



**Carl Vinson  
Institute of Government  
UNIVERSITY OF GEORGIA**

# **New Career, Technical, and Agricultural Education Director Training Recommendations**

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A Report Prepared for Georgia Department of Education - CTAE

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## Section One. Research

Georgia Department of Education’s Career, Technical, and Agricultural Education (CTAE) division contracted with the Carl Vinson Institute of Government at the University of Georgia to research promising practices and opportunities for enhancing training programs for new Directors. The Georgia Department of Education (GA DOE) currently offers a training for all new directors, but they have been looking to improve the session content and overall course outcomes. This research was conducted in the winter on 2018 and spring of 2019 with findings being presented in May of 2019. All recommendations will be reviewed by GA DOE and further action including implementation will be at the department’s discretion.

The Institute of Government took a three-pronged approach to this research. First, the Institute of Government conducted a 50-state scan to determine how other states are training and supporting new CTAE administrators. Second, the Institute of Government administered a web survey to CTAE directors in Georgia to get feedback and suggestions on programming for new directors. Finally, GA DOE assembled a group of new and experienced CTAE directors to review the survey results and provide additional direction on the new administrator training program during a listening session. The three data sources were used to formulate the recommendations for strengthening new administrator preparation programs discussed in Section Two of this report and the suggested resources found in Section Three.

### 50-STATE SCAN

Each state uses varying approaches to deliver CTAE programming and has unique ways of preparing new directors. Researchers from the Institute of Government conducted a 50-state scan to explore how other states approach this topic. The scan started with web research. Promising states were then contacted for additional details or follow-up. Appendix A provides an overview of existing training programs in other states.

The 50-state scan revealed the following key observations on new administrator training approaches:

- **Not every state offers a formal training program.** The 50-state scan revealed that not every state offers a formal training program for new CTAE directors. Alternatives to a formal training program include publishing a handbook, requiring a separate administrator teacher license, and offering a mentoring program. Some states appear to not provide any sort of professional development or resources to new CTAE directors.
- **Some states contract with an outside partner for training management.** States like Texas, Washington, and Mississippi contract with an external organization such as a university or event planning service to manage the training program on their behalf. The external organization coordinates meeting logistics (e.g., meeting space, meals, audio-visual) and manages participant registration and communication, meeting materials (e.g., agenda, handouts), and other nontechnical matters. Typically, the state entity responsible for CTAE provides or secures the speakers for the new administrator training. States that use this model reported that it reduced the administrative burden on their staff and allowed them to focus on teaching the content instead of the logistics involved with a large training program.
- **Some states have online training components.** Some states use online webinars or videos to deliver their professional development programs. Other states use a hybrid model that combines face-to-face instruction with online instruction. Online courses can reduce travel costs and allow participants to access them at any time. For example, Virginia holds a series of monthly professional development webinars for new and experienced CTAE directors that are archived on its Department of Education website. Florida uses a hybrid approach for new directors that combines two online synchronous sessions and a 10-week online e-learning course.
- **Some states use experienced CTAE directors as instructors.** Many programs rely on their state department of education staff members to deliver training, but some states also include experienced CTAE directors in their instructor group. For example, ACOVA, Arizona's professional association for CTAE directors, manages its new director training program in conjunction with the state department of education. The training program largely uses existing Arizona CTAE directors who volunteer their time to develop the curriculum and deliver the training.

## **SURVEY RESULTS**

The Institute of Government created a seven-question survey that was sent to 190 CTAE directors across the state on January 15, 2019. Respondents were given 16 days to respond and were sent two reminder emails. Ninety-six directors responded, which yielded a response rate of 50.5%. Appendix B contains a detailed report about the survey.

The survey began by asking current CTAE directors what knowledge and skills new leaders need to know in order to be successful. The top responses to these first two questions emphasized the need for strong financial management skills in order to manage Perkins and other funding sources. Another skill highlighted in the free response section numerous times was the ability to prioritize and manage a variety of tasks and deadlines. Seasoned directors noted how overwhelming the first year as a CTAE director can be, so helping directors manage all of the moving parts is particularly useful. For most respondents, the academic or student side of things like advisory councils, pathways, and assessments were secondary to regulations and funding.

The second section of the survey (questions three and four) asked directors to reflect on their first year as a CTAE director and provide input on strategies for preparing new directors. Question five asked how new administrator training should be delivered. While ideas varied, the majority of respondents reported that a hybrid format combining both face-to-face and online sessions should be explored. CTAE directors reported finding face-to-face sessions valuable as they allow for interaction with fellow new directors and experienced directors. They also suggested offsetting the face-to-face sessions with online sessions that will reduce costs and save participants travel time. Additionally, survey respondents believed that having an intensive session in the summer, paired with the Georgia Association for Career and Technical Education (GACTE) Summer Leadership Conference, would help prepare new directors for the year ahead.

The last section of the survey asked directors about their experiences with mentors. The survey did not define mentor as formal or informal. Of the 96 respondents, 40% reported having a mentor, and 60% said they did not. Of those that had a mentor, the majority found them very valuable. All 57 directors that did not have a mentor reported that such a relationship could potentially be valuable.

The full survey results are included in the appendix. The results of the survey were shared with a group of current directors to verify and provide context to the comments. The feedback from that listening session can be found in the next section.

## **LISTENING SESSION FEEDBACK**

The GA DOE convened a group of 14 current CTAE directors from a variety of districts across the state to participate in a listening session to finalize recommendations for new administrator training moving forward. The data from the survey were presented to them, and then they were asked to reflect on and clarify the results as well as more provide detailed thoughts on the training design and a mentoring program.

One of the major themes that came out of this listening session is the need for multiple tracks for training CTAE leaders.

- **New CTAE directors.** Listening session participants suggested that the training program for new directors start with a longer session before or during the GACTE Summer Leadership Conference. They suggested that three additional meetings then be spread throughout the rest of the year, supported by additional just-in-time training or technical assistance conducted virtually. Finally, some suggested that in-person meetings include “lab time” for new directors to work on requirements like Consolidated App or Perkins on their own computers as well as regional breakout time to discuss relevant topics.
- **CTAE 101 boot camp.** Survey respondents and the listening session group suggested that the new director training program have a special portion for new CTAE directors without a CTAE background. These individuals need to have a baseline understanding of the key components of CTAE before they can successfully complete the new CTAE director program. Focus group participants suggested that this should take place before the new CTAE director training program.
- **CTAE supervisor training.** CTAE directors reported that larger systems use school-based CTAE supervisors (e.g., assistant principals, department heads, CTAE coordinators) that may or may not have a background in CTAE. The listening session participants suggested holding a one-day supervisor training course. The course should be designed to help ensure directors supervising CTAE programs understand their roles and responsibilities. This training program would also help build a pool of future CTAE directors.

Two additional themes emerged during the listening session: differentiating between the initial training year and subsequent years, and the need for intentional mentoring. Many directors believed that the first year in the role is about learning the basics and getting through all of the mandatory processes and deadlines. In subsequent years, directors can focus on personnel management, program development, and other duties of the job. Thus, new administrator training should focus on the nuts and bolts during year one and then provide support on other topics during year two. Additionally, there was a discussion about the need for additional resources, such as a detailed month-by-month calendar, dummy accounts for practicing Consolidated app creation, how-to cheat sheets, and frequently asked questions.

The last topic discussed during the listening session was the creation of a mentoring program. The listening session echoed the survey results on mentoring but clarified that for this program to be beneficial and not “just another thing to do” it needs to be intentional. Specifically, an intentional mentoring program would have a calendar of topics to discuss during in-person or virtual meetings throughout the year and appropriate matching of mentors and mentees. Participants would like to see mentors and mentees matched based on region and district size, factors that can significantly impact a director's needs and experience. Pairing directors with someone in similar situation can make the mentoring program smooth and beneficial for both parties.

## Section 2. Recommendations

Based upon the 50-state scan, director survey, and listening session, the Institute of Government team developed recommendations for strengthening the professional development program for new CTAE directors in Georgia. The recommendations fall into three categories: content, delivery, and mentoring.

### CONTENT

Most stakeholders reported that the existing training program's content is well suited for new CTAE directors. They offered some specific feedback and ideas for enhancing the training program.

#### **1. Continue the training program's dual-focus on technical and leadership skills.**

Participants reported that they generally like the content of the existing new administrator training program offered by GA DOE. The existing program helps to provide the technical knowledge (e.g., Perkins, Consolidated Application, Federal Fund, Capital Equipment Grant) and leadership skills (e.g., time management, leading groups) required for success. Some participants discussed timing the program delivery to match when particular skills are needed (see delivery recommendations for more details). GA DOE should consider taking a multiyear approach to training and preparing new directors. Specifically, the first year should focus more on technical and compliance items, whereas later years could focus on leadership and management skills. Listening session participants also suggested providing more information on CTAE agriculture programs as not every new director has much experience.

#### **2. Explore creating a separate training program for CTAE supervisors.**

In larger school districts, the school-based CTAE supervisors play important roles in program delivery and support. These school-based supervisors may not have a CTAE background and are balancing several other duties. Survey respondents and listening session participants suggested creating a one-day training program each fall for school-based CTAE supervisors.

#### **3. Create a separate boot camp for directors who are new to CTAE.**

Some new directors come from a CTAE background (e.g., classroom teacher, CTAE supervisor) while others do not. CTAE programs differ from traditional academic programs in several ways. Survey respondents and listening session participants suggested that those who are new to CTAE need an additional training program to teach them the basics of CTAE. It could be offered before the GACTE Summer Leadership Conference.

#### **4. Prepare CTAE directors with skills to foster high-quality instruction.**

Several listening session participants shared that in addition to the technical and leadership skills that are fostered in the current training program, the new administrator training program needs to help teach CTAE directors how to evaluate and provide coaching for high-quality instructional practices. GA DOE should consider how it can help CTAE directors serve as instructional leaders for CTAE programs in their districts. This focus likely would be appropriate for year two or year three of the training program.

### **DELIVERY**

Based on the research from the 50-state scan, survey, and listening session, GA DOE should ensure that the delivery of the new CTAE administrator curriculum is based on a solid understanding of adult learning theory and principles. Adults bring knowledge from work, family, and community experiences, and they learn best by relating these valuable experiences to new information. Adults want the opportunity to direct their own learning, focus on practical issues, and solve problems. They also want time for self-reflection and feedback. Instruction should use active learning strategies such as discussions, partner activities, and role play. Participants should be involved in the educational experience as much as possible. Survey results indicate that experienced CTAE directors would provide meaningful instruction.

The majority of survey respondents (74%) indicated that their preferred delivery method is face-to-face meetings. The listening session group suggested that a hybrid approach may strike a good balance between the need for face-to-face instruction and the benefits of online courses (reduced travel costs and time away from the office). Several states, including Florida and Virginia, offer an online training component. Online class sessions can be either synchronous (online class offered at the same time) or asynchronous (self-directed). Synchronous class sessions can be recorded to create a library of information for future directors.

Classes can be structured as a boot camp or provided just-in-time. A boot camp, as used in Maine, typically involves two or more classroom days during the summer to give participants the information needed to begin the school effectively. Almost 24% of the survey respondents indicated that a multiday summer institute or boot camp would be a good way to deliver the content. Secondly, just-in-time classes allow participants to focus on upcoming requirements, applications, or reports. Participants may bring data with them to participate in work sessions to complete tasks necessary to meet upcoming deadlines. Survey respondents indicated that new directors would benefit from incorporating some breakout sessions based on system or school enrollment size into both boot camp and just-in-time training.

Several states, including Florida, Texas, Washington, and Mississippi, outsource various pieces of the new administrator training program to outside organizations or firms. The outsourcing may be event and program management (e.g., securing meeting space, registration management, participant communication) or training delivery. Potential partners include event planning firms, institutions of higher education, and nonprofit organizations.

## **MENTORING**

A formal mentoring program gives new CTAE directors an opportunity to learn from seasoned professionals. Mentors provide guidance, advice, and direction in a supportive environment. They also share their acquired skills and knowledge, provide support in locating resources, and promote collaboration. Topics discussed during the mentorship might include technical knowledge, program design, program delivery, evaluation, and professional development. Guidance can occur in formal or informal settings throughout the mentorship. Successful mentoring relationships can increase program effectiveness, efficiencies, and engagement with and commitment to CTAE. A successful mentoring process depends on the partners sharing common goals and expectations, having a commitment to the mentoring practice, and giving and receiving trust and respect.

Results from the 50-state scan, the listening session, and the survey indicated that Georgia could benefit from a formal mentoring program, such as West Virginia's onsite and remote mentoring program for new CTAE directors. Almost 88% of survey respondents believed that partnering with a mentor would be beneficial. Assignment of mentors to mentees should be based on geographic location and system/school size. Scheduling of mentor/mentee meetings as well as targeted topics should be based on upcoming deadlines of reports, applications, and requirements. See Appendix C for more information on structuring a mentoring program.

## **Section Three. Resources**

While training is an important part of preparing new directors for their larger role, many survey responses and listening session participants indicated that multiple days of training can be overwhelming. The information may make sense at the time, but when directors get back to their districts, they may have forgotten things or realize they did not understand a topic as well as they hoped. Thus, it is important to also provide new directors with some take-home resources they can use throughout their first year and beyond.

Recommended resources for new directors include a calendar of key deadlines and events, a director handbook, cheat sheets or directions for certain procedures (including screen shots where applicable), and a list of frequently asked questions and answers. While some of these resources may already exist in the Georgia curriculum, they may need to be updated, reconfigured, or shared in a different manner. Other states offer a variety of resources. For example, Virginia provides a calendar of important dates and a technical handbook); Mississippi provides a detailed calendar; Tennessee and Michigan publish handbooks; and Missouri offers a mentoring manual. More details about and links to each of these programs can be found in Appendix A: 50-State Scan Results.




## Appendices

### Appendix A. 50-State Scan Results

#### ARIZONA

Arizona's professional association for CTE administrators, ACOVA, provides a comprehensive training and mentoring program for aspiring and existing CTE administrators. ACOVA leads professional development efforts for administrators and works closely with the Arizona Department of Education and the Association for Career and Technical Education state affiliate on the program. Instruction in these training programs is largely handled by teams of current directors who volunteer their time.

ACOVA's training cycle starts during a summer ACTE affiliate conference and offers two tracks: one for new or aspiring CTE administrators, and a second for experienced administrators. Sometimes the two tracks come together, but the majority of time is focused on the participants' specific needs. A pre-conference session is held for those completely new to administration. The training continues with  during the ACOVA fall conference and the ACTE affiliate winter conference, both of which maintain the two-track focus. In addition to the three conferences, ACOVA offers mini sessions called Camp M&M (mentor and mentee) that are held in conjunction with Arizona Department of Education CTE administrator meetings. These shorter sessions are focused on timely topics of interest to administrators. The content delivery is designed to put the right content in front of the trainees at the right time. For example, the session in the month before the local application becomes available would cover how to complete local applications.

#### FLORIDA

Florida offers two opportunities for new CTE administrators. The first training is hosted by the Perkins Professional Development Institute, a nonprofit organization. The training is delivered via a hybrid format of facilitator-led and e-learning instruction. Each region in Florida is provided the following training: a two-hour synchronous online orientation session, a 10-week e-learning course, and a two-hour synchronous online closing session. There is no cost to the participants.

The goal of the new administrator training is to provide high-quality "modular-based" training experiences that focus on specific knowledge and skills designed to improve performance for all new secondary CTE administrators. The new administrator training program prepares administrators with less than three years of experience to lead workforce education faculty and staff.

## Course Objectives in Florida

Upon completion of the new CTE administrator training program, participants will be able to

- Locate state curriculum frameworks and map course/program learning objectives to the frameworks;
- Explain Florida K-12 CTE strategic goals;
- Evaluate course/program learning objectives based on specific, measurable criteria;
- Identify and discuss specific funding issues including formulas and allowable expenditures;
- Apply funding formulas to create institutional budgets;
- Describe various strategies for participation in, and contributions to, workforce boards as they relate to targeted high-demand, high-wage occupations;
- Create a plan for developing and maintaining partnerships with advisory committees and local business and industry;
- Analyze the impact of e-learning on current and future workforce education;
- Develop a plan and list specific ways to use current technology to improve job performance;
- Discuss specific ethical guidelines and ethical issues;
- Evaluate situations as a means to choose appropriate ethical responses;
- Identify Council on Occupational Education (COE) and Southern Association of Colleges and Schools (SACS) accreditation requirements and effectively apply accreditation processes; and
- Understand and analyze Perkins CTE data to contribute to program improvement.

The second opportunity Florida offers is through Florida Association for Career and Technical Education during the summer. The one-day new CTE administrator workshop covers the following topics:

- Instructional standards
- Perkins
- Industry certification
- Data
- Grant management
- Panel discussion

## LOUISIANA

Louisiana is working to build a corps of CTE leaders who can transform efforts in school districts across the state through its new Jumpstart CTE Leadership Academy. The program aims to “train the next generation of CTE leaders, armed with the hard skills required to

launch/sustain programs based on hard facts about workforce needs and employment trends.”<sup>1</sup> Through a series of three face-to-face sessions lasting three days and online module, CTE leaders will be able to implement high-quality pathways and work-based learning opportunities in their districts.

The syllabus for a recent cohort is available at [docs.wixstatic.com/ugd/0a7c46\\_b8fae0843365462e829987c88e13b031.pdf](https://docs.wixstatic.com/ugd/0a7c46_b8fae0843365462e829987c88e13b031.pdf).

## **MAINE**

Maine’s Department of Education offers a CTE Boot Camp for new CTE teachers and administrators during the summer. Developed in collaboration with a local community college, the program provides new participants with basic skills related to CTE teaching practices and knowledge of the larger Career Tech system. In addition, the Maine DOE CTE Division and the director’s board of the Maine Administrators of Career and Technical Education (MACTE) collaborate on standards and assessment development and on continued professional development through the Comprehensive School Review process. MACTE provides an introductory workshop for all incoming instructors statewide each year and hosts a statewide conference attended by all CTE instructors and administrators. Technical support is provided as needed on various topics throughout the year including a new director workshop when requested.

## **MISSISSIPPI**

In Mississippi, the CTE Administrators Academy is part of the larger three-year licensing process offered through Mississippi State University. The Academy is set up as four in-person sessions, each lasting two days. These are offered in July, September, November, and February in order to share information as it becomes relevant for new administrators. The modules focus on the following four areas: boot camp, a pre-conference to the Mississippi ACTE Conference that provides an introduction to Mississippi Department of Education and Research and Curriculum Unit personnel, resources, and expectations; leading curriculum, instruction and assessment in CTE; using assessment and data to support college and career readiness; and building a culture of accountability. Most of this information is taught by the Mississippi Department of Education, and Mississippi State University handles the logistics for each session.

One of the resources shared during the initial boot camp is a calendar of CTE events and deadlines. See [www.mccb.edu/pdfs/ct/EventsSchedule.pdf](http://www.mccb.edu/pdfs/ct/EventsSchedule.pdf).

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<sup>1</sup> [www.louisianabelieves.com/docs/default-source/jumpstart/participating-in-the-cte-leadership-academy.pdf?sfvrsn=3def9e1f\\_3](http://www.louisianabelieves.com/docs/default-source/jumpstart/participating-in-the-cte-leadership-academy.pdf?sfvrsn=3def9e1f_3)

## **MISSOURI**

Like Mississippi, much of the training for new CTE administrators in Missouri is done through the state certification process. The University of Central Missouri offers a 15-hour CTE Administration Leadership Graduate Certificate and partners with the Missouri Department of Education to offer a two-year mentoring program for new administrators. The graduate certificate covers classes like Introduction to Career Administration and Foundations of Administration and Supervision as well as curriculum development and legal issues. The state provides a 43-page manual that walks mentors and mentees through five main topics: elements of leadership, individual program analysis, finance, personnel and administration, and introductions to Interstate Leaders Licensure Consortium leadership standards. Mentors are matched within their respective regions, with the exception of some very large districts with unique needs. Additionally, mentors are given a \$350 stipend to offset any travel that maybe required to sufficiently support their mentee outside of the significant mentoring time that is built into the three state conferences. The combination of the certificate and the mentoring program provides a strong base of training for new CTE administrators in Missouri.

The first year of the mentoring program begins at the summer conference in July, when the mentors and mentees first meet. The next formal meeting, known as Boot Camp 1, is not held until September to allow new administrators to get a feel for their new role. This one-day intensive session allows directors to meet the department of education staff and walk through computer systems on their own laptops with staff and mentor help. Mentors and mentees are expected to meet at least three times between Boot Camp 1 and Boot Camp 2, held in February. This second Boot Camp is built into the winter conference and is designed to allow directors to meet additional key people and learn about tasks for the spring. The mentoring program continues into an administrator's second year without the boot camp meetings.

## **NORTH CAROLINA**

Professional learning communities provide an opportunity for professionals to learn from each other, share resources, and provide support to their peers. North Carolina has established regional peer learning communities for CTE directors through an online platform.

See [center.ncsu.edu/nccte-moodle/](http://center.ncsu.edu/nccte-moodle/).

## **OHIO**

Due to Ohio's unique CTE structure, two organizations provide professional education and training for CTE administrators, depending on their specific role. For CTE superintendents, the Ohio Association of Career-Technical Superintendents (Ohio ACTS) provides a New and Aspiring Superintendents Academy. According to its website, "the academy is all about preparing people to be part of the qualified applicant pool who will apply for the future CTE

superintendent vacancies. We also welcome superintendents who are in their first or second year as a CTE superintendent.”<sup>2</sup> The other professional organization in Ohio, Ohio ACTE, offers the Shoemaker Institute for CTE Directors. Ohio ACTS began offering the Superintendents Academy in 2012. According to Tom Applegate, the executive director of ACTS, while the program is not mandated and is separate from the state department of education, 26% of the sitting superintendents have gone through it. He sees a lower turnover rate among those who are a part of the one-year program.

One of the most unique parts of the New and Aspiring Superintendents Academy is that each cohort begins by assessing a list of skills that a superintendent should have and ranking their knowledge on each. From here, the course instructors tailor each of the five sessions to fit the needs of this particular cohort. This program costs \$3,500, not including travel and lodging expenses.

### **Skills for Ohio CTE Superintendents**

<ul style="list-style-type: none"> <li>Administrative team development</li> <li>Adult education</li> <li>Advisory committees</li> <li>Alternative teacher licensing</li> <li>Boardmanship</li> <li>Career and technical student organizations</li> <li>Career education</li> <li>Changing labor market needs</li> <li>College articulation and credits</li> <li>Coordination with other workforce development efforts such as the Workforce Investment Act</li> <li>Coordination of varying high school Graduation requirements</li> </ul>	<ul style="list-style-type: none"> <li>Economic development and work-force certifications</li> <li>Facility design and maintenance</li> <li>Faculty/staff recruitment, retention and professional development</li> <li>Governmental relations</li> <li>Laboratory safety</li> <li>Leadership</li> <li>Long-term planning</li> <li>Marketing</li> <li>Media relations</li> <li>Product branding</li> <li>Student recruitment and retention</li> <li>Relationships with associate schools</li> <li>Satellite programming</li> </ul>
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## **SOUTH CAROLINA**

The Office of Career and Technology Education in the South Carolina Department of Education provides a two-day new administrator training workshop. Topics include data reporting, career cluster updates, Perkins, data collection, industry certification, and work keys.

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<sup>2</sup> [www.oacts.com/new-inspiring-superintendents/](http://www.oacts.com/new-inspiring-superintendents/)

## TENNESSEE

Training for new CTE directors in Tennessee is handled exclusively through the department of education. Every July, the DOE holds a five-day Institute for CTE Educators. The first day of this institute includes new CTE director training as well as CTE director meetings. New directors receive additional information from *A Guide for CTE Directors*. The goal of this guide is “to provide Career and Technical Education (CTE) directors with information regarding the administration of the Perkins IV Grant, general procedures, and additional help for their responsibilities.”<sup>3</sup> The guide is divided into the following seven sections: What Should I Do First?, Employment Standard Information, Funding and Reporting, Perkins Report Card, Risk-Based Monitoring, Advisory Council, and Licensure.

Section 1 is particularly helpful for new directors as it includes a list of acronyms and terms, information on how to access CTE web resources, and information on how to get updates from CTE (e.g., listservs). While many of the online resources may be particularly helpful for new directors, the guide includes a long list of professional learning and webinar opportunities available to all directors. Another digital resource is a list of Promising Practices in College and Career Readiness.

## TEXAS

For many years, the Texas Education Agency (TEA) contracted with Texas A&M University Corpus Christi (TAMUCC) to manage its Career and Technical Education Leadership Academy. Although TEA did not renew the contract in 2018 due to a transition in state leadership, the Texas model shows how an outside entity and a state department of education can partner to train new administrators. TAMUCC staff members were responsible for organizing the training, inviting speakers, managing participants, and providing the overall training framework. Experts from TEA, school districts, and other entities served as the instructors for the program.

The Texas program was composed of three phases:

Phase I (Fall)—This portion of the program focused on introductory concepts for leaders in CTE such as Perkins 101, resources available to CTE directors, timelines, accountability, budgeting, labor market information, hiring teachers, and other similar topics. A preconference workshop was held to introduce CTE to new administrators who had no background in the field.

Phase II (Winter)—The second portion of the Texas program focused on a CTE leadership project. Each participant was required to develop, research, and implement a research project to help improve CTE in his or her district. The goal of the project was to help new leaders build their project management skills and teach them how to research

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<sup>3</sup> [https://www.tn.gov/content/dam/tn/education/ccte/cte/cte\\_res\\_director\\_manual.pdf](https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_res_director_manual.pdf)

CTE-related topics. The leadership projects were presented during Phase III. TAMUCC also held a leadership luncheon for participants during another CTE conference to help keep the group connected.

Phase III (Summer)—The final portion of the Texas program, held during the summer, focused on providing additional information to new CTE leaders and also help them learn about tasks that must be completed during the summer. Participants also presented their leadership projects to their peers.

Before the contract was not renewed, TAMUCC staff members were preparing to transition the program to a blended learning approach that would involve face-to-face instruction as well as online modules. They felt that this would help lower travel costs and provide additional resources as directors were doing various tasks.

## **VIRGINIA**

Career and Technical Education in Virginia serves about 640,000 students in grades 6–12. The CTE division of the Virginia Department of Education offers 17 training sessions for new and experienced CTE directors. Training session topics include OSHA safety, web navigation, federal program monitoring, civil rights, finance, career cluster pathway information, reporting, and data collection. The sessions are provided through live-streaming videos via YouTube, each lasting 90 minutes. These videos are archived to create a library of resources. The DOE website has a variety of CTE resources including two planning guides. The first is an administrator’s planning guide, which outlines important dates, definitions, technical directions for various reporting mechanisms, Perkins information, and career pathway course descriptions. The second document is a career planning guide that includes career cluster and academic subject descriptions as well as career pathway course lists.

See [www.doe.virginia.gov/instruction/career\\_technical/professional\\_development/training\\_series/2018-19/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/professional_development/training_series/2018-19/index.shtml).

## **WASHINGTON**

The superintendent of public instruction in the state of Washington hosts a CTE administrative training program in partnership with the Washington Association of Career and Technical Administrators (WACTA) and Central Washington University. An outside contractor manages the logistics of the training program. Participants are able to earn college credit through Central Washington University for an additional fee. The program involves classroom instruction, a leadership project, and additional program-related activities. The program requires 12–15 days away from the school building, including an orientation session, six seminars, and two sessions held in conjunction with WACTA meetings. Sessions are typically held on Friday afternoons and all day on Saturdays.

## **WEST VIRGINIA**

To help teachers, administrators, and counselors stay up-to-date on labor market and student preparation needs, West Virginia offers several learning opportunities. Two-day conferences are held in the spring, winter, and summer each year. Topics include labor market trends, data management, accountability, Project Lead the Way, and the introduction of new programs. During their first year on the job, new CTE administrators in West Virginia attend workshops and the LEA Plan Development meeting. The state has established a mentoring program for new administrators. Each new administrator is assigned an experienced CTE mentor, who provides onsite and remote assistance to assure compliance with all policies, CTE programs, funding, and performance improvement. West Virginia also supports High Schools that Work and promotes the attendance at the Southern Regional Education Board conferences each year.

See [wvde.us/technical-education/professional-development/](http://wvde.us/technical-education/professional-development/).



## Appendix B. Detailed Survey Results

**Question 1: What specific knowledge does a new CTAE leader need in order to be successful?**

1. Perkins Funding Rules and Procedures

•87% of respondents listed this as top 1 or 2

2. Consolidated Application and state grant funding

•72% of respondents listed this as top 1 or 2

3. Career clusters and pathways

4. Student data (EOPAs, Industry credentials, formal assessments etc)

5. Perkins performance core indicators

6. Personnel management for CTAE teachers

7. Program advisory committee models and best practices

### Detailed Response Data for question 1

What specific knowledge does a new CTAE leader need to know in order to be successful?							
	1	2	3	4	5	6	7
Perkins Funding Rules and Procedures	52.1%	35.4%	5.2%	4.2%	3.1%	0.0%	0.0%
Consolidated Application and state grant funding	30.2%	42.7%	14.6%	5.2%	4.2%	2.1%	1.0%
Career clusters and pathways	13.5%	6.3%	21.9%	15.6%	11.5%	11.5%	19.8%
Student data (EOPAs, Industry credentials, formal assessments etc)	0.0%	2.1%	28.1%	32.3%	26.0%	10.4%	1.0%
Perkins performance core indicators	1.0%	7.3%	20.8%	19.8%	11.5%	18.8%	20.8%
Personnel management for CTAE teachers	3.1%	4.2%	6.3%	15.6%	19.8%	28.1%	22.9%
Program advisory committee models and best practices	0.0%	2.1%	3.1%	7.3%	24.0%	29.2%	34.4%

**Question 2: What specific skills does a new CTAE leader need in order to be successful?**

1. Manage and account for CTAE funding streams

•83% of respondents listed this as top 1 or 2

2. Effectively prioritize tasks based on deadlines and importance

3. Lead district wide CTAE efforts

4. Serve as liaison to business and post secondary partners

5. Support effective program Advisory Committees

6. Navigate and use CTAE Resource Network

**Detailed response data for question 2**

What specific skills does a new CTAE Administrator need to know in order to be successful?						
	1	2	3	4	5	6
Manage and account for CTAE funding streams	58.3%	25.0%	8.3%	6.3%	2.1%	0.0%
Lead district wide CTAE efforts	9.4%	31.3%	36.5%	15.6%	7.3%	0.0%
Support effective program Advisory Committees	0.0%	2.1%	18.8%	25.0%	40.6%	13.5%
Navigate and use CTAE Resource Network	1.0%	5.2%	10.4%	9.4%	20.8%	53.1%
Effectively prioritize tasks based on deadlines and importance	29.2%	24.0%	11.5%	9.4%	10.4%	15.6%
Serve as liaison to business and post secondary partners	2.1%	12.5%	14.6%	34.4%	18.8%	17.7%

**Question 3: What are the top three things a new CTAE leader needs to know in order to be successful in the first year?**

Con App	53
Perkins	40
Pathways / EOPAs	40
CTAE (including CTAERN, CTSOs, Advisory)	34
Budgeting	24
Funding	22
Timeline/ deadlines / time management	13
Personnel	11
Reports	7
Portal	5

**Question 4: What tools would be helpful for new CTAE leaders?**

Mentor / cohort / local support	17
ConApp help (budgeting outside of ConApp, training and support)	9
One page guidance document / manual for various tools	7
Budgeting	7
Timeline of duties and responsibilities	6
New director training is great	6
Perkins checklist	5
Mock applications / examples	4
CTAERN resources are helpful	3
Follow up training	3
Relationship with DOE program specialist	3
Two tracts for the new directors' academy- one for those with CTAE background and one for other background.	3
Information on best practice CTAE programs in order to make site visits	2
Rubric for TKES	2

**Question 5: In your opinion, what is the best way to deliver new CTAE leader training?**

Answer	Percent
Multiday summer institute	23.9%
One-day, in-person monthly/quarterly meetings	53.1%
Virtual/webinar	5.2%
Other	17.7%

**Question 6: Did you have a mentor?**

Answer	%	Count
Yes	40.6%	39
No	59.4%	57
Total	100%	96

**If yes to Q6, how valuable were they?**

Answer	%	Count
Very valuable	66.7%	26
Somewhat valuable	20.5%	8
Not valuable at all	12.8%	5
Total	100%	39

**If no to Q6, do you think one would be valuable?**

Answer	%	Count
Yes	87.5%	49
Maybe	12.5%	7
No	0.0%	0
Total	100%	56

## Appendix C. Mentoring Program

A mentoring program can provide participants with the opportunity to connect with and learn from experienced Career, Technical, and Agriculture Education (CTAE) supervisors and directors.

### The program would have the following goals:

- Supporting mentees in understanding CTAE's mission, vision, values, and goals
- Sharing skills and information on successful practices
- Providing support in locating and accessing resources
- Fostering open communication and dialogue
- Motivating strong job performance, creativity, and innovation
- Bringing employees together to establish a network of professionals

### What does the mentor do?

Ideally, a mentor should be able to do the following:

- Explain how CTAE and its many programs are structured
- Guide participants through a variety of local, state, and federal requirements
- Stay accessible, committed, and engaged during the length of the program
- Listen well
- Offer encouragement through genuine positive reinforcement
- Be a positive role model
- Share lessons learned from their own experiences
- Be a resource and a sounding board

### What does the mentee do?

Ideally, a mentee should be able to do the following:

- Commit to self-development
- Assume responsibility for acquiring or improving skills and knowledge
- Discuss individual development planning with their mentor

### The following are typical documents within a mentoring handbook:

- Mentor application
- Mentee application
- Confidentiality agreement
- Roles and responsibilities
- Midpoint and endpoint reviews
- Giving feedback
- Effective Questioning