Section 4:
Career and College Readiness:
Addressing New Mexico's Stakeholders

4.1   Allocations

New Mexico is ranked 36th in the United States in population size, has the 5th largest land mass, and ranks 46th in population density. The rural nature of New Mexico—just 17 people per square mile—creates challenges for state and its more than 300,000 students enrolled in K-12.

CTE programs across districts are for the most part supported by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). This past year, New Mexico's Public Education Commission, the conduit for funding, received $8M from Perkins. This funding is allocated from the Commission to CTE programs based on the state's funding formula for LEAs.

4.2   Stakeholders

Information in this section uniquely addresses the career and college readiness environment of the different stakeholders in preparing students for careers, and highlights the *strong inter-dependence of stakeholder programs and priorities*. Stakeholders include CTE Directors, Secondary and Postsecondary Dual Credit Programs, Workforce Development, and Business and Industry. All these stakeholders collaborate to assure New Mexico continues to build its multi-sector career and college readiness system.

4.2.1 CTE Program Directors

CTE programs across New Mexico work to strongly bind together academic foundations and occupational skills that best prepare students for college and careers in demand for the economic landscape of New Mexico. Whether high-school graduates attend a four-year university, community college, industry-sponsored apprenticeship or training program, or go directly to the workplace and receive on-the-job training, CTE programs have as their goal providing students with these skills. For New Mexico, college and career readiness is a unifying focus in P-20 education.

The allocation formula for LEAs receiving state funding considers student enrollment and prior year student dual credit course enrollment. Clearly, strategies for increased funding in New Mexico would include ongoing collaboration and seamless program pathways between secondary and postsecondary education to build duel enrollment numbers. This collaboration is supported by the state's College and Career Readiness Bureau (through the NMPED), which coordinates and offers the integration of academic foundations and occupational skills in its overall educational programming.

CTE program directors collaborate closely with business and industry stakeholders as well as postsecondary education systems to assure academic coursework is combined with *relevant, career-focused content* so students can prepare for careers in 21st century workplaces. CTE students are required to meet industry-based learning standards to prepare them for high-wage, high-skill, and high-demand careers of their choice, and these standards are identified through this collaboration.

CTE program directors also collaborate closely with workforce development programs. The New Mexico Governor's mission statement for youth, "Educate, Empower, and Employ," translates into a vision for workforce solutions that requires policymakers and administrators to give students the support they need in school and the workplace. To this end, New Mexico's Combined State Plan for WIOA requires the collaboration among adult education, postsecondary education, and other partners to establish career pathways systems that make it easier for students and jobseekers to attain the skills and credentials they need for current and projected jobs in their own regional economy. Two strategies have been identified to achieve this goal:

- Providing students with work-based experiences—i.e., Registered Apprenticeships, on-the-job (OJT) training programs, customized and incumbent worker training, transitional jobs, and internships.
- Building these work-based experiences through public/private partnerships—among business, education, community and civic organizations, and economic development.

CTE programs are further supported through an array nationally based program. For example: (1) Jobs for America's Graduates (JAG-NM) helps the state's most vulnerable students overcome significant barriers to graduation in areas of academics, environment, personal, and career readiness; (2) Project Lead the Way builds strategic partnerships to provide students with relevant knowledge to pursue engineering or engineering technology programs; and (3) High Schools That Work provide students with challenging career and technical studies in high-demand fields that emphasis STEM skills.

4.2.2 CTE and Postsecondary Education—a Program Bridge for CTE

New Mexico's Dual Credit (DC) program provides access to academic and CTE courses that deliver *simultaneous* credit toward high-school graduation and a postsecondary degree or certificate. College courses are offered for DC based upon articulation agreements between high schools and accredited public colleges. While students take basic core courses such as English, history, mathematics and social science in high school, elective courses may include subjects such as culinary arts, health care, or criminal justice as well—depending on students' career plans (Next Step Plans) and the degrees and certifications offered by each linked college.

National studies show that participation in DC coursework correlates positively with college enrollment, persistence in college, and higher college grade-point averages (NMPED, 2015). Across the nation, the program effectively supports college and career readiness. In New Mexico especially, the State views its DC program as a strong vehicle for facilitating alignment with students' postsecondary goals when it is interwoven with effective counseling and next-step planning.

The DC program has been recognized as an effective strategy for closing achievement gaps between the majority-minority students in New Mexico and otherwise traditionally higher-performing groups. The New Mexico legislators have removed barriers for these high-need students to the DC program by requiring LEAs to purchase instructional materials and public colleges to waive tuition for DC students. Data from SY 2014-2015 confirm DC program effectiveness (NMPED, 2015).

- 70% of the 17,331 students enrolled in the DC program focused on a *single* dual credit course during the year, a 7% increase over SY 2013-2014.
- 79% of enrolled students earned a grade of C or better, the accountability system requirements.
- Dual credit course delivery on college campuses was 62%, a 7% gain over the past three academic years.

4.2.3 Workforce Development/Adult Education

The New Mexico Department of Workforce Solutions helps close the gap between career pathways and workforce opportunities, especially through sharing of data analyses of New Mexico's workforce and economy. Ideally, this data-sharing arrangement impacts CTE in New Mexico's schools and colleges in a continuous improvement process.

The State Workforce Board's four regional Workforce Investment Boards (WIBs) are individually and collectively engaged in supporting both workers and employers. The WIBs are supported by greater collection and dissemination of data regarding regional occupational employment and projected growth, emerging occupational demand by sector and region, regional employer needs, education and skill levels of the local workforce; and resulting skills gaps for the present and near-term future.

The WIOA Combined State Plan for Program Years 2016-2019 is designed to transform New Mexico through its WIBS and state and local education agencies into a model in which the workforce system supports the needs of private, public, and nonprofit employers by providing a trained and employable workforce to grow businesses. From every entry point, this model begins with secondary education, graduation, and career pathways through postsecondary education and training programs. Specific workforce development programs of note are as follows:

Through the One-Stops, community colleges, employer workplaces, and online, the **Adult Education Program** provides cost-free opportunities for learning basic literacy skills; placement and retention in employment; obtaining high-school equivalency certifications, ELA, civics instruction, and postsecondary and training enrollment. Other services include tutoring, alternative high school offerings, summer employment opportunities, paid and unpaid work experiences, occupational skill training, leadership development, mentoring, and comprehensive guidance and counseling. The program serves between 16,000 and 23,000 out-of-school youth and adults 16 years of age and older. One third of participants are in ELA programs, and the remaining two-thirds are in literacy programs. This program is critical to

preparing high-risk individuals and refugees and immigrants to fill new and existing jobs and prepare for work.

The **Adult, Dislocated Worker Program** and **Youth Program** coordinate with the **Wagner-Peyser Employment Services** program to provide career and training services at the State's 21 One Stops. The **Youth Program** helps low-income youth with barriers to employment prepare for jobs and school, attain training credentials, and secure jobs. Other programs are available for individuals with disabilities, disabled veterans, veterans, Native Americans, and TANF recipients.

Collaboration is essential to the success of workforce development stakeholders. While supporting workers and potential workers, the workforce system also collaborates with employers by providing customized screening and referral of qualified participants in career and training services. Workforce development also works with higher education to establish an online Students Work Internship portal to match students and employers for internships. Programs in the portal will map workforce needs against degrees produced, target the use of loan repayment programs, and keep key talent working in New Mexico.

4.2.4 Business and Industry Stakeholders

Bringing together a task force including business and industry leaders, the Governor's Career Clusters Initiative has identified seven industry career clusters to guide strategic planning for economic development, workforce training, and secondary and postsecondary education through the following decade. Each priority cluster reflects current labor market analyses that identify high-demand jobs in growing businesses and industries. All public schools and postsecondary institutions receiving support from Perkins are required to develop programs of study that utilize these career clusters and include strong collaboration between education and employers.

The priority career clusters include: (1) Arts & Entertainment; (2) Business Services; (3) Communications & Information; (4) Energy & Environmental Technologies; (5) Engineering, Construction, Manufacturing, & Agriculture; (6) Hospitality & Tourism; and (7) Health & Biosciences. These career clusters break down into 14 possible career pathways for students, and the opportunity to earn multiple industry certifications (e.g., NCCER Certification, OSHA Safety, Microsoft Computer Application Specialist, ServSafe Food Safety Certification, NOCTI Pre-Engineering Technology Certificate, and others) prior to leaving high school or in community college. When followed in high school and continued in community college or university, these realistic pathways—reaffirmed by business and industry current and projected demand—can assure individuals are well-prepared for careers in New Mexico's workplace.

Through the Work Opportunity Tax Credit (WOTC), employers receive funds to help job seekers gain on-the-job experience and move toward economic self-sufficiency. WOTC is specifically available for employers to hire qualified TANF recipients, veterans, ex-felons, vocational rehabilitation referrals, food stamp recipients, social security income recipients, and long-term family assistance recipients

The 21st Century New Mexico Workforce Connection On-Line System (NMWCOS) is available free of charge to both employers and jobseekers. Employers can post their own jobs or provide job listing information to Workforce Connection Center staff for the matching and referral of qualified job seekers. Staff can access both employer job listings and job seeker accounts entered into the system. The job listing information allows Center staff to evaluate the hiring requirements of the employer, as well as the qualifications of the job seeker.

4.3   Grants and Contracts

The NMHED will award multi-year competitive grants for literacy activities under WIOA. The initial Requests for Proposals process will take place in spring 2017 with services beginning July 1, 2017 for a four-year grant cycle.

New Mexico was awarded a $15 M USDOL Trade Adjustment Assistance Community College and Career Training (TAACCCT) to implement Pathways Acceleration in Technology and Healthcare (SUN PATH) for FY 2014-18. SUNPATH will expand the State's capacity in the delivery of healthcare career and create better alignment between education and workforce systems.

The State was recently awarded an American Apprenticeship Initiative Grant for $2.9 for FY2015- 2020. This grant will enable The New Mexico Information Technology Apprenticeship Program (NM ITAP) to offer one-the-job learning and job-related technical instruction in the Albuquerque metropolitan area.

Job Corps, a U.S. DOL vocational training program for disadvantaged youth and young adults, is one of seven programs authorized under Title I of WIOA and a required partner in the local one-stop systems.

The AmeriCorp program provides opportunities for adult individuals with a high-school diploma or an equivalency certificate to make provide volunteer services. AmeriCorps members receive student loan deferment, and training, and may receive a living allowance and he

Section 5: Best Practices in Career and Workforce Readiness

5.1 Illinois New Education Bill in Support of Career Readiness

With 49% of Illinois community college students required to take remedial courses in 2015—41% in mathematics and 16% in reading—college and career readiness in Illinois became a priority for the legislature. This resulted in passage in 2016 of the state's *Postsecondary and Workforce Readiness Act* to better prepare students for college and careers.

The Act focuses on four major strategies: (1) defining grade-level expectations for career and postsecondary exploration for grades 8 through 12, and requiring students to complete career exploration activities; (2) piloting a competency-based high-school graduation requirements program where LEAs assess student mastery in a way that is recognized by colleges or employers; (3) establishing a college and career pathway endorsement program that recognizes student learning, incentivizes students' entry into high-need career pathways, and requires students to complete a minimum of two years' coursework on a career pathway that leads to a degree or certificate with labor-market value; and (4) drawing on expertise from private sector employers to provide transitional instruction in math and reading while students are in 12th grade. These strategies will be launched over the source of several years, through SY 2019-2020.

5.2 North Carolina Credential Incentive Program

Accompanying its budget for fiscal year 2016-2017, North Carolina launched a new pilot program to encourage student learning in high-demand industries. The program—will provide monetary rewards to CTE teachers for each student who goes on to obtain an industry-recognized credential. The size of the reward will depend on the academic rigor and employment value of the earned credential.

Academic rigor will be evaluated based on the instructional hours, work experience, and postsecondary credit that are associated with the credential. Employment value will consider entry wages, growth rates, and job opportunities for the occupational category.

5.3 Counting Experience for Dual Credit Teachers

Currently, a total of 35 states require dual enrollment instructors to meet the same qualifications as faculty at postsecondary institutions while other states require only a combination of graduate credits or work experience related to their subject of instruction. For

Missouri, this experience includes working in the field, an industry certification, and a specified number of years of experience (Estes, 2016a).

In an effort to create a more seamless K-16 education system, the Louisiana state legislature directed the superintendent of education to provide recommendations on increasing participation in dual enrollment programs and aligning secondary and postsecondary systems to encourage postsecondary credit attainment in high school

5.4   California's Investment in Workforce Readiness

Continuing California's past investments in CTE, the 2016-17 budget authorized $200 million for the *Strong Workforce Program*, an initiative to expand access to CTE courses and to implement a regional accountability structure. The program includes a noncompetitive grant that community colleges can receive by joining regional cross-sector partnerships with education and workforce leaders. The grant is awarded based on unemployment rates and CTE enrollment, and is designed to: (1) ensure CTE programs are responsive to employer and employee needs; (2) encourage cross-sector collaboration; and (3) engage employers and labor leaders in developing and aligning programs to workforce needs. Included in the bill are allotments for the *CTE Pathways Program,* which supports linkages between education and workforce development from middle school through community college. To support this program and others, the budget also includes allotments to support teacher recruitment and certification (Estes, A, 2016b).

In a separate funding bill, the California State Board of Education introduced for review its vision for a College and Career Readiness Indicator, which is designed to measure how prepared students are for life after high school. Students are qualified as "Well Prepared" if they complete a CTE pathway with a "C" or better; score "Ready" on the 11th-grade math and English Smarter Balanced Assessment; earn a three or higher on at least three AP exams; complete three or more years of dual/concurrent enrollment in community college courses; or earn an International Baccalaureate diploma.

5.5   Credentials of Value (Advance CTE, 2016b)

By 2020, two-thirds of all jobs will require some education and training beyond high school—from credentials to industry certifications to advanced degrees (Carnevale, Jayasundera & Hanson, 2012). For states, it remains a challenge to wade through the quagmire of more than 4,000 certification bodies to determine which credentials lead to high-paying, high-demand jobs and support local employer needs. Several states are in the forefront of credentialing.

5.5.1 Florida

The Florida State Board of Education annually publishes two separate lists of validated and vetted credentials that are eligible for incentive funding at the secondary and/or post-secondary level. To assure credentials are accessible and high-quality, the Florida Department of Education requires the credentials meet the following criteria: (1) they are on the list of recommended credentials; (2) they are achievable by students in a secondary-level program; (3)

they require a minimum of 150 hours of instruction (one school year); and (4) they are only offered through proctored examinations.

The credentialing incentive falls under the state's Career and Professional Education (CAPE) Act, which is the structural backbone of the state's CTE program. Goals of the program are to facilitate cross-sector partnerships, expand access to career academies, and encourage more students to earn credentials of value. Strategies used to support the program have including defining industry certifications based on national standards, ensuring student skill proficiencies, and addressing emerging labor market and industry trends.

5.5.2 Kansas

In Kansas, to complete a CTE pathway, secondary students must earn an industry credential that articulates to at least one postsecondary institution in the state. The state maintains a program called Excel in CTE, which identifies and incentivizes credentials in high-demand occupations. Within Excel in CTE, the state allocates funds to school districts for each high-school student graduating with a credential on the state's Qualifying Credential Incentive List.

All credentials on the Qualifying Credential Incentive List are aligned with the occupations across the state that are in highest need of skilled employees. Additionally, the state requires: (1) occupations to have an industry credential; (2) courses leading to that credential must be available to high-school students; (3) the credential must be attainable within six months of graduation or before; (4) wages for the occupation must be at least 70% of the average wage in Kansas, unless the credential is stackable; (5) the education level for the occupation must be at least a high-school diploma; and (6) occupations must be considered in demand based on an evaluation of job vacancy, short-term job projections, long-term job projections, and wage data.

To address issues of credential quality, the Kansas Board of Regents has designed three tiers of quality—required by law in the state, industry-mandated, and employer preferred. This tiered framework allows the state to differentiate credentials based on their value in the labor market.

5.5.3 Louisiana

Louisiana's Jump Start program, launched in 2014, included a four-year plan to revitalize the state-s career diploma. To that end, the state has leveraged its Jump Start program to provide students with alternative graduation pathways and to increase the number of students earning industry-recognized credentials in high-demand jobs.

Louisiana has approved 47 graduation pathways in a variety of career fields, each culminating in an industry-recognized credential and each endorsed by the public and private sectors. Employers plan a significant role as they help to prioritize the credentials that are most valuable when they make hiring decision and as the job demand shirts.

To encourage students to earn credentials, the Louisiana legislature restructured the state's accountability system to weigh career diplomas equally with the standard diploma. To

assure access to these programs by all students, the cost of certification exams is covered at the local level through Perkins and the Louisiana Career Development Fund.

5.6   States' Recommitments to CTE

5.6.1 Iowa

Iowa recently signed into law a bill supporting the state's *Future Ready Iowa* goal of ensuring 70% of the state's workforce has postsecondary education or training by 2025 (Estes, 2016c). The law updates the state's CTE framework by: (1) reorganizing CTE into six service areas; (2) directing the state CTE advisory board to adopt standards for the CTE service areas as well as standards for establishing and operating regional planning partnerships; and (3) directs school districts to develop individualized career and academic plans for students in 8th grade, with an emphasis on work-based learning.

5.6.2 Virginia

In sending his recommendations to the state legislature, Virginia's governor called to equip students with the skills needed to be successful in today's labor market, with an emphasis on increased collaboration among government, business and education. Specific recommendations were to focus on industry-recognized credentials and competency-based education, with the governor saying, "You cannot build an economy for 2050 with a 1950s approach to education." As part of this commitment, the state has established a grant fund to help students cover two-thirds of the cost for a noncredit workforce training program.

Senate bill 336 supports the restructuring of the high-school experience for Virginia's students starting in the 2018-19 school year to be based on mastery rather than seat-time and includes work-based learning opportunities for all students, regardless of their graduation pathway. Specifically, the bill calls for: (1) collaborating with K-12, higher education, and private industry stakeholders to identify the skills that students need upon high-school graduation; (2) shifting high-school instruction to teach core competencies during the first two years of high school; (3) establishing graduation pathways of a student's choosing that provide opportunities for internships, externships, and credentialing; and (4) allowing districts to substitute industry certification and state licensure exams for the state's end-of-course assessments.

5.6.3 New York

In 2014, the New York State Board of Regents introduced flexible pathways to graduation, including a CTE pathway. This change modified the state's requirement for students to pass five high-school Regents examinations in English, science, mathematics, history, and global studies. The new requirements maintain requirements to pass English, science, and math exams, but provide students with the option of replacing one of the two social studies exams with a humanities, STEM, biliteracy, CTE, or arts exam.

For the CTE pathway, students must complete a state-approved CTE program and take one of the 30 state-approved assessments aligned with the CTE program of study (Advance CTE, 2016a).

5.6.4 Ohio

Ohio has adopted several notable provisions related to CTE including career guidance, beginning CTE in middle school, and multiple options for earning a graduation diploma. Ohio's focus for CTE is not on creating flexibility per se, but honoring qualified industry-recognized credentials as an indicator of students' readiness for next steps after high school.

Each industry-recognized credential for graduation has been assigned a weighted point value by the Ohio Department of Education. Students in CTE who choose the credential pathway for graduation can mix and match credentials within career fields as long as the total number of points meets or exceeds 12 points.

Ohio's early exposure to careers in middle school give students an idea of what they want to do after graduation. Then, career advisors are available at all high schools to help students select the pathways and credential that best suits their interests and goals. As noted in Advance CTE, this unique approach to assessing the value of industry-recognized credentials stands out as a promising practice (Advance CTE, 2016c).

5.7 Recent Policy Papers

5.7.1 U.S. Chamber of Commerce

The U.S. Chamber of Commerce Foundation recently proposed a framework for a "College Ready Plus" indicator to incorporate college and career readiness into state accountability systems. The indicator evaluates students' postsecondary preparation using measures such as work-based learning and attainment of an industry-recognized credential (Lemke, 2016).

The framework emphasizes the inclusion of employers in helping states to finalize such an indicator. To this end, the Chamber urges the business community to take a lead role in putting the indicator in place by engaging directly with schools, managing work-based learning opportunities, and tracking industry-recognized credentials.

5.7.2 American Institutes of Research

The American Institutes of Research released a brief that details a policy framework to help states align their visions for college and career readiness with requirements and opportunities under ESSA (English, Rasmussen, Cushing, & Therriault, 2016). The framework prioritizes the law's policy components related to college and career readiness: (1) a well-rounded education, which includes enriched accelerated curricula and educational experiences; (2) multiple-measure accountability, which includes multiple measures of readiness, a continuum of readiness indicators, and data and assessments; and (3) purposeful assessment, which includes

balanced assessment systems, the design and delivery of meaningful results, and measures for non-academic readiness.

5.7.3 Learning Policy Institute

The Learning Policy Institute paper looks at the options available to states to redefine their accountability systems in relation to ESSA. The proposed model for accountability presented highlights three career readiness indicators—CTE pathway completion, work-based learning, and industry-recognized credentials. The Institute suggests these can be combined to identify schools for intervention and support within a continuous improvement system. Research presented therein support evidence-based interventions to support school improvement within a new accountability system (Darling-Hammond, Bae, Cook-Harvey, Lam & Mercer, 2016).

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Section 7:
Additional Resources

7.1 Information and Technical Assistance from the US Department of Education

7.1.1 Career and Technical Education Resource Pages

The Department of Education's Office of Career, Technical, and Adult Education (OCTAE) provides much information on annual funding and coordinates national programs related to adult education and literacy, career and technical education, and community colleges. Resources are shown below:

- The Office of Career, Technical, and Adult Education: Workforce Innovation and Opportunity Act website is www.ed.gov/AEFLA.

- The Office of Special Education and Rehabilitative Services: Workforce Innovation and Opportunity Act Website is: www.ed.gov/about/offices/list/users/rsa/wioa-reauthorization.html.

- The Perkins Collaborative Resource Network website is at http://cte.ed.gov.

- Information on adult education and literacy programs under Title II can be found at: http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html.

7.1.2 Perkins IV and WIOA Related Resources

- The Departments of Education and Labor Joint Vision for the One-Stop Delivery System is available at: http://www2.ed.gov/about/offices/list/ovae/li/AdultEd/octae-one-stop-vision.pdf.

- The US ED Collaborative Resource Network (2016) can be retrieved from: http://cte.ed.gov/resources/related-organizations.

The Department maintains two WIOA Resource Pages for its two major programs incorporated into WIOA:

- Information related to the Adult Education and Literacy Programs under Title II of WIOA is available through the Office of Career, Technical, and Adult Education

site at http://www2.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html.

- Questions can be submitted to OCTAE staff at www.ASKAEFLA@ed.gov.

7.2 Information and Technical Assistance from the US Department of Labor

7.2.1 WIOA Resource Pages

- The Department's WIOA website, http://www.doleta.gov/WIOA, includes webinars as well as virtual and in-person discussions.

- The Department's Training and Employment Guidance Letters and Notices can be found at http://wdr.doleta.gov/directives/All_WIOA_Related_Advisories.cfm.

- The Innovation and Opportunity Network is at https://wioa.workforce3one.org/page/home.

- A video about the implications of WIOA and how it relates to Perkins IV can be found at: http://cte.ed.gov/view_module/22.

7.2.2 Department of Labor Related Resources

- Information on the Rehabilitation Act programs amended under Title IV of the WIOA can be found at: http://www.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html.

- For information and contacts for the Department's State and Local partners and liaisons, reference the following websites:

  Career OneStop   http://www.careeronestop.org/LocalHelp/service-locator.aspx.
  Adult Education   http://www2.ed.gov/about/contacts/state/index/html.
  Rehabilitation Service Administration   http://rsa.ed.gov/people.cfm?openpanel=1

7.3 State and Federal Resources

- A comparison of formula funding across states can be found at: State Budget Tables as of July 6, 2016 from the U.S. Department of Education can be found at: http://www2.ed.gov/about/overview/budget/statetables/index.html.

- The National Association of Workforce Boards publishes information on the changing roles of WIBs at www.NAWB.org. See especially: "Driving Innovation, Collaboration, and Performance, which can be found at: http://www.nawb.org/documents/Publications/WIOA_Overview-090314.pdf.

- Additional information on workforce system customer successes and innovations can be found at: www.WorkforceInvestmentWorks.com.

- The NASDCTEc (formerly known as the National Association of State Directors of Career Technical Education Consortium) website provides links to states' CTE information including governance structure, funding, and career clusters. This can be found at: https://www.careertech.org/.

- The Association for Career and Technical Education (ACTE) is the largest national education association dedicated to the advancement of CTE and publishes state profiles for funding CTE at http://www.acteonline.org/stateprofiles.asps.

- The National Association of State Directors of CTE Consortium publishes *State Policies Impacting CTE: Year in Review*: This set of documents, webinars and recordings overviews a state-by-state summary of CTE-related policies enacted each year with trends across the country. These documents can be retrieved at: https://www.acteonline.org/AdvocacyPublications/.

- Advance CTE is a professional society of state heads of CTE within secondary, postsecondary, and adult education. The organization's website includes resources such as financial aid and funding models and formulas. This is available at https://careertech.org/resources/funding-and-finance.

- The American Association of Community Colleges (AACC) is the primary advocacy organization, representing more than 6,500 elected and appointed trustees who govern more than 1,200 community, technical, and junior colleges in the United States. The website is http://www.aacc.nche.edu/Pages/default.aspx.

- The Center for Occupational Research and Development (CORD) is a national nonprofit organization dedicated to leading change in education. To help communities and states achieve their educational goals, CORD partners with faculty and administrators to develop solutions that address specific challenges. The website is http://www.cord.org/.

- The Ohio State University's Center of Education and Training for Employment (CETE) produces a quarterly newsletter with information on workforce development, curriculum and instruction, assessment, standards, evaluation and professional development. The website can be found at: https://cete.osu.edu/about.

- The National Career Pathways Network (NCPN) helps educators, employers and others involved in the advancement of Career Pathways, career technical education (CTE), and related education reform initiatives. The website can be found at: http://www.ncpn.info/.

- The National Crosswalk Service Center (NCSC) is the federally-funded clearinghouse for information about occupations, training programs and industries. US DOL (ETA) funds and distributes information on careers through the NCSC, where ONET is one of its products. The website is: http://www.xwalkcenter.org/.

7.4   Non-governmental Resources

Advance CTE has launched its *Learning that Works Resource Center,* which includes high-quality materials focused on CTE and career readiness. The Center includes reports, guides, tools, and analyses of state policies across and within states.

The Center was developed through the New Skills for Youth initiative, a partnership of the Council of Chief State School Officers, Advance CTE, and the Education Strategy Group. All materials in the Resource Center have been carefully curated and meet the following criteria: (1) align with the recommendations of Opportunities and Options, the six objectives of the New Skills for Youth initiative and the five principles of Putting Learner Success First: A Shared Vision for the Future of CTE; (2) promote equitable access to high-quality career pathways; and (3) provide actionable information and have clear utility for state and local leaders in today's policy environment. The Center can be accessed at: https://www.careertech.org/resource-center.