



# *Making the Case for CTE*

**CTE** | RESEARCH  
NETWORK

**March 17-20**  
Arlington, Virginia

## Legislative Agenda and Hill Visit Overview

**#NPSCTE24**

# Presentation Agenda

- Website Resources
- Getting to the Hill
- Best Practices
- Messaging
- Meeting Follow Up & Leave Behind
- State Planning Time



# Website Resources

- Background Materials

- Congressional Committees, Leadership, Caucuses and Calendars
- Biden Administration
- Appropriations
- Postsecondary Issues
- Workforce Policy
- Educator Pipeline

- Hill Visit Resources

- Visit Outline & Prep Tips
- Planning Checklist
- Policy Talking Points
- Leave Behinds

<https://acte-events.com/login-page/>

Password: ACTENPS24#



# Getting to the Hill

- Can take Yellow or Blue Lines when leaving Crystal City Metro
  - House:
    - Blue line is more roundabout but is a direct line
    - If taking Yellow line, transfer to Blue/Orange/Silver at L'Enfant Plaza
    - Exit at Capitol South
  - Senate: Transfer to Red line at Metro Center (Blue line) or Gallery Place (Yellow line), exit at Union Station



# Meeting Process

- **Before the meeting:**

- Review materials
- Coordinate roles with other participants
- Arrive early (anticipate Metro delays)

- **During meeting:**

- Introduce yourself and your role/relationship to CTE
- Mention you're attending NPS as a representative of CTE and ACTE
- Cover priority topics/asks
- Thank them for their time

- **After your meeting:**

- Promote the visit on social media (#NPSCTE24)
- Write a thank you note (we have 3 templates for various scenarios).
- Follow up on any promises or requests for information





# Meeting Best Practices

- Be Prepared & Focused
- Budget Your Time
- Be Personal
- Know Your Audience
- Stay Non-partisan
- Request Specific Action
- Leave Contact Information
- Follow Up!

**\*\*They do not expect you to be a policy expert!**



# Keep It Local!

- Discuss how CTE is meeting your community's economic needs
- Provide examples of innovative CTE programs
- Tell inspiring stories about CTE students and educators
- Demonstrate how CTE works for nontraditional or underrepresented students, adults, disconnected youth, and others in your program
- Discuss how CTE provides pathways for students to pursue further education
- Paint a picture of how additional funding, resources, and support could make a difference in your local community!



# Key Messages: CTE Funding

- The Carl D. Perkins Career and Technical Education Act is the primary source of federal funding to support CTE programs across the country.
- Accounting for inflation, the Perkins Basic State Grant program is still **several hundred million dollars below its funding level from twenty years ago.**
- 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. As Congress wraps up FY 2024 and begins work on FY 2025, it is important that Congress continues to provide meaningful increases to continue making a significant impact on workforce needs.





# Key Messages: CTE & Postsecondary

## ASK: Pass Short-Term Pell

- Short-term postsecondary 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 Pell grants to these short-term programs would meet critical employer and student needs.
- 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 while not being overly burdensome.



# Key Messages: CTE & Postsecondary

## ASK: Strengthen CTE's Role in 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, rules 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

# Key Messages: CTE & Workforce Policy

## ASK: Improve Connections Between Education and Workforce Systems

- Require reciprocal alignment between WIOA and Perkins V
- Increase access to high-quality training and remove barriers for providers
- Create a separate funding stream for job center infrastructure costs
- Increase resources available to Area Technical Centers and Community and Technical Colleges
- Let states decide their funding split for in-school and out-of-school youth
- Expand access to registered, youth, and pre-apprenticeships by reauthorizing the National Apprenticeship Act



# Key Messages: Educator Pipeline

## **ASK: Ensure CTE educators are included in federal recruitment and retention efforts**

- Different from most academic teachers, CTE teachers often come from industry to bring their talents and experience to the classroom, and many 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.
- CTE teachers need more access to high-quality CTE teacher preparation and professional development.
- Federal data collection efforts on the CTE teacher workforce should be enhanced by creating nationwide standards for reporting CTE teacher shortages.
- Postsecondary CTE faculty shortages are as critical as teacher shortages throughout K-12 but have not received enough attention from Congress.



# Meeting Follow Up & Leave Behinds

- Leave Behind Folders:
  - ACTE Legislative Priorities
  - “What is CTE?” Infographic
  - Caucus Membership Dear Colleague Letters (House and Senate front/back)
  - State Fact Sheets (if requested)
  - Reception Invite – hand this to staff!
- How to Follow-Up
  - Send a personal email
  - Reiterate your “ask” and/or promises made in the meeting
  - Provide any data or information requested as soon as you can
  - Make it person!

**\*Other Requested or relevant materials can be shared electronically in follow up!**





# State Planning Time

1. Review visit schedule
2. Review talking points
3. Identify relevant info about each Member
4. Plan your “route”
5. Select a leader for each visit
6. Assign group roles
7. Determine how to incorporate leave behinds
8. Note relevant data or anecdotes
9. Ask questions!!

# State Planning Time

## Large States:

- Salon I – Minnesota
- Salon II – Ohio
- Salon V – Oklahoma
- Salon VI – Indiana
- Alexandria – Mississippi
- Rosslyn – Missouri



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