ACTE rose to the challenge in 2020

The year 2020 unfolded in ways ACTE could not have imagined — nor the career and technical education (CTE) profession, nor society at large. In March, the coronavirus pandemic shuttered schools, sending CTE educators and students home to teach and learn virtually. ACTE rose to the challenge.

LeAnn Wilson, ACTE’s executive director said, “Now more than ever is a crucial time for career and technical education. We are reminded that CTE supports so many facets of our daily lives. Access to health care, food, transportation and logistics — we are so grateful to all the essential workers who continue to be on the front lines of the COVID-19 pandemic.”

With compassion, understanding and a mission to drive CTE into the future, ACTE produced and curated several resources to help its members navigate distance learning. The publication High-quality CTE: Planning for COVID-19-impacted School Year, along with corresponding webinars, helped CTE stakeholders identify key considerations and emerging best practices to shape future planning. In addition, our public policy department continues to track COVID-19 resources, laws and updates that may be useful for CTE programs.

And in a year of many firsts, let’s talk about Techniques! ACTE launched its first-ever fully digital issue of Techniques in October 2020 — on a dynamic new platform. We expect to publish four print and four digital issues in 2020–21. As ACTE’s go-to resource for nearly 25 years, readers continue to discover innovative classroom strategies and valuable research inside the pages of Techniques.

ACTE members, staff and board members attended many virtual events in 2020. And while we were, of course, disappointed that we could not be together in Music City for ACTE’s CareerTech VISION 2020, Virtual VISION presented an authentic online professional networking environment. ACTE’s largest annual gathering of career and technical educators, industry representatives and business leaders offered an abundance of opportunities to participate in interactive and engaging experiences through a dynamic virtual platform.

As a membership association, we focus on issues that matter to our members and to the nation. In reflecting on the social unrest in the United States, ACTE stands in solidarity with the Black community. We condemn institutional racism in all of its forms and believe in social justice and civil rights. We wish to reaffirm our existing statement:

ACTE promotes high quality CTE programs for diverse audiences. We continue to build an inclusive culture that encourages, supports and celebrates the diversity of the CTE community. We are committed to equity, access, inclusion, and diversity throughout our organization.

Work must continue to promote inclusion, access, equity and diversity (IAED) in our classrooms, in our workplaces and in society. For that reason ACTE launched an IAED Advisory Group as well as a mentorship program to provide recommendations, expertise and outreach.

In my opinion, there has never been a more exciting — and challenging — time to be part of career and technical education. We have the opportunity to work together to reimagine CTE in a post-pandemic world. Prior to COVID-19, none of us would have imagined virtual state conferences or a Virtual VISION. We wouldn’t have embraced webinars, online professional development and telecommuting the way we do today. ACTE provides strong leadership as we navigate this new road.

Doug Major
ACTE President
2020–21
Federal Policy Activity

The year 2020 proved to be a busy, yet unconventional one for CTE policy both in and outside Washington, D.C. with most focus on the response to the COVID-19 pandemic. As the pandemic began in March, Congress passed a series of bills to provide resources to address challenges across the country, including those faced by schools and postsecondary institutions. ACTE worked closely with policy leaders on those bills to ensure resources for CTE, including holding meetings, sending letters and activating members.

The Coronavirus Aid, Relief and Economic Security Act (CARES) Act was passed by Congress at the end of March and provided the most significant pandemic-related resources to educational institutions to date. ACTE staff then provided technical assistance to CTE leaders related to accessing funds, and worked with the Department of Education to clarify requirements, weigh in on proposed rules, and advocate for the inclusion of all CTE students and programs. We continued to work with Congress on additional resources for education throughout the summer and early fall. As of late October, congressional negotiations continue on an additional package.

Otherwise, the biggest CTE news — which would have received top billing in any other year — was the submission and approval of state plans under Perkins V. We continued to provide technical assistance to a variety of states as they finalized their plans. While the deadline was extended due to the pandemic, all 50 states and the District of Columbia, as well as several territories, submitted their plans in spring or early summer 2020 and were approved by July 1. Just in time for the new program year and first full year of Perkins V implementation! Key themes in states’ plans included a focus on program quality and equity.

Without funding, however, none of the innovations in Perkins V state plans can be realized! The Fiscal Year (FY) 2021 appropriations process began in February with the release of the president’s budget. The Trump Administration did propose a significant increase for Perkins but offset it with large cuts to other education and workforce development programs. Congressional consideration of annual appropriations bills was delayed significantly due to the pandemic, but the House eventually passed its Labor, Health and Human Services (HHHS) Education and Related Agencies bill — which funds the Perkins Basic State Grant program and others — over the summer, with a small Perkins increase. The Senate was not able to approve its bills before the end of the fiscal year, nor were they able to negotiate a final agreement. Congress ultimately passed a continuing resolution to continue funding at current levels until Dec. 11.

ACTE staff focused efforts on securing an increase in Perkins funding by meeting with Appropriations Committee members’ offices to discuss the importance of allocating additional resources to Perkins.

Additionally, as in previous years, we worked with policymakers, including CTE Caucus leaders, to circulate a funding letter in support of increased investments in CTE. In total, nearly 40 senators signed, as did a bipartisan coalition of 182 House members!

ACTE worked closely with the House and Senate CTE Caucuses this year. In 2020, ACTE helped organize and/or testify at several Senate and House CTE Caucus briefings, and worked with Caucus leaders on several letters, regarding CTE Month and funding, amendments on relevant legislation, and the importance of CTE.

Action on other education- and workforce-related legislation is on hold for now. The Higher Education Act received some early attention, but it was placed on the backburner after the pandemic began. The Individuals with Disabilities Education Act and Temporary Assistance for Needy Families have also not seen much movement in the 116th Congress. Additionally, while some discussed reauthorizing the Workforce Innovation and Opportunity Act, this work has not actually begun. We continue to develop and promote our priorities on these issues and others, and we provide regular feedback to Members of Congress on other CTE-related legislation.

Publications and Research

The CTE Policy Watch blog remained an important resource for advocates on the latest federal policy news this year, with a particular focus on the COVID-19 pandemic. The blog is on track to publish approximately 170 stories in 2020 — related to federal and state policy, regulatory activity, research and more. ACTE provides data- and research-based resources and publications to support advocacy and information efforts, including updated fact sheets and materials for policymakers.

On the state level, we tracked CTE policy efforts to identify trends and share best practices among CTE stakeholders. In January 2020, ACTE and Advance CTE released our seventh annual state policy paper, State Policies Impacting CTE: 2019 Year in Review, and participated in a corresponding webinar. Further, we continue in collaboration with myOptions to survey CTE students and educators nationwide about post-high school plans, perceptions of CTE and CTE program elements.

This year, ACTE completed its second year as a lead for the CTE Research Network, in partnership with the American Institutes for Research, JFF and Vanderbilt University. The network aims to increase the number of CTE impact studies and strengthen the capacity of the field to conduct and use rigorous CTE research. Other data and research-related partnerships include working with the WorkCred Research Advisory Council and the PostSec Data Collaborative.

In 2020, ACTE continued to promote our high-quality CTE initiative, a multi-step project to identify a comprehensive, research-based Quality CTE Program of Study Framework, test the framework, and integrate it into our efforts to recognize and disseminate information on best practices within CTE. Work this year focused primarily on providing resources related to the Framework to help CTE leaders respond to the pandemic.

High-quality CTE: Planning for a COVID-19-impacted School Year was published in June as a guide to help CTE stakeholders identify the key considerations, guiding questions and emerging best practices that could shape future planning. The guide was accompanied by a series of summer webinars, one focused on each element of the Framework. Webinars offered real-world examples of the challenges surrounding element implementation during the pandemic. To aid members with the transition to remote learning in the spring, distance learning resources were compiled.

Finally, in partnership with Advance CTE, we released several new resources related to middle school CTE, Broadening the Path: Design Principles for Middle Grades CTE contains key principles to support state and local leaders as they work to develop or strengthen middle grades CTE policies, programs and practices. A complementary series of blog posts expanded on how the principles could be applied to key elements of middle grades CTE (e.g., CTSOs and work-based learning). The partners also presented a corresponding resource repository.
PROGRAMS & COMMUNICATIONS

Techniques

Techniques: Connecting Education and Careers has been ACTE members’ go-to source for all things career and technical education for nearly 25 years. With the launch of its first-ever fully digital edition in October 2020, ACTE expects to publish four print and four digital issues of Techniques in 2020–21.

Readers expect to discover innovative classroom management strategies. The CTE community grows in their understanding of inclusion, access, equity and diversity, and — we hope — they feel a sense of community here. Techniques is written by career and technical educators, for career and technical educators.

What about PAGES, a Techniques blog? The newly launched Techniques digital site will continue to feature thematic content and the columns our readers have come to love, such as Dear Linda and Teaching Strategy. Through spring and summer 2020, PAGES (now simply Techniques) offered support, strategy and guidance as educators adapted to pandemic-related changes.

Social Media

ACTE continued to grow on social media through engagement and new followers.

In February, ACTE hosted CTE Month® and shared the #29DaysofCTE, featuring:

- Innovative CTE programs
- Valuable resources for curriculum development, classroom management and more
- Details about ACTE staff’s CTE Month site visit with the 2020 Teacher of the Year, Kimberly Wilson.

Our CTE Month CTSO chat was a success! Participants engaged with @actecareertech on Twitter at a high rate, offering great responses to our questions and sharing new ideas.

In the wake of COVID-19, ACTE launched two webinar series focused on distance learning resources and practices. Both series were promoted on social media to increase engagement and participants; they were well received by members. We also launched the #ACTEcares campaign to give members a voice on their needs during this time and to check in on their well-being. We will continue to share distance learning resources whether schools remain online or as they transition to in-person learning.

We promoted ACTE’s CareerTech Virtual VISION on social media with a goal to get members excited about our first Virtual VISION! This included promotions and interactions through Instagram and Facebook stories, and engaging on Twitter to promote CTE. ACTE looks forward to connecting more with members and nonmembers on social media.
MEMBERSHIP

THANKS TO ACTE’S PARTNERSHIPS WITH THE STATE ASSOCIATIONS AND REGIONS, AS WELL AS CONTINUED EFFORTS TO REACH AND PROVIDE VALUE TO THE CTE COMMUNITY, ACTE-ended the fiscal year with 22,560 members and 3,992 new members.

ACTE added five organizations to the growing number of unified states and division affiliates:
- Rhode Island ACTE
- National Association Teacher of Family and Consumer Sciences (NATFCS)
- National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS)
- National Association of State Administrators of Family and Consumer Sciences (NASAFACS)
- Texas Health and Science Association (THOA)

Additionally, ACTE:
- Developed several joint membership marketing materials, campaigns and event pieces with such states as Hawaii, Maine, North Dakota, Iowa, Wyoming and Guam
- Developed auto-renewal services for membership
- Hosted several targeted social media campaigns, including on a focus on specific ACTE divisions, #29DaysofCTE, distance learning and Awards Gala promotions
- Developed and hosted several regional Educators in Action (EIA) chats, offering ways to get involved, COVID-19 resources and professional development opportunities
- Increased educational institution membership (EIM) benefits, including discounted rates to CTE Learn and Career Prepped, Skills to Succeed, Seamless WBL as well as spotlight interviews featured in Techniques online and in ACTE News
- Initiated targeted member promotions to grow Work-Based Learning section, including increased benefits, events and resources available to section members

The 2020 #ACTEcares survey asked CTE professionals to share their needs and tips for success while navigating back-to-school environments amid the COVID-19 pandemic. Amazing feedback resonated from all levels and across multiple sectors. Results emphasized self-care:
- Establish routines that include time off while at home
- Remove notifications from your devices
- Exercise
- Get enough sleep

Respondents also provided suggestions for navigating the upcoming school year — virtually and in person — highlighting simplicity in student expectations, student engagement, consistency with instruction, proactive planning and a shared understanding for all those involved in the learning environment.

ACTE deployed our annual membership drive in early 2020. Campaigns targeted lapsed members and CareerTech VISION 2019 nonmember attendees. E-blasts featured professional development opportunities and highlighted ACTE’s accomplishments, including advocacy and awareness activities and membership benefits. Through these efforts we gained 787 new members.

ACTE’s CareerTech Virtual VISION 2020

ACTE’s CareerTech Virtual VISION 2020 created an authentic online professional networking environment. ACTE’s largest annual gathering of career and technical educators, industry representatives and business leaders offered an abundance of opportunities to participate in interactive and engaging experiences through a dynamic virtual platform. This weeklong conference featured engaging keynote speakers — international speaker in cultural proficiency Sarita Maybin and bestselling author Kevin J. Fleming — hundreds of sessions covering CTE sector-specific innovations in the time of COVID-19, the CareerTech Virtual Expo, the ACTE Excellence Awards Gala and more.

National Policy Seminar 2020
ACTE’s National Policy Seminar 2020 was canceled due to COVID-19. This annual event attracts educators from across the country to advocate for CTE on Capitol Hill and provides attendees with policy and advocacy how-to sessions to help strengthen CTE support. This year, members were encouraged to hold virtual visits with federal policymakers. ACTE provided electronic resources to share with their Members of Congress.

Best Practices 2020
The ACTE and NCLA Best Practices and Innovations in CTE Conference hosted a virtual gathering of CTE leaders, Oct. 8–9. This year’s virtual event for CTE administrators included keynote speakers, Peyton Holland and Ken Shelton, and offered specialized workshops, virtual exhibitors and sessions on a variety of CTE administrator issues.


Boots on the Ground
ACTE is proud to support the tremendous work of its affiliated state organizations through participation in state CTE events to provide key legislative updates, details on important ACTE initiatives, membership information and more! In 2020, ACTE attended more than 40 virtual CTE events in the following states (with some states hosting multiple events):


ACTE also participated in all five region conferences: Region I (in person in New York); Region II (virtual); Region III (virtual); Region IV (virtual); and Region V (virtual).

### Expanding Outreach

ACTE is proud to represent member interests at a variety of events. Included is a sampling of where we’ve been in 2020.

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 Career and Technical Association Texas (CTAT) Winter Conference</td>
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<tr>
<td>The American Rental Association’s Annual Trade Show and Convention</td>
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<tr>
<td>Teach CTE Summit</td>
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<tr>
<td>ACTE National Work-based Learning Virtual Conference</td>
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<tr>
<td>FCCLA Virtual National Leadership Conference</td>
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<tr>
<td>Career and Technical Association Texas (CTAT) 2020 Summer Virtual Conference</td>
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<tr>
<td>93rd National FFA Convention &amp; Expo</td>
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<tr>
<td>2020 National Career Academy Coalition (NCAC) Virtual Conference</td>
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<tr>
<td>2020 New Jersey Business Education Association (NBEA) Convention</td>
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</table>
PARTNERS

PARTNERSHIPS ARE CRUCIAL TO ACTE’S SUCCESS. WE SEEK COLLABORATION THAT PROVIDES THOUGHT LEADERSHIP; presents new ideas about how the association does its business; and offers resources of value to the CTE community. ACTE continued to grow partnerships even as the latter part of the fiscal year included significant challenges due to the COVID-19 pandemic. In fact, many partners reached out during this difficult time and continue to do so. We would like to thank all of our partners for their contributions, whether monetary, in kind or otherwise.

Accenture

Accenture’s Skills to Succeed Academy—
ACTE’s partnership with Accenture allowed us to offer free access to this interactive online training program, which provides career skills development activities on topics such as interviewing and resume building. The partnership allowed us to offer $1,000 stipends to ACTE’s participating EIMs and a range of other institutions and partners.

ECMC Foundation

ECMC Foundation—The Postsecondary Leadership Success Program at ACTE – Sponsored by ECMC Foundation presents yearlong fellowship opportunities for a growing number of current and aspiring postsecondary leaders. The second cohort of PLSP–ECMC Foundation launched in 2020. Fellows and program mentors focused on skills development in organizational leadership and management with the ultimate goal of facilitating institutional change among postsecondary institutions.

Coalition for Workforce Development Through CTE

Coalition for Workforce Development Through CTE—
More than 50 national trade organizations participate in the Coalition, which seeks to bridge better connections between education and business and industry to solve the nation’s workforce challenges. In 2020, meetings and ongoing dialog focused on three goals related to the talent pipeline and ways to engage specific audiences. Special thanks to Ford Next Generation Learning and the Bill and Melinda Gates Foundation for their support.

CompTIA

CompTIA—The leading trade association of the information technology (IT) industry has been instrumental in helping ACTE elevate awareness of IT throughout the CTE curriculum. By providing technical assistance to our members, and support for teachers wanting to integrate building these skills in their instruction, CompTIA supports our members — offering access to free resources for the development of 21st century skills.

Ford Next Generation Learning

Ford Next Generation Learning—The Ford Next Generation Learning (Ford NGL) team contributed to ACTE and our members in several new exciting ways in 2020. Ford NGL led efforts to grow the benefits of the Career Academy Section Ford NGL is transforming professional development for its members. Ford NGL has also committed to and is leveraging their expertise in supporting powerful partnerships by providing leadership and resources to the Workforce Development Through CTE Coalition.

HARBOR FREIGHT TOOLS FOR SCHOOLS

Harbor Freight Tools for Schools—For the third consecutive year, ACTE was pleased to convene CTE practitioners to support the first round of judging of the Harbor Freight Tools for Schools 2020 Prize for Teaching Excellence. This award — recognizing exemplary public high school skilled trades teachers, teacher teams and their programs — has awarded over $1 million annually.

iCEV

iCEV—ACTE thanks iCEV for their continued support of CareerTech VISION. In 2020, iCEV's partnership with ACTE expanded to include event sponsorship for the annual gathering of state leaders from ACTE and Advance CTE as well as the Teach CTE Summit. The Teach CTE Summit brought 100 leaders in CTE together to focus on teacher recruitment and retention challenges.

MaxKnowledge

MaxKnowledge—Our partnership with MaxKnowledge supports development of ACTE’s online learning network, CTE Learn. MaxKnowledge helped CTE educators address their own professional development and learning needs — including offering free distance learning courses — as the COVID-19 pandemic altered learning environments for so many CTE programs across the nation. Through this partnership, ACTE has been able to extend financial benefits to state ACTE associations and other partners.

Xello

Xello—In their continuing efforts to support CTE professionals’ understanding about student career development, Xello sponsored several resources, including the publication Defining Quality: Student Career Development. In addition, Xello sponsored CareerTech VISION.
MEDIA ACTIVITIES

ACTE’s media relations activities aim to increase awareness about the benefits of high-quality CTE programs and share examples of outstanding programs. In 2020, media coverage generally revolved around the pandemic’s impact on education and training, and CTE was featured prominently. ACTE conducts its media outreach through a variety of mediums, including print publications, radio and online platforms. ACTE was specifically quoted in a number of news stories, including in distinguished national outlets like The Washington Post and The Atlantic, and in education outlets including Education Week, Education Dive, The 74 and others.

ACTE’s media visibility extended to op-eds as well. ACTE Executive Director LeAnn Wilson co-authored pieces with Advance CTE Executive Director Kimberly Green — during CTE Month and on the importance of CTE during the pandemic.

In addition to the direct coverage ACTE receives in the media, reporters rely on the association for background information and analysis. ACTE staff spoke with dozens of reporters for background to help them write positive and accurate stories on CTE and ACTE’s policy priorities and on the impact of COVID-19 on CTE. We also participated in two events to provide detailed information on CTE policy to education journalists involved in a fellowship program hosted by the Woodrow Wilson Institute and sponsored by ECMC Foundation. ACTE helped those journalists with their follow-up stories. ACTE also raised awareness about critical federal CTE policy issues by distributing press releases on issues like appropriations, legislation and more.

In February 2020, CTE Month provided an excellent opportunity to promote local CTE programs, teachers and students. In our #CTEMonth social media campaign and a lively #CTSOChat on Twitter, ACTE discussed the important role of career and technical student organizations.

ACTE hosted its second annual CTE Month—NASA HUNCH video challenge with the theme “Living and Working on the Moon and Beyond” — featuring CTE and project-based learning programs in high demand career fields on Earth and in space.

HUNCH stands for High School Students United with NASA to Create Hardware and hopes to extend its message of inspiring students through project-based learning to CTE students across the nation.

The three winning schools, highlighted below, received a stunning NASA HUNCH plaque with flown International Space Station patch and a check for $250. Each student won a $25 Amazon gift card.

**Most Educational**
Fairmont School in California

**Most Creative**
North Oconee in Georgia

**Most Inspiring**
Porter Ridge High School in North Carolina

ACTE staff participated in a CTE Month site visit at T.C. Williams High School, in Alexandria, Virginia. ACTE’s 2020 National Teacher of the Year Kimberly Wilson teaches family and consumer sciences at T.C. Williams. Robin Utz, branch chief, and Casey Sachs, deputy assistant secretary for community colleges in the Office of Career, Technical and Adult Education at the U.S. Department of Education, were also in attendance at the big event.

LEADERSHIP

IN 2020, ACTE CONTINUED TO SUPPORT ITS STRATEGIC GOALS TO ENGAGE MEMBERS AND GROW A STRONG LEADERSHIP pipeline through its leadership activities and initiatives, by connecting with members virtually during the pandemic.

Educators in Action

Educators in Action — an army of ACTE members who volunteer their time and expertise to advocate for CTE in their communities — write for ACTE’s publications. EIA provide input on ACTE’s professional development offerings, and they serve on committees, task forces and advisory groups to work toward ACTE’s strategic goals.

Educators in Action continued to host virtual CTE discussions on a variety of topics and provided input on ACTE’s new strategic plan specifically related to best practices in virtual learning. EIA volunteer opportunities are featured on ACTE’s social media platforms, continuing to increase the volunteers’ network and activity.

The Educators in Action Blog enjoyed a successful year building a loyal following of writers and readers. Educators in Action judged the Student Trophy Design Contest and the NASA HUNCH Video Challenge program, selecting prestigious students to feature at ACTE’s Awards Gala, on social media and in other CTE avenues.

National Leadership Fellowship Program

ACTE’s premier leadership development program, the National Leadership Fellowship Program, adapted to the new all virtual environment under the leadership of Fellowship Coordinator Cindy Stover. The 2020 fellowship program boasted another record high number of applicants and participants; a total of 21 fellows will complete the program in February 2021.

Participants receive advocacy training, leadership development, and professional development.

To provide mentors to ACTE members interested in IAED

To encourage ACTE members interested in IAED to pursue leadership roles in ACTE

To advise existing leaders in ACTE on IAED issues

The IAED Mentorship Program launched in August and accepted 33 mentors into the program. The application period for mentees will close just prior to Virtual VISION. The mentors and mentees will meet to begin their program during Virtual VISION; mentorship program activities will conclude virtually in 2021.

ACTE wishes to thank IMAGO for their generous sponsorship of ACTE’s IAED Mentorship Program. ACTE would also like to recognize the members of the IAED Mentorship Program Advisory Group for their leadership in crafting this program. Additionally, we express appreciation to all the mentors and mentees for pursuing IAED in CTE.

Diversity (IAED) Advisory Group volunteered to serve on a working group in 2020 to develop an IAED Mentorship Program. The goals of the IAED Mentorship Program are:

- To provide mentors to ACTE members interested in IAED
- To encourage ACTE members interested in IAED to pursue leadership roles in ACTE
- To advise existing leaders in ACTE on IAED issues
AWARDS

ACTE’s Recognition Programs have continued to grow in applicants as they elevate the perception of CTE. The Excellence Awards reward professionals in the field for spearheading innovations and fostering best practices in high-quality CTE programs.

Award Winners
In November 2019, ACTE recognized the following career and technical educators, professionals and business leaders at the Awards Gala presentation in Anaheim, California.

- **Teacher of the Year**
  - Kimberly Wilson—Alexandria, Virginia

- **Postsecondary Teacher of the Year**
  - Jan Held Woodworth—Oswego, New York

- **Administrator of the Year**
  - Laura Arnold—Bardstown, Kentucky

- **New Teacher of the Year**
  - Beth Brumley—Tuscumbia, Alabama

- **Teacher Educator of the Year**
  - Chris Merrill—Normal, Illinois

- **Counseling and Career Guidance Professional Award**
  - Candace McGowan—Grapevine, Texas

- **Carl Perkins Community Service Award**
  - Jessica Daberkow—Sherburn, Minnesota

**Excellence & elegance**
In 2020, ACTE has worked to increase awards program participation, reaching out to each individual state to encourage participation as nominators or applicants. Each state sets different award application deadlines, so ACTE’s efforts focus on building awareness of these prestigious awards, honoring the best in CTE, and relevant deadlines. ACTE is proud to announce an increased number of applicants:

- **2020–21 State Applicants** 354
- **2019–2020 State Applicants** 290
- **2018–19 State Applicants** 274

- **2020–21 Region Applicants** 172
- **2019–2020 Region Applicants** 149
- **2018–19 Region Applicants** 147

**Student Trophy Design Contest**
ACTE partners with Stratasys to present the national award winners with unique trophies that celebrate and embody ACTE’s core values. Created by cutting-edge 3D-printing technology, the trophies reflect CTE’s role in preparing students for 21st century careers; they harness the power of collaboration between CTE and business and industry partners.

In 2020, ACTE held its fifth annual Student Trophy Design Contest to redesign the trophies. Sara Tatreau, a recent graduate of Kent Career Teach Center in Grand Rapids, Michigan, submitted the winning entry. Tatreau’s design served as a template for the national trophies presented at the Virtual Awards Gala, where she was recognized alongside her teacher, Larry Ridley. For her winning entry, Tatreau received a $1,000 scholarship. Kent Career Teach Center received a one-year lease of a 3D printer, courtesy of Stratasys.

**ACTE Hall of Fame**
For the first time ever at the Awards Gala, ACTE inducted all five Lifetime Achievement national finalists into the new ACTE Hall of Fame. The Hall of Fame honors the leadership of CTE professionals who have made enduring contributions to CTE throughout their career.

Welcome our inductees:
- Thomas Applegate—Ohio
- Cindy McConnell—Alabama
- Ginny Karbowski—Minnesota
- Don Roberts—Oklahoma
- Wayne Kutzer—Nebraska

For their generous support of the awards program and the event, ACTE would like to thank our sponsors:
- Express Employment Professionals
- Goodheart-Willcox
- CareerSafe
- eDynamic Learning
- Stratasys Ltd.
INDEPENDENT AUDITORS’ REPORT

Board of Directors
Association for Career and Technical Education
Alexandria, Virginia

We have audited the accompanying financial statements of the Association for Career and Technical Education (a nonprofit organization), which comprise the statements of financial position as of June 30, 2020 and 2019, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors’ Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors’ judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
Association for Career and Technical Education
Independent Auditors’ Report
Page 2

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association for Career and Technical Education as of June 30, 2020 and 2019, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of net assets without donor restrictions, board designated - regions and divisions and the schedules of net assets with donor restrictions, shown on pages 20-23, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

DeLeon & Stang
DeLeon & Stang, CPAs and Advisors
Gaithersburg, Maryland
October 8, 2020
### ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION
#### Statements of Financial Position
June 30, 2020 and 2019

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<tr>
<th></th>
<th>2020</th>
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<td>Property and equipment, net of accumulated depreciation</td>
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<td><strong>TOTAL ASSETS</strong></td>
<td>$9,795,226</td>
<td>$8,792,116</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LIABILITIES AND NET ASSETS</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$342,579</td>
<td>$307,427</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>$1,429,279</td>
<td>$1,605,762</td>
</tr>
<tr>
<td>Rental deposits</td>
<td>$2,475</td>
<td>$2,475</td>
</tr>
<tr>
<td>Payroll protection plan loan</td>
<td>$427,644</td>
<td>-</td>
</tr>
<tr>
<td>Note payable</td>
<td>$198,955</td>
<td>$266,345</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>$2,400,932</td>
<td>$2,182,009</td>
</tr>
</tbody>
</table>

| **Net Assets**                  |     |     |
| Without donor restrictions      | $3,355,139 | $2,726,778 |
| Without donor restrictions, Board-Designated Regions and Divisions | $563,856 | $441,696 |
| Without donor restrictions, Board-Designated Capital Improvements/Reserves | $3,224,380 | $3,224,380 |
| **Total net assets without donor restrictions** | $7,143,375 | $6,392,854 |
| Net assets with donor restrictions | $250,919 | $217,253 |
| **Total net assets**            | $7,394,294 | $6,610,107 |

**TOTAL LIABILITIES AND NET ASSETS**

|             | $9,795,226 | $8,792,116 |

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## Statements of Activities

**For the Years Ended June 30, 2020 and 2019**

### Revenue and Support:

<table>
<thead>
<tr>
<th></th>
<th>Without Donor Restrictions</th>
<th>With Donor Restrictions</th>
<th>Total</th>
<th>Without Donor Restrictions</th>
<th>With Donor Restrictions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Membership dues</strong></td>
<td>$1,728,091</td>
<td>$</td>
<td>$1,728,091</td>
<td>$1,723,855</td>
<td>$</td>
<td>$1,723,855</td>
</tr>
<tr>
<td><strong>Contributions</strong></td>
<td>459,242</td>
<td>75,960</td>
<td>535,202</td>
<td>232,116</td>
<td>1,600</td>
<td>233,716</td>
</tr>
<tr>
<td><strong>Sponsorship</strong></td>
<td>333,742</td>
<td>-</td>
<td>333,742</td>
<td>401,324</td>
<td>-</td>
<td>401,324</td>
</tr>
<tr>
<td><strong>Program service revenue:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convention, conferences and workshops</td>
<td>3,147,705</td>
<td>-</td>
<td>3,147,705</td>
<td>2,931,288</td>
<td>-</td>
<td>2,931,288</td>
</tr>
<tr>
<td>Publications</td>
<td>149,321</td>
<td>-</td>
<td>149,321</td>
<td>257,681</td>
<td>-</td>
<td>257,681</td>
</tr>
<tr>
<td>Advertising</td>
<td>168,278</td>
<td>-</td>
<td>168,278</td>
<td>157,064</td>
<td>-</td>
<td>157,064</td>
</tr>
<tr>
<td>Rental income</td>
<td>180,005</td>
<td>-</td>
<td>180,005</td>
<td>181,631</td>
<td>-</td>
<td>181,631</td>
</tr>
<tr>
<td>Service fees</td>
<td>26,305</td>
<td>-</td>
<td>26,305</td>
<td>27,008</td>
<td>-</td>
<td>27,008</td>
</tr>
<tr>
<td>Other revenue</td>
<td>336,186</td>
<td>-</td>
<td>336,186</td>
<td>286,404</td>
<td>-</td>
<td>286,404</td>
</tr>
<tr>
<td>Investment income (net of fees)</td>
<td>210,466</td>
<td>7,206</td>
<td>217,672</td>
<td>254,532</td>
<td>9,910</td>
<td>264,442</td>
</tr>
<tr>
<td><strong>Net assets released from restrictions</strong></td>
<td>49,500</td>
<td>(49,500)</td>
<td>0</td>
<td>106,632</td>
<td>(106,632)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total revenue and support</strong></td>
<td>6,788,841</td>
<td>33,666</td>
<td>6,822,507</td>
<td>6,559,535</td>
<td>(95,122)</td>
<td>6,464,413</td>
</tr>
</tbody>
</table>

### Expenses:

<table>
<thead>
<tr>
<th></th>
<th>Without Donor Restrictions</th>
<th>With Donor Restrictions</th>
<th>Total</th>
<th>Without Donor Restrictions</th>
<th>With Donor Restrictions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program services</strong></td>
<td>3,869,975</td>
<td>-</td>
<td>3,869,975</td>
<td>3,457,987</td>
<td>-</td>
<td>3,457,987</td>
</tr>
<tr>
<td>Supporting services</td>
<td>2,168,345</td>
<td>-</td>
<td>2,168,345</td>
<td>2,169,156</td>
<td>-</td>
<td>2,169,156</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>6,038,320</td>
<td>-</td>
<td>6,038,320</td>
<td>5,627,143</td>
<td>-</td>
<td>5,627,143</td>
</tr>
<tr>
<td><strong>Change in net assets</strong></td>
<td>750,521</td>
<td>33,666</td>
<td>784,187</td>
<td>932,392</td>
<td>(95,122)</td>
<td>837,270</td>
</tr>
<tr>
<td><strong>Net assets at beginning of year</strong></td>
<td>6,392,854</td>
<td>217,253</td>
<td>6,610,107</td>
<td>5,460,462</td>
<td>312,375</td>
<td>5,772,837</td>
</tr>
<tr>
<td><strong>Net assets at end of year</strong></td>
<td>$7,143,375</td>
<td>$250,919</td>
<td>$7,394,294</td>
<td>$6,392,854</td>
<td>$217,253</td>
<td>$6,610,107</td>
</tr>
</tbody>
</table>

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