

## ACTE, Connecting Policymakers and Your Interests

ACTE has been working diligently on your behalf throughout the last year. Following are some highlights of actions the Association has taken to advocate for and improve public perception of CTE since the National Policy Seminar in 2009.

### Funding

Many of ACTE's efforts last year focused on urging an increase in Perkins funding for Fiscal Year (FY) 2010. ACTE staff met with many of the staff of Members of Congress on the appropriations committees to request that Perkins be funded at \$1.4 billion and worked with the Congressional CTE Caucus on a number of funding initiatives. Seven Legislative Alerts were sent throughout the year to notify membership of the best opportunities to influence the outcome of the FY 2010 appropriations process. In addition, ACTE worked during the year on coalition-building activities with other education and workforce organizations related to funding strategy. For example, ACTE has a seat on the Committee for Education Funding's Executive Committee—this coalition represents nearly 100 organizations and provides pivotal education funding advocacy. While ultimately Perkins did not receive an increase due to the tight budget environment, the groundwork was laid for future efforts.

In February of 2010, the FY 2011 appropriations process began when the president released his proposed budget and suggested overall level funding for the Carl D. Perkins Career and Technical Education Act, but merged Perkins Tech Prep funding into the Perkins Basic State Grant. ACTE has been working to examine this issue—both its funding and policy implications—to determine the advocacy strategy that will best address these issues and ensure that CTE programs are not harmed from the programmatic proposal to merge the two funding streams or from the funding cuts that would result for 35 states.

### Economic Recovery Legislation

On February 17, 2009, Congress passed the American Recovery and Reinvestment Act (ARRA), a \$787.2 billion economic stimulus bill. This bill contained numerous funding components that could benefit CTE programs, and throughout the year ACTE weighed in where appropriate on implementation issues, such as grant requirements, and worked to disseminate information to members.

Since the original bill was passed, ACTE has continued efforts to ensure that education and job training are included in any economic recovery legislation considered by Congress. The House passed its Jobs for Main Street Act of 2010 in December, and the Senate is working on a series of jobs bills containing new tax cuts to stimulate hiring, extensions of other popular tax cuts set to expire, extension of unemployment benefits and a number of other spending provisions. Ultimately, we hope to secure additional funds for state education aid and for job training programs within these bills.

### Workforce Investment Act

The reauthorization of the Workforce Investment Act was put on hold in 2009 as other priorities took precedence. There was a renewed interest in the legislation among policymakers, however, and ACTE revisited its WIA reauthorization recommendations in light of the current economic and policy environment. New recommendations were finalized in conjunction with the National Association of State Directors of Career Technical Education Consortium, and ACTE staff met with Members of Congress and the media to discuss these recommendations in hopes that legislation will move soon.

### American Graduation Initiative

In July of 2009, the president unveiled the American Graduation Initiative (AGI), a proposal designed to make substantial investments to improve community and technical colleges and postsecondary programs leading to industry-recognized credentials, certificates and associate degrees. Congress introduced H.R. 3221, the Student Aid and Fiscal Responsibility Act (SAFRA) in July, which included the AGI, funding for secondary school facilities, early childhood education, Pell grants and a new College Access and Completion innovation fund (with funding provided through changes to federal student loan programs). Throughout the consideration of the AGI and SAFRA, ACTE worked closely with Members of Congress to ensure CTE interests were addressed. Specific items of interest included ensuring that area career and

technical education schools offering postsecondary education were eligible for funding and ensuring that the activities funded under the bill fit into CTE programs.

On September 17, 2009, the House finalized and passed the SAFRA bill on a largely partisan vote. While action in the Senate was anticipated throughout the fall, the lengthy health care debate delayed introduction of a Senate bill. ACTE has now turned our attention to the Senate and continues to work with committee staff in anticipation of their action on the bill.

### **Energy Sustainability**

On March 30, 2009, Rep. Jerry McNerney (D-CA) introduced the Grants for Renewable Energy Education for the Nation (GREEN) Act, H.R. 1775. The GREEN Act authorized \$100 million in competitive grants to develop CTE programs-of-study curriculum and facilities in areas of renewable energy. ACTE worked very closely with Rep. McNerney's office to develop this legislation, which set the stage for CTE's inclusion in much broader energy legislation.

In the House, comprehensive energy legislation, H.R. 2454, the American Clean Energy and Security Act, was passed on June 26, 2009. To the benefit of CTE programs, language is included that would authorize the Department of Education to award grants for the development of CTE programs of study focused on emerging careers and jobs in renewable energy, energy efficiency and climate change mitigation—language derived from Rep. McNerney's bill. It also includes an expanded section related to green workforce development that authorizes an "Energy Efficiency and Renewable Energy Worker Training Fund," a clearinghouse to provide CTE and job training programs with resources related to renewable-energy sectors, and a green construction careers demonstration program. The companion Senate bill, S. 1733, the Clean Energy Jobs and American Power Act, contains education and training provisions very similar to the House-passed bill, including the CTE grants. S. 1733 was approved by the Senate Environment and Public Works Committee on November 5, but stalled as difficult negotiations continued. It is expected to be addressed in some way in 2010.

### **Perkins Implementation**

ACTE continued to participate in the Office of Vocational and Adult Education's (OVAE) Perkins implementation efforts, including monthly conference calls on data and accountability issues, quarterly state updates and the annual OVAE Data Quality Meeting. Staff also participated in OVAE's expert panel on Programs of Study that worked to develop a more detailed framework for this important Perkins element. ACTE is now preparing for the next reauthorization of Perkins.

### **Resources, Research and Data**

ACTE continues to work to produce materials that communicate the value of CTE related to current policy issues. Since the 2009 NPS, we have produced two Issue Briefs in our series of papers on CTE's role in broad national issues, including "CTE's Role in STEM" and "CTE's Role in Adolescent Literacy." These Issue Briefs have been sent to state governors, CTE directors and chief state school officers. ACTE also promotes these publications with many other Washington, DC-based policy organizations and to the media. The STEM and adolescent literacy Issue Briefs each received over 150 media placements.

In addition to these materials, ACTE produced several new fact sheets throughout the year to strengthen the use of research and data in our advocacy efforts. These fact sheets focus on CTE's return on investment and key economic development issues. ACTE also joined the Data Quality Campaign in 2009 to add our voice to efforts to improve the availability and use of high-quality education data to improve student achievement. ACTE continued to add research to the Promising Programs and Practices Web page and our online Research Clearinghouse.

### **CTE Congressional Caucus**

ACTE worked with the CTE Congressional Caucus to host the "What's Cooking on Capitol Hill" event, which was sponsored by ACTE, Participant Media, BET and Viacom. The event was held in conjunction with the film *Pressure Cooker* and featured students from many different career and technical student organizations discussing projects related to food, ranging from production to hospitality. There were over 120 congressional staff and four Members of Congress in attendance, and the event was a huge success in drawing attention to CTE.

## 2010 ACTE Legislative Priorities

### 1. Increase the capacity of educational institutions to prepare a pipeline of skilled workers.

As more individuals in the current economic environment find themselves in need of additional education and training to secure employment, accessing career and technical training programs is proving increasingly difficult. Long waiting lists can exist for training programs in areas where jobs are actually available—such as in the health care field, and more must be done to ensure that a lack of access to education and training does not become a barrier to individuals' success. Secondary and postsecondary institutions need resources to build their capacity to serve youth and adults who need additional knowledge and skills. *ACTE asks Congress to provide \$1.4 billion for the Carl D. Perkins Career and Technical Education Act (Perkins) to help build capacity in secondary and postsecondary institutions, and to include resources in any additional stimulus or jobs legislation to ensure training programs can serve the growing population of unemployed and underemployed.*

### 2. Strengthen the alignment and coordination between education and workforce development systems.

Across the country, education and workforce development systems often operate in silos—separate administration, separate services, separate funding and separate goals. In order to efficiently and effectively serve the millions of individuals that access these systems each year, policies must be strengthened to inspire coordination and collaboration among stakeholders at all levels to better serve youth and adults. *Coordination and alignment strategies should be implemented across federal legislation, including in the Workforce Investment Act and Elementary and Secondary Education Act, and should include a focus on common measures and data sharing, shared planning, regional industry or sector education and training partnerships, and clear relationships between programs serving youth.*

### 3. Increase training opportunities and supports for low-income individuals.

Too often, low-income individuals are trapped in low-wage jobs with little opportunity for advancement or improvement without additional formal education or training. The workforce and public support systems have been unable to adequately address this growing problem in recent years, made worse by the current economic environment. *Programs such as the Workforce Investment Act and Temporary Assistance for Needy Families (TANF) program must place a greater emphasis on helping individuals access longer-term education and training that will prepare them to enter career pathways that pay family sustaining wages. Limits on enrollment in CTE programs and other postsecondary education should be lifted under TANF, and incentives must be built into the performance system of workforce development programs to encourage training that leads to a postsecondary technical certificate or degree.*

**4. Build clear career pathways between secondary education, postsecondary education and the workforce.**

In order to be fully prepared for the high-skill workplace of the 21st century, students need access to clear pathways through the educational system. *There must be a strong focus on secondary school completion, but work cannot end there. Better links are needed between secondary and postsecondary education, including improved alignment between high school exit requirements and college entrance requirements. Dual and concurrent enrollment programs should be strengthened to accelerate student progress. Standards at both the secondary and postsecondary levels should be linked to business and industry needs. Concepts such as programs of study should be strengthened so that students see the connection between their high school and postsecondary coursework and future career goals. Finally, support is needed for comprehensive guidance and career development to assist students in determining clear pathways that fit their own individual goals.*

**5. Help students engage in educational opportunities through better integration of core academics and career and technical education.**

Numerous research studies have shown that context is critical to the learning process. Through the integration of core academic content and career and technical education (CTE), students of all ages can gain a better understanding of how knowledge and skills gained in a traditional educational setting relate to real-world situations, such as the workplace or everyday life. *At the secondary level, the Elementary and Secondary Education Act should provide incentives and opportunities for integration of academics and CTE to occur. Specific areas of focus include activities such as standards and assessments, curriculum development, and professional development. Tools and strategies such as CTE programs of study and individualized graduation plans can greatly aid with integration. This integration is critical at the adult level as well, and the Workforce Investment Act should provide incentives for combining CTE with adult basic education instruction to help individuals stay motivated and move through the educational pipeline and into employment opportunities more quickly.*

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March 2010

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## Projected Impact of the Administration's FY 2011 Budget Request on Carl D. Perkins Career and Technical Education Act Funding

<u>State</u>	<u>FY 10 BSG</u>	<u>FY 10 TP</u>	<u>FY 10 Total</u>	<u>FY 11 Total</u>	<u>Difference</u>	<u>Percent</u>
Alabama	\$19,175,065	\$1,994,293	\$21,169,358	\$20,597,070	(\$572,288)	-2.70%
Alaska	\$4,214,921	\$250,163	\$4,465,084	\$6,216,984	\$1,751,900	39.24%
Arizona	\$25,070,363	\$1,880,272	\$26,950,635	\$27,167,673	\$217,038	0.81%
Arkansas	\$11,719,696	\$1,186,047	\$12,905,743	\$12,700,129	(\$205,614)	-1.59%
California	\$127,991,502	\$11,251,825	\$139,243,327	\$138,698,877	(\$544,450)	-0.39%
Colorado	\$15,848,943	\$1,393,615	\$17,242,558	\$17,174,817	(\$67,741)	-0.39%
Connecticut	\$9,962,314	\$868,931	\$10,831,245	\$10,795,731	(\$35,514)	-0.33%
Delaware	\$4,822,966	\$229,550	\$5,052,516	\$6,216,984	\$1,164,468	23.05%
D.C.	\$4,214,921	\$134,677	\$4,349,598	\$6,216,984	\$1,867,386	42.93%
Florida	\$59,377,699	\$4,815,873	\$64,193,572	\$64,345,055	\$151,483	0.24%
Georgia	\$38,733,411	\$3,074,414	\$41,807,825	\$41,973,729	\$165,904	0.40%
Hawaii	\$5,709,941	\$411,510	\$6,121,451	\$6,216,984	\$95,533	1.56%
Idaho	\$6,382,733	\$623,977	\$7,006,710	\$6,916,693	(\$90,017)	-1.28%
Illinois	\$45,107,893	\$4,049,330	\$49,157,223	\$48,881,480	(\$275,743)	-0.56%
Indiana	\$25,589,092	\$2,463,651	\$28,052,743	\$27,729,797	(\$322,946)	-1.15%
Iowa	\$11,963,946	\$1,244,304	\$13,208,250	\$12,690,250	(\$518,000)	-3.92%
Kansas	\$10,655,820	\$1,065,569	\$11,721,389	\$11,547,253	(\$174,136)	-1.49%
Kentucky	\$17,905,647	\$1,862,269	\$19,767,916	\$18,768,002	(\$999,914)	-5.06%
Louisiana	\$21,041,943	\$2,188,457	\$23,230,400	\$21,041,943	(\$2,188,457)	-9.42%
Maine	\$5,709,941	\$525,512	\$6,235,453	\$6,216,984	(\$18,469)	-0.30%
Maryland	\$16,884,364	\$1,540,547	\$18,424,911	\$18,296,858	(\$128,053)	-0.69%
Massachusetts	\$18,916,840	\$1,648,213	\$20,565,053	\$20,499,365	(\$65,688)	-0.32%
Michigan	\$40,952,954	\$3,641,767	\$44,594,721	\$44,378,952	(\$215,769)	-0.48%
Minnesota	\$17,660,428	\$1,735,278	\$19,395,706	\$19,137,845	(\$257,861)	-1.33%
Mississippi	\$13,363,550	\$1,389,869	\$14,753,419	\$14,415,165	(\$338,254)	-2.29%
Missouri	\$22,693,691	\$2,177,836	\$24,871,527	\$24,592,175	(\$279,352)	-1.12%
Montana	\$5,397,848	\$428,023	\$5,825,871	\$6,216,984	\$391,113	6.71%
Nebraska	\$6,816,893	\$708,988	\$7,525,881	\$7,272,224	(\$253,657)	-3.37%
Nevada	\$8,081,687	\$527,487	\$8,609,174	\$8,757,776	\$148,602	1.73%
New Hampshire	\$5,709,941	\$376,159	\$6,086,100	\$6,216,984	\$130,884	2.15%
New Jersey	\$23,883,792	\$2,187,235	\$26,071,027	\$25,881,836	(\$189,191)	-0.73%
New Mexico	\$8,445,740	\$833,848	\$9,279,588	\$9,152,285	(\$127,303)	-1.37%
New York	\$61,711,290	\$5,242,848	\$66,954,138	\$66,873,866	(\$80,272)	-0.12%
North Carolina	\$35,911,606	\$2,993,352	\$38,904,958	\$38,915,860	\$10,902	0.03%
North Dakota	\$4,214,921	\$313,151	\$4,528,072	\$6,216,984	\$1,688,912	37.30%
Ohio	\$44,725,285	\$4,446,194	\$49,171,479	\$48,466,865	(\$704,614)	-1.43%
Oklahoma	\$15,094,180	\$1,569,862	\$16,664,042	\$15,611,424	(\$1,052,618)	-6.32%
Oregon	\$14,070,593	\$1,290,703	\$15,361,296	\$15,247,696	(\$113,600)	-0.74%
Pennsylvania	\$44,895,763	\$4,235,353	\$49,131,116	\$48,651,604	(\$479,512)	-0.98%
Rhode Island	\$5,709,941	\$338,543	\$6,048,484	\$6,216,984	\$168,500	2.79%
South Carolina	\$18,837,809	\$1,730,085	\$20,567,894	\$20,413,722	(\$154,172)	-0.75%

South Dakota	\$4,344,577	\$352,942	\$4,697,519	\$6,216,984	\$1,519,465	32.35%
Tennessee	\$23,134,465	\$2,231,641	\$25,366,106	\$25,069,824	(\$296,282)	-1.17%
Texas	\$92,689,624	\$8,391,458	\$101,081,082	\$100,443,754	(\$637,328)	-0.63%
Utah	\$13,002,098	\$1,195,557	\$14,197,655	\$14,089,814	(\$107,841)	-0.76%
Vermont	\$4,214,921	\$237,188	\$4,452,109	\$6,216,984	\$1,764,875	39.64%
Virginia	\$25,302,643	\$2,417,795	\$27,720,438	\$27,419,384	(\$301,054)	-1.09%
Washington	\$21,024,674	\$2,036,850	\$23,061,524	\$22,783,534	(\$277,990)	-1.21%
West Virginia	\$8,428,617	\$876,614	\$9,305,231	\$8,428,617	(\$876,614)	-9.42%
Wisconsin	\$21,394,456	\$2,105,227	\$23,499,683	\$23,184,251	(\$315,432)	-1.34%
Wyoming	\$4,214,921	\$233,729	\$4,448,650	\$6,216,984	\$1,768,334	39.75%

## **Rationale**

On February 1, the Obama Administration released its FY 2011 budget request. The proposal suggested overall level funding for the Carl D. Perkins Career and Technical Education Act, but merged Perkins Tech Prep funding into the Perkins Basic State Grant. While the overall total remains the same, the reality is that 35 states stand to lose Perkins funding under the proposal. Only 15 states plus the District of Columbia would benefit financially from the consolidation. There are three separate factors contributing to changes in funding projected for each state. Without more information from the Department of Education, it is impossible to know how much each of these factors affect the formula. The three factors are:

1. Normal population fluctuations in states that occur from year to year account for some of the increase/decrease. For example, even though the Basic State Grant allocation was exactly the same in FY 2009 and FY 2010, Alabama is predicted to lose some funds (a little over \$40,000) in FY 2010 due to population shifts.
2. In FY 2008, the total Tech Prep allocation fell below the FY 1998 level, which was tied to a "hold harmless" clause in Perkins Section 111(a)(5). This resulted in the elimination of the protection that kept a state from receiving less than it had received in 1998 for Tech Prep, and thus huge losses for small states in their Tech Prep funds and some gains for large states, all of which were disproportionate to the actual Tech Prep cut. The consolidation proposal appears to have resulted in small states having much more ground to make up to get to guaranteed minimums (which helped result in the large increases for small states and the corresponding cuts for bigger states).
3. In the 2006 Perkins Act, a provision was inserted in Section 111(a)(4) to correct a problem with the previous small state formula. In order to be equitable to all states, the new formula only applies to years with funding increases. If the increase in the Basic State Grant had actually been "new" money (i.e. an appropriations increase as opposed to a consolidation of Perkins and Tech Prep funds), a greater percentage of it would have gone to small states until these states reached the ½ of 1 percent minimum due by law. This action wouldn't have negatively impacted large states because there would be more money to distribute and each state would have gotten some increase. However, since the Tech Prep money isn't really "new" funding but is being treated that way by the formula, we see big swings in the total amount a state receives. You can see that just looking at the Basic State Grant numbers, all states receive an increase of some size – the problem comes when you take into account the Tech Prep elimination, and there is no way for the formula to take that into account based on current law.

Department of Education funding charts on which these totals are based can be found online at <http://www2.ed.gov/about/overview/budget/statetables/11stbyprogram.pdf>.

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## Career and Technical Education's Role in DROPOUT Prevention

# ISSUE SHEET



In the past 50 years, high school completion has grown in importance as the labor market has been transformed in the knowledge economy. Yet alarmingly, nearly one in every three students who start high school in the ninth grade fails to complete the 12th grade within four years. Literally millions of young people are out of school and grossly ill equipped to compete in the 21st century workforce and economy.

## CTE Provides a Solution

High-quality *career and technical education* (CTE) can help more students persist in and complete high school, preparing them for the postsecondary education and training that will be critical to future economic successes.

- Students have a decreased risk of dropping out of high school as they add CTE courses to their curriculum, up to a point at which they are taking one CTE course for every two academic courses. (Plank, et al., "Dropping Out of High School and the Place of Career and Technical Education," *National Research Center for Career and Technical Education*, 2005.)
- High-risk students are eight to 10 times less likely to drop out in the 11th and 12th grades if they enroll in a CTE program instead of a general program. (Kulik, "Curriculum Tracks and High School Vocational Studies," *University of Michigan*, 1998.)
- The National Dropout Prevention Center/Network has identified the 15 strategies that have the most positive impact on

the dropout rate. These strategies include "career and technology education." According to the Center, "A quality CTE program and a related guidance program are essential for all students." (*National Dropout Prevention Center/Network*, "Effective Strategies for Dropout Prevention.")

## Increasing Student Engagement

What the research suggests is that today's CTE offers students relevant learning experiences that answer the age-old question "Why do I have to learn this?" while at the same time enhancing students' academic achievement and meeting industry needs. CTE has become a leader in ensuring flexible, relevant learning opportunities to engage students and provide a real-world, career-oriented curriculum.

- One significant reason students drop out of school is that they lose interest and motivation in education because the curriculum does not seem to have a real-world application (Bridgeland, Dilulio & Morison, "The Silent Epidemic: Perspectives of High School Dropouts," 2006). Academics are often presented in isolation, instead of in a way that shines a spotlight on how the subject is applicable in the context of the real world.
- A 2006 poll by Peter D. Hart Research Associates, Inc. of at-risk California ninth- and 10th-graders found that six in 10 respondents were not motivated to succeed in school. Of those students, more than 90 percent said they would be more engaged in their education if classes helped them acquire skills



and knowledge relevant to future careers.

- CTE has been at the center of numerous alternative delivery methods that attempt to address the dropout issue, such as magnet schools, smaller learning communities, middle college high schools and accelerated programs. These programs seek to provide the more relevant curriculum that leads to increased student engagement, and the positive adult-student relationships that can motivate student success.

## Building Positive Relationships

Students need to be connected to their peers and to positive adult relationships. In the 2006 *High School Survey of Student Engagement*, 24 percent of students who have considered dropping out of high school cited the reason "No adults in the school cared about me." Mentoring and providing positive relationships with adults in the school and community are hallmarks of quality CTE programs.

- Career academies, smaller learning communities with a focus on CTE, were found in the 2008 MDRC study "Career Academies: Impacts on Students' Initial Transitions to Postsecondary Education and Employment" to increase the attendance rate and the likelihood of staying in school for students who entered the programs at high risk of dropping out.
- In Career and Technical Student Organizations (CTSOs) such as DECA, FCCLA, FFA, FBLA, HOSA, SkillsUSA, TSA and BPA, 2 million young people work regularly with an adult advisor. A 2007 study by the National Research Center for Career and Technical Education found that CTSO activities positively affect students' academic engagement; and the stronger the student's involvement, the better the results.
- Whether through a formal mentoring program, or by placing students in job shadowing or internship opportunities, CTE links

students to the community using work-based learning opportunities in ways that many other high school programs cannot.

## Policy Action Needed

To support CTE efforts to address the dropout crisis, the following federal policy steps should be taken:

- Increase funding for the Carl D. Perkins Career and Technical Education Act, which has actually decreased since FY 2002.
- Increase the focus on secondary school completion through comprehensive dropout prevention and reentry strategies in the reauthorization of the No Child Left Behind Act.
  - Provide incentives and eliminate disincentives for schools to register "drop in" students – students that are returning to continue their education.
  - Develop a consistent definition of secondary school "dropout" and require schools to disaggregate and report dropout and graduation data.
  - Support research and development for flexible re-entry and completion programs, including those that employ career development and CTE strategies.
  - Ensure federal flexibility for reporting "extended-time" graduation rates.
  - Put additional emphasis on secondary school completion rates within calculations for Adequate Yearly Progress.
- Preserve the Workforce Investment Act's (WIA) current focus on serving both in-school and out-of-school youth, maintaining funding for youth programs, and maintaining WIA's Youth Councils to ensure that local communities continue to focus on the employment concerns of young people, which are linked to the dropout issue.

## Recommendations for the Reauthorization of the Workforce Investment Act

The American economy faces great challenges as it continues to evolve in the 21st century. While there is tremendous pressure to end the current economic recession and get dislocated workers back in productive, family-supporting employment, policymakers must also look ahead to the looming shortage of skilled workers that could impact the long-term economic health of American businesses and industries. The **Association for Career and Technical Education (ACTE)** and the **National Association for State Directors of Career Technical Education Consortium (NASDCTEC)** recommend strengthening the country's education and job training systems as a way to meet these critical challenges and the needs of both individuals and the economy as a whole.

As Congress considers the reauthorization of the Workforce Investment Act (WIA), more must be done to ensure strategic investments in educational institutions and programs that will create lifelong learners, and in the diverse populations that need training across a wide array of areas.

### Increase Access to High-quality Training

The primary focus of the Workforce Investment Act should be to provide training services linked to business and industry needs so that individuals are prepared for lifelong careers. Many studies have shown that as the 1998 Workforce Investment Act was implemented, attention was shifted toward core and intensive services and away from training. A greater focus must be placed throughout the workforce system on increasing skills training to ensure individuals are prepared to succeed in the workforce on a long-term basis. Community and technical colleges and area career and technical centers have a critical role to play in this system and should be preferred training providers due to their established quality, wide reach and low cost. Strategies to accomplish this goal include:

1. *Allow direct contracting with education providers:* The provision in the 2009 American Recovery and Reinvestment Act that allows local workforce investment boards (WIBs) to contract directly with training providers to facilitate the training of multiple individuals in high-demand occupations is an important innovation that will increase access to programs for larger groups of individuals, especially dislocated workers. Such contracted training would build capacity for institutions such as community colleges and CTE centers by allowing WIBs to pay for the entire cost of a training program upfront, and help institutions to quickly design training to fit the needs of the job seekers and employers. Direct contracting also allows institutions to better plan course offerings during the year based on anticipated need, ensuring that individuals have access to appropriate programs in times of high demand.

2. *Remove disincentives for training providers:* Many community and technical colleges and area CTE centers find the eligibility and performance reporting requirements overly burdensome, and thus a disincentive to participate in the WIA program.
  - The performance system is structured in a way that makes long-term investments in an individual's training unlikely, instead promoting short-term activities that can be offered to larger numbers of people. In order to truly prepare low-skill workers for lifelong careers, this emphasis should be shifted and incentives must be built into the performance system for training that leads to a postsecondary technical certificate or degree.
  - The eligibility requirements for community and technical colleges and public, nonprofit area CTE centers must be streamlined to encourage their participation, opening up more options to those seeking training. These institutions must currently report on the performance of all students that enroll in a program, even those not seeking WIA services. These institutions are already subject to rigorous state, federal and accreditation quality-control standards, and this requirement should be lifted, allowing automatic approval of these institutions.
3. *Eliminate "sequence of services" provision:* The sequence of services provision forces participants to go through a prescribed sequence of core and intensive services before gaining access to training. Instead, participants should be able to access immediately the services most suitable for their needs.
4. *Further increase capacity for training:* In addition to direct contracting mentioned above, more must be done to increase the capacity of postsecondary institutions to provide training under the WIA system. Enrollments in workforce development-related programs are at all-time highs, and resources are scarce. In a growing number of places, individuals are not able to enroll in needed courses or are placed on waiting lists for programs in high-demand career areas. Competitive grant programs can help create the necessary capacity to serve more individuals who need access to training. Specific strategies to accomplish capacity building should be authorized and funded under the new WIA.

### **Strengthen Connections Between Education and Workforce Development Systems**

In order for a reauthorized Workforce Investment Act to create a true national workforce development system, it must inspire coordination and collaboration among stakeholders at all levels. To lead the effort, the law should require a systemic state-level approach involving departments responsible for labor, education, and economic development or commerce. This collaboration can strengthen connections at the local level and create a shared vision across often disconnected agencies. Other steps to strengthen connections include:

1. *Use common measures & share data:* Uncoordinated federal reporting requirements among programs result in an undue burden on WIA and other workforce-related programs.
  - Data sharing across programs would ease the burden that programs and providers face in collecting accountability information, and foster an environment of collaboration and efficiency in the workforce and education systems. More effort

must be made to align data systems at the state and local levels and to address barriers to data sharing, such as FERPA interpretations and the inability of Unemployment Insurance wage data to be shared across states. The Carl D. Perkins Act Section 113(b)(2)(F) allows for flexibility for programs to use “substantially similar information gathered for other state and federal programs” to measure performance, but this language is rarely utilized. Similar language and more practical mechanisms for its enactment should be included in WIA.

- Taking this sharing a step further, the use of common measures would provide even more interconnectivity in the workforce system as programs collaborate and work together to ensure alignment of goals. Increased efficiency in workforce programs such as WIA, Perkins, Trade Adjustment Assistance, and Adult Education and Family Literacy can benefit participants by better coordinating and targeting services. Common measures should not attempt to measure everything important to each program, but concentrate on outcomes important across workforce development programs and leave room for additional measures to be added as required.
2. ***Strengthen the role of CTE on state and local boards:*** While it is important to keep WIBs to a manageable size to ensure effectiveness, strengthening connections between the education and workforce systems requires a true partnership. Membership of education stakeholders on the boards is crucial to a well-functioning local workforce system. Those who are being asked to carry out workforce development functions should retain their seat at the table in order to be part of important decisions about funding and local priorities. At the state level, the state director of CTE should be a mandatory member of the state workforce investment board. At the local level, community and technical colleges, area CTE centers (where they exist) and local school districts should be represented, with a priority on those dealing with CTE programs, and should be able to serve in leadership roles.
  3. ***Incorporate sector strategies:*** Regional industry partnerships allow businesses, unions, educators and the public workforce system to establish or expand industry or sector partnerships that help workers train for and advance in high-demand and emerging industries. Sector strategies would identify skilled workforce needs within the targeted industry or sector, and develop training and educational strategies using career pathways to ensure employers have the skilled workers to meet their needs. These coordinated decisions help more individuals access the education and training they need for successful careers.
  4. ***Utilize youth services to create strong pathways for students:*** The needs of disconnected youth in the workforce development system are unique from those of most adults and dislocated workers. This should continue to be recognized through a separate youth system funding stream that includes activities and accountability provisions unique to the youth populations. Provisions should be made, however, to better coordinate programs across federal funding streams, especially for individuals that can be served across WIA

programs. Both the education and workforce systems have a unique role to play in serving this youth population.

- The current funding allocation between in-school and out-of-school youth allows local WIBs to make spending decisions based on the unique needs of their communities and should be maintained. Programs provided to in-school youth during the summer and after the school day are critical to keeping those students engaged and progressing toward high school graduation, and often provide needed income that can prevent dropping out of high school and skills training to prepare students to become productive members of the community. Changing the funding allocation would cut services to many of these at risk students and reduce the ability for systems connections.
- After the last reauthorization of the WIA, a 2002 Government Accountability Office survey found that building a comprehensive youth development system, as envisioned in the new law, required “strong working relationships between the workforce development and education systems at all levels of government.” Unfortunately, this coordination has not occurred at a systemic level across the country. There need to be clearly defined roles for each system at the local level. Often, community and technical colleges, area CTE centers and secondary schools are best at educating and training through their CTE programs; while WIA-funded programs can help link students with work-based learning opportunities or offer additional opportunities that are not available in local schools.

5. *Increase linkages between adult education and job training programs:* Programmatic components of workforce development, adult education, and career and technical postsecondary education must be better aligned. As a start, entrance into credit-bearing postsecondary education should be a clear goal of the adult education system, and should be incorporated into performance measures. In addition:
  - A focus should be placed on adult career pathways to tackle barriers adult learners face in the workforce system. Many adults are limited in their career opportunities because they lack some postsecondary education, such as an associate degree or an industry-recognized credential, which is increasingly required in the workforce. Adult career pathways will prepare unemployed, underemployed and dislocated workers for jobs by offering flexible services provided by education institutions, community-based organizations, government agencies and business and industry. The curriculum should be geared towards specific industries and adequately prepare adults for employment, and should be based on a multi-step career ladder that participants can move up as they progress, beginning with basic skills and concluding with advanced technical skills.
  - In order to get adults employed more quickly, WIA should incentivize combining CTE with adult basic education instruction. Adults, especially those who speak English as a second language, sometimes get “bogged-down” in learning basic skills, which prevents them from moving through and out of the skills training system. For example, the Integrated Basic Education and Skills Training initiative (I-BEST) in Washington State utilizes basic skills training instructors who teach English skills to students at the

same time they are learning occupational CTE skills from other instructors. I-BEST students are more likely to acquire college credits in technical areas and to complete certificate programs applicable to the workforce.

### **Address Administrative and Infrastructure Challenges**

1. *Establish a separate line-item to fund the infrastructure needs of the One-Stop System:* The current framework is unclear and has led to troubling proposals to siphon off administrative funding from partner programs, like those supported by the Carl D. Perkins Career and Technical Education Act, which will hinder the ability of these already under-funded programs to meet education and training needs both inside and outside the WIA system. Career technical education's strength as a One-Stop partner is in the postsecondary education and training services that it provides. A clear, designated funding mechanism and administration responsibility should be outlined in the law.
2. *Structure incentive grants to reward coordination:* Under the current incentive grant program, states may apply for funds set aside from WIA Title I and Title II to use to further the purposes of those titles. States are eligible for funds if they exceed performance targets for WIA Title I and Title II. States that receive the grants are encouraged to use the funds for activities that promote coordination and collaboration among the agencies administering WIA Title I and Title II programs, are innovative, and are targeted to improve performance. This grant program should be continued as a way to foster coordination between the titles. Additionally, incentives should be considered for states that take concrete steps toward data sharing and the use of concrete measures.

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## **Recommendations for the Reauthorization of the *Elementary and Secondary Education Act***

Career and technical education (CTE) is a major and long-standing enterprise within the U.S. education system that has evolved to meet 21st century needs. More than 95 percent of students take at least one CTE course during high school, and the strengths and resources of CTE play an important role in improving outcomes for all students. Building on these strengths and resources, the Association for Career and Technical Education presents the following recommendations for the reauthorization of the Elementary and Secondary Education Act (ESEA). We urge Congress to incorporate these principles into the reauthorized legislation in order to support enhanced student achievement. While not specifically addressed in the recommendations, it is important to note the relationship between adequate funding and the law's promise. Successful ESEA implementation will be jeopardized by merely redirecting funds from existing quality programs or under-funding new initiatives. A true commitment to both improved policy and adequate resources must be adopted if ESEA is to be successful.

### **Recommendation 1: Integrate Academic and Technical Education to Better Engage and Prepare Students for Their Futures**

- Align ESEA to the Perkins Act through the use of programs of study, and encourage schools to use CTE courses to support students working to meet academic proficiency.
- Give schools credit, and incorporate into accountability, the learning that takes place in work-based and other contextual types of education that is gained outside of the traditional classroom.
- Require states to develop content standards, assessments and teacher quality standards that are aligned with postsecondary and industry standards.
- Provide schools incentives to integrate academic coursework such as math, science and language arts, with CTE coursework.
- Provide funding for state- and professional organization-led initiatives for gathering, organizing and disseminating integrated lesson plans and curriculum frameworks.

### **Recommendation 2: Support Comprehensive Guidance and Career Development Strategies to Assist Students in Determining Clear Pathways to Postsecondary and Workforce Goals**

- Recognize the importance and need for leadership and policy to implement comprehensive guidance programs throughout the P-16 system.
- Ensure adequate resources for career development and planning across the education continuum.
- Encourage schools to develop individual graduation plans for each student that map a defined program of study on how to reach academic and career goals.

### **Recommendation 3: Increase the Focus on Secondary School Completion Through Comprehensive Dropout Prevention and Reentry Strategies**

- Provide incentives and eliminate disincentives for schools to register "drop in" students—students that are returning to continue their education.
- Develop a consistent definition of secondary school "dropout."
- Support research and development for flexible re-entry and completion programs, including those that employ career development and CTE strategies.

- Ensure federal flexibility for reporting “extended-time” graduation rates.
- Require schools to disaggregate and report dropout and graduation data.
- Put additional emphasis on secondary school completion rates within calculations for Adequate Yearly Progress.

**Recommendation 4: Ensure That Highly Effective Educators are Supported, and Available Across the Curriculum in All Schools**

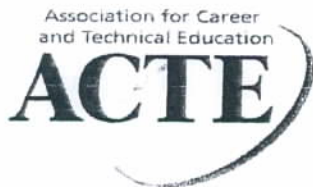
- Require that federal professional development funding support integrated academics and contextual teaching strategies for academic teachers and CTE teachers.
- Ensure that federal professional development funding specifically focus on supporting administrators in their role as educational leaders and creating an environment where rigor and relevance spans across all course offerings.
- Invest in research on curriculum structure and teaching methodology.
- Maintain flexibility in defining highly qualified teachers, such as through the use of provisions like HOUSSE, to ensure that schools are able to recruit and retain professionals from a variety of backgrounds and through alternative pathways.

**Recommendation 5: Improve Adequate Yearly Progress and Accountability Provisions to More Accurately Reflect Student Learning Progress**

- Give schools credit for growth in student achievement, even if AYP is not fully met.
- Allow the use of multiple assessments to measure student progress, including the use of CTE credentials and measurements.
- Define graduation by subject and skills competency rather than by “seat time.”
- Focus accountability more on incentives rather than sanctions.

**Recommendation 6: Provide Support and Incentives for Innovation, Replication and Improvement**

- Promote dual and concurrent enrollment programs for secondary-postsecondary CTE programs, which enable students to accelerate learning while gaining technical skills.
- Ensure dissemination of best practices so that all schools, districts and states have access to successful strategies and programs that can be replicated.
- Support the development of robust, dynamic and integrated data systems that provide a clear picture of each student’s educational progress.
- Create incentive grants for states and state consortia to focus on multi-pronged high school redesign strategies, and promote close linkages at the state and local levels with CTE strategies.
- Encourage better links between secondary and postsecondary education such as improved alignment between high school assessments/exit exams and college entrance exams.



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## 2010 HILL REPORT FORM

Please fill one out for each visit and return to ACTE's Public Policy Department

YOUR NAME(S): \_\_\_\_\_  
MEMBER OF CONGRESS: \_\_\_\_\_  
STATE: \_\_\_\_\_ DISTRICT: \_\_\_\_\_  
STAFF MEMBER: \_\_\_\_\_

### House Only:

Will the Representative support an increase for Perkins? Yes ( ) No ( )

Comments: \_\_\_\_\_

If not already a member, will the Representative join the CTE Caucus? Yes ( ) No ( )

Comments: \_\_\_\_\_

### Senate Only:

Will the Senator support an increase for Perkins? Yes ( ) No ( )

Comments: \_\_\_\_\_

### House and Senate:

Did the Member of Congress receive ACTE's Legislative Priorities? Yes ( ) No ( )

Were there any specific reactions? \_\_\_\_\_

Did the Member of Congress receive all the leave behinds? Yes ( ) No ( )

Comments: \_\_\_\_\_

What specific issues concerned or interested the Member of Congress most?

\_\_\_\_\_

Does the Member of Congress seem interested in CTE generally? Yes ( ) No ( )

Has your Member of Congress visited a CTE program? Yes ( ) No ( )

Would he or she like to? Yes ( ) No ( )

Did the Member of Congress request additional information? Yes ( ) No ( )

If "Yes" please elaborate: \_\_\_\_\_

Should ACTE follow up with this Member of Congress' office? Yes ( ) No ( )

Are you willing to continue building a relationship with this Member of Congress through the Washington Contacts Network? Yes ( ) No ( )

Additional Comments (Please continue on back): \_\_\_\_\_

Please return to: ACTE Public Policy Department, ATTN: Jamie Baxter, 1410 King Street, Alexandria, VA 22314; Fax: 703-683-7424; E-mail: [jbaxter@acteonline.org](mailto:jbaxter@acteonline.org)

## KEY CONTACTS

If you need the phone number or address of any member of Congress, you can obtain it by simply calling the Capitol Switchboard at 202-224-3121 (Senate) or 202-225-3121 (House). You will also find current House and Senate directories later in this section.

The following are Internet addresses where you can find information on congressional activities:

### ■ Congress (<http://thomas.loc.gov>)

Thomas provides access to a wide variety of congressional information including the full text of bills introduced in the House and Senate and the Congressional Record, a daily compendium of legislative floor activity in both chambers of Congress. There is also a useful publication which describes the legislative process called "From a Bill to a Law."

### ■ U.S. House of Representatives ([www.house.gov](http://www.house.gov))

Some of the information offered by this site includes complete contact information for House members and committees, and House schedules. Information about the membership, jurisdiction and activities of each House committee is also available.

### ■ U.S. Senate ([www.senate.gov](http://www.senate.gov))

This site includes information such as a directory of senators that includes biographical and detailed contact information, as well as links to the home pages of senators who have them. The site also provides basic information about each Senate committee, including

the panel's jurisdiction, members and contact information.

### ■ Government Accountability Office (GAO) ([www.gao.gov](http://www.gao.gov))

The GAO is an agency that works for Congress and studies the programs and expenditures of the federal government. GAO, commonly called the investigative arm of Congress or the congressional watchdog, is independent and nonpartisan. Copies of GAO reports can be obtained via the Internet or by contacting the GAO Documents Distribution Office at 202-512-6000.

### ■ Government Printing Office (GPO) ([www.access.gpo.gov](http://www.access.gpo.gov))

The GPO is the Federal Government's primary resource for gathering, producing and preserving published information in all its forms. The site is great for gaining access to the Federal Register, Congressional Record, GAO Reports and other government publications.

### ■ Congressional Budget Office (CBO) ([www.cbo.gov](http://www.cbo.gov))

The Congressional Budget Office provides the latest information on the federal budget and economic projections. From this site you can download recent publications and historical information.

Information related to activities of the Administration can be found on the White House site at [www.whitehouse.gov](http://www.whitehouse.gov), through the Departments of Education and Labor ([www.ed.gov](http://www.ed.gov) and [www.dol.gov](http://www.dol.gov)), and through the Office of Management and Budget ([www.omb.gov](http://www.omb.gov)).

# CONGRESSIONAL CTE CAUCUS

In April 2007, Rep. Brian Baird (D-WA) and Rep. Phil English (R-PA) launched the Congressional Career and Technical Education Caucus in the U.S. House of Representatives. The mission statement of the Caucus is:

"The Career and Technical Education Caucus is a bi-partisan group of Members of Congress created to enhance awareness in Congress of the importance of career and technical education in preparing a well-educated and skilled workforce in America."

The Caucus serves as a promotion vehicle for legislation, ideas and information related to CTE. For example, on September 9, 2008, ACTE and the Caucus hosted a "CTE Goes Green" event on Capitol Hill. This event showcased Career and Technical Student Organization's "green" projects. In the fall of 2009, the Caucus hosted the "Cooking Up a Future on Capitol Hill" event related to the film *Pressure Cooker*. The Caucus has also led "Dear Colleague" letter circulation and weighed in at various times during the appropriations process.

In 2008, Rep. English was not re-elected to Congress, and Rep. Steven LaTourette (R-OH) replaced him as Republican co-chair of the CTE Caucus. The CTE Caucus remains active with over 50 current members. All ACTE members are asked to recruit their representatives to join the CTE Caucus.

NOTES:

# CONGRESSIONAL CTE CAUCUS MEMBERS

**Brian Baird, D-WA – Co-Chair**

**Steven LaTourette, R-OH – Co-Chair**

Neil Abercrombie, D-HI  
Michele Bachmann, R-MN  
Rick Boucher, D-VA  
Andre Carson, D-IN  
Michael Castle, R-DE  
Ben Chandler, D-KY  
Tom Cole, R-OK  
Geoff Davis, R-KY  
Norm Dicks, D-WA  
Michael Doyle, D-PA  
Bob Filner, D-CA  
Gabriel Giffords, D-AZ  
Bob Goodlatte, R-VA  
Bart Gordon, D-TN  
Gene Green, D-TX  
Raul Grijalva, D-AZ  
Tim Holden, D-PA  
Rush Holt, D-NJ  
Mike Honda, D-CA  
Jay Inslee, D-WA  
Hank Johnson, D-GA  
Steve Kagen, D-WI  
Rick Larsen, D-WA  
Steven LaTourette, R-OH  
Jim McDermott, D-WA  
Patrick McHenry, R-NC  
Mike McIntyre, D-NC  
Cathy McMorris Rodgers, R-WA

Michael Michaud, D-ME  
Donald Payne, D-NJ  
Collin Peterson, D-MN  
Thomas Petri, R-WI  
Todd Platts, R-PA  
Jared Polis, D-CO  
Davis Price, D-NC  
Denny Rehberg, R-MT  
Laura Richardson, D-CA  
Harold Rogers, R-KY  
Mike Ross, C-AR  
Linda Sanchez, D-CA  
Joe Sestak, D-PA  
Mike Simpson, R-ID  
Ike Skelton, D-MO  
Adam Smith, D-WA  
Vic Snyder, D-AR  
Mark Souder, R-IN  
Zach Space, D-OH  
John Spratt, D-SC  
Betty Sutton, D-OH  
Bennie Thompson, D-MS  
Glenn Thompson, R-PA  
Pat Tiberi, R-OH  
Henry Waxman, D-CA  
Ed Whitfield, R-KY  
Charlie Wilson, D-OH  
Rob Wittman, R-VA  
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# KEY ADMINISTRATION OFFICIALS

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*Arne Duncan*

**Contact Information:**

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**Assistant Secretary:**

*Brenda Dann-Messier*

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## DEPARTMENT OF LABOR

**Secretary:**

*Hilda Solis*

**Contact Information:**

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1-866-4-USA-DOL  
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[www.dol.gov](http://www.dol.gov)

## EMPLOYMENT & TRAINING ADMINISTRATION

**Assistant Secretary:**

*Jane Oates*

**Contact Information:**

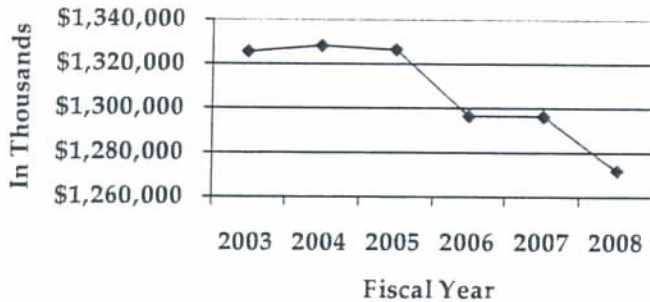
Employment and Training Administration  
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### Fiscal Year 2011 Federal Funding Request

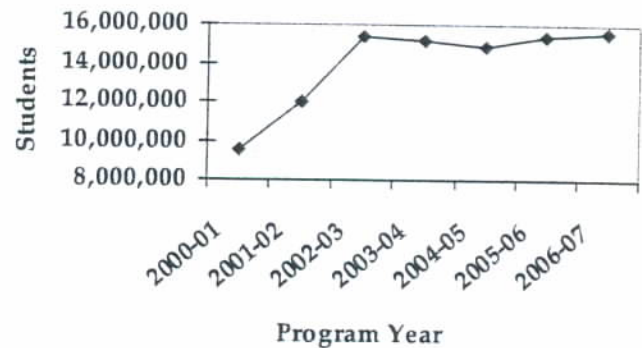
*"A highly-educated and skilled workforce will be the key not only to individual opportunity, but to the overall success of our economy as well."*

- Barack Obama

Carl D. Perkins Career and Technical  
Education Act Funding



Student Enrollment in CTE Programs



The American Association of Community Colleges, the Association for Career and Technical Education, and the National Association of State Directors of Career Technical Education Consortium call on Congress to invest in workers by appropriating **\$1.4 billion** in FY 2011 for **career and technical education programs funded under the Carl D. Perkins Career and Technical Education Act (Perkins Act)**.

### CTE Gets America Working

As the U.S. economy continues to recover from the worst financial crisis since the Great Depression, it is necessary for Congress to invest in education and training to help get America back to work. Consider the following:

- Programs funded through the Perkins Act touch every part of our economy and are available to students of all ages, including high school students, traditional-age college students and adults who are returning to school because they lost their jobs or want to upgrade their skills to enhance their employability.
- **The last substantial increase in funding for the Perkins Act was in FY 2002.** Since that time, funds have actually decreased by \$42 million, although training and equipment costs continue to rise and **program enrollments have grown to record levels** as youth and adults seek advanced training.
- Supporting programs that provide career pathways and seamless educational transitions for students from high school to postsecondary education and then careers is a fundamental goal of the Perkins Act.
- Nationally, about 60 percent of Perkins Act funds are being used at the secondary level and 40 percent are used at the postsecondary level, mainly at community and technical colleges. In fact, the Perkins Act is the largest federal source of institutional support for community colleges, helping them to improve all aspects of cutting-edge CTE programs. It is also the largest federal investment in high schools.
- By investing in CTE, you are giving America a tried and true solution to ensure that competitive skilled workers are well prepared to hold jobs in high-wage, high-skill, high-demand career fields such as STEM disciplines, nursing, allied health, construction, information technology, energy sustainability, and many other areas that are vital in keeping our nation competitive in the global economy.

# CTE Program Results

CTE prepares both youth and adults for a wide range of careers in the 21st century economy, and is essential to ensuring American competitiveness. CTE programs revitalize communities by spurring cooperation and innovation between high schools and postsecondary institutions, as well as with the business community to ensure that programs are being created quickly and efficiently to prepare students for careers in fields where their skills are truly needed.

As Congress grapples with secondary reform issues, CTE provides a critical link to ensure student success. High-quality CTE increases student engagement, provides for the innovative integration of math, science and literacy skills, and meets the needs of both employers and the economy as a whole.

## CTE Lowers the Dropout Rate:

- A ratio of one CTE class for every two academic classes minimizes the risk of students dropping out of high school. (Plank et al, "Dropping Out of High School and the Place of Career and Technical Education," The National Centers for Career and Technical Education, 2005.)
- 81 percent of dropouts said that "more real-world learning" may have influenced them to stay in school. (Bridgeland et al, *The Silent Epidemic*, Bill and Melinda Gates Foundation, 2005.)
- The more students participate in Career and Technical Student Organization activities, the higher their academic motivation, academic engagement, grades, career self-efficacy and college aspirations – factors often linked to high school graduation. (Alfeld et al, "Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience," National Research Center for CTE, 2007.)

## CTE Increases Academic Achievement:

- Students who complete a rigorous academic core coupled with a career concentration have test scores that equal or exceed "college prep" students. These dual-concentrators are more likely to pursue postsecondary education, have a higher grade point average in college and are less likely to drop out in the first year. (Southern Regional Education Board, "Facts About High School Career/Technical Studies.")
- Participation in a "career major" significantly raises the likelihood of college attendance. (DeLuca et al, "Vocational Education Today: Participation Rates, Student Composition, and Early Outcomes of the NLSY97," American Sociological Association, 2004.)
- CTE students are significantly more likely than their non-CTE counterparts to report that they developed problem-solving, project completion, research, math, college application, work-related, communication, time management, and critical thinking skills during high school. (Lekes et al, "Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career," National Research Center for CTE, 2007.)

## CTE Meets Individual and Community Economic Needs:

- Career academies can produce substantial earnings gains for participants. Academy students averaged an 11 percent salary increase per year (\$2,088), and for young men, the increases were significantly higher and totaled almost \$30,000 over eight years. (Kemple and Willner, "Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood," MDRC, 2008.)
- Students who earn a CTE-related associate's degree or certificate can make an average of \$9,000 more a year than an average individual with a humanities- or social sciences-focused associate's degree – and those with credentials in high-demand fields such as healthcare can average almost \$20,000 more a year. (Jacobson et al, "Pathways to Boosting the Earnings of Low-Income Students by Increasing Their Educational Attainment," Gates Foundation/Hudson Institute, 2009.)
- According to the state of Washington, for every dollar spent on secondary CTE students, federal and state governments will receive seven dollars back in social security, Medicare and federal and state taxes. (Washington State Workforce Training and Education Coordinating Board, *Workforce Training Results-2006*, January 2007.)

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