



This month's newsletter elevates resources surrounding the Career Clusters® and career pathways as well as an interview with Advance CTE's outgoing Executive Director, Kim Green.

50-State Comparison: Secondary Career and Technical Education

This 2023 report from the Education Commission of the States compares Career Technical Education (CTE) programs across the nation. The report is updated yearly and contains comprehensive insight and analysis of various state CTE metrics, including:

- Which entity houses the State CTE Director?
- How are funds distributed to schools and districts?
- Does the state have a policy for CTE program establishment or approval?
- What Career Clusters are recognized by the state?
- Does the state have a CTE diploma or CTE diploma designation?
- Does state policy allow students to earn credentials through coursework?
- What are the certification and licensure requirements for CTE teachers?

This is the perfect starting point for understanding how different states manage their CTE programs and align work-based learning opportunities with related career paths.

[Read the Resource](#)

50-State Comparison: Secondary Career and Technical Education

Secondary career and technical education (CTE) programs help students develop technical, academic and workforce skills that can be applied to employment or additional postsecondary education.

As demands in workforce needs shift in favor of employees with practical knowledge and skills, it is important that state policies in this area provide students with pathways from high school that lead to employment and education.

This 50-State Comparison provides an overview of secondary CTE policies and activities in all 50 states and the District of Columbia to provide a comprehensive resource on states' CTE systems. It focuses on state-level policies and plans impacting CTE on a range of topics, including its director agencies, funding,

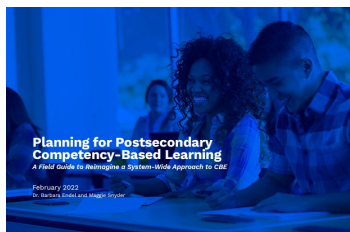
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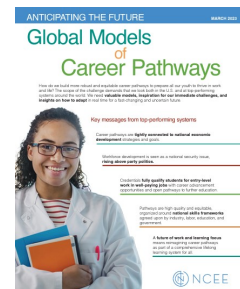
Additional Resources



Planning for Postsecondary Competency-Based Learning: A Field Guide to Reimagine a System-Wide Approach to CBE



Contribution to Society: Exploring Purpose-Driven Framing for Career Pathways



Global Models of Career Pathways

Getting to Know Advance CTE: Kim Green



For the past thirty years, Kimberly A. Green has worked extensively on federal policy impacting Career Technical Education (CTE) as Executive Director of Advance CTE. Working closely with Congress and a broad range of stakeholders, she represents the interests of and seeks support for CTE. In addition to this policy work, Kimberly helped establish, implement and grow the national Career Cluster® Initiative, the Common Career Technical Core, the CTE: Learning that Works for America Campaign and the Career Readiness Partner Council – all of which are designed to build visibility and support for CTE, while also raising the bar for CTE by ensuring consistency in the delivery of high-quality programs to students across the U.S.

Q: How has the integration of career clusters and pathways evolved over your tenure as Executive Director?

A. During my thirty-year tenure, Career Clusters went from a research-based 'concept' to the national taxonomy commonly used to describe Career Technical Education; Advance CTE played a leading role in this work, which I am really proud of. Over this same timeframe, career pathways were introduced as a systems alignment policy lever. They have retained that original purpose but have widened their audience from being an option for some learners to many states and districts making pathways available for every learner (And again, Advance CTE is playing a leading role in this work, for which I am equally as proud!).

Q: What Career Clusters do you think will gain more prominence over the next ten years?

A. I'd hope that all Career Clusters continue to both gain prominence and adapt in response to the needs of the labor market, learners and the world. As we reckon with the realities of climate change, I believe that many Career Clusters will require significant transformation, most notably Agriculture, Food and Natural Resources; Transportation, Distribution and Logistics; and Architecture and Construction. And with the emergence and gaining prevalence of AI, I think nearly every Career Cluster will be impacted but expect that Education and Training, Manufacturing, STEM and Health Science may be impacted the most.

Q. What words of wisdom would you give to those looking to develop a robust career pathway system?

A.

- Center the needs of learners, first and foremost (far too often systems are designed for the adults who work in them) and ensure that sufficient resources and support structures are in place to meet those needs.
- Design with principles of equity, quality, flexibility, and accountability.
- Ensure all stakeholders have a voice.
- Be reflective and responsive, ensuring there are feedback loops and timely ways to update pathways.
- Engage employers as co-owners, not just as customers, of pathways.
- Construct pathways as the integrators of every aspect of learner experiences - career preparation, academic instruction, social and emotional supports, career guidance and navigation, work-based learning (which I believe should be a requirement), etc.
- Begin them earlier - start in elementary school, not high school!

Q. What words of wisdom would you like to leave the Career Technical Education field as a whole?

A. Be fearless in your pursuit of equity and bold in your commitment to quality.



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