CTAE Governance in the States

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Overview

- About ECS

- Models in other states

- Perspectives from 8 states
  - ◆ Structures and coordination
  - ◆ CTE program development

- Considerations

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Who we are

The **essential**, **indispensable** member of any team addressing education policy.

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What we do

We believe in the power of **learning from experience** and we know informed policymakers create **better education policy**.

How we do it

**RESEARCH**

REPORT

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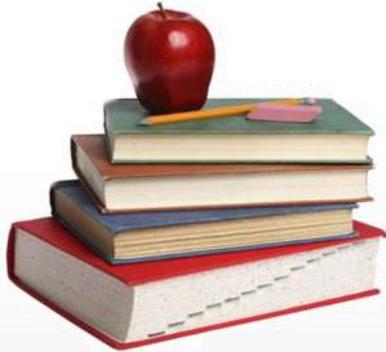
50-State View: State Agency Overseeing CTAE

Green: K-12
Purple: PS
Yellow: Stand-alone agency
Blue: Workforce board
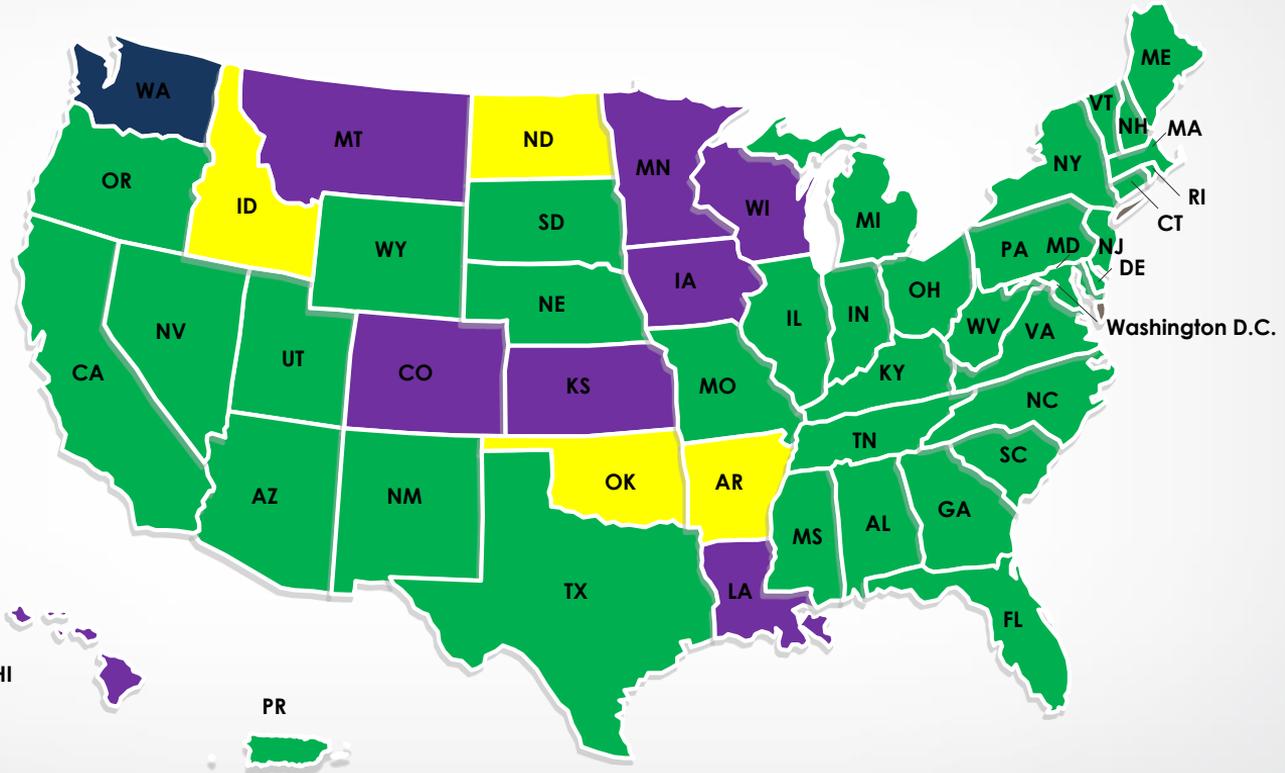
Source: Advance CTE

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Perspectives from Select States

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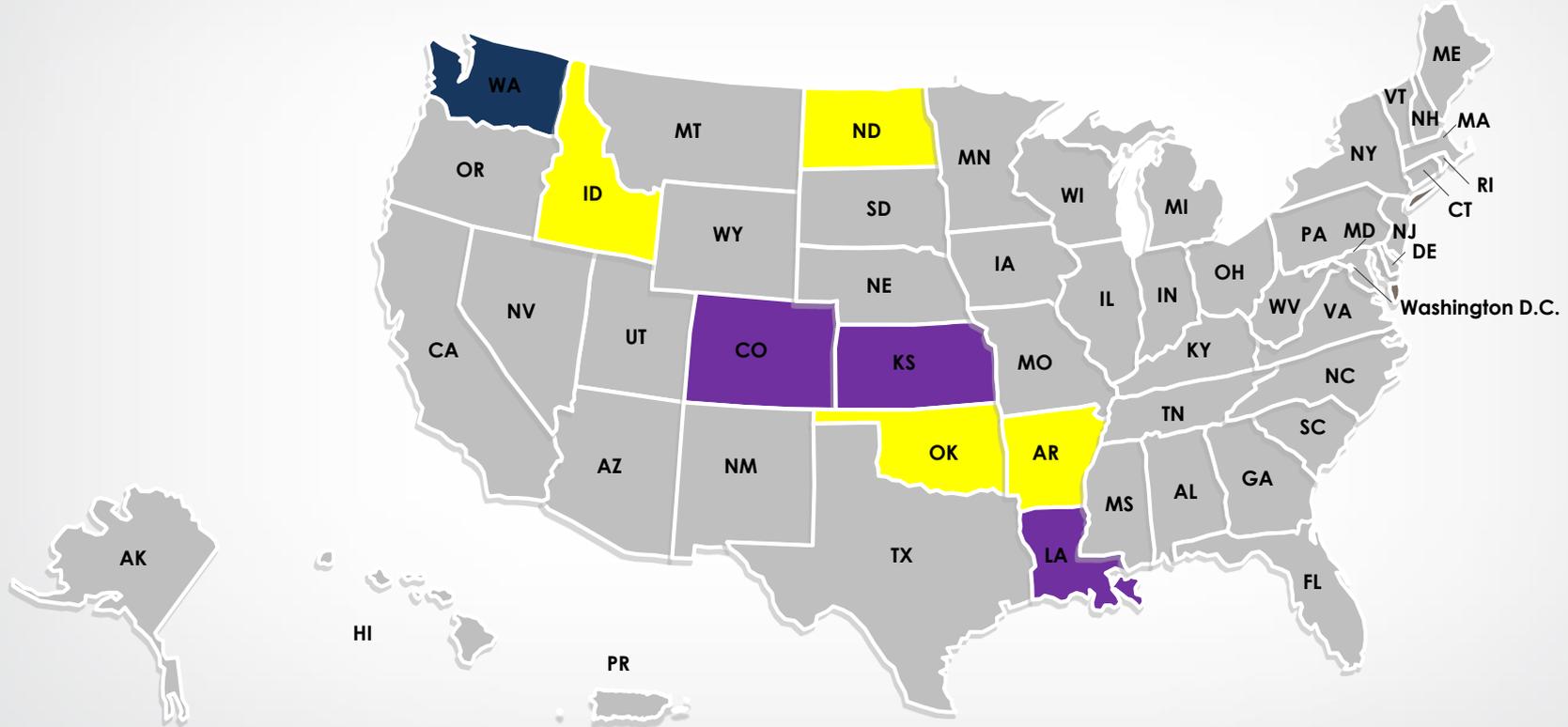
History

- CTAE always in stand-alone agency: ID, ND, OK

- CTAE always in PS system: CO

- CTAE always in workforce board: WA

- CTAE moved: AR, KS, LA

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Reason for moves

- AR: Unclear – CTAE removed from DOE in 1980s

- KS: CTAE tied to community & technical colleges, which were moved from KSDE to KS Board of Regents in late 1990s.

- LA: Moved from DOE to technical college system when TC system created in 1990s.

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Structures and Coordination

- Kansas: Single staff person at KSDE
- Washington:
  - Single staff person at OSPI
  - Division at SBCTC, director of division + staff
- Louisiana: Several staff at LDOE for Perkins-related activities
  - Budget, reimbursements, application review and approval, program monitoring, PD

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Structures and Coordination

ND: Coordinates with Department of Public Instruction on CTE standards development – currently:

- Computer science standards
- Cybersecurity

Convening DPI staff, CTE teachers and non-CTE computer science teachers

Structures and Coordination

- Arkansas: No staff at ADE or ADHE. But…

- Coordinating with ADE on:
  - Computer science
  - Integrating math and science in CTE courses
  - More coordination likely, advantageous

Arkansas: Proposal to consolidate agencies

From [Governor Hutchinson](#):

- From 42 to 15 agencies

- ADE, ADHE and Dept. of Career Ed. all under one roof

- Rationale: "more modern and efficient way to operate state government without cutting any services"

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Louisiana: Who Develops CTAE Curriculum?

- Since 2012, **regional teams** for Perkins-funded curriculum development
  - Secondary and PS partners, community partners, representatives of special populations, business/industry representatives
  - Meet quarterly to determine which clusters they'll support (limit is 3)

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- **Local schools** develop curricula, work with DPI and Department of Career and Technical Education to ensure align with state standards
  - ◆ Department of career and tech ed. approves curricula
  - ◆ State currently looking at "recommended" curricula in ag and construction trades that instructors can choose to use (not mandated curriculum). Districts have been using Engineering by Design curriculum for years

Washington: Who Develops CTAE Curriculum?

- Each district
  - ◆ OSPI provides guidance, but does not develop or update CTAE curriculum
  - ◆ Each school district has its own industry council for each CTAE area taught
  - ◆ Industry partners inform the development and modernization of CTAE curriculum

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Idaho: Who Develops CTAE Curriculum?

- Major alignment effort over last 3 years
  - Program by program
  - Convene HS and PS instructors, business
  - Send out criticality survey
  - Build technical skill assessments based on survey results
  - Just over ½ CTAE programs completed

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Washington: Data Collection and Analysis, Policy Advising

- Workforce Training & Education Coordinating Board responsible for state plan and single performance accountability structure for 16 programs
- Consumer report card system called [Career Bridge](#)
  - ◆ Also career guidance tool for secondary students and job-seekers
- Conduct research on skills gaps, workforce gaps
- Develop policy recommendations based on data and research for governor, legislature & Congress

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Benefits of housing CTE in PS agency

- CO: Single staff person who manages secondary and PS for each career cluster.

- Can meet with business/industry and be about the system, not the "level" of CTAE.

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Benefits of housing CTE in stand-alone agency

Single entity overseeing secondary, PS CTE facilitates:

- Coordination
- Alignment
  - CTAE back-mapped from PS
- Governance (single board)

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"If career tech ed. is housed in its own agency, that agency never loses sight of the fact that its focus is on career and tech ed."

- Wayde Sick, ND CTE Director

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Consideration: Funding

- Need to identify appropriate split on Perkins funds
- Kansas: State funding changes unrelated to administrative structure
- Technology and equipment updates costly
  - Costs will be high regardless of where CTAE housed

Consideration: Value of CTAE

- CTAE must be valued, wherever it "lives"
- May need to actively address perceptions that
  - CTAE is "less than" academic pathways
  - Moving CTAE out of Dept. of Ed. is lowering the stature of CTAE

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Consideration: Value in communicating rationale for change

- Need to make clear rationale, that it's not change for change's sake, to:
  - Staff in "old" and "new" agency
  - Secondary and PS instructors and administrators

Staff need to understand the intended benefit of change for students, programs

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Consideration: Value of other state agency partners' perspectives

- WA: Workforce Training and Education Coordinating Board, OSPI, and SBCTC all look at the same issue through different lens
  - ◆ WTECB: Economic perspective
  - ◆ OSPI and SBCTC: Educational perspective
- Linkages need to support the goals of secondary and PS, and transition from PS into workforce

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Consideration: Value of institutional knowledge, relationship-building

- If the relationship between "old" and "new" agency isn't there, it'll have to be built

- Agencies need shared understanding of state plan, policies and procedures manual

  - Ideally, co-written by "old" and "new" agency

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Consideration: Value of institutional knowledge, relationship-building

- Developing a new Perkins plan is a lot of work. Risk of:
    - Agency staff leaving who are unwilling to move agencies
    - Loss of valuable institutional knowledge that may inform plan

- Kansas: BOR tour of 2-year colleges

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Consideration: Importance of ongoing communication between agencies

- On variety of issues in states interviewed

- To ensure avoidance of duplication of efforts – or gaps in efforts

- Avoidance of adversarial relationship

Consideration: Importance of understanding child development

- Perkins V redefines "secondary," allows career exploration activities as early as grades 5-8
- If CTAE system is operated exclusively through the lens of older youth or adults, younger learners may be disserved

Consideration: Disruption occurs during changes to administrative structures

- Study: Average of 2-year loss of service time during state structural change
  - Takes time for "new" agency to develop practices
  - LEAs left to their own devices
  - Many positive efforts based on relationships and personalities, not codified

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Consideration: Disruption occurs during changes to administrative structures

- Loss of service time also partly due to change in organizational culture
- May be mitigated by meaningful discussions among both agencies' staff
- Consider "old" agency as part of the team
- Learn why "old" agency did things the way they did, even if "new" agency doesn't adopt same practices

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Questions?

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