New York State
ACTE
New York State Association
for Career and Technical Education

NYSACTE
Advocacy
Toolkit

Photos: St. Lawrence Lewis BOCES, Oneida-Herkimer-Madison BOCES, Rockland BOCES

Overview

The New York State Association of Career and Technical Education (NYSACTE) represents and supports thousands of CTE professionals statewide. Dedicated to delivering rigorous, relevant education,these educators prepare students for high-wage, high-demand careers in established and emerging industries. United by a shared passion, they collaborate to bridge skill gaps and strengthen workforce readiness to fuel future economic growth across the Empire State.

The NYSACTE Advocacy Toolkit was created by members, for members, to serve as a resource to help build and spread support for Career and Technical Education in New York State.

This toolkit was developed by Regina Bast, Stephen Casa, Michele Leonardo and Dr. Alison Matthews with the support of NYSACTE and CTETAC.

Toolkit Contents

What is an Advocate?
What is Advocacy?

What is an Advocate?

An advocate is someone who speaks up, supports, and takes action to improve Career & Technical Education (CTE) for students, educators, schools, and communities.

Advocates can be:

Teachers

Students

Work-Based Learning Coordinators

Administrators

Elected Officials

Business/industry partners

Parents and community members

Other supporters of Career and Technical Education

What Is Advocacy?

Advocacy is the intentional effort to influence decisions, policies, and funding related to CTE at the school, district, regional, and state levels.

Advocacy includes:

Communicating the value of CTE

Sharing success stories and data

Requesting resources or policy changes

Engaging with legislators, boards, and agencies

Relating the importance of funding towards CTE

programs

Why Does Advocacy Matter?

Advocacy protects CTE, expands opportunities, and supports economic growth across New York State.

Effective Advocacy ensures:

Funding for CTE Programs

Equipment, technology, certifications, lab upgrades, transportation for WBL, supplies.

Updated Policies and Regulations

Rules that support Work-Based Learning, teacher certification pathways, program approvals, and industry-aligned curriculum.

Equity and Access for All

Students across New York can access high-quality CTE pathways regardless of socioeconomic status, geographic location, or demographic characteristics.

Workforce Alignment

CTE programs to meet actual labor market needs and support NY industries, from business to healthcare, to IT to trades.

Stronger Community and Industry Partnerships

Legislative support helps districts build real connections with employers. Advocacy protects CTE, expands opportunities, and supports economic growth across New York State.

Key Advocacy Issues for CTE in New York State

Emphasizing the connection between CTE at the building/program level and why legislative efforts matter is *KEY.*

Common statewide priorities include:

Funding & Sustainability

Perkins Funding

State CTE Aid

Modern Equipment, Career and Technical Student Organizations (CTSOs), and Industry Certification Costs

Funding disparities between regions

Other areas of need include:

Access & Program Expansion	• Ensuring CTE options in all districts • Exploring New Pathways that support workforce development needs (Cybersecurity, AI, Healthcare)
Work-Based Learning	• Support for the importance of WBL Coordinators • Transportation to Work Experiences (for example: internships, industry tours) • Employer partnerships and liability protection • Universal articulation agreements

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Key Advocacy Issues for CTE in New York State (continued)

Teacher Recruitment & Retention	• Addressing CTE teacher shortages • Updating certification requirements • Supporting CTE teacher training to improve retention • Developing additional pathways for CTE & WBL certification • Demonstrating high-quality CTE programs (removing outdated views about CTE)
Industry Alignment	• Ensuring CTE programs remain aligned with current NY workforce needs • Encouraging business participation, especially in more challenging pathway areas such as Health Sciences
Policy & Legislative Support	• State regulations that impact Perkins Funding, WBL, Program Approval, Industry Partnerships, Accountability, and Reporting

How Can You Be An Advocate?

Educators, students, and community members can take meaningful action!

Share Impact

- **Highlight student success stories** and share them with your local and regional legislators. Invite them to your events, share your newsletters. Celebrate CTE Month during February and use this as an opportunity to engage.
- **Data matters.** Maintain records throughout the year and create meaningful data snapshots on certifications achieved, number of internships, graduation rates and more.

Contact Legislators

- Research current state legislation affecting CTE
- **Write emails or letters.** Use resources from ACTE to support this
- Attend regional forums or office hours
- **Meet with representatives** during CTE Advocacy events. These events are held at the national and state level.

Present at Board of Education and PTA Meetings

- Explain program needs and accomplishments.
- **Include students or alumni to share their success stories.**
- Advocate for funding or expansion

How Can You Be An Advocate? (continued)

Build Industry Partnerships

- **Invite employers and legislators** to tour CTE programs
- **Host Industry Advisory Committee Meetings** and invite legislators to be a part of your committee
- Share workforce needs with legislators using data to support your story
- Invite them to be a part of your Career Fair/Day

Mobilize Students & Families

- Encourage students to explain how **CTE changed their school experience**; Share testimonials at public meetings
- Host Alumni events and collect data from former students

Stay Informed

- Track NYSED updates by joining the different ListServ distribution lists for your CTE content area. Contact your NYSED representative to find out if a ListServ exists for your area of CTE.
- Attend CTE conferences and workshops; look into events that your local BOCES is organizing as they often set up their own advocacy efforts

- **Join CTE Professional Organizations:**
- National: Association for Career and Technical Education (ACTE)
- State: NYS Association of Career and Technical Education (NYSACTE)
- CTE Organizations of NYS by CTE content area
- Sign up for NYSACTE, ACTE, and CTETAC Blog, emails, and mailing lists
- Sign up for the CTE Policy Watch
- Apply for CTE fellowships, programs, and grants to demonstrate leadership and commitment to CTE that can be used to support your programs.

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Who Represents Me?
Who Represents My school, BOCES or district?

First ask yourself what area you are looking for. If you already know your local representation because you live and work in the same area, you may even know these legislators personally. In the case of the larger geographic area a BOCES takes in, the representation may be several different people.

It can take a little bit of research to find the best people to reach out to and it is important to understand the region the legislator represents. Generally, local town council officials are well-versed in what impacts the local schools because they are local people themselves, often with children in the school districts in their constituency.

Starting from the top:

Federal, Senate

- On the national level your senator represents your state. Using 2025 as an example, current New York State senators are: Chuck Schumer and Kirsten Gillibrand.
- U.S. Senate: Contacting U.S. Senators: This is for your US representative in the Senate. Each state has 2 senators representing the people of the state.

Senate Committees: This is where the bulk of the work takes place. They are listed in alphabetical order and there are subcommittees. The subcommittees, specifically the Committee on Education and The American Family and Employment & Work Safety. The work of these subcommittees is directly related to post-secondary training and workforce issues.

Who Represents Me?
Who Represents My school, BOCES or district? (continued)

State, NYS Senate

- New York State Senate: Like the US Senate, it is the upper house and Senators serve for 4 years. There are currently 63 representatives of the Congressional districts in NY. You can find your NY State Senator here.

State, NY State Assembly

- NY State Assembly: The NY State Assembly is like the House of Representatives for New York. It is the lower house of Congress and members serve 2 year terms. Enter the address of the location of your school, BOCES or other location and your representation will come up.
- There are committees at the State level as well. Committee on Economic Development, Job Creation, Commerce and Industry.

Local

- Local officials influence daily operations, events, and partnerships.
- Examples include: Towns, villages, cities

Review your Board of Education page for:

- Member contacts
- Meeting schedules
- Community engagement opportunities

Benefits of connecting with your local representatives

Local politics on the town, village and school board level can have a big impact on programs, recruitment and retention and community partnerships.

- Include these representatives on your industry advisory board (IAB) or your workforce development events such as Career Fairs or Career Days
- Give them opportunities to see students in action and highlight local industry during showcases
- Include them on your newsletter distribution list or share positive articles and news periodically

Look up your local town elected officials by going to your town or village website. As an example, this is the [Town of Hempstead local government website](#).

Photos: TST BOCES, Western Suffolk BOCES, Rockland BOCES, Mount Vernon High School
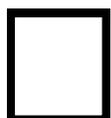
How Do I Prepare For A Legislative Meeting?

Legislative meetings can take place in many different formats. This can be something you requested through their office or at one of your school events. This can also occur during larger organized efforts such as lobbying days in NYS or at the ACTE National Policy Seminar (NPS) in Washington, D.C. Use the checklist below to organize your visit:
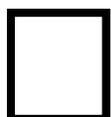
- [ ] **Confirm the address/region you are representing**
 For BOCES: list all towns served and identify officials for each

- [ ] **Use official lookup tools to find your contacts:**
  - U.S. House: https://www.house.gov/representatives/find-your-representative
  - U.S. Senate: https://www.senate.gov
  - NY Assembly: https://www.assembly.state.ny.us
  - NY Senate: https://www.nysenate.gov
  - Town websites: search "[Town Name] elected officials"
  - School district → Board of Education
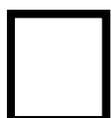
- [ ] **What NYSED-Approved CTE Programs are included in their district?**
  Use the NYSED certified program list to collect this information
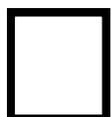
- [ ] **Create a contact directory that includes:**
  - Name, title, district
  - Office phone & email
  - Committees they serve on (if applicable)
  - Key staffers (if applicable)

Give advance notice. If you are requesting that their visit take place at your school/program, make sure you try to put this on their calendar far in advance. For example, this might include:

- Program showcase/tour
- Industry Advisory Board Committee meeting
- Student presentations
- Other workforce development events

If you have flexibility in your scheduling, you might also want to find out when they are in session versus when they are in their home districts to improve your chances of their attendance. For example, this is the 2026 NYS Legislative Session Calendar.

What to say in your message or request:

- Introduce yourself
- Who are you, and what do you represent?
- Include one clear ask
- Include 2-3 impactful reasons why their attendance is important (template provided below)
- Include a clear subject line
    - "Visit Request: [School Name] CTE Showcase/Industry Advisory Board/Career Fair — [Dates]"
    - "Workforce Development and CTE at [School Name]"

What to prepare for the meeting:

- NYS Fact Sheet
- CTE Fact Sheet (if applicable)
- NYS Policy Booklet

Helpful Templates and Language

ACTE provides resources on calling, writing and hosting legislators.
ACTE Advocacy Resource Center
Other examples are provided below:

Invitation to Attend a CTE Industry Advisory Board Meeting

Subject: Visit Request: [School Name] Industry Advisory Board — [Date]

Dear Senator/Assemblymember [Last Name],

My name is [Your Name], and I serve as [Your Title] at [School Name/BOCES], where we work closely with local employers to prepare students for in-demand careers through Career and Technical Education programs.

I am writing to invite you to attend an upcoming Industry Advisory Board meeting at [School Name] on [date]. Your participation would provide valuable insight and strengthen the connection between education, industry, and workforce policy.

Your attendance is important because it:
- Provides firsthand insight into CTE student learning and work-based learning experiences
- Highlights how CTE develops a skilled, local workforce
- Shows support for students, educators, and industry partners

We would be honored to host you and share how our CTE programs are driving student success and regional economic growth. Please let us know if you or a member of your team are available to attend.

Thank you for your continued support of education and workforce development. I look forward to the opportunity to connect.

Sincerely,
[Your Name]
[Your Title]
[School Name/BOCES]
[Phone] | [Email]

Helpful Templates and Language

Invitation to attend a Career Fair

Subject: Visit Request: [School Name] CTE Career Fair — [Date]

Dear Senator/Assemblymember [Last Name],

I'm [Your Name], [Your Title] at [School Name/BOCES]. We'd be honored if you could attend our CTE Career Fair on [date] to see students showcase career pathways and workforce-ready skills.

Your attendance helps highlight the impact of CTE, provides insight into workforce needs, and shows support for students and local employers.

Thank you,

[Your Name]
[Your Title]
[School Name/BOCES]
[Phone] | [Email]

Helpful Templates and Language

Request an in-person meeting

Dear Senator/Assemblymember [Last Name],

My name is [Your Name], and I serve as [Your Title] at [School Name/BOCES], where we work closely with local employers to prepare students for in-demand careers through Career and Technical Education programs. I am writing to request an in-person meeting with [name of Senator or Representative] or your education staff on [date], to discuss career and technical education (CTE).

It is important to recognize the invaluable contribution of career and technical education to the future workers in our state in an effort to increase workforce readiness and industry development, as 49 percent of jobs in our state require skills training, however only 37 percent are currently trained at this level. We strive to empower our community to invest in delivering high-quality CTE programs across the state and nation to meet future workforce demands and ensure that all learners are equitably positioned for career success.

I would welcome the opportunity to meet with [name of Senator or Representative] to discuss the importance of CTE to the local and national economy, especially given the country's current education, economic, and workforce challenges. I am available on [date], and would like to schedule a meeting when it is convenient for the [Congressman/Senator/Assemblyman, etc].

Please contact me at [phone number] or [email] to confirm an appointment, or if you have any additional questions regarding the request. Thank you and I look forward to connecting.

Thank you,
 [Your Name]
 [Your Title]
 [School Name/BOCES]
 [Phone] | [Email]

How To Represent Your Content Area And Strength of CTE in NYS

When advocating for Career and Technical Education (CTE) in New York State, it is important to ensure that content areas are strategically represented as a part of the overall picture and support for CTE. While you may represent a specific content area in CTE - remember, we are all under the umbrella of the New York State Association for Career and Technical Education (NYSACTE). The goal is to advocate for CTE in NYS, and the different needs and areas of concern fall under that umbrella. At times, it may confuse or mislead legislators when they hear different acronyms or speak with different groups that are all under the umbrella of NYSACTE.

The more unified we can be in our conversations, the more we will be heard. The audience of advocacy can range from legislators, school boards, stakeholders and the community. These groups have countless amounts of requests and priorities. If we can help make the connections for them, our voice will be clearer and remembered. Learn more about the connection between CTE in NYS, CTSOs and a shared vision.

Photos: CiTi BOCES, Nassau BOCES

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Defining The Impact of CTE in NYS

Effective advocacy is rooted in showing impact, alignment with state priorities, and workforce development. It is essential for legislators to understand their impact on CTE in their district. Making a direct correlation between their support and how it impacts your CTE program is

When engaging with legislators:

Understand Representation	• Represent who you are as a subject matter expert and your specific district/region, but ALSO make it clear that you are representing CTE in NYS • Have an understanding of what certified CTE NYSED programs are in their district: [Current NYSED-Approved Secondary-level CTE Programs](#) • Are there any initiatives or new economies connected to your district/BOCES that they represent?
State Your Goals	• What is your goal? Be prepared to speak to your goals with examples of impact. Examples of goals: • Advocating for funding or policy support • Promoting program expansion • Engaging community or industry partners to have a voice in supporting your programs • Ensuring that the value of CTE is accounted for in education policy decisions • Defining the impact for your area of focus • Regional Workforce Development support

Defining The Impact of CTE in NYS (continued)

Use Data To Tell Your Story

- Legislators want to understand the direct impact of your ask and their continued support. As part of the preparation process, put together the pieces that help them understand the story.
- How does your CTE program directly create a pipeline for different industries/sectors?
- Reference data from the NYSDOL to support this: NYSDOL Future of Work, NYSDOL Employment Projections

> **Talking point example**
> "Our Advanced Manufacturing program directly feeds into the high-demand jobs in the regional engineering sector."

Share how CTE meets the needs of the industry

- What industry-based credentials or topics of study is your program supporting to make students workforce ready? Is this supported through funding like Perkins?
- You can continue to reference data from the NYSDOL if certain industries/sectors require a specific industry-based credential

Defining The Impact of CTE in NYS (continued)

Share how CTE meets the needs of the industry

- What types of career awareness activities are associated with your CTE program to promote this industry to students?
  - CTE is like free advertising for regional industries with all of the career exploration activities that are embedded into a program of study

> **Talking point example**
> "Our Automotive Technology program provides students with an opportunity to exit high school with the entry-level ASE certifications, a certification that industry partners are requiring their Technicians to have"

Share the Value of Student Involvement

- Does your CTE program have students earning credit through dual enrollment? Consider the economic impact your CTE program brings to the community through dual enrollment with a local post-secondary institution.

> **Talking point example**
> "Our Engineering program allows students to earn college credit through our local SUNY, contributing to their overall student enrollment and provides free marketing for their organization."

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Defining The Impact of CTE in NYS (continued)

Share the Value of Student Involvement

- Does your CTE program utilize service learning as part of their work-based learning requirement?

> **Talking point example**
> "Our students in Business and Marketing have contributed over 500 hours of service learning in the community, resulting in over $1,000 raised for the new community garden"

Place a Strong Focus on Evidence and Alignment with NYSED Priorities

- How does CTE support student outcomes?

> **Talking point example**
> "CTE students in NY graduate at a rate of 95%, outperforming the state average."
> NYS CTE Fact Sheet

- How does CTE serve a diverse population?
  - Reference data from the AdvanceCTE State Profile
- How does CTE create high-quality Work-Based Learning programs for students?

> **Talking point example**
> "Every student in our program completes at least 54 hours of supervised work-based learning, connecting classroom instruction to real-world experience."

Fast Facts
CTE in New York

65,286
Associates Degrees &
Certificates Awarded

21.2%
of All Degrees & Certificates
Awarded Statewide

CTE Secondary Students

96.6%	Graduation Rate
93.7%	Go on to Postsecondary Education

CTE Postsecondary Students

51.3%	Earn a Postsecondary Credential, Certificate, or Diploma
40.5%	Placed in Employment, Military Service, or Apprenticeships Within Six Months

Secondary CTE Enrollment

1,147
Public High Schools

796,152
Public High School Enrollment

96,575
Total Secondary CTE Enrollment

Secondary CTE Enrollment
BY SPECIAL POPULATION

Special populations are learner groups identified in the Carl D. Perkins Career and Technical Education Act. The data below reflects intersectional categories that are not mutually exclusive; therefore, percentage values will not add up to 100%.

19.5%
Individuals with Disabilities (ESEA/IDEA)

59.1%
Individuals from Economically Disadvantaged Families

9.3%
Individuals Preparing for Non-Traditional Fields

4.3%
English Learners

3.5%
Homeless individuals

0.3%
Youth with Parent in Active Military

Postsecondary CTE Enrollment

36
Community Colleges

349,295
Public Community Colleges Enrollment
(full and part time)

109,777
Total Postsecondary CTE Enrollment

50
Area Technical Centers

Photos (Clockwise from Top Left): Orange-Ulster BOCES, Western Suffolk BOCES, HFM BOCES, St. Lawrence Lewis BOCES

Funding and Economic Development

Certified CTE programs are approved by NYSED for meeting specific quality indicators such as high academic/technical standards, alignment with industry needs, offer industry-based credentials, and prepare students for high-skill jobs. Certified CTE programs can use Perkins funds for a wide range of needs including cost of credentials, staffing, equipment and much more. A common request during legislative meetings, especially during the ACTE National Policy Seminar, is to stress the continued need for Perkins funding.

Other funding streams come from the state; BOCES CTE aid, special services aid (Big 5 and non-BOCES districts), CTE program approval incentive aid, P-TECH grant funding, workforce development incentive aid provided through; the Governor's office; NYSED; NYCDOE; NYSDOL, NYS DOL youth and apprenticeship grants.

When meeting with legislators about funding, include the direct impact of funding on student outcomes, community and economic development.

Funding and Economic Development (continued)

Impact of Perkins Funding

- What specifically does your district/school/BOCES use Perkins funding on?
- What type of impact has that made?

> **Talking point example**
> "Through Perkins funding, our Architecture students earned the OSHA 30 certification, positioning our program as the sole high school chosen for a Construction Project Management internship opportunity."

> **Talking point example**
> "Through Perkins funding, we hired a Work-Based Learning Coordinator, expanding access to high-quality work-based learning and enabling 98% of our students to complete at least 54 hours of hands-on experience."

Socioeconomic and demographic factors

- What socioeconomic and/or demographic factors support your ask or support the need for continued funding for their district?
    - Example: Monroe County Census Data, Monroe County DataUSA

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Funding and Economic Development (continued)

Support for CTE in NY Inspires

As graduation requirements shift in NYS, it is essential that funding is directed to CTE expansion, work-based learning partnerships, teacher preparation, and supportive infrastructure. Current advocacy includes funding for CTE programs as part of NY Inspires in addition to the continued support for Perkins. NY Inspires:

- Ensures students across the state have equitable access to career-connected learning that prepares them for jobs, apprenticeships, and college pathways
- Helps BOCES and schools/districts implement new graduation pathways that recognize meaningful engagement with workplace skills and real-world proficiency
- Strengthens partner engagement connections between schools and employers so students can apply classroom learning in authentic career contexts

Support for CTE in NY Inspires

Career and Technical Education (CTE) is, in many ways, the living definition of New York State's Portrait of a Graduate. It is important that legislators understand the connection. Advocates should make connections between the academic foundation of CTE and the real-world skills that foster critical thinking, creativity, communication, collaboration, and reflection. CTE students develop all of the qualities highlighted in the NYSED and Board of Regents' guidelines.

Through hands-on learning, problem solving, and authentic workplace experiences, CTE students naturally grow into global citizens and effective communicators who are prepared to learn, grow, create, work, and contribute. Engage your legislators in opportunities that demonstrate how CTE prepares graduates who embody the qualities needed to thrive in an interconnected and ever-evolving world.

New York State PORTRAIT OF A GRADUATE

A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.

Academically Prepared
Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.

Creative Innovator
Utilizes imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.

Critical Thinker
Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.

Effective Communicator
Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.

Global Citizen
Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.

Reflective and Future Focused
Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

In New York, **Career and Technical Education (CTE)** is embedded in nearly all school settings, spanning **agriculture, business and marketing, computer science, family and consumer sciences, health sciences, technology, and trade/technical education**. Combining **applied academics**, **professional skill development**, and **technical training**, CTE is a dynamic and evolving field designed to meet the **state's workforce demands**. Aligned with the **modernized national career clusters framework**, today's CTE adapts to emerging industries, ensuring students are prepared for the future.

Caring for Communities

Education
- Early Childhood Development
- Education Administration & Leadership
- Learner Support & Community Engagement
- Teaching, Training, & Facilitation

Healthcare & Human Services
- Behavioral & Mental Health
- Biotechnology Research & Development
- Community & Social Services
- Health Data & Administration
- Personal Care Services
- Physical Health

Public Service & Safety
- Emergency Response
- Judicial Systems
- Local, State, & Federal Services
- Military & National Security
- Public Safety

Building & Moving

Advanced Manufacturing
- Engineering
- Industrial Machinery
- Production & Automation
- Robotics
- Safety & Quality Assurance

Construction
- Architecture & Civil Engineering
- Construction Planning & Development
- Equipment Operation & Maintenance
- Skilled Trades

Supply Chain & Transportation
- Air & Space Transportation
- Ground & Rail Transportation
- Maintenance & Repair
- Marine Transportation
- Planning & Logistics
- Purchasing & Warehousing

Connecting & Supporting Success**

Digital Technology**
- Data Science & AI
- IT Support & Services
- Network Systems & Cybersecurity
- Software Solutions
- Unmanned Vehicle Technology
- Web & Cloud

Management & Entrepreneurship**
- Business Information Management
- Entrepreneurship & Small Business
- Leadership & Operations
- Project Management
- Regulation

Marketing & Sales**
- Market Research, Analytics, & Ethics
- Marketing & Advertising
- Retail & Customer Experience
- Strategic Sales

Creating & Experiencing

Arts, Entertainment, & Design
- Design & Digital Arts
- Fashion & Interiors
- Fine Arts
- Lighting & Sound Technology
- Media Production & Broadcasting
- Performing Arts

Hospitality, Events, & Tourism
- Accommodations
- Conferences & Events
- Culinary & Food Services
- Travel & Leisure

Cultivating Resources

Agriculture
- Agribusiness
- Agricultural Technology & Automation
- Animal Systems
- Food Science & Processing
- Plant Systems
- Water Systems

Energy & Natural Resources
- Clean & Alternative Energy
- Conservation & Land Management
- Ecological Research & Development
- Environmental Protection
- Resource Extraction
- Utilities

Investing in the Future

Financial Services
- Accounting
- Banking & Credit
- Financial Strategy & Investments
- Insurance
- Real Estate

**Cross-Cutting Clusters
Denote careers that overlap in **all** industries, highlighting the versatile and interconnected nature of today's workforce. These careers can stand on their own or be contextualized in each Cluster and emphasize the need for adaptability in navigating the modern economy.

Source: AdvanceCTE

Funding and Economic Development (continued)

Representing your CTE program as an economic engine

Work-based learning programs are economic and community development engines based on the outcomes your students realize. Internships that happen during the school day and the salaries students receive are a direct contributor to a local economy.

When students are earning wages as part-time employees and interns, they are spending those funds within the local economy. Certified CTE programs that receive funding through Perkins require at least 54 hours of work-based learning experiences. This standard provides students with employability skills and a competitive edge upon entering the workforce.

Data that shows graduation outcomes, particularly the number of students who go directly into the local workforce, demonstrate the impressive impact of career & technical education and work based learning. Presenting this data to industry partners, trade associations, economic development offices and other community organizations fuel support and collaboration.

Career & Technical Education:
Driving the Economy of the Future

Perkins V funding drives work-based learning in New York State's CTE programs, integrating hands-on technical training with durable skills like communication and problem-solving. Through partnerships with local businesses, these experiences prepare students for the workforce, fueling economic growth and meeting industry demands statewide.

A prime example is the Ulster BOCES Career Pathways Program in New Paltz, NY, where internship data showcases the direct impact of CTE on career readiness and the broader economy:

195
Total Internships as of February 26, 2025

1,205
Hours per week spent in internships

$11,709.50
Cumulative weekly earnings of students in paid internships

49
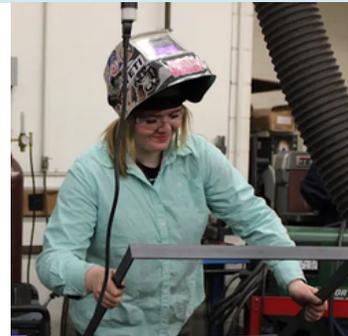Paid internships

142
Experiential internships

12
Job Shadow Experiences

Source: Ulster BOCES

Photos: Ulster BOCES

On behalf of NYSACTE and the Career and Technical Education community in New York State, we sincerely thank Congress for its continued bipartisan support of CTE through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the Workforce Innovation and Opportunity Act (WIOA). Your commitment empowers students, strengthens our workforce, and fuels economic growth.

We urge you to continue investing in CTE to ensure every learner in New York and across the nation gains the skills and knowledge needed to build a stronger America.

Source: CTETAC

acteonline.org/nysacte

New Ideas For Advocacy Campaigns

Consider making your own fact sheet

- While AdvanceCTE provides the NYS fact sheet, consider using Canva or another tool of your choice to develop a district-specific fact sheet. The district-specific fact sheet can include metrics related to graduation rates, emerging industries, Perkins outcomes, how CTE supports the local economy and much more.

Showcase CTE as a retention tool to keep talent local

- Find ways to showcase alumni stories that demonstrate how CTE helps students stay, work, and thrive in NYS communities.

Use media to celebrate success

- Position CTE with sharing success stories that show it is not just as education, but it is New York's workforce solution. Share these stories on social media, with your local media outlets and the school/district/BOCES newsletter. Highlight CTE Month, signing days, credential celebrations, and employer/industry recognition events.

New Ideas For Advocacy Campaigns

Think about your language

Use strong phrases and key words:
- Talent pipeline
- Choice ready graduates
- Call school visits, "CTE for a Day"
- Change CTE perceptions: "CTE for All", "CTE is a first choice pathway"
- Economic development, regional workforce plans
- High-wage, high-skill careers

Build Your Data

- Maintain strong records on every type of pathway achieved, internship, work experience, certification and more. If you track this data for Perkins, it may already be in place. Find ways in how you can use that data to make an impact. Emphasize the return on investment and highlight different data points with quotes from students or employers.

For additional support with CTE advocacy efforts in NYS
Please connect with:
NYSACTE
CTETAC

acteonline.org/nysacte