



March 19–22  
Crystal Gateway Marriott  
Arlington, Virginia  
with time to meet with legislators on Capitol Hill

Turning CTE Advocacy into Policy Action

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## HILL VISIT TALKING POINTS

### Keeping It Local

ACTE hopes that most of your time in meetings with your policymakers is focused on demonstrating how CTE works back home. While ACTE can provide a snapshot of what CTE looks like nationally, you are the expert and can share exactly how CTE works in your community and state. When you meet with your Members of Congress, focus on these items:

- How does CTE meet the business community's needs, particularly considering the current economic environment? Discuss any effective industry partnerships you have within your program.
- How are you working with employers to provide work-based learning opportunities to students?
- How does CTE provide pathways for students into further education? Discuss secondary-postsecondary connections, programs of study, career pathways, or initiatives at the postsecondary level like stackable credentials.
- Share any stand-out stories about innovative courses you have offered or inspiring student achievements.
- Paint a picture of how CTE works with specific populations in your community and share data and success stories. How does CTE work for nontraditional or underrepresented students, adults, opportunity youth and others in your program(s)?
- Invite your policymakers to tour your program and see firsthand how your CTE program is working to meet the needs of your students.
- How could you expand or strengthen your CTE programs with more resources? Share about gaps in current programs that could be addressed, waiting lists for enrollment or new programs that you would like to offer but aren't able to due to resource constraints.

### Building our Investment in CTE

While funding for CTE has increased steadily since 2017, current funding levels are still insufficient for CTE to be able to provide its maximum benefit to students, workers and the economy. Accounting for inflation, the Perkins Basic State Grant program is still **more than \$320 million below its funding level from twenty years ago**. In Fiscal Year (FY) 2023, Perkins funding constituted just **1.8% of the total budget of the U.S. Department of Education**. We are asking Congress to increase Perkins funding by \$400 million in FY 2024 to address the inflationary funding shortfall and account for growing needs. Here are some helpful points related to Perkins funding to use during your meetings:

- Perkins funding serves almost 12 million secondary, postsecondary and adult CTE students nationwide.

- Perkins funding provides a strong return on investment, as students involved in CTE programs are more engaged, perform better academically and graduate at higher rates.
- CTE prepares students for careers in high-wage emerging fields such as drone piloting and manufacturing, cybersecurity and engineering.
- CTE is critical to preparing construction and infrastructure workers. According to the Brookings Institution, at least 17 million new workers will be needed over the next decade to rebuild the nation's infrastructure.
- Considering updates to Perkins in the 2018 reauthorization, and consequences related to the COVID-19 pandemic, Congress needs to continue to invest in CTE to ensure programs have the resources they need to successfully implement the new law.
- In the FY 2023 appropriations omnibus package, Congress provided Perkins with a \$50 million increase for the Perkins Basic State Grant. While any increase is greatly needed and appreciated, this level of funding does not go nearly far enough to address community and employer needs that CTE can fill.

### **Aligning Higher Education with Workforce Needs**

The Higher Education Act has not been updated since 2008. Since then, the nation has grappled with growing student debt and a growing skills gap, making it clear that the law must be modernized to fit the needs of a changing world. CTE is a major and long-standing enterprise within the American higher education system that continually evolves to meet the needs of today's students and employers. Whether through a comprehensive reauthorization of the law or updates to individual programs within it, it is critical to ensure learners have the opportunity to seek in-demand skills and pursue meaningful industry-recognized credentials. This requires making programs more affordable and flexible so that learners can access them as they need to skill, reskill and upskill as needed.

### *Pell Grants for Short Term Programs*

- Of all the proposals for short-term Pell, the JOBS Act is the most widely supported and bipartisan bill in Congress, receiving over a decade of negotiation, stakeholder engagement and technical assistance.
- The JOBS Act includes carefully negotiated quality assurance provisions to ensure that Pell grants are being used on high-quality programs that are proven to be worth the investment.
- Short-term programs can quickly give students and workers certificates, licenses and industry certifications in high-skill, high-wage and high-demand fields like IT, welding, manufacturing, nursing and industrial maintenance.
- Expanding the Pell grant program to cover short-term programs would help employers address longstanding labor and skills shortages by hiring candidates with required industry certifications.
- Pell grants are predicted to increase short-term postsecondary program enrollment rates by 15 percentage points and completion rates by more than nine percentage points.
- Short-term programs offer "stackable" credentials to allow students to flexibly build upon their education over time.
- Two states piloted programs similar to what is being proposed in the JOBS Act:
  - The **Virginia New Economy Workforce Credentials Grant** program had a completion rate of 92%. On average, graduates increased their take-home pay between 25% and 50%.
  - **Iowa's Gap Tuition Assistance Program** completers experienced a 41% increase in quarterly wages. 24% of graduates pursued additional education in credit-bearing programs.
- The Congressional Budget Office (CBO) estimated that implementation of this policy would only increase the total cost of Pell by 0.5%.

### *Strengthening CTE's Role in the Higher Education Act*

- Congress should pass legislation that improves and streamlines data collection and reporting on program quality and learner outcomes, including for certificate programs.
- The exclusion or penalization of public non-degree granting institutions in federal definitions and programs is arbitrary and should be removed.
- Nontraditional students must be properly supported by federal programs.
- We should incentivize innovative student-centric programs and services, such as competency-based education, dual enrollment programs and stackable credentials.

### **Strengthening Connections Between CTE and Workforce Development Programs**

Congress has an important opportunity in the 118<sup>th</sup> Congress to reauthorize and thoughtfully reform two major pieces of federal workforce development legislation—the Workforce Innovation and Opportunity Act (WIOA) and the National Apprenticeship Act (NAA). The current NAA authorizes a system of Registered Apprenticeship Programs (RAPs), but it has not been updated in nearly a century. At the same time, we believe that a comprehensive update to the nation's federally funded workforce system can ensure that more learners of all ages can access the education, training and support services necessary to secure family-sustaining employment.

- WIOA and the Carl D. Perkins Career and Technical Education Act (Perkins) should be fully aligned to develop a truly seamless education and workforce development ecosystem that provides pathways to opportunity for all learners. This should include alignment of state and local planning processes as well as CTE representation within workforce boards.
- WIOA should have dedicated funding for the maintenance and upkeep of the workforce system's infrastructure costs, rather than pulling from other resource-strapped programs like Perkins.
- The education and training needs of in-school and out-of-school youth populations should be determined by states and localities, rather than a federal mandate.
- Reporting requirements and quality assurance provisions placed on training providers are necessary to ensure programs truly lead to opportunity, but they should not create administrative burdens that limit providers' willingness to engage with the federally funded workforce system.
- Congress must significantly improve data system capacity, transparency and usage both to improve systems themselves and to provide learners and workers with the information they need to make informed decisions regarding their futures.
- Programs across education and workforce should maintain common performance measures to ensure that all federally funded activities are working toward shared goals.
- Congress should increase the resources available to Area Technical Centers and Community and Technical Colleges to provide more opportunities for learners and workers.
- The definitions and expectations for all apprenticeship activities need to be formalized, including pre- and youth-apprenticeship programs, to provide clearer points of connection between systems of education and workforce development.
- Apprenticeship programs in nontraditional sectors of the economy can and should be expanded or created, especially for populations of learners and workers that are currently underrepresented within these sectors.

## **Recruiting and Retaining More High-quality Educators**

Like many areas throughout the education system, CTE is experiencing critical shortages of qualified educators across the country. While systemically low pay and difficult working conditions are not unique to CTE teachers, the CTE teaching profession has the added challenge of needing to recruit and retain individuals with industry experience and credentials in high-paying, in-demand fields outside of education. Only a small percentage of CTE educators are prepared through traditional CTE teacher preparation programs at universities; instead, CTE systems have had to develop high-quality alternative licensure pathways that allow for industry professionals to receive pedagogical training necessary for success as teachers. Further, CTE uniquely experiences faculty shortages at the postsecondary level, with community colleges and area technical centers reporting difficulty attracting qualified professionals to administer and teach programs in high-demand fields such as nursing and cybersecurity.

- Different from most academic teachers, CTE teachers often come from industry to bring their talents and experience to the classroom, and do not enroll in a typical four-year educator preparation program.
- Funding for educator preparation programs, such as registered teacher apprenticeships, must be inclusive of the unique models CTE utilizes to provide pedagogical training to industry professionals.
- If we want to recruit and retain high-quality CTE teachers, we must make teaching a more financially attractive career to industry professionals:
  - The average base salary of full-time public school CTE teachers is \$57,400, lower than almost all other teachers, yet many CTE teachers could make substantially more money working directly in their industry.
  - Congress should provide direct financial support to teachers through federal tax incentives and student loan forgiveness for CTE teachers.
  - In 15 states, Social Security's Windfall Elimination Provision (WEP) and Government Pension Offset (GPO) have created unfair financial penalties for potential CTE teachers who have accrued Social Security benefits during their time in industry, reducing their willingness to transition to education.
- CTE teachers need more access to high-quality CTE teacher preparation and professional development.
- Congress should make common-sense laws to incentivize interstate teacher licensure reciprocity.
- Postsecondary CTE faculty shortages are as critical as teacher shortages throughout K-12 but have not received enough attention from Congress.
  - Postsecondary CTE faculty shortages can lead to program closures that are devastating for learners and eliminate critical talent pipelines for small businesses.
  - The federal government should begin collecting data on the postsecondary educator workforce, especially CTE teachers at community colleges and technical centers.
- Federal data collection efforts on the CTE teacher workforce should be enhanced by creating nationwide standards for reporting CTE teacher shortages.