



Brought to you by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc)

## Green/Sustainability Knowledge and Skills Statements

Environmental awareness is an issue that spans across a broad range, if not all, industries. Hence, to remain competitive and up-to-date in the marketplace, it is fitting that components of the “green industry” are infused in Career Technical Education (CTE) programs. With the help of funding by the U.S. Department of Education, NASDCTEc piloted the Green/Sustainability Knowledge and Skills Statements project, providing supplemental standards that could complement the Career Clusters™ Knowledge and Skills Statements of CTE programs.

Green/Sustainability Knowledge and Skills Statements have been identified to assist states and local programs to prepare individuals for green occupations by incorporating a set of green/sustainability standards into all Career Clusters™. Further, the initiative developed additional standards specifically for six Career Clusters™ that are likely to experience the greatest need for green workers and significant impact by technological advancement.

- Broad standards were developed for all 16 Career Clusters™ and industry-specific standards were created for the following six Career Clusters™: Agriculture, Food & Natural Resources; Architecture & Construction; Information Technology Manufacturing; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics.
- EXAMPLE: The notion of the standards is to infuse the green trends that are impacting already existing sectors and jobs. A student in an Architecture & Construction CTE program, for instance, would learn the knowledge and skills involved with building a home. With the green standards infused, that student would also learn about using recycled materials or designing energy-efficient features for the home.
- The standards were developed on a two-year timeline starting in October 2010 and included two phases --- the development and then the validation process.
- The standards were informed by Technical Working Groups comprised of industry experts who represent the six Career Clusters™ that are projected to experience growth in the green industry. Further, standard developers used industry certifications and standards as reference points for the green-sustainability standards.
- The standards were designed to frame what teachers should use in their CTE programs so that students can have the knowledge and skills to work with the green-industry components of their potential careers.
- MPR Associates, Inc., the National Career Technical Education Foundation and Vivayic, Inc. collaborated to facilitate the standards development process.
- Funding for this project was limited to the development of the broad set of Green/Sustainability Knowledge and Skills Statements that apply to all 16 Career Clusters™ and a set of specific statements for each of six Career Clusters™.

For more information on Green/Sustainability Knowledge and Skills Statements, please visit <http://www.careertech.org/career-clusters/green/>

*The National Association of State Directors of Career Technical Education (NASDCTEc) was established in 1920 to represent the state and territory heads of secondary, postsecondary, and adult career technical education (CTE) across the nation. NASDCTEc, through leadership, advocacy and partnerships, aims to support an innovative CTE system that prepares individuals.*

*Disclaimer:*

*The work reported herein by MPR Associates, Inc. and the National Career Technical Education Foundation was supported by the U.S. Department of Education, award number EDVAE1000102. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.*