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# NASDCTEc Two Minute Round Up

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Spring Meeting 2014

National Association of State Directors of Career Technical Education Consortium (NASDCTEc)  
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## ALABAMA

### ❖ What were your top CTE-related accomplishments?

- › Achievement of a \$50 million dollar bond issue and the partnerships that this has created with business and industry.
- › Leveraging the state's Perkins Reserve Fund to help LEAs pay to provide industry recognized credentials.
- › Development of a teacher/mentor certification process that provides easier access from industry to the classroom and includes a strong mentoring program.
- › A significant expansion and improvement in our career counseling initiative.

### ❖ Please share CTE-related challenges.

- › Providing the professional development and technical assistance needed - we have altered our Business and Industry Certification process to focus more on technical assistance in order to address this challenge.
- › Although our locals have a much better understanding of the changes in CTE, and our Governor supports Workforce Development and expansion of programs, we are still educating some systems to the critical importance and focus on CTE programs of study.

## ALASKA

### ❖ What were your top CTE-related accomplishments?

- › The number / percentage of high school students who earn postsecondary credit through the tech-prep system.
- › Beginning to deliver effective program elements through distance delivery.
- › State CTE Plan addresses common issues among Departments of Education & Labor and the statewide University System.

### ❖ Please share CTE-related challenges.

- › Distances and restricted resources for travel make it difficult to provide professional development to keep teachers/faculty up to date.
- › Many secondary sites are not located in proximity to their community college or rural education center and the two levels may not provide the same programs, complicating the development of programs of study.
- › Inadequate resources to collect and disseminate information about the good results of some programs beyond their local community, so others don't see the possible exemplars that exist.

## ARIZONA

### ❖ What were your top CTE-related accomplishments?

- › Developing strong CTSO programs.
- › Use of the Reserve funds under Section 135 of Perkins to support statewide assessments through our Program of Study (POS) groups. We have 13 groups statewide, with every approved Perkins recipient belonging to one of the 13. Ten POS groups also have a postsecondary member. Over 90% of our districts belong in one or more of the reserve

- target segments (large numbers of CTE students, large percentage of high school participation in CTD or “small isolated” – our rural school definition under Arizona law).
- › The statewide assessment system was popular but too expensive to support at the state level due to sequestration and hold harmless reductions in funding for the current school year. Arizona recipients agreed to partner and support the system under 135(c)(19) of Perkins. State assistance funding is also used to support the POS groups (approximately 10%) because not all participants fit in at least one of the three Reserve target population groups.
- ❖ **Please share CTE-related challenges.**
    - › Fewer staff (state & local) with same expectation of increased outcomes.
    - › Getting local school boards and academic educators and administrators to understand the value of CTE when they fear the loss of resources if CTE is placed on an equal footing with academics programs at the district level.
    - › Gaining access to 3rd party industry assessment data with limited resources. We are attempting to do so through automation. First with state licensed activities like nursing assistant programs and cosmetology. We are in the process of trying to gain access to auto and welding 3rd party assessment data on a pilot basis. Cost and FERPA presents to challenges in this area.

## ARKANSAS

- ❖ **What were your top CTE-related accomplishments?**
  - › Implementation of Career Coach program through utilization of Career Development Facilitators within a partnership between secondary and postsecondary.
  - › Promoting and developing a Career Pathway model through partnership with secondary, post-secondary and industry.
  - › Promoting and expanding STEM education through development SREB Advanced Career POS and funding priority for all STEM-related POS.
- ❖ **Please share CTE-related challenges.**
  - › State-wide articulation agreement for concurrent credit.
  - › Forming relationships with business and industry to work with secondary learner levels to meet the needs of work force.
  - › Making stakeholders aware of the need for quality CTE programs within CCSS implementation.

## CALIFORNIA

- ❖ **What were your top CTE-related accomplishments?**
  - › Adoption of CTE standards which are aligned to the Common Core.
  - › Received a Career Pathways Grant.
  - › Encouraged professional development related to the CTE standards.
- ❖ **Please share CTE-related challenges.**
  - › Methods of Administration.

## COLORADO

### ❖ What were your top CTE-related accomplishments?

- › Strong Career Pathways Partnerships between Colorado CTE, Workforce and Economic Development to implement regional sector strategies across the state
- › Passage and implementation of Manufacturing Career Pathways Legislation.
- › Inclusion of CTE as one path to a Postsecondary and Workforce Ready Endorsed Diploma.

### ❖ Please share CTE-related challenges.

- › The continued belief that there are two separate tracks - Academic and CTE that cannot be one and the same.
- › Perkins Hold Harmless provisions resulted in dramatic decrease for our state's allocation.
- › The challenge of using different funding streams (from different agencies i.e., Perkins, WIA, ABE etc.) on a common priority that may not fit with all of the various performance metrics and plans.

## CONNECTICUT

### ❖ What were your top CTE-related accomplishments?

- › CTE Assessment System is aligned to the Common Core State Standards (CCSS).
- › Academic state staff and career state staff work seamlessly together on all state initiatives particularly the CCSS.
- › Development of more career related academies in urban districts.

### ❖ Please share CTE-related challenges.

- › Taking a stance on the high quality of CTE teachers throughout the nation - all teachers in the comprehensive school in CT hold a MS degree.
- › Ensure that CTE is first and foremost in leading the charge for competency-based learning.
- › Strengthening business partnership language in a newly reauthorized Perkins Act.

## DELAWARE

### ❖ What were your top CTE-related accomplishments?

- › High percentage of nontraditional enrollment and completion in Agriscience.
- › High attainment of CTE performance targets (except nontraditional) by area vo. techs.
- › Advanced POS approval process.

### ❖ Please share CTE-related challenges.

- › Developing/identifying meaningful, cost effective credentialing.
- › Developing valid measures for 1S1 and 1S2.
- › Tracking student placements.

## FLORIDA

### ❖ What were your top CTE-related accomplishments?

- › Performance funding for postsecondary institutions based on industry certification attainment.
- › Bonus funding to secondary teachers for students who earn select industry certifications.
- › Conducted Alignment Institutes to integrate CTE and core academic subjects.

### ❖ Please share CTE-related challenges.

- › The CTE courses are not countable towards graduation requirements/state university admissions requirements.
- › Validity and Reliability of Industry certification exams.
- › Raising the profile of CTE/recognizing it as a valuable resource.

## GEORGIA

### ❖ What were your top CTE-related accomplishments?

- › Development and implementation of new Career Clusters and Career Pathways.
- › Growth in CTSO membership and participation.
- › Professional development for new teachers and leaders.

### ❖ Please share CTE-related challenges.

- › Lack of understanding of CTE programs by elected officials.
- › Recruitment of nontraditional students for nontraditional programs.
- › Difficult to obtain accurate data for tracking graduate outcomes.

## GUAM

### ❖ What were your top CTE-related accomplishments?

- › Developed dual Credit Articulated POS (DCAPS).
- › Tourism Academy at Sanchez High School.

### ❖ Please share CTE-related challenges.

- › Assistance on obtaining data on students taking national exams (e.g. CISCO) will be helpful especially for "small" states that receive less than \$1M from Perkins. Currently, students "self" report test results back to the LEA.
- › Cost related to obtaining data from test provider (e.g., ETA, CISCO, etc.) for technical skill attainment indicator.

## HAWAII

### ❖ What were your top CTE-related accomplishments?

- › Statewide articulation agreements and dual credit agreements.
- › Meeting performance indicators (at the 90% target) from 2009 – 2013.
- › Increase in the number - and quality - of employer engagements.

### ❖ Please share CTE-related challenges.

- › Up-skilling teachers, counselors, and principals/deans.

- › Keeping up with tech advancements as they relate to instruction.
- › Finding appropriate work experiences for more students (and the coordination of that process).

## IDAHO

### ❖ What were your top CTE-related accomplishments?

- › Developed POS Framework
- › Developed Integrated Transition and Retention Programs (jointly with ABE)
- › Developed Badge System to document student skill attainment

### ❖ Please share CTE-related challenges.

- › Teacher shortages.
- › Transcription of advanced learning credits that are meaningful to the student's postsecondary program.
- › Percentage of adults with postsecondary credentials.

## ILLINOIS

### ❖ What were your top CTE-related accomplishments?

- › Illinois Curriculum Revitalization Project
- › Implementation of new Programs of Study
- › Increased alignment to standards.

### ❖ Please share CTE-related challenges.

- › Consistent Implementation of POS.
- › Comprehensive career development.
- › CTE Teacher Shortage.

## INDIANA

### ❖ What were your top CTE-related accomplishments?

- › Dual credit expansion through pathway panels and early college models.
- › Expansion of pathways – professional pathways, especially for STEM.
- › Increased professional development opportunities for All-CTE and for subject-specific teachers through collaboration with and support for professional associations.

### ❖ Please share CTE-related challenges.

- › Telling the CTE story with fidelity through:
  - Strategic marketing of high wage, high demand career paths that don't require a 4-year degree – helping parents, counselors, and educators understand that CTE isn't just for "those other kids" but that it's an honorable path for any student.
  - Debating the role of secondary CTE in workforce development – is secondary the place to solve labor shortages for favored-status industries?
  - Understanding of and appreciation for all the courses in our logical sequences (eliminating the denigration of introductory, foundational, and employability skills courses).



- › State funding to local programs going into the general fund instead of being earmarked for support of the CTE programs that generate the funding.
- › Dual credit articulation is currently at the local school/campus level; statewide articulation of dual high school/college credit courses would be a dream.

## IOWA

### ❖ What were your top CTE-related accomplishments?

- › Passing legislation establishing a secondary career and technical education task force and work-based learning intermediary networks.
- › Fully implementing a web-based postsecondary CTE program management system that includes all community colleges within the state.
- › Maintaining strong state support for CTE joint enrollment opportunities (secondary students enrolling in postsecondary courses).

### ❖ Please share CTE-related challenges.

- › The ability of CTE students to transfer community college technical credits to regents universities, and have those credits apply toward program requirements.
- › Clearly defining and setting standards for quality CTE programs, particularly at the secondary level.
- › Transitioning adult students from postsecondary noncredit to credit CTE programs.

## KANSAS

### ❖ What were your top CTE-related accomplishments?

- › Establishment of Outcome Metrics (Credential Attainment, Job Placement, Wages) for postsecondary CTE programs.
- › Legislation incentivizing industry related credential attainment for high school students and free college tuition for CTE courses for high school students.
- › Development of scalable CTE curriculum addressing workforce needs in the energy industry.

### ❖ Please share CTE-related challenges.

- › Funds are spread very thinly across many institutions, thus reducing their impact.
- › The gender nontraditional indicators need to be examined. In fact, the majority of our CTE students are female.
- › Assistance with collecting data related to job placement, wages, and the achievement of industry credentials is a challenge.

## KENTUCKY

### ❖ What were your top CTE-related accomplishments?

- › State Wide Accountability for College and Career Ready-- makes Career Ready equal to College Ready.
- › Early Apprenticeship Program for Secondary Students.
- › State Wide Articulation Agreements/Dual Credit Opportunities.



❖ **Please share CTE-related challenges.**

- › Nontraditional participation and completion.
- › Accuracy and reliability of data collection system that is accessible to secondary and postsecondary.
- › Ability to maintain programs relevant in a quickly changing economy.

## MAINE

❖ **What were your top CTE-related accomplishments?**

- › Maine's secondary CTE schools were mandated to adopt National Standards in their CTE programs.
- › The State Legislature passed an MOU to require postsecondary CTE to look at secondary CTE and award credits.
- › Maine Legislature passed a law requiring secondary CTE schools to have a Common Calendar within their sending school catchment area.

❖ **Please share CTE-related challenges.**

- › Meeting academic accountability measures when we have students for a short period of time.
- › Continually increasing the percent of nontraditional students.
- › The cost of the fees associated with industry recognized credentials and industry assessments.

## MARYLAND

❖ **What were your top CTE-related accomplishments?**

- › Establishing "Affiliate Partnerships" - IHEs or business organizations that help establish and maintain state POS through curriculum and professional development, etc.
- › Increased number of statewide articulation agreements for the state-established POS
- › Re-emergence/ re-establishment of joint (secondary and postsecondary) local advisory committees.

❖ **Please share CTE-related challenges.**

- › Persistent perception of CTE as a "second-class" option for students.
- › Reaching consensus on, and support for, 3rd party industry certifications as "the" measurement approach for technical skill attainment.
- › The resource drain imposed by the OCR MOA.

## MASSACHUSETTS

❖ **What were your top CTE-related accomplishments?**

- › The State has introduced several statewide articulation agreements over the past two years.
- › The state has revised its CVTE curriculum frameworks to make them more rigorous and consistent with CCSS.
- › The state has developed four regional partnerships that are focusing their attention on STEM initiatives. These could serve as a model for Perkins V collaboration.

❖ **Please share CTE-related challenges.**

- › We would like to see some level of consistency in quality in all CTE courses.
- › Seamless transition from secondary to postsecondary programs, despite our efforts, still eludes us.
- › Increasing ease of access for students from special populations, and for all students for certain postsecondary CTE programs, such as health care.

## MICHIGAN

❖ **What were your top CTE-related accomplishments?**

- › Promotion of CTE through the “CTE Showcase” where LEA's bring displays and students to demonstrate CTE programs with legislators.
- › Increase in CTE instructional programs in STEM fields.
- › Continued statewide focus on the integration of academics and earning credit through CTE.

❖ **Please share CTE-related challenges.**

- › Technical skills assessments.
- › Non-traditional core performance indicators.
- › Collaboration between secondary and postsecondary on POS.

## MINNESOTA

❖ **What were your top CTE-related accomplishments?**

- › Structuring secondary/postsecondary consortium.
- › Identification of technical skill assessments and core competencies by career pathways.
- › Professional development in collaboration with the Governor's Workforce Development Council.

❖ **Please share CTE-related challenges.**

- › Secondary to postsecondary credit transfer.
- › Delivering academic credit through CTE.
- › Teacher shortage.

## MISSISSIPPI

❖ **What were your top CTE-related accomplishments?**

- › Moving towards national certifications.
- › Pilot programs in Logistics and Energy.
- › Improved alignment with Institutions of Higher Learning.

❖ **Please share CTE-related challenges.**

- › Teacher recruitment and retention.
- › Maintaining cutting-edge equipment and technology.
- › Teacher evaluation.

## MISSOURI

- ❖ **What were your top CTE-related accomplishments?**
  - › Perkins data portal.
  - › Participation in Pathways to Prosperity state initiative.
  - › CTSOs.
- ❖ **Please share CTE-related challenges.**
  - › Industry-recognized credentials/certificates are not consistent among program areas.
  - › Implementation of Career Pathways.
  - › Funding CTE programs and services.

## MONTANA

- ❖ **What were your top CTE-related accomplishments?**
  - › Big Sky Pathway Initiative Grants to develop POS.
  - › Increasing dual-enrollment.
  - › Professional development for local applicants.
- ❖ **Please share CTE-related challenges.**
  - › Implementation of initiatives on a statewide scale (rather than small pilot groups).
  - › Building consortiums.
  - › Building relationships with secondary/postsecondary.

## NEBRASKA

- ❖ **What were your top CTE-related accomplishments?**
  - › ReVISION- program evaluation and improvement model.
  - › Completion of new state standards and model programs of study.
  - › Expansion of career academies.
- ❖ **Please share CTE-related challenges.**
  - › Breaking down discipline silos to create a CTE program in a school rather than competing programs. Same needed nationally.
  - › CTSO competitive events that are not aligned to current curricular offerings.
  - › Fitting the role of the life skills mission of Family and Consumer Sciences into occupational preparation.

## NEVADA

- ❖ **What were your top CTE-related accomplishments?**
  - › Establishment of statewide core course sequences with common course names and state standards for all CTE programs.
  - › Establishment of a comprehensive system for end-of-program assessments that are standards based.
  - › Establishment of a comprehensive system for integration of employability skills, including a state assessment.

❖ **Please share CTE-related challenges.**

- › Identification and implementation of proven industry credentials.
- › Common accountability measures to advance and promote CTE (beyond the required performance measures in Perkins)
- › Models of best practices in secondary-postsecondary articulation.

## NEW JERSEY

❖ **What were your top CTE-related accomplishments?**

- › Providing professional development on integrating CCSS literacy in all CTE programs.
- › Developing CTE POS through partnership grants with higher-education partners.
- › Implementation of a CTE Alternate Route Teacher Prep program to prepare new CTE teachers.

❖ **Please share CTE-related challenges.**

- › Determining available and appropriate technical skill assessments for local use (especially for postsecondary).
- › Improving mathematics performance for locals.
- › Ability to grant academic credit for appropriate CTE programs.

## NEW MEXICO

❖ **What were your top CTE-related accomplishments?**

- › New Mexico implemented a year-long project based learning professional development series to support CTE teachers in the development of unit plans of study that emphasize career technical skills and CCSS. Career technical teachers from all program areas and grade levels were encouraged to attend the year-long event which combined face-to-face meetings at the beginning, middle and end of the process. A blackboard course delivery system was employed throughout the year to facilitate ongoing dialogue and collaboration. Administrators and academic teachers also accompanied CTE throughout the series to further support cross-curricular integration. The series provided CTE teachers the opportunity to work with industry to discuss the typical problems workers encounter. The participation of industry helped identify work-place expectations and built relevant classroom learning to communicate these expectations to students. The plans of study developed by CTE teachers will be implemented in their classrooms and submitted to the SREB for editing, revision and vetting. Once the unit plans of study have been developed and given a gold seal of approval from the SREB and CCRB, they will be displayed on the CCRB website.
- › The New Mexico Legislature allocated funds to support the start-up of early college high schools (ECHS) and workforce readiness programs (WRP) which emphasize CTE that leads to industry certifications in fields with the highest growth, skill set, demand and wages. Integrated academic and CTE opportunities support academic growth in meeting the CCSS and the Common Career Technical Core standards (CCTC) in a structured POS which meets local and state graduation requirement. An ECHS simultaneously offers a high school diploma a college-level associate degree, or up to two years of college credit toward a bachelor's degree. ECHSs are tuition-free and are poised to better serve low-income youth, first-generation college students, English language learners and

other young people underrepresented in higher education. Participants in the WRP undertake rigorous academics and career technical education coursework to graduate with a diploma and a work-ready certificate. WRPs promote advanced placement and the advancement of dual credit courses to help high school students make a seamless transition through graduation and into various fields of postsecondary engagement.

- › New Mexico partnered with the College Board to offer a professional development series entitled, change leader, the school counselor. This series provided state-wide support for counselors, counselor leaders, and administrators in using data to promote college and career readiness for all students. Participants in the 10 workshops hosted across the state identified and analyzed data to intentionally focus their practice so that all students gain the knowledge and skills necessary to be college and career ready. It was powerful to have the CCRB and the College Board together debunk the misconception that participation in PSAT and AP coursework is only for the college bound. Rather, they agreed that such coursework is an integral component of CTE course sequences and academic preparation.

❖ **Please share CTE-related challenges.**

- › Data collection.
- › Industry certification development.
- › Nontraditional participation and completion strategies.

## NEW YORK

❖ **What were your top CTE-related accomplishments?**

- › Increased awareness of benefits of CTE by decision-makers.
- › Unification of NYS CTE professional organizations under one common set of goals.
- › Building relationships between secondary, postsecondary and business/industry partners.

❖ **Please share CTE-related challenges.**

- › Secondary and postsecondary alignment of programs.
- › Loss of CTE programs due to economic stress on school districts.
- › Consistent, reliable CTE data for policymakers.

## NORTH CAROLINA

❖ **What were your top CTE-related accomplishments?**

- › Over 104,000 students attained credentials.
- › Integration of STEM.
- › Pathways State Leadership involvement and state policy changes.

❖ **Please share CTE-related challenges.**

- › The number/percentage of high school students who earn postsecondary credit through the tech-prep system.
- › Beginning to deliver effective program elements through distance delivery.
- › State CTE Plan addresses common issues among Departments of Education & Labor and the statewide university system.

## NORTH DAKOTA

### ❖ What were your top CTE-related accomplishments?

- › CTE Concentrators outperformed student statewide in math and language arts.
- › Piloted a distance delivery welding program - utilizing full time interactive video installed in welding labs.
- › Increased access to CTE programming statewide through interactive video and online.

### ❖ Please share CTE-related challenges.

- › Providing increased access to CTE programming statewide - best practices on distance delivery of CTE.
- › The recognition of CTE content as meeting academic requirements and awarding of academic credit.
- › AP designation for CTE courses.

## OHIO

### ❖ What were your top CTE-related accomplishments?

- › All CTE programs in Ohio became tech prep.
- › Quality program standards for all Career-Technical Education programs.
- › Moved from pathway design to course design, providing more flexibility in course content delivery.

### ❖ Please share CTE-related challenges.

- › Meeting the December 31 deadline for submitting the Financial and Accountability information in the Consolidated Annual Report.
- › Alignment of standards with student learning objectives and teacher performance.
- › Online program approval system (CTE-26 approvals).

## OKLAHOMA

### ❖ What were your top CTE-related accomplishments?

- › Supplemental (10% set-aside) grants for growth, innovation, guidance, increased academics, and RPOS.
- › RPOS model designed to assist eligible recipients create and more fully implement RPOS locally.
- › Converting the application, budget, and funding/reimbursement processes to online and (nearly) paperless for eligible recipients.

### ❖ Please share CTE-related challenges.

- › Nontraditional participation and completion for all education levels.
- › Encouraging secondary concentrators at the high school (LEA) level.
- › Collaboration with and transition to/between high school, tech center and college through programs, curriculum, students.



## OREGON

### ❖ What were your top CTE-related accomplishments?

- › Research and professional development in applied academics, CCSS, math in CTE, literacy in CTE, and more.
- › Oregon's CTE revitalization grants and student leadership organization grants.
- › Advancing CTE in Career Pathways National Project selection.

### ❖ Please share CTE-related challenges.

- › Advancing CTE in Career Pathways project.
- › Marinating a place for secondary CTE in the academic agenda.
- › Data management.

## PALAU

### ❖ What were your top CTE-related accomplishments?

- › First annual career and job fair.
- › Participation in National Education Awareness Week.
- › College nights at Palau High School.

### ❖ Please share CTE-related challenges.

- › Increasing number of 9th grade drop outs.
- › CTE teacher retention.
- › Internet connections and speed.

## RHODE ISLAND

### ❖ What were your top CTE-related accomplishments?

- › Received first time state funding.
- › Revised and promulgated state CTE regulations.
- › Promulgated state CTE standards.

### ❖ Please share CTE-related challenges.

- › Development of state accountability measures.
- › Revising CTE program approval process.
- › Moving to a web-based Perkins funding application.

## SOUTH CAROLINA

### ❖ What were your top CTE-related accomplishments?

- › Emphasis on state-level support for career guidance for CTE.
- › Efforts to develop a web-based local application process.
- › Held comprehensive 4-day Education and Business Summit.

### ❖ Please share CTE-related challenges.

- › Difficult to establish statewide secondary-to-postsecondary articulation agreements.



- › Data and other issues related to using industry certifications to document technical skill attainment.
- › Federal accountability indicators that do not reflect the true benefits of CTE (at the secondary level).

## SOUTH DAKOTA

### ❖ What were your top CTE-related accomplishments?

- › Secondary CTE student graduation rates are 14% higher than that of the general student population –97% of CTE students graduate as opposed to 83% of the general student population.
- › 97% of technical institute (postsecondary CTE) graduates are employed 6-months after graduation. 89% of them are employed in their field of study, 85% are employed in the state and 75% of those employed are employed in their field and in the state of South Dakota.
- › Establishing CTE as a major player in the state’s workforce development efforts. Governor Duagaard established South Dakota Wins in 2012 ([www.southdakotawins.com](http://www.southdakotawins.com)) and has continued to weave CTE at both the secondary and postsecondary levels in workforce development efforts since then. This year alone, he’s devoting millions of dollars in grants to both the secondary and postsecondary levels to improve quality access and programming, equipment replacement and provide critical needs scholarships.

### ❖ Please share CTE-related challenges.

- › Perception of CTE. The new brand is a good start to support changing negative perceptions the public/students/educators have, but the additional resources from the branding work aren’t succinct enough to be of high value. We’re starting from base-level to develop promotional and marketing materials. It would be helpful to have a one-stop shop for talking points, national data on the value of CTE, etc. The information that’s out there is too text heavy and spread in several places between NASDCTEc, ACTE and others. Bring it all together and make it easy to use.
- › With all of the changes in education, CTE is often viewed by administrators as one extra thing they need to deal with. We’re working diligently to change this perception.
- › Technical skills assessments. It would be really nice to have a bank of all of the federal grant-funded technical skills assessments that exist so that states can “shop” for what they need from existing resources. At this point, we have to feel out who has those sharable resources, what form they’re in, where they’re located, etc. It would be great to have an easy access point.

## TENNESSEE

### ❖ What were your top CTE-related accomplishments?

- › Conversion of the former seven program areas to the sixteen Career Clusters and restructuring POS.
- › Course standards revisions aligned with CCSS and postsecondary.
- › Participation in and development of a strategic plan for the Pathways to Prosperity Network to create 7th-16th career pathways from secondary to postsecondary to career.

❖ **Please share CTE-related challenges.**

- › Increased flexibility in the required and allowable activities to allow funding to support the state's priorities.
- › Re-negotiation of the Perkins Performance Indicators based on increased rigor and alignment with Common Core.
- › Requirement of EOC tied to teacher evaluation.

## TEXAS

❖ **What were your top CTE-related accomplishments?**

- › Award winning special populations resource center.
- › Detailed work activities/course crosswalk aligning business/industry requirements with curriculum.
- › Texas state technical colleges are transitioning to competency based programs and return on investment funding.

❖ **Please share CTE-related challenges.**

- › New graduation program (the next three graduating classes will have a choice of four different programs).
- › Review and revision of secondary CTE course standards.
- › Review and revision of CTE courses that meet graduation/academic requirements.

## UTAH

❖ **What were your top CTE-related accomplishments?**

- › Recognizing Secondary CTE Commentators at Graduation.
- › Using reserve funds to carry on the programs of study initiative by region.
- › Secondary Technical Skills Attainment Process.

❖ **Please share CTE-related challenges.**

- › Better awareness of CTE from business (you have done great work already and this is helping).
- › Positioning CTE to be the driver of economic development.
- › College and Career Ready and STEM contributions.

## VERMONT

❖ **What were your top CTE-related accomplishments?**

- › Continued development of assessments that inform instructional improvement.
- › Continued growth of postsecondary integration.
- › Continued focus on priority POS and pathway development.

❖ **Please share CTE-related challenges.**

- › Academic integration in career programs at rigorous levels.
- › High quality, job embedded professional development designed for improvement.
- › Gaining appropriate business engagement.

## VIRGIN ISLANDS

- ❖ **What were your top CTE-related accomplishments?**
  - › Implementation of the IT Academies.
  - › Implementation of entrepreneurship education.
  - › Providing industry certification assessments via the State Office.
  
- ❖ **Please share CTE-related challenges.**
  - › Recruitment of CTE instructors.
  - › Retaining CTE instructors.
  - › Providing funding for CTE instructors.

## VIRGINIA

- ❖ **What were your top CTE-related accomplishments?**
  - › Implementation of CTE industry certifications.
  - › State approved curriculum for consistency across school divisions.
  - › Use of technology to deliver services and resources more efficiently.
  
- ❖ **Please share CTE-related challenges.**
  - › Taking the new, innovative CTE programs to scale.
  - › Teacher shortage.
  - › Market recognition: branding and recognition of modern CTE.

## WASHINGTON

- ❖ **What were your top CTE-related accomplishments?**
  - › In 2012-13 students passed 12,311 certification examinations offered through the Microsoft IT Academy. This creative partnership provides access to training and certification that are aligned to international standards, validated by business and industry. Currently 264 school districts have 85 online trainings provided to staff, IT professionals, and CTE directors.
  - › Manufacturing Core+ curriculum is being implemented in 23 schools across WA. These programs offer universal manufacturing skills training in specific manufacturing and industrial skills developed with local industry partners. The + portion of the curriculum may be machining, welding, composites or other manufacturing components.
  - › A postsecondary leadership training for workforce deans “boot camp” provides intensive training for new CTE instructors across the state. The training assists CTE instructors coming from industry.
  
- ❖ **Please share CTE-related challenges.**
  - › Secondary to postsecondary articulation - needs to be easier to navigate for students and faculty.
  - › Academic transfer potential of secondary credit for CTE courses.
  - › Work-integrated learning as an option for all students.

## WEST VIRGINIA

### ❖ What were your top CTE-related accomplishments?

- › Simulated workplaces - unbelievable results.
- › State accountability and analysis processes.
- › CTE balanced scorecard.

### ❖ Please share CTE-related challenges.

- › Collaboration with community colleges.
- › Advanced skill set access at the postsecondary level.
- › A state-wide comprehensive career development system.

## WISCONSIN

### ❖ What were your top CTE-related accomplishments?

- › Completed the revision of the secondary CTE standards for all six CTE areas which include Agriculture, Business Education, Marketing, Health Science, Family Consumer Science and Technology Education. The newly revised standards documents and accompanying resources highlight the relationship between the CTE standards and other standards such as the CCSS for English language arts and mathematics.
- › Implementation of POS.
- › WTCS Technical Skill Assessment.

### ❖ Please share CTE-related challenges.

- › Secondary CTE teacher shortage.
- › Implementation of higher and more rigorous secondary standards.
- › Occupational and employment information.

## WYOMING

### ❖ What were your top CTE-related accomplishments?

- › NCDA Career Development Facilitator Training for CTE stakeholders and career guidance personnel.
- › State CTE Demonstration Project Grants.
- › Career Academies.

### ❖ Please share CTE-related challenges.

- › Lack of CTE Teachers in the “pipeline.”
- › Rural state with large distances between cities and towns.
- › Local control state.

*The information above was compiled via responses to the questions “What are your state’s top three, 2013 CTE-related accomplishments?” and “What are the top three CTE-related challenges (other than funding) facing your state?” in NASDCTEc’s Perkins Implementation Survey, conducted during December, 2013.*