



CTE: Learning that works for America

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Outline

- Broad policy direction
- Budget realities
- The “New Normal”
- Perkins V?
- Next Steps

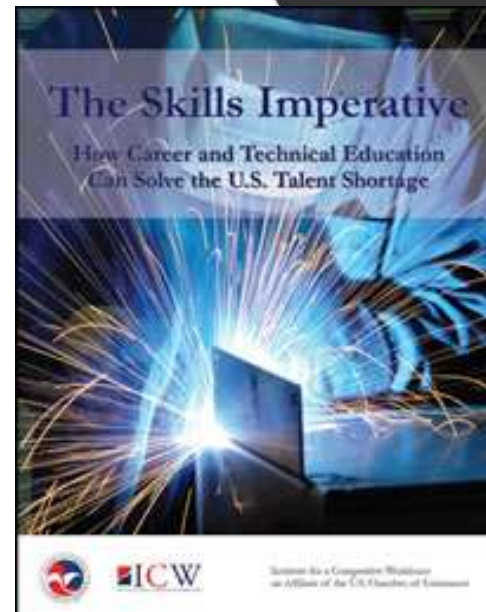




Broad Policy Priorities

CTE In The Spotlight: National Policy Organizations

- National Governors Association
- National State Boards of Education
- U.S. Chamber of Commerce
- National Conference of State Legislatures
- Alliance for Excellent Education
- American Youth Policy Forum
- ASCD



CTE Supports Economic Recovery

June 2011 -

**AN ECONOMY THAT WORKS:
JOB CREATION AND AMERICA'S
FUTURE**

Economic Projections Support CTE

*Help Wanted: Projections of Jobs
and Education Requirements
Through 2018* by Center on
Education and the Workforce at
Georgetown University



Pathways to Prosperity Report

- Harvard School of Education [Pathways to Prosperity](#) project
- *Secretary of Education Arne Duncan referred to CTE as the “neglected stepchild of education reform” and expressed an urgent need to change this perception*
- *“CTE has an enormous, if often overlooked impact on students, school systems, and our ability to prosper as a nation.”*

<http://www.ed.gov/news/speeches/new-cte-secretary-duncans-remarks-career-and-technical-education>



Career Ready Partner Council

- Achieve
- Alliance for Excellent Education
- American Association of Community Colleges
- American Federation of Teachers
- ASCD
- Aspen Institute
- ACTE
- Gates Foundation
- Broad Foundation
- Campaign for High School Equity
- Chief State School Officers
- ConnectEd
- Educational Policy Improvement Center
- Ford Motor Company Fund
- Harvard Graduate School of Education

Career Ready Partner Council

- National Academy Foundation
- National Association of State Boards of Education
- National Education Association
- National Governors Association
- National League of Cities
- PARCC
- SMARTER Balanced Consortium

Budget Realities

Budget Realities

- FY 11: Perkins Funding Cut - 11.1%
- FY 12: Perkins Funding Cut - 0.1%



President's FY 13 Budget Proposal



Flat funding for Perkins

\$1 billion for career
academies over the next 3
years

\$8 billion for community
colleges over next three
years



“THE NEW NORMAL”

GLOBAL COMPETITIVENESS
STUDENT SUCCESS
LEARNING CHANGE
CAREER READINESS
ECONOMIC VITALITY
LEADERSHIP
HIGH-DEMAND
LEARNING
SKILLED
SUSTAINABLE WORKFORCE
READINESS
GLOBAL COMPETITIVENESS
COLLEGE & CAREER
WORLD CLASS
TECHNICAL KNOWLEDGE
INNOVATION
RELEVANCE
INNOVATION
RIGOR
ECONOMIC VITALITY
RELEVANCE
ENTREPRENEURSHIP
LEADING CHANGE
MAKING THE DIFFERENCE
CAREER READINESS
HIGH-DEMAND
OPPORTUNITY
STUDENT SUCCESS
ECONOMIC DEVELOPMENT
TRANSFORMING EXPECTATIONS
INNOVATION
STUDENT SUCCESS
HIGHER GRADUATION RATES
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“The New Normal”

- Economic reality
- Public education isn't a monopoly
- Technology changes the way people get information and make decisions



“The New Normal”: Trends in federal policy

- Competition
- Innovation
- “Dramatic changes”
- Consolidation and efficiency
- Cost-benefit analysis



Perkins V?

What does this mean for CTE?

“While we know that high-quality career and technical education strategies have the potential to prepare students for jobs in the knowledge economy, many career and technical programs haven’t lived up to their promise of preparing students for careers and college.”



Administration Views

- *“The Obama administration says that overall, data about career and technical education is mixed. There are “islands of excellence,” said Brenda Dann-Messier, assistant secretary for vocational and adult education, but there is still “uneven quality around the country.”*

NY Times Article, July 9, 2011 by Motoko Rich



FY13 Budget proposal



“The Administration’s reauthorization proposal would restructure CTE to increase the rigor and relevance of what students learn in school to more closely align with the demands of the 21st century economy and workforce, while creating stronger linkages between secondary and postsecondary education. “



FY13 Budget proposal

“The proposal also would promote innovation and reform in CTE. “

Reading of the tea leaves

- OVAE held community conversations to collect input
- Re-competition of NRCCTE
- States Perkins Accountability Congress





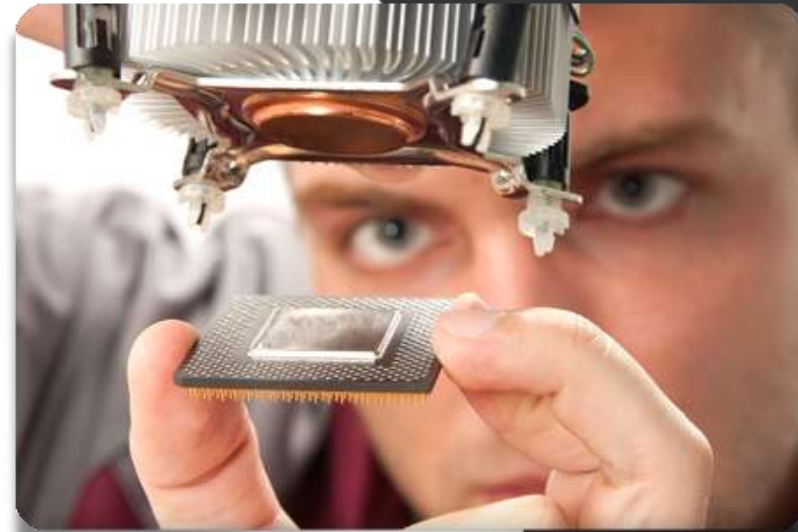
Learning that works for America

CTETM



Tools Available

- Talking points for key audiences:
 - Press
 - Policy makers
 - Business/industry
- PowerPoint presentation to introduce initiative to staff/advocates



Brochure



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Learning that works for America
CTE™

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Innovation. Economic Vitality. Student Success.
Career Preparation. Technical Knowledge.
Leading Change. Transforming Expectations. Making the Difference.

CTE: Learning that works for America.

Career, Technical Education (CTE) is helping our nation meet the very real and immediate challenges of economic development, student achievement and global competitiveness.

Some 1.5 million students are enrolled in CTE programs—encompassing every state—in nearly 1,300 public high schools and nearly 1,100 two-year colleges.

CTE is organized by a national framework called Career Clusters™. This framework presents a complete range of

related career options to students, helps them discover their interests and passions, and empowers them to choose the educational pathway that can lead to success in high school, college and their chosen career.

CTE is developing America's most valuable resource—its people, helping them gain the skills, technical knowledge, academic foundation and real-world experience they need to prepare for high skill, high demand, high wage careers—and keep America working—in every sense of the word.

CTE works for postsecondary placement.
70% of students completing an CTE area (based on postsecondary education or transferred to a 4-year degree program) compared to overall average state target of 50%.*



CTE works for America's jobs of tomorrow.
Careers in demand for 2018 and beyond in the U.S. are working 50% longer hours than workers in other occupations. CTE prepares students with the skills they need to succeed in these jobs.



CTE works to reduce high school dropout rates.
High-risk students are 10 to 15 times more likely to drop out of high school if enrolled in a CTE program compared to general education†

Resources



INVEST IN CTE!

RESTORE FUNDING FOR THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT

CTE
IN
\$

THE UNITED STATES IS FACING SIGNIFICANT CHALLENGES—

high unemployment, concerns about international competitiveness and slow economic growth. Career and technical education (CTE) is meeting these challenges by preparing students and adults to work in today's economy!

Across the country, unemployment levels remain high, but there are jobs available for individuals with the right skill sets. CTE works to ensure that students have the academic, technical and employability skills necessary for true career readiness—and, therefore, it needs the support of the federal government.

Recent cuts in federal funding for CTE, provided by the Carl D. Perkins Career and Technical Education Act (Perkins), will reduce the number of educated, skilled workers at a time when the nation needs to create jobs and rebuild its economy. This is the wrong move at the wrong time.

Perhaps most importantly, in this fiscal environment, investments in CTE

WHY CTE?

CTE students:

are more engaged in their education

graduate from high school at higher rates

score higher on academic achievement tests

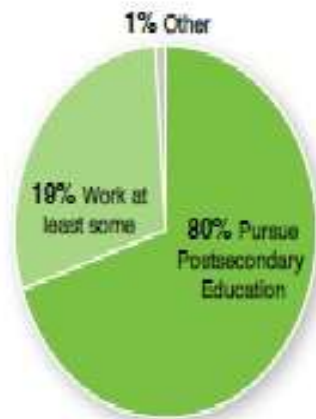
gain critical employability skills

focus on high-wage, high-skill and high-demand careers

even more money in

Career Technical Education (CTE) High Expectations, High Outcomes

What Do CTE Students Do After High School?



- Secondary CTE graduates who enrolled in postsecondary education within 2 years of graduating high school
- Secondary CTE graduates who have never enrolled in postsecondary education but worked within 2 years of graduating high school
- Secondary CTE graduates who never enrolled in postsecondary education or worked within 2 years of graduating high school

College-going CTE graduates:

- 4 out of 5 secondary CTE graduates pursued postsecondary education immediately after high school.¹
- More than one-quarter of secondary CTE graduates worked full-time while enrolled in postsecondary education.¹

Resources



Investment in Career Technical Education: Linkages to Greater Earnings, Higher Employability, and Positive Benefit-Cost Ratio

National Association of State Directors of Career Technical Education Consortium (NASDCTE)

Reflect, Transform, Lead:

A New Vision for Career Technical Education

Our vision's core principles are:

- ▶ CTE is critical to ensuring that the United States leads in global competitiveness.
- ▶ CTE actively partners with employers to design and provide high-quality dynamic programs.
- ▶ CTE prepares students to succeed in further education and careers.
- ▶ CTE is delivered through a comprehensive programs of study aligned to The National Career Clusters framework.
- ▶ CTE is a results-driven system that demonstrates a positive return on investment.

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The nation's education system serves individuals of all ages and from all walks of life, but even education is not exempt from the impacts of our current economic crisis. Today, policy makers are being cornered into making tough choices. They must direct scarce funds toward education programs that produce maximum results, and reduce or even eliminate funds for programs that do not measure up. That pressure to demonstrate value certainly falls on Career Technical Education (CTE) programs. CTE must be reframed to shore up the economy by providing rigorous job training and secondary and postsecondary preparation that meet the needs of the labor market. Else, programs that cannot prove their value to their communities and country are unlikely to survive the stiff competition for funding.

The use of accountability and data-driven decision making to support continuous improvement and effective implementation of CTE is a tenet of the National Association of State Directors of Career Technical Education Consortium's (NASDCTE) vision for CTE.¹ States and local CTE programs must enable themselves to showcase positive CTE results. Further, they must demonstrate the positive impact of CTE through return on investment (ROI) measured by fiscal returns or savings for government and employers, favorable societal impact, career benefits for individuals and a positive impact on regional, state or national economies.

At its most basic level, ROI measures how much academic achievement a program, school, district, or state achieves for each dollar that is

Resources

- Electronic Resources
 - www.careertech.org
 - Blog
 - Webinars



Poster

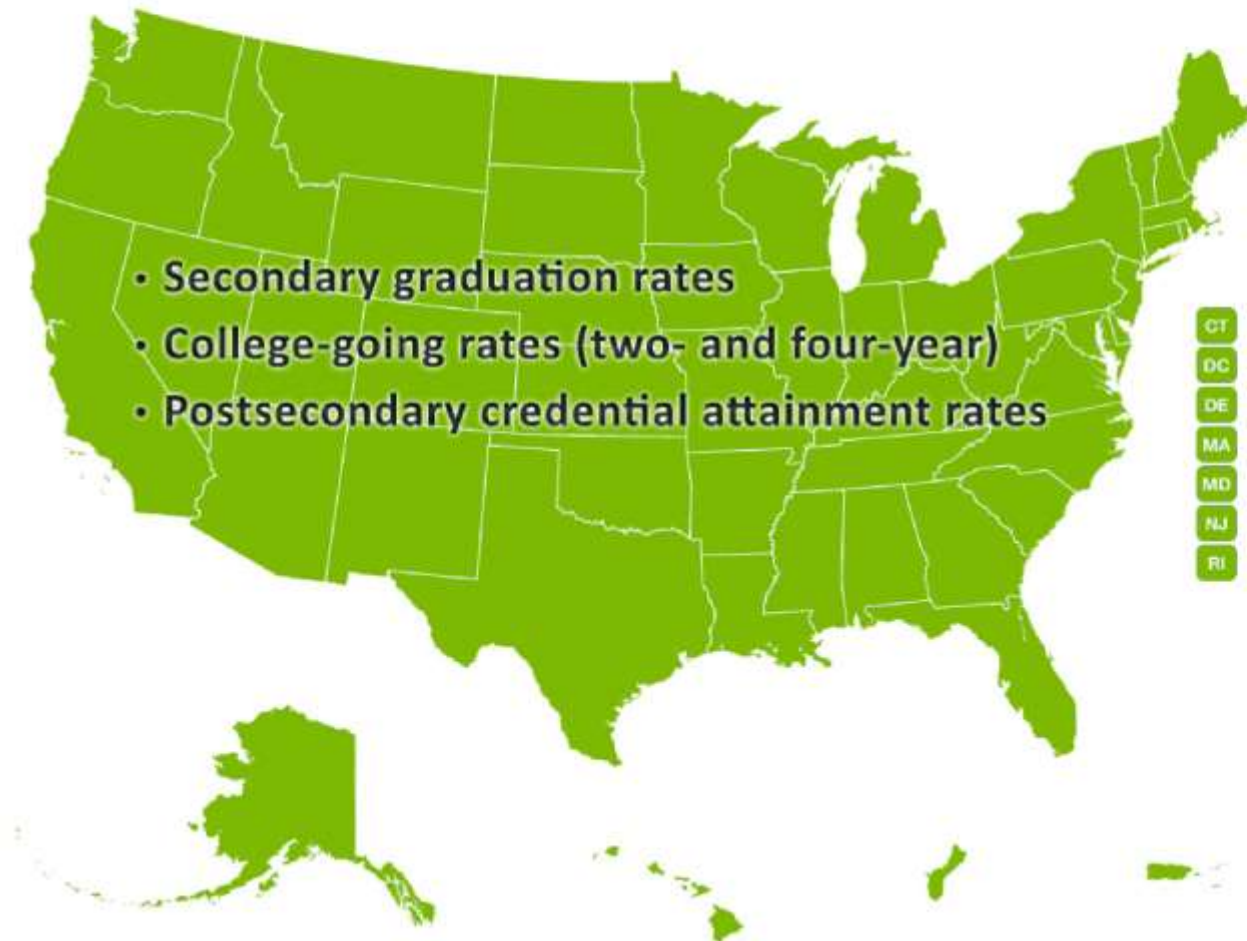
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CTE Success Map





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