Where we have been, where we are going: The Policy Landscape for CTE

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Outline

• Interest in CTE
• Political Landscape
• Federal CTE Legislation
• Perkins Prospects
• WIOA
• Looking Ahead
Interest in CTE
Sustained Interest

- Focus on skills gap
- Focus on student engagement
- Focus on “career” part of college and career ready
- Increased visibility for CTE
Skills Mismatch

11.8m
Approximate number of people unemployed in the U.S.

3.8m
Approximate jobs unfilled in the U.S.

40%
of U.S. companies planning to hire new employees have had openings for six months or longer.

60%
of U.S. employers report that candidates applying for jobs lack the necessary skills to fill available positions.

www.businessandeducation.org
Interest Gap?
How interest is manifesting itself …

• CCSSO Career Readiness taskforce
• SREB Commission on CTE
• AFL-CIO hosting event in November
• American Federation of Teachers event
• Central Regional Education Lab
• US Chamber Talent Pipeline Project
• And the list goes on …
Research and media interest...

- NACTE
- Achieve paper on *Making Career Readiness Count*
- Gallup Poll
- *Ready to Work: Reviving Vocational Education*
## Findings

<table>
<thead>
<tr>
<th>Public Reporting (School Report Cards)</th>
<th>22 states</th>
<th>AK, AR, CA, CT, FL, GA, KS, KY, MD, MA, MI, MO, NV, NM, NC, OH, OR, PA, SC, TX, VA, WA</th>
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</thead>
<tbody>
<tr>
<td>Accountability System</td>
<td>14 states</td>
<td>AL, AK, FL, GA, ID, IL, IN, KY, LA, MD, MO, NM, NC, PA</td>
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<tr>
<td>Formula</td>
<td></td>
<td></td>
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<tr>
<td>Bonus Points</td>
<td>9 states</td>
<td>GA, IL, IN, KY, LA, NY*, OK, PA, VA</td>
</tr>
<tr>
<td>Total States</td>
<td>29 States</td>
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</table>
High school students should be required to participate in at least one volunteer or paid internship during high school.
Ready to Work

- Troubled history of vocational education
- 21st Century vocational high school
- Career academies: A New Twist
- A company short on skilled workers creates its own solution
- http://www.americanradioworks.org/documentaries/ready-to-work/
• All but three states took regulatory or legislative action
• 31 states – new or additional funding
• 14 addressed governance
• 13 dual/concurrent enrollment
• 13 graduation requirement
<table>
<thead>
<tr>
<th>Policy Area</th>
<th># States</th>
<th>States</th>
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</thead>
<tbody>
<tr>
<td>Funding</td>
<td>31</td>
<td>AL, AZ, AK, CA, CT, DE, DC, GA, HI, ID, IL, IA, LA, ME, MD, MA, MI, MN, MT, NV, NY, NC, ND, OH, OR, PA, SD, TN, UT, WA, WI</td>
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<tr>
<td>Governance</td>
<td>14</td>
<td>AK, AR, DE, GA, IL, IN, IA, KY, LA, MO, ND, OR, VA, WA</td>
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<tr>
<td>Dual/Concurrent Enrollment</td>
<td>13</td>
<td>HI, IN, KY, LA, ME, MD, OR, RI, TX, UT, VT, VA, WA</td>
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<tr>
<td>Graduation Requirements/Competency-based Ed.</td>
<td>13</td>
<td>AZ, CO, FL, IA, MN, NV, NC, OK, TX, VT, WA, WI, WI, WY</td>
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<tr>
<td>STEM</td>
<td>11</td>
<td>AZ, GA, IA, ME, MD, ND, OR, SD, TN, TX, WA</td>
</tr>
<tr>
<td>Data, Reporting and/or Accountability</td>
<td>9</td>
<td>AZ, FL, GA, NJ, NC, OH, OK, SD, TX</td>
</tr>
<tr>
<td>Partnerships/Consortia</td>
<td>7</td>
<td>MN, MO, NY, OR, TN, VT, VA</td>
</tr>
<tr>
<td>Assessments/Industry Certifications</td>
<td>6</td>
<td>CO, FL, KS, NV, NC, WI</td>
</tr>
<tr>
<td>CTE Standards</td>
<td>6</td>
<td>AR, CA, NE, NV, TN, WV</td>
</tr>
<tr>
<td>CTE Teacher Quality/Certification</td>
<td>4</td>
<td>AL, CA, ID, MD</td>
</tr>
<tr>
<td>Career/Academic Counseling</td>
<td>3</td>
<td>AR, OR, VT</td>
</tr>
</tbody>
</table>
Political Landscape
Administration Initiatives

- Presidential Scholars Proposal
- Maker challenge
- Information dissemination
- Career counseling “app”
- Gainful Employment Regulations
- College Rating system
Administration Initiatives

- Youth CareerConnect (YCC)
- Registered Apprenticeship College Consortium (RACC)
- Performance Partnership Pilots (P3)
- Vice President’s “Ready to Work: Job-Drive Training and American Opportunity”
Political Landscape
Political landscape

- 36 gubernatorial races (29 R, 21 D)
- 36 U.S. Senate races (21 D, 15 R)
- 435 House races (233 R, 199 D)
Political Landscape: Remainder of 2014

- Congress departs for midterm elections
- Congressional must-do’s: funding & positioning
- Lame duck session
- Ed & workforce legislative queue
- Changes to HEW & HELP Committee leadership
FY15 Budget & Appropriations
Federal Funding Levels for the Perkins Act

Perkins Basic State Grant Program Funding (In Billions)

- Title II Elimination
- Sequestration
- 2014 Omnibus
- CR
- ?

Federal CTE Legislation
Congressional interest

- New Senate CTE Caucus
- Perkins Modernization Act of 2014
- Pathways to Prosperity Act
- Education Tomorrow’s Workforce Act
- CTE Opportunity Act
- Middle STEP Act
- Creating Quality Technical Educators Act
Key Themes

• Links to the labor market
• Accountability
• Systems collaboration
• Employer engagement
• Authorization levels
• Programs of Study
Key Sticking Points

- Authorization levels
- Technical provisions
  - Hold Harmless
  - Maintenance of Effort
- Non trad vs. equity
- Academic achievement measure
When will reauthorization happen?
WIOA – Get Involved!
Overwhelming Support & Passage

House

415-6
Passed

Senate

95-3
Passed
Why pay attention?

• Definitions – implications for Perkins
• Accountability – implications for Perkins
• Decisions/strategic planning – implications for CTE
  – Sector strategies/Career pathways
  – Strategic planning for state/region
    • Regional labor market priorities
    • CTE specifically called out, including tech centers
• Funding opportunities
New Statutory Definitions of Note

• Recognized Postsecondary Credential
• Career Pathway
• Industry or Sector Partnership
• Economic Self-sufficiency
• “In-Demand” Sector/Occupation
Defined: Common Performance Metrics (Youth & Adult)

• Participant’s 2nd quarter median earnings

• Percentage of participants obtaining a recognized postsecondary credential within 1 year
In Development: Common Performance Metrics (Youth & Adult)

- Percentage of participants achieving “measurable skills gains” and in an education program leading to a postsecondary credential

- Indicators of “effectively serving employers”
Changes to One-Stop Infrastructure Funding

- **Local** One-Stop partners, board(s), and officials must first come to an MOU

- **Only** postsecondary CTE programs — receiving Perkins funds — are required partners

- MOU must cover terms for cost-sharing and service delivery
Changes to One-Stop Infrastructure Funding (cont.)

• Failure to reach MOU triggers automatic funding mechanism:
  • Capped at 1.5% of LOCAL admin funds
  • Contribution can be variable

• Funds distributed by Governor or Chief Program Official for infrastructure costs

• Affects local areas, NOT entire state
Looking Ahead
Looking ahead

• **Who we serve**
• Equitable access
• Linkage to labor market
• What is quality
CTE in the U.S.

12.5 million students participating in CTE

7.6 million at secondary level

3 million “concentrators”

4.7 million at postsecondary level

2.2 million “concentrators”
Looking ahead

• Who we serve
• **Equitable access**
• **Linkage to labor market**
• What is quality
## Career Clusters

<table>
<thead>
<tr>
<th>Career Clusters</th>
<th>% Secondary Concentrators</th>
<th>% Postsecondary Concentrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>11.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>6.3%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>8.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>13.7%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>3.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Finance</td>
<td>1.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>0.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Health Science</td>
<td>9.0%</td>
<td>29.2%</td>
</tr>
<tr>
<td>Hospitality &amp; Lodging</td>
<td>4.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Human Services</td>
<td>10.1%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>10.6%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections &amp; Security</td>
<td>2.3%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>4.1%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Marketing</td>
<td>4.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Mathematics</td>
<td>4.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>4.6%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>
Looking ahead

• Who we serve
• Equitable access
• Linkage to labor market
• What is quality
What if …

• Only programs of study
• Only ‘in demand’ occupations
• Only focused on innovation and not sustainability/scale
• Redirect funds toward closing achievement gaps
• All teachers/faculty required to have current industry credential
What would it take to ....

• Change parents’ perceptions
• Transform academic and technical instruction
• Have a student-centered system (impact on time, counseling, etc.)
• Have a new “compact” with employers
Get Involved

Achieving the full promise and potential of CTE requires an unrelenting commitment and involvement by all who care about helping our nation meet the very real and immediate challenges of economic development, student achievement and global competitiveness. The truth is: That which benefits us all NEEDS US ALL to do our part to ensure the next generation of skilled workers, innovators in technology, entrepreneurs and community leaders in America.

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