTE policies, a policy framework of CTE/career readiness policies, regular publications and blog posts on key legislative and regulatory policy**

### **Web-based Resources**

(Planned activities)

#### **State Policy Database**<sup>12</sup>

This database currently exists as a downloadable resource for NASDCTEc members at [careertech.org](http://careertech.org), and contains the more than 150 state policies enacted in 2014, as featured in the NASDCTEc/ACTE publication, "State Policies Impacting CTE: 2014 Year in Review." Members may search among 16 unique categories to learn more about what other states are doing to better inform state-level policy development.

Options are being explored to build this work into an embedded database within the website, and could include 2013 state activity as well as proposed and approved policies within the current calendar year. The strategy for building out such a database will be developed and implemented starting in summer 2015.

<sup>12</sup> 2.2.5 - Develop a new section of the website focused on state CTE policy, that includes a state policy database. (NASDCTEc/NCTEF)



### NASDCTEc Blog<sup>13</sup>

Staff regularly provide state CTE policy updates through the organization's blog, which has a wide-reaching audience and is one of NASDCTEc's most effective ways of disseminating resources and materials to the CTE stakeholders.

### State Profiles<sup>14</sup>

The state profiles are a powerful platform to highlight and promote each state's CTE system. Currently, these profiles are often used by educators, news media and other policy organizations to learn more about a specific state. Partner organizations such as the College & Career Readiness & Success Center draw heavily from these profiles for CTE-related information to inform their own websites' state profiles.

Staff update the information in these profiles bi-annually as new data become available. State winners of NASDCTEc's Excellence in Action award are also added to the "Success Stories" section.

### State Fact Sheets

NASDCTEc's state fact sheets were last updated in 2011, and are in the process of being redesigned and updated. By crafting fact sheets with more compelling narratives and information, these advocacy tools will provide greater value to the CTE community and interested stakeholders. Once the redesign is finished, staff will keep the fact sheets updated through a regular schedule.

### Webinars<sup>15</sup>

On-demand and live webinars may be used to promote new NASDCTEc resources as well as provide important foundational information to the CTE community and interested stakeholders. In concert with NASDCTEc's growing state policy platform, webinars will be leveraged as another tool to increase awareness and understanding of state CTE policy.

### Success Metrics:

The effectiveness of the web-based resources will be measured through:

- Google Analytics to track web traffic on the blog as well as other relevant state policy-related pages on careertech.org. NASDCTEc will use Google Analytics to track and report this data in the monthly Board of Directors' report.
- Cisco and Adobe Connect webinar tracking reports (includes surveys, registration and attendance numbers)

<sup>13</sup> 3.1.4 - Deliver timely information/resources to NASDCTEc's members and relevant stakeholders (including the blog, social media resources, etc.). (NASDCTEc/NCTEF)

<sup>14</sup> 2.3.3 - Develop and maintain state profiles/fact sheets that explain and promote CTE in each state. (NASDCTEc/NCTEF)

<sup>15</sup> 3.1.1 - Conduct periodic webinars on relevant topics for NASDCTEc members. (NASDCTEc)

## Publications<sup>16</sup>

### (Planned activities)

#### State Policy Framework for CTE and Career Readiness Policies

Staff have begun to amass state-focused policies for CTE and career readiness categorized across 16 distinct areas, and are now poised to take the next step and apply the next level of analysis through a policy framework. Using those 16 categories as the basis of the framework, we would consider the elements that help make a policy successful as well as the barriers. The categories include graduation requirements, standards and accreditation, industry-recognized credentials, and work-based learning. Through this tool, we will seek to evaluate new and existing policies to identify potential issues states should consider during implementation and monitoring.

This work would take place as part of the developing scope of work for the revamped NCTEF. As the NCTEF vision and mission is approved, this framework would serve as a guide to provide thoughtful guidance to states, media and other CTE stakeholders seeking high-quality examples and best practices.

#### Issue Briefs, White Papers and Case Studies

By further expanding into the state policy arena, many areas of NASDCTEc's work have benefited, including our regular publications. Having ready access to a wealth of knowledge on state policy, examples and best practices has been foundational to elevating NASDCTEc's status as the premier national organization for CTE.

In recognition of this coming Summit, a majority of our issue briefs in 2015 will focus on updates to the five principles laid out in the 2010 "Reflect, Transform, Lead: A New Vision for Career Technical Education." Other planned briefs include upcoming co-authored papers with Achieve on competency-based education and state CTE pathways to graduation as well as white papers and case studies related to issues tackled by the Career Clusters Leadership Pilot, including course sequences and work-based learning.

#### Annual Year in Review brief ("State Policies Impacting CTE: Year in Review")

Co-authored with ACTE, this brief provides a comprehensive scan of legislative and regulatory activities affecting CTE. This scan, presented without judgment, provides the community with an informed list of all activity taking place across the 50 states and D.C., and in turn, helps contribute to future CTE-positive legislation. The 2015 edition will be released in February 2016.

#### Annual State of CTE series

Started in 2013, the annual series, "The State of Career Technical Education," presents an opportunity for NASDCTEc/NCTEF to fulfill their role as thought leaders within the

<sup>16</sup> 2.1.5 - Develop a state policy work plan, that may include the creation of sample state legislation and policies in support of increasing access to high-quality CTE and adoption/implementation of CCTC and Career Clusters. (NASDCTEc/NCTEF)

CTE community by providing much-needed 50-state research or analysis to important issues facing the field. Since the series' launch, installments have covered topics such as CTE standards and employer engagement.

In 2015, the "State of Career Technical Education" series provide a critical look-back over the past five years since the inaugural CTE Vision was released. This report will serve as a touchstone for states and key partners participating in the Summit, which will put forth a bold vision and collaborative strategy for the future of CTE.

#### Success Metrics:

The success of NASDCTEc/NCTEF's state policy-focused publications will be measured by:

- Timely publication of high-quality reports and briefs;
- Feedback from State CTE Directors on quality and utility of publications
- Monitoring Google Analytics (views of reports/publications on NASDCTEc website); and
- Tracking media engagement (e.g. mentions of reports in articles and interviews).

## **2. Forge strategic partnerships with key education groups to advance and enhance NASDCTEc/NCTEF's state CTE policy efforts through collaborative deliverables<sup>17</sup>**

(Both planned and potential activities)

#### *Council of Chief State School Officers (CCSSO)*

With the Chiefs' public commitment to career readiness, NASDCTEc will continue to play an active role in the organization's ongoing efforts to promote high-quality CTE and career readiness for all students. Specifically, following the publication of CCSSO's "Opportunities and Options: Making Career Preparation Work for Students," NASDCTEc Executive Director Kimberly Green has been invited to make formal presentations at national convenings and Congressional briefings. NASDCTEc continues to be involved in informal conversations with CCSSO to help provide guidance on how to translate the recommendations into state technical assistance. Additionally, CCSSO has signed on to be a Summit co-convenor, which will provide an excellent opportunity to further position CTE and NASDCTEc/NCTEF to be embedded in future work with the Chiefs.

#### *National Conference of State Legislators (NCSL)*

As a bipartisan national organization representing state lawmakers and their staff, the National Conference of State Legislators (NCSL) is well positioned to provide a neutral platform for promoting high-quality CTE. Currently, NCSL has co-hosted a webinar on state CTE financing models with NASDCTEc and invited our staff to speak at its national conference. It also actively promotes NASDCTEc publications and webinars through its various networks.

<sup>17</sup> 1.2.2 - Partner with key organizations on state policy initiatives (e.g. competency-based education, CCSS, CCTC, postsecondary alignment). Utilize the partnership matrix to target, manage and monitor partnership effectiveness. (NASDCTEc/NCTEF)

### ACTE<sup>18</sup>

As part of NASDCTEc/NCTEF and ACTE's joint commitment to collaborate on key initiatives and advocacy efforts, NASDCTEc will continue to work with ACTE to produce the annual Year in Review brief and look for additional ways to leverage new and existing efforts related to state policy.

### Other<sup>19,20</sup>

Consistent with its strategic plan, NASDCTEc/NCTEF will continue to seek strategic partnerships with additional key groups such as national organizations (i.e. National Governors Association, National Association of State Boards of Education) and education reform groups (i.e. Achieve, College & Career Readiness & Success Center, Education Commission of the States, Jobs for the Future, etc.). Some of these organizations, including the NGA and the Council of State Governments, have signed on to be co-conveners for this year's Summit and many others will be invited.

### Success Metrics:

We will measure success by:

- Monitoring and rating partner participation on a quarterly basis through the Partnership Matrix;
- Actively working with partners to increase cross-promotion via social media and organization websites;
- Publishing at least one Friends of CTE Blog post per year from a state-policy focused partner organization; and
- Partnering at least six times a year on publications and/or webinars with national, high-visibility partners, at least half of which must be state policy-focused.

## **3. Provide technical assistance and other resources related to state implementation of federal policy, the Common Career Technical Core, programs of study; and support state-led projects such as the Career Clusters® Leadership Pilot**

(Potential activities)

### Common Career Technical Core<sup>21,22</sup>

<sup>18</sup> 1.6 - Collaborate and coordinate with ACTE on key initiatives and advocacy efforts in support expanded access to and quality of CTE. (NASDCTEc/NCTEF)

<sup>19</sup> 1.2.3 - Engage and support the National Governors Association "America Works" campaign, ensuring positive positioning for CTE. (NCTEF)

<sup>20</sup> 1.5.2 - Strengthen and expand partnerships with key education/workforce development organizations, institutions, etc. to support effective PD opportunities. Utilize the partnership matrix to target, manage and monitor partnership effectiveness. (NCTEF)

<sup>21</sup> 2.2.6 - Create resources to support state adoption and implementation of the CCTC/Career Clusters. (NCTEF)

<sup>22</sup> 2.2.7 - Conduct an initiative to put in place appropriate measurements of the CCTC. (NCTEF)

Thanks to the work done for the 2013 “State of Career Technical Education: An Analysis of State CTE Standards,” NCTEF has the ability to draw upon this 50-state research base to develop resources or in-person technical assistance to related to state implementation of the CCTC. With the Board-approved CCTC Continuum of Adoption, NCTEF will be able to better target resources to help states implement the content standards and/or the Career Ready Practices. Future work in this area will be influenced by the Board’s discussion in April 2015.

#### Career Clusters Leadership Pilot<sup>23</sup>

The deliverables being developed by the ongoing Career Clusters Leadership Pilot offer a natural opportunity for NCTEF as it seeks to define the scope of its work. The two Pilots in Manufacturing and Agriculture, Food & Natural Resources have started work on critical CTE areas of need including work-based learning, industry-recognized credentials and course sequences.

It has become clear that there is a need and desire to continue building on and scaling this initial work to the other Career Clusters. However, without a change in existing strategy, this tremendous opportunity may need to be tabled for future consideration, due to current capacity restraints within the states and NASDCTEc/NCTEF.

#### State implementation of federal policy<sup>24,25</sup>

With the coming reauthorization of Perkins, NASDCTEc expects to provide technical assistance to the states to assist them in implementing the new law to maximize the opportunity and potential for their CTE systems. This will likely be a mix of in-person and virtual meetings.

#### Other<sup>26</sup>

With growing new and existing partnerships with state-policy focused organizations, there is the potential for NCTEF to play a role in connecting states to broader education reform efforts such as the Common Core State Standards and Next Generation Science Standards, as well as STEM-related and competency-based education work. NCTEF is still contracted with Achieve to support the NGSS career readiness work and, eventually, the development of NGSS pathways in 3-4 Career Clusters, although this work is currently on hold.

#### Success Metrics:

Success metrics will be determined as NASDCTEc/NCTEF plans to undertake specific activities.

<sup>23</sup> 1.3.4 - Conduct Career Clusters governance pilot (NCTEF)

<sup>24</sup> 1.1.3 - Convene CCSSO, NGA and NASBE to develop a common policy platform to for the state role in Perkins. (NASDCTEc)

<sup>25</sup> 2.2.2 - Develop and host resources and workshops related to Perkins implementation following reauthorization. (NASDCTEc)

<sup>26</sup> 2.2.8 - Create resources and supports for states to connect CTE with broader reform efforts (CCSS, NGSS, STEM, competency-based). (NCTEF)

**4. Craft and execute a dissemination strategy aligned to the NASDCTEc/NCTEF communication strategy to ensure resources are reaching key audiences**

Any dissemination plan will be aligned to the organizations' Communications Strategy, including social media to promote regular state policy updates, engagement of traditional media outlets to elevate major publications and projects from NASDCTEc/NCTEF and ongoing communications with our members through the newsletter, e-blasts and other relevant channels.

More broadly, as noted in the Communications Strategy, for any state policy publication or resource, we will develop a release and dissemination strategy at least a month before the set release date and, as needed, develop materials around publications – e.g. talking points, one-pagers, etc. – to highlight how they can be best utilized.

**Two-Year NASDCTEc/NCTEF Strategic Plan  
For Period of 2014-2015**

<b>Target</b>	<b>Goal</b>	<b>Strategy</b>	<b>Timeline</b>	<b>Update (since April 2015)</b>
1. Build and maintain strong and effective partnerships with key education, workforce and economic development, and philanthropy organizations to advance				
	1.1 - Develop, maintain and grow partnerships in support of NASDCTEc's federal legislative priorities.			
		1.1.1 - Strengthen and expand partnerships with Congress, federal agencies, education associations, post secondary associations, workforce/economic development, employer-focused organizations, companies and labor unions. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Ongoing	Staff continue to meet quarterly to reassess the strength and value of each partnership. Partnership matrix is consolidated on an annual basis and supplemented throughout the year.
		1.1.2 - Support the ongoing efforts of the Workforce Data Quality Campaign and contribute to its advocacy efforts to support collection of nationally comparable, valid and reliable data.	Ongoing	NASDCTEc has continued to partner with WDQC in articulating formal positions on issues related to data and CTE, including signing on to a joint response to the NPRM. NASDCTEc supported a number of WDQC's formal communications to Congress and the Administration and regularly attended and engaged with the partner meetings.
		1.1.3 - Convene CCSSO, NGA and NASBE to develop a common policy platform to for the state role in Perkins.	Summer 2015	CCSSO remains a strong partner on many other initiatives not directly related to federal policy. As with nearly all other groups, the development of Perkins priorities, and in this case a common platform, is contingent on formal movement of Perkins. Since little to no activity has occurred on this front, and in addition to ESEA activity, a common platform has not been developed with these groups. Staff worked with CCSSO to attempt to align responses to the NPRM, particularly on the infrastructure issue.
	1.2 - Develop, maintain and grow partnerships in support of NASDCTEc's state policy initiatives/support.			
		1.2.1 - Develop a state policy work plan, to include the identification of priority partner organizations to collaborate with in support of increasing access to high-quality CTE and state adoption/implementation of CCTC.	Ongoing	Board approved state policy strategy at April meeting. Currently focusing on the following elements of the approved strategy: - State Policy database (as part of a larger resource database of NASDCTEc resources), and will include CTE-related legislation, publications, implementation documents, and other resources - Fact sheet/state profile updates - State Policy Framework (given that this is a very large framework with many policies to tackle, we have chosen to start with work-based learning given the growing interest on the national stage and the work being done through the Career Clusters Leadership Pilot)

		1.2.2 - Partner with key organizations on state policy initiatives (e.g. competency-based education, CCSS, CCTC, post secondary alignment). Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Ongoing	Staff continues to meet quarterly to discuss partnerships. NASDCTEc has continued to strengthen and build on partnerships in the past six months, particularly around state policy-focused organizations. In particular, NGA, CCSO, NASBE and CSG are all Summit co-conveners and we are engaging with these organizations through common initiatives, resources and communications.
		1.2.3 - Engage and support the National Governors Association "America Works" campaign, ensuring positive positioning for CTE.	Spring 2014	NGA is Summit partner and work will be connected through that initiative. Staff have also been invited to a design meeting on the next policy academy, focused on WBL.
	1.3 - Engage in strategic partnerships with business-led organizations to strengthen business (including or and workforce development) involvement in the Career Technical Education enterprise.			
		1.3.1 - Strengthen and expand partnerships with employer-focused organizations. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Ongoing	Staff continues to meet quarterly to discuss partnerships. The Chamber is a Summit co-convenor and employer groups are regularly engaged through Perkins coalition.
		1.3.2 - Highlight strong employer-education partnerships through multiple communications strategies (e.g. Friends of CTE blog series, papers, case studies, resources, etc.).	Ongoing	Staff split the Friends of CTE series into two categories: Employers and general Friends of CTE. Currently, staff is working with Emerson Climate Technologies to develop a post for the Employers Friends of CTE section to be released early September.
		1.3.3 - Develop case-making resources, targeted to the business community, designed to promote awareness of and seek support for CTE.	Ongoing	No action since last report.
		1.3.4 - Conduct Career Clusters governance pilot.	2015	The one-year pilot is wrapping up and deliverables are being finalized. They will be released through a series of blog posts and e-blasts to members. The expected deliverables are: - One-pager "Development of a Program of Study" and related short on-demand webinar (Course Sequences subcommittee) - Secondary education-focused work-based learning framework with a few related deliverables (Work-based Learning joint subcommittee) - Revamped NASDCTEc Credentials List (Industry-recognized credentials subcommittee)



		1.3.5 - Identify employer champions (one for each Career Cluster) to feature in the roll out the business resolution campaign results.	Winter 2015	The business resolution campaign is on hold pending reauthorization. In the interim reactivating Friends of CTE series and leveraging employer partners from the Excellence in Action award winners. CCLP did not net employer champions as planned.
		1.3.6 - Partner with the CTSOs to leverage their employer partnerships for advocacy and advancement of high-quality CTE.	Ongoing	We continue to participate in quarterly NCC-CTSO meetings to collaborate and coordinate efforts. We have engaged SkillsUSA to help recruit employers/international leaders for blog posts and the NCC-CTSO around the EiA awards
	1.4. - Engage in strategic partnerships that raise the visibility of Career Technical Education and NASDCTEc/NCTEF as a leader in the field (e.g., Advisory Boards)			
		1.4.1 - Utilize and manage the partnership matrix to expand and strengthen relationships with external organizations.	Quarterly meetings 2014 - 2015	We continue to meet quarterly to discuss partnerships; we have maintained about the same number of partners, adding and subtracting based on rankings
		1.4.2 - Create and utilize criteria to guide decision-making around partnerships.	Quarterly meetings 2014 - 2015	Completed and in use (see above)
		1.4.3 - Determine feasibility of CRPC continuation and focus.	Winter 2014	No work has occurred in this space, but is a possible area of focus for Foundation
		1.4.4. - Engage DOL, DHHS and other federal agencies to support the alignment and understanding of "career pathways" and other related initiatives	Ongoing	Increasing frequency of outreach to DOL due to WIOA passage. Included in multiple career pathways outreach sessions and input into toolkit. See partnerships update for more details.
	1.5 - Develop, leverage and maintain partnerships that support NASDCTEc efforts to provide professional development to our members, their staff and other key CTE stakeholders			
		1.5.1 - Conduct and support the CORD and NASDCTEc CP workshops/webinars.	defined schedule in 2014	MOU in place for workshops to be held at ACTE Vision in 2015. In discussions to host workshops at other ACTE events (regional meetings, NPS, NCLA).
		1.5.2 - Strengthen and expand partnerships with key education/workforce development organizations, institutions, etc. to support effective PD opportunities. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Ongoing	We continue to meet quarterly to discuss partnerships. See partnerships update for more details.
	1.6 - Collaborate and coordinate with ACTE on key initiatives and advocacy efforts in support expanded access to and quality of CTE.			
		1.6.1 - Co-convene a joint Executive Committee meeting between ACTE and NASDCTEc/NCTEF.	January 2014, 2015, 2016	Completed and Jan 2016 meeting has been scheduled. The intent is for this to be annual meeting.
		1.6.2 - Develop a plan to implement the recommendations and outcomes from the joint ACTE/NASDCTEc Executive Committee.	April 2014	ACTE and NASDCTEc have developed a joint work plan and update quarterly.

		1.6.3 - Jointly develop an operational definition of and criteria for "high-quality CTE programs" to inform legislative priorities, professional development, etc.	Winter-Spring 2014	Met with the REL, ACTE and partner states at the spring meeting. ACTE released a paper in July that summarized the research compiled.
<b>2. Engage in the formation and dissemination of legislation and public policy that impacts education, economic, and workforce development in support of</b>				
	2.1 - Develop federal and state legislative priorities that support, promote and increase access to high-quality Career Technical Education.			
		2.1.1 - Solicit information from membership about reauthorization priorities through surveys, working groups, and other means.	Ongoing	Most recently a position on Perkins' MOE provisions was developing using member and board input. Most major revisions to NASDCTEc's policy recommendations were made prior to the April board meeting. Also pursuing MOA fixes via legislative process, as authorized by the Board.
		2.1.2- Develop and disseminate legislative language to Congressional and federal policymakers, as well as other stakeholder associations, to influence the reauthorization process.	Early Q1 2014 (close to completion)	This work continues-- language is being honed to this extent and should be ready for final dissemination in the Fall of 2015. ESEA's passage will likely necessitate another round of revisions. These revisions will need to be done more quickly than was the case for WIOA given Perkins' status in the Congressional legislative queue.
		2.1.3 - Engage members of Congress and staff during reauthorization through briefings, school visits, and other advocacy activities.	Ongoing	NASDCTEc has participated in and hosted a number of CTE related hearings in 2015 related to ESEA and Perkins reauthorizations, along with other topics of interest to the CTE community. More such events are being planned for the fall and a NASDCTEc member will participate in an upcoming event focused on HEA.
		2.1.4 - Host regular Perkins coalition conference calls to support organizational priorities and unify advocacy efforts during reauthorization.	Ongoing	Call was hosted in August 2015. General interest in developing a common set of principles for reauthorization. General interest on topical convenings related to Perkins reauthorization issues. A meeting is being planned to examine the intersections of Perkins and WIOA this fall.
		2.1.5 - Develop a state policy work plan, that may include the creation of sample state legislation and policies in support of increasing access to high-quality CTE and adoption/implementation of CCTC and Career Clusters	Spring/Summer 2014	State policy strategy approved at April 2015 Board meeting; the work-based learning framework is targeted to identify promising practices across the states across an array of related areas.
	2.2 - Support NASDCTEc's members to advance and implement federal and state policies and legislation that promote and increase access to high-quality Career Technical Education.			
		2.2.1 - Host quarterly advocacy calls for State Directors and staff.	Ongoing	Quarterly advocacy calls have been mapped out for the remainder of the year and into 2016. Next call scheduled for September 3, 2015.

		2.2.2 - Develop and host resources and workshops related to Perkins implementation following reauthorization.	Post-Reauthorization	Contingent on progress towards reauthorization. Staff are in early stages of plan development for implementation activities.
		2.2.3 - Develop pre-recorded webinars on relevant policy and legislative topics of interest to members.	Ongoing	Several new pre-recorded webinars were added since the April meeting including one on the CTE Vision, the CCTC, and Programs of Study.
		2.2.4 - Connect Congressional staff with their State Director following each Hill visit (focus is primarily on Senate but may also include key House leadership).	Ongoing	Connections have continued to be made where appropriate and available (not all State Directors are able to have direct contact with Congress).
		2.2.5 - Develop a new section of the website focused on state CTE policy, that includes a state policy database.	Spring 2015	Forthcoming resource database for careertech.org will incorporate the current state policy tracker.
		2.2.6 - Create resources to support state adoption and implementation of the CCTC/Career Clusters.	Spring/Summer 2014	We have two projects in the pipeline around CCTC implementation, including an analysis -to be conducted by Vivayic - on how states are implementing the CCTC, with the newly adopted 'adopt-implement-endorse' Board policy as the baseline. This report will be released in Spring 2016 to inform our next strategic plan. The other resource will be a crosswalk of the CCTC and CCR academic standards in math/ELA to be released by June 2016.
		2.2.7 - Conduct an initiative to put in place appropriate measurements of the CCTC.	Spring 2015	Completed
		2.2.8 - Create resources and supports for states to connect CTE with broader reform efforts (CCSS, NGSS, STEM, competency-based).	Ongoing	CTE and CBP paper was released in August 2015 and the global competency paper will be released in Fall 2015.
	2.3 - Leverage and expand the use of the CTE: Learning that works for America campaign to support public policy and advocacy efforts.			
		2.3.1 - Launch a "sign-on" resolution campaign to cultivate and demonstrate employer/business for high-quality CTE.	Spring / Summer 2014	This work is on hiatus until Perkins reauthorization picks up.
		2.3.2 - Launch a national campaign to get every member of Congress to see a CTE program.	Ongoing	As originally conceived, this project is on hold. Have been working with the House and Senate caucus leaders to plan local site visits for Congressional staff. A site visit to a postsecondary institution is planned later this fall.
		2.3.3 - Develop and maintain state profiles/fact sheets that explain and promote CTE in each state.	Fall 2014/Winter 2015	Fact sheets are currently being revamped with a tentative publication date of September; the State Profiles have been updated with current numbers and other tweaks have been added to improve the quality and relevance of the information provided.

		2.3.4 - Develop a set of federal, state and employer-focused case-making resources that articulate what is high-quality CTE and feature examples of high-quality programs.	Summer/Fall 2014	Staff developed two-pagers featuring 2015 Excellence in Action award winners and will do the same for the 2016 round of awards. Two-pagers were distributed to winning programs of study, media, State CTE Directors and their communication's staff and posted on the website.
		2.3.5 - Engage in the Industry Workforce Needs Council campaign to promote CTE.	Ongoing	NASDCTEc is a key partner with IWNC. The organization's operations have been embedded with Opportunity America. Limited interaction has been sought by the organization and no meeting plans are on the docket.
		2.3.6 - Launch and manage the Excellence in Action Awards program, utilizing these examples in advocacy and communications initiatives.	January-June 2014; April 2015; May 2016	Award winners were featured at the 2015 Spring Meeting during a luncheon, reception, with the opportunity to showcase their program during breakout sessions. Award winners continue to be promoted through the Learning that Works blog and as part of ACTE's CareerTech VISION 2015 conference.
		2.3.7 - Develop a media relations strategy and implementation plan, ensuring connections to our federal/state advocacy work, CCTC and CTE: Learning that Works Campaign.	Ongoing	We have continued to track our engagement with the media including all articles that mention NASDCTEc, while also developing a database of reporters we have worked with, or that cover the CTE beat. We continue to coordinate with ACTE on press releases/statements around major federal policy changes utilizing PR Newswire for releases of major initiatives/reports. Staff developed and continues to update a state-specific media list.
		2.3.8 - Create a communications taskforce of state communications staff. The taskforce will guide the work of NASDCTEc/NCTEF in the development of casemaking tools and resources, as well as expanding state implementation of the CTE: Learning that works for America campaign.	Winter 2015	Staff launched the Communications Committee in late spring 2015. It is comprised of state leaders and communications experts in the CTE field. The Communications Committee will meet bi-monthly for the first seven months, and then move to a quarterly call schedule.
		2.3.9 - Launch redesigned website.	Spring 2014	Completed
		2.3.10 - Maintain and expand social media strategy to engage broader set of stakeholders.	Ongoing	We continue to promote NASDCTEc and partner events, publications, news, information and resources. See communications plan update for metrics.
<b>3. Provide, encourage and support professional development to expand the skills, content knowledge and leadership of NASDCTEc members.</b>				
	3.1 - Develop, arrange and/or deliver resources to expand the skills, content knowledge and leadership of NASDCTEc members.			

		3.1.1 - Conduct periodic webinars on relevant topics for NASDCTEc members	Ongoing	Over the past six months, NASDCTEc conducted one public webinar, partnered with NSC on a WIOA webinar and the ARC on a simulated workplace webinar. Another 4 webinars are currently being scheduled for Fall-Winter 2015.
		3.1.2 - Build an online library of members-focused resources. (e.g. overview of key initiatives, pieces of legislation, member benefits, etc.)	Ongoing	The website was transitioned to a new platform in spring 2015. As part of this transition, a reassessment of resources was conducted. We also gathered feedback on the member services survey, to inform us what resources are of highest value. Finally staff is building a database via the CRM to support better access to the existing resources.
		3.1.3 - Build online library of pre-recorded webinars to educate the public about CTE.	Ongoing	Several new pre-recorded webinars were added in this quarter. One focused on the current Vision - Reflect, Transform, Lead. Several were added as a marketing effort for the Career Pathways workshops, as well as programs of study and Career Clusters 101.
		3.1.4 - Deliver timely information/resources to NASDCTEc's members and relevant stakeholders (including the blog, social media resources, newsletter, etc.).	Ongoing	Ongoing. At weekly staff meeting, staff map out requests/communications to member, discuss blog posts for the coming week to be sure to provide relevant and sufficient content. Stats on communications platforms can be found in the communications update.
		3.1.5 - Develop and implement an annual editorial schedule resulting in a coordinated set of resources to include briefs, webinars, on-demand webinars, resources, etc.	February 2014, to be revisited quarterly	Ongoing and recently updated and streamlined
	3.2 - Develop, arrange and/or host convenings to expand the skills, content knowledge and leadership of NASDCTEc members.			
		3.2.1 - Conduct Spring 2014 meeting. Conduct Spring 2015 meeting.	April 2014; April 2015.	Completed. Evaluation summaries provided to the Board.
		3.2.2 - Conduct 2014 Achieving Excellence Institute. Shift now to Career Clusters Institute embedded in the ACTE VISION conference in 2015.	Summer 2014; Winter 2015	The MOU is in place for the integration of CCI into CareerTech VISION, including a 15-session "Career Clusters" strand for 2015.
		3.2.3 - Conduct Fall 2014 meeting. Conduct Fall 2015 meeting-Summit.	October 2014 & 2015	Summit planning is in high gear. The design team is engaged in developing the Summit's agenda and scenarios. Nine co-convening organizations are signed on. Registrations are close to being at the cap. All states but two are sending representatives.

		3.2.4 - Develop a strategy that reconsiders reconvening of all states for future (Summit, re-conceptualized spring and fall meetings, Institute).	Fall 2014	We will re-evaluate our schedule of annual meetings during the next strategic planning session in Winter 2016, using the Summit and impending release of the new vision to drive that discussion. Input was provided by the members via the member services survey conducted in July 2015 - feedback provided on location and length of meetings. Also each meeting has its own evaluation which guides program development.
		3.2.5 - Host (virtual or in-person) convening of members to support planning and implementation of next federal CTE legislation.	Post-Reauthorization	To be completed following the reauthorization of the Perkins Act.
	3.3 - Develop and implement a robust, year-round intensive program to support the on-boarding and leadership development of State CTE Directors.			
		3.3.1 - Develop and implement a plan to a more formalized on boarding process for new members to NASDCTEc.	Winter/Spring 2015	This will eventually be rolled into the New State Director On-boarding project. A check off list has been created to formalize the steps to get a new associate member on board and up to date on the resources that we offer. If funding is award, NCTEF will also be part of a CTE Leadership Academy focus on state leaders.
		3.3.2 - Develop and implement a plan to support skills and leadership development of State Directors/state leaders throughout the year.	Winter/Spring 2015	A formalized plan is being created to provide ongoing, high-quality professional development. The includes a comprehensive yearlong on-boarding program targeted to new State Directors that will build upon and replace the New State Directors Institute.
	3.4 - Implement a member engagement strategy to ensure NASDCTEc is addressing their needs and provide opportunities for members to inform NASDCTEc's work			
		3.4.1 - Conduct bi-annual member services survey to determine member satisfaction and priorities.	Spring/Summer 2015	Survey conducted over July 2015. Analysis and recommendations to be provided to Executive Committee and Board of Directors during September 2015 Board meeting. A full briefing will be shared to support the February 2016 strategic planning retreat.
		3.4.2 - Conduct a quarterly assessment of staff interaction/support/member engagement.	Quarterly	We continue to meet quarterly to discuss member engagement/interactions. If a member state is at a lower level of engagement, targeted engagement strategies are implemented.
		3.4.3 - Develop an annual report to the members identifying accomplishments and progress toward accomplishment of goals.	Spring/Summer 2015	The annual report was released in April and the five progress reports were released in June 2015.

		3.4.4 - Annually identify member task forces to accomplish priority goals.	Integrated into other projects	Staff have created active taskforces for the awards review, a communications committee, a higher ed "kitchen cabinet."
		3.4.5 - Develop an electronic newsletter that shares NASDCTEc and state accomplishments, as well as articulates how members can use NASDCTEc resources.	Summer 2014	Staff will move from a bi-monthly to monthly release schedule of the members-only newsletter. Staff also developed new e-blast series' around communications/advocacy and publications/research targeted to the NASDCTEc mailing list.
	3.5 - Actively encourage alignment and collaboration between secondary and post secondary leaders within and beyond NASDCTEc's members			
		3.5.1 - Convene a postsecondary engagement task force to advise NASDCTEc on how to better engage postsecondary CTE stakeholders, what resources and PD should be offered to support secondary-postsecondary alignment, and what key partnerships need to be made.	Winter 2014	State team pilot launched in FY16.
<b>4. Develop and implement actions that address NASDCTEc's organizational governance and fiscal security that ensures successful accomplishment of</b>				
	4.1 - Review NASDCTEc/NCTEF Board of Directors' governing structure, policies and bylaws to ensure alignment with strategic goals.			
		4.1.1 - Convene a task force to analyze the existing Board governance model and develop recommendations on issues such as composition, role and commitment of public members, etc. (note: may include organizational name change).	Winter 2014/2015	New name is underway with rebranding effort. Once that is complete, we can turn to the regional structure (and see if the Board/membership) is open to additional change in the same fiscal year. The goal is to have a new name before the Summit and a full rebrand launch in May 2016.
		4.1.2 - Conduct a comparative analysis of NASDCTEc/NCTEF's income sources and distribution to like-sized and -minded organizations and determine components and feasibility of fee-for-service model.	Winter 2014/2015	On hold given rebranding efforts and implications for organization restructure. Will pursue post-Summit and have information/ideas to share with the Board prior at the February strategic planning retreat.
	4.2 - Review NASDCTEc/NCTEF membership structure to strengthen the organization's fiscal security and membership base			
		4.2.1 - Convene a task force to develop a set of recommendations for an updated state team membership model that supports both secondary and post secondary state Career Technical Education leadership.	Winter 2014/2015	The Board voted to pilot a state team concept in FY16. That pilot is underway with many states participating by. A full summary of the pilot will be shared at the February retreat.
	4.3 - Develop and implement a fundraising plan to support public policy, partnerships, and professional development priorities.			
		4.3.1 - Develop and implement a Year-Round Sponsorship plan (pending approval from the Board)	Spring/Summer 2014	The new year-round sponsorship program has two sponsors who are testing the program.

		4.3.2 - Develop a fundraising plan, to include identifying priority fund-able projects, cultivate relationships with key funders, etc.	Fall 2014	In the last quarter, staff have submitted a number of proposals - PMI, Ford, ID/IQ, and the 3 grant. If all funding were awarded, this would total approximately \$1.08 million over five years. This estimate represents only two years worth of ID/IQ work as the tasks for years 3 - 5 have not been identified. If we have the same level of involvement as we are having in years 1 and 2, this would bring the total to \$1.76 million. Other efforts are underway to secure to contract work through relationships with CCSSO, NGA, and JPMC.
<b>5. Implement Ongoing Core Work of NASDCTEc/NCTEF</b>				
	5.1 Ensure effective, accurate, legally compliant and efficient management of NASDCTEc/NCTEF.			
		5.1.1 - Ensure membership contact information is accurate and up to date - listservs, database of website, constant contact.	ongoing	Recently memberships were sorted into separate listservs - allowing for a more targeted delivery method of information. Listservs and contact information are aligned during the membership renewal period and are updated on a regular basis. A new system of membership update management is being piloted. The new CRM system will make this a more efficient process.
		5.1.2 - Ensure that all Board approved policies are implemented properly and completely.	ongoing	The Board Policy Manual was updated in June 2015 to reflect the recently passed or amended policies. The staff have the attorney review relevant policy guides, personnel policies etc. to ensure legal compliance.
		5.1.3 - Standard operations manual (SOP) is maintained and reflective of current policy and practice.	ongoing	SOP manual is updated on an ongoing basis and will be reviewed again in January.
		5.1.4 - Effective use of Basecamp/Backpack as project management and communications tools.	ongoing	Staff set aside planning days at least three times a year to work on project planning, including development of project starters, plans and brainstorming ideas/solutions. Staff attended training on planning, which is being implemented beginning summer 2015. In addition, effective use of planning tools is part of staff performance evaluations.
		5.1.5 - Establish and implement an effective formal on boarding process for Board members and officers.	July 2014	We have begun the plans and put the steps in place to formalize the on-boarding process for the Board members. Briefing calls were held with all Board members and officers, beginning to document the process and information to be shared. Building upon this, a more formal plan is being created to see what can be 'automated' and what needs to be 'customized' each year.



		5.1.6 - Manage the annual nominations and elections process in a fair and compliant manner.	January 2014, January 2015, January 2016	Project plans are in place for the January 2016 process for annual nominations.
		5.1.7 - Maintain the standard operations manual, ensuring it is regularly updated to reflect current content, passwords and relevant files. This should include project planning/meeting procedures.	ongoing	Procedures are updated and reviewed semi annually. Currently reviewing and updating.
	5.2 Ensure that the finances of the organization are accurate and in compliance with all legal requirements.			
		5.2.1 Financial tools and documents are used in accordance with Board-approved policies, including the investment policy statement, and ensure all transactions are legally compliant, accurate and ensure necessary separate of duties (checks/balances).	ongoing	All financial tools are used in accordance with Board-approved policies. Each is reviewed by the lawyer, accountant, auditor or investment advisor. The Financial Manual was updated earlier this year to be sure it reflected current practice and the latest fiscal requirements.
		5.2.3 - Conduct an annual audit and implement any recommendations or management notes.	October 2014; September 2015	Audit is scheduled for the week of September 21, 2015 and is on target.
		5.2.3 - Maintain an effective grants management system.	ongoing	Ongoing. Discussions are underway that several of the grants that have been applied for are awarded, that a more robust system will need to be created and a clear system of checks and balances put in place to be sure compliance with each grants requirements.
		5.2.4 - Maintain appropriate security measures to ensure passwords, employee privacy, etc. are protected.	ongoing	Passwords were collected from all staff in June to be sure the organization has access, if needed. All personnel files are held in a locked, fire proof filing cabinet to ensure privacy. Benefits reports are transmitted by removing SSN from documents to protect employee privacy.
		5.2.5 - Implement measures to ensure appropriate back up of all financial information, resources, etc.	ongoing	Quarterly checks with Dr. BackUp and off-site, remote back up service.
	5.3 Ensure that all human resource functions are handled in a timely, accurate and legal manner.			
		5.3.1 - Human resource tools and documents are used in accordance with policies/legal requirements.	ongoing	All tools and documents are updated on a regular bases in accordance with policies/legal requirements.
		5.3.2 - Establish an implement a formalized staff on boarding process.	July 2014	Onboarding process has been created but has not been formalized yet. Due to other priorities this was shifted to early fall 2015.
		5.3.3 - Annually conduct a human resources briefing to review any personnel policy or benefits changes.	April 2014; June 2015	FY 16 Benefit summary and annual signing of yearly forms was conducted in June 2015.
		5.3.4 - Accurate and timely benefits management - retirement, transportation subsidy, payroll, etc.	Ongoing	Ongoing and in compliance.

		5.3.5 - Implement an annual performance evaluation system.	October 2014, October 2015	Evaluations have been conducted in accordance with the established performance evaluation cycle. The next sent of evaluations will occur in September 2015 (for the prior fiscal year).
		5.3.6 - Annually review personnel policies and ensure they are legally compliant.	April 2014; April 2015	These have been reviewed and updated by the lawyer, with recommended revisions approved by the Board in June 2015. The review is conducted annually.
		5.3.7 - Ensure staff are implementing the necessary computer back ups to protect the content and intellectual property of the organizations.	Ongoing	There are regular follow up with the Dr Back up to review backups. All reports are being sent via email to Karen.
		5.3.8 - Maintain an online, accessible standard operations manual. Coordinate updates with staff on a regular basis.	Ongoing	Ongoing
	5.4 Effectively manage the Career Cluster Products			
		5.4.1 - Ensure inventory controls are properly implemented.	Ongoing	Inventory was held the first week in July - inventory controls are carried out on a daily basis
		5.4.2 - Provide customer service and support that ensures high levels of satisfaction.	Ongoing	Ongoing. The member services survey was conducted and the organizational staff received high marks for responsiveness and care to member needs. A report is included in this Board book. Addition details will be shared prior to the February strategic planning retreat.
		5.4.3 - Conduct annual physical inventory.	July 2014/July 2015	FY15 inventory is complete and a schedule of inventory completed by accountant.
		5.4.3. - Develop a plan for phasing out the Career Cluster product inventory.	Summer 2014	The Board reversed the decision to phase out products due to the reliance on the revenue stream. Plans are in place to refresh the products in the fall of 2015.
		5.4.4 - Pilot test the Cafe Press online store.	January 2014	After spending nearly a year to get this store up and running, it was determined that this was not a good use of our time/resources.
	5.5 - Ensure resources, communications and tools developed are high-quality, error-free, support the brand and consistent with the style guide.			
		5.5.1 - Put in place a formal editing process for all written resources, communications and tools.	Ongoing	Ongoing
		5.5.2 - Maintain a style guide and ensure staff are properly briefed on the use of the guide.	Summer 2014; Fall 2015	Staff will receive training on the updated style guide after the rebrand as style guide content will likely be effected by the rebrand.
		5.5.3 - Maintain and manage the CC and CTE style guides (signed by users), including managing user agreements.	Ongoing	We have a process in place for collecting and managing user agreements. Staff report on user agreements in monthly Board updates.

		5.5.4 - Put in place a content management/maintenance schedule/ system for the website.	Late spring 2014; Revised to CRM in Spring 2015	The website is regularly updated and reviewed by the communications associate and related staff. Staff recently integrated a CRM system to streamline member management, create registration forms and provide greater flexibility in tracking event registrants.
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**NASDCTEc and NCTEF Executive Investment  
Recommendation Summary  
Submitted by Mark Friese, Merrill Lynch**

The last few years have been a very unusual investment environment. Interest rates are currently near all time historic lows. Interest rates rose a bit last year and long-term bonds had a negative rate of return for the first time in many years. For this reason both the *Association* account and the *Foundation* accounts are above the ranges for equities. We recently adjusted the investment policy statement to reflect and allow this change. As the economy continues to heal and rates increase bonds will decline. We see no indication that interest rates will be rising significantly in the near term. When interest rates start to increase and bonds decline in price we will reallocate from equities to bonds.

The period of July 1, 2014 – June 30, 2015 was an unusual period of time with interest rate sensitive securities like utilities under-performing the general market. A large portion of the equity portion of your portfolio is focused on conservative, dividend producing, equity based indexes which own utilities. These indexes provide income which has historically risen over time and provided capital appreciation potential. Due to this exposure during the period measured, you will note a slight under-performance of the equity portion of your portfolio. I have included a longer period (2014- 2015) which shows that this was not the case over a more extended period of time.

There has been increasing volatility in the U.S. markets due to events outside our country. Problems with Greece, Puerto Rico and China are just some examples. The international equity exposure in your portfolio is currently less than 3%. Areas like central Europe are starting to improve, but starting from deeply depressed levels.

Sufficient cash is available to meet intermediate cash flow needs that were estimated by the association.

**No changes are currently recommended.**

***NASDCTEc and NCTEF FY15 and FY16 Financial Summary***  
*Prepared by Kimberly Green, Executive Director and*  
*Karen Hornberger, Finance and Office Manager*

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**FY15 – Year End:** This report provides summary financial information for the period of July 1, 2014 through June 30, 2015 or 100% of the fiscal year.

<b>FY15 NASDCTEc</b>
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**INCOME:** The fiscal year ended strongly, with 94% of budgeted income. All income categories exceeded targets but two. The two that did not achieve the income goals were reserve fund withdrawals. In the case of the communications campaign, direct expenses were only 42% of projected expenses. The second reserve withdrawal was originally planned to balance the budget. This was not needed due to strong income in the other categories. If the reserve fund withdrawal that was not needed was removed and the campaign reserve fund withdrawal aligned with actual expenses, this would bring the budgeted income to 111% of budgeted income.

**EXPENSES:** Total expenses were at 93% of budget projections. The budget report provides an explanation for the six expense lines that were over budget.

**ASSETS:** At the end of the fiscal year, NASDCTEc’s fiscal position was strong with total equity at \$2,417,466.39 and total assets at \$2,738,599.29. At the end of FY14, the NASDCTEc total equity was \$2,447,145.21 and total assets at \$2,746,129.66. Comparatively, this represents 2% growth in equity and 4% growth in assets.

<b>FY15 NCTEF</b>
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**INCOME:** Income trailed projections at only 54% of budget. The greatest disappointment was the lack of revenue from workshops, which only achieved 10% of budget. However, only 53% of the planned reserve withdrawal was used to balance the budget due to additional revenue from product sales, contracts and the revenue share with NOCTI.

**EXPENSES:** Expenses aligned to the shifting priorities of the organization throughout the fiscal year. It was year of reimaging and rebuilding. Expenses were in line with revenue, at 54% and represent fiercely fiscally conservative management. The budget report provides an explanation for the four expense lines that were over budget.

**ASSETS:** At the end of the fiscal year, NCTEF’s total equity equaled \$306,999.37 and total assets were \$338,051.04. At the end of FY14, the NCTEF total equity was \$362,970.85 and total assets at \$492,135.88. Comparatively, FY15’s equity is 15% lower than FY14 and assets 32% lower. The additional decline in the assets is largely due to a reduction of inventory. As noted previously, resolution has been achieved with Vivayic on the lost inventory. Throughout FY16, the inventory will be reduced and shifted to represent “donated” services for contract work.

**FY16:** This report provides summary financial information for the period of July 1 – 31, 2015 or 8.5% of the fiscal year.

<b>FY16 NASDCTEc</b>
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**INCOME:** As of July 31, income is at 8% of budgeted projections. This is somewhat deceptive of the overall income position because the budget includes \$353,082.55 - 31% of the overall budget - in reserve withdrawals for the Summit, project-based work and payments to NCTEF. State dues are at 68% of budget, with intent forms from all states except Louisiana. Associate dues are at 95%. Interest is at 8%. Conference registrations are above target (55%) for the Summit. Sponsorships are limited to the spring meeting, so the only income showing here is from the pilot year-round sponsorships.

**EXPENSES:** Expenses are at 9% and in line with projections. Several expenses (insurance, fees) are annual fees that have already been paid.

**ASSETS:** As of July 30, 2015, the Association's fiscal position was strong with total equity at \$2,486,371.03 and total assets at \$3,095,309.76. This is a strong fiscal position to be in and should give the Board confidence in its decision to invest reserve funds into organizational priorities.

The July balance sheet shows a due from NCTEF amount of \$30,200.56. This represents the staff time and benefits dedicated to NCTEF from January 1, 2015 through June 30, 2015. This payment has been made and recorded in the August statements.

**INVESTMENTS:** See reports submitted by Mark Friese, Merrill Lynch. No changes to the portfolio are recommended at this time.

<b>FY16 NCTEF</b>
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**INCOME:** Income is minimal, with only interest being recorded at this time. Income will pick up as the fiscal year ensues. The target date for launch of refreshed Career Cluster products is November 2015 (at ACTE VISION). The reimbursement from ACTE will occur in the first quarter of 2016. The NASDCTEc reimbursement to NCTEF for project-based work will take place after December 31 and again at fiscal year end.

**EXPENSES:** Expenses are in line with income, at 1% of budget.

**ASSETS:** As of July 30, 2015, the Foundation's total equity equals \$303,200.54 and total assets are \$331,742.32. As of July 1, 2015, the funds from the Microsoft Grant (\$110,000) were moved from restricted net assets to unrestricted assets.

**INVESTMENTS:** See reports submitted by Mark Friese, Merrill Lynch. No changes to the portfolio are recommended at this time.

**FY15 NASDCTEc/NCTEF AUDIT UPDATE:** The audit is scheduled for the week of September 21, 2015. A detailed review of the draft audit will be presented to the Finance/Audit Committee in December 2015. Upon approval of the report by the Finance/Audit Committee, the final audit report will be presented to the full Board in late January 2016 for approval.

NASDCTEc FY15 BUDGET				
	Approved	Actual as of	Actual to	Explanatory Notes
INCOME	FY15	6/30/2015	Budget	
			100% of fiscal year	
State Memberships	\$491,897.65	\$530,116.00	108%	All states, Puerto Rico, Palau and the Virgin Islands paid dues in FY15.
Associate & Org. Memberships	\$36,290.00	\$44,425.00	122%	The majority of the increase comes from new organizational members.
Conference Registrations	\$130,500.00	\$142,540.00	109%	The budget was built with the target of 135 to attend the fall meeting and 155 to attend the spring meeting. 149 attended the fall meeting and 178 attended the spring meeting.
Conference Sponsorships	\$45,600.00	\$84,250.00	185%	Sponsorships exceeded expectations. Just over \$50,000 for the spring meeting and \$33,750 for the fall meeting. Significant outreach and a new set of sponsor options, as well as increased interest in our organization resulted in significant support.
Interest/Dividend	\$50,400.00	\$66,439.23	132%	Due to positive market conditions, the investment portfolio performed strongly.
Contract approved increases/bonus	\$52,800.00	\$28,565.12	54%	Includes only bonuses that were awarded. See expense line for more details.
Other income	\$8,000.00	\$8,843.74	111%	Includes some small contract work; reimbursements for CTE brochures, posters and vision papers; speaker honorarium.
Reserve withdrawal	\$128,810.00	\$0.00	0%	Not needed due to positive income in other categories.
Reserve fund withdraw - Communications campaign support	\$42,325.00	\$17,653.84	42%	Does not include salaries and benefits. Only direct expenses.
<b>TOTAL REVENUES</b>	<b>\$986,622.65</b>	<b>\$922,832.93</b>	<b>94%</b>	
<b>EXPENSES</b>				
<b>Allocated Expenses to Specific Projects</b>				
Speakers	\$2,500.00	\$0.00	0%	Due to established relationships, was able to secure speakers without any cost.
Meals (Hotels/Catering)	\$58,000.00	\$57,020.73	98%	
Travel/Lodging	\$22,350.00	\$14,055.82	63%	Travel to the spring and fall meetings were close to budget targets (slightly over). Budget for Board travel was \$7000 but only \$2353 was used. And for member services, \$10310 was budgeted but \$5474.60 was used. This was due to the postponement of reauthorization and the resulting delay in several planned trips to visit key Congressional districts.
Awards/Gifts	\$22,050.00	\$16,692.56	76%	Based on actual number of award winners (not a winner in each Career Cluster).
Audio Visual	\$7,500.00	\$8,600.37	115%	Over budget amount: \$1100.37. Due to increased registrations, both meetings required additional AV to ensure a positive event experience.
Printing/Copying	\$2,866.60	\$4,540.36	158%	Over budget amount: \$1673.76. Over budget due to printing of the annual report and the printing of the two-minute round up (which has previously been provided electronically). The spring meeting printing accounted for \$2136.15.



Communications (telephone/communications)	\$8,465.00	\$8,382.72	99%	
Postage/Overnight	\$475.00	\$487.33	103%	Over budget amount: \$12.33.
Supplies	\$2,350.00	\$2,318.59	99%	
Education/Training	\$3,500.00	\$2,469.51	71%	
Subscriptions/Dues (publications and subscriptions)	\$9,518.00	\$8,115.60	85%	
Bank Charges -CC FEES	\$3,600.00	\$4,866.64	135%	Over budget amount: \$1266.64.Due to the greater than planned number of conference registrations and sponsorships and increased organizational memberships - often paid for by credit cards resulting in elevated fees.
Contractors (consultants)	\$27,390.00	\$10,415.33	38%	The budget included funds for PwC (to begin Summit work), for the taskforces (postponed until after the Summit) and a video (not produced) that were unexpended (total budget = \$8000). Due to staff capability, the full budget of \$13,000 was also not used for design work.
<b>Subtotal - Specific Projects</b>	<b>\$170,564.60</b>	<b>\$137,965.56</b>	<b>81%</b>	
<b>General &amp; Administrative Expenses</b>				
Salaries	\$455,224.47	\$453,119.91	100%	
Bonuses	\$52,800.00	\$28,565.12	54%	The budget included two year's worth of contracted increases. Only one year's worth of the potential contract bonus has been awarded as the FY15 performance evaluation is not yet complete. The balance reflects eligible performance bonuses.
Full employee benefits	\$115,354.70	\$110,010.46	95%	
Rent	\$111,628.00	\$110,986.18	99%	
Office Maintenance	\$2,175.00	\$1,825.00	84%	
Licenses/Fees	\$2,600.00	\$3,200.16	123%	Over budget amount: \$600.16. Over budget amount is due to an unplanned IRS PPA filing fee required with the 401(k) account equaling \$400 and a slight increase in the plan's annual administrative fees that were also unanticipated.
Office Supplies	\$1,025.00	\$825.74	81%	
Communications	\$250.00	\$155.62	62%	
Postage/Overnight	\$216.88	\$191.88	88%	
Printing/Copying	\$25.00	\$3.10	12%	
Equipment & Furniture	\$5,969.00	\$4,496.06	75%	
Bank Charges	\$325.00	\$13.00	4%	
Merrill Lynch Charges	\$30,000.00	\$33,184.75	111%	Over budget amount: \$3184.75. These fees are based on the value of the portfolio (equal to 1% of the value of the portfolio, fees taken quarterly). Given that the portfolio's performance exceeded income projections by 32%, being over budget by 11% on the fee portion of the budget is appropriate.
Accounting	\$28,908.00	\$28,119.55	97%	
Legal	\$4,050.00	\$3,664.16	90%	In April 2015, the Board authorized "necessary" expenses for MOA legislative drafting and FOIA request. This amounted to \$3500. The budget was increased to accommodate this authorization.

Insurance - Directors	\$4,757.00	\$4,671.17	98%	
Liaison & Meetings	\$750.00	\$259.29	35%	
<b>Total G &amp; A Expenses</b>	\$816,058.05	\$783,291.15	96%	
<b>Total Project Expenses</b>	\$170,564.60	\$137,965.56	81%	
<b>TOTAL EXPENSES</b>	\$986,622.65	\$921,256.71	93%	
<b>INCOME LESS EXPENSES</b>	\$0.00	\$1,576.22		

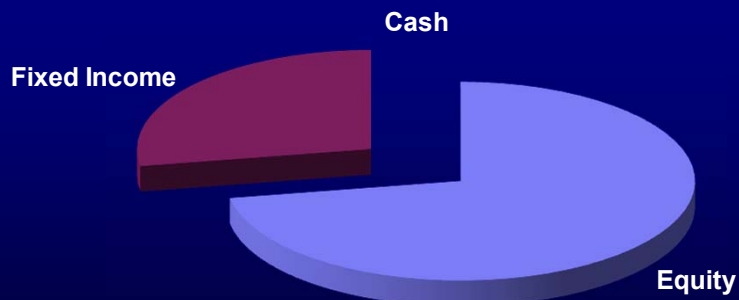
**NASDCTEc**  
**Balance Sheet**  
As of June 30, 2015

	<b>Total</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
1010 Cash- Bank of America	92,906.24
1017 Merrill Lynch Cash - 749	19,617.41
1018 Merrill Lynch Cash - 7WD	91,172.60
<b>Total Bank Accounts</b>	<b>\$ 203,696.25</b>
<b>Accounts Receivable</b>	
1200 Accounts Receivable	13,254.18
<b>Total Accounts Receivable</b>	<b>\$ 13,254.18</b>
<b>Other current assets</b>	
<b>1100 Investments</b>	
1131 Government Bonds	679,395.55
1159 Equities	1,732,255.77
<b>Corporate Bonds</b>	
1126 Entergy Mississippi	33,381.80
<b>Total Corporate Bonds</b>	<b>\$ 33,381.80</b>
<b>Total 1100 Investments</b>	<b>\$ 2,445,033.12</b>
1275 Security Deposit	9,000.00
1280 Due from Foundation	30,186.52
1299 Accrued Interest Receivable	3,437.77
1300 Prepaid Expense	26,925.02
<b>Total Other current assets</b>	<b>\$ 2,514,582.43</b>
<b>Total Current Assets</b>	<b>\$ 2,731,532.86</b>
<b>Other Assets</b>	
1400 Furniture and Fixtures	25,107.21
1405 Accumulated Depreciation - Furniture and Fixtures	-23,424.50
1410 Equipment	17,255.43
1450 Accumulated Depreciation- Equipment	-11,871.71
<b>Total Other Assets</b>	<b>\$ 7,066.43</b>
<b>TOTAL ASSETS</b>	<b>\$ 2,738,599.29</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 Accounts Payable {105}	5,125.33
<b>Total Accounts Payable</b>	<b>\$ 5,125.33</b>
<b>Other Current Liabilities</b>	
2070 Accrued Vacation	77,625.57
2099 Deferred Revenue	
2138 Deferred Income FY 15-16	10,000.00
2139 Deferred State Dues FY 15-16	165,982.00

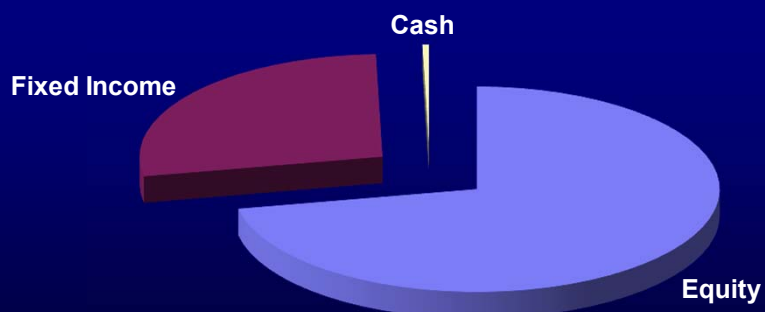
2140 Deferred Associate Dues FY 15-16	24,400.00
2141 Deferred Other Income FY 15-16	38,000.00
Total 2099 Deferred Revenue	<b>\$ 238,382.00</b>
Total Other Current Liabilities	<b>\$ 316,007.57</b>
Total Current Liabilities	<b>\$ 321,132.90</b>
Total Liabilities	<b>\$ 321,132.90</b>
Equity	
3000 Net Assets	1,954,431.63
3900 Earnings	492,713.58
Net Income	-29,678.82
Total Equity	<b>\$ 2,417,466.39</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 2,738,599.29</b>

National Association of State Directors  
Current Asset Allocation  
Association Accounts 749-04H01 & 7WD-04H50  
Period: July 1, 2014 - June 30, 2015

<i>Current Portfolio</i>	Asset Allocation Type: Per Investment Policy Statement		
	Equity	72%	\$ 1,769,075
	Fixed Income	28%	\$ 679,396
	Cash	0%	\$ 10,790
	Sub-Total	100%	\$ 2,459,261
	Cash Reserves		\$ 100,000
	Total Portfolio Value		\$ 2,591,981



<i>Proposed Portfolio</i>	Asset Allocation Type: Per Investment Policy Statement		
	Equity	72%	\$1,769,075
	Fixed Income	28%	\$679,396
	Cash	0%	\$10,790
	Sub-total	100%	\$2,459,261
	Cash Reserves		\$100,000
	Portfolio Value	100%	\$2,591,981



# Time Weighted Rate of Return by Period: Yearly

Performance period: 07/01/2014 to 06/30/2015

Period	Opening Balance(\$)	Contributions/ (Withdrawals)(\$)	Interest/ Dividends(\$)	Appreciation/ (Depreciation)(\$)	Closing Balance(\$)	Total Portfolio ROR		Period(%)	Cum(%)
2015	2,764,372	(175,000)	27,361	(57,438)	2,559,296	(1.23)	1.59		
2014	2,583,137	100,000	43,250	37,985	2,764,372	2.85	2.85		
Total	2,583,137	(75,000)	70,611	(19,453)	2,559,296		1.59		

Note that various factors, including unpriced securities, and certain adjustments, holdings or activity may cause report results to differ from actual performance. Report results may also differ from results reported by other Merrill Lynch services. Past performance does not guarantee future results.

# Relative Performance - Equity: Yearly

Performance period: 01/01/2014 to 07/31/2015

Actual ROR(%)			Dow Jones Industrial Average Price Return(%)		FTSE All-World Index(%)		S&P 500 Price Return(%)		
Period	Year	Cum	Year	Cum	Year	Cum	Year	Cum	
2015	0.93	13.87	(0.75)	6.72	2.44	4.65	2.18	13.82	
US Equity	1.03	14.32							
International Equity	(4.02)	(3.89)							
2014	12.82	12.82	7.52	7.52	2.16	2.16	11.39	11.39	
US Equity	13.15	13.15							
International Equity	0.14	0.14							

With respect to performance shown, various factors, including unpriced securities, and certain adjustments, holdings or activity may cause report results to differ from actual performance. Report results may also differ from results reported by other Merrill Lynch services. Past performance does not guarantee future results.

Reference Indices are included in this report as a general source of information regarding the performance of various types of investments. Allocation models and Indices should not be used to benchmark the performance of a specific account or portfolio. Your Financial Advisor can provide further information regarding the particular allocation models and Indices shown, including how the composition of an index compares to the composition of your account or portfolio.

# Relative Performance - Equity: Yearly

Performance period: 07/01/2014 to 06/30/2015

Actual ROR(%)			Dow Jones Industrial Average Price Return(%)		FTSE All-World Index(%)		S&P 500 Price Return(%)		
Period	Year	Cum	Year	Cum	Year	Cum	Year	Cum	
2015	(0.69)	3.98	(1.14)	4.71	1.69	(1.05)	0.20	5.25	
US Equity	(0.68)	4.30							
International Equity	(0.77)	(8.75)							
2014	4.70	4.70	5.92	5.92	(2.70)	(2.70)	5.03	5.03	
US Equity	5.02	5.02							
International Equity	(8.04)	(8.04)							

With respect to performance shown, various factors, including unpriced securities, and certain adjustments, holdings or activity may cause report results to differ from actual performance. Report results may also differ from results reported by other Merrill Lynch services. Past performance does not guarantee future results.

Reference Indices are included in this report as a general source of information regarding the performance of various types of investments. Allocation models and Indices should not be used to benchmark the performance of a specific account or portfolio. Your Financial Advisor can provide further information regarding the particular allocation models and Indices shown, including how the composition of an index compares to the composition of your account or portfolio.



## Association Account 749-04H01

Security Name	Quantity	Cost Basis	Date Purchased	Date Sold/Mat	Sales Price	Market Value	Gain or (loss)	Realized Gain/Loss	Yield
<b>Association-E.T.F.'s (749-04H01)</b>									
Ishares DJ US Consumer Goods (IYK)	353	\$ 25,496	07/10/12			\$ 37,026	\$ 11,530		n/a
Ishares DJ US Consumer Goods (IYK)	72	\$ 5,337	10/31/12			\$ 7,552	\$ 2,215		n/a
Ishares DJ US Consumer Goods (IYK)	5	\$ 471	01/22/14			\$ 524	\$ 53		n/a
Ishares Dow Jones US Energy (IYE)	289	\$ 10,944	07/10/12			\$ 12,248	\$ 1,304		n/a
Ishares Dow Jones US Energy (IYE)	59	\$ 2,416	10/31/12			\$ 2,500	\$ 84		n/a
Ishares Dow Jones US Energy (IYE)	30	\$ 1,489	01/22/14			\$ 1,271	\$ (217)		n/a
Ishares Russell Midcap (IWR)	1000	\$ 96,760	10/20/06			\$ 170,310	\$ 73,550		n/a
Ishares Russell Midcap (IWR)	466	\$ 26,967	04/03/09			\$ 79,364	\$ 52,397		n/a
Ishares Russell Midcap (IWR)	298	\$ 32,577	10/31/12			\$ 50,752	\$ 18,176		n/a
Ishares Tr Dow Jones US Tech (IYW)	588	\$ 41,353	07/10/12			\$ 61,546	\$ 20,193		n/a
Ishares Tr Dow Jones US Tech (IYW)	119	\$ 8,376	10/31/12			\$ 12,456	\$ 4,080		n/a
Ishares Tr Dow Jones US Tech (IYW)	28	\$ 2,118	05/10/13			\$ 2,931	\$ 813		n/a
Ishares TR Dow Jones (DVY)	104	\$ 5,000	08/12/11			\$ 7,816	\$ 2,816		n/a
Ishares TR Dow Jones (DVY)	826	\$ 45,742	06/07/12			\$ 62,074	\$ 16,332		n/a
Ishares TR Dow Jones (DVY)	1733	\$ 97,546	07/10/12			\$ 130,235	\$ 32,689		n/a
Ishares TR Dow Jones (DVY)	541	\$ 31,251	10/31/12			\$ 40,656	\$ 9,405		n/a
Ishares TR Dow Jones (DVY)	32	\$ 2,100	05/10/13			\$ 2,405	\$ 305		n/a
Ishares TR Dow Jones (DVY)	851	\$ 59,965	12/10/13			\$ 63,953	\$ 3,988		n/a
Ishares TR Dow Jones (DVY)	277	\$ 19,729	01/22/14			\$ 20,817	\$ 1,088		n/a
Ishares TR Dow Jones (DVY)	109	\$ 7,711	02/14/14			\$ 8,191	\$ 481		n/a
Ishares TR Dow Jones (DVY)	57	\$ 4,605	12/30/14			\$ 4,284	\$ (322)		n/a
Ishares TR Dow Jones (DVY)	96	\$ 7,671	02/19/15			\$ 7,214	\$ (457)		n/a
S&P US PFD STK Index Fund (PFF)	148	\$ 5,604	02/23/10			\$ 5,797	\$ 193		n/a
S&P US PFD STK Index Fund (PFF)	471	\$ 17,977	07/15/10			\$ 18,449	\$ 472		n/a
S&P US PFD STK Index Fund (PFF)	322	\$ 12,593	07/10/12			\$ 12,613	\$ 20		n/a
S&P US PFD STK Index Fund (PFF)	292	\$ 11,689	10/31/12			\$ 11,438	\$ (251)		n/a
S&P US PFD STK Index Fund (PFF)	254	\$ 10,400	05/10/13			\$ 9,949	\$ (451)		n/a
Spdr Gold Trust (GLD)	133	\$ 20,367	06/07/12	12/30/14	\$ 15,357	-	-	\$ (5,010)	n/a
Spdr Gold Trust (GLD)	27	\$ 4,478	10/31/12	12/30/14	\$ 3,118	-	-	\$ (1,360)	n/a
Vanguard Consumer (VCR)	308	\$ 19,973	04/26/11			\$ 38,260	\$ 18,286		n/a
Vanguard Consumer (VCR)	62	\$ 4,589	10/31/12			\$ 7,702	\$ 3,112		n/a
Vanguard Consumer (VCR)	6	\$ 632	01/22/14			\$ 745	\$ 113		n/a
Vanguard Dividend (VIG)	486	\$ 25,602	08/03/11			\$ 38,190	\$ 12,588		n/a
Vanguard Dividend (VIG)	429	\$ 24,144	06/07/12			\$ 33,711	\$ 9,567		n/a
Vanguard Dividend (VIG)	1734	\$ 98,102	07/10/12			\$ 136,258	\$ 38,156		n/a
Vanguard Dividend (VIG)	538	\$ 31,647	10/31/12			\$ 42,276	\$ 10,629		n/a
Vanguard Dividend (VIG)	812	\$ 59,982	12/10/13			\$ 63,807	\$ 3,825		n/a
Vanguard Dividend (VIG)	266	\$ 19,716	01/22/14			\$ 20,902	\$ 1,187		n/a
Vanguard Dividend (VIG)	107	\$ 7,855	02/14/14			\$ 8,408	\$ 553		n/a
Vanguard Dividend (VIG)	56	\$ 4,599	12/30/14			\$ 4,400	\$ (198)		n/a
Vanguard Dividend (VIG)	94	\$ 7,748	02/19/15			\$ 7,387	\$ (362)		n/a
Vanguard Industrial ETF (VIS)	286	\$ 10,466	04/03/09			\$ 29,947	\$ 19,481		n/a
Vanguard Industrial ETF (VIS)	373	\$ 14,997	05/13/09			\$ 39,057	\$ 24,060		n/a
Vanguard Industrial ETF (VIS)	374	\$ 19,968	07/15/10			\$ 39,162	\$ 19,194		n/a
Vanguard Industrial ETF (VIS)	210	\$ 14,507	10/31/12			\$ 21,989	\$ 7,483		n/a
Vanguard REIT ETF (VNQ)	363	\$ 27,007	05/10/13			\$ 27,112	\$ 106		n/a
Ishares S&P Developed (WPS)	194	\$ 7,837	05/10/13			\$ 7,215	\$ (623)		n/a
CBRE Clarion Global (IGR)	779	\$ 7,648	05/10/13			\$ 6,201	\$ (1,447)		n/a
CBRE Clarion Global (IGR)	2933	\$ 22,560	12/10/13			\$ 23,347	\$ 787		n/a
Blackrock Global (MALOX)	933.707	\$ 20,000	05/10/13	02/19/15	\$ 19,057	-	-	\$ (943)	n/a
Powershares Inter Dvd Achiev (PID)	2083	\$ 37,619	02/14/14			\$ 35,598	\$ (2,021)		n/a
Wisdomtree Total Divid ETF (DTD)	379	\$ 24,986	12/10/13			\$ 27,739	\$ 2,753		n/a
Wisdomtree Total Divid ETF (DTD)	195	\$ 13,026	01/22/14			\$ 14,272	\$ 1,246		n/a
Wisdomtree Total Divid ETF (DTD)	529	\$ 35,327	01/22/14			\$ 38,718	\$ 3,391		n/a
Wisdomtree Total Divid ETF (DTD)	27	\$ 1,789	02/14/14			\$ 1,976	\$ 187		n/a
Wisdomtree Total Divid ETF (DTD)	61	\$ 4,614	12/30/14			\$ 4,465	\$ (149)		n/a
Wisdomtree Total Divid ETF (DTD)	25	\$ 1,896	02/19/15			\$ 1,830	\$ (67)		n/a

Wisdomtree Tr Midcap Div Fc (DON)	342	\$ 25,056	12/10/13		\$ 28,266	\$ 3,210	n/a
Wisdomtree Tr Midcap Div Fc (DON)	322	\$ 24,124	01/22/14		\$ 26,613	\$ 2,489	n/a
Wisdomtree Tr Midcap Div Fc (DON)	175	\$ 13,107	01/22/14		\$ 14,464	\$ 1,356	n/a
Wisdomtree Tr Midcap Div Fc (DON)	21	\$ 1,566	02/14/14		\$ 1,736	\$ 170	n/a
Wisdomtree Tr Midcap Div Fc (DON)	55	\$ 4,669	12/30/14		\$ 4,546	\$ (124)	n/a
Wisdomtree Tr Midcap Div Fc (DON)	20	\$ 1,733	02/19/15		\$ 1,653	\$ (80)	n/a
Ishares US Financial Services ETF (IYF)	83	\$ 6,709	01/22/14		\$ 7,448	\$ 740	n/a
Ishares US Financial Services ETF (IYF)	221	\$ 18,382	10/21/14		\$ 19,833	\$ 1,450	n/a
Prudential Jennison Health (PHSZX)	1023.08	\$ 50,428	10/01/14		\$ 62,653	\$ 12,226	n/a
<b>Total</b>		\$ 1,288,499			\$ 1,732,256	\$ 443,757	
<b>Association-Preferred Stock (749-04H01)</b>							
Entergy Mississippi Inc	1000	\$ 26,692	06/23/03		\$ 25,270	\$ (1,422)	5.93%
Entergy Mississippi Inc	100	\$ 2,665	06/23/03		\$ 2,527	\$ (138)	5.93%
Entergy Mississippi Inc	221	\$ 5,808	10/31/12		\$ 5,585	\$ (223)	5.93%
<b>Total</b>					\$ 33,382	\$ (1,784)	
<b>Association-Money Market (749-04H01)</b>					\$ 19,617		
<b>749-04H01 Account Total</b>					\$ 1,785,255	\$ 441,973	

**Fees for period:** \$25,590.24

**Fees based on assets:** \$25,590.24

The information set forth herein was obtained from sources we believe reliable, but we do not guarantee its accuracy. Past returns are not a guarantee of future results.

**National Association of State Directors of Vocational  
Account Review Summary 07/01/2014 through 06/30/2015**

**Account 7WD-04H50 (Association)**

Cost Basis	Buy/Sell	6/30/2015	Gain/Loss
\$675,865	Various	\$679,396	\$3,530

**Estimated Accrued Interest**

\$3,438

**Money Market**

\$91,173

**Account Total**

**\$774,006**

APPROVED NASDCTEc FY16 BUDGET				
	Approved	Actual Expenses	Expenses to	Explanatory Notes
INCOME	FY16	as of July 31, 2015	Budget	
			8.5% of fiscal year	
State Memberships	\$499,774.10	\$340,126.00	68%	Actuals as of August 23, 2015. 15 states, Puerto Rico, Palau and the Virgin Islands unpaid. Intent forms have been received from all the unpaid states/territories except for Louisiana and Puerto Rico.
Associate & Org. Memberships	\$41,433.75	\$39,175.00	95%	Actuals as of August 23, 2015
Conference Registrations	\$147,500.00	\$81,000.00	55%	Above target. Had budgeted \$70,000 income for fall Summit.
Conference Sponsorships	\$50,000.00	\$10,000.00	20%	FY16: Based on no sponsors for the Fall Summit, year-round sponsorship of \$10,000 included. Spring Meeting conservative at \$40,000.
Interest/Dividend	\$59,400.00	\$4,736.92	8%	Includes July .
Contract approved increases/bonus	n/a	\$0.00	0%	
Other income	\$2,000.00	\$0.00	0%	
Reserve withdrawal	\$85,807.55	\$0.00	0%	
Reserve withdrawal for Future of CTE Summit	\$204,170.00	\$0.00	0%	
Reserve fund withdrawal - payment to NCTEF	\$63,105.00	\$0.00	0%	
<b>TOTAL REVENUES</b>	<b>\$1,153,190.40</b>	<b>\$95,736.92</b>	<b>8%</b>	
<b>EXPENSES</b>				
<b>Allocated Expenses to Specific Projects</b>				
Speakers	\$1,000.00	\$0.00	0%	
Meals (Hotels/Catering)	\$152,550.00	\$21,000.00	14%	Hotel deposits for Summit and February Board retreat.
Travel/Lodging	\$34,785.00	\$1,764.92	5%	Includes staff airfare to Fall Summit (\$1368.18) plus local travel to meetings and events.
Awards/Gifts	\$1,787.85	\$168.45	9%	Gavel for President.
Audio Visual	\$10,000.00	\$0.00	0%	
Printing/Copying	\$5,500.00	\$76.24	1%	
Communications (telephone/communications)	\$10,462.99	\$1,997.01	19%	This includes pre-payment of \$,1170 in website updates. Pre payment reduced hourly rate. Hours will be draw down upon use. Also includes is the annual fee for the webinar platform and monthly phone/internet access changes for July.
Postage/Overnight	\$1,450.00	\$10.10	1%	
Supplies	\$2,000.00	\$0.00	0%	
Education/Training	\$3,500.00	\$0.00	0%	Approval of staff professional development plans will occur in September, when performance evaluations are conducted.
Subscriptions/Dues (publications and subscriptions)	\$8,821.77	\$147.97	2%	Includes July fees for Basecamp (project planning) and Dr. Back Up (off site file back up service)
Bank Charges -CC FEES	\$3,450.00	\$1,069.76	31%	Includes fees for processing fall Summit registrations and memberships.
Reimbursement to NCTEF for project-specific work	\$63,105.00	\$0.00	0%	
Contractors (consultants)	\$159,570.00	\$0.00	0%	
<b>Subtotal - Specific Projects</b>	<b>\$457,982.61</b>	<b>\$26,234.45</b>	<b>6%</b>	
<b>General &amp; Administrative Expenses</b>				

Salaries	\$421,831.36	\$42,035.44	10%	Includes full salaries for July. Reimbursement from NCTEF will occur in January, after a timesheet reconciliation is completed for the July - December 2015. See supporting spreadsheet for estimated breakout of staff time between organizations.
Bonuses	\$0.00	\$0.00	0%	Once final FY15 Financial Statements have been approved for the audit, a bonus pool will be recommended to the Board.
Full employee benefits	\$86,093.26	\$12,629.89	15%	Includes full benefits for July, as well as annual payment of workers compensation insurance included here (\$1357) and a semi-annual life insurance payment. Reimbursement from NCTEF will occur in January, after a timesheet reconciliation is completed for the July - December 2015. See supporting spreadsheet for estimated breakout of staff time between organizations.
Rent	\$116,336.95	\$9,412.84	8%	Includes July payment.
Licenses/Fees	\$3,183.25	\$2,600.00	82%	Includes annual plan fee for 401K.
Office Supplies	\$750.00	\$0.00	0%	
Communications	\$250.00	\$0.00	0%	
Postage/Overnight	\$216.88	\$15.99	7%	Includes July Stamps.com fee
Printing/Copying	\$10.00	\$0.00	0%	
Equipment & Furniture	\$4,222.47	\$402.30	10%	Includes July fees and NASDCTEc portion of annual networking fee.
Bank Charges	\$35.00	\$0.00	0%	
Merrill Lynch Charges	\$25,000.00	\$2,670.46	11%	
Accounting	\$28,200.00	\$170.40	1%	Includes payroll fee only. At time of reconciliation, had not yet received invoice for monthly accounting fees.
Legal	\$3,190.00	\$0.00	0%	
Insurance - Directors	\$5,138.62	\$4,755.79	93%	Includes annual fees for umbrella business policy, directors and officers liability and the fidelity bond. Also includes first quarter of key person insurance.
Liaison & Meetings	\$750.00	\$0.00	0%	
<b>Total G &amp; A Expenses</b>	<b>\$695,207.79</b>	<b>\$74,693.11</b>	<b>11%</b>	
<b>Total Project Expenses</b>	<b>\$457,982.61</b>	<b>\$26,234.45</b>	<b>6%</b>	
<b>TOTAL EXPENSES</b>	<b>\$1,153,190.40</b>	<b>\$100,927.56</b>	<b>9%</b>	
<b>INCOME LESS EXPENSES</b>	<b>\$0.00</b>	<b>\$127,162.01</b>		

### Staff Time Distrubution

		<b>Proposed FY16 NASDCTEc</b>	<b>Proposed NCTEF FY16</b>	<b>Current NCTEF</b>	<b>Rationale</b>
Executive Director		82%	18%	12.5%	increased due to fundraising and VISION
Associate ED		75%	25%	18.4%	increased due to fundraising and VISION
State policy		80%	20%	12.1%	Shifted over
GR		95%	5%	0.5%	increased due to VISION attendance
Finance Manager		80%	20%	0.50%	Increased due to larger NCTEF budget, VISION, increased sales, Awards shift
Comms		50%	50%	0.40%	Increased due to VISION marketing, Awards shift, CTE campaign shift
Admin		75%	25%	2%	Increase due to larger NCTEF budget, increased product sales, workshop support, VISION support

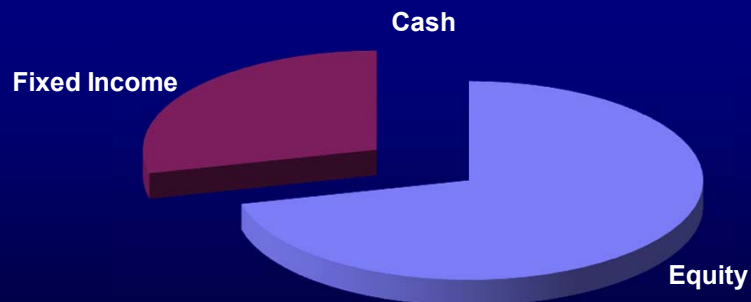
**NASDCTEc**  
**Balance Sheet**  
As of July 31, 2015

	<u>Total</u>
<b>ASSETS</b>	
Current Assets	
Bank Accounts	
1010 Cash- Bank of America	154,281.62
1017 Merrill Lynch Cash - 749	21,768.41
1018 Merrill Lynch Cash - 7WD	51,098.94
Total Bank Accounts	<u>\$ 227,148.97</u>
Accounts Receivable	
1200 Accounts Receivable	302,632.18
Total Accounts Receivable	<u>\$ 302,632.18</u>
Other current assets	
1100 Investments	
1131 Government Bonds	725,950.23
1159 Equities	1,756,005.90
Corporate Bonds	
1126 Entergy Mississippi	33,447.72
Total Corporate Bonds	<u>\$ 33,447.72</u>
Total 1100 Investments	<u>\$ 2,515,403.85</u>
1275 Security Deposit	9,000.00
1280 Due from Foundation	30,200.56
1299 Accrued Interest Receivable	3,714.45
1300 Prepaid Expense	428.32
Total Other current assets	<u>\$ 2,558,747.18</u>
Total Current Assets	<u>\$ 3,088,528.33</u>
Other Assets	
1400 Furniture and Fixtures	25,107.21
1405 Accumulated Depreciation - Furniture and Fixtures	-23,503.76
1410 Equipment	17,255.43
1450 Accumulated Depreciation- Equipment	-12,077.45
Total Other Assets	<u>\$ 6,781.43</u>
<b>TOTAL ASSETS</b>	<u><b>\$ 3,095,309.76</b></u>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable {105}	-14,342.84
Total Accounts Payable	<u>-\$ 14,342.84</u>
Other Current Liabilities	
2070 Accrued Vacation	77,625.57
2099 Deferred Revenue	
2139 Deferred State Dues FY 15-16	496,959.00
2140 Deferred Associate Dues FY 15-16	48,697.00

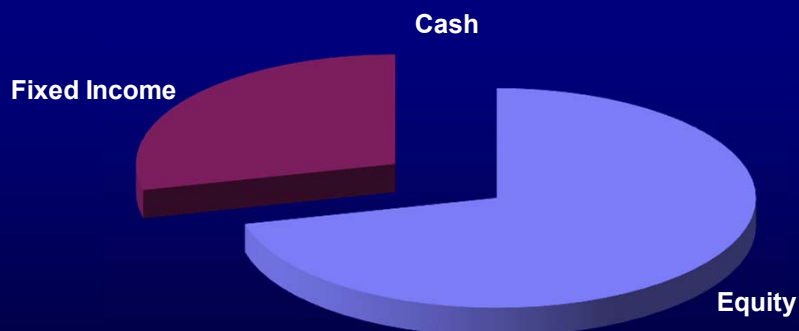
<b>Total 2099 Deferred Revenue</b>	<b>\$</b>	<b>545,656.00</b>
<b>Total Other Current Liabilities</b>	<b>\$</b>	<b>623,281.57</b>
<b>Total Current Liabilities</b>	<b>\$</b>	<b>608,938.73</b>
<b>Total Liabilities</b>	<b>\$</b>	<b>608,938.73</b>
<b>Equity</b>		
<b>3000 Net Assets</b>		1,954,431.63
<b>3900 Earnings</b>		463,034.76
<b>Net Income</b>		68,904.64
<b>Total Equity</b>	<b>\$</b>	<b>2,486,371.03</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$</b>	<b>3,095,309.76</b>

National Association of State Directors  
Current Asset Allocation  
Association Accounts 749-04H01 & 7WD-04H50  
Period: July 1, 2015 - July 31, 2015

<i>Current Portfolio</i>	Asset Allocation Type: Per Investment Policy Statement		
	Equity	71%	\$ 1,793,164
	Fixed Income	29%	\$ 725,950
	Cash	0%	\$ -
	Sub-Total	100%	\$ 2,519,114
	Cash Reserves		\$ 72,867
	Total Portfolio Value		\$ 2,591,981



<i>Proposed Portfolio</i>	Asset Allocation Type: Per Investment Policy Statement		
	Equity	71%	\$1,793,164
	Fixed Income	29%	\$725,950
	Cash	0%	\$0
	Sub-total	100%	\$2,519,114
	Cash Reserves		\$72,867
	Portfolio Value	100%	\$2,591,981





# Time Weighted Rate of Return by Period: Monthly

Performance period: 07/01/2015 to 07/31/2015

Period	Opening Balance(\$)	Contributions/ (Withdrawals)(\$)	Interest/ Dividends(\$)	Appreciation/ (Depreciation)(\$)	Closing Balance(\$)	Total Portfolio ROR		Period(%)	Cum(%)
Jul 2015	2,559,296	0	5,891	26,799	2,591,985	1.28	1.28		
Total	2,559,296	0	5,891	26,799	2,591,985	1.28	1.28		

Note that various factors, including unpriced securities, and certain adjustments, holdings or activity may cause report results to differ from actual performance. Report results may also differ from results reported by other Merrill Lynch services. Past performance does not guarantee future results.

# Relative Performance - Equity: Monthly

Performance period: 07/01/2015 to 07/31/2015

Period	Actual ROR(%)		Dow Jones Industrial Average Price Return(%)		FTSE All-World Index(%)		S&P 500 Price Return(%)	
	Month	Cum	Month	Cum	Month	Cum	Month	Cum
Jul 2015	1.62	1.62	0.40	0.40	0.73	0.73	1.97	1.97
US Equity	1.73	1.73						
International Equity	(3.28)	(3.28)						

With respect to performance shown, various factors, including unpriced securities, and certain adjustments, holdings or activity may cause report results to differ from actual performance. Report results may also differ from results reported by other Merrill Lynch services. Past performance does not guarantee future results.

Reference Indices are included in this report as a general source of information regarding the performance of various types of investments. Allocation models and Indices should not be used to benchmark the performance of a specific account or portfolio. Your Financial Advisor can provide further information regarding the particular allocation models and Indices shown, including how the composition of an index compares to the composition of your account or portfolio.

Account Review Summary 07/01/2015 - 07/31/2015

Association Account 749-04H01

Security Name	Quantity	Cost Basis	Date Purchased	Date Sold/Mat	Sales Price	Market Value	Gain or (loss)	Realized Gain/Loss	Yield
<b>Association-E.T.F.'s (749-04H01)</b>									
<i>Ishares DJ US Consumer Goods (IYK)</i>	353	\$ 25,496	07/10/12			\$ 38,258	\$ 12,762		n/a
<i>Ishares DJ US Consumer Goods (IYK)</i>	72	\$ 5,337	10/31/12			\$ 7,803	\$ 2,466		n/a
<i>Ishares DJ US Consumer Goods (IYK)</i>	5	\$ 471	01/22/14			\$ 542	\$ 71		n/a
<i>Ishares Dow Jones US Energy (IYE)</i>	289	\$ 10,944	07/10/12			\$ 11,239	\$ 295		n/a
<i>Ishares Dow Jones US Energy (IYE)</i>	59	\$ 2,416	10/31/12			\$ 2,295	\$ (122)		n/a
<i>Ishares Dow Jones US Energy (IYE)</i>	30	\$ 1,489	01/22/14			\$ 1,167	\$ (322)		n/a
<i>Ishares Russell Midcap (IWR)</i>	1000	\$ 96,760	10/20/06			\$ 170,920	\$ 74,160		n/a
<i>Ishares Russell Midcap (IWR)</i>	466	\$ 26,967	04/03/09			\$ 79,649	\$ 52,682		n/a
<i>Ishares Russell Midcap (IWR)</i>	298	\$ 32,577	10/31/12			\$ 50,934	\$ 18,358		n/a
<i>Ishares Tr Dow Jones US Tech (IYW)</i>	588	\$ 41,353	07/10/12			\$ 62,863	\$ 21,510		n/a
<i>Ishares Tr Dow Jones US Tech (IYW)</i>	119	\$ 8,376	10/31/12			\$ 12,722	\$ 4,346		n/a
<i>Ishares Tr Dow Jones US Tech (IYW)</i>	28	\$ 2,118	05/10/13			\$ 2,993	\$ 875		n/a
<i>Ishares TR Dow Jones (DVY)</i>	104	\$ 5,000	08/12/11			\$ 7,937	\$ 2,937		n/a
<i>Ishares TR Dow Jones (DVY)</i>	826	\$ 45,742	06/07/12			\$ 63,040	\$ 17,298		n/a
<i>Ishares TR Dow Jones (DVY)</i>	1733	\$ 97,546	07/10/12			\$ 132,263	\$ 34,717		n/a
<i>Ishares TR Dow Jones (DVY)</i>	541	\$ 31,251	10/31/12			\$ 41,289	\$ 10,038		n/a
<i>Ishares TR Dow Jones (DVY)</i>	32	\$ 2,100	05/10/13			\$ 2,442	\$ 342		n/a
<i>Ishares TR Dow Jones (DVY)</i>	851	\$ 59,965	12/10/13			\$ 64,948	\$ 4,983		n/a
<i>Ishares TR Dow Jones (DVY)</i>	277	\$ 19,729	01/22/14			\$ 21,141	\$ 1,412		n/a
<i>Ishares TR Dow Jones (DVY)</i>	109	\$ 7,711	02/14/14			\$ 8,319	\$ 608		n/a
<i>Ishares TR Dow Jones (DVY)</i>	57	\$ 4,605	12/30/14			\$ 4,350	\$ (255)		n/a
<i>Ishares TR Dow Jones (DVY)</i>	96	\$ 7,671	02/19/15			\$ 7,327	\$ (345)		n/a
<i>S&amp;P US PFD STK Index Fund (PFF)</i>	148	\$ 5,604	02/23/10			\$ 5,849	\$ 245		n/a
<i>S&amp;P US PFD STK Index Fund (PFF)</i>	471	\$ 17,977	07/15/10			\$ 18,614	\$ 637		n/a
<i>S&amp;P US PFD STK Index Fund (PFF)</i>	322	\$ 12,593	07/10/12			\$ 12,725	\$ 132		n/a
<i>S&amp;P US PFD STK Index Fund (PFF)</i>	292	\$ 11,689	10/31/12			\$ 11,540	\$ (149)		n/a
<i>S&amp;P US PFD STK Index Fund (PFF)</i>	254	\$ 10,400	05/10/13			\$ 10,038	\$ (362)		n/a
<i>Vanguard Consumer (VCR)</i>	308	\$ 19,973	04/26/11			\$ 39,766	\$ 19,792		n/a

Vanguard Consumer (VCR)	62	\$ 4,589	10/31/12			\$ 8,005	\$ 3,416		n/a
Vanguard Consumer (VCR)	6	\$ 632	01/22/14			\$ 775	\$ 142		n/a
Vanguard Dividend (VIG)	486	\$ 25,602	08/03/11			\$ 39,016	\$ 13,414		n/a
Vanguard Dividend (VIG)	429	\$ 24,144	06/07/12			\$ 34,440	\$ 10,296		n/a
Vanguard Dividend (VIG)	1734	\$ 98,102	07/10/12			\$ 139,206	\$ 41,104		n/a
Vanguard Dividend (VIG)	538	\$ 31,647	10/31/12			\$ 43,191	\$ 11,544		n/a
Vanguard Dividend (VIG)	812	\$ 59,982	12/10/13			\$ 65,187	\$ 5,205		n/a
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Vanguard Dividend (VIG)	107	\$ 7,855	02/14/14			\$ 8,590	\$ 735		n/a
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Vanguard Dividend (VIG)	94	\$ 7,748	02/19/15			\$ 7,546	\$ (202)		
Vanguard Industrial ETF (VIS)	286	\$ 10,466	04/03/09			\$ 29,938	\$ 19,472		n/a
Vanguard Industrial ETF (VIS)	373	\$ 14,997	05/13/09			\$ 39,046	\$ 24,049		n/a
Vanguard Industrial ETF (VIS)	374	\$ 19,968	07/15/10			\$ 39,150	\$ 19,182		n/a
Vanguard Industrial ETF (VIS)	210	\$ 14,507	10/31/12			\$ 21,983	\$ 7,476		n/a
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CBRE Clarion Global (IGR)	2933	\$ 22,560	12/10/13			\$ 23,640	\$ 1,080		n/a
Powershares Inter Dvd Achiev (PID)	2083	\$ 37,619	02/14/14			\$ 34,432	\$ (3,187)		n/a
Wisdomtree Total Divid ETF (DTD)	379	\$ 24,986	12/10/13			\$ 27,970	\$ 2,984		n/a
Wisdomtree Total Divid ETF (DTD)	195	\$ 13,026	01/22/14			\$ 14,391	\$ 1,365		n/a
Wisdomtree Total Divid ETF (DTD)	529	\$ 35,327	01/22/14			\$ 39,040	\$ 3,713		n/a
Wisdomtree Total Divid ETF (DTD)	27	\$ 1,789	02/14/14			\$ 1,993	\$ 204		n/a
Wisdomtree Total Divid ETF (DTD)	61	\$ 4,614	12/30/14			\$ 4,502	\$ (112)		n/a
Wisdomtree Total Divid ETF (DTD)	25	\$ 1,896	02/19/15			\$ 1,845	\$ (51)		n/a
Wisdomtree Tr Midcap Div Fc (DON)	342	\$ 25,056	12/10/13			\$ 28,523	\$ 3,467		n/a
Wisdomtree Tr Midcap Div Fc (DON)	322	\$ 24,124	01/22/14			\$ 26,855	\$ 2,731		n/a
Wisdomtree Tr Midcap Div Fc (DON)	175	\$ 13,107	01/22/14			\$ 14,595	\$ 1,488		n/a
Wisdomtree Tr Midcap Div Fc (DON)	21	\$ 1,566	02/14/14			\$ 1,751	\$ 185		n/a
Wisdomtree Tr Midcap Div Fc (DON)	55	\$ 4,669	12/30/14			\$ 4,587	\$ (82)		n/a
Wisdomtree Tr Midcap Div Fc (DON)	20	\$ 1,733	02/19/15			\$ 1,668	\$ (65)		n/a
Ishares US Financial Services ETF (IYF)	83	\$ 6,709	01/22/14			\$ 7,707	\$ 998		n/a
Ishares US Financial Services ETF (IYF)	221	\$ 18,382	10/21/14			\$ 20,522	\$ 2,140		n/a

<i>Prudential Jennison Health (PHSZX)</i>	<i>1023.08</i>	<i>\$ 50,428</i>	<i>10/01/14</i>			<i>\$ 64,889</i>	<i>\$ 14,461</i>		<i>n/a</i>
<i>Total</i>		<i>\$ 1,288,499</i>				<i>\$ 1,756,001</i>	<i>\$ 467,502</i>		
<b>Association-Preferred Stock (749-04H01)</b>									
<i>Entergy Mississippi Inc</i>	<i>1000</i>	<i>\$ 26,692</i>	<i>06/23/03</i>			<i>\$ 25,320</i>	<i>\$ (1,372)</i>		<i>5.92%</i>
<i>Entergy Mississippi Inc</i>	<i>100</i>	<i>\$ 2,665</i>	<i>06/23/03</i>			<i>\$ 2,532</i>	<i>\$ (133)</i>		<i>5.92%</i>
<i>Entergy Mississippi Inc</i>	<i>221</i>	<i>\$ 5,808</i>	<i>10/31/12</i>			<i>\$ 5,596</i>	<i>\$ (212)</i>		<i>5.92%</i>
<i>Total</i>						<i>\$ 33,448</i>	<i>\$ (1,718)</i>		
<b>Association-Money Market (749-04H01)</b>						<i>\$ 21,768</i>			
<b>749-04H01 Account Total</b>						<i>\$ 1,811,217</i>	<i>\$ 465,784</i>		

*Fees for period:* **\$2,008.41**

*Fees based on assets:* **\$2,008.41**

The information set forth herein was obtained from sources we believe reliable, but we do not guarantee its accuracy. Past returns are not a guarantee of future results.

**National Association of State Directors of Vocational  
Account Review Summary 07/01/2015 through 07/31/2015**

**Account 7WD-04H50 (Association)**

Cost Basis	Buy/Sell	7/31/2015		Gain/Loss
\$715,583	Various	\$725,950		\$10,367

**Managed Fixed Income Portfolio**

<b>Estimated Accrued Interest</b>	\$3,714
<b>Money Market</b>	\$51,099
<b>Account Total</b>	<b>\$780,764</b>

**MOU Between NASDCTEc and NCTEF**  
*Report prepared by Kimberly Green, Executive Director*

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The Future of CTE Summit is an expensive endeavor. To try to reduce meeting-related expenses, we sought tax-exempt status in Florida. Upon investigation, only 501(c)3 organizations were eligible for this status, so we applied for and received this exemption under the National Career Technical Education Foundation (NCTEF). The hotel contract, however, was with the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), which is a 501(c)4. We were successful in getting the hotel to shift the contract obligations to NCTEF because it was listed as a co-convenor of the Summit. Because of this shift, we need to establish a simple memorandum of understanding (MOU) between the organizations to allow NCTEF to pay the hotel bill and be reimbursed by NASDCTEc, which has collected all the registration fees. The projected savings is approximately \$5,400.

## **MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding hereafter referred to as the “MOU” is intended to set forth the terms of an agreement between the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) and the National Career Technical Education Foundation (NCTEF).

## **STATEMENT OF PURPOSE**

To articulate the roles, responsibilities and fiscal relationship between NASDCTEc and NCTEF with regard to October 2015 Future of CTE Summit (hereto forth referred to as “Summit”).

## **BACKGROUND**

NASDCTEc is a not-for-profit state membership organization focused on providing leadership for Career Technical Education’s (CTE) role in educational improvement, workforce preparation and economic development.

NCTEF is a partner organization to NASDCTEc and supports the association’s goals and objectives through its 501(c)3 status.

In partnership with eight other national organizations, NASDCTEc and NCTEF co-conveners of The Future of CTE Summit taking place October 6 – 8, 2015 in Orlando, Florida. The event is designed to:

- Challenge current beliefs and assumptions about what CTE is – and what it can be
- Build and affirm consensus and commitment to the vision for high-quality CTE
- Inform the debate with provocative thought leaders
- Prioritize action steps to achieving the vision, including steps taken at the national level by organizations and associations, as well as within and across states

- Catalyze investments toward a common vision, thus accelerating accomplishment of the vision
- Bring visibility to CTE and our organizations' internal commitment to quality

## **RESPONSIBILITIES**

### ***NASDCTEc:***

NASDCTEc will be responsible for the planning and execution of the Summit, including all content development, contractor management, Design Team management, direct costs (credit card processing fees, printing, telecommunications, travel, etc.) within the expectations of the Board-approved budget. All staff time/benefits associated with the Summit will be paid for by NASDCTEc. NASDCTEc will reimburse NCTEF the amount equal to the hotel invoice as approved by the NASDCTEc/NCTEF Secretary/Treasurer and Executive Director.

### ***NCTEF:***

NCTEF will serve as a Summit co-convenor and as the Summit's responsible fiscal party for the purposes of the fulfilling fiscal contract obligations the Gaylord Palms Resort and Convention Center just outside of Orlando, Florida. NCTEF's only responsibility will be to pay the hotel invoice upon approval from the NASDCTEc/NCTEF Secretary/Treasurer and Executive Director. No interest or processing fees will be added to the hotel invoice by NCTEF.

## **TERMS OF AGREEMENT**

This MOU shall be effective immediately upon an affirmative vote of the majority of the Boards of Directors of both NASDCTEc and NCTEF. The MOU shall remain in effect through December 31, 2015. However, modifications can be made to this agreement and must be agreed to by an affirmative vote of the majority of the Boards of Directors of both NASDCTEc and NCTEF.

Not later than five business days after the payment of the approved hotel invoice, NASDCTEc will reimburse the NCTEF for the full amount of the invoice.

## **GOVERNING LAW**

The terms and conditions of this MOU and performance hereunder shall be construed in accordance with the laws of Maryland. The sole venue for the resolution of disputes shall be State or Federal court within the Maryland.

In April, the Board of Directors directed staff to proceed with three actions related to Methods of Administration (NOA):

1. A survey of the states to determine costs to implement the MOA requirements and to gather best practices
2. A Freedom of Information Act Request to be submitted to the U.S. Department of Education's Office of Civil Rights
3. The drafting of legislation language that would seek to achieve parity across federal program with regard to the MOA requirements.

All three actions have been completed. In June, the Board has received copies of the legal documents drafted by Brustein and Manasevit in response to actions #2 and 3. Staff is using the results of the survey in advocacy efforts to advance the legislative language noted above. See also the legislative update submitted by Steve Voytek.

In August, we received responses from the Office of Civil Rights. The emails and supporting documents follow this report. These communications were shared with Michael Brustein of Brustein and Manasevit. His reply follows as well.

To help navigate the files, here is a summary of the emails and file attachments:

- August 10
  - From: Elise Cook (OCR), To: Kimberly Green
  - Subject: FOIA Request 15-01663-F Fee Waiver Determination
  - Note: attachment was missing from this email. Green emailed and requested attachments.
- August 11:
  - From: Elise Cook (OCR), To: Kimberly Green
  - Subject: RE: FOIA Request 15-01663-F Fee Waiver Determination
  - Attachments:
    - FOIA Fee Waiver General Information
    - 15-01663-Fee Waiver Determination
- August 11:
  - From: Elise Cook (OCR), To: Kimberly Green
  - Subject: FOIA Request 15-01663-F Final Response
  - Attachments:
    - 15-01663-F Final letter
    - 15-01663-F; VocEd MOA
- August 12:
  - From: Michael Brustein To: Kimberly Green
  - RE: FOIA Request 15-01663-F Fee Waiver Determination
  - Response to OCR FOIA communications



----- Forwarded Message

**From:** "Cook, Elise" <[Elise.Cook@ed.gov](mailto:Elise.Cook@ed.gov)>

**Date:** Mon, 10 Aug 2015 17:13:48 +0000

**To:** Kimberly Green <[kgreen@careertech.org](mailto:kgreen@careertech.org)>

**Subject:** FOIA Request 15-01663-F Fee Waiver Determination

Dear Ms. Green,

Please find attached above, the final determination to your fee waiver request. Please note that the Office of Civil Rights completed the processing of your request on August 4, 2015. I am the FOIA Public Liaison assigned to completing and remitting your responsive documents to you. I will mail those documents to your by C.O.B. August 12, 2015. Your documents are fully releasable and will incur no charges for processing.

Thank you for your patience,

Elise Cook  
FOIA Public Liaison  
ED FOIA Service Center  
[\(202\) 401-8365](tel:(202)401-8365) Hotline

----- Forwarded Message

**From:** "Cook, Elise" <[Elise.Cook@ed.gov](mailto:Elise.Cook@ed.gov)>

**Date:** Tue, 11 Aug 2015 18:06:23 +0000

**To:** Kimberly Green <[kgreen@careertech.org](mailto:kgreen@careertech.org)>

**Subject:** RE: FOIA Request 15-01663-F Fee Waiver Determination

My apologies.

Elise Cook

FOIA Public Liaison

FOIA Service Center

[\(202\) 401-8365](tel:(202)401-8365) FOIA Hotline

**From:** Kimberly Green [<mailto:kgreen@careertech.org>]

**Sent:** Monday, August 10, 2015 1:15 PM

**To:** Cook, Elise

**Cc:** Kimberly Green

**Subject:** Re: FOIA Request 15-01663-F Fee Waiver Determination

Hello. I am sorry but there was no attachment to the email.

Freedom of Information Act  
FEES AND FEE Waivers  
(General Information)

The FOIA authorizes agencies to recover from requesters certain costs associated with processing requests made under the Act. 5 U.S.C. § 552 (a)(4)(A)(i) and (ii). The statute further provides for such fees to be waived in whole or in part where “disclosure of the information [requested] is in the public interest because it is likely to contribute significantly to public understanding of the operations or activities of the government and is not primarily in the commercial interest of the requester.” 5 U.S.C. § 552(a)(4)(A)(iii)(2000); 34 C.F.R. § 5.64.

To qualify for a fee waiver, requesters must meet two statutory requirements. First, the requester must support the request with evidence that establishes that disclosure of the information sought is in the public interest. In order to determine this, the Department must consider the following four factors in order:

1. The subject matter of the requested records themselves must specifically concern identifiable “operations or activities of the government”;
2. In order for the disclosure to “likely contribute” to an understanding of specific government operations or activities, the disclosable portions of the requested information must be meaningfully informative in relation to the subject matter of the request;
3. The disclosure must contribute to the “understanding of the public at large,” as opposed to that of the individual requester or a narrow segment of interested persons. With regard to this element, requesters should address with particularity and in detail the requester’s subject matter expertise and intentions, ability, and methods of disseminating information to the public; and
4. The disclosure must “contribute significantly” to public understanding of government operations or activities.

Requesters must meet all four elements of the public interest test outlined above to satisfy this first statutory requirement for a fee waiver. See Judicial Watch, Inc. v. Department of Justice, No. 03-5093, 2004 WL 980826 (D.C. Cir. May 7, 2004).

If the first statutory requirement is met, the Department will then also determine whether the “disclosure of the information...is not primarily in the commercial interest of the requester.” 5 U.S.C. § 552(a)(4)(A)(iii). To determine whether this second requirement has been satisfied, the Department must consider the following two factors in order:

5. Does the request involve any “commercial interest of the requester” (if not, the requester satisfies the second prong of the statutory fee waiver test); and
6. If so, the agency must balance the requester’s commercial interest against the identified public interest in disclosure for the purpose of ascertaining which is the “primary interest;” a fee waiver or reduction may be granted only where the public interest in disclosure is greater in magnitude than the requester’s commercial interest.

**UNITED STATES DEPARTMENT OF EDUCATION**

**OFFICE OF MANAGEMENT**

**Office of the Chief Information Privacy Officer**

August 10, 2015

Kimberly A. Green  
Executive Director  
NASDCTEC  
8484 Georgia Ave  
Suite 320  
Silver Spring, MD 20910

RE: FOIA Request No. 15-01663-F

Dear Ms. Green:

This letter is in response to your request dated June 10, 2015, requesting information pursuant to the Freedom of Information Act (FOIA), 5 U.S.C. § 552. Your request was received in this office on June 12, 2015. Your request has been assigned to the Office of Civil Rights within the Department to search for documents that may be responsive to your request.

In your request, you have asked for a waiver of all fees associated with the processing of your request. You will receive the records that you requested, if they exist, but, your request for a fee waiver is denied.

The Department has concluded that you have failed to provide sufficient information to demonstrate your entitlement to a waiver of processing fees. More specifically, justification has not been provided to explain how copies of the requested records would contribute any new significant information to the public's understanding of the Department's operations and how you would disseminate it to the public at large. You have also not provided any evidence demonstrating public interest in the documents. Accordingly, your requester category is determined to be an "all other use" requester and, therefore, subject to search fees after the first 2 hours, and duplication fees after the first 100 pages or \$3.00 per CD.

You indicate that you are willing to pay for fees associated with processing your request. Until a search is completed and the number of pages is established, a firm estimate of potential fees cannot be provided. You will be notified if the fees associated with your request will exceed \$25.00.

Attached is general information of the FOIA Fees and Waivers. Should you still wish to claim that the Department's processing fees should be waived, you must provide more specific and detailed evidence to support your claims under each statutory requirement described in our FOIA regulations available on the internet at: [www.usdoj.gov/foia](http://www.usdoj.gov/foia) and outlined in the attachment to this letter.

You have the right to appeal this fee waiver denial within 35 days of the date of this letter. Your written appeal should be accompanied by a copy of your initial letter of request and this denial letter, and should contain any evidence or argument you wish the Department to consider in making an administrative determination on your appeal.

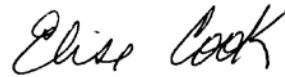
**Appeal Address:**

U.S. Department of Education  
Office of Management  
400 Maryland Avenue, SW, LBJ 2W311  
ATTN: FOIA Appeals Office  
Washington, DC 20202-4500

Or, you may complete the online FOIA appeal form, located at:  
[http://www.ed.gov/policy/gen/leg/foia/foia\\_appeal\\_form\\_1.html](http://www.ed.gov/policy/gen/leg/foia/foia_appeal_form_1.html).

If you have any questions, or would like the original signed copy of this letter, please contact the FOIA Requester Service Center at (202) 401-8365 or via e-mail at [EDFOIAManager@ed.gov](mailto:EDFOIAManager@ed.gov) (please include the case number).

Sincerely,

A handwritten signature in black ink that reads "Elise Cook". The signature is written in a cursive, flowing style.

Elise Cook  
FOIA Public Liaison  
FOIA Service Center

Enclosure

----- Forwarded Message

**From:** "Cook, Elise" <[Elise.Cook@ed.gov](mailto:Elise.Cook@ed.gov)>

**Date:** Tue, 11 Aug 2015 20:00:04 +0000

**To:** Kimberly Green <[kgreen@careertech.org](mailto:kgreen@careertech.org)>

**Subject:** FOIA Request 15-01663-F Final Response

Dear Ms. Green,

Please find attached above, the final response to your FOIA request.

Thank you,

Elise Cook  
Government Information Specialist  
FOIA Service Center  
[\(202\) 401-8365](tel:(202)401-8365) FOIA Hotline

**From:** Kimberly Green [<mailto:kgreen@careertech.org>]

**Sent:** Tuesday, August 11, 2015 2:11 PM

**To:** Cook, Elise

**Subject:** Re: FOIA Request 15-01663-F Fee Waiver Determination

Thank you!

**UNITED STATES DEPARTMENT OF EDUCATION**

**OFFICE OF MANAGEMENT**

**Office of the Chief Privacy Officer**

August 10, 2015

Kimberly A. Green  
Executive Director  
NASDCTEC  
8484 Georgia Ave  
Suite 320  
Silver Spring, MD 20910

RE: FOIA Request No. (15-01663-F)

Dear Ms. Green:

This is the final response to your request dated June 10, 2015, requesting information pursuant to the Freedom of Information Act (FOIA), 5 U.S.C. § 552. Your request was received in the FOIA Service Center (FSC) on June 12, 2015, and was forwarded to the Office of Civil Rights within the Department of Education (the Department) for any responsive documents they may have.

You requested:

- Documents related to any action ED's Office of Civil Rights (OCR) has taken as a result of dealing with noncompliance with the Methods of Administration (MOA) for the "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap." (See 34 CFR Part 100, Appendix B).....

Enclosed with this letter are 36 pages (pdf format) of fully releasable documents that are responsive to your request.

Provisions of the FOIA allow us to recover the costs pertaining to your request. The Department has concluded that you fall within the category of "an all other use requester." However, the Department has provided you with this information at no charge. The Department's release of this information at no cost does not constitute the grant of a fee waiver, and does not infer or imply that you will be granted a fee waiver for future requests made under FOIA to the Department. Because we were able to locate and process these documents at minimal costs, they are provided to you at no cost.

If you have any questions, please contact the FSC at (202) 401-8365 or [EDFOIAMANAGER@ed.gov](mailto:EDFOIAMANAGER@ed.gov).

Sincerely,



Elise Cook, Government Information Specialist  
FOIA Service Center

Enclosure

## Sample Letter of Findings

This Sample Letter of Findings (LOF) is meant to provide technical assistance in drafting letters of findings summarizing the results of an MOA on-site review. Although this fictional sample provides examples of findings that OCR has seen in a number of actual LOFs, it should not be construed as limiting or requiring a certain number or type of findings in an actual review. Likewise, the language used is meant to provide technical assistance; it is not mandatory and state agencies have a great deal of flexibility in drafting language that is appropriate for their individual reviews. This sample should be read in conjunction with all of the applicable civil rights laws, regulations, and policies, as well as OCR's guidance related to documenting onsite reviews, including the January 11, 2012 and December 28, 1998 Dear Colleague letters.

\* \* \* \* \*

February 5, 2013<sup>1</sup>

Dear [Superintendent]:

Thank you for taking the time to assist State Agency during our on-site civil rights compliance review of Sample High School conducted on January 15-16, 2013. As you know, as a recipient of federal financial assistance, Sample School District is required to comply with federal laws and regulations that prohibit discrimination on the basis of race, color, national origin, sex, and disability. The *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* (34 C.F.R. Part 100, Appendix B) (*Guidelines*) require each state agency responsible for the administration of career and technical education programs to conduct compliance reviews of subrecipients that offer career and technical education programs and that receive federal financial assistance from the U.S. Department of Education. Because Sample High School is the only school in the district that offers career and technical education (CTE) programs, it is the only school in Sample School District that was visited during State Agency's review. The purpose of the on-site review was to determine the school's compliance with the *Guidelines* and the following federal laws and regulations:

- Title VI of the Civil Rights Act of 1964 and its implementing regulations at 34 C.F.R. Part 100, which prohibit discrimination on the basis of race, color, and national origin;
- Title IX of the Education Amendments of 1972 and its implementing regulations at 34 C.F.R. Part 106, which prohibit discrimination on the basis of sex;

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<sup>1</sup> OCR recommends that an LOF be issued within 30 days of the on-site review. However, the LOF should be issued no later than 60 days after the on-site review.



- Section 504 of the Rehabilitation Act of 1973 and its implementing regulations at 34 C.F.R. Part 104, which prohibit discrimination on the basis of disability; and
- Title II of the Americans with Disabilities Act of 1990 and its implementing regulations at 28 C.F.R. Part 35, which prohibit discrimination on the basis of disability.

Sample High School was selected for review based on State Agency's targeting plan, which requires review of subrecipients with the highest disparities between their total enrollment and their CTE enrollment on the bases of race, sex, and disability. [ADD AN EXPLANATION OF ANY OTHER CRITERIA USED IN YOUR AGENCY'S TARGETING PLAN, SUCH AS LENGTH OF TIME SINCE THE LAST REVIEW. DESCRIBE THE SPECIFIC FACTORS THAT LED TO THE SELECTION OF THE SUBRECIPIENT FOR A REVIEW.] Sample High School was chosen due to a disproportionately low enrollment of female students and a disproportionately high enrollment of students with disabilities in CTE programs when compared to the school's overall enrollment.

This letter of findings (LOF) summarizes State Agency's findings in the following eight major areas of review:

- I. Administrative Requirements;
- II. Recruitment, Admissions, and Counseling;
- III. Accessibility;
- IV. Comparable Facilities;
- V. Services for Students with Disabilities;
- VI. Financial Assistance;
- VII. Work-study, Cooperative Programs, and Job Placement; and
- VIII. Employment.

This LOF describes any findings of noncompliance<sup>2</sup> for which corrective action is required. All required corrective action must be included in Sample School District's Voluntary Compliance Plan (VCP). A VCP template is attached, though you may use a different format if you so choose. At a minimum, your VCP should address every item of noncompliance, describe the corrective action that your district will take to remedy each item, the target completion date (month and year), and a statement of how completion of the corrective action will be reported and verified to State Agency. In addition, for each item, please identify the individual(s) responsible for completing the corrective action. Please return your completed VCP to State

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<sup>2</sup> Where appropriate, OCR also encourages the inclusion of commendations in LOFs.

Agency by March 5, 2013.<sup>3</sup> We will review the VCP, and either approve it as is, or work with you to ensure that the appropriate corrective action is taken to bring your school into compliance.

Thank you again for your cooperation during the on-site review. Your time and effort in organizing documents for the State Agency's review and scheduling interviews was much appreciated. Feel free to contact me if you have any questions regarding this LOF or if you need any assistance preparing your VCP. Please be advised that your district has a continuing obligation to maintain compliance with all civil rights requirements.

Sincerely,

[YOUR NAME]

[YOUR TITLE], State Agency

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<sup>3</sup> OCR suggests that the deadline for receipt of a VCP be 30 to 45 days from the date of the LOF. This provides the subrecipient adequate time to draft the VCP, but allows time to negotiate any necessary changes prior to the timeframe for your agency to approve the VCP, which is 90 days from the date of the LOF.

Summary of Findings from On-site Review of Sample High School  
Conducted on January 15-16, 2013

**I. Administrative Requirements**

**A. Annual Notice of Nondiscrimination**

Applicable Requirements:<sup>4</sup> *Guidelines* Section IV.O; 34 C.F.R. § 100.6(d)

Summary of Findings and Analysis: State Agency interviewed administrative staff and reviewed documentation provided by Sample High School to determine whether the district was appropriately providing its annual notice of nondiscrimination.

Sample High School provided a copy of its annual notice of nondiscrimination in both English and Spanish. (Sample High School serves a significant community of national origin minority persons who are Spanish speakers. This is representative of the district as a whole.) Prior to the beginning of each school year, this notice is mailed to parents with high-school-aged children as part of a registration packet and provided to the district's employees. The notice appropriately included a brief summary of CTE offerings and admission criteria as well as the title and contact information for the school's designated Title IX and Section 504/Title II coordinators. It also states that, "Sample High School will take steps to assure that a lack of English language skills will not be a barrier to admission and participation in the school's CTE offerings." Sample High School fails to disseminate this notice to members of the general public and the notice is not published on Sample School District's website.

Required Corrective Action(s):

1. Expand dissemination of annual notice of nondiscrimination to the general public in English and Spanish. This may be accomplished in a variety of ways, such as through direct mailing, publication in a local newspaper, or publication on the district's website. If published in English in a local newspaper, to reach the Spanish-speaking community, if there is a newspaper or other media outlet, including a web-based outlet, that targets the community of national origin minority persons with limited English language skills, the notice must be published in Spanish in the local Spanish publication or other media outlet.

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<sup>4</sup> Please note that some citations apply only to secondary institutions, while others apply to postsecondary institutions. For purposes of this sample LOF, which describes a review of a fictional secondary school, we have listed only those citations applicable to secondary institutions. When reviewing a postsecondary institution, you should review the *Guidelines* and regulations to ensure that you are applying the appropriate standards.

**B. Continuous Notice of Nondiscrimination**

Applicable Requirements: 34 C.F.R. §§ 100.6(d), 104.8, and 106.9; and 28 C.F.R. § 35.106

Summary of Findings and Analysis: State Agency interviewed administrative staff and reviewed documentation provided by Sample High School to determine whether the school was appropriately providing its continuous notice of nondiscrimination.

Sample High School's continuous notice of nondiscrimination appears in all major school publications, recruitment materials and on the school's website, in both English and Spanish. It states that the school does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. It also clarifies that all youth groups, including the Boy Scouts, will have equal access to school facilities. There was no evidence of a violation.<sup>5</sup>

Required Corrective Action(s): None.

**C. Designation of Compliance Coordinators**

Applicable Requirements: *Guidelines* Section IV.O; 34 C.F.R. §§ 104.7(a) and 106.8(a); 28 C.F.R. § 35.107(a)

Summary of Findings and Analysis: The titles and contact information for Sample High School's Title IX and Section 504/Title II coordinators were provided in all major school publications and on the school's website. Interviews with staff and students confirmed that the school community knew where to find this information. The Title IX and Section 504/Title II coordinators received training in their respective areas, and there is no evidence of concerns about the coordinators' performance of their duties or of any conflict of interest. There was no evidence of a violation.

Required Corrective Action(s): None.

**D. Grievance Procedures**

Applicable Requirements: 34 C.F.R. §§ 104.7(b) and 106.8(b); 28 C.F.R. § 35.107(b)

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<sup>5</sup> LOFs need only describe the evidence reviewed when there is a violation finding. If there is no violation finding for a given standard, a recitation of the standard, the applicable requirements, and a statement that there was no evidence of a violation will suffice. Although a summary of the evidence is unnecessary where there is no evidence of a violation, this sample includes details to provide examples of the type of evidence that is often reviewed during an onsite review. For example, Section I.B of this LOF could read:

**A. Continuous Notice of Nondiscrimination**

Applicable Requirements:<sup>5</sup> 34 C.F.R. §§ 100.6(d), 104.8, and 106.9; and 28 C.F.R. § 35.106

Summary of Findings and Analysis: There was no evidence of a violation.

Required Corrective Action(s): None.

Summary of Findings and Analysis: State Agency reviewed Sample High School’s Title IX and Section 504/Title II grievance procedures. These procedures appear in the student and employee handbooks and the student code of conduct. Interviews with staff and students confirmed that the school community knew where to find the grievance procedures. The grievance procedures explicitly state that they apply to all complaints of discrimination, including harassment and assault, based on sex or disability, respectively. Although there is no evidence that complaints of discrimination are being inadequately addressed, State Agency reviewed both sets of procedures under the “prompt and equitable” requirements set forth in the Title IX, Section 504, and Title II regulations and OCR’s April 2011 Dear Colleague letter and found that they lack specific timeframes for the major stages of the complaint process, such as for filing a complaint, completing the investigation, and appealing any findings.

Required Corrective Action(s): Revise the Title IX and Section 504/Title II grievance procedures to include designated and reasonably prompt timeframes for all major stages of the complaint process.

## **II. Recruitment, Admissions, and Counseling**

### **A. Admissions Criteria**

Applicable Requirements: *Guidelines* Sections IV.A, IV.F, IV.K, and IV.N; 34 C.F.R. §§ 100.3(a) and (b)(1)(v), and 104.4(a) and (b)

Summary of Findings and Analysis: State Agency reviewed this year’s Sample High School Course Description Guide. The Guide contains general information including graduation requirements and an explanation of the grading system. The Guide contains a section entitled “Sample School District Career and Technical Education.” This section has a description of each CTE program, the number of credits available, and any prerequisites.

The introduction explains that all students are eligible to take CTE courses, although some courses state a specific grade level status requirement (e.g., upperclassmen only). On their face, these requirements apply to all students, regardless of race, color, national origin, sex, or disability. Interviews with students and staff did not raise concerns about any inappropriate application of admissions criteria for CTE programs based on race, color, national origin, sex, or disability. There was no evidence of a violation.

Required Corrective Action(s): None.

### **B. Access for National Origin Minority Students with Limited English Language Skills**

Applicable Requirements: *Guidelines* Section IV.L

Summary of Findings and Analysis: There was no evidence indicating that CTE programs, are not open to English learners, and there are many English learners currently enrolled in CTE programs. For example, in an interview, three students whose primary language is Spanish described their experiences in CTE programs. When they asked teachers about the program, the teachers referred them to the counseling center for assistance. The counselor assured all three students that their limited English language skills would not prevent their success in CTE programs. The counselor arranged for the ELL instructor to attend the first few classes of each student's program to make individual assessments of their needs. Pursuant to these assessments, the students received note-taking assistance, translations for technical terms, and designated office hours with the CTE instructors. Thus, there is no evidence of a violation.

Required Corrective Action(s): None.

**C. Counseling and Prospects for Success**

Applicable Requirements: *Guidelines* Sections V.A and B; 34 C.F.R. §§ 100.3(a) and (b); 104.37(b), and 106.36

Summary of Findings and Analysis: As noted above, Sample High School's admission criteria for CTE programs are nondiscriminatory on their face and there is no evidence to indicate that there has been inappropriate application of admissions criteria for CTE programs, based on race, color, national origin, sex, or disability. Interviews with several students with learning disabilities and their parents, however, revealed that the school's counselor solely recommends that students with learning disabilities enroll in the culinary arts program and refuses to discuss any other CTE programs with students with learning disabilities. The counselor acknowledged this practice because he believes that the hands-on nature of the culinary arts program is the best fit for students with learning disabilities. Additionally, female students enroll in CTE programs in disproportionately low numbers, but there is no similar evidence of inappropriate steering by counselors.

Schools are required to ensure that counselors do not steer students into particular programs or careers based on the students' race, color, national origin, sex or disability. Where a CTE program disproportionately enrolls male or female students, minority or nonminority students, or students with disabilities, subrecipients must take steps to ensure that the disproportion does not result from unlawful discrimination in counseling activities. At least one counselor at Sample High School is steering students with disabilities toward certain CTE programs. Additionally, despite disproportionate male enrollment in CTE programs, the district does not regularly review their counseling activities to ensure that they do not discriminate on the basis of sex.



Required Corrective Action(s):

1. Eliminate and prevent any steering of students into or away from particular CTE programs on the basis of disability.
2. Develop and implement a plan to regularly evaluate counseling activities to ensure that they are not discriminatory, particularly on the bases of disability or sex. If any discrimination is discovered, modify the counseling program to eliminate and prevent the discrimination.

**D. Counseling of Students with Limited English Speaking Ability or Hearing Impairments**

Applicable Requirements: *Guidelines* Section V.D; 34 C.F.R. §§ 100.3(a) and (b) and 104.37(b)

Summary of Findings and Analysis: Sample High School employs counselors who speak Spanish (the primary second language spoken at the school). The school also has procedures in place for counseling students who speak other languages or who are hard-of-hearing. No evidence of a violation.

Required Corrective Action(s): None.

**E. Recruitment and Promotional Activities**

Applicable Requirements: *Guidelines* Sections V.A, V.C and V.E

Summary of Findings and Analysis: Although there is disproportionate enrollment, there is no evidence that Sample High School's promotional materials or activities create or perpetuate stereotypes or restrictions based on race, color, national origin, sex or disability. Sample High School serves a community of national origin persons who speak Spanish. Promotional literature is disseminated to the community in Spanish.

Required Corrective Action(s): None.

**III. Accessibility for Students with Disabilities**

Applicable Requirements: *Guidelines* Section IV.N; 34 C.F.R. §§ 104.21-104.23; 28 C.F.R. §§ 35.149-35.151

Summary of Findings and Analysis:<sup>6</sup>

The following chart indicates the construction/alteration dates for Sample High School, as well as the applicable accessibility standards.

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<sup>6</sup> Where appropriate, you may wish to include photographs to illustrate accessibility violation findings.

AREA	CONSTRUCTION/ALTERATION DATE	APPLICABLE ACCESSIBILITY STANDARD
All areas not specifically mentioned below.	Original construction- 1972	Readily Accessible. 34 C.F.R. § 104.22; 28 C.F.R. § 35.150.
Cafeteria	Alteration (entire cafeteria)- July 1986	ANSI
Second floor girls' restroom- Room 210	Alteration (entire restroom)- August 1991	UFAS
Second floor boys' restroom- Room 211	Alteration (entire restroom)- August 1991	UFAS
Library	Alteration (updated carpet and added fixed, built-in computer stations and bookshelves)- June 2001	1991 ADA Standards <sup>7</sup>
Student Parking Lot	Restriped to create more spaces- July 2009	1991 ADA Standards
New addition, which includes two new science labs and CTE classrooms.	April 2011	2010 ADA Standards <sup>8</sup>

The following chart outlines areas of inaccessibility at Sample High School.

Accessibility Violation	Applicable Standard	Required Corrective Action
There is a courtyard at the center of the building where	Readily Accessible; 34 C.F.R. § 104.22; 28 C.F.R. § 35.150.	Pave or otherwise provide a stable, firm and slip resistant

<sup>7</sup> For construction or alterations commenced between January 27, 1992, and September 14, 2010, covered entities had the option of complying with UFAS or the 1991 ADA Standards. You should confirm the applicable standard with the subrecipient. Please note that in situations where a subrecipient may decide between applicable standards, only one standard may be used for each facility that is being assessed. Thus, in this example, Sample High School may not apply the 1991 ADA Standards to its library bookshelves, but UFAS to its library computer stations.

<sup>8</sup> For construction or alterations commenced between September 15, 2010, and March 14, 2012, covered entities had the option of complying with UFAS, the 1991 ADA Standards, or the 2010 ADA Standards. You should confirm the applicable standard with the subrecipient.



additional tables are available for students to eat. It is the only area at Sample High School that is available for outdoor dining. The courtyard also provides a shortcut from one end of the building to the other, although one can also use the longer, indoor route. The courtyard is unpaved and the ground is uneven, which makes it inaccessible to individuals who use wheelchairs and other individuals with mobility impairments.		ground surface in the courtyard, to create an accessible route consistent with Chapters 3 and 4 of the 2010 ADA Standards. <sup>9</sup>  Alternatively, because the courtyard is subject to a readily accessible standard, Sample High School may designate an existing accessible space for outdoor dining. <sup>10</sup>
The door to the cafeteria is 31 inches wide.	ANSI 5.3.1, which requires that “doors shall have a clear opening of no less than 32 inches.”	Expand the width of the doorway to at least 32 inches, in accordance with section 404.2.3 of the 2010 ADA Standards. Note that the updated door must comply with section 404 of the 2010 ADA Standards.
The pipes under the sink marked as “accessible” in the second floor girls’ restroom	UFAS 4.24.6, which states that “drain pipes exposed under sinks shall be insulated or	Insulate the pipes, or otherwise configure them to protect against contact, in

<sup>9</sup> All corrective action involving new construction or alterations taken on or after March 15, 2012 must comply with the 2010 ADA Standards, even if that was not the original applicable standard.

<sup>10</sup> The “readily accessible” standard for an existing facility is less rigorous than the requirements under ANSI, UFAS, the 1991 ADA Standards, or the 2010 ADA Standards. Under the “readily accessible” standard, each program or activity should be readily accessible to or usable by individuals with disabilities; not every portion of the facility must be accessible. The readily accessible standard often allows for the correction of a violation by relocating the program or activity to an accessible, convenient location, rather than bringing the inaccessible space up to current standards.

(room 210) are exposed.	otherwise covered.”	accordance with section 606.5 of the 2010 ADA Standards.
The paper towel dispenser in the second floor boys’ restroom (room 211) is unobstructed, and approachable through a forward reach. However, it is mounted 50 inches high.	UFAS 4.27.3 and 4.2.5, which together state that for “all controls, dispensers, receptacles, and other operable equipment” the “maximum high forward reach allowed shall be 48 in.”	In accordance with section 308.2.1 of the 2010 ADA Standards (see also, advisory 606.1), lower the paper towel dispenser to a height between 15 and 48 inches above the floor.
The library has 10 fixed, built-in computer stations that are frequently used by the computer programming CTE courses. The knee clearance of each of these stations is 27 inches high, 30 inches wide, and 17 inches deep.	Section 4.32.3 of the 1991 ADA Standards, which states that “If seating for people in wheelchairs is provided at tables or counters, knee spaces at least 27 in (685 mm) high, 30 in (760 mm) wide, and 19 in (485 mm) deep shall be provided.	Section 306.3.3 of the 2010 ADA Standards only requires knee clearance with a minimum depth of 8 to 11 inches (at different heights above the floor). Because the computer stations meet this requirement, no corrective action is necessary.
The student parking lot has 350 total spots, six of which are designated as accessible. None of these spaces is designated as “van accessible.”	Section 4.1.2(5) of the 1991 ADA Standards, which requires eight accessible parking spaces for a parking lot with 301 to 400 spaces. That section also requires that “one in every eight accessible spaces, but not less than one, shall be served by an access aisle 96 in (2440 mm) wide minimum and shall be designated ‘van accessible.’” In this case, the student parking lot should have at least one van	Add two accessible parking spaces, to increase the total to eight, in accordance with section 208.2 of the 2010 ADA Standards. In accordance with section 208.2.4, which requires that one in every six accessible spaces, or fraction thereof, be van accessible, two of the spaces must be van accessible spaces that comply with section 502 of the 2010 ADA Standards.

	accessible parking space.	
The first floor science lab (room 130), which was part of the new addition, used by the health science CTE courses among others, has an emergency roll-in type shower with a threshold that is 1.5 inches high.	Section 608.7 of the 2010 ADA Standards, which states that thresholds “in roll-in type shower compartments shall be ½ inch (13 mm) high maximum.”	Adjust the height of the shower threshold to ½ inch or lower.

#### IV. Comparable Facilities

##### A. Comparable Facilities

Applicable Requirements: *Guidelines* Section VI.D; 34 C.F.R. § 106.33

Summary of Findings and Analysis: Sample High School has separate locker rooms and showers for male and female students. State Agency reviewed these facilities and noted that they are comparable in number and condition of lockers and showers. There was no evidence of a violation.

Required Corrective Action(s): None.

#### V. Services for Students with Disabilities

Applicable Requirements: *Guidelines* Sections IV.N and VI.A; 34 C.F.R. §§ 104.4(a) and 104.33-104.36; 28 C.F.R. § 35.130

Summary of Findings and Analysis: State Agency reviewed the following documents provided by Sample High School staff: Sample High School Student Handbook; Sample High School Faculty Handbook; mission statement, job postings, applications for employment, internship application materials, the high school’s prohibition against computer use during examinations, and the district and high school’s websites. State Agency also reviewed the district’s Section 504 procedures for serving students with disabilities, and the Section 504 plans in place for ten Sample High School students.

After interviewing parents and students, State Agency learned that students are not receiving Section 504 services as required. Sample High School develops Section 504 plans for students in need of services. The interviews with parents and students revealed that students had Section 504 plans, but the plans were not implemented consistently for students who required speech/language services or physical therapy. State Agency interviewed Principal of Sample High School and learned that there is a shortage of qualified speech language pathologists and the high school has had trouble finding and keeping speech language service providers. In addition, Principal informed

State Agency that the school has one physical therapist and she became ill during the year and had to take an extended medical leave. The school did not hire a substitute physical therapist during this time.

Sample High School is under an obligation to provide the Section 504 services the students are entitled to receive. Because Sample High School failed to provide students with speech/language and physical therapy services, the school is in violation of Section 504. The school district must remedy this issue.

Required Corrective Action(s):

In order to remedy the Section 504 violation, Sample High School must resolve the past failures to provide services on an individual basis for each student. For example, a resolution might consist of Sample High School meeting with a student's parent(s) to develop a compensatory education plan to make-up for lost services. Going forward, Sample High School must hire a speech language professional that can provide the speech language services students require. Additionally, Sample High School must ensure a physical therapist is available to provide services to students. One method to resolve this issue is to hire a substitute physical therapist to provide services while the permanent physical therapist is on medical leave. Finally, Sample High School will need to develop a system that ensures the school has the necessary personnel to provide speech language and physical therapy services in the future. Such a system may include a national search for speech language pathologists and the school system hiring a "back-up" or itinerate physical therapist who can fill in when Sample High School's physical therapist is unavailable to work.

## **VI. Financial Assistance**

Applicable Requirements: *Guidelines* Sections VI.B; 34 C.F.R. §§ 100.3(a) and (b), 104.4(a) and (b), and 106.37

Summary of Findings and Analysis: Sample High School does not provide or assist in administering any financial assistance to any students. Thus, there was no evidence of a violation.

Required Corrective Action(s): None.

## **VII. Work-Study, Cooperative Programs, and Job Placement**

Applicable Requirements: *Guidelines* Sections VII.A and B, 34 C.F.R. § 106.38(a).

Summary of Findings and Analysis: State Agency reviewed Sample High School's contracts with all employers or other sponsors offering work-study, cooperative education, job placement, and apprenticeship programs and the application materials

that students complete to obtain these positions. Each contract contained an assurance that the employer or other sponsor does not discriminate against students on the basis of race, color, national origin, sex, or disability. Application materials included the district's nondiscrimination notice, along with a statement that employers or other sponsors are prohibited from engaging in unlawful discrimination. Based on interviews with students, there was no evidence that students had been limited from internship or employment opportunities on the basis of their race, color, national origin, sex, or disability. Thus, there was no evidence of a violation.

Required Corrective Action(s): None.

#### **VIII. Employment**

Applicable Requirements: *Guidelines* Sections VIII.A-F; 34 C.F.R. §§ 104.11-104.14 and 106.51-106.61

Summary of Findings and Analysis: In addition to interviewing teachers and administrators, State Agency reviewed all job postings for staff and faculty positions used by the school in the last three years. All of these postings contained a nondiscrimination notice. State Agency also reviewed the district's salary policies. There was no evidence of a violation.

Required Corrective Action(s): None.

## Targeting Plan – 2016-2018 State of Fiction

### Subrecipient Universe

The Subrecipient Universe in Fiction consists of:

- 150 secondary school districts
- 5 postsecondary technical institutions
- 15 public community colleges or universities with 2-year CTE programs
- 2 state operated programs (correctional institutions)

for a total of 172 subrecipients. All subrecipients are considered for on-site reviews each year.

*[Note: Alternatively, the State of Fiction may wish to divide the secondary school universe into a 3-year cycle such that 50 are considered for on-site reviews each year. If this option is selected, the secondary school district universe list should be presented for each year – with 50 secondary subrecipients (and the dates of their most recent reviews) listed alphabetically under each of the upcoming review years. See sample below. Also, if Fiction prefers to subdivide large school districts (such as large city districts), the secondary schools within each subdivision should be listed under each subdivision. If Fiction does NOT subdivide large school districts, this keeps the total number of subrecipients lower, but it also means that if a large school district appears among the top ranked subrecipients, State of Fiction will have a very large review to conduct since on-site reviews must be conducted at all institutions within that school district that offer CTE. This fictitious sample does not subdivide subrecipients in the secondary school universe, but you can feel free to do that if your agency prefers. Tables may make it easy, but you do not have to use tables, of course. If you have charter schools that receive federal financial assistance from the U.S. Department of Education either directly or through the State, you may include them as a separate group or with the secondary school districts. Since State of Fiction has correctional institutions as subrecipients, they may include them in whichever category is most appropriate if they can be assessed using the same criteria as the other category for targeting. Otherwise, they should be listed separately and ranked each year and the plan should state how they will be considered for selection.]*

*[Note that the universe is identified by listing all schools – secondary, postsecondary, etc., depending on what the agency oversees – that receive funds from the U.S. Department of Education, either directly or through the state. Then determine whether those on that list have CTE programs. If there is no program, the school is not in the universe. This list can be developed in reverse of these determinations, of course – list all schools that have CTE programs and then determine whether those on the list receive Federal funds from ED.]*

Given the total of 172 subrecipients, Fiction is required to conduct on-site reviews at 2.5% of the total, which is 4.3 rounded to 4 subrecipients each year. In the first year of the biennium, four secondary subrecipients will be reviewed. In the second year, three secondary subrecipients and one postsecondary institution (technical or community college or university) will be reviewed each year. *[The SOPs will be considered and ranked among whichever category is most*



*appropriate. The TP should specify this category.] [Note also that the distribution of reviews among categories of subrecipients is at your agency's discretion but should generally reflect the proportion of subrecipients for each category. If it appears that more civil rights problems exist in a specific category, it may be more effective to select more reviews from that category of subrecipient; this should be explained both in the TP and in Item 4 or 6 of the biennial report. Because there are only 20 postsecondary subrecipients and 150 secondary subrecipients, it is appropriate to review more secondary than postsecondary subrecipients.]*

Below is the subrecipient universe list for each category, with the secondary school districts divided into the 3-year cycle groups. We have provided the lists in alphabetical order, with the date of the most recent on-site review indicated.

*[Reminder: This is fictional.] [If the State of Fiction is not placing secondary school districts in a 3-year cycle but will consider all of them every year, just list all of them alphabetically with the last year of review noted. If the cycle is 5 years instead of 3 years, use more columns and list subrecipients and the dates of last review as appropriate. This 3-year chart is provided as an example only. The number of subrecipients in each category for each year should be approximately equal.]*

#### Secondary School Districts

Year	2016-2017		2017-2018		2018-2019	
	Secondary School District	Date of last on-site review	Secondary School District	Date of last on-site review	Secondary School District	Date of last on-site review
	Anderson	None	Clark	1998	Daniels	None
	Garcia	None	Davis	1999	Eureka	2014
	Hammerline	1997	Hanson	2000	Harrison	1997
	Johnson	2002	Jones	None	Jackson	1999
	Martinez	2014	Lee	2005	Moore	2001
	Meadows	1999	Martin	2006	Thomas	2002
	Wagner	2006	Walker	None	Williams	2004
	ETC. – all 50 SDs in alphabetical order		ETC. – all 50 SDs in alphabetical order		ETC. – all 50 SDs in alphabetical order	

### Postsecondary Technical Institutions

Postsecondary Technical Institution	Date of last on-site review
Brown Technical Institute	2001
Mitchell Technical Institute	2000
Ordinary Technical Institute	1998
Western Technical Institute	1999
Yellow River Technical Institute	None
ETC. [list all of them]	

### Public Community Colleges and Universities

Public Community Colleges and Universities	Date of last on-site review
Fiction Community College	None
Northern State University	None
South Central State University	None
Young Haven Community College	None
ETC. [list all of them]	

*[State of Fiction finds it convenient to list the two types of postsecondary subrecipients separately. They can be listed in a single combined list also.]*

### Selection Criteria

Fiction will use the following selection criteria to develop a ranked list from which subrecipients will be selected for on-site reviews.

1. Comparison of the percentage of subrecipient total enrollment that is minority compared to the percentage of subrecipient enrollment in CTE that is minority.

Rating scale:

Percentage points difference	Number of points
0-10	0
11-20	2
21-30	4
31-40	6
41 and above	8



**Examples:**

*Anywhere High School has a total minority enrollment that is 84% of the total enrollment; the minority enrollment in CTE is 54% of the total CTE enrollment. The difference is 30 percentage points – so Anywhere will have 4 points for this criterion.*

*Here and There High School has a total minority enrollment that is 43% of the total enrollment; the minority enrollment in CTE is 28% of the total CTE enrollment. The difference is 15 percentage points – so Here and There will have 2 points for this criterion.*

2. Comparison of the percentage of subrecipient total enrollment that is female compared to the percentage of subrecipient enrollment in CTE that is female.

Rating scale:

*[can be the same as that above or different – depending how much you want to emphasize differentials for this criterion – if this selection criterion is more important than criteria 1 and 3, your agency may award more points for this one. ]*

Percentage points difference	Number of points
0-15	0
16-30	1
31-45	2
46-60	3
60 and above	4

**Examples:**

*Anywhere High School has a total female enrollment that is 52% of the total enrollment; the female enrollment in CTE is 22% of the total CTE enrollment. The difference is 30 percentage points – so Anywhere will have 1 point for this criterion.*

*Here and There High School has a total female enrollment that is 56% of the total enrollment; the female enrollment in CTE is 68% of the total CTE enrollment. The difference is 12 percentage points – so Here and There will have 0 points for this criterion.*

3. Comparison of the percentage of subrecipient total enrollment that reflects students with disabilities compared to the percentage of subrecipient enrollment in CTE that reflects students with disabilities.

Rating scale:

*[can be the same as that above or different – depending how much you want to emphasize differentials for this criterion – and again, if this criterion is more important than others, more points can be awarded]*

Percentage points difference	Number of points
0-5	1
6-10	3
11-15	5
16-20	7
21 and above	9

***Examples:***

*Anywhere High School has a total enrollment of students with disabilities that is 12% of the total enrollment; the enrollment of students with disabilities in CTE is 5% of the total CTE enrollment. The difference is 7 percentage points – so Anywhere will have 3 points for this criterion.*

*Here and There High School has a total enrollment of students with disabilities that is 24% of the total enrollment; the enrollment of students with disabilities in CTE is 48% of the total CTE enrollment. The difference is 24 percentage points – so Here and There will have 9 points for this criterion.*

*[These are the three required criteria. You may – or may not – use other optional criteria. Examples are below.]*

4. Length of time since the most recent on-site MOA review.

0-3 years	0 points
4-6 years	1 point
7-9 years	3 points
10 years or longer	5 points

*[Again, breaking points in the groupings of years and the number of points awarded for each level are determined at your agency's discretion. Total possible points for this criterion usually should not be higher than the total possible points for the enrollment comparisons –*

*that is, not higher than the total maximum for criteria 1 + 2 + 3, which is 21 in the current example. ]*

***Examples:***

*Fiction last reviewed Anywhere High School in 2014 – 2 years ago, so Anywhere will have 0 points for this criterion.*

*Fiction last reviewed Here and There High School in 1998 – 18 years ago, so Here and There will have 5 points for this criterion.*

*[Caution: If you wish to exclude from consideration any subrecipient that has been reviewed in the past 5 or some other number of years, that could be done, usually INSTEAD OF using a selection criterion that awards points based on length of time since the most recent review.]*

5. Number of programs that do not meet the Fictional State requirements of a minimum 25% of nontraditional students (male or female) enrolled. *[or whatever phrasing you find that explains what you want to measure – for example, a count of programs that do not have 25% female students in programs that are not traditionally female and programs that do not have 25% male students in programs that are not traditionally male.]*

***Examples:***

*Anywhere High School has 3 programs that are considered traditionally male; 2 of them have 25% or more female students enrolled. Anywhere also has 4 programs that are considered traditionally female; none of them has 25% or more male students enrolled. So Anywhere will have 5 points for this criterion (1 for the traditionally male programs plus 4 for the traditionally female programs).*

*Here and There High School has 5 programs that are considered traditionally male; 2 of them have 25% or more female students enrolled. Here and There also has 6 programs that are considered traditionally female; 2 of them have 25% or more male students enrolled. So Here and There will have 7 points for this criterion (3 for the traditionally male programs that do not meet the 25% or more enrollment standard plus 4 for the traditionally female programs that do not meet the standard).*

*[Note: You may wish to add a criterion regarding nontraditional enrollment in programs by race and one regarding nontraditional enrollment in programs by students with disabilities -- or other criteria that are of interest to your agency – if your agency thinks that will help identify subrecipients that would benefit from an on-site review.]*

*[Note: If the criteria used to rank the other categories of subrecipients are different, the criteria used for each category should be listed – so Fiction might have two sets of criteria. The State of Fiction is likely to need different criteria at least for postsecondary institutions – depending on the data available for them, and perhaps another set for SOPs.]*

### **Ranking Procedures**

Subrecipients with the highest total scores are selected for review. If subrecipients are tied, Fiction will select between them based on the number of CTE programs; the institution with a greater number of CTE programs will be selected. *[or whatever other criterion seems appropriate – which may be the subrecipient with the smallest number of CTE programs – some state agencies find that smaller programs seem to have more civil rights issues.]* *[Generally, it is not useful to use as a tie breaker a criterion that has already been used. If State of Fiction has a selection criterion based on size of the program – number of programs, number of concentrators, etc. – then another factor related to size of the program should not be used to break a tie. Fiction should consider other factors that might differentiate one subrecipient from another – recent completion of a major new CTE facility, a new administration in the district that would benefit from the training that an on-site review delivers, etc.]*

If a selected subrecipient cannot be visited because it has suffered from a major weather-related disaster or similar event or because the primary facility is currently undergoing major construction, at Fiction's discretion, Fiction will select the next subrecipient on the ranked list. *[And, of course, Fiction will explain this selection in the biennial report. Many states contact OCR before taking such action; this communication can be referenced in the report.]*

*Please note that it is not necessary to forward a ranked list to OCR with the proposed targeting plan since the targeting plan has not yet been approved. But the examples above would be in a ranked list for Item 4 of State of Fiction’s biennial report – with all the other subrecipients in Fiction – in order of point totals. The ranked list would look something like this:*

Subrecipient	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Total points
Here & There	2	0	9	5	7	23
Anywhere	4	1	3	0	5	13

*[This table is for the State of Fiction to use and is not a required submission. Fiction will submit for Item 4 of the biennial report a ranked list of subrecipients and the total points for each one.]*

*Fiction will select Here & There for an on-site review since it has the most points. (We are assuming that all the other subrecipients in the list have fewer total points than 23. Fiction has 48 more secondary school districts to rank and consider for the 2016-2017 school year and will select four for on-site reviews; in the second year, Fiction will select three secondary subrecipients along with one postsecondary institution – we did not add examples for this category of institutions.) This ranked list, along with a similar list for the other year of the biennium, will be included in the next biennial MOA report under Item 4, along with any needed explanation for skipping over a higher ranked subrecipient to select a lower ranked one. It may be helpful to call David Berkowitz, the National MOA Coordinator, to discuss skipping over a higher ranked subrecipient before making that decision; please document that discussion in the biennial MOA report.*

## Sample Voluntary Compliance Plan

This Sample Voluntary Compliance Plan (VCP) is meant to provide technical assistance in drafting VCPs outlining the noncompliance findings that your agency makes pursuant to an MOA on-site review and the corrective action required to remedy each violation. Although this fictional sample provides examples of corrective action that OCR has seen in a number of actual VCPs, it should not be construed as limiting or requiring a certain type of corrective action in an actual VCP. Likewise, the structure and language used is meant to provide technical assistance; it is not mandatory and subrecipients have a great deal of flexibility in drafting VCPs that are appropriate for the individual review. This sample should be read in conjunction with OCR's Sample Letter of Findings.

\* \* \* \* \*

This VCP addresses the findings described in State Agency's Letter of Findings, dated February 5, 2013, which summarized that agency's on-site review of Sample High School conducted on January 15-16, 2013.<sup>1</sup>

<b>Issue Area and Required Corrective Action</b>	<b>Specific Corrective Action to be Completed</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>How Completion of Remedy will be Reported and Verified to State Agency</b>
Annual Notice: Expand dissemination of the annual notice of nondiscrimination to the general public in English and Spanish. This may be accomplished through a variety of means, such as through direct mailing, publication in a local newspaper, or publication on the	Publish the annual notice of nondiscrimination in <i>The Sample Times</i> and the local Spanish language newspaper prior to the first day of the 2013-2014 school year.	Superintendent.	August 2013.	The subrecipient will provide a copy of the published notice from both newspapers to State Agency.

<sup>1</sup> The Superintendent will need to certify the veracity of all photographs the subrecipient submits to State Agency to verify completion of corrective actions.

Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
district's website prior to the first day of the next school year.				
Grievance Procedures: Revise the Title IX and Section 504/Title II grievance procedures to include designated and reasonably prompt timeframes for all major stages of the complaint process.	Same.	Superintendent.	April 2013.	The subrecipient will provide a copy of the revised grievance procedures to State Agency.
Counseling and Prospects for Success: Eliminate and prevent any steering of students into or away from particular CTE programs on the basis of disability....	Provide training to the school's counselors to eliminate and prevent any steering of students with disabilities into particular CTE classes. Post the Section 504 grievance procedures in the counseling center.	Superintendent.	April 2013.	The subrecipient will send State Agency an email confirming that the training(s) has occurred, including the date(s) of the training(s), the agenda(s) for the training(s), and the number of counselors, and any other school personnel who attended. The email will also confirm that the Section 504

Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
				grievances procedures are posted in the counseling center.
Counseling and Prospects for Success: Develop and implement a plan to regularly evaluate counseling activities to ensure that they are not discriminatory, particularly on the bases of disability or sex. If any discrimination is discovered, modify the counseling program to eliminate and prevent the discrimination.	Same.	Superintendent.	April 2013.	The subrecipient will send State Agency a copy of the new plan, along with the results of the first review and a description of any necessary modifications to the current counseling program.
Access for Students with Disabilities: Pave or otherwise provide a stable, firm, and slip resistant ground surface in the courtyard to create an accessible route consistent with	Pave the courtyard.	Facilities Manager.	July 2013.	The subrecipient will email photographs of the paved courtyard to State Agency.



<b>Issue Area and Required Corrective Action</b>	<b>Specific Corrective Action to be Completed</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>How Completion of Remedy will be Reported and Verified to State Agency</b>
Chapters 3 and 4 of the 2010 ADA Standards.  Alternatively, designate an existing accessible space for outdoor dining.				
Access for Students with Disabilities: Expand the width of the doorway to the cafeteria to at least 32 inches, in accordance with section 404.2.3 of the 2010 ADA Standards.	Same.	Facilities Manager.	July 2013.	The subrecipient will email a photograph of the doorway, being measured with a tape measure, to State Agency.
Access for Students with Disabilities: Insulate the pipes under the "accessible" sink in the second floor girls' restroom (room 210) in accordance with section 606.5 of the 2010 ADA Standards.	Same.	Facilities Manager.	March 2013.	The subrecipient will email a photograph of the insulated pipes to State Agency.
Access for Students with Disabilities: In accordance with section 308.2.1 of the	Same.	Facilities Manager.	May 2013.	The subrecipient will email a photograph of the paper towel

<b>Issue Area and Required Corrective Action</b>	<b>Specific Corrective Action to be Completed</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>How Completion of Remedy will be Reported and Verified to State Agency</b>
2010 ADA Standards (see also, advisory 606.1), lower the paper towel dispenser in the second floor boys' restroom (room 211) to a height between 15 and 48 inches above the floor.				dispenser, with the height being measured with a tape measure, to State Agency.
Access for Students with Disabilities: Add two accessible parking spaces in the student parking lot, to increase the total to eight, in accordance with section 208.2 of the 2010 ADA Standards. In accordance with section 208.2.4, two of the spaces must be van accessible spaces that comply with section 502 of the 2010 ADA Standards.	Same.	Facilities Manager.	July 2013.	The subrecipient will send a photograph of the accessible parking spaces, including the van accessible spaces, to State Agency.

Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
Access for Students with Disabilities: Adjust the height of the shower threshold in the first-floor science lab to ½ inch or lower.	Same.	Facilities Manager.	May 2013.	The subrecipient will email a photograph of the shower threshold, with the height being measured with a tape measure, to State Agency.
Services for Students with Disabilities: Resolve the past failures to provide services to students with disabilities as required under Section 504. Ensure that the school employs the necessary professionals to provide these services.	Sample High School will meet with the parents of all affected students covered under Section 504 to address the missed services. Sample High School will hire a speech language professional and a substitute physical therapist to provide necessary services. Additionally, Sample High School will	Subrecipient's Section 504 Coordinator.	May 2013.	The subrecipient will provide a letter verifying that meetings occurred with parents of students who did not receive services. The subrecipient will also confirm, via email, that a speech language professional has been hired, and

Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
	develop a procedure for hiring an itinerate or back-up physical therapists who can fill in when the school's physical therapist is unavailable to work.			send a copy of the procedures for hiring an itinerate or back-up physical therapist.

Signed: \_\_\_\_\_ Superintendent<sup>2</sup> \_\_\_\_\_ Date: \_\_March 1, 2013\_\_\_\_\_

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<sup>2</sup> A VCP must be signed by someone with the authority to bind the subrecipient. A principal is unlikely to have this authority.

**SAMPLE MONITORING CHART  
FICTITIOUS INFORMATION**

<b>Subrecipient</b>	<b>VCP completed?</b>	<b>Date completed</b>	<b>How verified</b>	<b>Pending corrective action, due date passed</b>	<b>Extension granted?</b>	<b>Reason for extension</b>	<b>New target completion date</b>
Fiction Local School District	No (all but one item)	May 1, 2015	Documents submitted	Parking lot paving, striping	N/A, not yet due (due Aug. 31, 2015)		
Serious City School District	Yes	Jan. 30, 2015	Documents submitted, on-site verification				
Weatherby County School District	No			All actions overdue	Yes	Major blizzard and roof collapse on school and office buildings shortly after submitting VCP	One year from original due dates (various dates)
Conditional School District	No (partial)	April 30, 2015	Some completed items verified by documents submitted	Add accessible unisex restroom and water fountain for CTE annex	Yes (Note: Have interim signage to accessible facilities)	Supplier delay obtaining accessible equipment (toilet, sink, water fountain)	Dec. 31, 2015
				Modify path from accessible parking to accessible entrance, including necessary curb cuts, pave path	Yes	Weather conditions during extended winter season	Aug. 31, 2015
				Add signage from parking area to accessible entrance	Yes	Weather conditions during extended winter season – path & door modifications not completed	Aug. 31, 2015



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS

July 30, 2015

Kimberly A. Green  
Executive Director  
National Association of State Directors of Career Technical Education Consortium  
8484 Georgia Ave, Suite 320  
Silver Spring, MD 20910

Dear Ms. Green:

Thank you for your request for information from the U.S. Department of Education's Office for Civil Rights (OCR) pursuant to the Freedom of Information Act (FOIA), 5 U.S.C. § 552. You requested "any memorandum or summary reports that detail how OCR has used the information" provided in states' biennial reports to address systemic problems in complying with requirements under the "Methods of Administration" (MOA) program. You stated that this should include "any correspondence regarding specific actions OCR has taken to gauge the MOA [program]'s effectiveness at ensuring compliance with federal civil rights requirements." Your request explains that the "information being requested deals with the process through which OCR works with grantees to address noncompliance with civil rights requirements under federal laws."

Your request for documents from OCR's official files has been processed according to the provisions of FOIA. The policy of the Department is generally one of full disclosure limited only by the exemptions delineated in FOIA. We were unable to locate any memoranda, summary reports, or correspondence documents that are responsive to your specific request.

In an effort to address your inquiry, however, this letter will describe the process through which OCR works with state agencies under the MOA program to assist them with their compliance responsibilities, including their responsibility to address noncompliance with federal civil rights laws.

As specified in section II of the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (Guidelines)* (34 C.F.R. Part 100, Appendix B), state agencies are responsible for ensuring that subrecipients that operate career and technical education (CTE) programs do so in a manner that is consistent with the federal civil rights laws. Consistent with the *Guidelines*, OCR's role in the MOA program is to oversee and provide technical assistance to the state agencies. The state agencies, in turn, have primary responsibility for overseeing subrecipients' civil rights compliance.

Partnership and collaboration between OCR and the MOA coordinators has always been an important underpinning of the MOA program. To guide and assist state agencies in their civil rights compliance activities, OCR evaluates state agency biennial reports, provides individualized recommendations for improvement of state agency compliance programs,

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conducts an annual training conference for MOA coordinators and other state agency staff working on the MOA program, and provides case-specific technical assistance.

OCR's involvement in state agencies' MOA programs is described in more detail below.

### Review of Biennial Reports

OCR provides a detailed written response to each state agency's biennial report. OCR's written responses include a comprehensive analysis of the state agency's letters of findings and voluntary compliance plans (corrective action plans to address findings of noncompliance with federal civil rights requirements). OCR's written responses typically incorporate both positive feedback as well as comments and recommendations to improve the agency's letters of findings and voluntary compliance plans. The written responses include, as appropriate, technical assistance regarding compliance determinations and appropriate corrective actions with respect to issue areas addressed in letters of findings and voluntary compliance plans, such as accessibility, providing promotional materials or other important information to communities serving limited English proficient parents in Spanish and other languages, counseling, and grievance procedures.

Prior to disseminating the written response to each state agency's biennial report, OCR conducts at least one telephone conference call with the state agency's MOA coordinator in order to discuss the details of OCR's response, to provide the state agency with an opportunity for clarification before the issuance of the response, and to respond to questions from state agency staff regarding the report and OCR's response.

### MOA Conference

During the annual four-day training conference, MOA coordinators are provided with the information they need to succeed at their jobs. The first day of the conference is targeted at MOA coordinators with fewer than three years of experience, so that OCR can cover the basic requirements of the MOA program (including requirements pertaining to biennial reporting to OCR) without burdening more experienced MOA coordinators with the same information each year. Throughout the conference, OCR staff present training on selected civil rights issues, with a focus on areas in which there is generally the most systemic noncompliance by subrecipients or where there is a significant misunderstanding of applicable requirements, including: accessibility; administrative requirements, such as notices of nondiscrimination, grievance procedures, and Title IX/Section 504/Title II coordinators; recruitment, admissions, and counseling; and a comparison of the requirements of Section 504 that are applicable at the secondary versus postsecondary education levels.

In addition, staff from OCR and selected state agencies present training in MOA program requirements and investigative techniques. The annual training conference also includes an accessibility review demonstration, typically at an actual high school or college, in which trained OCR staff and MOA coordinators provide hands-on demonstrations illustrating how to assess compliance with accessibility standards. Conference attendees are provided with a copy of all of

the materials used at the conference, including PowerPoint presentations, application exercises and answer keys, and sample documents.

#### Additional Technical Assistance and Outreach

In addition, in recent years, OCR has increased the amount of proactive technical assistance it provides in between the annual training conferences. Specifically, once or twice annually, OCR has conducted a series of six telephone conference calls with new MOA coordinators to provide training on a wide range of topics, including on substantive legal issues such as accessibility and administrative requirements, as well as on procedural issues, such as MOA program requirements and investigative techniques.

In addition to its proactive technical assistance, throughout the year, OCR responds to a high volume of case-specific technical assistance inquiries from MOA coordinators. We encourage them to contact us with questions regarding compliance determinations and appropriate corrective actions. OCR provides guidance on technical compliance standards and in navigating relationships with subrecipients. Both through telephone calls and emails, OCR works with the state agencies to come up with satisfactory resolutions of each situation. In some of these situations, OCR provides technical assistance to the state agencies in working with non-cooperative subrecipients. If the state agencies are ever unable to obtain voluntary compliance by subrecipients, we will assist them with the help of our regional offices in obtaining compliance.

OCR has also developed technical assistance resources to assist the state agencies with their MOA compliance activities. In response to requests from MOA coordinators for sample MOA documents, over the last few years, OCR has provided them a sample letter of findings, sample voluntary compliance plan, sample monitoring chart, and sample targeting plan. These sample documents are attached.

#### Impact of MOA on OCR's Policy Work

OCR staff attorneys who review biennial reports and provide technical assistance to the state agencies under the MOA program are the same attorneys who draft policy guidance that inform school districts, colleges, and universities of their obligations under federal civil rights laws. These attorneys draw upon their MOA-related experience when they develop the policy guidance. Participation in the MOA program is one way that OCR staff attorneys are made aware of compliance-related issues subrecipients are encountering, which helps OCR identify issue areas in which policy guidance is needed. For example, OCR staff attorneys who review biennial reports and provide technical assistance and training under the MOA program were responsible for developing the recent guidance documents described below.

- English Learner Students and Limited English Proficient Parents Dear Colleague Letter: On January 7, 2015, OCR issued a Dear Colleague Letter clarifying SEAs, school districts and all public schools' obligations to ensure that English learners can participate meaningfully and equally in educational programs and services and to ensure that LEP parents and guardians have meaningful access to district-and school-related information.



In the MOA context, OCR staff attorneys review findings such as whether counselors can effectively communicate with national origin minority students with limited English language skills and whether promotional materials and student financial assistance information are provided in the language of a national origin minority community with limited English language skills.

- Juvenile Justice Facilities Dear Colleague Letter: On December 8, 2014, OCR issued a Dear Colleague Letter explaining the applicability of Federal civil rights laws to juvenile justice residential facilities. In the MOA context, many subrecipients are juvenile justice facilities, which raise unique compliance considerations.
- Title IX Coordinators Guidance Package: On April 24, 2015, OCR issued a Dear Colleague Letter, a letter to Title IX coordinators, and a Title IX Resource Guide. The letters reiterated the requirement that federally funded school districts, colleges, and universities designate a Title IX coordinator and described the responsibilities of those coordinators. The Title IX Resource Guide summarized a school's obligations under Title IX and the Title IX coordinator's role with respect to key issue areas. In the MOA context, these documents are helpful because a majority of the state agencies' letters of findings contain violation findings concerning Title IX administrative requirements. For example, a typical violation finding may involve the failure to designate a Title IX coordinator or to ensure that the Title IX coordinator is appropriately trained and possesses comprehensive knowledge in all areas for which the coordinator is responsible.
- Effective Communication Guidance Package: On November 12, 2014, OCR, the Office of Special Education and Rehabilitative Services, and the U.S. Department of Justice issued a Dear Colleague letter, a Frequently Asked Questions document, and a parent fact sheet clarifying the responsibility of public schools to ensure that communication with students with hearing, vision, or speech disabilities is as effective as communication with all other students. In the MOA context, OCR staff attorneys review findings such as whether counselors can effectively communicate with students with disabilities.

OCR remains committed to addressing issues that are raised through the MOA program. For example, MOA reports indicate that there are still many career and technical education programs which disproportionately enroll male or female students. To address such disproportionality, OCR and the Office of Career, Technical, and Adult Education (OCTAE) are developing policy guidance designed to ensure that all students have equal access to CTE programs.

Because of you and your members' expertise in this area, OCR will be contacting you separately to arrange a time to listen to your suggestions for such guidance. At this point, the guidance to high schools, community colleges, and other CTE providers is expected to underscore that bias based on sex has no place in American schools and that Title IX prohibits schools from relying on sex stereotypes in directing students towards certain fields. The guidance may also offer help to state education agencies thinking about ways to improve students' representation in non-traditional fields as part of their Perkins Act obligations. The OCR attorneys working on this

guidance also review MOA reports and are drawing upon their MOA experience in developing this guidance.

#### OCR's Past Negotiations with State Agencies

We understand that carrying out the MOA program is a big undertaking for States. The Department is cognizant of the resources that the state agencies have devoted to identifying and remedying discrimination by subrecipients. OCR values the long-standing partnership between OCR and the state agencies, and this collaborative relationship has fostered many changes over the years to reduce the resources necessary to comply with the MOA program by promoting efficiency while maintaining the integrity of the program.

In September 1996, working in partnership with the state CTE agencies, the Department revised the *Procedures for Preparing the Methods of Administration Described in the Vocational Education Guidelines*, first issued in 1979. The 1996 revision was based on recommendations from a nationwide conference of MOA coordinators held to discuss streamlining the MOA process. Many procedural changes resulted from that conference. For example, the 1979 Procedures Memorandum required state agencies to conduct desk audits of 20 percent of their subrecipient universe each year; the 1996 revisions entirely eliminated the desk-audit requirement. To further stimulate quality improvement and reduce burden in the on-site compliance reviews, the Department reduced the number of required on-site reviews by half -- from 5 percent to 2.5 percent of the subrecipient universe. In addition, the revised procedures provided that no state agency would be required to conduct more than 25 on-site reviews each year. The Department also streamlined the content of reports and made the reporting requirement biennial instead of annual.

Additionally, in July 1997, the Department invited select MOA coordinators to a weeklong workshop to conduct a preliminary review of 1997 MOA reports -- the first under the new procedures. This focus group began the collaborative development of the standards and rationale for each of the eight items that state agencies are required to address in their biennial reports. Based on feedback we received from the focus group, in December 1998, the Department issued a Dear Colleague letter providing substantive discussion and content recommendations for each of those required items.

Most recently, in January 2012, the Department issued another Dear Colleague Letter in response to MOA coordinators' requests for clear guidance on how to document the thoroughness of on-site compliance reviews when issuing letters of findings. This letter explains that States have a variety of ways to demonstrate the thoroughness of their reviews. This letter was also the culmination of extensive consultation with MOA coordinators nationwide. The Department convened a series of five telephone conference calls with a focus group of MOA coordinators to reach a common understanding of what would be fair and reasonable expectations for demonstrating and documenting the thoroughness of compliance reviews, given States' available resources. The Department later provided the draft letter to all MOA coordinators for their review and comment prior to its issuance.

We look forward to continuing to share a collaborative and positive relationship with the state agencies to ensure that the state agencies have the necessary guidance and are able to maximize resources for identifying and remedying all unlawful discrimination by subrecipients. We welcome suggestions regarding possible future guidance that might be helpful to the States as well as additional ways to reduce the resources necessary to comply with the MOA program by promoting efficiency while maintaining the integrity of the program.

Please be advised that you have the right under FOIA to appeal the failure to release any records by writing to the address below within 35 days of the date of this letter. Your appeal should be accompanied by a copy of your initial letter(s) of request and this denial letter, and it should contain any evidence or arguments you wish the Department to consider in making an administrative determination of your appeal.

U.S. Department of Education  
Office of Management  
400 Maryland Avenue, SW, LBJ-2W311  
ATTN: Appeals Office  
Washington, DC 20202-4500

In the alternative, you may also complete the online FOIA appeals form, available at [http://www2.ed.gov/policy/gen/leg/foia/foia\\_appeal\\_form\\_1.html](http://www2.ed.gov/policy/gen/leg/foia/foia_appeal_form_1.html). If you have any questions, please contact the FOIA Service Center at (202) 401-8365 or [EDFOIAManager@ed.gov](mailto:EDFOIAManager@ed.gov).

We hope this information is helpful.

Sincerely,



Seth M. Galanter  
Principal Deputy Assistant Secretary  
Office for Civil Rights

Attachments

Sample Letter of Findings  
Sample Voluntary Compliance Plan  
Sample Monitoring Chart  
Sample Targeting Plan

----- Forwarded Message

**From:** Michael Brustein <[mbrustein@bruman.com](mailto:mbrustein@bruman.com)>

**Date:** Wed, 12 Aug 2015 15:04:45 +0000

**To:** Kimberly Green <[kgreen@careertech.org](mailto:kgreen@careertech.org)>

**Subject:** RE: FOIA Request 15-01663-F Fee Waiver Determination

Kim,

Don't you think Elise Cook from the FOIA Office at ED should be at least somewhat embarrassed? She sends you two letters on August 10, one denying your request for a waiver of fees, and the other **containing 36 pages of "fully releasable documents that are responsive to your request"**. More importantly, however, the response fails to address your request on how OCR has used the MOA information to address systemic problems. Instead, OCR provides the templates they disseminate to the States for conducting reviews.

The only document of value is the July 30 letter from the Principal Deputy Assistant Secretary **for OCR to you. Seth Galanter says that "we understand that carrying out the MOA program is a big undertaking for States."** I think this is exactly the point; the states have fewer resources available to carry out this responsibility. With the proposed new burden on state administrative costs for WIOA infrastructure costs, there may be even fewer dollars available. Unfortunately, Galanter circumvents the central issue of the legal authority undergirding this responsibility. He does state that OCR will be contacting you to listen to your suggestions on how to address disproportionate enrollments based on gender in CTE programs. It would have been helpful for **him to provide you with an OCR analysis from the States' biennial reports on this issue (that is what you asked for in the first place).**

I advise that you and your Board decide whether it makes sense to continue the dialogue with OCR (which in my opinion will not result in any reduction in effort by state CTE staff) or shift the attention to a congressional resolution.

I certainly remain available to assist you.

Michael

**From:** Kimberly Green [<mailto:kgreen@careertech.org>]

**Sent:** Tuesday, August 11, 2015 9:42 PM

**To:** Michael Brustein

**Subject:** FW: FOIA Request 15-01663-F Fee Waiver Determination

We got this today and one other that I already forwarded. Any thoughts?

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## **New State Director On-boarding Update**

*Report submitted by Karen Hornberger, Finance and Office Manager, and Andrea Zimmermann, State Policy Associate*

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A key element of NASDCTEc's mission is to provide ongoing, high-quality professional development to its members, in particular the State CTE Directors. Over the years, this professional development has taken many forms and continues to evolve to meet the needs of its members. This year alone has seen more than a dozen new State Directors, which has prompted staff to consider again the need for a more formalized on-boarding for these members.

Further, the organizational strategic plan includes multiple references to a new member on-boarding program, all of which were considered and incorporated during the development phase.<sup>1</sup>

The primary objectives of this formalized on-boarding are to ensure State Directors have:

- a high-level of understanding of NASDCTEc's resources/assets;
- become active members of NASDCTEc;
- are better positioned to be effective state leaders<sup>2</sup>; and
- are receiving the appropriate, high-quality professional support called for in our strategic plan.

To do this, staff are developing a comprehensive yearlong on-boarding program targeted to new State Directors that will build upon and replace the New State Directors Institute, which was last held in 2011. Since 2011, staff have held smaller orientations and more informal interactions with new State Directors as they come into their positions. This program is designed to:

- create an intentional schedule of 'on-boarding' communications, resources and events for new State Directors;
- develop a rolling set of topics (and aligned communications, supports and resources) that allows for easy exit/entry that is comprised of timely/relevant content<sup>3</sup>; and
- establish individualized professional development plans, including mentorship, for all State Directors participating in the program.

A high-level timeline of the yearlong program is as follows:

Week 1 (from start date or communication of new State Director)

- Send Welcome email with relevant instructions and resources to introduce them to NASDCTEc

<sup>1</sup> From organizational strategic plan: 3. Provide, encourage and support professional development to expand the skills, content knowledge and leadership of NASDCTEc members.

<sup>2</sup> 3.1 - Develop, arrange and/or deliver resources to expand the skills, content knowledge and leadership of NASDCTEc members.

<sup>3</sup> 3.3 - Develop and implement a robust, year-round intensive program to support the on-boarding and leadership development of State CTE Directors.

## Week 2

- Mail Welcome packet

## Month 1

- Schedule and hold “Getting to Know” call with Kimberly Green and relevant staff

## Month 2

- Post “Getting to Know” blog to introduce new member to full membership and CTE community
- Match with an experienced State CTE Director for one-year mentoring

## Month 3-12

- Start with professional development series, based around individual learning plan.<sup>4</sup> A collection of interactions will be spread throughout the remaining months. Activities are under development and may include quarterly webinar check-ins with cohort of new State Directors, select mentors and/or NASDCTEc partners<sup>5</sup>; email communications with helpful tips and resources, and dedicated sessions at the Spring and Fall Meetings.

## Month 11

- Send evaluation survey to new State Director and mentor to measure outcomes and gather feedback on the process

With a more formalized, intentional process, staff are hopeful to foster deeper relationships with new State Directors and better position the organization to support them as they grow and develop in their positions. In turn, this will help to strengthen their commitment to NASDCTEc. Looking to the future, there is potential to continue growing the base of resources and services provided through this program, and will be determined through an evaluation of participants and mentors next year.

<sup>4</sup> 3.3.2 - Develop and implement a plan to support skills and leadership development of State Directors/state leaders throughout the year.

<sup>5</sup> 1.5 - Develop, leverage and maintain partnerships that support NASDCTEc efforts to provide professional development to our members, their staff and other key CTE stakeholders

**Perkins Recommendations: Maintenance of Effort**  
*Report submitted by Steve Voytek, Government Relations Manager*

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At the direction of the NASDCTEc Board of Directors earlier this year, staff conducted a survey of its State CTE Director membership this past May, in part, regarding state perceptions of the Perkins Act's "Maintenance of Effort" (MOE) provisions—requirements in current law that obligate states to maintain the same amount of fiscal effort (or exceed it) for Career Technical Education (CTE) as they had in the previous fiscal year in order to qualify for Perkins funding from the U.S Department of Education (USDE).

Until this past April, NASDCTEc had refrained from taking a formal position on this provision because states remained divided into two camps—those who view the provision as a protection for current state CTE investments and those who view it as a disincentive for further state CTE investments.

At the direction of the NASDCTEc Board of Directors, staff included a *temporary* policy statement in the organization's formal Perkins Act reauthorization recommendations supporting the current Perkins MOE provision. This addition was made with the understanding that this survey would provide further clarity on State CTE Directors' collective position regarding Perkins' MOE provisions and allow staff to articulate that position during upcoming Perkins reauthorization negotiations.

With 45 states and two territories participating, the survey results indicated widespread support for Perkins' MOE provision. Five key takeaways from the MOE portion of this survey (*NOTE--the 10 point scale used in the survey is: 1 = MOE is a critical protection / 10 = MOE is a disincentive for further state investment*):

1. 68% of respondents indicated "strong" levels of support for the current Perkins MOE provision
2. Only 4 states indicated concern regarding Perkins' MOE provision and the intensity of that concern skewed primarily towards the middle of the 10 point scale used for the survey
3. No states chose the "9" or "10" options for MOE—selections that view MOE as a disincentive
4. The average of all responses on Perkins' MOE provision was 3.13—a strong indication that the majority of State CTE Directors view the requirement as a protection
5. The most common option chosen by states was "1"—the strongest selection supporting current MOE provisions

Staff also presented states with various policy alternatives and options for inclusion in Perkins V and were asked to prioritize them from most to least desirable. Staff also provided opportunity for states to suggest additional legislative alternatives outside of the ones listed out in the survey. From these responses, three interrelated policy options emerged:

- 1.) Maintain Perkins' current 100% MOE requirement

- 2.) Allow states to “reset” their MOE baseline at the start of Perkins V
- 3.) Strengthen Perkins MOE’s waiver provisions to make the state application and approval process more transparent and flexible

Additionally, staff posed a question regarding the possibility of a local MOE provision to be included in Perkins V—a provision that was included in Perkins’ predecessor legislation, but has not been included since. Responding states were evenly split on this issue. As a result, NASDCTEc has crafted legislative language (on the next page) that seeks to achieve the three objectives listed above and provide states the options to “opt-in” to a local MOE provision if they so choose.

#### **Board Actions Sought:**

- Board approval for this proposal’s inclusion in NASDCTEc’s formal Perkins recommendations.

#### **LANGUAGE TO BE INSERTED INTO NASDCTEc’s PERKINS RECOMMENDATIONS:**

- **Maintenance of Effort**— Current “Maintenance of Effort” (MOE) requirements should be maintained in future Perkins legislation. States should be provided the flexibility at the outset of new legislation to “reset” their MOE calculation based upon their fiscal effort during the first year of a new law. Moreover, the process for granting waivers to states related to this provision should be strengthened, allow for a greater degree of transparency during the approval process, and require formal justification in writing from the Secretary of Education if a state’s waiver application is denied. States should also have the opportunity opt-in or out of a local version of MOE—a decision that should be left to the discretion of the State Perkins eligible agency.

#### **LEGISLATIVE LANGUAGE TO BE PROPOSED:**

### **SECTION 311(b) Maintenance of effort**

#### **(1) Determination**

##### **(A) In general**

Except as provided for in subparagraphs (B), (C) or (D), a State shall receive its full allotment of funds under this Act for any fiscal year in which the Secretary finds that the State’s fiscal effort per student or the aggregate expenditures of the State with respect to career and technical education by the State for the preceding fiscal year was not less than the fiscal effort or aggregate expenditures for the second preceding fiscal year.

##### **(B) Computation**

In computing the fiscal effort or aggregate expenditures pursuant to subparagraph (A), the Secretary shall exclude competitive or incentive-based programs established by the state, capital expenditures, special one-time project costs, and the cost of pilot programs.

##### **(C) Reestablishing a new state baseline**

The Secretary shall grant each eligible agency the opportunity, as part of the State plan submission as required in section 122(a), to establish a new level of fiscal effort and



pursuant to subparagraph (A) which shall be calculated based on such expenditures during the first fiscal year following the enactment of [INSERT LAW NAME HERE]

**(D) Decrease in Federal support**

If the amount made available for career and technical education programs under this chapter for a fiscal year is less than the amount made available for career and technical education programs under this chapter for the preceding fiscal year, then the fiscal effort per student or the aggregate expenditures of a State required by subparagraph (A) for the preceding fiscal year shall be decreased by the same percentage as the percentage decrease in the amount so made available.

**(2) Waivers**

(A) The Secretary shall grant a waiver of the requirements of this section due to exceptional or uncontrollable circumstances affecting the ability of the eligible agency to meet such requirements, such as a natural disaster or an unforeseen and precipitous decline in financial resources by granting the state the opportunity to establish a new state baseline pursuant to Section 311 (1)(C) except that the new state baseline:

- (i) will be established through a state plan amendment rather than as part of the original state plan submission; and
- (ii) is not more than a 10 percent reduction of expenditures by an eligible agency.

(B) The waiver shall be deemed approved by the Secretary if the Secretary has not responded to the eligible agency within 90 days of the date the Secretary receives the waiver request. The Secretary shall not fully disapprove a waiver request, except after giving the eligible agency written notice and an opportunity for a hearing.

(C) The level of funding permitted under such a waiver may be used as the basis for computing the fiscal effort or aggregate expenditures required under this section for years subsequent to the year covered by such waiver and must be included in the Secretary's determination described in subparagraph (B).

**(3) Local Maintenance of Effort Option**

A State eligible agency may withhold an allocation to a local eligible recipient or an eligible institution, pursuant to section 112 of this Act, if the State eligible agency finds that such entity's fiscal effort per student or the aggregate expenditures with respect to career and technical education by the entity for the preceding fiscal year was less than fiscal effort or aggregate expenditures for the second preceding fiscal year. If a State chooses to implement this provision, a description for how this provision will be implemented in an objective and uniform manner across the state among all eligible recipients and institutions, must be included in the State plan pursuant to Sec. 122(c) of this Act.