

Association for Career and Technical Education National Policy Seminar Report
March 5-7, 2012 Washington, D C
As reported by Rhonda Hoyman

Theme: "C T E Works"

The United States is facing significant challenges - high unemployment, concerns about competitiveness and slow economic growth. Career and technical education (CTE) is meeting these challenges by preparing students and young adults to work in today's economy ! ([www. acteonline.org/NPS](http://www.acteonline.org/NPS) , Funding CTE Works! , handout)

Investments in CTE provide a strong return on investment. Studies across the country have shown that funds invested in CTE yield increased wages for individuals, increased tax revenues and reductions in government spending on public assistance.

Why CTE? Why CTE Works!

CTE student:

- . Are more engaged in their education
- . Graduate from high school at higher rates
- . Score higher on academic achievement test
- . Gain critical employability skills
- . Focus on higher-wage, higher-skill, and high-demand careers
- . Earn more money in the labor market
- . Are the backbone of the future U.S. workforce

Make Perkins a Priority

The Carl D Perkins Career and Technical Education Act (Perkins) is the principal source of funding for CTE program improvement, CTE programs that are academically rigorous and aligned to the needs of business and industry.

Prior to FY 2011 Perkins funding had remained stagnant for a number of years. Today, the Perkins program is \$140 million below FY 2010 levels from FY 2011 cuts or 11% and additional reductions occurred in FY 2012.

In a March 5, 2012 letter to Congress the Co-Chair of the Congressional Career and Technical Education (CTE) Caucus, Glenn GT Thompson R-PA. and Jim Langevin D-RI. requested their fellow members join them in a letter to the Labor, Health and Human Services, and Education Appropriations Subcommittee with regards to the Perkins Act. They recommended as does ACTE that the committee maintain funding for Perkins at \$1.27 billion (FY 2010 levels) in the upcoming FY 13 funding bill. (handout)

The Erosion of Perkins CTE Funding cut sheet comparing FY10 Perkins to FY 12 Perkins total by state examples are Alabama \$ 1,994,293 , Ohio \$6,322,911, Texas \$11,299,967 and Virginia \$3,492,262. (handout)

At the very minimum maintain FY 2012 Perkins funding level for school year 2012 - 13 of \$1,123,030,274 of which the process began in February of FY2011. For FY 2013 Perkins Basic Grant President Obama proposes to maintain FY 2012 levels of 1.1 billion for the " reauthorization of Perkins ". However, one concern is that in the president's budget is a set aside of \$ 105 million in the Perkins allocation. ACTE believes that this money is

part of the Administration's reauthorization plan and could be part of a competitive grant similar to Race to the Top. Congress is unlikely to adopt this set-aside without reauthorizing Perkins; therefore, ACTE will be focusing on the overall Perkins allocation and attempting to restore it to the FY 2010 levels. The federal government spends about 2% of its budget on education.

In the Opening General Session, Undersecretary of Education Martha Kanther, U.S. Department of Education stated some of the Obama Administration policy initiatives include block grant, more innovation and system reform, improve student outcomes, redesign 21st century model programs and every student should be college and career ready.

Tied for 16th with 3 other countries for college graduation 93 million Americans are low skilled of 305 million Americans, take out the children and you have 105 million skilled American workers. We are competing internationally and 50% of American students are not succeeding after 6 years in college, community college, or apprenticeship. China is on year 10 of a 100 year plan and has 200 million people learning English.

The president's budget contains \$1 billion for the advancement of Career Academies and \$8 billion Community College to Career Fund as part of the proposed American Jobs Act. Congress is unlikely to fund these proposals but they could be funded by the Perkins program, and a separate fund, while appreciated, is not necessary. A substantial increase in Perkins funds could result in the same expansion.

One area of great concern is the threat of "sequestration". When Congress passed the Budget Control Act last summer, if the "Super Committee" failed to reach a plan, then automatic cuts, "sequestration", would occur January 2, 2013. Since the Super Committee failed they will have to amend the Budget Control Act or come to a different package of cuts, otherwise there will be a 9 percent across-the-board cut to all discretionary programs. This means a potential cut of 4 billion to the Department of Education and 156 million or 9% to Perkins. It would also include funding caps for the next 10 years.

While we will have to wait and see how current budget agreements play out ACTE will be lobbying for CTE issues, so keep tune to www.acteonline.org/NPS for more information and the CTE policy watch blog.

On Tuesday March 6, a presentation called, The Money Maze: Understanding Washington's Fiscal Scene, shared an in-depth look at the complex federal fiscal environment. Raven Jones, of the Federal Budget Initiative, Center on Budget and Policy Priorities pointed out that long term interest on the national debt and rising health care cost are our biggest concerns. We need to reduce the annual deficit to 2.5% of GDP which is currently at 8%. The current Federal Budget breakdown is:

Defense Discretionary	- 19%
Other Mis Discretionary	- 16%
Education Discretionary	- 02%
Interest on Debt	- 06%
SS and Medicare	- 41%
Other entitlements	- 15%

Discretionary funds will be greatly reduced or eliminated by growing interest on the national debt if not addressed soon.

Joel Parker, Executive Director, Committee for Education Funding stated that: Enrollments K-12 are growing, Higher Education is growing and more children are in poverty, 22% (mostly to illegal immigration) while there are fewer local education employees. Unemployment is linked to lower education, the lower the education level the higher the unemployment.

For FY 2012 Race to the Top funds are cut from 700 million to 550 million and a new, Race to the Top, program by president Obama will only be open to individual school districts and consortia. In the words of Arne Duncan Secretary of Education, U.S. Department of Education, " we must take student learning beyond a one size fits all model, and move into a 21st century model ". The program will award grants to 15 to 20 school districts or consortia. Each grant will be \$15 to \$20 million over a span of four years. Check the ACTE Policy Watch Blog for more information.

We need to support job training programs because 2 of 10 fastest growing jobs are middle skill jobs. The good news is that there is the Skills Gap of over 3 million openings.

Fortunately, ACTE and others lobbied to only cut 1 billion from a proposed 4.5 billion cut in the 6 billion federal jobs training programs.

While there are a lot of proposals being made by President Obama on job training programs the key issue is available funding in the federal budget. On the final day of the seminar John Uvin ,Deputy Assistant Secretary of Vocational and Adult Education, U.S. Department of Education created a great deal of concern when he suggested that the future Perkins funds may be allocated through grant proposals from school systems and not from the traditional state formula allocation. This created a great deal of negative comments from most all of the representatives in attendance and how it would unfairly hurt small states and all school systems, with uncertainty for the survival of CTE programs. We will see how this plays out in the future?

ACTE has issued some Policy Watch Blogs outlining the Administrations Blueprint for Perkins reauthorization presented on April 19 by Secretary of Education, Arne Duncan and OVAE Assistant Secretary, Brenda Dann-Messier. The Blueprint is titled " Investing in America's Future: A Blueprint for Transforming Career and Technical Education". (handout)

The Blueprint includes four key principles:

- . Effective **ALIGNMENT** between CTE and labor market needs to equip students with 21st century skills and prepare them for in-demand occupations in high -growth industry sectors,
- . Strong **COLLABORATION** among secondary and post secondary institutions, employers, and industry partners to improve the quality of CTE programs
- . Meaningful **ACCOUNTABILITY** for improving academic outcomes and building technical and employability skills in CTE programs, based on common definitions and clear metrics for performance
- . Increased emphasis on **INNOVATION** supported by systemic reform of state policy and practices to support CTE implementation of effective practices at the local level

ACTE agrees with these principles and wants to strengthen the quality of the entire CTE system, but has serious concerns about the details of the proposal and the specific changes proposed by the Department. Some of these concerns relate competitive funding, mandatory consortia, mechanisms that will redirect state funding to federal innovation grants, private sector matching requirements, and only funding specific program areas identified as high-growth by

states. We believe that a new CTE law should provide sufficient resources to ensure that all students have access to high-quality CTE. It is critical that the new law focus on improving program quality by building the capacity of secondary and post secondary educational institutions to prepare all students for success in current and emerging in-demand career pathways.

Perkins is not scheduled for reauthorization until 2013, and even that date is likely to be substantially delayed due to the congressional schedule. It is important to remember that this is just one step on the long road ahead of us toward reauthorization!

ACTE is releasing today its guiding principles that it believes should shape the future investment in career and technical education (CTE) through reauthorization Carl D. Perkins Career and Technical Education Act (Perkins Act). (handout)

The principles include:

1. Redefine the Federal Role in CTE
2. Target Expenditures
3. Define Program Quality Elements
4. Ensure Relevant & Consistent Data
5. Offer Incentives for Innovation
6. Provide the Infrastructure to Support the System

" We hope these principles will spark a positive discussion about how to better support a system of high-quality CTE programs around the country, " said ACTE executive director Jan Bray. These principles will be followed by a set of more detailed policy recommendations later this year. Keep informed by following the ACTE .org web site and blogs on a continual bases.

CTE WORKS - CTE Works research fact sheet on ACTE.org under Policy Seminar for complete reference copy. (handout)

. CTE Works for High School Students

A ratio of one CTE class for every two academic classes minimizes the risk of students dropping out of high school.

.CTE Works for Adults

Participation in skills- training programs increased wages and earnings, raised the probability and consistency of employment and led to work in higher paying jobs.

. CTE Works for Business and Economy

The Bureau of Labor Statistics (BLS) projects that middle-skill jobs will account for about 45 percent of all job openings projected through 2014.

Policy Seminar topics and supporting organization information

(Sources you can explore further and continue to follow up on.)

Common Core State Standards

As of January 2012, 45 States and the District of Columbia have adopted the Common Core State Standards (CCSS) in English language arts and mathematics.

Reference: Year Two of implementing the Common Core State Standards: States' Progress and Challenges, January 2012 Center on Education Policy (CEP) Web site, [www. cep-dc.org](http://www.cep-dc.org) for key findings.

Comments: Diane Stark Rentner, Interim Executive Director, CEP

- . More rigorous than previous state standards
- . Requires fundamental changes in instruction
- . 29 States or 96% of districts and states finding adequate resources to implement the CCSS a major challenge
- . Most of the survey states that have adopted the CCSS expect to fully implement them by 2014-2015
- . Many states foresee major challenges in implementing online assessments aligned with the CCSS. Have challenges providing adequate computers, internet access and bandwidth, and expertise to address assessment related technology problems.

Common Core State Standards: Progress and Challenge in School Districts Implementation, September 2011 CEP web site, www.cep-dc.org for key findings.

Comments: Barbara Kapinus, Senior Policy Analyst, National Education Association

Common Core Standards are:

- . Different from state standards and fewer and broader
- . Three -fifths of the districts in states find standards more rigorous
- . Focus on goals rather than enabling skills
- . New task to be delivered through technology and are complex while addressing multiple standards
- . Instruction to focus on projects, longer test, multiple test, group work, more composing and communication and integration of language arts
- . It is essential to know the standards and do the whole thing, cannot be a book or be done quickly
- . Full implementation must be done by 2014 because assessments will begin in 2014
- . CTE needs to be taught in the content area versus another remedial class or required elective
- . Districts face relatively little resistance to implementing CCSS from parents, community members or educators.

Other CCSS sources:

Achieve - The Academic Baseline for Success in College, Careers in Life
at www.achieve.org/achieving-common-core.

On June 12, 2012 ACTE Policy Watch Blog hosted a 32 page report from Achieve titled: Common Core State Standards and Career and Technology Education, Bridging the Divide between College and Career Readiness

Partnership for Assessments of Readiness for College and Careers (PARCC) States working together to build the next generation of assessments at www.parcconline.org

Leadership and Common Core State Standards next generation assessments called Next / Navigation by Dr. William Daggett, CEO, International Center for Leadership in Education at www.leadered.com, phone (518) 399-2776. Also reference 20th Annual Model Schools Conference June 24-27, 2012 material.

Measuring Career Readiness Skills

Existing and new employability and technical skills measure how assessments are evolving to be more “ career ready ”.

Identify quality stake holders summary of skills include 9 sets of skills in 3 frameworks.

- . Applied knowledge
- . Workplace skills
- . Effective relationship

Laura Rasmussen, Senior Research Associate, MPR Associates, Inc., lrasmussen@mprinc.com

National Occupational Competency Testing Institute (NOCTI) John Foster, President / CEO www.nocti.org

Tim Lawrence, Executive Director, Skills USA 2011 Talent Shortage Survey Results World Wide, www.workforcereadysystem.org

NRCCTE - Special Event, Using Labor Market Information Career Clusters: Forecasting High School through College Jobs, 2008 - 2018.

A report of employment projections reorganized using the 16 career clusters. Show which clusters are in highest demand and how you can use labor market information to develop locally relevant programs of study. Two booklets published by the National Research Center for Career and Technical Education (NRCCTE) at <http://www.nrccte.org> /,phone (502) 852-4727

Technology Centers that Works, report an enhanced design to get all students to standards. Also developing new programs of study integrating academics and career technical skills content with state consortium teams. Developed by Southern Regional Education Board at www.sreb.org , phone (404) 875 - 9211 Gene Bottoms, SREB Senior Vice President and Ann Benson, Director of High Schools That Work (405) 743-2919, ext.249.

Free government safety publications such as Pocket Guide to Chemical Hazards (CD), Effects of Skin Contact with Chemicals (booklet), Nail Gun Safety (booklet) and other documents about occupational safety. www.osha.gov., phone [1-800-321-6742](tel:1-800-321-6742) and www.cdc.gov/niosh/enews, phone [1-800-232-4674](tel:1-800-232-4674) or 1-800-232-4636

Wolfram Alpha.com is more than a search engine. It gives you access to the worlds facts and data, and calculates answers across a wide range of topics, including science, mathematics, and much more with charts and graphs. Type questions and the answer comes instantly with a small fee charge.

Interesting Statistics

Pennsylvania Association of Career and Technical Administrations, Workforce Development Symposium, February 21-22, 2012

Closing General Session Keynote Speaker comments. Mr. William Symonds - Pathways to Prosperity Director, Harvard Graduate School of Education

Statistics: In 1973- 72% of the workforce of 91 million only had a high school degree, now only 40% plus have a high school degree

Future job market: 36% High School Degree
30% Some College / AA Degree
33% BA Degree or Higher
In the United States over 50% of workers make \$28,000 or less
Current Workforce: 42% HS degree only
40% AA Degree or Higher
Number of students in college: 57% female
43% male
United States is 13th in high school graduation among all nation

Conference Dates

National Career Pathways Network 2012 Conference, Richmond, Virginia, October 17-19, 2012, www.ncpn.info

ACTE Annual Convention and Career Expo, Atlanta, Georgia, November 28-Dec.1, 2012, Career Tech VISION 2012: An International Summit on Excellence in Career Tech Education, www.acteconvention.com

2013 National Policy Seminar, Washington, D. C., March 4-6, 2013, www.acteonline.org/NPS.aspx

Closing comments and updates:

Go to www.acteonline.org and type in, 2012 policy seminar report videos, in the quick search box to view attendee resources and selected video resources from the NPS.

In mid September the House appropriators released a Continuing Resolution (CR) measure to fund federal programs, including Perkins, for the first six months of Fiscal Year (FY) 2013. The bill will keep funding on autopilot until March 27 and the CR also provides a .06 percent across-the-board increase for all government programs on top of level funding. However the increase is only a short measure on paper and would have to be in a final, full year appropriations bill for 2013 to be included in July's allocation when Perkins goes out to schools. Also with funding battles going on Perkins funding is still in danger. Keep the pressure on Congress and let them know how critical Perkins is to CTE.

Continue to keep up with policy changes and advocacy at the ACTE website, CTE Policy Watch Blog and Legislative Updates at www.acteonline.org.

As Jan Bray, ACTE Executive Director, says in the March 2012 issue of Techniques. CTE continues to evolve in its ability to provide the rigor, relevance, and relationships now being touted as the foundation for education at the secondary and post secondary levels. We need to continue talking about the future and the impact career and technical education can have on giving every individual in this country a choice. We need to change the message of our conversations, focusing on the individual's potential over a lifetime and not on fund funding streams and types of institutions. The real conversations need to be about CTE being an integral part of the education and workforce systems.

In conclusion the saying if you are not changing you are going backwards has never been truer in the world of career and technical education. Do the best you can to keep your change positive.

Respectfully submitted, Rhonda Hoyman