



No Child Left Behind Principles and Recommendations

A major responsibility of the public educational system is to prepare America's students to serve vital roles in our workforce and to ensure the continued security and economic prosperity of our nation. As a critical component of the public education system, career technical education must play a significant and integral role in the federal, state, and local education system and its improvement.

In keeping with the above statements, the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) urges Congress to include the following recommendations for the reauthorization of the No Child Left Behind Act:

- NASDCTEc **strongly opposes any proposal that would allow Perkins funds to be directly transferred to support activities under NCLB**, as this would seriously undermine the vital investment Congress has made to enhance our nation's workforce development program. Such proposals would diminish the ability of our education system to prepare students for competition within the global economy.
- To ensure fair comparisons and statistical reliability, a **common graduation rate calculation** must be defined so that there is consistency in calculation across all 50 states.
 - **Recommendation:** Include language such that of the National Governors' Association "A Compact on State High School Graduation Data" that would define a common graduation rate calculation.
- The current NCLB system of accountability punishes states and schools that make significant progress toward reaching proficiency levels, yet still fail to meet their adequate yearly progress performance target. We support expanded use and approval of **growth models in measuring NCLB accountability systems**.

Additionally, should Congress change any of NCLB's accountability provisions, there must be a transitional period to allow federal programs that are linked to

NCLB, such as the Carl D. Perkins Career and Technical Education Improvement Act of 2006, sufficient time to properly adjust to the new legislation.

- Students should be encouraged to excel by enrolling in **accelerated learning programs, including dual and concurrent coursework, dual credit** (*taking college-level coursework and securing credit at both the high school and college levels simultaneously*), **and other versions of cross-crediting**, in secondary and postsecondary education. The type of coursework should be reinforced in NCLB as it is in the Perkins programs of study requirement, which will help students make a smooth and successful transition into postsecondary education.
- Many students are able to learn core academic content and principles more effectively when done through **integrated academic and career technical education curricula**. Furthermore, the relevancy in education that career technical education provides has been shown to improve graduation rates.

Additionally, **secondary and postsecondary education must work together to define and align exit and entrance expectations**. Students should be able to clearly identify what they need to accomplish in high school in order for them to gain entry into postsecondary education without the need for remediation.

- **Recommendation:** NASDCTEc urges a new title within No Child Left Behind specifically focused on improving outcomes for secondary school students which addresses the issues of aligning secondary and postsecondary education standards and requirements, relevancy to future careers in education, and the integration of academic and career technical skill content. NASDCTEc would be pleased to work closely with Congress on drafting this section of the law.
- **Recommendation:** NASDCTEc urges the inclusion of career technical education administrators at all points of the formation and approval of state and local plans to ensure close collaboration and integration of these federal programs. As such, we recommend the following amendments:
 - Amend Section 1111(e)(1)(B) to read:

”Appoint individuals to the peer-review process who are representative of parents, teachers, State educational agencies, local educational agencies, **and state and local administrators of career and technical education programs defined in 20 USC 2303**, and who are familiar with educational standards, assessments,

accountability, the needs of low-performing schools, and other educational needs of students;”

- Amend Section 1114(b)(2)(B)(ii) to read:

“Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of career and technical education programs defined in 20 USC 2302), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”

- Amend Section 1903(b)(2) to read:

“(2) MEMBERSHIP. — Each such committee shall include—

(A) as a majority of its members, representatives from local educational agencies;

(B) administrators, including career and technical education administrators and the administrators of programs described in other parts of this title;

(C) teachers, including career and technical educators;”

- **Recommendation:** In order to achieve full integration of academic and career technical education curricula, it will be necessary to ensure that career technical education teachers have the resources and assistance necessary to achieve “highly qualified” status. NASDCTEc proposes the following legislation authorizing the Secretary to create a national program to facilitate this process:

Section 2151 National Activities of Demonstrated Effectiveness

“(g) Career and Technical Educator Training for Academic Integration

- (1) IN GENERAL – The Secretary is authorized to establish and carry out a national program dedicated to recruiting highly qualified career and technical education teachers and assisting career technical education teachers in

pursuit of certification as a highly qualified teacher through activities such as:

- (a.) Carrying out professional development programs that prepare current and aspiring career technical education teachers to undergo the certification process of becoming a highly qualified teacher as defined by 20 U.S.C. 7801.
- (b.) Recruiting mid-career professionals from other occupations to become highly qualified career and technical education teachers.

(2) Program Authorized –

(A) GRANTS TO PARTNERSHIPS. – The Secretary is authorized to carry out the purpose of this subsection by awarding grants, on a competitive basis, to partnerships consisting of—

“(i) (I) one or more institutions of higher education that provide that offers a career and technical education teacher preparation program; or

(II) another public or non-profit private entity that provides such professional development; and

“(ii) one or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 USC 2302), or non-profit private organizations.

(B) Authorization of Appropriations – There are to be appropriated to carry out this paragraph such sums as may be necessary.

- The High Objective Uniform State Standard of Evaluation (HOUSSE) policy allows states flexibility in ensuring that they can attract quality teachers from all walks of life. **The current HOUSSE policy must be maintained** so that schools can recruit highly successful industry professionals and other highly qualified teachers who have valuable experience, knowledge, and a passion to educate.
 - **Recommendation:** Maintain Sec. 9101 (23)(C)(ii) of ESEA which allows states to define competency in academic subjects based upon a high objective uniform State standard of evaluation.

- Many career technical education teachers bring their knowledge and experience from industry to the classroom. The existing NCLB regulations offer flexibility in **defining ‘highly qualified career technical teachers.’** We support the continuation of this policy.
 - **Recommendation:** Amend Sec. 9101 to include the following definition, based upon the non-regulatory guidance issued by the Department of Education on August 3, 2005:

“Highly Qualified Career And Technical Education Teacher: The term ‘highly qualified career and technical education teacher’ means a teacher that:

(A) does not teach core academic courses; and

(B) is not required to meet the definition of ‘highly qualified’ in paragraph 23 of this subsection.”
- **Comprehensive career guidance, including career and academic counseling, should be offered no later than middle school** to ensure that students and parents are informed on options and expectations, including course requirements, postsecondary entrance requirements and employment options.
 - **Recommendation:** Amend all instances within No Child Left Behind that refer to guidance or academic counseling to read “comprehensive career and academic counseling.”
 - **Recommendation:** In Title V, Section 5421, “Elementary and Secondary School Counseling Programs,” strike “subsection (g), Special Rule.”

Career technical education prepares young Americans for success in postsecondary education, the workforce and the military. Any high school reform measure should include career technical education as a core partner.

If you have any questions, please call Domenic Giandomenico, Director of Government Relations, at 202-737-0303 or send emails to domenic@careertech.org.