Slide 1:

* Today we’re going to be discussing ***Putting Learner Success First: A Shared Vision for the Future of CTE***

Slide 2:

* I’ll set some context of how we arrived this new vision. The last vision created by Advance CTE was Reflect, Transform and Lead. This vision and its five principles have driven Advance CTE’s work and the direction of the CTE community since its release in 2010.
* As it was coming up on its five-year anniversary, Advance CTE joined with eight partner organizations to host The Future of CTE Summit, bringing together over 175 national, state and local leaders representing K-12, postsecondary, workforce development, business and industry and philanthropy.
* The Summit charged us with a critical question - where does CTE need to go to reach its full potential?

Slide 3

* Before the Summit, we asked participants to choose three words that should describe CTE in the future - I’m showing you these words now because they are so well reflected in the new vision - innovative, integrated, engaging, aligned and essential.

Slide 4

* Over the course of several months, Advance CTE and a number of their partner organizations worked to synthesize and actualize the ideas, strategies and goals set by the Summit and on May 9, 2016, Putting Learner Success First: A Shared Vision for the Future of CTE was released.

Slide 5

* Before we dig into the vision and its principles there are three critical framing points - the first is that this vision focusing on supporting ALL learners - not just those enrolled in CTE courses and not just those already poised for success- as they prepare for the careers of their choice.
* The second is that this vision is not only about improving CTE, but is about transforming all of education so all learners can succeed.
* And finally, this vision is truly a SHARED vision - and requires commitment from all relevant stakeholders and demands leadership from those of us in the room today and across the nation.

Slide 7

* To that last point, I want to share the other national organizations that have signed on to support this vision among their own communities and members – organizations that represent K-12, postsecondary, state policymakers, workforce development and industry. All of these organizations are committed to using this vision document to advance their own work and the goals we have set collectively.

Slide 8

* Now, let’s all imagine a reality where all learners are given the opportunity and supports they need to realize their full potential.
* Where all learners - regardless of their age, zip code or background- have access to a high-quality education that guarantees rewarding career opportunities.
* A world where learners can gain the skills they need, when they need them, without the limitation of time or place - and can move seamlessly between secondary and postsecondary education, and the workplace with no needless barriers in their way.
* Where all learners are truly empowered with the information they need to map out a pathway that excites them, engages them and sets them up for success.
* And finally a world where all learners regularly engage with a range of knowledgeable experts who can deftly link the classroom to the real world.
* That world is our shared vision and I’m excited to dig in!

Slide 8:

* With that, the first principle is that ***“All CTE Programs are held to the highest standards of excellence”***

Slide 9:

* This principle is a commitment from us all to being steadfast in our expectation of excellence for all CTE programs of study - and having the courage to align policies and funding to ensure that nothing short of excellence is in place for our learners.
* This means we can no longer allow or enable low-quality programs, which more often than not, are only options more vulnerable learners have access to.
* This will require close partnerships with employers and industry in defining quality and rigor and commitment from across secondary and postsecondary in building, scaling and transforming high-quality CTE programs of study.

Slide 10:

* The second principle is **“*All Learners Are Empowered to Choose a Meaningful Education and Career”***

Slide 11:

* This principle acknowledges the critical role advisement and authentic experiences play in a learner’s pathway- whether they are enrolled in a CTE program or not - and that we simply do not have the right system in place to support learners
* It boldly calls for a truly comprehensive career advisement system that spans K-12 and postsecondary education, ranges from career exploration to more intensive supports, and empowers - that’s the key word here, empowers - learners to choose and be successful in their careers goals.
* Importantly, for this principle to happen, the work cannot rest on the shoulders of current counselors and advisors but demands engagement and commitment from a much broader set of partners inside and outside the school walls.

Slide 12:

* The third principle is **“*All Learning is Personalized and Flexible”***

Slide 13:

* This principle challenges the current structures and silos that have held our education system rigid and difficult to navigate for learners for far, far too long
* It aims to make learning truly relevant by promoting the full integration of academics and technical teaching and learning. This is common sense yet antiquated structures all too often stand in its way – it’s time for us to change this.
* It also puts learners in the driver's seat of their education by supporting K-12 and postsecondary competency-based pathways that allow learners “voice and choice” in how and where they demonstrate their mastery of key knowledge and skills.
* And, it calls on secondary and postsecondary systems to finally commit to fully aligning their programs so learners experience clear, articulated pathways

Slide 14:

* The fourth principle is “***All Learning is Facilitated by Knowledgeable Experts”***

Slide 15:

* This principle pushes us to consider how all learners can engage in teaching and learning that is anchored in real-world experience.
* This will require a review and modernization of current teacher preparation and certification programs and requirements at the K-12 level, more intentional and integrated professional learning opportunities for instructors at all levels across and all disciplines, and more flexibility in who and the variety of ways one can enter a classroom to support learning.

Slide 16:

* The fifth principle is “***All Systems Work Together to Put Learner Success First”***

Slide 17:

* This principle focuses on how we need to change or refocus our systems to put learner success first.
* To start, for learners to truly experience seamless and supported pathways, systems, agencies and individuals have to come together around a common goal and a common vision for this work.
* This means putting aside turf wars and identifying where and how policies, programs and funding - be them public or private - can work together to maximize outcomes and reduce inefficiencies
* It also means finding and supporting partnerships with business and industry as well as K-12, postsecondary, workforce and economic development and other key stakeholders to deliver on this important work - and being willing to take on the thorniest challenges, such as accountability systems - to make career readiness a priority for all.

Slide 18:

* The vision ends with a “Call to Action” which underscores many of the points made earlier:
* For this vision to work and have a positive impact on learners across the country, we must have a steadfast commitment to these principles, which transcend the sectors we each come from or the stakeholder groups we represent. This may mean getting out of our comfort zone or pushing into the unknown
* Success will demand significant effort and change, and while CTE cannot do it alone, we stand ready to embrace its responsibility for moving toward this vision.
* We must be willing to hold ourselves accountable - in both the good times and the bad - and keep our eyes on the ultimate goal of systems change
* We must commit to working together to celebrate our successes but never settle for less than excellence
* And we must turn these principles into meaningful and measurable action that reach all learners wherever they are.