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Overview

Every other year, the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) conducts a survey of the membership to gauge trends in Career Technical Education (CTE) across the country. Based on analyses of this year’s survey results from 50 states and territories, and comparisons to surveys administered in 2008 and 2010, NASDCTEc has authored a series of synopsis papers that describe trends in four key areas: [Career Clusters™ and Programs of Study](#); [CTE Teacher/Faculty Shortages](#); Governance; and CTE Funding. This paper, the third in the series, reports on CTE governance.¹

Key Findings:

- 1) Since 2003, the agency designated as the Perkins eligible agency has remained stable for most states. In 2012, 46 out of 52 state and territory respondents identified the state Department of Educations as its Perkins eligible agency.
- 2) Governance of postsecondary CTE programs varies significantly more than secondary education, reflecting the varying state approaches to oversight of higher education.
- 3) State Directors continue to see a broadening scope of responsibilities in their jobs, and their diverse titles reflect this.

Background

Across the nation, CTE plays a prominent role in preparing secondary, postsecondary, and adult learners for rewarding careers. CTE programs are offered in a variety of settings including comprehensive high schools, middle schools, area technical centers, community colleges, technical colleges, and four-year universities. Within these institutions, the level of CTE programs offered ranges from exploratory to in-depth. With such a wide variety of learners served through many types of institutions, state governance of CTE programs is understandably complex and varies considerably from state to state.

The Carl D. Perkins Career and Technical Education Act (Perkins), the main source of federal funding for CTE programs, requires each state to select one agency – deemed the “Perkins eligible agency” – to be responsible for and supervise the administration of CTE in that state. Though states select a single Perkins eligible entity, CTE leadership and state staff may be housed within multiple agencies, and different agencies may have programmatic and administrative governance.

Programmatic leadership focuses on what and how programs are delivered. This is the responsibility for establishing and approving program content,

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program approval, articulation agreements and other policies, procedures and legislation that advance a state’s CTE program’s toward accomplishing the agreed upon mission and vision.

Administrative leadership is responsible for overseeing the effective management of the funding, including completing relevant applications in a timely manner, ensuring compliance with applicable laws and meeting relevant federal deadlines and reporting requirements.

Secondary CTE Governance

Since 2003, most states continue to report that the state Department of Education provides administrative and programmatic leadership for secondary CTE. In 2010, seven states indicated that an agency other than the state Department of Education provided administrative leadership to secondary CTE. Similarly, in the 2012 survey, six states and territories reported that an agency other than the state Department of Education has administrative control over secondary CTE. These states include: Oklahoma, North Dakota, Illinois, Idaho, Arkansas, and Colorado.

Postsecondary CTE Governance

Unlike secondary CTE governance, which is often housed in the state Department of Education, postsecondary CTE is governed differently from state to state. In the 2010 survey, most CTE State Directors reported that the agency providing administrative and programmatic leadership to postsecondary CTE was not the state’s Department of Education or Department of Labor. However, in the 2012 survey, twenty-seven CTE State Directors reported that postsecondary CTE is governed by the state Department of Education.

As in previous surveys, many states still report that governance for postsecondary CTE resides in other agencies ranging from higher education commissions to state community college boards to locally-controlled individual campuses. Since 2008, a noticeable shift toward programmatic authority over postsecondary CTE by local college boards has continued. This increasing trend may influence states’ ability to implement statewide initiatives, such as articulation and programs of study, that require secondary, postsecondary, and workforce partners.

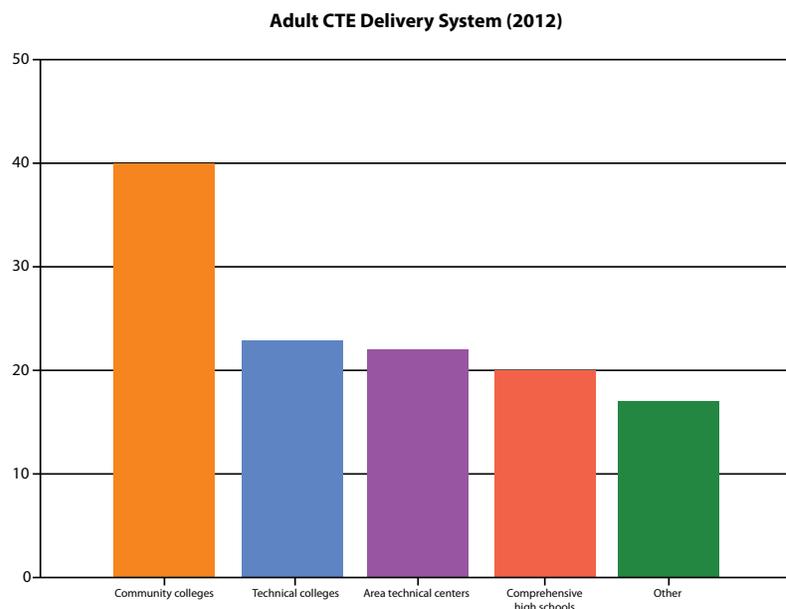
Adult CTE Governance

As the economy has limited job opportunities over the last several years, adult CTE education has become a boon to adults hoping to increase their marketability. Adult CTE programs provide critical knowledge and training for those seeking new or upgraded skill sets that are directly linked to the needs of business and industry. Local businesses often rely on these programs to provide employees with specific training needed for success on the job. Adult CTE programs are generally non-degree, and culminate with a certificate, certification, or credential.

States offer adult CTE through various institutions. More than 75 percent of states offer adult CTE at community colleges. In 2010, more states offered adult CTE through area technical centers than technical colleges; however, the 2012 survey shows that technical colleges now slightly outpace area technical centers in the delivery of adult CTE programs, perhaps due to the infusion of federal funds to these

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of adult CTE programs, perhaps due to the infusion of federal funds to these colleges. Other institutions offering adult CTE include private proprietary colleges, community-based organizations, prison-based programs, university systems, adult education centers, and technical schools.



Similar to postsecondary CTE, the agency with control over adult CTE varies from state to state. Since the 2008 survey, more states – 19 total - have reported that the state Board of Education has administrative control over adult CTE. Ten states report that the Board of Regents has administrative control, two states lead adult CTE through a labor or workforce board, and two states do not provide services for adult CTE.

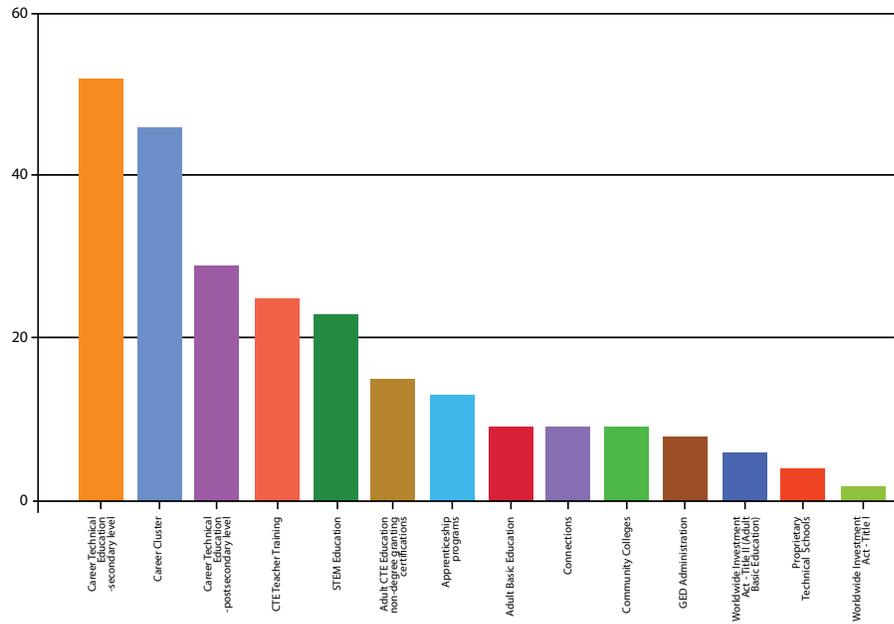
The 19 remaining respondents report that an agency other than those mentioned above has administrative control over adult CTE in the state. These agencies include mostly postsecondary state agencies and the state Department of Labor.

CTE State Director Leadership

Regardless of the state agency that administers CTE, the CTE State Director holds a critical leadership position. Since 2003, most State Directors have been career appointees; in 2012, only 10 State Directors were political appointees.

As CTE has evolved to meet the needs of a fluctuating economy and workforce, so has the scope and breadth of the responsibilities of the State Director. The diverse program areas that fall under the supervision of CTE State Directors often include secondary CTE, Career Clusters™, postsecondary CTE, CTE teacher training, STEM education, adult CTE, and apprenticeships. Many CTE State Directors also lead areas such as: community colleges, GED administration, adult basic education, proprietary technical schools, and corrections.

Programs/Areas of Responsibility for CTE State Directors



The role of a State Director often expands outside the scope of CTE, and the various titles they hold reflects this. Some State Director titles include:

- Colorado: Mr. Scott Stump, Dean for Career Technical Education, Colorado Community College System
- Iowa: Mr. Jeremy Varner, Administrator, Division of Community Colleges
- Missouri: Dr. Sharon Helwig, Assistant Commissioner, Office of College and Career Readiness
- Montana: Dr. John Cech, Deputy Commissioner, Two-Year Education
- New Mexico: Mr. Eric Spencer, Director, College and Career Readiness Bureau
- New York: Mr. Eric Suhr, Bureau Chief, Office of Curriculum and Instructional Support
- Oregon: Ms. Laura Roach, Director, Secondary-Postsecondary Transitions Team
- Vermont: Mr. John Fischer, Deputy Commissioner, Vermont Department of Education
- West Virginia: Dr. Kathy D'Antoni, Assistant State Superintendent of Schools, Division of Technical, Adult, and Institutional Education
- Wyoming: Ms. Teri Wigert, Director, Health Safety & Nutrition

Since the country's economic recession, states have continued to cut back spending and downsize staff to accommodate for shrinking budgets. While the impact of these circumstances remains in question, it is clear that CTE State Directors are charged with more responsibilities than ever. With varied but related responsibilities under their supervision, CTE State Directors may be distinctively positioned to make connections between CTE and other areas, such as high school improvement and workforce development.

Conclusion

The complexity of CTE governance reflects the widespread influence of CTE throughout schools, communities, institutions of higher education, and the

workforce. CTE provides individuals with opportunities for educational attainment and assists with the transition from secondary to postsecondary education and the workforce. Such diversity brings many opportunities for partnerships and collaboration across state CTE, general education, and workforce systems. In *Reflect, Transform, Lead: A New Vision for Career Technical Education*, CTE State Directors unanimously support initiating federal policy that secures CTE's leadership role in leading alignment among education, economic development, and workforce development. State CTE governance remains a critical foundation for creating successful partnerships and collaborations

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i Please note the following caveats when interpreting this report: First, some answers are based on respondents' perceptions. Second, while representatives from fifty states and territories provided responses, some items may not have received fifty responses.