

**PREPARING TODAY'S STUDENTS FOR
TOMORROW'S JOBS: IMPROVING THE
CARL D. PERKINS CAREER AND
TECHNICAL EDUCATION ACT**

HEARING

BEFORE THE
COMMITTEE ON EDUCATION
AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES
ONE HUNDRED THIRTEENTH CONGRESS
FIRST SESSION

HEARING HELD IN WASHINGTON, DC, NOVEMBER 19, 2013

Serial No. 113-38

Printed for the use of the Committee on Education and the Workforce



Available via the World Wide Web:
www.gpo.gov/fdsys/browse/committee.action?chamber=house&committee=education
or
Committee address: *<http://edworkforce.house.gov>*

U.S. GOVERNMENT PUBLISHING OFFICE

85-479 PDF

WASHINGTON : 2015

For sale by the Superintendent of Documents, U.S. Government Publishing Office
Internet: bookstore.gpo.gov Phone: toll free (866) 512-1800; DC area (202) 512-1800
Fax: (202) 512-2104 Mail: Stop IDCC, Washington, DC 20402-0001

COMMITTEE ON EDUCATION AND THE WORKFORCE

JOHN KLINE, Minnesota, *Chairman*

Thomas E. Petri, Wisconsin	George Miller, California,
Howard P. "Buck" McKeon, California	<i>Senior Democratic Member</i>
Joe Wilson, South Carolina	Robert E. Andrews, New Jersey
Virginia Foxx, North Carolina	Robert C. "Bobby" Scott, Virginia
Tom Price, Georgia	Rubén Hinojosa, Texas
Kenny Marchant, Texas	Carolyn McCarthy, New York
Duncan Hunter, California	John F. Tierney, Massachusetts
David P. Roe, Tennessee	Rush Holt, New Jersey
Glenn Thompson, Pennsylvania	Susan A. Davis, California
Tim Walberg, Michigan	Raúl M. Grijalva, Arizona
Matt Salmon, Arizona	Timothy H. Bishop, New York
Brett Guthrie, Kentucky	David Loebsack, Iowa
Scott DesJarlais, Tennessee	Joe Courtney, Connecticut
Todd Rokita, Indiana	Marcia L. Fudge, Ohio
Larry Bucshon, Indiana	Jared Polis, Colorado
Trey Gowdy, South Carolina	Gregorio Kilili Camacho Sablan,
Lou Barletta, Pennsylvania	Northern Mariana Islands
Martha Roby, Alabama	Frederica S. Wilson, Florida
Joseph J. Heck, Nevada	Suzanne Bonamici, Oregon
Susan W. Brooks, Indiana	Mark Pocan, Wisconsin
Richard Hudson, North Carolina	
Luke Messer, Indiana	

Juliane Sullivan, *Staff Director*
Jody Calemine, *Minority Staff Director*

C O N T E N T S

	Page
Hearing held on November 19, 2013	1
Statement of Members:	
Kline, Hon. John, Chairman, Committee on Education and the Workforce	1
Prepared statement of	3
Miller, Hon. George, senior Democratic member, Committee on Education and the Workforce	4
Prepared statement of	6
Statement of Witnesses:	
Albrecht, Bryan, Ed.D., President and Chief Executive Officer, Gateway Technical College	26
Prepared statement of	27
Dann-Messier, Hon. Brenda, Assistant Secretary, Office of Vocational and Adult Education (OVAE), U.S. Department of Education	8
Prepared statement of	11
Flanders, Blake, Ph.D., Vice President of Workforce Development, Kansas Board of Regents	22
Prepared statement of	24
Litow, Stanley S., IBM Vice President, Corporate Citizenship and Corporate Affairs; President, IBM International Foundation	17
Prepared statement of	18
Additional Submissions:	
Dr. Dann-Messier: response to questions submitted for the record	79
Grijalva, Hon. Raúl M., a Representative in Congress from the State of Arizona: letter, dated Nov. 14, 2013, from the National Association of Secondary School Principals (NASSP)	71
Chairman Kline:	
Letter, dated Nov. 19, 2013, from the Associated General Contractors of America (AGC)	69
Question submitted for the record	76
Mr. Miller: prepared statement of Hon. James R. Langevin, a Representative in Congress from the State of Rhode Island	40
Scott, Robert C. "Bobby," a Representative in Congress from the State of Virginia: questions submitted for the record	76

**PREPARING TODAY'S STUDENTS FOR
TOMORROW'S JOBS: IMPROVING THE
CARL D. PERKINS CAREER
AND TECHNICAL EDUCATION ACT**

**Tuesday, November 19, 2013
U.S. House of Representatives
Committee on Education and the Workforce
Washington, DC**

The committee met, pursuant to call, at 10:04 a.m., in Room 2175, Rayburn House Office Building, Hon. John Kline [chairman of the committee] presiding.

Present: Representatives Kline, Wilson, Foxx, Roe, Thompson, Walberg, Salmon, Guthrie, Roby, Heck, Brooks, Hudson, Messer, Miller, Andrews, Scott, Hinojosa, Tierney, Holt, Davis, Bishop, Sablan, Wilson, Bonamici, and Pocan.

Staff present: James Bergeron, Director of Education and Human Services Policy; Amy Raaf Jones, Education Policy Counsel and Senior Advisor; Rosemary Lahasky, Professional Staff Member; Nancy Locke, Chief Clerk; Daniel Murner, Press Assistant; Krisann Pearce, General Counsel; Dan Shorts, Legislative Assistant; Alex Sollberger, Communications Director; Alissa Strawcutter, Deputy Clerk; Brad Thomas, Senior Education Policy Advisor; Tylease Alli, Minority Clerk/Intern and Fellow Coordinator; Jeremy Ayers, Minority Education Policy Advisor; Jody Calemine, Minority Staff Director; Jacque Chevalier, Minority Education Policy Advisor; Jamie Fasteau, Minority Director of Education Policy; Eunice Ikene, Minority Staff Assistant; Brian Levin, Minority Deputy Press Secretary/New Media Coordinator; Megan O'Reilly, Minority General Counsel; and Michael Zola, Minority Deputy Staff Director.

Chairman KLINE. A quorum being present, the committee will come to order.

Good morning and welcome. I would like to thank our witnesses for joining us today. We look forward to your testimony.

A few weeks ago the Subcommittee on Early Childhood, Elementary, and Secondary Education convened a hearing to examine the benefits of career and technical education, or CTE. In addition to highlighting innovative CTE programs that are helping students compete for in-demand jobs, the hearing allowed us to identify a number of challenges facing career and technical education.

For example, redundant reporting requirements and poorly aligned performance metrics can stymie the development of innovative new CTE courses. These are often the very same mandates

that create hurdles for higher education institutions and K-12 schools, which we have discussed at length as part of our efforts to improve the Elementary and Secondary Education Act and the Higher Education Act.

Additionally, the hearing underscored the importance of ensuring students have access to hands-on training that is relevant to the area workforce. Testifying on behalf of the Louisiana Pelican Chapter of the Association of Builders and Contractors, Alvin Bargas told a compelling story about the severe lack of skilled construction workers in the wake of Hurricanes Katrina and Rita. Through coordination with business and education leaders, the state has since developed targeted CTE programs that are helping to rebuild the local construction industry and the Gulf Coast.

Finally, witnesses stressed the importance of better aligning secondary and postsecondary career and technical education. To get the most out of CTE courses, students should have opportunities to earn relevant credentials and certificates at an accelerated rate through dual and concurrent enrollments. Students should also be encouraged to learn new technologies and innovative practices that will increase their value in the 21st century workplace.

As Dr. Sheila Harrity, principal of Worcester Technical High School in Massachusetts, noted at the hearing, “Successful technical schools require strong links to the community, business and industry, and academic institutions.” Dr. Harrity described her school as “part of the economic engine, coordinating the needs and desires of industry for a highly trained, adaptable workforce with the needs and desires of our students to secure good-paying, rewarding jobs in the fields of their choice.”

That focus on coordination is exactly what we should strive to encourage through the reauthorization of the Carl D. Perkins Career and Technical Education Act. We have made great progress this year in advancing proposals to modernize and reform both the Elementary and Secondary Education Act and the Workforce Investment Act. It is time to build on that progress and further integrate our schools and workplaces with the reauthorization of the Perkins Act.

We are fortunate to have with us today an impressive panel of witnesses who can share their views on the policy changes that could strengthen career and technical education, including the president of the IBM International Foundation.

As you may know, IBM serves as a lead industry partner for the Pathways and Technology Early College High Schools, known as P-TECH. Located in Chicago and New York, P-TECH schools offer an integrated high school and college curriculum that focuses on the STEM subjects—science, technology, engineering, and math. Students who graduate from P-TECH earn both their high school diploma and an associate degree in applied science and receive priority consideration for entry-level positions with IBM.

The P-TECH model has been heralded by policy and education leaders. In fact, President Obama recently visited a P-TECH school in Brooklyn to discuss the administration’s blueprint for reform of the Perkins Act. Their proposal offers a solid starting point for bipartisan negotiations with an emphasis on industry coordination and state involvement in the development of CTE programs.

While we may not agree on every aspect of the blueprint, there are key areas that are ripe for agreement. However, I am discouraged by this morning's news—leaked news—that President Obama plans to announce a new national competitive grant program aimed at career education without any input from Congress. Another program will only further muddle the system at a time when we need to make smart, structural reforms to improve CTE programs under the Perkins Act.

I look forward to working with my colleagues on both sides of the aisle in hopes we can craft smart, bipartisan proposals to strengthen career and technical education in America.

I would now like to recognize the senior Democrat member of the committee, Mr. Miller, for his opening remarks.

[The statement of Chairman Kline follows:]

**Prepared Statement of Hon. John Kline, Chairman,
Committee on Education and the Workforce**

A few weeks ago the Subcommittee on Early Childhood, Elementary, and Secondary Education convened a hearing to examine the benefits of career and technical education, or CTE. In addition to highlighting innovative CTE programs that are helping students compete for in-demand jobs, the hearing allowed us to identify a number of challenges facing career and technical education.

For example, redundant reporting requirements and poorly aligned performance metrics can stymie the development of innovative new CTE courses. These are often the very same mandates that create hurdles for higher education institutions and K-12 schools, which we have discussed at length as part of our efforts to improve the Elementary and Secondary Education Act and the Higher Education Act.

Additionally, the hearing underscored the importance of ensuring students have access to hands-on training that is relevant to the area workforce. Testifying on behalf of the Louisiana Pelican Chapter of the Association of Builders and Contractors, Alvin Bargas told a compelling story about the severe lack of skilled construction workers in the wake of Hurricanes Katrina and Rita. Through coordination with business and education leaders, the state has since developed targeted CTE programs that are helping to rebuild the local construction industry—and the Gulf Coast.

Finally, witnesses stressed the importance of better aligning secondary and post-secondary career and technical education. To get the most out of CTE courses, students should have opportunities to earn relevant credentials and certificates at an accelerated rate through dual and concurrent enrollments. Students should also be encouraged to learn new technologies and innovative practices that will increase their value in the 21st century workplace.

As Dr. Sheila M. Harrity, principal of Worcester Technical High School in Massachusetts, noted at the hearing, “Successful technical schools require strong links to the community, business and industry, and academic institutions.” Dr. Harrity described her school as “part of the economic engine, coordinating the needs and desires of industry for a highly-trained, adaptable workforce with the needs and desires of our students to secure good paying, rewarding jobs in the fields of their choice.”

That focus on coordination is exactly what we should strive to encourage through the reauthorization of the Carl D. Perkins Career and Technical Education Act. We have made great progress this year in advancing proposals to modernize and reform both the Elementary and Secondary Education Act and the Workforce Investment Act. It's time to build on that progress and further integrate our schools and workplaces with a reauthorization of the Perkins Act.

We are fortunate to have with us today an impressive panel of witnesses who can share their views on the policy changes that could strengthen career and technical education, including the president of the IBM International Foundation.

As you may know, IBM serves as a lead industry partner for the Pathways in Technology Early College High Schools, known as P-TECH. Located in Chicago and New York, PTECH schools offer an integrated high school and college curriculum that focuses on the STEM subjects, science, technology, engineering, and math. Students who graduate from P-TECH earn both their high school diploma and an associate degree in applied science, and receive priority consideration for entry-level positions with IBM.

The P-TECH model has been heralded by policy and education leaders. In fact, President Obama recently visited a P-TECH school in Brooklyn to discuss the administration's blueprint for reform of the Perkins Act. Their proposal offers a solid starting point for bipartisan negotiations, with an emphasis on industry coordination and state involvement in the development of CTE programs.

While we may not agree on every aspect of the blueprint, there are key areas that are ripe for agreement. However, I am discouraged by this morning's news that President Obama plans to announce a new national competitive grant program aimed at career education—without any input from Congress. Another program will only further muddle the system at a time when we need to make smart, structural reforms to improve CTE programs under the Perkins Act.

I look forward to working with my colleagues on both sides of the aisle in hopes we can craft smart, bipartisan proposals to strengthen career and technical education in America. I would now like to recognize the senior Democrat member of the committee, Mr. Miller, for his opening remarks.

Mr. MILLER. Thank you, Mr. Chairman.

And welcome, to our witnesses, and we look forward to your testimony.

The reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006—geez, that is a mouthful—presents this committee with an opportunity to ensure students are equipped with the skills to succeed in the rapidly evolving 21st century economy. While the U.S. remains in the top 10 worldwide in the percentage of youth who enroll in college, we have dropped to 16th in the world for the proportion who obtain certificates or degrees.

That is unacceptable and if we plan to remain the world's economic leader. It is vital that we maintain and strengthen career and technical education programs.

It is now estimated that two-thirds of the 47 million new jobs that will be created in America in the next 5 years will require some form of postsecondary education. Half of these jobs will be filled by people with associate's degrees or occupational certificate. These will be electricians, construction managers, dental hygienists, paralegals, police officers, computer techs and programmers, and many other careers.

Today's career and technical education programs, or CTE, are successfully preparing millions of Americans to succeed both in college and career. They provide students with skills and knowledge that today's employers demand.

Nationwide, many CTE programs are innovating to serve the evolving needs of students in today's economy. They are fostering educational environments that engage students with integrated curriculums of core academic content and real-world, work-based relevance.

But we must do more, as the chairman noted, to spur the innovation and delivery of CTE to reward and to replicate programs achieving positive outcomes for students and industry and to ensure that CTE is positioned to drive economic success through better workforce alignment and increased collaboration. The Perkins Act has supported the development of in-demand skills among secondary and postsecondary education students of all backgrounds for many years.

Yet there is a growing consensus that the federal investment needs to focus on relevant, rigorous, and high-quality CTE programs. These programs must meet labor market needs. They must

prepare students to succeed in the in-demand jobs that pay decent wages and benefits and offer the opportunity for career advancement.

Our nation still faces a skills gap. While millions of Americans struggle with unemployment in today's economy, millions more jobs go unfilled. Our national education strategy needs more urgency and focus on training for the high-reward, high-demand jobs that the strong economy demands.

According to the International Survey of Adult Skills published this month by the Organization for Economic Cooperation and Development, the United States faces a very real challenge in preparing our young people in the higher order skills needed to thrive in the knowledge-based economy. In other nations, younger generations are entering the workforce already highly skilled in such areas as problem solving and well-poised to fill positions in the growth sectors. Yet the study found that here in the United States our younger generation is no more highly skilled than older generations, placing them at odds with the job vacancies that currently exist.

Today and tomorrow's jobs demand new and different skills to succeed and we need to better prepare our students to meet those demands. Simply put, we must upskill our workforce or face growing social inequity and diminishing economic vitality. We must strengthen our federal commitment to CTE and fully invest in CTE programs as a means of educational economic success.

Partnering to design and implement high-quality programs aligned with current and future workforce needs is a shared responsibility. Educational success for every child demands a strong collaborative commitment.

Government and schools, business, laborers, teachers, students, community partners must all work to ensure high-quality CTE programs. I think we are going to hear about some of that this morning.

Data shows that CTE is a powerful tool for engaging students, closing achievement gaps, improving schools, and improving school completion. While the average high school graduation rate remains under 75 percent, the average high school graduation rate for students concentrating in CTE is around 90 percent.

In transforming CTE through this reauthorization, we must prioritize equity of opportunity to participants that benefit from CTE programs. New and emerging technologies must be used to alleviate problems of limited access for students who are disconnected due to geography, socio-economic status, disability, or language barriers.

I look forward to hearing from our distinguished panelists this morning, as you all are uniquely positioned to provide insights to the future of career and technical education and the federal investment addressing the current and future challenges.

So thank you so very much, Mr. Chairman, for calling this hearing, and we look forward to the testimony.

[The statement of Mr. Miller follows:]

**Prepared Statement of Hon. George Miller, Senior Democratic Member,
Committee on Education and the Workforce**

Good morning and thank you, Chairman Kline.

Today's hearing will examine the critical role of career and technical education in preparing our nation's students for success in college and career. Reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 presents this committee with an opportunity to ensure students are equipped with the skills to succeed in a rapidly evolving 21st century economy.

While the U.S. remains in the top 10 worldwide in the percentage of youth who enroll in college, we have dropped to 16th in the world for the proportion who obtain certificates or degrees.

That's unacceptable if we plan to remain the world's economic leader. It is vital that we maintain and strengthen career and technical programs to be strong and successful. It is now estimated that two-thirds of the 47 million new jobs that will be created in America in the next 5 years will require some form of postsecondary education.

Half of these jobs will be filled by people with an associate's degree or occupational certificate. They will be electricians, construction managers, dental hygienists, paralegals, police officers, and computer techs and programmers. Today's career technical education programs, or CTE, are successfully preparing millions of Americans to succeed in both college and career. They provide students with the skills and knowledge that today's employers demand. Nationwide, many CTE programs are innovating to serve the evolving needs of students and of today's economy.

They are fostering educational environments that engage students with an integrated curriculum of core academic content and real-world, work-based relevance. But we must do more to spur innovation in delivery of CTE, to reward and replicate programs achieving positive outcomes for students and industry, and to ensure CTE is positioned to drive economic success through better workforce alignment and increased collaboration.

The Perkins Act has supported the development of in-demand skills among secondary and postsecondary education students of all backgrounds for many years. Yet there is growing consensus that federal investment needs to focus on relevant, rigorous, and high-quality CTE programs that both better fit with labor-market needs and better prepare students to succeed in in-demand and high paying jobs: jobs and industries that not only contribute to our national economic competitiveness, but also set students on a path to earn a living wage, enjoy employer benefits, and offer the opportunity for career advancement.

Our nation still faces a "skills gap." While millions of Americans struggle with unemployment in today's economy, millions more jobs go unfilled.

Why? Because our nation's education strategy lacks sufficient urgency and focus on training for the high reward, high demand jobs that a strong economy demands.

According to the International Survey of Adult Skills, published this month by the Organization for Economic Co-operation and Development (OECD), the United States faces a very real challenge when it comes to production of a skilled workforce. Despite the rapid evolution of economic and industry demand, workers now entering the labor force are not more highly skilled than those currently leaving the workforce.

Simply put, we MUST "upskill" our workforce or face growing social inequity and diminishing economic vitality. We must strengthen our federal commitment to CTE and fully invest in CTE programs as a means to educational and economic success.

Partnering to design and implement high-quality programs aligned to current and future workforce needs is a shared responsibility. Educational success for every child demands a strong collaborative commitment.

Federal, state, and local government, secondary and postsecondary education, business and industry, organized labor, teachers and leaders, students, and community partners must all work to ensure CTE programs are meeting the challenges of our 21st century economy.

Data shows CTE to be a powerful tool in engaging students, closing achievement gaps, and improving schools. While the average high school graduation rate remains under 75 percent, the average high school graduation rate for students concentrating in CTE programs is 90 percent. In transforming CTE through this reauthorization, we must prioritize equity of opportunity to participate in and benefit from CTE programs.

New and emerging technologies must be used to alleviate problems of limited access for students who are disconnected due to geography, socio-economic status, disability, or language barriers.

I look forward to hearing from our distinguished panelists, as you all are uniquely-positioned to provide insight on the future of career and technical education and the federal investment in addressing current and future challenges. I also look forward to working with Chairman Kline on a bipartisan effort to modernize federal support for CTE through reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006.

Chairman KLINE. I thank the gentleman.

Pursuant to committee rule 7(c), all committee members will be permitted to submit written statements to be included in the permanent hearing record. And without objection, the hearing record will remain open for 14 days to allow statements, questions for the record, and other extraneous material referenced during the hearings to be submitted in the official hearing record.

It is now my pleasure to introduce our very distinguished panel of witnesses.

The Honorable Brenda Dann-Messier is the assistant secretary for adult and vocational education in the United States Department of Education. Prior to her appointment she served as a member of the Rhode Island Board of Governors and as president of the Dorris Place Adult and Family Learning Center based in Providence, Rhode Island.

Mr. Stanley Litow is the vice president for corporate citizenship and corporate affairs at the IBM Corporation as well as president of the IBM International Foundation. Prior to joining IBM, Mr. Litow's career in public and nonprofit leadership included service as deputy chancellor of the New York City Public Schools and founder and CEO of Interface, a nonprofit think tank.

Dr. Blake Flanders is the vice president for workforce development at the Kansas Board of Regents. He provides executive leadership for the Kansas Postsecondary Technical Education Authority and is a member of the KANSASWORKS State Workforce Board. Previously he served as a liaison between the Kansas Department of Commerce and Kansas Board of Regents and as a state director of the Workforce Investment Act programs.

And Dr. Bryan Albrecht has served as president of Gateway Technical College since 2006. In this capacity he oversees the college's 65 academic programs, 15 educational facilities, a comprehensive \$160 million budget, and a \$4 million college foundation.

So welcome to you all—indeed, a distinguished panel. And before I recognize each of you to provide your testimony, let me again briefly explain our lighting system.

You will each have 5 minutes to present your testimony. When you begin the light in front of you will turn green; when 1 minute is left the light will turn yellow; when your time is expired the light will turn red, and at that point I would ask you to wrap up your remarks as best you are able.

As I have explained to witnesses in the past, I am very loathe to start gaveling down witnesses who have traveled here to give us the benefit of their expertise. However, we do have time constraints here so if that light turns red please try to wrap it up.

And then we will move to questions and comments, no doubt, from my colleagues here. I will be less loathe to gavel them down so that we can keep this moving.

Mr. MILLER. [Off mike.]

Chairman KLINE. Very unfair. Of course, I start that after Mr. Miller has his 15 minutes, 5 minutes.

No, no. He is very good.

He actually is very good, come to think of it, in staying on time. So I now recognize Dr. Dann-Messier for 5 minutes.

STATEMENT OF HON. BRENDA DANN-MESSIER, ASSISTANT SECRETARY FOR ADULT AND VOCATIONAL EDUCATION, U.S. DEPARTMENT OF EDUCATION

Ms. DANN-MESSIER. Chairman Kline, Ranking Member Miller, and members of the committee, thank you for holding the hearing on improving Carl D. Perkins Career and Technical Education Act. I appreciate the opportunity to share the Obama administration's vision for improving career and technical education through the reauthorization of the Perkins Act, which was last reauthorized in 2006.

Today postsecondary education and training are often prerequisites for the jobs of the new economy. Of the 30 fastest-growing occupations, about two-thirds require some form of postsecondary education or training. With the average earnings of college graduates at a level that is about twice as high as that of workers with only a high school diploma, postsecondary education and training are now the clearest pathways into the middle class and future prosperity, and they are central to rebuilding our economy and securing a brighter future for all.

To that end, President Obama set a new goal for the country that by 2020 America would once again have the highest proportion of college graduates in the world. The President also has challenged every American to commit to at least 1 year of higher education or postsecondary training.

To achieve the President's goal we must ensure that every student in our country graduates from high school prepared for both postsecondary education and a successful career, and we must ensure that more of our nation's young people and adults can access and complete postsecondary education and training to earn industry-recognized certification, credential, or postsecondary degree.

Unfortunately, our education and training systems do not always prepare students for the jobs needed by our businesses. Too many employers report that they are having trouble finding workers for skilled jobs in fields such as health care, technology, and advanced manufacturing. Strengthening all aspects of our education system and creating high-quality job training opportunities are necessary to further our economic prosperity as a nation and to keep the American promise alive for all of our students.

Transforming career and technical education is essential to this process. CTE represents a critical investment in our future.

As we reach the end of the current authorization of the Perkins Act, the department began a public consultation process to examine how to transform CTE. Between the fall of 2009 and spring 2011, OVAE hosted over 30 community conversations with hundreds of participants around the country representing all the stakeholder groups. There were four major themes that emerged from these conversations.

First, every student must not only be college ready, but also career ready. Second, opportunities must be significantly expanded for students to participate in career pathways. Third, more effective partnerships must be fostered. And four, CTE data and accountability systems must be improved.

The common thread across all this feedback from participants is that every CTE student must be college and career ready.

The Perkins Act is the primary tool that the federal government has to achieve this vision. In April 2012 Secretary Duncan released “Investing in America’s Future: A Blueprint for Transforming Career and Technical Education.” The blueprint lays out the administration’s four key principles and nine supporting reforms to usher in a new era of rigorous, relevant, and results-driven CTE.

The first principle reform seeks to ensure effective alignment between CTE and the labor markets to equip students with the skills they need for in-demand jobs within high-growth industry sectors. Our proposed reforms will provide states with clearer guidance on establishing high-quality programs and empower states to strengthen connections with their workforce and economic development offices and the agencies to identify the occupations and sectors on which CTE programs should focus. Our goal is to ensure that CTE federal dollars are exclusively invested in preparing students for in-demand jobs within high-growth industry sectors.

The second principle of reform emphasizes the importance of building and maintaining strong collaborations among secondary and postsecondary institutions, employers, industry partners, workforce systems, and labor organizations to improve the quality of CTE programs. Our reforms seek to ensure that Perkins funding is rewarded to consortia among secondary and postsecondary institutions and their partners. In addition, we propose that states use a private sector matching contribution to strengthen the participation of employers, industry, and labor partners in CTE program design and implementation.

A goal in the reauthorization of the Perkins Act is to dramatically improve the alignment of our federal investments in CTE programs to better support the mastery of rigorous college and career readiness standards. A key toward that goal is to establish meaningful accountability, our third reform principle for improving academic outcomes and building technical and employability skills.

Our reforms seek to provide states increased autonomy to select and fund high-quality programs that are responsive to regional labor market needs. Thus, we are proposing within-state competitions to ensure that Perkins funding supports only high-quality CTE programs. Our proposal includes several provisions to ensure that the competition would have no adverse impacts on access for students, including those with disabilities and those who live in rural communities because the administration believes that all students should have access to high-quality programs.

Also, we are proposing that states establish common definitions and clear metrics for performance to create high-quality data systems that enable meaningful comparisons and the identification of equity gaps. In addition, our accountability reforms include ways to reward local recipients that exceed their performance targets and demonstrate success in closing equity gaps.

Lastly, our fourth principle places more emphasis on innovation. We are proposing a competitive CTE innovation and transformation fund to incentivize innovation at the local level and support system reform at the state level. The need for innovation is great and we have already started to see many communities take the lead to develop new ideas and promising practices.

We believe the blueprint—especially its provisions for high-quality CTE programs—can serve as a roadmap for transforming CTE across the country. Moreover, we believe that CTE is central to rebuilding our economy and securing a brighter future for our nation.

So our federal investment in CTE must be dramatically reshaped to fulfill its potential to prepare all students, regardless of their background or circumstances, for further education and cutting-edge careers.

We look forward to working with you on the rewrite of the Perkins Act. And again, thank you for the opportunity to testify and I am happy to answer any questions.

[The statement of Ms. Dann-Messier follows:]

TESTIMONY OF BRENDA DANN-MESSIER, ASSISTANT SECRETARY
OFFICE OF VOCATIONAL AND ADULT EDUCATION (OVAE), U.S. DEPARTMENT OF
EDUCATION

Before the

Committee on Education and the Workforce

on

*“Preparing Today’s Students for Tomorrow’s Jobs: Improving the Carl D. Perkins Career
and Technical Education Act”*

November 19, 2013

I. Introduction

Chairman Kline, Ranking Member Miller, and Members of the Committee, thank you for holding this hearing on improving the Carl D. Perkins Career and Technical Education Act (the “Perkins Act”). I appreciate the opportunity to share the Department of Education’s (Department) efforts and the Obama Administration’s vision for improving career and technical education through the reauthorization of the Perkins Act, which was last reauthorized in 2006.

Today, postsecondary education and training are often prerequisites for the jobs of the new economy. Of the 30 fastest-growing occupations, about two-thirds require some form of postsecondary education or training (such as a postsecondary certificate, Registered Apprenticeship, 2-year degree, 4-year degree). With the average earnings of college graduates at a level that is about twice as high as that of workers with only a high school diploma, postsecondary education and training are now the clearest pathways into the middle class and future prosperity, and central to rebuilding our economy and securing a brighter future for all.

To that end, President Obama set a new goal for the country, that by 2020, America would once again have the highest proportion of college graduates in the world. The President also has challenged every American to commit to at least one year of higher education or postsecondary training.

To achieve the President’s goals, we must ensure that every student in our country graduates from high school, prepared for both postsecondary education and a successful career. And we must ensure that more of our nation’s young people and adults can access, and complete postsecondary education and training to earn an industry-recognized certification, credential, or postsecondary degree.

Unfortunately, our education and training systems do not always prepare students for the jobs needed by our businesses. Too many of our employers report that they are having trouble finding workers for skilled jobs in fields such as healthcare, technology, and advanced manufacturing, even in times like today when unemployment is declining but still high. Strengthening all aspects of our education system and creating high-quality job-training opportunities are necessary to further our economic prosperity as a nation and to keep the American promise alive for all of our students.

Transforming career and technical education (CTE) is essential to this process. CTE represents a critical investment in our future. A recent report by the Georgetown Public Policy Institute, The Business Roundtable, and The College Board indicates that high-quality CTE has enormous potential to successfully prepare all Americans — including the disadvantaged — for college and careers. At a time when the U.S. labor market is providing relatively little opportunity for young workers to gain critical experience and on-the-job training, CTE has a vital role to play by providing students with work experience tied to skill-building and academics. In addition, CTE programs at the college level provide opportunities for adults who are entering or reentering the job market to obtain the critical skills in demand by employers.¹ Moreover, the Organization for Economic Development released a report that offered some policy recommendations for tackling the low skills of adults in the U.S. One of the recommendations included support for CTE programs for adults that are linked to work-based learning opportunities as a strategy for helping low-skilled adults to develop basic skills at the same time as employment skills. Linking basic skills attainment to career preparation is a promising route, which would engage low-skilled adults in learning and help them transition into good jobs, which in turn could offer a springboard for further learning and career development.²

To this end, the Carl D. Perkins Career and Technical Education Act of 2006 introduced important changes in federal support for CTE, including the provision for “career and technical education programs of study.” These programs combine academic and technical education; connect secondary and postsecondary education; offer opportunities for students to earn college credit while still in high school; and lead to an industry-recognized certification, credential, or postsecondary degree. However, the law required states to offer only two programs of study and their subgrantees such as local educational agencies and community

¹ *The Promise of High-Quality Career and Technical Education: Improving Outcomes for Students, Firms, and the Economy (2013)*, by Harry J. Holzer, Georgetown Public Policy Institute and Georgetown Center on Poverty, Inequality, and Public Policy; Dane Linn, The Business Roundtable; and Wanda Monthey, The College Board. <https://dl.dropboxusercontent.com/u/30470445/The%20Promise%20of%20High-Quality%20Career%20and%20Technical%20Education.pdf>

² OECD (2013), *Time for the U.S. to Reskill?: What the Survey of Adult Skills Says*, OECD Skills Studies, OECD Publishing. <http://dx.doi.org/10.1787/9789264204904-en>

colleges to offer only one program of study—far short of the number of such programs that would be needed to meet our nation’s demand for a strong, competitive workforce.

II. Preparing for Perkins Reauthorization

As the end of the current authorization of the Perkins Act approached, the Department undertook a public consultation process to examine how to transform career and technical education. Between Fall 2009 and Spring 2011, OVAE hosted over 30 community conversations with upwards of 800 participants around the country. Representatives of national organizations and associations representing the full range of student populations—from economically disadvantaged students and English learners to students in foster care and those seeking careers in nontraditional fields – shared their thoughts for improving CTE.

We heard from individuals both inside and outside the traditional CTE constituency, including from educators, parents, and, most importantly, students themselves. There were four major themes that emerged from these conversations:

1. Ensuring that every student is not only college-ready, but also career ready. Participants emphasized that being “career ready” is not synonymous with being “college ready,” although they share many similarities with regard to academic preparedness, particularly reading and math proficiency. To ensure “career readiness,” participants stressed the need for academic, career, and personal counseling, as well as opportunities for students to take part in work-based learning and to otherwise lead projects, solve problems, and build portfolios. Individuals also pointed out the need to expose all students to career exploration early in their school experience, instead of waiting until the latter part of high school. Finally, and perhaps the most pervasive theme throughout the conversations, individuals stressed the need to assess and improve students’ academic preparation to eliminate the need for remedial education at the postsecondary level. To this end, participants talked about the need for college placement testing in high school, tutoring, mentoring, and counseling.

2. Significantly expanding opportunities for students to participate in career pathways. Participants emphasized the need to create seamless transitions for students from high school to postsecondary education by updating and aligning standards, curriculum, and instruction, as well as implementing statewide articulation agreements. Participants spoke about the need for all programs to offer dual enrollment and stackable credentials—that this should be the norm, not the exception. Participants stressed the need to align the Perkins Act, the Elementary and Secondary Education Act, the Higher Education Act, the Workforce Investment Act, and other relevant legislation to create seamless pathways for students. A student should be able to enter a career pathway, whether straight from high school, from an adult education program, or after many years in the workforce to upgrade skills or change career fields. Finally,

participants spoke about the need to improve teacher training and effectiveness to effectively implement career pathways.

3. Fostering more effective partnerships. Participants emphasized the need for strong K-20 partnerships—across secondary and postsecondary institutions; with business and industry; across local, state, and federal agencies; and with community-based organizations.

4. Improving CTE data and accountability systems. Over and over, participants stressed the need for uniform, cross-sector longitudinal data that would enable us to tell the CTE story. Participants also spoke of the need to demonstrate the “return on investment” to federal and state governments for CTE programs. Participants talked about the need to clarify the definitions of “performance measures” and “student participation” and emphasized the difficulty in tracking student information for postsecondary enrollment and employment. Many participants identified that employment is the most important measure for postsecondary CTE and that Unemployment Insurance wage records should be more systematically used in this regard. Finally, participants unanimously agreed that State and local CTE staff must be engaged in their State’s effort to design new longitudinal data systems.

The common thread across all of this feedback from participants is that every CTE student must be “college and career ready.” The Perkins Act is the primary tool that the federal government has to achieve this vision.

III. The Obama Administration’s Blueprint for Reforming and Strengthening Perkins

In April 2012, Secretary Duncan released *Investing in America’s Future: A Blueprint for Transforming Career and Technical Education*. The Blueprint lays out the Administration’s four key objectives and nine supporting reforms to usher in a new era of rigorous, relevant, and results-driven CTE. The four core principles are: effective alignment; strong collaborations; meaningful accountability; and increased emphasis on innovation. Each of the principles gives rise to specific reforms, many of which are already being considered and discussed in the field. I am pleased to share the principles and reforms with you as follows:

Effective Alignment. The first principle of reform seeks to ensure effective alignment between CTE and labor market needs to equip students with the skills they need for in-demand jobs within high-growth industry sectors. Our proposed reforms will provide States with clearer guidance on establishing high-quality programs and empower States to strengthen their work with their workforce and economic development agencies to identify the occupations and sectors on which CTE programs should focus. Our goal is to ensure that CTE Federal dollars are invested in preparing students for in-demand jobs within high-growth industry sectors.

Strong Collaborations. The second principle of reform emphasizes the importance of building and maintaining strong collaborations among secondary and postsecondary institutions, employers, industry partners, labor organizations, and workforce systems to improve the quality of CTE programs and providing a seamless experience to participants. Our reforms seek to ensure that Perkins funding is awarded to consortia among secondary and postsecondary institutions and their partners. In addition, we propose that States use a private sector matching contribution to strengthen the participation of employers, industry, and labor partners in CTE program design and implementation.

Meaningful Accountability: A hallmark of our Administration's education reforms has been to re-design our education system to deliver the opportunity needed for every student to master college- and career-ready standards, and prepare him or her to graduate ready for college and a successful career. Our charge in the reauthorization of the Perkins Act is to dramatically improve the alignment of our federal investments in career and technical education programs to better support the mastery of rigorous college and career-ready standards.

A key step toward that goal is to establish meaningful accountability for improving academic outcomes and building technical and employability skills in CTE programs. Our reforms seek to provide States increased autonomy to select and fund high-quality programs that are responsive to regional labor-market needs. Thus, we are proposing within-State competitions to replace the current system under which funds are allocated by formula to local entities to ensure that Perkins funding supports only high-quality CTE programs. Our proposal, which reflects a commitment to promoting equity and quality in all CTE programs, includes several provisions to ensure that the competition will have no adverse impact on access for students, including those with disabilities, and those who live in rural communities, because the Administration believes that all students, regardless of their background, should have access to and be able to participate and complete high-quality CTE programs. Also, we are proposing that States establish common definitions and clear metrics for performance to create high-quality data systems that enable meaningful comparisons and identification of equity gaps. In addition, our accountability reforms include ways to reward local recipients that exceed their performance targets. These reforms are aimed at improving student outcomes and incentivizing the closure of equity gaps in CTE programs.

Increased Emphasis on Innovation: Lastly, our fourth principle for reform places more emphasis on innovation, by promoting innovative and effective CTE programs and systemic reforms in State policies and practices that will support the implementation of effective CTE practices at the local level. In line with this effort, we are proposing a competitive CTE Innovation and Transformation Fund (CTE Innovative Fund) —administered by the Department—to incentivize innovation at the local level and support system reform at the

State level. The need for innovation is great, and we've already started to see many communities taking the lead to create space for developing new ideas.

We believe the Blueprint, especially its provisions for high-quality CTE programs, can serve as a road map for transforming CTE across the country. In fact, through projects we are undertaking with support from CTE National Programs funding we are already working with eleven States as they begin the transformation process.

Career and technical education is central to rebuilding our economy and securing a brighter future for our nation. Our federal investment in CTE must be dramatically reshaped to fulfill its potential to prepare all students, regardless of their background or circumstances, for further education and cutting-edge careers. We look forward to working with Congress on the rewrite of the Perkins Act. Again, thank you for this opportunity to testify, and I am happy to answer your questions.

Chairman KLINE. Thank you, Madam Secretary.
Mr. Litow, you are recognized.

STATEMENT OF STANLEY S. LITOW, VICE PRESIDENT, CORPORATE CITIZENSHIP AND CORPORATE AFFAIRS, PRESIDENT, IBM INTERNATIONAL FOUNDATION, IBM CORP.

Mr. LITOW. Thank you very much, Chairman Kline.

And thank you, Ranking Member Miller and other members of the committee. We really appreciate the opportunity that you have given us to come here and testify before you.

The Perkins reauthorization offers the country an enormous opportunity to reshape a program that provides a real opportunity to connect school to career in a meaningful way. The core concepts of the reauthorization ought to be linking job to the labor market information. We want to prepare our students for the jobs that exist and are likely to exist in the future.

Number two, we want to align our career and technical education programs to postsecondary education because we know a high school diploma is simply not enough and we have got to provide an opportunity for more students to get postsecondary education.

Third, we have got to get business strongly to the table to help shape curriculum, to help provide mentoring, to provide workplace experiences, and to really connect school to career in a meaningful way and provide those workplace experiences through mentoring, internships, and on-the-job opportunities for students so that they get the workplace skills that they need to be successful in the workplace.

Now, why is this urgent? You have heard the numbers. We are, right now, at the lowest rates of employment for youth and young adults than at any time since the Second World War.

The labor market data shows us that over the next 10 years there are going to be 14 million new jobs created for students who have middle-grade skills, and the opportunity for students to have jobs that require post secondary education are growing markedly year after year. We at IBM—I represent one company; we are a little over 100 years old—a large company. We have 1,800 vacancies.

There is a jobs crisis. But more than a jobs crisis, there is a skills crisis.

How do we address this program of jobs and skills? In your introduction you mentioned one clear example, the P-TECH program.

Now, we can sit back and hope that our career and technical education programs will improve, but I think business needs to come to the table and be a full partner to make sure that those programs improve.

So we created a grade nine through 14 school, starting in a very disadvantaged neighborhood in an urban setting. We started with students who had no admissions requirement to get in—totally open opportunity—working within existing funding streams, within existing regulations, and we mapped the job skills that are required for nine different job categories at IBM and embedded them directly into the curriculum.

So workplace skills like problem solving, knowledge acquisition, writing skills, presentation skills are part of how math is taught,

science is taught, English is taught. And the response from students is that they are achieving at significantly higher levels.

Every student in the school has an IBM mentor. Every student has structured workplace visits.

Every student has an opportunity to take and pass college courses when they are ready for those college courses. And what we have learned is that at the end of the 10th grade about 75 percent of the students in the school pass three state regents exams; 50 percent passed four state regents exams; 25 percent passed five state regents exams. And by the end of the 11th grade about 25 to 30 percent of the students will have already completed 1 year of college.

And this addresses a critical problem that we have in the country, which is that the students who begin community college, only 25 percent of them on average complete. And in some urban districts the numbers are in single digits.

Now, we have seen the opportunity to have P-TECH replicated in Chicago and now 16 schools being replicated across the state of New York in rural areas and suburban areas as well, providing a real opportunity for a future for students.

Why is this important? A recent survey of employers—by the way, the private sector currently spends about \$53 billion on job training, and employers who were surveyed—all large employers—looking at their recent hires said 70 percent of them lacked workplace ethics, lacked communication skills, lacked writing skills, and lacked the skills to be successful in the workplace.

So this is a real benefit. It is a benefit to students by providing them the skills to be able to take the jobs of the 21st century. It is a benefit to employers to be able to expand their workforce and to be competitive and make the country competitive. And we have this great opportunity through the reauthorization of the Perkins Act.

Now, there are a lot of differences that people have about education. Educators very often differ with people in higher education. People on both sides of the aisle very often differ. People in the business community differ with other businesses.

This is one issue that there is an enormous amount of agreement on. We can make this change. We can make it now. We can benefit the 12 million students who are in CTE programs right now and we can address the U.S. competitiveness in the future and link school to career in the 21st century.

Thank you so much, Chairman Kline.

[The statement of Mr. Litow follows:]

Prepared Statement of Stanley S. Litow, IBM Vice President, Corporate Citizenship and Corporate Affairs; President, IBM International Foundation

CHAIRMAN KLINE, RANKING MEMBER MILLER, MEMBERS OF THE COMMITTEE: IBM appreciates the opportunity to testify on improvements to the Carl D. Perkins Career and Technical Education Act that will prepare today's students for tomorrow's jobs.

IBM is a major U.S. employer with long involvement in education including our recent work with the P-TECH school in New York. Based on our experience and urgent need for work-ready graduates, we urge Congress to reauthorize Perkins to:

- Align curriculum to labor market needs in high-growth industry sectors

- Improve CTE programs with strong collaborations among secondary and post-secondary institutions
- Facilitate participation by local employers in making link between curriculum and needed workplace skills
- Incorporate workplace experience for students through internships, apprenticeships and mentorships with local employers, and experiential teaching methods such as work-based learning classes and project based learning

U.S. economic competitiveness is seriously undermined by the serious and systemic problem of young people being inadequately equipped to make an effective transition from school to career.

According to the Center for Labor Market Studies, employment rates for the nation's teens, ages 16 to 19, and young adults, ages 20 to 24, have dropped to new post-World War II lows. During the two-year period from late 2007 to late 2009, the number of employed teens in the U.S. declined by nearly 25 percent, while the number of employed young adults fell by nearly 11 percent. These employment rates are more than 18 percent below their year 2000 values and nearly 23 percent below their values in 1989—the peak of the 1980s labor market boom.

But let me proceed. Today, some 12 million U.S. students are enrolled in secondary or postsecondary Career and Technical Education—or CTE—programs. This is an enormous enterprise, and its ability to impact not only the futures of America's young people—but our collective economic prospects—is equally huge.

Once known as Vocational Education, CTE has a checkered history. It is commonly viewed as a system ancillary to the core issues involved in education improvement and reform. “Voc. ed.” or CTE teachers, principals and schools were most often an afterthought in sometimes contentious discussions about how to improve our schools, where the focus has been on choice, charters, and teacher evaluation systems. CTE funds available under Perkins were too often spent on equipment, with little serious thinking about curriculum change or alignment first to college and then to career.

As a result, its history is that of a second track for students for whom educational excellence was not expected, but a path from high school to work was anticipated. Look at the historical data and it is not a pretty sight.

Our thinking has been forced to undergo change, largely stimulated by fairly dramatic changes in the 21st Century economy and the core issues of U.S. competitiveness that have weakened our nation's economy and put new pressures on government, business and education. It's the economic pain that has dictated a change, first in our views and now, finally, in our actions.

Let's review the facts.

Fact number one: Many job opportunities go unfilled due to the skills mismatch.

Many of the well paying jobs that exist in today's labor force remain vacant because too few job candidates possess the skills needed to fill them. As one example close to home, in August 2013, almost 1,800 IBM jobs were left unfilled, with our company experiencing shortages of skills in technical fields. As a business to business company, we see the same problem with our clients and business partners. In fact, over the next 10 years, 14 million middle skill jobs will be created potentially heightening the problem.

According to Help Wanted: Projections of Jobs and Education Requirements through 2018, within six years there will be a need for at least 4.7 million new workers with postsecondary credentials. If the country stays on its current path, without addressing the skills crisis, there will be a shortage of at least 3 million workers with the necessary degrees. The implications for our economy are grave.

Fact number two: Less than 25 percent of high school graduates who enroll in postsecondary education via community colleges will earn a certificate or degree within eight years, and the average for young people of color is far worse, with only one in four completing. To lend more clarity, 43 percent of our nation's community college students require remediation. IBM looked at one community college's entering Freshman class and using data analytics, we found that if students were enrolled in two remedial courses, one of them being math, they had a 99 percent chance of dropping out of college before the end of the first semester. If students are not college ready, how can they possibly be ready for today's careers?

Fact number three: While U.S. high school graduation rates are improving, students who complete with only a high school diploma and enter the job market right out of high school will see their wages max out at less than \$15 an hour, condemning far too many to lives of the working poor.

Therefore, the task for today's CTE is to illuminate numerous paths to success for American students to ensure that they are both college and career ready. With high-quality preparation for college and career, our graduates will have access to meaningful, long-term career opportunities and a hopeful future.

Despite these compelling numbers, our CTE programs, largely funded under Perkins, have not changed. This was acceptable in the heyday of U.S. manufacturing and skilled labor, when CTE helped provide the critical workplace skills that enabled economic mobility for generations of young adults. But today and tomorrow's knowledge-based jobs require more. To succeed in the 21st Century economy, employees need skill sets that include problem-solving, communications, and teamwork, coupled with high-quality traditional academic preparation.

Far too many current CTE programs are not aligned with labor force needs, meaning that the jobs they are preparing our young people for either do not exist in the numbers needed, or they do not exist at all. Businesses share in the blame. Business involvement, which is critical to connecting education and economic need, is spotty at best. With very little business involvement, few CTE programs are aligned to real jobs and needed skills, so the skills stressed in the workplace are missing both from college and high school curriculum, leaving graduates underprepared. The cost to businesses in training is astronomical.

What's clear is that the burden of preparing workers cannot be the sole responsibility of schools. A fully prepared workforce requires a multifaceted response. Employers, educators, and government and community leaders must collaborate, with each contributing its specific expertise to solve complex employment needs and prepare the new generation of workers.

That is not to say that there are not some exemplary programs, there are, but they are the exception and not the rule.

One stark exception in which IBM has been intimately involved is Pathways in Technology Early College High School, or P-TECH, the nation's first grades 9 to 14 school. This unique collaboration between IBM, the New York City Department of Education, The City University of New York, and New York City College of Technology, launched in September 2011 in Brooklyn, New York. We initiated this model because the existing system simply does not work, and we needed a change. Every student graduating from P-TECH will earn an Associate in Applied Science degree either in Computer Information Systems or Electromechanical Engineering Technology. That degree will signify that they are college and career ready—able to continue their studies without remediation in a four-year postsecondary institution or to embark upon a career in the IT industry. IBM, with our skin in the game, our steadfast belief in the P-TECH model and its young people, principal and teachers, has promised that successful graduates will be first in line for jobs at our company. And we believe with some evidence and reason that other companies are more than ready to step up to the plate.

The school, which is in its third year, has 335 students. Students are accepted into the school solely based on interest—not grades or testing requirements. The vast majority—74 percent—are boys, with Black and Hispanic males making up more than 60 percent of the population. More than 80 percent of students are on free or reduced lunch and 16 percent have Individual Education Programs because of special learning needs.

Against this backdrop, by any measure, the students at P-TECH are excelling. While the typical New York City high school student may have taken up to two required New York State Regents exams before entering the third year, 74 percent of all P-TECH students have passed at least three Regents exams for graduation; 51 percent have passed four and 23 percent have passed five Regents exams before entering year three at P-TECH.

These results can be attributed to the core elements of P-TECH, which differentiate it among most CTE programs and demonstrate the great promise of reinventing high school CTE programs along this innovative model.

First, the curriculum is mapped to the skills required in high growth jobs and careers. IBM identified the skills required for entry-level jobs, and working with our partners, developed a scope and sequence of courses that would ensure that students graduated with academic, technical and workplace skills needed in the IT industry. This means that the core curriculum in math, science, English and all other subjects are focused on ensuring that students are career-ready. Our skills mapping process has been documented and is available to any public-private partnership or CTE program wishing to do this same process of alignment. Aligning curricula with local job opportunities should be the highest priority in reauthorizing Perkins.

Second, students move through a personalized academic pathway, aligned to college and career requirements, which is closely monitored by his or her teachers and advisors, based on their individual needs and performance. The focus is on mastery not seat time. The alignment allows students to take the courses as they are ready, reducing the need to wait, repeat courses, or jump over gaps in their learning. As a result, students begin taking college classes the summer after the ninth grade. Today, 125 students (44 sophomores and 81 juniors) are enrolled in at least one of

12 college courses. To date, students enrolled in college courses have earned 12.6 college credits on average. Several students have earned 21 college credits, and will have as many as 33 credits by January 2014. Fifteen students in the first class are on target to graduate with their AAS degree in just four years. The collaboration between secondary and post-secondary institutions helps P-TECH students and could dramatically improve all Perkins CTE programs.

Third, a 21st Century workplace learning curriculum is provided to every student. This curriculum includes skills like critical thinking, problem solving, communication and leadership skills that need to be developed in young people before they become part of the workforce, and is importantly designed to develop within them those habits of mind like “persistence” and “grit” that are found in our most successful employees. Employers have a shared interest in a Perkins Act that develops “soft skills” in students.

Finally, each student has a volunteer IBM mentor, who provides academic support, career guidance and invaluable inspiration. While much of the interaction happens in person, IBM also has developed a safe and secure online platform to enable frequent communication, with a focus on academics, between mentors and their students. To further support career-readiness, students participate in structured workplace visits and project-based learning. And this summer, 75 students will begin paid, skills-based internships where they will hone and advance their skills, while helping work on actual projects for the businesses that hire them. This type of experiential learning is one of the best ways of linking the workplace to the classroom and provides students opportunities to solve real challenges on today’s topics with the current tools in use by potential employers. Incorporating workplace experience and experiential learning is one of the most significant opportunities for Perkins reform—students, teachers, administrators, and employers all benefit from ongoing interaction.

Working off the P-TECH playbook, P-TECH was replicated in four schools in Chicago in September 2012. IBM is spearheading one school, the Sarah E. Goode STEM Academy, in collaboration with the Chicago Public Schools, City Colleges of Chicago, and Richard J. Daley College. Other lead companies that IBM is working with include Cisco, Motorola Solutions and Verizon Wireless. Goode currently has 463 students in Years One and Two, all facing similar challenges to the students at P-TECH. Operating under the same model principles, we are seeing similar promising results. In one year, Goode’s inaugural class gained an overall average of 1.5 years growth on Chicago’s 9th grade exam. Goode was ranked 2nd out of 17 high schools in the Southwest Area High School Network and 4th out of 106 high schools in the City of Chicago with regard to average growth.

In New York City, two more schools modeled on P-TECH opened in 2013: Energy Tech High School, partnered with ConEd and National Grid, and Health and Emergency Response Occupation (HERO) High School, partnered with Montefiore Medical Center. Three more NYC schools will open in 2014, in partnership with Microsoft and New York-Presbyterian Hospital, SAP, and the American Association of Advertising Agencies.

Last August, Governor Andrew M. Cuomo announced the 16 winners of a state-wide competition that will implement the P-TECH model, preparing thousands of New York students, in urban, suburban and rural areas, for high-skills jobs of the future in technology, manufacturing, healthcare and finance. Each school is based in one of the state’s 10 economic development regions and will help advance the Governor’s Regional Economic Development Strategy by linking job training directly to employment opportunities in the regions. Fifty businesses, including IBM, and 19 colleges, both public and private, are participating, in an effort that will change the trajectory of more than 6,000 students.

Inspired by IBM’s work in New York and Chicago, the J.A. and Kathryn Albertson Foundation is creating a new school model based on P-TECH. Rather than creating brick and mortar schools serving a few hundred students, the Foundation is now creating a network that will serve ALL Idaho students, providing students in rural areas with the ability to gain—at little or no cost—meaningful credentials and pathways to Idaho jobs in healthcare, high-tech manufacturing and information technology.

Many other states are approaching IBM discussing state-wide replication, and are on board to implement more, and many businesses are as well. These involve many other themes, not just IT—themes such as advanced manufacturing and healthcare, business and finance, telecommunications and hospitality.

Business interest in this issue is very high, born out of the necessity of changes in the economy. In fact, tomorrow the Harvard Business School will host a forum attended by many business leaders to discuss how business engagements that have up to now been sporadic and achieved limited scalability and sustainability can be

reformed. They will cite the P-TECH model, which has been documented in a new Harvard Business School case, as being illustrative of the direction that businesses should consider taking.

Replication has moved rapidly because, as a public school model, spending for these schools is the same as other public schools. In addition, because they embrace open enrollment, we know that this model works in communities with significant and serious economic and educational needs and can address great disparities in opportunity that have plagued many school districts across the country.

I, and a great many others, strongly believe that this model is so significant, and the early results so impressive, that we can and will see dozens more grades 9-14 schools opening along this model. But dozens of schools is hardly enough. For the U.S. to be competitive we need more—much more. It will take many other political leaders, like Mayors and Governors, supporting it, many more companies stepping up as we at IBM have, and many universities, motivated by the high completion rates and strong link to employment, owning it. But the good news is that we have documented some early successes and importantly codified the tools required to achieve success. IBM, with our partners, is committed to making these tools available online to each and every state, district, college and employer that is interested in embracing this change.

As they develop the second generations of schools, administrators, teachers, and employers will benefit from the emerging tools that allow teachers and administrators to more accurately understand and predict a learner's educational pathway, and align and deliver content relevant to the student's learning needs. Understanding where learners are strong or challenged allows educators to tailor instruction programs for each learner, and can ease the challenges in aligning the correct instructional resources an educator will use to align the learner, classroom and the workplace.

Which bring us to the role of the federal government. We need your help, too. Which brings us to the Carl D. Perkins Act. Imagine that instead of dozens of schools modeled after P-TECH, there were thousands of them, providing a clear path from school to career and offering hundreds of thousands of young people a middle class wage. The opportunity to affect the lives of young people and strengthening the U.S. economy is enormous.

Perkins can be the linchpin to U.S. competitiveness. A reauthorized Perkins must include:

- Alignment of state and locally developed curriculum by secondary and postsecondary with skills in demand by local industry as demonstrated by job openings, and Department of Labor data, attainment of industry-recognized certificates, inclusion of work-based learning classes, and project based learning
- Alignment of secondary curriculum with postsecondary institutions
- Participation by employers in making link between curriculum and skills needed for employment
- Student participation in industry internships, apprenticeship and mentorships, and other workplace placements

As the American CTE system continues to grow and evolve, education leaders and policymakers can learn a great deal from our international peers, who arguably have more sophisticated systems in place that better prepare students for career success. In the U.S. skills are taught through school programs; in many European countries, students master workplace learning components in real world settings.

This is not a pipedream, it can be done. It requires political will and action, and the support from business, labor, universities will follow, as the results begin to show that CTE programs can revolutionize American education—and our nation's economy. We're seeing it right now in Brooklyn, New York, with a group of inspired, motivated young people whose dreams are now within reach.

Chairman KLINE. Thank you very much.
Dr. Flanders, you are recognized.

**STATEMENT OF DR. BLAKE FLANDERS, VICE PRESIDENT OF
WORKFORCE DEVELOPMENT, KANSAS BOARD OF REGENTS**

Mr. FLANDERS. Thank you, Chairman Kline, Ranking Member Miller, and members of the committee, for the opportunity to discuss how to better prepare today's students for the jobs of tomorrow and how the Carl D. Perkins Career and Technical Education Act can support this critical endeavor.

My name is Blake Flanders. I serve as the vice president of workforce development for the Kansas Board of Regents and I also function as the state director for Carl D. Perkins Career and Technical Education.

As context for Kansas, the Board of Regents is the sole eligible agency for the Carl Perkins Career and Technical Funds, which are awarded to the state, and we split those funds with our secondary partners at the Kansas State Department of Education. The business-led Kansas Postsecondary Technical Education Authority operates under the auspices of the Board of Regents and has led the transformation of career and technical education in the state of Kansas.

Our community and technical colleges deliver college-level career and technical education programs and we have connected these programs to pathways delivered by Kansas high schools at the secondary level.

However, connecting levels of education isn't enough. We must link our existing educational programs to industry through industry-recognized credentials. In Kansas we are ensuring our career technical education programs meet the needs of industry because students earn not only an educational award and college credit hours, but they also earn an industry-validated, nationally recognized credential.

But to realize the maximum benefit of industry credentials, Kansas and other states will need access to these completion data. It would be helpful to have a centralized clearinghouse where credential data could be stored and matched to individuals identifying industry credentials attained.

We must transform our local advisory committees and structurally connect them to the workforce system. The Carl Perkins legislation relies on local advisory committees as the tie to business and industry.

Local connections to businesses are important and we have some examples of successful local advisory committees. However, advisory committees typically function with limited or no committee staff support, which restricts sustained employer engagement.

In Kansas, in the Wichita area, with our partners at the local workforce investment board, the Workforce Alliance, we are exploring sector advisory committees operating at the regional level to support the regional economy. These industry committees will advise both secondary and postsecondary career technical education programs and actually be staffed by our workforce partners from the local workforce system.

Encouraging regional industry advisory committees supported by Workforce Investment Act-funded staff provide a structural connection to programs funded both by Carl D. Perkins funding and also Workforce Investment Act funds. We need to leverage partnerships and connect existing workforce initiatives and entities where possible.

As we move towards regional advisory committees I would recommend funding consortia instead of secondary and postsecondary institutions, and instead of spreading those funds thinly across all institutions, bringing them, again, together in a region. Where possible, these consortia should partner with the local workforce in-

vestment board and, again, make a structural connection between those federal workforce programs.

Accountability and incentives, at least in Kansas, drive performance improvement. It is important that Kansas has the mechanism to reward high-performing technical education programs.

As an example, last year in Kansas we passed Senate bill 155, which pays the postsecondary tuition for high school students enrolled in college, career, and technical education courses. The sending school district also receives a 1,000 award for each student that completes an industry-recognized certificate in a high-demand area and also graduates from high school. As a result of these incentives, our completion and postsecondary participation numbers for high school students nearly doubled last year.

We want to incentivize our institutions to serve our adult Kansans, as well. Please allow states the flexibility to move a larger portion of the funding currently distributed by formula to local institutions into a competitive pool designed to incentivize improvements and reward actual outcomes.

As an example, Kansas could continue with a base level of formula-driven support for local institutions but allow up to a 50 percent of these formula grant funds to be awarded competitively. Competitive funding and incentives will drive change. The status quo will not.

Thank you for the opportunity for input on this important topic. I appreciate your leadership and look forward to questions.

[The statement of Mr. Flanders follows:]

**Prepared Statement of Blake Flanders, Ph.D., Vice President of
Workforce Development, Kansas Board of Regents**

Thank you Chairman Kline, Ranking Member Miller and Members of the Committee, for the opportunity to discuss how to better prepare students for the jobs of tomorrow, and how the Carl D. Perkins Career and Technical Education Act can support this critical endeavor.

My name is Blake Flanders and I serve as the Vice President of Workforce Development for the Kansas Board of Regents, State Director for Carl D. Perkins Career and Technical Education, and Executive leadership for the Kansas Postsecondary Technical Education Authority. The Kansas Board of Regents (Board) is the governing board of the state's six universities and coordinating board for the state's 32 public higher education institutions (seven public universities, nineteen community colleges, and six technical colleges.) The Board is the sole eligible agency for the Carl D. Perkins Career and Technical funds awarded to the state which are split with our secondary partners through the Kansas State Department of Education. The Kansas Postsecondary Technical Education Authority operates under the auspices of the Board and has led the transformation of the career technical education system in Kansas.

Strong connections to business and industry are the key to successful career technical education programs that produce positive outcomes for students and assist business in staying competitive. All career and technical education programs, where possible, must include industry credentials. Industry credentials provide a clear and direct connection between education and work and ensure graduates have the skills employers require in the new economy. In Kansas, two national partnerships have led efforts to better connect our programs with industry. We have aligned many of our career technical programs to industry using the National Association of Manufacturers-Endorsed Manufacturing Skills Certification system. This system aligns traditional education pathways with the requirements of industry-based certifications. Students earn not only education certification, but also industry-validated, nationally-portable industry credentials with real value in the marketplace. Additionally, our Kansas partnership with the National Coalition of Certification Centers has allowed us access to a network of industry partnerships that not only give students access to validated industry credentials in the transportation, aviation, and energy sectors, but provide a valuable professional development network for pro-

gram faculty. To realize the maximum benefit of industry credentials, Kansas, and other states, will need access to credential completion data. It would be helpful to have a centralized clearinghouse where credential data could be stored and matched to individuals identifying industry credentials attained.

The Carl D. Perkins legislation relies on local advisory committees as the tie to business and industry. Local connections to businesses are important, and we do have some examples of successful local advisory committees; however, advisory committees typically function with limited or no committee staff support, which restricts sustained employer engagement. In Kansas, we are exploring sector advisory committees operating at the regional level. These industry committees would advise both secondary and postsecondary career technical education programs and be staffed by workforce partners from the local workforce system. Encouraging regional industry advisory committees supported by workforce investment act funded staff, where possible, provides a structural connection to programs funded with both Carl D. Perkins and Workforce Investment Act funds and maximizes the use of industry partnerships.

A regional model of industry engagement informed by nationally recognized industry partnerships will tighten the focus of our efforts across federal programs and leverage state and local funding to produce the highest quality outcomes. Rather than thinly spreading funds across all institutions, funding consortia consisting of secondary and postsecondary institutions is recommended. Where possible, consortia should partner with the local workforce investment board. Funding consortia would better connect the workforce and education systems, create more effective industry engagement, and provide a structural connection between secondary and postsecondary career technical education programs.

Our career technical education system must perform and be a conduit to high wage, high demand careers for program graduates. The current core indicators of performance required for Perkins programs measure valuable outcomes such as program completion, student retention and transfer, technical skill attainment, and employment. However, the gender nontraditional core indicators provide little value, especially to postsecondary programs where many times students choose a major prior to admittance to the institution. To close the current skills gap and maximize prosperity for all students, our career and technical education system should be sensitive to the needs of nontraditional students. I would, however, suggest the gender, nontraditional indicator be tracked similar to the special populations categories, but not included as a core indicator of performance.

Accountability drives performance improvement. It is important that Kansas has the mechanism to reward high performing technical education programs and high-light promising practices. I recommend allowing states the flexibility to move a portion of the funding distributed by formula to local institutions, instead into a competitive pool designed to incentivize improvements and reward actual outcomes. As an example, Kansas could continue with a base level of formula driven support for local institutions, but allow up to 50% of these formula grant funds to be awarded competitively based on outcomes.

In summary, to improve the Carl D. Perkins Career and Technical Education Act, I recommend:

1. Requiring the alignment of all career and technical programs, where possible, to industry-recognized credentials;
2. Creating a centralized clearinghouse for data related to industry credential attainment;
3. Encouraging regional industry advisory committees supported by workforce investment act funded staff, where possible;
4. Funding consortia consisting of secondary and postsecondary institutions;
5. Retaining only the core indicators of performance measuring program completion, student retention, technical skill attainment, and employment;
6. Allowing states to reward high performing technical education through a competitive funding process.

Thank you for the opportunity for input on this important topic. I appreciate your leadership and look forward to questions.

Chairman KLINE. Thank you, sir.
Dr. Albrecht, you are recognized for 5 minutes?

**STATEMENT OF DR. BRYAN ALBRECHT, PRESIDENT,
GATEWAY TECHNICAL COLLEGE**

Mr. ALBRECHT. Thank you, Chairman Kline, Ranking Member Miller, and members of the committee. I am honored to share with you my perspective on the importance of your work and leave you with three examples of promising practices from our community.

My name is Bryan Albrecht and I serve as president and CEO for Gateway Technical College. Gateway is located in Southeast Wisconsin and is one of 16 technical colleges in our state.

In fiscal year 2013 Wisconsin received a state appropriation of just over \$20 million from the Carl Perkin Career and Technical Education Act. These funds are split between our 16 technical colleges and our 423 secondary school districts.

Our college history supporting the education and training needs of global companies such as Snap-on, Trane, SC Johnson, Modine, and Insinkerator provides me a perspective of the critical need to invest in programs that will provide skills for the next-generation technical workforce. Nick Pinchuk, president and CEO of Snap-on, Incorporated, recently stated to the National Coalition of Certification Centers that “the time is now for technical education,” and I could not agree more.

So what do we do to combat this war on our economy? What impact must the Carl Perkins Act have on the education and training needs of youth and adults? And what are some successful best practices that our community has been able to gain as a result of Perkins investments?

At Gateway, and with the support of our business community, we have leveraged Perkins funding to transform our training programs to rapidly respond to the needs of dislocated workers, upscale incumbent workers, and engage new workers. The following three examples demonstrate the importance of business and education working together to improve career and technical education both at the secondary and postsecondary levels.

My first example describes the work of the National Coalition of Certification Centers, a consortium of colleges and high schools across the country. Gateway has partnered with Snap-on and Trane to develop curriculum through NC3, training, and industry certifications that align with specific technical competencies for their companies.

Students demonstrate those competencies and earn certifications for their mastery. This year the NC3 network of colleges is positioned to award over 10,000 industry certificates to students throughout the country in the automotive and energy industries.

Another example is our partnership with the SC Johnson Company. The integration of academic curriculum and industry standards resulting in measurable outcomes has served as the framework for our boot camp manufacturing partnership.

Gateway, along with over 40 local employers, integrates services from area workforce development centers to assist students in mastering skills in computer numerical control, welding, and industrial machine repair. With a 95 percent job placement rate, boot camp graduates are highly sought after by employers.

Through this program, students earn college certificates and nationally validated industry credentials. Some examples include:

Manufacturing Skills Standards Council certification in safety and production, the American Welding Society credentials, and the National Coalition of Certification Centers certifications in multi-meters and torque technology.

These are just two examples of the value of industry certifications in career and technical education programs.

My last example is one that demonstrates how Gateway Technical College, in partnership with the Kenosha Unified School District, has utilized Perkins funds to support a framework for programs of study, leading to postsecondary credentials for high school students. Gateway, in partnership with Kenosha Unified School Districts, operates a high school and an adult learning center called the LakeView Advanced Technology Academy. Beginning in the ninth grade, students are exposed to college and career success through our college connection program and curriculum integration.

Starting their junior year, students may enroll in Gateway courses in engineering, manufacturing, and information technology. All of these courses are offered at the LakeView Academy.

When they graduate, students will have earned between 18 and 40 college credits, building a pathway to college and career success. LakeView is nationally recognized for "Project Lead the Way" high school with a focus on STEM for all learners.

Gateway provides the curriculum, instruction, and technology needs to deliver high academic and occupational skill integration in a secondary school environment. LakeView is just one example of how articulation can improve college and career readiness for high school students.

Gateway has credit transfer agreements with all 14 of the high school districts we serve, each designed to address the individual needs of the district and the students they serve.

In conclusion I would like to offer three recommendations that have improved career and technical education for our community, the first being that CTE program outcomes must align with industry credentials to assure that there are common college and career pathways for all students; the second, career and technical education programs must integrate student support services with occupational programs to build bridges for student success in the workplace and in continued education; and third, schools and colleges should establish transcripted credit agreements that add value to the academic and occupational goals of the student, building their academic competence and confidence toward postsecondary success.

I want to thank you for your support of the Carl Perkins Act and for your consideration of my testimony. Thank you.

[The statement of Mr. Albrecht follows:]

Prepared Statement of Bryan Albrecht, Ed.D., President & Chief Executive Officer, Gateway Technical College

My name is Bryan Albrecht, and I serve as President and CEO for Gateway Technical College. Gateway is located in Southeast Wisconsin and is one of 16 technical colleges in our state. In FY 2013 Wisconsin received a state appropriation of \$20,241,685 from the Carl D. Perkins Career and Technical Education Act. The funds are split between post-secondary technical college districts (55%) and secondary school districts (45%).

Our college history supporting the education and training needs of global companies such as Snap-on Incorporated, Trane, SC Johnson: A Family Company, Modine,

IBM, and Insinkerator provides a perspective of the critical need to invest in programs that provide skills for next generation technical careers. Nick Pinchuk, President and CEO of Snap-on, Inc. recently stated to the National Coalition of Certification Centers that “The time is now for technical education”, and I could not agree more.

Hundreds of articles have been written about the skills gap, and the lack of qualified workers. Bill Symonds, Director of the Pathways to Prosperity Project at Harvard Graduate School of Education wrote, “The United States is no longer a global leader in education. Many of our youth are not developing skills they need to prosper in the 21st century economy. Unless we equip youth with the education and workforce skills they need to succeed, we are in danger of leaving millions of young people on the sidelines, severely jeopardizing our nation’s ability to remain competitive in a global economy”.

So what do we do to combat this war on our economy? What impact must the Carl D. Perkins Career and Technical Education Act have on the education training needs of youth and adults? And what are some of the successful best practices that our community has been able to gain as a result of the Carl D. Perkins Act investments?

With the support of our business community and the leveraged Perkins funding we have been able to transform our training programs to rapidly respond to the needs of dislocated workers, upscale incumbent workers and engage new workers.

The following examples demonstrate the importance of business and education working together to improve career and technical education at both the secondary and post-secondary levels.

- As a founding member college of the National Coalition of Certification Centers (NC3), Gateway along with now over 150 colleges, has partnered with Snap on and Trane to developed industry certifications that ensure training curriculum is aligned with the needs of employers, and that students demonstrate world class skills. This year the NC3 network of colleges is positioned to award over 10,000 industry certificates to student technicians in the automotive and energy industries ensuring a workforce for the future.

- The integration of academic curriculum and industry standards resulting in measurable outcomes has served as the framework for our bootcamp manufacturing partnership. The SC Johnson Company, along with over 40 local employers integrates services from the area workforce boards and Gateway to assist students in mastering skills in Computer Numeric Control (CNC), Welding, and Industrial Machine Repair. Through this program students have the opportunity to earn nationally validated, portable industry credentials. Examples include Manufacturing Skills Standard Council (MSSC) safety, and production; American Welding Society (AWS); National Coalition of Certification Centers (NC3); Multimeter, and Torque Technology.

- My last example is one that demonstrates how Gateway Technical College in partnership with the Kenosha Unified School District have utilized Perkins funding to support a framework for programs of study leading to post-secondary credentials for high school students. Gateway Technical College in partnership with the Kenosha Unified School District co-operates a high school and adult learning center called LakeView Technology Academy. Students beginning in grade 9 are exposed to college faculty and curriculum throughout their high school experience. Beginning their junior year high school students enroll in Gateway courses in engineering, manufacturing and information technology, all offered in the LakeView Academy. When they graduate, students will have earned between 18 to 40 college credits, building a pathway to college, and career success. LakeView is a nationally recognized ‘Project Lead the Way’ high school with a focus on STEM (Science, Technology, Engineering, and Math) for all learners.

Gateway provides the curriculum, instruction, and technology needed to deliver high skills integrated in a secondary school environment. Through articulation Gateway Technical College has college credit transfer agreements with all fourteen (14) high school districts we serve. Examples include Health Occupations, Business Services, Automotive Technology, Engineering, Hotel Hospitality, Marketing, Welding, Information Technology, and Mathematics.

In conclusion, I offer three recommendations that have improved career and technical education in our community.

- Career and Technical Education program outcomes must align with industry credentials to assure that there are common college and career pathways for all students.

- Integrate students support services with occupational programs to build bridges for student success in the work place and continued education.

- Establish transcribed credit agreements between secondary and post-secondary institutions that add value to the academic and occupational goals of the student.
- Thank you for your consideration of my testimony.
Respectfully,

DR. BRYAN ALBRECHT, *President,*
Gateway Technical College.

Attachments:

Case Study Trane
ACTE Perkins Reauthorization
Guiding Principles NCATC Newsletter
Lakeview Technology Academy Facts Sheet

Case study

January 2013



Gateway Technical College Trane partnership helps to better prepare tomorrow's workforce Kenosha, Wisconsin

Gateway Technical College collaborates with communities in Kenosha, Racine, and Walworth counties in Wisconsin to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities. The college offers instructional programs from its campuses, and through online courses, to approximately 29,000 students annually.

Challenge

Like many technical education schools, the HVAC equipment in the training labs at Gateway Technical College was outdated, with many of the pieces more than twenty years old, often donated by area residents after upgrading their homes or businesses. At the same time, the college recognized their infrastructure was aging, with mechanical systems nearing the end of their useful life. In keeping with its mission, the college wished to advance its commitment to sustainability by utilizing energy-efficient systems, while preparing students to become valued workers in the community.

Solution

Gateway Technical College and Trane joined forces to replace aging equipment with new, operationally reliable energy-efficient systems and collaborate on their common goal of advancing career and technical training by establishing advanced HVAC classrooms and working labs, otherwise known as a Center of Excellence (CoE), to improve desired outcomes for their graduates.

Closing the skills gap

To bridge the gap between education and industry workforce needs, Gateway and Trane worked hand-in-hand to enhance the college's career and technical training within the HVAC program by elevating training to the level required by industry. Working together, along with the National Coalition



Gateway Technical College students enjoy a hands-on learning experience with new equipment and the latest technologies.

of Certification Centers (NCC), a strong public-private partnership was formed in order to develop, implement and sustain industry-recognized portable certifications.

To enable Gateway students to excel in the HVAC industry, the HVAC program was enhanced by adding instruction in building automation controls, commercial refrigeration and commercial HVAC systems, which were not previously part of the college's offering. "The more we can align the academic content of a program with industry recognized credentials and industry validation, the closer our students will be to becoming successful in competing for jobs," said Dr. Bryan Albrecht, president, Gateway Technical College.

Updating the technology

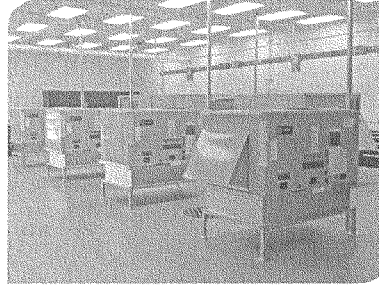
Once the HVAC program's new direction was established, work began to update the college's training labs in order to complete the transformation. Gateway Technical College administrators knew equipment from even ten years ago is dramatically different than equipment of today, and that when its students entered the workforce, they would be on the front lines of an industry that continually updates its technology to meet emerging challenges. It was important to the college to offer its students the opportunity to gain experience with the latest technology.

Trane and Gateway worked together to determine which lab equipment would best prepare the workforce of tomorrow. Trane provided the college with advanced, high-efficiency HVAC systems, including rooftop units and commercial chillers, along with Trane Tracer Summit® building automation systems. The training pieces included both traditional wired equipment, as well as advanced wireless technologies, creating a technically advanced HVAC Center of Excellence.

Supporting workforce development

Trane is serving as an exclusive industry sponsor and advisor of the National Coalition of Certification Centers (NC3), a network of education providers and corporations that validate new and emerging technology skills to advance workforce development. Gateway is a founding member of NC3 and is nationally recognized for their exemplary work developing advanced technology centers on their campuses.

"We recognize the need for a technically strong work force and support progressive educational institutions like Gateway that focus on providing the skills and certification programs needed to prepare the next workforce generation," said Greg



Gateway's commercial HVAC Classroom and lab was updated with new equipment and technology to align with the established curriculum.

Josefchuk, strategic programs leader for Trane. "We are very excited to collaborate with Gateway, NC3 and other career and technical education organizations across the country."

Results

Gateway Technical College and Trane are working in partnership to better prepare the workforce of tomorrow. A rigorous program, combined with updated training labs featuring the newest equipment and advanced technologies, are ensuring that graduates possess the skills, training and validation required by the industry.

"Trane has shown us technologies, installations and product manufacturing that we have never seen before," said Larry Hobbs, HVAC instructor, Gateway Technical College. "They have broadened our horizons, and it has been a wonderful experience for us."

"As we work with Trane, we will not only grow the way we develop student programs, but we will also become a much more efficient and energy conscious college," said Albrecht.



Ingersoll Rand (NYSE:IR) is a world leader in creating and sustaining safe, comfortable and efficient environments in commercial, residential and industrial markets. Our people and our family of brands—including Club Car®, Ingersoll Rand®, Schlage®, Thermo King® and Trane®—work together to enhance the quality and comfort of air in homes and buildings, transport and protect food and perishables, secure homes and commercial properties, and increase industrial productivity and efficiency. We are a \$14 billion global business committed to sustainable business practices within our company and for our customers. For more information, visit www.ingersollrand.com.

© 2012 Trane. All rights reserved.
EAG-92026-EN January 10, 2013

We are committed to being environmentally
responsible and reducing the carbon footprint.

trane.com
ingersollrand.com

Association for Career
and Technical Education

ACTE

PERKINS REAUTHORIZATION GUIDING PRINCIPLES

The Association of Career and Technical Education (ACTE) is the nation's largest not-for-profit education association dedicated to the advancement of education that prepares youth and adults for successful careers. With that goal in mind, we offer the following initial principles to Congress as conversations begin on the reauthorization of the Carl D. Perkins Career and Technical Education Act (Perkins Act). These principles will form the foundation of our work on more specific recommendations in the future.

Cutting across all of these guiding principles must be a clear goal of building the capacity of secondary and postsecondary educational institutions to prepare all students for success in current and emerging in-demand career pathways, which lead to self-sufficiency and provide opportunities for advancement. At its core, career and technical education (CTE) is about preparing a competitive workforce to participate successfully in a global economy—meeting the needs of individuals and employers.

1. Redefine the Federal Role in CTE

Since its original authorization as the Vocational Education Act of 1963, the goals of the federal investment in CTE have changed dramatically. While much of this change has been warranted due to evolving education and economic environments, over time the purpose of the legislation has become blurred. With more and more requirements and ideas added to the Perkins Act in each successive reauthorization, it now lacks a clear, consistent focus. As Congress reauthorizes the Perkins Act in the coming years, a close examination of the exact purpose of this legislation should occur.

ACTE believes that the purpose of the federal investment in CTE should be clearly focused on ensuring all students have access to high-quality CTE programs in high schools and postsecondary institutions, and that this purpose should drive the Perkins legislation. The legislation should be about building a strong system of CTE around the country, beginning early in a student's education with career awareness and broad knowledge and building pathways to more specific career-readiness skills through connections among secondary and postsecondary education and the labor market.

2. Target Expenditures

As the purpose is redefined and narrowed, so too should funding be more targeted to ensure the most impact on students. Funds should be clearly focused on ensuring programs meet high standards of quality and address areas in need of improvement in order to sustain and enhance

student success. Uses of funds within the legislation should be clearer, more exact and fewer in number than in current law. While flexibility for local implementation is critical, funding must be linked to the purposes of the legislation and the intended outcomes. At the same time, however, it is critical that the Perkins Act remain primarily a formula grant program designed to support all CTE programs around the country that are willing to make a commitment to high levels of quality and continuous program improvement. The Basic State Grant state-to-local formula should be maintained as a driver of efforts to ensure all students are ready for careers. While mechanisms for innovation (described below) should be included, without this baseline funding no real, sustained innovation will be able to occur.

3. Define Program Quality Elements

In order to ensure that Perkins funding really is targeted to improve CTE programs across the entire education system, a more defined set of quality program elements should be included in the legislation. These program quality elements should focus on essential components that have been shown through prior research to lead to improved student outcomes. Examples of elements that may be included are: academic and CTE integration, work-based learning, pathways or linkages between educational levels, technical skills development aligned with labor market needs, knowledgeable instructors, career development, and business and industry partnerships. Programs should be required to include identified elements in order to receive Perkins funding, and funding should be targeted to continuous quality improvement of these key areas based on local needs. Enhanced oversight, monitoring and program evaluation efforts should also be included in the legislation to ensure that all programs receiving funding adhere to the quality elements.

4. Ensure Relevant & Consistent Data

During reauthorization, the Perkins accountability system should be overhauled to ensure fewer and more meaningful measures that are more consistent across states and across federal programs. The system should rely on data that is

already available or that can be easily incorporated into state longitudinal data systems to minimize the data burden on educational institutions. Provisions must be included to improve and incentivize connections between secondary and postsecondary education and workforce data systems to track students' education and employment outcomes, the most important measures of CTE success.

5. Offer Incentives for Innovation

In addition to the foundational Basic State Grant, the Perkins Act should be a driver of innovation around the country. ACTE proposes a new Innovation Fund, administered at the federal level and modeled after the recent i3 program, to identify and replicate new promising practices within CTE or new and emerging career areas. These funds should be over and above current funding levels and should focus on new ideas that cannot be implemented solely with Basic State Grant funds. Funding should be offered on a short-term basis to launch, but not sustain, programs, and there must be recognition that some innovative programs may not be successful. Scalability and replicability should be key considerations, with provisions included for the sharing of program results. As an alternative or additional source of innovation, the current reserve fund could be reworked to ensure a stronger focus on new ideas.

6. Provide the Infrastructure to Support the System

In addition to direct program support, there are a number of system elements that must be addressed by the federal CTE law in order to ensure high-quality CTE programs around the country. The next Perkins Act should continue a focus on research, evaluation and dissemination targeted toward improving practice. A strong state leadership role should be emphasized to ensure adequate coordination and technical assistance for local systems, including strong professional development, leadership development, and program and curriculum development components, and strong support for career and technical student organizations. Support for data and assessment systems to ensure appropriate program measurement approaches and data linkages, and provisions to address teacher education and recruitment needs are also areas that should be addressed.

For more information, contact Alisha Hyslop, Assistant Director of Public Policy, ahyslop@acteonline.org.



Association for Career and Technical Education • 1410 King Street, Alexandria, VA 22314
Phone: 800-826-9972 • Fax: 703-683-7424 • www.acteonline.org • Educate. Advocate. Lead.



Program Spotlight

Featured Member:
Gateway Technical College
Kenosha, Wisconsin

Bootcamps for Manufacturing

Program Partners

Gateway Technical College, Kenosha, WI; Workforce Development Boards of Racine, Kenosha, and Walworth Counties; Local Employers

Industry Sector

Manufacturing, Computer Numerical Control (CNC) Machine Operators, Welders/Fabricators, Machine Repair Technicians

Target Population

Dislocated and underemployed individuals in three counties

Eligibility Requirements

Reading and math scores at the 9th grade level or above, ACT National Career Readiness Certificate-Silver level, participation in orientation and industry tour, completion of application process that includes essay, commitment to strict attendance policy and educational and employer expectations.

Program Description

Challenge

In 2005 Gateway Technical College was approached by numerous local employers citing a growing need for CNC operators based on projected retirements. Gateway offers a one-year CNC Production Technician Technical Diploma which typically graduates 12 students per year. This volume was not meeting the expanding needs of employers who required a more rapid process to fill open positions. Many stated that applicants were not qualified, either because they did not have the necessary skill set or otherwise did not meet their hiring needs. Employers asked Gateway to "find a way to teach people

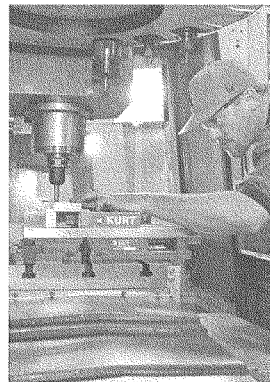
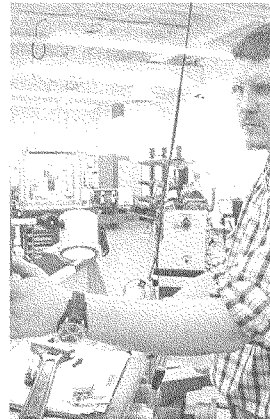
the importance of being on time and showing up daily for work."

Strategy

After hearing similar sentiments from numerous employers Gateway's Workforce and Economic Development Division tasked a manufacturing instructor with gathering specific information from employers about required entry-level skill sets. More than a dozen employers were interviewed and the identified skill sets were found to align with many existing courses available at Gateway. Only two new courses required development and once they were complete, a curriculum was drafted for employer review.

Manufacturing employers in the Gateway district were invited to a meeting to review the curriculum and format of a new training model called a Bootcamp. Approximately 30 employers attended the meeting and provided feedback on the training curriculum which included safety, quality, math, blue print reading, introduction to CNC, CNC machine tool operations and offsets, and precision measurement. Input from employers indicated that the curriculum was on target to meet employer needs. Gateway also introduced employers to NOCTI's Precision Machining assessment tool which could be used as a pre- and post-test to measure each individual's abilities. Employers welcomed the third-party skills validation opportunity and readily endorsed use of the assessment tool.

Although difficult to teach the importance of arriving at work on time, every day, Gateway proposed a program structure that simulated the work environment, scheduling classes Monday through Friday from 8:00 a.m. to





4:30 p.m. with strict attendance policies. Additionally, intensive wrap-around case management services were made available for those participants requiring additional support to address common barriers to attendance such as transportation and childcare needs. The program also included mandatory tutoring sessions for all students who receive a grade lower than a "B" on a test or quiz, resume writing workshops, and interviewing skill sessions.

Employers responded favorably to the Bootcamp model and Gateway, along with local workforce development center staff, was given the task of implementing the model. All partners, including Gateway, workforce development center staff, and employers, discussed and agreed upon roles for each partner including processes for recruiting, screening, training, and placing participants in employment. Within three months the first CNC Bootcamp was offered to 15 students.

Results

Since 2005 Gateway has offered 15 CNC Bootcamps using the model outlined above to almost 200 students resulting in a 93 percent job placement rate. Over the years the college has added certifications to the Bootcamp including ACT's National Career Readiness Certificate (NCRC), the Manufacturing Skills Standards Council (MSSC) Safety certification, Lean Six Sigma Yellow Belt Certification, and the Wisconsin-developed Critical Core Manufacturing Skills for soft skills. The Bootcamp model has been adapted for welding and machine repair technicians. To date, seven welding Bootcamps and three Machine Repair Bootcamps have been offered with similar placement results. The model has also been adapted

for Gateway's Certified Nursing Assistant (CNA) program.

Business Engagement

Key to the development, implementation, and ongoing success of the program has been the engagement of local employers. From the initial gathering of information when employers first voiced their overwhelming need for skilled workers, through the curriculum development and review process and into the job placement phase, employers have been engaged in the process.

Employers are invited to assist with mock interviews near the end of the Bootcamp to provide feedback to participants about their strengths and areas needing improvement relative to interviewing skills. Employers also provide industry tours prior to Bootcamps so participants can see the work environment and learn about employer expectations. Three weeks prior to the end of the Bootcamp, participant resumes are collated into a booklet and distributed to employers with open positions along with an invitation to attend the completion ceremony. Space is made available following the completion ceremony for employers to conduct interviews with new program completers.

Funding

Initially, funding from the Workforce Investment Act supported most Bootcamp participants, with a limited number of self-pay participants. In 2012, SC Johnson & Sons, Inc., located in Racine, WI, donated \$1 million to Gateway Technical College to support additional Bootcamps in multiple sectors. The funding will allow the college to offer three CNC, two Welding Fabrication, one Machine Repair, and two Certified Nursing Assistant (CNA) Bootcamps each year for the next two years, including case management services.

Lessons Learned

Gateway leaders say the most important lesson learned in the development and implementation of their Bootcamp model was to ask employers to identify required skills. Rather than speaking in general terms such as "applicants lack skills," they

delved into specific skills required for employment and used those competencies as the basis for the curriculum development process.

Agreement between workforce development staff, Gateway, and employers on specific roles was a critical first step. Rather than each trying to do everything, they analyzed the core mission of each partner and together agreed they would each focus only on those services that fit their mission.

Dislocated workers come from a wide array of backgrounds, experiences, and ages, and many have been away from formal education for quite some time. Program officials learned they needed to integrate study skills and time management early in the program and counseled students that they would need the support of family and friends to complete the rigorous 15-week program. Gateway leaders say the power of the program to change lives is evident at completion ceremonies where children, parents, and other relatives gather to cheer on family member as they accept their certificate(s) and officially complete the program. For many program participants this is the first academic success they've experienced. Completion ceremonies are often filled with poignant moments as completers talk about their new ability to make a living, and a life for their family. Gateway staff says they will welcome program completers back to the college when they are ready to apply their Bootcamp credits to a diploma (one year), degree (two year), or apprenticeship program.

Contact

Debbie Davidson, Vice President, Workforce and Economic Development Division, Gateway Technical College
262-564-3422 • davidsond@gtc.edu

Craig McAtee, Executive Director National Coalition of Advanced Technology Centers (NCATC)
708-326-2509 • ncatc1@gmail.com

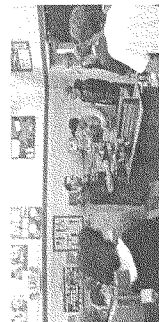
NCATC is a network of higher education institutions advocating and promoting the use of technology applications that enhance economic and workforce development programs and services.

Overview

LakeView Technology Academy first opened its doors to students in the Fall of 1997. During LakeView's short history, it has evolved into a unique high school of choice preparing students to enter the world of work, enter a technical college, and/or enter a university or college of engineering.

LakeView is a unique partnership of the Kenosha Area Business Alliance, WISPAK Corporation, Gateway Technical College, Marquette University College of Engineering, and Milwaukee School of Engineering. Now, the partnership has been expanded to 44 other colleges of engineering throughout the United States.

Students attend classes during the school day as either a full-time LakeView student or take classes at Bradford, Tremper, Indian Trail or Harborside part-time. Bus transportation is provided free to all students attending LakeView. Students may elect to participate in many clubs and activities as well as club sports. Students may also return to his/her "neighborhood" school and participate in extracurricular activities and WIAA sports. LakeView offers a student the opportunity to experience both a small closely knit high school and a large comprehensive high school, the best of both worlds.



LakeView Courses and Comparability

LakeView courses in the core areas of Mathematics, English, Science and Social Studies are transferable to all KUSD high schools. LakeView does teach Engineering, Physics and Engineering Calculus which is not offered at any other KUSD high schools. LakeView has several technical courses that are articulated to Gateway Technical College, whereby students begin earning technical college credit their sophomore year. LakeView has several technical courses that are not offered in any other KUSD school. Typically, a LakeView student graduates with 26 to 40 technical college credits and/or 18 to 24 university college of engineering credits from any of the 44 colleges of engineering that participate in a nationally recognized pre-engineering program titled "Project Lead the Way". LakeView is a fully accredited high school with graduates in some of the top colleges and universities throughout the country.

LakeView -- "The Best in Kenosha County"

Each school year, all 10th graders in Wisconsin public high schools must take a test entitled the WKCE (Wisconsin Knowledge and Concepts Examination). This is a comprehensive exam in the areas of Reading, Language Arts, Mathematics, Science, and Social Studies. Students are judged against a standard set by educators, business representatives, university representatives, and subject area experts. Students score minimal, basic, proficient, or advanced. Last school year, LakeView scored as high or higher in every area in comparison with all public high schools in Kenosha County.

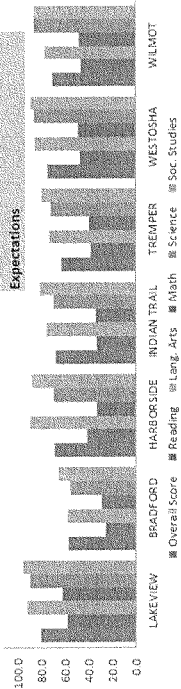
Now, the State has a report card score for all high schools. The score measures student achievement, post-secondary readiness, student growth, and closing the gap between majority and minority students of all kinds.



2013 WKCE SCORES

Kenosha County - Public High Schools -

Percent of students scoring proficient and/or advanced.



School	Overall Score	Reading	Lang. Arts	Math	Science	Soc. Studies
LakeView	80.1	57.9	92.6	62.1	89.5	95.8
Bradford	57.3	25.1	58.0	28.5	55.7	65.2
Harborside	69.0	41.4	89.9	33.3	69.7	87.9
Indian Trail	68.0	32.6	75.7	34.1	69.9	81.5
Tremper	63.1	38.1	73.2	39.4	72.3	79.9
Westosha	74.3	47.0	85.3	49.2	86.5	89.1
Willmot	70.1	46.2	77.3	47.9	86.5	86.0

Overall Accountability Score and Rating



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9



Career Preparation

Students who enjoy solving problems, designing solutions, working in teams, and using technology as a tool to learning will benefit greatly by this learning environment. Lakeview prepares students for a multitude of careers in engineering, medicine, design, manufacturing systems, and information technology systems such as:

- Architect
- Automated Manufacturing Systems Technician
- CAD Technician
- Electromechanical Technology/Robotics
- Aerospace Engineering
- Applied Engineering Technologist
- Architectural Engineering
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Civil Engineering Technician
- Computer Engineering
- Electrical Engineering
- Industrial Engineering
- Manufacturing Engineering
- Mechanical Engineering
- Mechanical Engineering Technician



Why LakeView? Top 10 Reasons

1. Emphasis on Engineering, Manufacturing Systems, Information Technology Systems, and Biomedical Engineering.
2. Use of the latest in technology and computer assisted instruction.
3. Earn up to 24 college or university credits.
4. Earn up to 40 technical opportunities in the junior and senior year.
5. Youth apprenticeship opportunities in the junior and senior year.
6. Specialty qualified staff.
7. Small class sizes (average of 24.4 students per class).
8. Direct connections to business and higher education.
9. Focus on contextual learning.
10. Save from \$9,000 to \$28,000 in technical college, university, or college of engineering.



LakeView Technology Academy
9449 – 88th Avenue
Pleasant Prairie, Wisconsin 53158

Want to learn more?
You can make arrangements to tour the Academy and talk directly with faculty, staff and students by calling 262-359-8155.

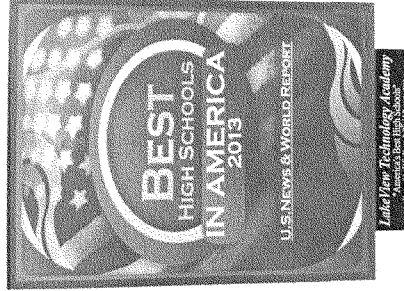


The Kenosha Unified School District No. 1 is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District. The Superintendent of Schools/Designee (262-359-6320) addresses questions regarding student discrimination and the Assistant Superintendent of Business Services (262-359-6353) answers questions concerning staff discrimination.

Due to the specialized curriculum, the process of acceptance into choice/magnet high schools includes a review of applicant's records to ensure appropriate placement for student success. Continuation in a choice and magnet program is dependent on the student main-



Welcome to the Future!



Chairman KLINE. Thank you very much for your testimony.

All of you, as we said in the beginning, or I said in the beginning, we said very distinguished panel of witnesses, and that has proven to be true. There are a lot of areas of agreement, I think, as Mr. Litow pointed out, and I want to get to some of those.

But I want to go to the secretary for just a minute. As I mentioned in my opening remarks, the Wall Street Journal this morning announced, I guess through a leak, that the President is going to announce another national fund for CTE programs, this one run out of the Department of Labor. So I am a little confused about that because the Department of Education administers the bulk of CTE funding and programs.

So I am interested if you can share with us what input you might have had in this development of the new program and how you see coordinating the Department of Labor's \$100 million CTE program with the programs in your jurisdiction. How would that work, because it—I am concerned because it seems to me that one of the things we are trying to do in this and that I have heard is to get more alignment, not less.

And so we already have, in the President's 2014 budget, the career academies, and we have in the 2012 blueprint, which you addressed, Madam Secretary, the new CTE innovation fund. And now we are apparently going to have a new CTE high school redesigned competition out of DOL.

Can you put those together for us, please?

Ms. DANN-MESSIER. Well, Mr. Chairman, let me just say there will be more information coming out later this afternoon and I would be very happy to come back and share further information with you.

We are excited about the possibilities that this fund would offer, and I don't want to get too far out ahead of the President, but I think you do know that the President put in his budget a proposal for the high school redesign, and that—what, CTE is one of the only programs that span both secondary and postsecondary education, and our high school redesign initiatives are really focused on whole high school designs with the core elements of making sure that students have access to work-based learning and college credit opportunities.

But I am happy to come back at a further time and provide more details when they are released.

Chairman KLINE. Well, thank you. We will be looking for those details. This committee obviously has some jurisdiction insight into both departments, and I guess I shouldn't be surprised that I was surprised to learn about a new \$100 million grant program.

Where we do seem to really have alignment here, all of you have talked about the importance of getting the right credential and getting alignment between high school, some postsecondary training for real jobs.

And that, Mr. Litow, you talked about.

You all talked about that. And that is something that we have been grappling with here quite a bit, because it doesn't do any good to have somebody get training for a skill that is not in demand.

And I just suggested to Mr. Miller that we made a mistake much earlier in our lives by not becoming welders because it seems like

in every hearing we learn that there is a great demand for welders. But I did also admit that would mean I had to actually have a skill, so could have been a problem.

How do you see—let must just sort of work down—let me jump in with you, Mr. Litow. How do you see, outside of the P-TECH program that you are running, how do we get this alignment between businesses that have job openings, the extra training—Perkins training, and how do we get that on a large scale?

Mr. LITOW. Well, first of all what I would say is if you look at the competitive jobs that exist in the labor force now and are going to exist in large numbers and analyze the workplace skills across those skill areas, there is a lot of similarity. There are some very narrow and technical skills that are required for a range of jobs, but when we did the skills mapping process for nine different job categories at IBM and we mapped those specific workplace skills and then embedded them in the curriculum, and then convened hundreds and hundreds of other employers to talk about the specific skills and the job categories that they had, there was an enormous amount of similarity.

Now, we have actually prepared that skills map and put it on a free electronic site that will be available for all the 27 schools by next September that will be replicating the P-TECH model, but then hundreds of other schools would be able to have access to the same kinds of skills mapping exercise. So when you look at the skills that people need in the workforce they are knowledge acquisition, teaming skills, problem solving skills, written communication, verbal communication, presentation skills.

And these are not just I.T. area skills; this is not just about STEM. If you look at the 50 employers that are involved in the 16 P-TECH schools around the state of New York they include banking, they include supermarket chains, they include health care companies, advanced manufacturing companies. And those same skills map worked in all of those areas.

This is not about a narrow set of skills. It is about first step on a career ladder. When we bring the students from P-TECH to an IBM facility they meet employees of the IBM company who began their career with an AAS degree but then got a bachelor's degree or then got a master's degree and improved their work opportunity based upon that first rung on the ladder.

So I think it is very possible to take those workplace skills and embed them into the curriculum and find a way to solve this problem about so many employers finding too few people who have the skills for the jobs that are available.

Chairman KLINE. Okay. Thank you very much.

My time has more than expired.

Mr. Miller?

Mr. MILLER. Thank you very much, Mr. Chairman. First of all, I would like to insert into the record a statement by our colleague, Mr. Langevin, who heads up the CTE caucus, along with Mr. Thompson, of our committee, if we could put that in the record?

[The information follows:]

**Prepared Statement of Hon. James R. Langevin, a Representative in
Congress From the State of Rhode Island**

CHAIRMAN KLINE AND RANKING MEMBER MILLER: Thank you for convening today's hearing. As co-chair of the bipartisan Career and Technical Education (CTE) Caucus, alongside Mr. Thompson of Pennsylvania, reauthorizing the Carl D. Perkins Career and Technical Education Act is one of my top priorities. I am pleased that this issue is now before the full committee, and I look forward to working with my colleagues to ensure that Perkins is up to date and fully funded.

I am certain that this entire committee is aware of the importance of Perkins in supporting CTE programs in all 50 states and the territories. Perkins grants help to build a talented, highly-skilled workforce and ensure that students are qualified for in-demand jobs. Every student, whether bound for a four-year college, a two-year degree, or a non-degree certification program, will benefit from high-quality CTE programs.

High school diplomas are no longer sufficient training for the modern job market. Over 30 percent of the 46.8 million projected job openings by 2018 will require some post-secondary education. Meanwhile, eight of the top 20 fastest-growing industries in the coming decades will be in the health care sector. Many of these positions will require more than a high school education; some will necessitate a professional certification, others a two-year degree.

While the demand for CTE has increased in recent years, funding stagnated from FY07 to FY10, and was cut in FY11 and FY12. The effects of sequestration have further damaged these programs, causing real harm to millions of students. If we want to stay competitive in a 21st Century economy, then Congress must reauthorize Perkins at a level that will meet the growing demands for CTE and adequately prepare America's workforce. I, therefore, strongly urge the committee to set the reauthorization amount at no less than the FY07 appropriation level of \$1.3 billion. Even reauthorizing Perkins at FY07 would represent a barely sustainable cut of \$170 million in 2013 dollars and fail to keep pace with inflation. We can and must do better to ensure the success of our students and workers.

Additionally, there are many ways the Committee can strengthen CTE for students. The 2006 reauthorization added Programs of Study to Perkins. These take the form of a coordinated, non-duplicative progression of courses that aligns secondary and postsecondary education. Giving equal credence to academic and career standards allows students to both learn job skills and complete their graduation requirements. This innovation should be expanded to provide more students access to higher-quality, better-coordinated CTE, instead of forcing them to decide between CTE courses and graduating on time.

Students also need to be exposed to the full range of options available to them. Working with Rep. Bonamici, a member of this Committee, I introduced the Counseling for Career Choice Act. This bill helps school districts provide comprehensive counseling to students so they are aware of all the available pathways to a career. It is my sincere hope that the committee will recognize the important role that school counselors play in guiding and informing students' postsecondary decisions and include comprehensive counseling options in this reauthorization.

There is broad, bipartisan agreement about the value of CTE programs. Money invested in CTE is returned back to the economy many times over. In a recent study, the State of Connecticut found that every dollar invested in community college coursework returns \$16.40 over the course of a student's career. This translates to a \$5 billion-per-year return to the state. Imagine what we could achieve if such investments were prioritized on a national level.

Thank you again for convening today's hearing. Perkins has traditionally been a bipartisan endeavor, and I am hopeful that we can continue this tradition moving forward. I look forward to working with my colleagues on the committee to ensure that all Americans have the training to be career and college ready.

Chairman KLINE. Without objection.

Mr. MILLER. Thank you very much.

I think we have a wonderful positive confluence here. We have the announcement of the President on the competitive program. Mr. Flanders said that he thought competition drove change. We have the jurisdiction of this committee of both education and labor, and I think we see here testimony across the board about the importance of collaboration.

I was, maybe I am an early convert to this. I did try welding but I set my boots on fire and it didn't work out terribly well, so anyway, here I am. That was a high school job.

Okay, stop. Start that timer again.

We got a TAA grant a couple years ago and that grant made the entire East Bay of San Francisco Bay Area reevaluate what we were doing. It was very clear, and has been for some time, that given our transportation systems, housing patterns, and everything else, jobs aren't restricted to school districts. Those school districts were set up when in my congressional district the biggest mover was either oil or agriculture. Today it is high-tech, it is oil, it is accounting, it is research, it is all of those things.

And so we had to start figuring out how to move people across these systems, and I think that is sort of what you did with P-TECH. It wasn't what borough they were in, what public school they were in. That is obsolete.

And yet, when we think about Perkins, every district wants their grant, every district wants their allotment, and I think we are way beyond their capacity to deal with this. I was just noticed in an e-mail yesterday that today they are convening—the county—two county offices of education, four different college districts, a number of K-12 districts, the workforce incentive boards, the U.C. campus, the National Labs both at Livermore and Berkeley, and then, of course, our major employers in my district would be Chevron, DuPont, Dow, the National Labs, and then, of course, high-tech and the entrepreneurs that come in. And again, all of those corporations, like IBM, it is a whole range of jobs, from those welders in the refinery to accountants and research people in the research facilities in that area.

And somehow we have got to get this collaboration that each of you have talked about. These old lines and these old jurisdictions and “this is the way we have done it” is just not going to work.

We are really encouraged. In our first initial efforts in doing some work in biotech, out of 32 students 24 went on to employment and the remainder went on to 4-year colleges, and in a very difficult socio-economic area. That is what was possible when they could see the skills that were necessary.

We are now leading the way in the repair of hybrid cars, electric cars, which just isn't the old body work of the past. You better know something about that battery and what you are doing at that particular time.

And so I just think that this is really an opportunity. I don't know what the President is going to announce, but we have got to challenge collaboration, because otherwise—I will tell you what happens to me. I go to these workforce boards and all that, and most of the people are introducing themselves because they are no longer doing that for this corporation, that corporation, this entity, or that entity, and we start all over again.

It is not that they are not enthusiastic; it is not that they don't help. It is just sort of a revolving door and we don't seem to get to the future here in terms of that.

Right now we are all excited in one part of my county because we got a plant manager at Dow that is excited, labor is excited, the business community, because it is a—you know, get this job done

today. And it is getting done. But given his skills, I am going to say, he is going somewhere else in that corporation soon because he is a very talented person.

So I just, if I can—I have got 20 seconds—this question of collaboration. It doesn't come naturally. You want to hold on to your little pot of gold even if it costs you more, we find out in some school districts, to apply for that money than you get back.

Mr. Litow?

Mr. LITOW. Well, I think that this issue of collaboration, there are a variety of different collaborators—and critical collaborators: K-12 education through the CTE program in high schools, the higher education partners if you are going to align to the courses in postsecondary education, and the importance of having a business partner and collaborator at the table. So I think that there are a lot of other partners and collaborators that are important.

In the not-for-profit sector there are people who provide a whole range of services. That is important, too.

But those collaborators are critically important. And I think it can be structured—what we have done, and one example in the P-TECH schools in New York and Chicago and now statewide, is to construct a steering committee where decisions are made jointly by those three parties and give them access to an electronic platform where everybody can see the input that they need to make for those skills.

Number one, if you want employers to provide mentors, have a platform where mentors can be trained electronically so that they can provide their mentoring on a consistent basis. The mentors that we have in the schools that we are involved in are in contact with students two and three times a week. They don't always have to be going, visiting the school.

Number two is when you do the skills mapping process, that is something that you don't have to do 100 different times. You can do it and other employers can learn from it. When you embed that into the curriculum you are going to have curriculum materials, you are going to have videos of teachers teaching those courses, and why shouldn't people have access to that on a common platform?

Mr. MILLER. That collaboration also is your right to insist, as Ms. Messier pointed out—don't keep sending us people in need of remediation.

Mr. LITOW. Exactly.

Mr. MILLER [continuing]. Do that. But the higher ed institutions have to insist upon that from the schools.

Mr. LITOW. They have to insist upon it totally and it has to be done together.

We did a little data analytics on one community college in the city of New York. All the students who registered in their first year of community college with a high school diploma, if they were taking two remedial courses and one of them was math, 99 percent of those students dropped out before the end of the first semester. So what that tells you is they weren't college ready and they weren't career ready.

So you have to close this gap between high school, community college, and career, and that is what the collaboration gets you.

Mr. MILLER. The third lesson was that math remediation wasn't related to anything that they envisioned themselves doing so it was out here and it was—

Mr. LITOW. Yes.

Mr. MILLER [continuing]. A killer of completion.

Mr. LITOW. Yes.

Chairman KLINE. The gentleman's time has expired.

Dr. Foxx?

Ms. FOXX. Thank you, Mr. Chairman.

Dr. Dann-Messier, I read over your prepared remarks and I noted that you put in here that between the fall of 2009 and spring 2011 you had 30 community conversations with 800 participants around the country. Now, it is my understanding that the final National Assessment of Career and Technical Education was due to Congress on July 1, 2011.

I am just wondering, since we have not received that report, why the department didn't spend that time working on meeting your statutory requirements and gathering some empirical data on the situation with CTE. I would like to know what is the current status of the report and why is it late?

Ms. DANN-MESSIER. Certainly, Congresswoman. We did, in fact use the very extensive, I would say 400 pages, of the preliminary findings from the draft final assessment to inform our blueprint, and there were two reasons why the assessment is late.

One is that we have had an extended review process in the department, and we recognize that we have to really streamline our clearance review process. And also, there were structural challenges that were created by the statutory evaluation timeline. So we have conducted a lengthy review internally, and as a result of that we are going to look at our processes.

But we also just wanted to note that the Independent Advisory Council also made a number of points that we would like you to take under consideration, and that was that they were required to begin the implementation of the assessment before the implementation of the 2006 law and that it had to be completed before the outcome data were available. So those are some things that we can talk about in the future.

But let me just reassure you, Congresswoman, that we are putting the assessment into our final review process in December and we will have it up here to Congress by spring of 2014.

Ms. FOXX. Again, I have read over your prepared comments, and what you talk about in your blueprint sounds very nice. You know, they are good words. They are the right kinds of words to be saying.

But it seems to me that you are not at all dealing with any empirical data or objective information. And without that, how are you coming up with the blueprint? It seems to me you are saying to us, "Well look over here at this shiny ball—what sounds really great in our report here and in this blueprint. But don't pay any attention to the fact that we don't have any objective information on which to base what we are doing."

Again, you have great-sounding words in here but you don't really have anything to show us that you know what it is that is

wrong, you know what needs to be improved, you know what to do in the future to have good programs.

Ms. DANN-MESSIER. Well, as I mentioned, we did, in fact, review the initial draft findings and helped use those findings to inform our blueprint. And I would say to you that we did have extensive consultation with the field and we met with a wide range of stakeholders.

We met with researchers; we met with policymakers, many of the folks who are, in fact, sitting at the table here today; we met with parents; we met with the students and higher education officials. And we asked them what was working in career and technical education, what were the challenges they were facing, and if they could come up with some bold new strategies to reform and transform career and technical education, what might those be?

And those were built on research, effective practice, and their own experiences of what was working for students. Because we want to make sure we have the best system for all students and the best, high-quality CTE system for all students.

Ms. FOXX. And the last comment I would make, Mr. Chairman, is that I am—I note when I read over these that a lot of what you talk about wanting to do are the principles that we have put out when we talked about the SKILLS Act and we passed the SKILLS Act. And yet, we have had no cooperation from the administration on looking at that issue, and I would like to note that it would be good if we could get your support for that legislation.

Thank you, Mr. Chairman.

Chairman KLINE. Thank the gentlelady.

Mr. Scott, you are recognized.

Mr. SCOTT. Thank you, Mr. Chairman.

I would like to ask a question about the competition to Ms. Dann-Messier. One of the problems I have with the competitions is an experience that happened in the Upward Bound programs where they went to a competition and it turned out that none of the programs in my local area got funded. They had several very successful, longstanding programs and their score was just below the cutoff line and all of the students in that area were without access to an Upward Bound program.

Will your competition guarantee when the dust settles that all of the areas will be covered, rather than have great programs in one area and nothing in others?

Ms. DANN-MESSIER. Thank you very much, Congressman, for your question.

We really think competition, as you also heard from some of my colleagues, will incentivize the development of high-quality career and technical education programs. We also looked at a number of OECD reports that spoke to the effectiveness of competition in terms of being responsive to the needs of business and industry and meeting the needs of students, and—

Mr. SCOTT. Well, is it possible when the competition takes—

Ms. DANN-MESSIER. But—

Mr. SCOTT [continuing]. Place that some areas won't get any assistance at all?

Ms. DANN-MESSIER. So what I did want to say was there also were reports that showed that there could be—you could create in-

equalities, and that is not what we want to happen. We want to make sure we have a system that is a high-quality system for all students.

So we have been really developing a number of and thinking about a number of strategies and proposals to make sure that we have an equitable system and that we, in fact, close the equity gaps. We met with our office of civil rights to help them come up with different strategies, and what we are proposing would be that the local programs make sure they take into account the needs of low-income students, students with disabilities, and English proficiency as they are designed their program and that, in fact—

Mr. SCOTT. Well, the question is whether or not you are going to guarantee on a formula basis everybody gets some assistance? In a competition you may have some areas, at least to the Upward Bound experience, you had some areas with no coverage at all. Is that possible when you do competition?

Ms. DANN-MESSIER. Well, we would really hope that the state officials would work to make sure that there was geographic distribution and that all students were served well and that you will not leave states—certain subpopulations behind. We have a number of provisions.

Another provision would be that we would want to make sure that students—all students—have access to the program, and if they don't have enough academic preparation that we would, in fact, the programs would be required to provide them the support services—

Mr. SCOTT. Are you committing to make—under a formula basis everybody gets assistance. Are you committing that everybody will get assistance under your competition program, unlike what happened in the Upward Bound competition?

Ms. DANN-MESSIER. Well, those decisions will be made at the state level.

Mr. SCOTT. You mentioned accountability measures. What accountability measures are appropriate to ensure the best use of the funds?

Ms. DANN-MESSIER. Well, we want to make sure that we are looking at all the students that are participating in the program and completing the program. So we want to make sure that we are looking at the numbers of students who are low-income, students with disabilities, and students who are English-learners, are, in fact, enrolling to your point, Congressman—are enrolling and completing high-quality CTE programs.

We want to make sure that we can identify the number of high school graduates, the number of students that are enrolling in post-secondary education with and without remediation, to the chairman's point, and we also want to make sure that we are looking at the student earnings potential and employment opportunities. So we are looking at disaggregating the data, Congressman, so that we can, in fact, make sure that the system is serving all students well.

Mr. SCOTT. Do you have a list of all of the accountability measures?

Ms. DANN-MESSIER. That we are proposing, yes, we can get that to you, sir.

Mr. SCOTT. What effect does sequestration have on the program and what will get cut if sequestration continues as scheduled?

Ms. DANN-MESSIER. I am not prepared to answer that now but I am certainly happy to provide that information to your office.

Mr. SCOTT. Thank you.

Dr. Albrecht, you are a public system of colleges, as I understand it.

Mr. ALBRECHT. That is correct.

Mr. SCOTT. Can you tell me what role proprietary schools have in job training?

Mr. ALBRECHT. I think job training is a responsibility for all of us in our communities. Jobs happen at the local level. Employers work hand in hand with a wide variety of job training organizations. We work collectively with our workforce development centers to help provide the supply of trained workers for our employers.

We do work in partnership with our private providers, as well. The important role that we play at Gateway Technical College is open access for all individuals at a cost that is affordable to our community.

Mr. SCOTT. Thank you, Mr. Chairman.

Chairman KLINE. Thank the gentleman.

Madam Secretary, Mr. Scott asked for some accountability measures and you said you would provide them to his office.

Ms. DANN-MESSIER. We will provide—

Chairman KLINE. Please provide them for the record for all of us then, please.

Ms. DANN-MESSIER. Be happy to do that, Chairman.

Chairman KLINE. Thank you very much.

Mr. Walberg?

Mr. WALBERG. Thank you, Mr. Chairman.

And thank you, to the panel, for being here. A most interesting subject and pertinent subject.

Dr. Flanders, appreciated the fact that in your testimony you really highlighted a call for a need to make sure that our students—early and later students—have the opportunity to gain real-world experience, job training, that will hopefully lead to credentials and certifications. I had the privilege not too long ago to review the program—in fact, to walk in a site visit of Jackson Career Center in Jackson, Michigan with the ISD there—that is making a very significant effort to make sure that as many of their students as possible go from their program with certifications and ability in the real world.

If you could expand a bit further on why you believe including this concept is necessary to the reauthorization of Perkins?

Mr. FLANDERS. Yes. Thank you for that question.

You know, as we looked at metrics and industry credentials and all of those types of measurements, what we did in Kansas is, you know we had quite a bit of conversation between secondary and postsecondary partners and we recognized that at the postsecondary level that students are transitioning into employment where at the secondary level there is some of that but more so transitioning into postsecondary programs.

So what we did is we decided we are going to go ahead and ask our business leaders. So we brought together business and said,

“What metrics are the most important for you as students come out of these programs?”

And they said, “If you are looking at these programs to evaluate, here are three things that you should evaluate programs on—just three: Did the student receive an industry credential that is valuable to us? We are hiring because of those industry credentials. We want to see industry credential attainment.” They actually valued that higher than the academic award.

Mr. WALBERG. It is real-world, right?

Mr. FLANDERS. Correct.

They also said, “Your program should have a high job placement rate. That is the reason the programs exist is for students to receive a job.”

And that also, third was to look at the wages of those students as they exit those programs. If we have programs where the student could get the job anyway or the jobs aren’t of a significant wage and they don’t provide a return on value to that student or to our Kansas taxpayers then we want to go in a different direction with our programs.

And so we have a project right now where we are benchmarking these outcomes with our postsecondary programs. We are looking to how to incentivize them to achieve high marks in these three areas. That is why I mentioned the centralized clearinghouse.

We have some trouble getting those data from a third party, and if you are going to tie funding to these metrics it cannot be self-report data. We must be able to access these data in order to really make a difference.

Mr. WALBERG. Okay. Thank you.

Dr. Albrecht, how can we foster more business involvement in career and technical education?

Mr. ALBRECHT. I think I mentioned Nick Pinchuk, the CEO from Snap-on, in my comments. Nick also says that we have an optics problem in career and technical education. People don’t understand what it is that we offer.

And I would encourage anyone in the audience here that if you have not been to your local community or technical college in a few years it is time to go take a look because visibility of the programs that we offer are directly linked to the jobs of our local communities. I think that whole—

Mr. WALBERG. That is a good point to make.

I, in fact, just had the opportunity to visit another exciting educational job training endeavor in my district at a cooperative relationship between Monroe County Community College in Monroe, Michigan, as well as the ISD, with a middle college program. It specifically related to the health sciences. Amazing to see the involvement of business and industry there, as well.

And I didn’t want to jump on your statement, but you are absolutely right: Take those tours but bring business and industry in, as well, to see what they can do to enhance the programs.

Mr. ALBRECHT. I would agree. It is a shared responsibility. We have to be more aggressive in career and technical education in our colleges and schools to invite the public in. We also need to hear from our industry partners and where they have interests to come

and see what programs we have available and if they are not meeting their needs, help us address that by improving those programs.

Mr. WALBERG. I see my time is expired. Thank you, Mr. Chairman.

Chairman KLINE. Thank the gentleman.

Mr. Bishop, you are recognized.

Mr. BISHOP. Thank you, Mr. Chairman, and thank you very much for holding this hearing.

And to the panel, thank you all very much.

Mr. Litow, I guess I want to talk some more about P-TECH. And first off, I want to commend you. I think it is a very powerful model and I think it is one that clearly is replicable.

And what I want to sort of focus on is how it is replicable in smaller settings—suburban settings, rural settings—and in high schools for which the entire population, perhaps, is not in need of such a program, but a subset of the high school population is in need.

I am working to set up a program in my district, and I have brought to the table the high school, a community college, a Fortune 500 company, and the local BOCES to sort of administer it all. And we are encountering some challenges.

One has to do with funding. And so I think all of us would have liked to have some advance word on what the President announced this morning but we all need to know more about it, but I think providing funding is something that can be very helpful.

But the other is, how do you deal with these small groups and do you deal with them as isolates or do you try to develop consortia? And if you develop consortia, how do you deal with the more traditional issues of high school—the sort of the social needs of the high school students, the interscholastic athletic needs of the high school student, that kind of thing?

So if you could talk a little bit about that, that would both help me with the program I am trying to get set up, but I think help a lot of us in terms of bringing these programs to our district.

Mr. LITOW. Thank you very much for the question. And I do think that this is not something that only works with large employers. I don't think it is something that only works in urban areas.

If we look at what is going on in the state of New York and the 16 P-TECH schools that will open in September, they are in rural areas, they are in suburban areas, they are all across the state—northern part of the state, southern tier. And of the 50 companies that are involved, many of them are smaller companies and they are operating in consortia in those areas where there aren't large companies.

On the other hand, the large companies who are involved in this are sharing their expertise with the other companies around the skills mapping, around the mentoring, around workplace visits, around paid internships, so that you are not asking smaller companies to reinvent the wheel, so to speak, in terms of their engagement and their involvement in this way. So I think there are collaboration and partnership that can involve large companies working with small companies that are going to be able to affect those schools and districts that might not have either Fortune 500 companies or be in urban areas.

The second thing, your question about, you know, how do you integrate all of the high school experience, there is nothing in the programs in the P-TECH schools that have eliminated the kinds of other programs that you are talking about. They are integrated into the school program.

You know, we used to have this idea that vocational education or CTE was this separate track and that you didn't need to provide those students with a strong academic program. That is over. Those choices shouldn't be made any longer because they don't reflect the needs of the labor force.

So I think that the burden of proof is on business—the large businesses—to be involved as collaborators and full partners and assist in the smaller companies and make sure that we are not asking students and schools to make a choice between a narrow educational experience and the broader experience that is going to offer them all the options that we would all like them to have.

Mr. BISHOP. I would say that the challenge that we are encountering has less to do with the business, which stepped up quite readily, and in fact, I had other businesses come to me and say, "Look, if these guys don't want to do it we will do it," so that was very encouraging.

The difficulty that we are encountering is with schools having really, really tight budgets, exacerbated in New York by the 2 percent real property tax cap, exacerbated by things like sequestration, which affect Title I and IDEA. We are encountering difficulty with how do you do the curriculum development, how do you add the additional sections of courses that would be required?

And, you know, in New York there was one grantee per region of New York. And, you know, Long Island has got 140 schools.

Mr. LITOW. Right.

Mr. BISHOP. One school got it.

So we are going to need help there. And I think what the President is proposing, I just hope there is room in it for smaller schools that are either isolates or are hoping to engage in some kind of consortium arrangement.

Mr. LITOW. Well, I think that the question about Perkins is not to make it a small program but to affect the entire program and allow these reforms not to be in a couple of schools but to be able to reach scale and able to be sustainable. That's what the struggle here isn't to create some narrow platform out of Perkins that is going to support some good programs over here; that will always happen.

The effort is to affect the entire program through the reauthorization, the core elements of the entire program so that it isn't just dependent upon a few programs to be excellent but to make sure that excellence is embedded throughout the entire program.

Chairman KLINE. The gentleman's time has expired.

Dr. Heck?

Mr. HECK. [Off mike.]

Ms. DANN-MESSIER. Congressman, we believe that the current allocation formula for states is really too complex and we agree with you that it relies too heavily on outdated data. And so we are looking and exploring options and would like to work with the committee on developing some other options, but we think the current

allocation for formulas for the states is too complex and uses outdated data and we are exploring a number of options.

Mr. HECK. [Off mike.]

Ms. DANN-MESSIER. I really couldn't at this point. Thank you.

Mr. HECK. [Off mike.]

Ms. DANN-MESSIER. Thank would be great.

Mr. HECK. [Off mike.]

Ms. DANN-MESSIER. I am just angling for an opportunity to come back as often as I can.

Mr. HECK. [Off mike.]

Chairman KLINE. Thank the gentleman.

By the way, for all in the room, we are aware there is a microphone problem here and presumably some people who actually have skills that we were talking about earlier are moving to solve that.

Mr. Pocan?

Mr. POCAN. Thank you, Mr. Chairman.

And I just want to thank the panel and especially Dr. Albrecht, from Wisconsin. I know if Mr. Petri were here he would say the same. We really appreciate the great job the technical colleges do across Wisconsin.

I had a lot of time to visit many of them across the state and, you know, when we talk about welding it just reminds me of all my years in the legislature talking about the lack of enough people available with training in welding.

As much as I think there is really great work that is happening with technical colleges and great relationship with the businesses and trying to help get people into the jobs that are available, I know there has also been a lack of funding. Especially right now, I know, with the current state leadership there has been some extra issues.

Let me ask the question about the reauthorization in a slightly different way: union apprenticeship programs. You know, I have a business and I am also a member of the International Union of Painters and Allied Trades, which has an amazing apprenticeship program. About 450,000 people a year across the country are in union apprenticeship programs. They get trained—with business buy-in, by the way, including the people at my business. We help to fund those programs because they provide really great training, as well.

And then I look at technical colleges and I am just wondering if there is potential either for current collaboration or future collaboration specifically within this type of funding. You know, I went to Eau Claire—the technical college up there—they are in nanotechnology. You know, there might be need for a 3-D printing technology. And while you have got these great apprenticeship programs doing a lot of these other areas, is there a way we could have increased collaboration with potential—with the reauthorization?

I guess that would be a question for you, Dr. Albrecht, and also Dr. Dann-Messier, if possible.

Mr. ALBRECHT. Yes. Thank you, Congressman. I appreciate the compliments for the great state of Wisconsin and certainly our friends in Kenosha say hello today as well.

But apprenticeship is very important to what we do in career and technical education. In fact, as you know, the historical roots of it started in Wisconsin in 1911, the same time Gateway Technical College was founded. As an opportunity for the workforce to become embedded into education and training, Wisconsin's technical colleges partnered with the State Apprenticeship Bureau and most of that training happens in one of our local technical colleges.

In fact, at Gateway we host the office for the Bureau for Apprenticeship Training for Southeast Wisconsin, so it is hard to even tell the difference between what we offer at Gateway and what is offered in the apprenticeship program.

This year Wisconsin has made apprenticeship a flagship program. Our enrollments continue to increase and we continue to expand apprenticeship opportunities into new and emerging areas like water technology, things that we have not had in the past.

So I am a full supporter of apprenticeship. I think career and technical education, the Carl Perkins legislation, can help build that identity and that brand for multiple pathways of success for students to learn.

Ms. DANN-MESSIER. Congressman, I would just echo the sentiments that my colleague made. I am a strong supporter of registered apprenticeship programs. I am an ex officio member of the Department of Labor's Registered Apprenticeship Advisory Council and know full well how worthy those programs are. And we would consider them a very integral part of a transformed career and technical education system.

Mr. POCAN. Sure. And if I could follow up—sorry, I am getting a little echo there—Dr. Dann-Messier, specifically, is there any way that we could even expand as we are doing this reauthorization some of this collaboration?

Because, you know, I think of my union, for example. One of the new technology they have—it is a virtual painter.

It is a real painting technology. You are up there but you have no VOCs, you have no wasted paint, it tells you if you are dripping, how long a time you are spending.

It is expensive piece of equipment but it also provides training that is very green friendly, and one of the things we invested in Wisconsin with some of the apprenticeship programs was specifically in the green jobs area, trying to keep more dollars in the U.S. rather than going overseas, especially in energy and things like that. Is there some potential as we reauthorize this that we could expand in this area?

Ms. DANN-MESSIER. Well, we think the use of technology is going to be very important. We need to expand opportunities, particularly for our rural and remote communities who don't have access to internship opportunities, work-based learning opportunities, and even postsecondary education opportunities.

And I have visited a number of programs where I also did virtual welding and could see how well I did—you could see how well I didn't do and I felt very badly because I took somebody else—I was doing it on a student's—during his portfolio and so his—my poor grade reflected poorly for him. So I apologized to him.

Mr. POCAN. But your shoe didn't virtually catch on fire.

Ms. DANN-MESSIER. No, it did not. That was the benefit that I was able to use the virtual system that I didn't injure myself or anybody else.

But no, there is a tremendous role for technology to be able to increase access to work-based learning opportunities and internship opportunities for our students.

Mr. POCAN. Thank you.

I yield back.

Chairman KLINE. Keep earning those gold stars.

Mrs. Brooks, you are recognized.

Mrs. BROOKS. Thank you, Mr. Chairman.

My question is to, I think, starting with Mr. Litow, and then, I think, also Dr. Albrecht in particular.

I am a former college administrator at Ivy Tech Community College, and I know we have a great partnership and have partnered with Gateway on a number of things, but what I think part of the problem in the country is that students, particularly from middle school to high school, have no idea about the career opportunities before them. That is why I think we have an extremely high number of unemployed young adults even coming out of college.

And one criticism of our national—of the country's career and technical education system is because if a young person in middle school then high school decides to go into CTE they are no longer "college bound." And we in this country, I think, have created in some ways almost a caste system of—and I completely disagree with it and believe that we should have career and technical not be viewed as a, you know, an adjective for a certain type of learning but rather we ought to be expanding it to all students in some way.

And I love that the—how do we get the business community much more engaged and our school systems much better aligned so that starting at that high school, you know, on to college, that we are not really separating these students, because we are losing a huge opportunity to educate them about what all their career opportunities might be?

Mr. Litow, do you want to start?

Mr. LITOW. Yes. Well, I think that the discussion that we have had about reauthorization of Perkins addresses those core elements to make sure not some students understand about the jobs of the 21st century but all students do, and that we find a way to embed those general workplace skills—high-end skills—directly into the curriculum and provide students more opportunities to engage in the workplace. They don't only have to be through apprenticeship and internship programs; they can be through structured workplace visits, opportunities where people from the workplace come into the schools to work.

I think this idea that we had two tracks is over. It is just over because it doesn't relate to where the workplace is today and where it is likely to be over the next several decades.

If you look at the apprenticeship programs—and there is a lot of effective apprenticeship programs outside the U.S. and very often they are highlighted as examples of success. On the other hand, they are not providing, in many instances, the kind of skills that are required to expand from one job to another or to have a broader

range of career success. They tend to be fairly narrow in their focus and they are about preparation for one type of career.

Careers are changing. Opportunities are changing. And that is why all students need to be prepared with the opportunity to learn how to acquire knowledge and be successful.

I think that this idea about two tracks is just over because it doesn't exist in the workplace anymore.

Mrs. BROOKS. I agree. And I would like to ask Dr. Albrecht. But when we take students off-site in high schools to career centers that are not embedded in their high schools and then I think it causes a problem, then, with our career and technical colleges and the exposure that all students should have to what those colleges provide.

Can you address that? How can we avoid this two-track country educational system we have created?

Mr. ALBRECHT. Thank you, Congressman. And, you know, I would just first echo the support for Ivy Tech. I think it is a fabulous system. They do a terrific job of supporting their career and technical education programs.

And Indiana is a little different than Wisconsin. While we do not have career centers, I understand the model that you are describing here.

The embeddedness of career and technical education is critical for all learners at all levels, whether it is the adult learner in the apprenticeship program so they understand the career path and leveraging their skills and abilities for postsecondary credit and eventually go on to receive their educational degrees for supervisory management and so on, or it is at the high school level where we are trying to expose students to those postsecondary options. That is a little easier transition because it is a little more visible for students. They can go to their local college and see some of those experiences.

But we also work with our middle school and our elementary schools. In fact, KTEC, in Kenosha, is probably one of the more progressive elementary schools to teach skills around teamwork, problem solving, community involvement. It is a Project Lead the Way elementary program.

It is a very unique way to help inspire and instill young people to think about careers at a very early age, and I think Carl Perkins legislation helps to at least create the opportunity for that dialogue. Additional funding and support would certainly help to bring those conversations and those applications to the lower grades.

Mrs. BROOKS. Thank you.

I encourage all of you to think about how we can eliminate the tracks.

Thank you.

Chairman KLINE. Thank the gentlelady.

Mr. Hinojosa, you are recognized.

Mr. HINOJOSA. Thank you, Mr. Chairman.

My first question is to Dr. Messier: As Congress considers the reauthorization of the Carl Perkins and Career and Technical Education Act, how do we prioritize access and equity for all students, including those students in South Texas, where I come from, and in congressional districts like mine who are largely low-income?

Ms. DANN-MESSIER. Thank you for your question, Congressman. Equity. Closing the equity gaps and making sure that all students have access to high-quality CTE programs really is very, very important to us and prominent throughout our blueprint. And I have seen examples, Congressman, of institutions that have such a high-quality program reputation that they have long waiting lists and they have to take students via lottery.

And many of those students were not academically prepared to succeed—not only to access the program, but also to complete. And the institutions and schools provided them very extensive academic support services—tutoring, mentoring, also provided them career counseling—and so the students were, in fact, able to succeed and graduate with a high school diploma and an associate’s degree.

And so we are proposing that we would want the same for all students, that there should not, in fact, be two tracks, that all students should have access to high-quality—

Mr. HINOJOSA. If I may interrupt you—

Ms. DANN-MESSIER [continuing]. CTE programs. And we provide the necessary supports. I am sorry—

Mr. HINOJOSA. If I may interrupt you, many of the members here on both sides of the aisle talk about involving businesses so that we can provide mentors and tutors at an early enough age—either sixth, seventh, eighth grade—so that those that are falling behind on reading and writing and particularly mathematics can catch up and become college ready.

And I am just concerned that when I hear the administration proposal is including the move from formula basis to competitive funding, it could have a very serious impact in regions of the country where business is not involved and they don’t have—in fact, they have high dropout rates. And sometimes in those cases if the funding were not given to those regions of the state of Texas, for example, where they cut 5.8 billion in K-12 not this session but the session before while we were in that big recession, I am concerned that this may be a mistake.

So let me move quickly to another question to Dr. Flanders from Kansas and Dr. Albrecht from Wisconsin: How would you define high-quality career and technical education, known as CTE, and what criteria would you prioritize?

Mr. FLANDERS. Thank you, Representative, for that question. And earlier, again, we reached out to our business leaders to really ask them, “How do you define that?” Because we didn’t want to study in isolation and just come up with metrics on our own.

At the postsecondary level we must have programs that graduate students that get jobs, that have high job placement rates. And sometimes we have looked internally at the programs, we went through all types of accreditation, and the bottom line is did the graduates get a job, and then was that job at a wage that they were able to benefit from that education? And we know that industry credentials allow that and is the conduit to putting those graduates in a position where they can enter the middle class and where they can drive economic growth in Kansas.

In Kansas we are not recruiting a large number—we don’t have a high number of people coming into our state, so what our strat-

egy is to use these metrics to increase the skills of our workforce and to be more competitive.

Mr. HINOJOSA. Thank you.

How do you do it in Wisconsin?

Mr. ALBRECHT. I would actually agree with Dr. Flanders. I would add one additional element to it and that is the investment and the importance of the quality of the teacher, making sure that we provide professional development to ensure that our teachers have the tools and resources necessary to be able to deliver upon those industry credentials and have the time to go out and network with their community so they understand what types of employment opportunities are available for students.

Mr. HINOJOSA. Thank you.

I yield back.

Chairman KLINE. Thank the gentleman.

Dr. Roe, recognized.

Mr. ROE. Thank the chairman.

First of all, great discussion today. I live in the state of Tennessee. I have a couple of questions I would like to ask, and one is what Mr. Miller started out with about how our number of degrees, I think, in technical degrees had gone to 16th in the world. Why has that happened? And I will ask you all that in just a—why do you think it has happened, because if you can fix that problem maybe you have caught it earlier.

Our state just made the most academic progress in the nation on testing this past year as we are tested. We take this very seriously and we have a Tennessee Board of Regents system in our state which is the sixth-largest in the country—200,000 students. We have six 4-year traditional colleges, 13 or so community colleges, and 27 colleges of applied technology, and a technology school is within 1 hour of any student who lives in our state.

I think, Mr. Litow, you made some comments earlier, which I wholeheartedly agree with, of linking education to jobs. You mentioned a high school diploma is not enough anymore. I totally agree with that.

And then, and bring businesses to the table, because as an employer, as I was, the single best thing you can get is a good employee—

Mr. LITOW. Right.

Mr. ROE [continuing]. And, I mean, that is the most valuable asset you have. And that is what you all are all interested in doing is producing a product.

And I think Dr. Flanders mentioned this exactly the same, maybe slightly differently—a certificate that says you can do something and you know when you graduate from this particular institution you can do those skills, you have mastered those skills, and then those skills are tied to how much money or wages that you would make. And then secondly, what is your placement rate? In our state it is 84 percent through all our technical colleges.

And as a traditional college guy, I have really become a supporter of the technical colleges because I think that is the future of the country and how we get this great number of people. Like you mentioned, IBM had 1,800 empty—that is tragic in an economy with an unemployment rate of 7, 8, 9, 10 percent, whatever it is,

that you would have that many jobs open in a great company like IBM.

So first, why do you think that is?

And then, Dr. Flanders, I want you to talk about accountability and incentives and just expand on your statement in a minute, if you would.

Mr. LITOW. Well, thank you very much for the question. And people ask us, when we are involved in these P-TECH grade nine through 14 schools, where we make a commitment that we will guarantee students who complete with an AAS degree that they are first in line for jobs. And people say, "Well, how can you make that kind of guarantee?"

And the answer to that is that over a 6-year period every single course that a student takes, whether it is math or science or English or history or any course, includes the core academics that are important plus the workplace skills. And over a 6-year period students will take special workplace learning curriculum, material, that we have helped design.

Every student will have access to an IBM mentor. Every student will have internship opportunities. So at the end of that 6-year period, why wouldn't we want to make the student first in line for jobs?

Mr. ROE. But why do you think that—are we failing at the lower level below in elementary school and also in kid—I mean, why are we having—why did we have this drop off?

And just as a comment, I learned a lot in sports. I learned three skills in sports. One, if you didn't show up on time you didn't get to play. You sat on the bench. Number two, you play as a team player. Number three, you gave your best effort. Those are important skills I think you are trying to—

Mr. LITOW. Absolutely. I was at one of the schools in Chicago yesterday and in the math class they were teaching about how data analytics is used in sports to be able to predict which people, which athletes are going to be successful—

Mr. ROE. [Off mike.]

Mr. LITOW. Exactly. And those skills—understanding predictive analytics, understanding math skills, understanding how to interpret those skills and use them at work and how to team with others to be able to solve problems—

Mr. ROE. I am going to give Dr. Flanders a chance, too, to answer that question about accountability and incentives. That is one I want to get to, also.

Mr. LITOW. Okay.

Mr. FLANDERS. Sure. Thank you. Thank you for that question related to accountability.

And really, I am advocating a balanced approach to where part of the funds would be delivered through formula and also then—but a much larger portion delivered by competition and through accountability measures.

You know, I think that we probably wouldn't be here today if we were getting exactly what we wanted out of this system. This conversation probably wouldn't be happening.

And I have seen in Kansas what incentives have done through Senate bill 155 and I believe that if we used these dollars, as well,

in an incentive-based structure that is blended, I think you would see much greater gains because administrators will track those measures that are important to colleges and postsecondary institutions and these would highlight those measures.

Chairman KLINE. Gentleman's time has expired.

Mr. Tierney?

Mr. TIERNEY. Thank you, Mr. Chairman.

And thank you all for your testimony here and for your thoughtfulness on this. So I am hearing continually that the skills that Mr. Litow has set forth so eloquently that are not only essential for the technical programs, but they are also essential for students who want to go to college.

So how, Dr. Dann-Messier, are we aligning the core standards that we are, you know, putting on a college with these standards under the Perkins bill?

Ms. DANN-MESSIER. So we really believe, Congressman, that a high-quality CTE program, that it is an integrated academic and technical curriculum that are aligned to the state's college and career readiness standards.

Mr. TIERNEY. How are we assuring that is the case?

Ms. DANN-MESSIER. Well, that would happen at the state level and we would make sure that is a provision that is followed very closely so that, in fact, happens.

Mr. TIERNEY. So you would enforce that compatibility of standards on that. I think you are right on for doing that.

Our, you know, technical and vocational schools in Massachusetts—we are very fortunate, particularly in my district, at least, on that. I always tell the kids there that if Jefferson came back that is the school he would want to go to, because it gives them so many more options than, you know, a college or a career or both on that basis. And we have a lot of students that graduate from there and go into higher education on that because of that alignment on that.

So I think a lot of it has to do with teachers being able to put this into their curriculum. We had an interesting group in there they call themselves STEM Squared, and it is an alignment between a private curriculum company—development company, one of the colleges locally, and some of the public schools.

And they are taking a measure to taking it to teachers and having them understand those very core basics and how to get a curriculum together either on their own or through using whatever private resources might be there, and then bringing it down to the lower grades. They were obviously concentrated on science, technology, engineering, and math, but they should also concentrate on teachers being able to meld all of these qualities in through education.

Would we put funding in this bill for that teacher instruction? Will we put it in the Higher Education Bill? Will we put it in the ESEA? You know, how best to make sure that we get this done and that teachers are assisted in getting what they need on that?

And anybody can answer.

I will start with you, Dr. Dann-Messier?

Ms. DANN-MESSIER. Well, certainly we would need to make sure that we are aligning all of our funding streams so that we are sup-

porting our faculty at all levels of the educational process. Totally agree with you on that.

And, you know, we have had a lot of questions about the role for business and industry during this hearing, and a great role that business and industry can play would be to provide externship opportunities for our faculty so they can, in fact, see what the workplace looks like today, can take the materials that are used on the workplace floor as part of their curriculum. And so the business and industry also has a great role to play in that regard, sir.

Mr. LITOW. I will take that to another level. I think that business can play a role in improving teacher quality, having nothing to do with workplace visits. We created a free site on the Web called "Teachers Try Science"—the best science lesson plans, not just at the high school or the middle school level, but at the elementary school level, with video of board-certified teachers teaching those lessons so any teacher, for free, can go to the site and have access to the best science lessons, video of teachers teaching those lessons, aligned with standards, collaborative tools so that they can work with others.

And if you want to get the results of people who have those skills, those are some of the things that you can do to make sure that the education system improves. And that part of it is free.

Mr. TIERNEY. Well given the importance of getting industry and business to engage in that level with the curriculum and with providing the experiential learning on that, do we need to provide incentives in this legislation or do we think there is no need for that, that businesses are ready and able to go—we are finding the response so good in the area that it is not necessary?

Mr. LITOW. I think the incentive would be to reauthorize the legislation and make sure that business is really involved and at the table, and not just as part of an advisory group that makes suggestions, but that is actually involved in shaping the curriculum and the experience so that you get a larger number of students who have the skills that you need.

I think if that were done I think we would see a lot more businesses involved than we see today.

Ms. DANN-MESSIER. Congressman, we are proposing in our blueprint that there would be a 25 percent private sector match, and that would primarily come from business and industries in the form of cash or in-kind. In-kind could be equipment, materials, access to the workplace. So we would go even a little bit further than that by proposing the 25 percent private sector match.

Mr. TIERNEY. So they would require that match in order to go forward with one of their proposals—

Ms. DANN-MESSIER. That is correct. That is correct.

Mr. TIERNEY. Mr. Litow, what do you think about that?

Mr. LITOW. Well, I think it is important that business bring resources to the table, but I really think it is important that everyone bring resources to the table. When you look at higher education courses that haven't changed in decades and decades, they have to change and they have to bring their resources to the table. When you look at high schools that are not preparing students to become college ready, they have to change.

So I think what we are talking about is incentives to change for everyone and making sure that we set a higher bar for everyone. If you want business at the table and you give them an appropriate role you are going to get it, but everybody has to change, not just one party.

Mr. TIERNEY. Thank you all very, very much.

Chairman KLINE. Thank the gentleman.

Mr. Guthrie, you are recognized.

Mr. GUTHRIE. Thank you, Mr. Chairman. And again, thanks for having this hearing. This is something that is dear to me. I grew up in a manufacturing business and try to align our needs with our local—matter of fact, I got into politics working with local adult education, trying to find tool and die makers and industrial maintenance people.

But Mr. Perkins is on the wall there, and he is from my great state and I would think if—I am not going to put words in his mouth, but I would say if he spent the money we spent in the last 20 or 20-more years since he has been out of Congress, or maybe 25 or 30, that we should have a fully skilled workforce and everybody working and having the jobs that they have.

And I will tell you, I know we have talked about aligning goals and industry being involved, and that is vitally important because specifically, if you need a certain type of piece of machinery you have numerical machining, numerical control machining, and you donate a machine or you put a machine in so the students can actually learn on the specific equipment, that is important to do.

But I haven't walked into a community technical education in my district that is teaching something that nobody wants. You don't walk in there, why are you teaching basket weaving or training—they are not doing that. Matter of fact, some of them don't want to train some things people won't like—HVAC and plumbing and bricklaying and—I tried to hire a plumber the other day and tried to get an HVAC guy to come by and—because the heat is coming on now down in Kentucky and all of a sudden you can't find an HVAC person.

So it is not just the industry stuff; it is all of it. And so I am on another committee that has oversight of some of this and the CMT, but I always ask the question—I will tell you, at least in the skills that my business hires—tool and die, industrial maintenance—it keeps going up and up and up. In our area you are in the middle class if not towards the lower end of the upper middle class with those skills.

But we can't get enough people in them. It is not that the schools aren't teaching it. They can't get the students to show up for it.

So why isn't the market working in skilled labor? It works in a lot of everything else in this country, but for some reason as prices rise, whether it is medical technology, whether it is HVAC, whether it is plumbing, whether it is tool and die, industrial maintenance, computer tech—not computer science but computer tech—we can't get the people to come. Because I have not walked into a business in my district that doesn't say, "If I had people with X, Y, and Z skills I would hire them today," at good wages, not at—you know, I am not even talking the low teens; I am talking mid to high teens. And in Kentucky that is a good starting wage.

So why isn't the market working? That is my generic question. Why aren't kids showing up?

Any of you answer that.

Ms. DANN-MESSIER. Congressman, I will take a first crack at it and to say because there is still a stigma attached to career and technical education and in many communities there are programs that aren't preparing students for the jobs that are going unfilled. And we have got to do a much better job of making the case with students and with their parents to let them know that high-quality CTE programs will prepare them for college and careers.

It is not an either/or proposition, and in some communities there is still that discussion that if you are going into career and technical education you are not prepared for postsecondary education. And that is why the comments that my colleague, Dr. Flanders, has made—that is why the programs have to result in an industry-recognized credential or a postsecondary degree so that students may go to work on day one and prepared for work on day one but are able to come back into postsecondary education.

We have a number of excellent examples of where that is happening, but it is not systemic. And that is what we hope will happen as a result of the blueprint that we will have systemic reform, that all students will be prepared for college and career and there won't be that stigma.

Mr. GUTHRIE. We only have a few—but you are absolutely right. There is a group of kids that are forced or encouraged or there is a stigma to start out in college even though that may not be the best path for them. Not saying they are not smart. Matter of fact, they are probably smarter. I know people in my factory that are smarter than I am and I am glad they are there.

But they go down this path—what I am talking about are the whole graduate from high school and just go out into the economy somewhere. And even if they work or if they don't work, they are just kind of—it is not just the ones who, okay, well went a couple years in college, "Hey, I can make more money if I would be a computer technician than if I am getting this degree in college," and so the economic incentives kind of works. But it is not just the parents who are stigmatizing because they are not even pushing them to go on to anything after high school.

So where are we missing those kids? That is the kids if we could grab them and put them into this we could really change lives and change the way our country operates. And how are we missing that?

To any of you, yes.

Mr. ALBRECHT. I might just respond. I think you are right on all of your comments. Thirty percent of the employment based in Southeast Wisconsin is based on manufacturing and we have gone through a generation of a decline in support for manufacturing just because people have seen the reduction in manufacturing jobs and so they encourage their children not to go into manufacturing.

I have worked really hard, in cooperation with the National Association for Manufacturers and their new framework for manufacturing. In fact, October was National Manufacturing Month. We had lots of activities for students to get a better picture of what

manufacturing is—the “Dream It Do It” campaign that is going across the nation to help create greater awareness.

And then most importantly, I think it is really to do just what you are saying—expose people at a very young age on what manufacturing is today. Computer numerical control is not the same as standing in front of a mill doing machining every day. It is a computer-integrated system of robotics, computer automation. There are so many new ways to think about manufacturing and we just have to keep elevating that conversation with our communities.

Mr. GUTHRIE. I am sorry I am out of time.

I yield back, Mr. Chairman. Thank you.

Chairman KLINE. Gentleman yields back.

Ms. Bonamici, recognized.

Ms. BONAMICI. Thank you very much, Chairman Kline and Ranking Member Miller, for holding this hearing today, and certainly to all of the witnesses for your testimony. The skills gap is a very important issue in all of our districts.

Mr. Litow, I think you called it a skills mismatch.

And I agree with so many of the principles that have been discussed here today, certainly the importance of the public-private partnerships between businesses and schools, the need to make more students aware of career and technical education programs. I agree with Congresswoman Brooks about getting away from this two-track perception and system, and certainly the need for curriculum that develops skills like critical thinking, problem solving, communication.

Tackling the skills gap requires assessing local needs, and I want to talk about that local aspect for a minute. The community needs are really as diverse as our country.

I have introduced the WISE Investment Act, which is Workforce Infrastructure for Skilled Employees Act, to strengthen that communication between local businesses, especially small businesses, and schools and workforce development boards.

Last month I visited a high school in the district I am proud to represent, and it is in the rural part of the district. It is a great example of what is really working—Yamhill Carlton High School. They have an outstanding program in manufacturing that they set up with local businesses.

They also have a program in viticulture, and they have a vineyard right there on the high school campus and then the students can go on to the local community college and get a degree in either vineyard management, winemaking, or the wine business, which is a tremendous part of the economy in that part of the state. Very good wines, by the way; I highly recommend them.

So the local businesses have helped with the curriculum development, procuring the equipment and supplies, they provide internships, and a lot of times they are doing this sort of out-of-pocket, and a lot of these are really pretty small businesses. So as we look to reauthorize Perkins we have to really look at how important these partnerships are and encourage them and incentivize them somehow, and I appreciate your expertise and all your testimony on that.

And one of the things we talked about at the high school, at Yamhill Carlton, was the need to develop soft skills. And they are

working with a lot of sort of rural and sometimes at-risk youth, and really even understanding the importance of showing up on time and how you behave in an interview and all of those things are important and—along with, you know, critical thinking, leadership, creativity, which I know was mentioned, Mr. Litow, in your testimony.

So the technical skills aren't enough. So as we consider the reauthorization, what can we do to improve the development of those soft skills that our—not only our CTE students but all students need in a knowledge-based economy?

And I will start with Dr. Dann-Messier?

Ms. DANN-MESSIER. Congresswoman, I am happy to respond to that. I couldn't agree with you more how important the employability skills are, and we consider that one of the real core elements of high-quality CTE—is to make sure that students have the opportunity to participate in work-based learning opportunities so that they can, in fact, gain the employability skills that employers are telling us are so necessary.

I think another really important component of that is the existence of career and technical education student organizations. I am sure you have met some of the students. That is a wonderful example of how you can use your state and local CTE funds to really ensure that the students have the employability skills because they have to make presentations, they have to come and testify before Congress, and they are very poised and articulate.

So we consider employability skills as a very core, important element of a high-quality CTE program.

Ms. BONAMICI. Thank you.

And I also wanted to ask about—and I know, Mr. Litow, great what IBM is doing. That is wonderful. But what about all the small businesses that have needs? What is the best way to make sure that we are assessing the workforce needs of small businesses and getting their participation, as well? How—

Mr. LITOW. Well, we are a business-to-business company. All of our clients are businesses—small, medium, and large—and as we talk to them they have the same kind of needs and problems that we have.

And I think the key word here is integration. The workplace skills, the technical skills, the academic skills, they are all not separate. They need to be integrated into the curriculum.

And the public-private partnership is key. We shouldn't be afraid of input from the private sector in terms of embedding this into the curriculum.

We have a curriculum in our higher education in the United States that is called computer science. Computer science was developed in the United States. It was developed and inputted into higher education.

It was created at the IBM Company. It was a private company that created the academic discipline "computer science." So there are a lot of businesses who have a lot of great ideas about the skills that are needed in a whole range of businesses—

Ms. BONAMICI. Thank you so much. I am just about out of time.

I don't want to interrupt but I want to align myself with Mr. Hinojosa's concerns about balancing—changing to a competitive

method of funding and how we prioritize equity. So I just want to align myself with those concerns moving forward because we want to make sure that we still have equity in funding.

So thank you, and I am out of time. I yield back. Thank you.

Chairman KLINE. Gentelady's time has expired.

Mr. Thompson, you are recognized.

Mr. THOMPSON. Chairman, thank you.

Members of the panel, thank you for being here, for your expertise and leadership.

Thanks to the ranking member for submitting Mr. Langevin's comments. Good friend and colleague, co-chair of the career and technical education caucus, which is a very strong bipartisan caucus here in a subject of much agreement in times of sometimes much disagreement, but not when it comes to career and technical education.

I am looking forward on my way home on Thursday, as I do frequently, of stopping outside of Harrisburg to visit a CTE training center—petroleum training center, actually very specific. Incredible opportunities provided for individuals.

Somebody shared some statistics with me last week and talked about how someone with a bachelor's degree—and I am a fan of higher education; I want to make that affordable, but how individuals—the statistic was—and we can make statistics say whatever we want to, but that the earning power, I think, was like at least 60 percent more over someone who didn't have that higher education degree, but what—I think what the statistics failed to mention is all those folks are starting out graduating with their degree and a mortgage payment, which is not a good place to be in life I don't think, depending on the value of your degree and your ability to use it for success.

We are talking today about finding affordable access to success in life, and my—first I want to come back to—Mr. Guthrie really teed up nicely and, you know, the biased misstatement that is still out there, and I find it predominantly—the target audience is parents, because that is the launching platform for youth as they pursue education. So if you had the opportunity and you only had about—you had the elevator message time that they talk about around Washington all the time to spend with a parent, you know, what would the message be that you would provide in that very short period of time of encouraging parents to be open minded and to look at a pathway through career and technical education training for their children?

Go ahead, ma'am.

Ms. DANN-MESSIER. Congressman, first I would like to thank you for chairing the CTE caucus with my congressman, Jim Langevin. I think you are doing really incredible work.

My message in the elevator would be that when your students are able to participate in a high-quality CTE program they have a leg up because not only are they going to graduate with a high school diploma but they will also graduate with an industry-recognized credential and be able to enter post-secondary education without the need for remediation because they would have also participated in postsecondary education college credit courses.

Mr. LITOW. I would say to any parent, if you want your child to have the skills to be competitive and to have a middle-class lifestyle and even further, this is the kind of opportunity that you don't want to deny them.

Mr. FLANDERS. Yes. I would say, and I do appreciate your leadership in career and technical education. Thank you for that. I would say it is not either/or, it is both/and. Choosing career and technical education doesn't mean you are not going to go ahead and receive a baccalaureate degree someday; it is just a pathway and you can receive an industry-recognized credential. As you go to work and start to earn you might go to a liberal arts college and you might be in a job that pays more than some minimum wage jobs that other students are needing to take to pay their way through.

And so not either/or, both/and. It is just a pathway to prosperity for students.

Mr. ALBRECHT. As the father of a daughter who is an engineer I understand your comments about the values that parents play in helping their young people make decisions. I tell our young people along with their parents to turn pro sooner—pro fireman, professional fireman, professional firefighter, professional police officer, professional nurse. Engage yourself in an occupation that is going to be rewarding for yourself.

Mr. THOMPSON. Okay. Thank you.

I want to tee up and get your feedback on just a specific tactic—get real specific at this point in terms of how we promote this. To each of you, do you view creating an accelerated depreciation schedule for companies willing to donate equipment and technology as something that would further spark private investment in CTE programs?

Mr. ALBRECHT. I may comment first. So the partnership that we established is more about not necessarily donating the equipment but being a part of a training program, so we want state-of-the-art equipment and technology in our classrooms and I want our students to be professionals in their industry.

So we are not in the business of taking old equipment that is not working any longer. I want to help create a brand for our students so that they become professionals through the day they enter our programs and they think about their job as a profession, just as they would their college degree.

Mr. THOMPSON. And with time left I just want to kind of touch on—I know—I am under the impression that moving to a competitive grant funding model, even with some equity protections, create a situation where LEAs and community colleges will not receive funding. I am from a rural district.

I have always had a concern with—fact is, the resources are not there for grant-writing to be able to secure competitive funds, and so I would just—I expressed my concerns if moving more in that direction. I think it just creates some access issues.

Thank you.

Chairman KLINE. Gentleman's time has expired.

Mr. Andrews?

Mr. ANDREWS. Thank you, Mr. Chairman and Mr. Miller for having the hearing.

I thank the panelists. I think you are doing some of the most important work in our country and you are all doing it very well. We appreciate it.

Dr. Flanders, what are the graduates in the system that you supervise—what are the people who graduated 3 years ago doing today? Do you know?

Mr. FLANDERS. We have been looking at recent graduates. We are just starting a study to look at the employment on a continuum and to look at some trend data.

We have had some difficulty accessing labor wage records across state lines and we have some regional economies, particularly in the Kansas City area, where people work on both sides of the line, so—

Mr. ANDREWS. How about people who graduated 1 year ago?

Mr. FLANDERS. We have individuals in health care. Many have entered the nursing fields—

Mr. ANDREWS. But do you have a complete data set of the people who graduated in 2012, what they are doing?

Mr. FLANDERS. Yes, and I can get you that information.

Mr. ANDREWS. What does it look like generally? What percentage of them are employed in the field for which they were trained?

Mr. FLANDERS. You know, typically placement rates average in the high 70 percents to low 80 percents across the institutions. We are not able—we have some self-report data from in the field but we are not able, through the wage records, to determine if they are in the field of study or not through those wage records. They just report the wages that an individual—

Mr. ANDREWS. Got it.

Dr. Albrecht, what would your answer be to those two questions?

Mr. ALBRECHT. Yes, absolutely. The state of Wisconsin has a pretty sophisticated data collection system for graduates. We measure graduates 3 years out so we can specifically show what occupations students have gone into, what they are employed—

Mr. ANDREWS. What do your data look like from 3 years out?

Mr. ALBRECHT. So for Gateway Technical College we have an 88 percent placement rate graduating from the college. Our direct enrollment as it relates to the training and the occupation that they have got their degree in is 55 percent.

Mr. ANDREWS. So 55 percent are in the field for which they specifically trained and then another 33 are working somewhere—

Mr. ALBRECHT. Correct.

Mr. ANDREWS [continuing]. And then what about the other 12?

Mr. ALBRECHT. Many of our students go to college transfer programs, they take advantage of the articulation we have with our university partners, some go off to the military, and some stay and continue their education at Gateway.

Mr. ANDREWS. And I ask these questions not to highlight anything you have done, because I think you are doing the very best you can with a very difficult legal and administrative situation. I really ask them to point out something I think we should do, which, fully respectful of the privacy of your students and your graduates and their employers, we need to make better use of data that we have here.

One of you mentioned about the analytics, the students studying professional sports. I assume that leads to a career in Vegas betting the football games, which is not a bad thing necessarily.

But analytics are the wave of the present. I am sure that IBM is all over analytics about who your customers are and what they have been doing, and it is being used in really every field. I think that we have really shortchanged you and your students by not giving you easier access to some of the data that would lead to those analytics.

Again, being completely respectful of people's privacy and respectful of the privacy of employers, I think there are ways that we could make, through the Internal Revenue Service or the Department of Labor or other—Social Security Administration, other entities, you know, identity-blind data available so that we could get a better picture of what is going on here.

And I think this, in turn, would then lead to some clues about the cultural problem that Mr. Guthrie's question really led to. I visited a manufacturer in my district that makes parts of satellites that are used by the military and intelligence agencies and some commercial, and he had seven job openings for machinists—would pay \$50,000 or \$55,000 a year with full benefits. My area has a higher-than-average unemployment rate relative to the national average, and he gave me exactly the same answer you all did, because I asked the same question, "Why can't you fill these jobs?"

And basically he said, "Because the parents think that, you know, advising your son or daughter to go become a machinist is a piece of bad advice." In some cases I am sure that is true, but in many cases it is not.

One way I think to connect up the data is using social media is such a powerful tool to talk to people about anything. It might be a tool that we could use to begin to change the perception of parents and students about enrolling in the very high-quality programs that you all run.

So I appreciate, Mr. Chairman, the tone of this hearing and the empirically-driven basis of this hearing. I hope that we can produce a piece of legislation that empowers these ladies and gentlemen to do their jobs even better than they do now.

Thank you.

Chairman KLINE. Thank the gentleman.

We have reached the point in the hearing where it is time for closing remarks and thanks to the panelists, so I will yield time to Mr. Miller for any closing remarks he has.

Mr. MILLER. I want to join you in thanking the panelists, Mr. Chairman. I think that this panel not only is helpful this morning but I think has great potential in helping us as we rethink this Act.

But this is—you know, I think requires some institutional restructuring from the historical way not only that we have allocated funds—and that sets off a battle that we know very well. Any time a formula fight is in play it is bipartisan and it is a hard road to navigate. But I also think in terms of our accounting, you know, President Obama was one of the first Presidents I can remember that talked about completion rates at community colleges, but we have got to make sure that those completion rates are also for

those students who are coming to get four units, eight units, and 12 units. It turns out to be very, very beneficial to them.

I was just looking at the new study in California done by WestEd and a professor from the University of Michigan, and they looked at 11,000 what they called “skill-builders” who came to community colleges for a very specific reason. They got about a bump in their average wage of about 28 percent in coming in some cases, as I said, for as little as four units of specialized training, eight units, 12 units, and yet they worked against it because they are not registered as completers under many systems of how states decide this so they work against the interest of those community colleges in terms of how they are doing and what are they doing to help the state. And I think we have to sort that out.

Also, in many of these institutions they are not quite clear that this is part of their mission. It is an historical sense of academics and what have you, that there is somehow a differentiation between the skills and intellectual capacity you need to do this and what you need to do this. The more sophisticated the workplace gets, the less that is so. And these basic skills are needed both in reasoning and computation and communications. And they will serve you well in the classics and they will serve you well in the digital world of manufacturing.

So there is a lot here for us, but I really think that you have laid out the possibilities.

I will be interested in seeing, Madam Secretary, what the President lays out today in terms of this challenge grant. And, you know, we know that we have watched the challenge grants help embedded interest make a transition, and I think what I talked about earlier in my statement was really in the East Bay now a transformation of how people were looking at their universe and what they thought was their capture area, if you will, or their job base. And in fact, it is regional-wide; it is probably all of Northern California.

And I think we are turning the corner on better serving those students but we are not there yet, and so how this act is designed and how it allocates money and the incentives it puts on competition—I have been involved with some very serious—causing recompetition among embedded interests, and it doesn’t sound like the healthy word to many of those people who think they are going to be recompeted, but I think we have to update these systems because they were born in a very different age.

And I think that, in fact, in some areas where the institutions are too small, too rural, the regionalization can help draw other resources to the institutions and to the benefit of those students and the local economy. So this is a very real opportunity.

Mr. Chairman, I want to thank you for assembling this panel. I think we have got a lot of helpful suggestions and a lot of results of, you know, being involved—experience-based suggestions here that are very helpful to us on this committee.

So thank you so very much for your time and your expertise.

Chairman KLINE. I thank the gentleman for his comments, and I agree with almost everything he said, so I am starting to worry right now.

But we have a serious challenge out there. We have heard this challenge again and again in this committee where we have talked—all of us have talked to employers who say, “I have got jobs. I don’t have anybody who can fill it.” We have kids and not necessarily kids who are going to school and trying to make choices.

And so we have a challenge in front of us to see if we can align some federal policy with some of the things that you have been talking about, but there are challenges there.

Mr. Litow, you talked about how it is important to get some sort of basic education going into high school, and that is what your program is aligned to do, but that is you doing it working with schools at the local level. The federal government is prohibited by law from coming in and telling schools what needs to be in their curriculum. Fact, there is a huge discussion—some would say fight—going on now around the country revolving around the Common Core, and we are prohibited from telling high schools what they ought to teach.

And yet, Madam Secretary, in an exchange that you had with I think Mr. Tierney, he was asking, well, how are you going to make sure that the schools—K-12 schools are doing this? And you said, well, it is the states. And then he pressed and you said, “Well, we are going to enforce it.” Well, you don’t really have a provision for enforcing it.

So those are challenges that we have to deal with where you have some really good ideas that have come forward and you get the involvement of business and you get this alignment that is working, but we have we have to write policy here mindful of all these things—privacy concerns when you are looking at data on graduates and how much money they are making and what happens when they cross the state line and all those things. Those are challenges here. It is not necessarily a tale of two cities, as Mr. Miller said, but it sort of is.

And so we very much appreciate your expertise and we love hearing the success stories—people getting jobs and schools succeeding and people lining up in the volunteer involvement of companies.

So again, I would echo what Mr. Miller said—real expertise here. We appreciate very, very much your testimony and your involvement and thank you for being here today.

And with that, there being no further business, we are adjourned.

[Additional submission for the record from Chairman Kline follows:]

PAUL W. DIEDERICH, President
ALAN L. LANDES, Senior Vice President
CHARLES L. GRECO, Vice President
WM. BRIAN BURGESS, Treasurer
STEPHEN E. SANDHERR, Chief Executive Officer
DAVID LUKENS, Chief Operating Officer

AGC of America
THE ASSOCIATED GENERAL CONTRACTORS OF AMERICA
Quality People. Quality Projects.



November 19, 2013

The Honorable John Kline
Chairman
Education and the Workforce Committee
US House of Representatives
Washington, DC 20515

Dear Chairman Kline:

On behalf of the Associated General Contractors of America (AGC), I want to thank you for holding a hearing titled "Preparing Today's Students for Tomorrow's Jobs: Improving the Carl D. Perkins Career and Technical Education Act" and providing the committee ideas on how career and technical education programs can better provide students with the tools and knowledge necessary to succeed in the workforce, including the construction industry.

The Act is the primary federal funding vehicle for career and technical education programs. AGC believes the Act should be reformed and reinvigorated to meet the current workforce needs. For example, the act should be amended to give states increased flexibility to select and fund high-quality training programs in response to labor market needs. In addition, the legislation should give states the increased autonomy to establish sector partnerships focused on promoting collaboration among secondary and post-secondary training programs.

In addition, given the higher graduation and job placement rates of career and technical programs and the expanding demand for construction jobs, Congress needs to restore funding for the Perkins Act. Specifically, funding should go from the current proposed level of \$1.12 billion in 2014 to its 2007 level of \$1.30 billion. This additional flexibility and modest funding increase will make it easier for school districts to expand their career and technical program offerings.

The Carl D. Perkins Career and Technical Education Act will help build a strong and skilled workforce, but it must be part of a larger legislative plan for preparing the next generation of skilled construction workers. AGC looks forward to working with Congress on this bill and other vital workforce training legislation for the construction industry.

Sincerely,

A handwritten signature in dark ink, appearing to read "J. Shoaf".

Jeffrey D. Shoaf
Senior Executive Director
Government Affairs

[Additional submission for the record from Hon. Raúl M. Grijalva, a Representative in Congress from the State of Arizona, follows:]



1904 Association Drive, Reston, VA 20191-1537
 T 800-253-7746 P 703-860-0200 F 703-476-5432
www.nassp.org

November 14, 2013

The Honorable John Kline
 Chairman
 House Committee on Education and the Workforce
 US House of Representatives
 Washington, DC 20515

The Honorable George Miller
 Ranking Member
 House Committee on Education and the Workforce
 US House of Representatives
 Washington, DC 20515

Dear Chairman Kline and Ranking Member Miller,

On behalf of the nation's middle level and high school principals, assistant principals, and other school leaders, the National Association of Secondary School Principals (NASSP) would like to offer recommendations on the upcoming reauthorization of the Carl D. Perkins Career and Technical Education Act.

NASSP is a national leader in secondary school reform and has created a framework upon which to improve our nation's K-12 schools called *Breaking Ranks: The Comprehensive Framework for School Improvement*. The framework does not prescribe a specific model that a school must follow, but rather builds upon the individual school's data to assess strengths and identify needs so that a customized plan for school success can be developed. Regardless of grade level, all schools must address the three core areas of collaborative leadership, personalizing the school environment, and curriculum, instruction, and assessment to improve student performance.

As schools work to implement college and career-ready standards for all students, we feel that a reauthorized Perkins law has great potential to promote a personalized learning environment for each student through strong curriculum and instruction, increase student achievement through integrated academic and career and technical education (CTE) programs, and further engage students in their learning. According to the Association for Career and Technical Education, students participating in CTE programs have graduation rates of more than 90%, and we should ensure that more students across the country have access to quality CTE programs.

NASSP was very pleased to be represented at the September 20 subcommittee hearing by the 2014 MetLife/NASSP National High School Principal of the Year, Dr. Sheila Harity, who is the principal of Worcester (MA) Technical High School. Worcester Tech, which was also named a MetLife Foundation-NASSP Breakthrough School in 2011, has 1,400 students in 24 technical programs within four small learning communities. Once the lowest-performing high school in the city and the poorest performing vocational school in the state, Worcester Tech's students are graduating at high levels and performing well on state assessments, and the achievement gap has decreased significantly for all student subgroups.

Students are graduating college and career-ready at Worcester Tech, taking AP courses and earning a high school diploma in addition to receiving college credits and an industry credential in some fields. Dr. Harity has been able to leverage partnerships with business and industry and four-year colleges and universities, which help support a full-service restaurant, day spa and salon, 16-bay auto service center, and veterinary clinic at the school. The school's success and the city's success are intertwined because students are leaving Worcester Tech with the skills to secure good-paying and rewarding jobs in the community.

US Department of Education's Blueprint

In reviewing the Obama administration's blueprint for Perkins reauthorization that was released in March 2012, NASSP does support a number of the goals outlined in *Investing in America's Future: A Blueprint for*

Transforming Career and Technical Education, including the four principles of alignment, collaboration, accountability, and innovation.

We support the proposal specifying that CTE programs must offer a streamlined and structured sequence of courses that span secondary and postsecondary education, lead to an industry certification or license and a postsecondary certificate or degree, and enable graduates to gain employment upon program completion.

NASSP also agrees that the state role in administering CTE programs should be strengthened. We support the requirement that state educational agencies collaborate with their workforce and economic development agencies to identify in-demand occupations in high-growth industry sectors and make this data available to CTE programs in their region. We feel that this provision could assist local CTE administrators to ensure that the programs are responsive to labor-market needs and aligned with regional priorities for economic growth. We also feel strongly that states should connect data on CTE programs with their existing longitudinal data systems.

While we see the value of strengthening the participation of employers, industry and labor partners in the design and execution of CTE programs, we oppose the requirement for a private sector match at the district level. We have received feedback from principals in high-poverty districts that do not have large industries in their region that local businesses would not be able to afford such a partnership and they should therefore not be mandated. Similarly, we oppose the proposal that would permit only consortia of districts and postsecondary institutions and their partners to apply to states for Perkins funding. This requirement could devastate CTE programs in our nation's rural communities. Finally, we would insist that the reauthorized Perkins law continue to require states to distribute Perkins funding to districts by formula as opposed to a competitive grant.

Educator Quality

State leadership activities should be focused on leadership development and technical assistance for districts and schools. States should be allowed to use Perkins funds to provide professional development opportunities for current CTE leaders that will help them develop the appropriate skills to lead CTE programs. States should also be allowed to use their funds for leadership training programs that would help current principals, assistant principals, and other school leaders to manage CTE programs in their schools.

High quality CTE programs require teachers who are knowledgeable and proficient in both effective teaching methods and technical skills. States should set a high bar for entry into the profession by requiring rigorous qualifications for CTE teachers, but they should also offer some flexibility in providing alternate routes into the teaching profession. For example, Virginia offers a technical professional license to individuals who are recommended by an employing district, are licensed or certified in their respective CTE areas, if applicable (or can demonstrate competency), provide evidence of at least two years or 4,000 clock hours of satisfactory occupational experience, and have completed 9 semester hours of specified pedagogy courses. CTE teacher candidates should have additional training and support in instructional practices, classroom management, and the use of data and assessments to ensure they're effective in the classroom.

Professional development must strengthen the capacity of CTE teachers to collaborate and establish meaningful partnerships with content area teachers and integrate academic and CTE curricula and coursework. Professional development activities should focus on making numeracy and literacy relevant in the coursework through effectively linking critical thought processes in CTE courses to the core content areas where many students struggle. CTE personnel must learn how to teach, support and reinforce learning for all students, and apply new basic skills in their classroom. NASSP would also encourage CTE teachers to receive regular mentoring or coaching to support them in providing high-quality instruction for diverse learners such as students with disabilities and English language learners.

As states transition to new, higher standards in English/language arts, students will be expected to possess the reading, writing, thinking, listening, and speaking skills necessary for success in college and careers. Thus,

cross-content literacy instruction has moved from an option to a necessity in our middle level and high schools. CTE textbooks already require a high level of literacy comprehension—higher than all other content area courses, and CTE teachers will be expected to integrate literacy throughout their instruction on top of the more rigorous course content. While all content area teachers will need professional development in order to implement a successful schoolwide literacy initiative, CTE teachers who do not come from a traditional education background may require even greater assistance in this area.

CTE teachers also need content-based professional development and additional training to ensure they're knowledgeable of the latest equipment and certification requirements of their industries, especially in rapidly changing fields and STEM courses.

Personalization

Quality CTE programs should be part of a schoolwide effort to personalize the learning environment for each student and ease students as they transition from middle to high school and from high school to college or the workforce. Students should have the support of individualized guidance on various academic and career requirements, as well as alternative settings for learning and applying the necessary competencies. A range of catch-up and second-chance options should be readily available for students who have fallen behind in elementary or middle school or need extra help and instructional time. Districts should be allowed to use Perkins funding for the creation of personal plans for progress for students participating in CTE programs that would address the academic, social, and developmental needs of each student to help them achieve their education and career goals.

Middle Level

School leaders know that the middle grades are a crucial time to engage students in a rigorous curriculum that will help them transition into high school and be successful in postsecondary education or careers. According to ACT, the level of academic achievement that students attain by eighth grade actually has a larger impact on their college and career readiness upon graduation from high school than anything that happens academically in high school. NASSP has long encouraged a federal focus on middle level reform, including support for the Success in the Middle Act (H.R. 2316) to ensure that students are taught an academically rigorous curriculum with effective supports so that students complete the middle grades prepared for success in high school and postsecondary endeavors.

NASSP also supports the BUILD Career and Technical Education Act (S. 1293), which was introduced by Senator Jeff Merkley (D-OR) in July. The bill would authorize \$20 million for the establishment of a pilot grant program to support CTE exploration programs in middle and high schools not currently receiving Perkins funding. Districts could use the grant for staff expenses and professional development, purchasing or leasing equipment, or evaluating the impact of CTE exploration programs on students' transition to high school CTE programs of study and their performance in those programs.

Accountability and Data Collection

Federally supported CTE programs should increase student achievement in academic subjects as well as enhance technical literacy, career orientation, and college and career-readiness. Programs should be regularly evaluated to determine their effectiveness and data should be reported on factors such as performance of students on end-of-course assessments; student participation in and completion of dual academic and CTE pathways to graduation; increased graduation rates of CTE students earning a regular high school diploma; student procurement of industry certifications and college credit; and successful student participation in postsecondary study, internships, and employment.

Funding

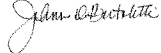
Adequate federal support for expanding and replicating high-quality CTE programs is imperative. At a minimum, state basic grants should be more than doubled in size, to \$2.5 billion, over the five-year authorization period. We also feel strongly that the reauthorized Perkins should continue to support equipment

purchases necessary for up-to-date, high-quality CTE study, as well as train the instructional staff members to use the technology to complement sound curricula and teaching.

As we think about the reauthorization of the Carl D. Perkins Career and Technical Education Act, NASSP hopes that the committee will stay focused on the program's ability to: 1) prepare all students for postsecondary education and work opportunities; 2) support and enhance academic achievement and technical literacy; and, 3) improve middle level and high schools to ensure higher student achievement and graduation for all students.

Should you have any questions about our recommendations, please feel free to contact Amanda Karhuse, NASSP Director of Government Relations, at karhusea@nassp.org or 703-860-7241. We look forward to working with you during the reauthorization process to ensure that more students have access to rigorous CTE programs that will help them graduate from high school with the skills they need to be successful in college and careers.

Sincerely,



JoAnn D. Bartoletti
Executive Director
NASSP

[Questions submitted for the record and their responses follow:]



COMMITTEE ON EDUCATION
AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES
2181 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-6100

MAJORITY MEMBERS:
JOHN KLINE, MINNESOTA, Chairman
THOMAS E. PETRI, WISCONSIN
HOWARD P. "BUCK" MORGON, CALIFORNIA
JOE WILSON, SOUTH CAROLINA
VIRGINIA FOXX, NORTH CAROLINA
TOM PRICE, GEORGIA
KENNY MARCHANT, TEXAS
DUNCAN HUNTER, CALIFORNIA
DAVID P. ROE, TENNESSEE
GLENN THOMPSON, PENNSYLVANIA
TIM WALBERG, MICHIGAN
MATT SALMON, ARIZONA
BRETT GUTHRIE, KENTUCKY
SCOTT DESJARLAIN, TENNESSEE
TODD ROKITA, INDIANA
LARRY BUCHANON, INDIANA
TERRY GOMMY, SOUTH CAROLINA
LOU BARLETTA, PENNSYLVANIA
MARTHA ROYD, ALABAMA
JOSEPH J. HEEK, NEVADA
SUSAN W. BROOKS, INDIANA
RICHARD HUGHSON, NORTH CAROLINA
LUKE MESSER, INDIANA

MINORITY MEMBERS:
GEORGE MILLER, CALIFORNIA,
Senior Democratic Member
ROBERT E. ANDREWS, NEW JERSEY
ROBERT C. "BOBBY" SCOTT, VIRGINIA
RUBEN KHOUSSA, TEXAS
CAROLYN MCCARTHY, NEW YORK
JOHN F. TIERNEY, MASSACHUSETTS
RUSH HOLT, NEW JERSEY
SUSAN A. OLVIS, CALIFORNIA
RASH AL BRISANVA, ARIZONA
TIMOTHY H. BISHOP, NEW YORK
DAVID GERSBACK, IOWA
JOE COURTNEY, CONNECTICUT
MARCIA L. FUDGE, OHIO
JARED POLIS, COLORADO
GREGORIO ILLU DAMAZO SABLON,
NORTHERN MARIANA ISLANDS
FREDERICA S. WILSON, FLORIDA
SUSANNE DONAHUE, OREGON
MARK FOGAN, WISCONSIN

December 18, 2013

The Honorable Brenda Dann-Messier
Assistant Secretary for Vocational and Adult Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Dr. Dann-Messier:

Thank you for testifying at the November 19, 2013 hearing on "*Preparing Today's Students for Tomorrow's Jobs: Improving the Carl D. Perkins Career and Technical Education Act.*" I appreciate your participation.

Enclosed are additional questions submitted by members of the committee after the hearing. Please provide written responses no later than January 22, 2014 for inclusion in the final hearing record. Responses should be sent to Rosemary Lahasky or Dan Shorts of the committee staff who can be contacted at (202) 225-6558.

Thank you again for your important contribution to the work of the committee.

Sincerely,


John Kline
Chairman
Committee on Education and the Workforce

Chairman John Kline (R-MN)

1. The administration's blueprint recommends moving the state to local funding mechanism from a formula to competitive grant in an effort to fund high-quality programs responsive to labor-market needs. How can we ensure all students will have access to quality CTE programs? Do you support taking funding from entities not performing well and redistributing that money to higher performing entities? How long should an entity have to prove its program is a success?

Rep. Bobby Scott (D-VA)

1. During the hearing, you mentioned a series of accountability measures designed to address equity and program performance surrounding the proposed state grant competition within the administration's blueprint. Please provide a list of those accountability measures and a justification for their inclusion in the program.
2. What effect has sequestration had on the Carl D. Perkins Career and Technical Education Act and what will get cut if sequestration continues as scheduled?

[Dr. Dann-Messier's response to questions submitted follows:]



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF LEGISLATION AND CONGRESSIONAL AFFAIRS

April 23, 2014

Honorable John Kline
Chairman, Committee on Education and the Workforce
United States House of Representatives
Washington, DC 20515

Dear Chairman Kline:

Attached are the Department's responses to the questions for the record submitted by Members of the Committee, following the November 19, 2013 testimony of Assistant Secretary for Career, Technical, and Adult Education Brenda Dann-Messier, at the hearing "Preparing Today's Students for Tomorrow's Jobs: Improving the Carl D. Perkins Career and Technical Education Act." Thank you for your interest in this important issue. I apologize for our delay in replying. If you have additional questions concerning this matter, please do not hesitate to contact this office at 202-401-0020.

Sincerely,

A handwritten signature in black ink, appearing to read "Lloyd Horwich".

Lloyd Horwich, Principal Deputy Assistant Secretary
Office of Legislation and Congressional Affairs

Enclosure

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-3100
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Questions for the Record from a November 19, 2013 Hearing on “Preparing Today’s Students for Tomorrow’s Jobs: Improving the Carl D. Perkins Career and Technical Education Act”

Chairman John Kline

1. *The administration’s blueprint recommends moving the state to local funding mechanism from a formula to competitive grant in an effort to fund high-quality programs responsive to labor-market needs. How can we ensure all students will have access to quality CTE programs? Do you support taking funding from entities not performing well and redistributing that money to higher performing entities? How long should an entity have to prove its program is a success?*

The Administration’s Blueprint for reauthorization of career and technical education (CTE) programs incorporates various strategies for ensuring that students have access to high-quality CTE programs, including more robust technical assistance, competitive award processes, strengthened program requirements, and incentives to ensure that all students, regardless of background or circumstance, have access to high-quality CTE programs.

States would play a key role in promoting access to CTE programs under the proposal. More specifically, States would have to: (1) provide appropriate up-front technical assistance to consortia to ensure that local programs provide equitable opportunities to all students; (2) ensure that new CTE programs meet the needs of low-income students, English learners, and students with disabilities; and (3) track and report data at the state and local levels to ensure that CTE programs are serving diverse student populations and communities statewide. States also would have to ensure that their CTE programs effectively address the needs of rural communities.

The Blueprint also incorporates a proposal for states to use performance-based funding to reward effective programs. To qualify for the rewards, local consortia would have to meet criteria that are established by the state, which would include improving student outcomes and success in closing participation and performance gaps between student subgroups. The Department is still considering the specific timelines and mechanisms for dealing with unsuccessful programs.

The proposal would require states to fund local programs that ensure access to all students, including those living in rural, remote, or economically distressed urban communities. For example, local consortia receiving Perkins funds would be required to include school districts that have high concentrations of students from low-income families. In addition, students in rural or remote areas would be connected to postsecondary institutions through consortia, even if there are no postsecondary institutions near their rural communities, through increased use of distance-learning technology. Furthermore, the proposal encourages the use of technology-enabled learning solutions that are accessible to, and usable by, students with disabilities and English learners, in order to expand access to high-quality CTE programs. In addition, local programs would be required to provide academic supports and support services that students need to succeed, such as tutoring and counseling.

Representative Bobby Scott

1. *During the hearing, you mentioned a series of accountability measures designed to address equity and program performance surrounding the proposed state grant competition within the administration's blueprint. Please provide a list of those accountability measures and a justification for their inclusion in the program.*

The full list of accountability measures that the Administration would propose for a reauthorized Perkins program is still under consideration. As discussed in the Blueprint, meaningful accountability includes both improving academic outcomes and building technical and employability skills. Thus, the Department is interested in accountability measures that address both purely educational outcomes, such as completion of a postsecondary degree, and career and technical outcomes, such as attainment of an industry certification or license, and employment. Furthermore, the Department is interested in outcomes related to equity, and would require that performance indicators be used to identify and address equity gaps.

2. *What effect has sequestration had on the Carl D. Perkins Career and Technical Education Act and what will get cut if sequestration continues as scheduled?*

The total cut for the fiscal year 2013 appropriation for Career and Technical Education State Grants was slightly over 5 percent due to sequestration and other across-the-board reductions. However, the effect of sequestration on States varied due to the provisions of the State allocations formula, particularly the hold-harmless provision. Cuts to State allocations for fiscal year 2013 varied between 0 to 10 percent. The Department currently does not anticipate further reductions in funding for CTE State Grants due to another sequester, but the impact of any reduction in funding, whether due to sequestration or simply to a lower appropriation, would depend on the interaction of the funding level with the State allocation formula, including the hold-harmless provision. Furthermore, the impact of changes in Federal funding for CTE programs would depend in part on State and local funding levels for such programs.

[Whereupon, at 12:11 p.m., the committee was adjourned.]

