



# 2025 NATIONAL POLICY SEMINAR

# Legislative Agenda and Hill Visit Overview

**March 16–19**

**Crystal Gateway Marriott  
Arlington, Virginia**

[acteonline.org/nps](https://acteonline.org/nps)

**#NPSCTE25**

# 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
- Trump Administration
- Appropriations
- Budget Reconciliation
- Postsecondary Issues
- Workforce Policy
- Educator Pipeline
- Speaker Bios & Resources

- **Hill Visit Resources**

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

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

**Password: ACTENPS25#**



# 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 (#NPSCTE25)
  - Write a thank you note (we have 3 templates for various scenarios).
  - Follow up on any promises or requests for information

# Hill 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

## **Ask: Provide a meaningful increase to the Perkins Basic State Grant in FY 2026**

- 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 2024 appropriations omnibus package, Congress provided Perkins with a \$10 million increase for the Perkins Basic State Grant, and funding is flat for FY 2025.



# Key Messages: Support for Public Education

## Ask: Maintain Strong Support for Public Education

- CTE programs are an integral part of the public education system across the US, both at the secondary and postsecondary levels.
- Congress must ensure ED is maintained as outlined in current law and staffed in a robust way to ensure it can continue to administer the congressionally appropriated programs.
  - Provide meaningful oversight to ensure that all congressionally appropriated programs are carried out with fidelity and in a maximally efficient and effective manner.
  - Oppose all legislation and executive actions that divert funds away from public schools and into non-public efforts that do not afford students the same access to programs and services.
  - Prioritize the importance of the federal role in education data and research and reverse the cancellation of projects and contracts at the Institute for Education Sciences (IES)

# Key Messages: Short-term Pell

## 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 and 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.
- 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 and Leave Behinds

## Leave Behind Folders:

- ACTE Legislative Priorities
- “What is CTE?” Infographic
- CTE Research Infographic
- Caucus Membership Dear Colleague Letters (House and Senate front/back)
- State Fact Sheets (if requested)
- Reception Invite (hand 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 personal!

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

# State Planning Time Agenda

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

- Arizona – Alexandria
- Georgia – Salon E
- Indiana – Salon D
- Minnesota – Rosslyn
- Missouri - McLean
- Ohio – Salon G
- Oklahoma – Salon F

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