



Voices of Support for the Common Career Technical Core

Below are statements of support for the Common Career Technical Core from national, state and local leaders. We welcome you to represent your organization add your voice of support. Send your statement of support to NASDCTEc at info@careertech.org.

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Achieve

"Achieve, through its American Diploma Project work, knows firsthand the value of including key leaders from business and industry, secondary and postsecondary education and others in the development of standards that truly reflect educational and economic demands. We applaud the Common Career Technical Core effort and the commitment of CTE leaders to programs that meet high standards and prepare students for their careers."

-Mike Cohen, President

Adobe

"Adobe has long been a supporter of Career and Technical Education (CTE) programs and provides institutions with digital tools, curriculum, and professional certifications to prepare students for today's digital world and changing workplace. Standardized CTE requirements will allow students to gain the same knowledge and skill regardless of where they live and help them succeed in a global marketplace. As such, Adobe welcomes and fully supports the development of the new Common Career Technical Core."

-Johann Zimmern, Group Manager, Global K-12 Education

American Youth Policy Forum

"Kudos to NASDCTEc and its partners for the development of the Common Career Technical Core (CCTC). Written for each of the 16 Career Clusters™, the CCTC will apply to all students, regardless of where they live or which delivery system they use, allowing for greater portability and transparency of skills in the global labor market."

The CCTC not only aligns with the Common Core State Standards, but will encourage the improvement of CTE programs and ensure rigorous coursework. Lastly, the CCTC will publicly demonstrate to employers the value of CTE knowledge and skills to success in today's demanding labor market."

-Betsy Brand, Executive Director

Association for Career and Technical Education (ACTE)

"The Common Career Technical Core builds on the Common Core State Standards and other important efforts to prepare students who are capable and prepared for today's American workforce. The Association for Career and Technical Education supports this initiative, its career-ready focus and the importance it places on employer connections, issues which are aligned with our own priorities. We look forward to working with the National Association of State Directors of Career Technical Education over the next year as the CCTC is further developed and implemented."

-Jan Bray, Former Executive Director

California Department of Education

"The Common Career Technical Core is a truly valuable resource to the CTE system – it is the gold standard. The structure and content have provided a benchmark model from which to draw concepts and content as our state develops and adopts new CTE standards. The Career Ready Practices have helped to define a national set of expectations for being considered career ready, and for building curricula and instructional programs across all educational subjects."

-Patrick Ainsworth, Former Assistant Superintendent, Career and College Transition Division

Connecticut Department of Education

"The Common Career Technical Core (CCTC) will support a shared vision for CTE and academic education necessary for all students to become college and career ready. CTE curriculum alignment to the CCTC will provide for local and national standardization which will allow for validation of the effectiveness of CTE programs and the return on investment."

-June S. Sanford, State Director

Council of Chief State School Officers

"The Common Core Technical Core (CCTC) is an important complement to the Common Core State Standards in English language arts (ELA) and mathematics. The CCTC, which is a separate initiative from the Common Core State Standards initiative, contributes to our understanding as a nation of the industry-specific knowledge and skills and overarching dispositions students need when entering careers."

While the Common Core State Standards articulate the literacy and mathematics skills and understanding students need to be ready for college and career, the CCTC hones in on specific career pathways a student can pursue and what students must master for success in their chosen career pathway. Whether a student immediately enters the workforce upon high school graduation or attends a community college or four-year university first, all students need to be equipped with the knowledge, skills and dispositions that set them up for success in the career of their choosing."

-Carrie Heath Phillips, CCSO's program director for Common Core State Standards

Delaware Department of Education

"Delaware as one of the first states to receive a Race to the Top grant fully supports both the Common Core State Standards project and the creation of the Common Career Technical Core. Delaware is working very hard to implement both sets of standards and views both projects as critical to improving student outcomes for all students in the state."

-Theresa Vondryk Kough, Director, Career, Technical, Title I Resources

Georgetown University Center on Education and the Workforce

"The Common Career Technical Core is the first set of standards that gets beyond what people know and focuses on what they can do with what they know. The Common Career Technical Core is a critical step towards connecting to the Common K-12 Core state Standards Initiative, postsecondary curricula and career readiness."

-Anthony P. Carnevale, Research Professor and Director, The Georgetown University Center on Education and the Workforce

HBI

"Choosing a career is a process that includes assessing skills and exploring options. The expectation is that students will know and understand what it means to prepare and plan for a future career. This is typically not the case. There is need for a guide to provide a starting point that is consistent for all students participating in any of the 16 Career Clusters. The Common Career Technical Core serves as that guide providing a foundation with rigor and high-quality standards."

-Deanna Lewis, Former Director for Career & Certification Services

Illinois State Board of Education

"Illinois is in support of the Common Career Technical Core. It is important for Career and Technical Education programs to have embedded standards that are consistent and rigorous."

-Dora Welker, Interim Division Administrator College and Career Readiness

Iowa Department of Education Bureau of Adult, Career, and Community College Education

"The Common Career Technical Core (CCTC) standards were developed through consensus of industry and education input to create quality and consistent Career Technical Education Programs of Study (POS). To be College and Career Ready, students need a POS course sequence that delivers foundational skills, higher order concepts and technical skills for clusters and pathways. Crafting CCTC standards within the National Career Clusters™ framework provides the connecting link to state CTE standards, enabling schools to deliver comprehensive academic and technical skills and knowledge education and training required by all Programs of Study."

-Andrew Wermes, Consultant for Skilled & Technical Science

Kansas Board of Regents

"The Common Career Technical Core (CCTC), created by CTE State Directors with input from industry and education from across the states, represents a rigorous, comprehensive set of national CTE standards. The CCTC will align and inform CTE instruction in a bold, new way and is a positive step in helping students to achieve at higher levels in CTE. This step will correlate to higher levels of achievement at the post-secondary level and in the workforce. "

-Mari Tucker, Director of Federal Initiatives for Career Technical Education

Kentucky Education & Workforce Development Cabinet

"Today's world requires a different core of knowledge that all students need for success. Today's students need an education system that provides high-quality, job-training opportunities that reduce skill shortages, spurs business growth, encourages new investment and hires, and sparks innovation and economic development. The Common Career Technical Core is a set of rigorous and comprehensive standards that will guide CTE educators as they strive to develop such an education system that prepares all students for college or a career."

-Dale Winkler, Ed.D., Executive Director - Career & Technical Education

Maryland State Department of Education

"The Career Ready Practices in the CCTC are core skills that everyone should possess. CTE graduates who master the Career Ready Practices will have the knowledge and skills necessary to transition successfully from high school to postsecondary education and careers."

-Katharine M. Oliver, Assistant State Superintendent Division of Career and College Readiness

Michigan Department of Education

"The Michigan State Board of Education adopted the national Career Clusters™ content in 2005. In making that decision, all state-approved Career and Technical Education programs were then required to deliver the Career Cluster™ content for the specific program area. Educational leaders in Michigan reviewed the recently-

released CCTC documents and are excited and pleased to see the refinement and clarification of content which will help to insure appropriate and relevant future job skills for Michigan students."

-Patty Cantu, Director, Office of Career and Technical Education

National Association of State Boards of Education (NASBE)

"The National Association of State Boards of Education is excited about the release of the Common Career Technical Core standards. State Boards of Education across the country understand the immensely important role of Career Technical Education in preparing students for productive lives in a global economy. As such, state boards also recognize the need for high-quality, rigorous standards to ensure great education for all students. The CCTC is a vital step toward that goal."

-Bradley J Hull, Ph.D. Deputy Executive Director

National Career Academy Coalition (NCAC)

"The National Career Academy Coalition applauds the efforts of all involved in creating the Common Career Technical Core (CCTC). We support these new and rigorous high-quality common standards for Career Technical Education (CTE) programs. They are the benchmark for improving the quality and consistency of CTE programs across the nation and are so vital to our workforce and our ability to compete in a global economy."

-Angie Grasberger, President

National Council for Agricultural Education

"The National Council for Agricultural Education supports the development, integration, implementation and adoption of the Common Career Technical Core (CCTC) standards. The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) provided outstanding leadership throughout the development of the CCTC standards.

The inclusion of business experts and practitioners who will use the standards for curricular development and employers, who will hire CTE students, greatly strengthened the standards. The development of the CCTC standards clearly demonstrates the important role Career and Technical Education plays in bringing relevance to instruction, rigor to the classroom and reliability to technical skills attained, preparing all students to be career and college ready."

-Tony Small, Managing Director

NBC Learn

"Just as it's important to prepare students for college success, it is equally important to prepare and bring awareness to rigorous educational expectations for immediate career success. Employers need a common language to ensure that student job applicants, no matter where they received their education in the United States, have graduated with the knowledge and skills to be successful employees in the workplace. NBC Learn supports the efforts that NASDCTEc has done to level the playing field for all students to be successful after school by establishing the Common Career Technical Core (CCTC)."

-Michael P. McKinney, Director, NBC Learn K-12

New York State, Association of Career and Technical Education Administrators

"The process to develop National Standards for Technical Core (CCTC) was well orchestrated, executed and timed. The initiative to establish clear, obtainable and updated statements that form standards for career studies comes at a perfect point in our history.

I believe this work will have a significant impact on all career programs as the convergence of academic competence and career-based skill has gained greater prominence in education. I am pleased that my organization assisted and contributed to advancing this body of work."

-Doug Leavens, President

NOCTI

"With the myriad of changes in the workplace, the economy, and the focus of education, the innovative leadership provided by the National Association of State Directors of Career and Technical Education to develop the Common Career Technical Core (CCTC) fills a great void. The CCTC provides a consistent and shared set of rigorous standards for CTE students. Ultimately these standards will help the nation's CTE students demonstrate what they know and what they can do. As an organization that strongly believes in the ability of Career and Technical Education (CTE) to positively impact the global economy, the nation's infrastructure, and the individual competence of its students, NOCTI certainly supports this work."

-John Foster, President/CEO

Ohio Department of Education, Office of Career-Technical Education

"The national process was extremely timely as Ohio was in the process of its five-year revision of our state technical content standards. The development of the Common Career Technical Core was an added opportunity to engage teachers and help them understand the value of the both academic and technical standards. Also, it gave us an idea for a summer professional development activity to bridge the gap between the artistic and output components of our visual design programs; we're kicking off the new school year with this necessarily work world addition to that curriculum."

-Pat Huston-Holm, Communications Manager

Montana University System

"The effort to establish rigorous, common standards for Career Technical Education has provided the students of Montana a more cross-curricular educational experience in both secondary and postsecondary education. An example of this has been best witnessed when automotive students from Capital High School in Helena, Montana are taught with literacy and critical thinking imbedded into the curriculum to ensure students are writing in a professional manner, certified in their field prior to entering postsecondary institutions, and able to start their desired career while earning college credit.

Progressing these common standards will only encourage all educational content areas to creatively engage students to encourage graduation, productive employment, and postsecondary options for the betterment of their aspirations and societal needs, productive employment, and postsecondary options for the betterment of their aspirations and societal needs."

-Wesley Feist, High School to College Pathways Program Manager / Perkins Accountability Specialist Office of the Commissioner of Higher Education

New York State Education Department, Career and Technical Education Team

"Having adopted the Common Core Standards, New York State has embarked on a path of rigorous educational reforms to strengthen student academic achievement. The Common Career Technical Core can do the same for Career and Technical Education programs in the state as we expand opportunities to more students."

-Eric Suhr, Bureau Chief

North Carolina Department of Public Instruction

"Success in our dynamic economy depends on rigorous preparation. The Common Career Technical Core combines the technical skills and Career Ready Practices which industry partners have helped identify and define. Common standards give students the best competitive advantage and give states the opportunity for greater collaboration."

-Jo Anne Honeycutt, Director, Career and Technical Education

North Dakota Department of Career and Technical Education

"The release of the Common Career Technical Core has helped raise the expectation level in Career and Technical Education in our state. When you have input from business and industry as well as educators nationwide in the development of these standards, it provides a great foundation that is recognizable and relevant to students."

-Wayne Kutzer, State Director

Palau Ministry of Education

"In Palau, we are committed to providing our students with access to a high-quality educational experience that prepares them for college and career. Ultimately, our students will compete for jobs all over the world and the Common Career Technical Core guides the U.S. states and territories as we work to ensure all our students truly are ready for the global economy."

-Sinton Soalablai, State Director for Career and Technical Education

Rhode Island Department of Education

"In our efforts to prepare learners for a national economy and global workforce, I appreciate having shared and transferable technical standards that serve as the base for our CTE curriculum development, instruction and training, and professional development."

-Vanessa Cooley, Coordinator, Office of Learning and Instruction

SkillsUSA

"SkillsUSA has long appreciated the vital importance of meeting nationally-recognized industry standards in Career and Technical Education (CTE). Making the grade nationwide is essential for individual student success and for the American economy. That's why CTE is learning the works for America. We congratulate and thank the states supporting the Common Career Technical Core and the leadership of NASDCTEc in this important initiative and we look forward to supporting them."

-Tim Lawrence, Executive Director