



Issues Update

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Issues Update is a report from the Kentucky Association for Career and Technical Education (KACTE) written by Executive Director Michael R. Stone and presented on its website, www.kacteonline.org. As needed, *Issues Update* will report on state and federal Career and Technical Education (CTE) policy and legislative developments. KACTE and Stone can be reached at kmstone1951@gmail.com or 502-223-1823.

State Board Considers Funding Priorities for 2018-20

The Kentucky State Board of Education (KBE) at its Aug. 2-3, 2017, meeting reviewed a list of priority projects that may be part of its proposal for the 2018-20 Kentucky biennial budget. The budget request of the Kentucky Department of Education (KDE) will be finalized this fall and submitted to the Governor's office, which will consider what items to be included in the Governor's proposed 2018-20 budget submission to the Kentucky General Assembly. The 2018 Kentucky General Assembly will meet for a 60-day session beginning in January. Its first objective will be to adopt the biennial budget for the two years beginning July 1, 2018.

Career and Technical Education (CTE) has two specific items on the possible priority list.

- CTE Career Advisor positions at \$3.635 million each year; total of \$7.270 million.
- \$1 million each year for the New Skills for Youth initiative administered by the Office of Career and Technical Education (OCTE). This is the \$2 million grant money received from J.P. Morgan Chase to pilot regional career academies.

The largest possible priority item is all-day kindergarten, \$171 million each year. SEEK transportation is second at \$133 million each year. Third is preschool 200 percent at \$78 million each year. Fourth is implementation of 2017's Senate Bill 1 at \$12 million in Fiscal Year 2019 (beginning July 1, 2018) and \$11 million in FY 2020. The Kentucky Educational Technology System could receive \$5 million each year.

Other items listed at amounts less than \$1 million are school report card/IT system enhancements, early reading initiative-K3, charter schools central office support, Kentucky School for the Blind new positions, and the Kentucky Facilities Inventory and Classification System. One item, defined calculations, is to be determined.

MARY GWEN WHEELER, Executive Director, 55,000 Degrees in Louisville, was elected KBE chair. She has served on the KBE since 2010. She succeeds William Twyman. Rich Gimmel, chair of Atlas Machine and Supply, Inc., was elected vice-chair. He has been a KBE member since 2016. Atlas Machine and Supply is a leader in providing apprenticeships in the manufacturing sector.

AT A SPECIAL KBE meeting on Aug. 23, the Board unanimously approved a new statewide educational accountability system. (Please see June 30 *Issues Update* for more information.) The new system will report schools based on a five-star system, which does incorporate CTE in the measures. The 2017-18 school year will be a transition to the new system being effective in 2018-19.

Why Data?

The Kentucky Center for Education & Workforce Statistics (KCEWS) held its annual Data Use Conference in Louisville Aug. 23-24, 2017. Much of the conference focused on the use of data to improve educational alignment with workforce issues.

Hal Heiner, Secretary of the Education and Workforce Development Cabinet, delivered the opening address and stressed the importance of understanding the pace and impact of technological change. "If the very nature of work is changing, how should education and workforce development change?" he asked.

He noted a high school education will not be enough, and said 80 percent of all jobs will require some education beyond high school in 2025. He praised the effort for state funded dual credit, indicating that 30 percent of high school teachers need credentials to serve as postsecondary adjunct professors. He said every student should have the opportunity to succeed, and he felt public charter schools would help. Finally, he emphasized the goal to increase workforce participation. If Kentucky's workforce participation merely met the national average, 160,000 more Kentuckians would be employed. He wants people who can connect the dots between individuals, training and jobs.

Michael Clark, Ph.D, Associate Director-Center for Business and Economic Research at the University of Kentucky, further amplified the Secretary's point on workforce participation. Not only is the Kentucky rate lower than the U.S., it's declining due to the aging labor force.

DATA CAN BE USED to identify both need and possible solutions. Neil Ridley, Director of State Initiatives, Georgetown University Center on Education and the Workforce, said data supply and demand analysis is

continued on back

Data Used to Align Educational Programs, Target Opportunity

important in connecting the dots Heiner mentioned. Students want to know demand. Elementary and secondary teachers need to know where students can work. College administrators need to know what is coming. Employers want to know the supply chain of possible workers. Josh Benton, Executive Director, Kentucky Economic Development Cabinet, emphasized the number one reason for a company's ability to grow is the availability of a skilled workforce. This a particular need in the employment sectors of healthcare, business and technical services, advanced manufacturing, transportation and logistics, and construction.

Using data to forecast opportunity and structure programs accordingly is vital. For instance, there is a current need for truck drivers (transportation). What happens if the technological advances targeting self-driving vehicles become commonplace? The transportation jobs may change from drivers to programmers.

DATA'S IMPACT on education was addressed by a panel of education and workforce officials. Robert King, President, Council on Postsecondary Education, said data allows a transformation of focus. After postsecondary reform in the mid-1990s, the focus was on accessibility and getting students into college. Now, the data is showing the importance of getting students out of college and into work. "Data allows us to ask the right questions," he explained.

Carl Rollins, Executive Director, Kentucky Higher Education Assistance Authority, said data is needed for projections, and he praised the sharing of data from all sources. Beth Kuhn, Commissioner, Kentucky Department of Workforce Investment, said data can be used to develop the talent pipeline. Jimmy Adams, Executive Director, Educational Professional Standards Board, noted the Kentucky Educator Preparation Accountability System and the Kentucky Educational Preparation Review System only are possible with data. Kiley Whitaker, OCTE Data Manager, pointed out the creation of the iLead Academy and being awarded a \$2 million grant from J.P. Morgan Chase for the New Skills for Youth Initiative would not have been possible without data.

King closed the panel presentation saying for every job lost to overseas competition, five-10 are lost due to automation. He suggested data can be used to project what jobs are the least likely to be replaced by a robot and redesign the educational system to meet the future need.

CTE in America

Nationally, there is increasing attention being directed toward CTE. For instance, seven states have adopted initiatives to promote or strengthen CTE, including a one-time \$16 million increase for secondary CTE equipment in Tennessee's schools. An Apprenticeship Expansion Task Force, linked to a Presidential executive order promoting apprenticeships, will begin in September.

A U.S. House of Representatives Education and the Workforce Committee hearing on the skills gap cited apprenticeships. A student in the Kentucky Federation for Advanced Manufacturing Education (KyFAME) was a featured presenter at the hearing.

Advance CTE, the association of state directors of CTE, released an issue brief on rural CTE, which is challenged by lack of resources, fewer postsecondary institutions, and limited employer support. The paper offered suggested strategies to:

- Leverage federal and state funds for local innovation;
- Provide meaningful technical assistance and data; and
- Consider regional needs when designing or upgrading programs.

The Association for Career and Technical Education (ACTE), of which KACTE is a state affiliate, and Advance CTE sent recommendations to the U.S. Department of Education's Agency Reform Task Force recommending four action items to maximize CTE potential.

- Provide a national support system for the CTE field.
- Implement K-12 education policies under the Every Student Succeeds Act (ESSA) that promote college and career success for all students.
- Encourage CTE research and evidence-based best practices. Invest in CTE programs that support our nation's workforce.

The letter praised the inclusion of CTE in the definition of a well-rounded education.

ATTENTION IS BEING directed at states that are incorporating CTE in their state ESSA plans. At another hearing before the U.S. House Education and the Workforce Committee, programs in Mississippi and Arizona were highlighted. Mississippi now provides the opportunity for students to graduate high school with a CTE diploma endorsement of equal value to an academic endorsement. CTE-focused performance measures are part of Arizona's accountability system. It also was pointed out in the hearing that administration proposals to cut funding for the Carl Perkins Career and Technical Education Act programs would make it difficult to align CTE and academic subjects.

Advance CTE reported most of the preliminary ESSA state plans identified at least one measure of career readiness in their accountability systems. The paper concluded, "But if it is truly going to prepare all students for success in the 21st century, states must maximize every opportunity to connect ESSA to their statewide vision for career readiness.

A POSITIVE STEP to help veterans move into the workforce, the U.S. Congress passed HR3218, the Harry W. Colmery Veterans Educational Assistance Act of 2017. The bill offers veterans the opportunity to use their education benefits for hybrid education programs and distance learning at area CTE centers.