EXECUTIVE BOARD MEETING AGENDA
Saturday, May 20, 2017 • 10:00 AM – 4:00 PM
Rainier Room • Red Lion Hotel Seattle Airport
(Anticipated Action: I = Info; D = Discussion; A = Action)

10:00 AM
A. Call-to-Order & Roll Call
B. Agenda Changes ................................................................. (I/A)
C. Calendar Update ................................................................. (I/A)
D. Consent Agenda ................................................................. (I/A)
   1. Approval of March 28, 2017, Executive Board Meeting Minutes
   2. Executive Committee Reports
   3. Section Reports (Written)
   4. Correspondence
E. Financial Statements (April) – Sharing new format for reports .................................. (I)
F. President Elect Candidates – Announcement ................................................... (I)
G. Board Learning: Zaahah.com presentation (Pre-investigation here) ...................... (I)

11:30 AM
H. Reports of Agencies / Organizations (15 minutes each) ....................................... (I)
   1. OSPI Update – Becky Wallace or Designee
   2. WTECB Update – Eric Wolf / Nova Gattman
   3. ACTE Update – Doug Meyer
   4. CTSO Update – Larry Howe

12:30 PM LUNCHEON – Olympic Room

1:15 PM
I. Committees Updates .................................................................................................. (I/A)
   1. Legislative
      a. Special Session Status
   2. Professional Development
      a. Summer Conference Update
         1. Section Grids / Master Grid
         2. Sunday Sessions Marketing – Sunday 1-HR & 3-HR Options
   3. Membership & Awards
      a. Community Service Project Update (To be held during SC in Spokane)
      b. Awards Process / Status Update
J. 2017-2018 Budget – Kevin Plambeck / Tim Knue .................................................. (I)
K. Review of Clock Hours (please review prior to meeting) ...................................... (A)
L. Resolutions / Constitution / Bylaws – Lew Keliher ................................................ (A)
M. Executive Session (Board Members ONLY).......................................................... (I/D)
N. Report Back Executive Session and Approval of Budget ......................................... (I/A)
O. Out-of-State Travel Approval for 2017-2018............................................................ (A)
   1. ACTE Conferences & Seminars
      • ACTE Convention – December 6-9, 2017 – Nashville (Executive Committee / Exec. Director)
      • Region V Conference – April 12-14, 2018 – Colorado Springs CO (Exec. Committee / Exec. Dir.)

3:30 PM
P. Section Updates Not in Writing / Verbal (3 minutes each) ....................................... (I)

4:00 PM
Q. For the Good of the Order / Adjournment

Connecting Education and Careers
Call to Order and Roll Call: The Washington ACTE Executive Board Meeting was called to order at 3:00 p.m. on Tuesday, March 28, 2017, by President Gene Wachtel. Tess Alvisio, WA-ACTE Executive Assistant, conducted a roll call and determined a quorum was not present at the beginning of the meeting, but later established a quorum.

Executive Board Present:

Executive Committee
President ..........................................................Gene Wachtel
Past President ..........................................................Lew Keliher
President Elect ......................................................Kevin Plambeck

Executive Board Representatives
Administration .........................................................Sly Boskovich
Agricultural Education .............................................Nathan Moore
Business Education ..................................................Mark Sabo
Career Counseling & Employment Readiness ..............Nora Zollweg
Family and Consumer Sciences .................................Dawn Boyden
Awards Chair (Ex Officio) ........................................Vern Chandler

Executive Board Absent:
Marketing Education ..................................................Taryn Veloni
Industrial Technology Education ...............................Tim Winn
Skilled and Technical Sciences ....................................William Clifton
Health Sciences ......................................................Tracee Godfrey

Staff Present:
Executive Director ..................................................Tim Knue
Executive Assistant ..................................................Tess Alvisio
Executive Assistant ..................................................Franciene Chrisman

Agenda Changes: No changes were made to the agenda.

Calendar Update: Updates were asked to be sent to Tess.
Consent Agenda: Dawn moved that the consent agenda be approved as presented. The motion was seconded by Nora and carried.

- Minutes 1/28/17
- Financial Reports 2/28/17
- Executive Committee Reports
- Section Reports
- Correspondence

Conference Updates:
- National Policy Seminar
  - Large Washington delegation this year and had good meetings with our Senators and members of Congress.
  - Great discussions and making connections has impact.
- Region V
  - Tim and all three officers attended in Rapid City, South Dakota.

Summer Conference:
- Professional Development Committee Update
  - Meeting 4/18 at 3 p.m.
  - Call for presentations deadline extended.
  - In negotiations for major corporate sponsor.
- Sunday Sessions
  - Boot camps.
- Keynote Speakers
  - Opening and closing speakers locked in.
- President Elect Candidates
  - One received and open until May 1.
- Resolutions Timeline
  - New or changes by May if possible, but no later than July 1.
- Strategic Plan 2017-2018
  - Deferred to May meeting.

FAME:
- Foundation
  - Foundation and past presidents working on silent auction.
- Awards
  - Eliminating video interview and going back to GoToMeeting interview for Teacher of the Year.
  - Deadline is May 1.
  - Vern encouraged competition.
- Membership
  - 1,706 members as of 2/28/17
- Engagement – Community Service Project
  - Backpacks and school supplies for Spokane Salvation Army.
  - Vern ordered 12 backpacks from Amazon and meeting with Target
Legislation Report:
  • Funding for CTE very disappointing.
  • Budget negotiations begin between the House and Senate.

Adjournment:
  • The meeting was adjourned at 3:46 p.m.

Future Meetings:
  • May 20, 2017, 10:00 a.m. - 4:00 p.m., Red Lion Hotel Seattle Airport
  • August 5, 2017, 10:00 a.m. - 4:00 p.m., Davenport Grand Hotel, Spokane
  • September 30, 2017, 10:00 a.m. - 4:00 p.m., Red Lion Hotel Seattle Airport
  • October 21, 2017, 10:00 a.m. - 4:00 p.m., Red Lion Hotel Seattle Airport
  • January 27, 2018, 10:00 a.m. - 4:00 p.m., Red Lion Hotel Seattle Airport
  • March TBD, 2018, 3:00 p.m. - 4:00 p.m., GoToMeeting
  • May 19, 2018, 10:00 a.m. - 4:00 p.m., Red Lion Hotel Seattle Airport
  • August 4, 2018, 10:00 a.m. - 4:00 p.m., Davenport Grand Hotel, Spokane
Executive Director’s Report

Submitted By: Tim Knue Date Submitted: May 2017

1. Activities Since the Last Report:

a. April
   i. Met w/ PESB - Justin Montermini
   ii. Met w/ AWB – Amy Anderson
   iii. Region V Conference in Rapid City SD
   iv. Met w/ PEMCO – Allison Leep
   v. Weekly Leg GoToMeetings
   vi. Met with WFB – on future showcase plans
   vii. Professional development committee GoToMeeting
   viii. Bi-weekly officer GoToMeetings
   ix. Attended West Valley, Yakima Youth Apprenticeship Signing day
   x. LEV webinar
   xi. Worked with new accountant
   xii. Met with Becky Walla – OSPI
   xiii. Attended WACTA board retreat and meeting – Spokane
   xiv. Phone call with MJ Bolt – State Board of Education
   xv.

b. May
   i. Met w/ OSPI – Sup. Reykdal
   ii. Met with audit review team – Centralia College
   iii. Met w/ WaBA – Colleen McAleer
   iv. Met with COMMUNITY AND TECHNICAL COLLEGES – AFT on networking and working together in future
   v. Worked with new accountant
   vi. CTE Foundation Board meeting – Tacoma
   vii. Presentation to Plan II teacher group – Vancouver
   viii. Met w/ Senate staff – Heather Lewis-Lecher
   ix. Spoke to State FFA Convention attendees – Pullman
      1. Judged Creed LDE
   x. Attended Mitsubishi Aircraft Corp. STEM event – Moses Lake
   xi. Met w/ Becky Wallace – OSPI & Hans Meeder – NC3T, Fall Conference possibility
REPORT TO THE WA-ACTE EXECUTIVE BOARD

WA-ACTE Past President

Submitted By: Lew Keliher

Date Submitted: 5-8-17

1. General Thoughts:

How can I not start my report with the exciting legislative process in Olympia? At the time I write this WA-ACTE aka. Tim and Jene are at the capital daily being our voice. To you as a CTE supporter please make sure you keep up on what is being discussed legislatively and share your voice/opinion when you feel it is appropriate.

As we move forward as a dedicated group of Career and Technical teachers we need to remember to continue to promote our students and the leadership activities that strengthen our teaching. On March 27th I was lucky enough to attend one such leadership event at the capital sponsored by OSPI called the “Showcase of Skills” (tiny shelters). Denny Wallace worked hard with the help of many to pull off this first time event for the benefit of your students. Legislators, news crews, parents and teachers were just some of the people going through the tiny shelters and talking to the designers and builders. It was an awesome event.

2. Strategic Plan Activities:

WA-ACTE is currently deep into the formation of the summer conference that supports our Quality Professional Development portion. The WA-ACTE board also worked to address “Networking and Communication” by attending the Region V conference in South Dakota where Tim Knue, Gene Wachtel and I presented on our association leadership activities and our Plan 2 Boot Camp sessions from last summer. The sharing of information was enlightening.

3. Matters of Interest:

I am currently working with several teachers around the state to set up an archive of frameworks, lesson plans, and support materials for new teachers into CTE as well as teachers looking for a new idea for their programs. As this archive moves forward Scott Le Duc and I will hopefully have something to share at this year’s summer conference in Spokane.

4. Executive Committee Activities:

The executive board was proud to be at the Region V conference to watch Roxanne Trees receive the Lifetime Achievement Award along with Jackie Brewster who was honored as the Innovative Program Award winner. Congratulations and thank you for your dedication to CTE.
REPORT TO THE WA-CTE EXECUTIVE BOARD
President-Elect

Submitted By: Kevin Plambeck
For Board Meeting: May 20, 2017

1. **General Thoughts:**
How are Membership and Professional Development opportunities made available in all sections?

- We are dedicated to serving them with professional staff development opportunities.
- Member oriented in-service opportunities that develop the instructor (section member) into becoming a stellar example of distinguished CTE instructors
- Activities include the area meetings, regional in-service, fall or spring conferences, WA-CTE summer conference

**The Power of Association**
Please read my little manifesto on the Power of Association

**ASCD Policy Priorities**
Career Technical Education *Pathways Toward Postsecondary Success*

2. **Strategic Plan Activities:**

- **Advancement of Policy and Legislation**
  - Create a CTE caucus/group within each of WEA, WSSDA, WSSA, AWSP, etc.
  - Expand resources/funding for Leg/lobby work by Washington ACTE. Continue the concept of a CTE Coalition with help of WaBA, LEV and others.

- **Advocacy and Membership**
  - Review and discussion of WA-CTE membership fee structure in conjunction with sections
    - Consideration of a modified “unified” membership fee structure
    - I believe we should move toward all section members being a WA-CTE member. It is a combined effort!
  - Promote Washington ACTE membership with each section
    - Membership Committee Representative at each of the section conferences throughout the year in order to maintain growth numbers (strengthen within).
    - Commitment of each section to work with their Membership Committee representative to provide time and space at their conferences and conventions.

3. **Matters of Interest:**

- **Need for a “vision” for WA-CTE.**
  - Vision of WA-CTE *Every student achieving and finding success in their chosen career pathway.*

- **CTE Legislation**
  - Actively Recruiting Candidates for Office
  - Summer Conference 2017 Community Service Activity: Backpack & School Supplies Drive (Goal is one backpack per attendee. 650)
    - partnering with Salvation Army, Spokane

- **Commitment to Communicate**

- **Professional Development Opportunities**

- **Strategic Initiatives in CTE (national, state, local)**

4. **Executive Committee Activities:**

- **Legislative GoTo Committee meetings (weekly)**
  - WA-CTE Officer GoTo meetings
  - Region V Conference, April 4-7

- **Membership**
  - See above.

- **Awards**
  - For the 2019 Member Awards cycle, the ACTE Member Awards underwent changes to incorporate the integration of ACTE’s High Quality CTE Framework.
  - WA-ACTE membership awards online @ [http://www.wa-acte.org/awardprog.php](http://www.wa-acte.org/awardprog.php)
The Power of Association

Washington Association for Career & Technical Education

This is our strength. WE ARE THE association for career and technical education in the State of Washington. WE ARE THE advocates for CTE in our state. By having thousands of CTE educators organize together with a common message and petitioning our state and national representatives … we can be heard. Our success is directly related to our ability to be active and persuasive.

The Power of Association will be realized by organizing together with a common agenda. We can accomplish what none of us can achieve on our own! The power of this association is what happens when people join together with common objectives. The result is a force that accomplishes objectives that no one person could accomplish on their own. All of the power of this movement comes from you, our members. All of our accomplishments come from you, and only by organizing together with a common purpose can we realize the power of an association. We know the merits of CTE. WA-ACTE can be successful in marshalling the strength of our association to market our merits and demonstrate the success of CTE.

As changes occur in education, a powerful association can continue to successfully advocate for CTE. The great philosopher Socrates said, “The secret to change is to focus all of your energy, not on fighting the old, but on building the new.” Some changes happen in the blink-of-an-eye, while other changes take longer to gel, come together, formulate or develop.

Changes have happened in our nation, within our state and even in our local communities. Whether you agree or disagree, the change has already happened. WA-ACTE needs to adapt with the change, accommodate the change, embrace the change. In order for WA-ACTE to continue our work across the State of Washington, we need to make sure these changes are beneficial to us. We must meet the change head-on!

Are you ready for a little change?
Career Technical Education
Pathways Toward Postsecondary Success

Congressional action in 1917, via the Smith-Hughes Act, authorized federal funds to promote vocational education in the areas of agriculture, trades, and home economics. This type of formal job training, historically held apart from the academic curriculum, is now more commonly known as career technical education (CTE). However, this area of study has seen more than just a change in nomenclature over the past century.

Yesterday's "vo-tech" typically tracked high school students, often according to their race or class, into low- or medium-level skilled jobs immediately after they graduated high school. In contrast, today's CTE students—of all races, ethnicities, and socioeconomic levels—are receiving rigorous and engaging educational experiences that equip them for postsecondary careers and education in advanced, highly skilled, and more technical industries. In some areas,
middle school students are beginning their introduction to CTE, with talk of such age-appropriate learning opportunities extending to the elementary grades. Public schools are partnering with community colleges to align their curricula, the business community is stepping up with more workplace learning opportunities, and a recent philanthropic investment, by JP Morgan Chase, is helping states and cities better prepare their young people for careers.

The initiative, “New Skills for Youth,” is being conducted in partnership with the Council of Chief State School Officers (CCSSO), and Advance CTE, the national nonprofit representing state CTE directors and state leaders responsible for secondary, postsecondary, and adult CTE across all 50 U.S. states. In March 2016, 24 states and Washington, D.C. received a six-month $100,000 grant to perform a diagnostic assessment of their career preparation systems and implement a three-year action plan (CCSSO, 2016). The program will select ten of these states to receive a follow-up grant of up to $2 million each, disbursed over three years, to establish and assess their demand-driven CTE programs.

“CTE went from the kids’ to adults’ table with this investment,” notes Kimberly Green, executive director of Advance CTE. She adds that the program “comes from the recognition that high-quality CTE gives students access to the middle class, helps struggling students to find and understand why education matters, provides them with the place and space where education helps them find focus, and offers them intentionality of what to do with their lives.”

Green credits a 2011 state-led effort to create the Common Career Technical Core (CCTC), a set of rigorous, high-quality standards, for helping transform the public view of CTE into a system that prepares students for a complex, dynamic workforce and a lifetime of career success—not just a single job.

Prior to the CCTC, standards for CTE were a "hodgepodge" of state standards that varied in quality and specificity from one state and one industry to the next (Advance CTE, 2016). With the creation of the CCTC came a framework for organizing instruction into 16 Career Clusters®

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Clarifying “Career Readiness”

Ask an educator, policymaker, or business leader to define what it means to be “career ready,” and chances are that no two answers will be the same. Some may describe the skills needed for a specific entry-level job, while others would outline broader workplace skills or focus on the knowledge and skills required to work in a particular industry sector.

Career readiness is a “convergence of all these definitions,” according to an education workforce council that formed in 2012 to bring “clarity and focus” to the term (Career Readiness Partner Council, 2012).

The Career Readiness Partner Council (CareerReadyNow.org), brought together 30 national education and workforce organizations, including ASCD, to create the following definition:

A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job. Career readiness has no defined endpoint. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with a mastery of key knowledge, skills, and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum. Knowledge, skills, and dispositions that are inter-dependent and mutually reinforcing. These include: academic and technical knowledge and skills; and employability knowledge, skills, and dispositions.

In addition to defining career readiness, the council also outlined a comprehensive system of supports, across standards, curriculum, assessments, classroom and workplace experiences, and policy and funding to deliver high-quality learning when, where, and how it's needed.

For more information on career readiness, visit https://www.careertech.org/sites/default/files/CRPC_4pager.pdf
“CTE is now being considered as a solution to the challenges facing the larger education enterprise—challenges such as student engagement.”

CTE’s documented results and the educational and economic environments created an opportunity for policymakers to give CTE a chance as a solution to improve our nation’s educational outcome, close the skills gap, and help the nation’s economy recover.

The Road to Reauthorization

In 1963, the Vocational Education Act provided additional support to student job training by authorizing federal funds to bolster residential vocational schools, vocational work-study programs, research, training, and demonstrations in vocational and business education.

Then came the Carl D. Perkins Vocational Education Act of 1984, which was intended to grow and update vocational education programs to adapt to an evolving workforce. Now known as the Carl D. Perkins Career and Technical Education Act, this legislation drives career and technical policy, serving 11 million students and provides the largest source of federal funding ($1.1 billion in fiscal 2016) for high schools (Ujifusa, 2016a).

Retooling the Perkins Act has been at the top of Congress’s education agenda for the past few years. The most recent reauthorization in 2006 focused on bolstering the academic achievement of CTE students, strengthening the connections between secondary and postsecondary education, and improving state and local accountability.

The U.S. House of Representatives, in September 2016, approved its version of the reauthorization of the Perkins Act by a vote of 405 to 5—this after the House education committee unanimously backed the bill earlier in the year. Unfortunately, the Senate reauthorization bill got stuck in a feud between Senate Republicans and Democrats over the need for specific provisions to curtail the U.S. Secretary of Education’s authority.

Giving states greater spending flexibility and more discretion in how they carry out CTE policy has been a congressional goal in updating the Perkins program. The House bill would have permitted states to use up to 15 percent of their Perkins funding to set up “competitive grants programs and experiment with emerging career and technical education (CTE) models that are showing real results in preparing young people with the skills they need to compete for high-skilled, in-demand jobs” (Ujifusa, 2016b; Sahm, 2016).

A significant change to the current law would have created a new definition of secondary school students classified as “concentrators” in CTE, those who have “completed three or more CTE courses, or completed at least two courses in a single CTE program or program of study.” (H. R. 5587, 2016)

In a September 2016 letter to the Senate Committee on Health, Education, Labor, and Pensions, various members of the CTE community defined this iteration of a concentrator as a combination of students who choose to focus on a specific CTE program (traditional "concentrators")
with students who enroll in a number of courses across various CTE programs ("explorers"), diminishing data quality and making it more difficult to measure the impact of CTE programs, according to a diverse group of CTE experts across education, business, research, and technology.

“Our community asked for single definition and shared nationwide standard of what a CTE concentrator should be, based on consensus among the states and current practice. The proposed concentrator definition in the Perkins reauthorization proposals to date combines two student populations into one,” notes Steve Voytek, government relations manager for Advance CTE. “That makes it hard to compare student outcomes, makes a number of the program’s accountability measures unworkable, and is inconsistent with what the CTE community has called for throughout the reauthorization process.”

State CTE leaders like Pradeep Kotamraju, CTE bureau chief for the Division of Community Colleges and Workforce Preparation in the Iowa department of education, praises the House-passed bill for providing states with more flexibility to craft CTE, which aligns well with his state’s plan to redesign secondary CTE through legislation. But Kotamraju also stresses the need to streamline the definition of a secondary CTE concentrator, which the current Perkins legislation identifies as “radically different from state to state. Under the House-passed bill, the single definition is noteworthy. Nevertheless, it is still confusing and leaves open the possibility of wide interpretation.”

“When creating accountability plans, you need a much more precise definition for ‘counting the beans,’” he points out, “particularly one that allows for a straightforward calculation using available education data systems. As currently stated in the House-passed bill, the diffused way in which a secondary concentrator is defined will make it difficult for states to categorically assess how well students do in CTE.”

Defining a Quality Program

Are the majority of CTE programs living up to their promises of high-quality instruction and workforce readiness preparation? A lot of folks are trying to figure that out, says Claus von Zastrow, chief operating officer and director of research for Change the Equation, a national coalition of corporate members focused on ensuring that all students are literate in science, technology, engineering, and mathematics (STEM).

“It’s never easy to figure out what’s going when it comes to data on the number of CTE students in the aggregate,” reports von Zastrow. “The challenge I have, as a research geek, is to find data that address quality programming, what the programs are actually doing, and for how long.”

Ned McCulloch, global issue manager for skill development and education at IBM, argues that far too many schools neglect their curricula to align to the skills needed in the workforce. “Too many schools continue to teach stuff that is just irrelevant and not useful to their students getting a job,” he says. “If your grandparents recognize the curriculum, that’s not so good.”

The International Perspective

International comparisons of how American students measure up to their peers abroad continue to dominate conversations among policymakers. While most discussions center on academic achievement (primarily in reading, math, and science), the conversations about career training—when they happen at all—tend to focus on two issues: when American students should be exposed to relevant CTE content and curriculum in their K–12 education, and what job-based learning opportunities should they experience to fully understand the “hard” (job-specific) skills and “soft” interpersonal and behavioral disciplines needed for success.

Nancy Hoffman, senior advisor and cofounder of the Pathways to Prosperity Network at Jobs for the Future, a national nonprofit that works to ensure educational and economic opportunities, says that up until fairly recently, most people in the United States viewed a college degree as a ticket to the labor market—and believed that schools didn’t need to prepare students for careers, especially young people headed toward a four-year postsecondary degree.

“That’s not the case in good vocational systems based in Europe,” Hoffman points out.

“Very early on ... starting in middle school, students begin to think about work,” she adds. “They understand that work doesn’t just ‘happen’ and that they are supported in school in investigating careers, visiting workplaces, and becoming personally proactive in choosing what they want to do, careerwise.”

Hoffman, who describes herself as knowing the Swiss vocational system best, says that when it comes to work-based learning opportunities there, trainers learn how to support and guide young people. And, she notes, Swiss kids know how to behave in a workplace setting.

“There is very little research about this, but when I talk to Swiss kids about being in an intergenerational work setting, the kids report learning a lot from watching how the adults deal with messy problems of the workplace,” she says, noting that “They learn a lot of social skills” necessary in a professional setting.
CTE by the Numbers

$1.3 billion
Annual federal investment in CTE through the Carl D. Perkins Vocational Education Act.

11 million
The number of American high school students who are served by CTE classes.

81%
Number of dropouts who reported that relevant, real-world learning opportunities would have kept them in high school.

$12.20
Dollar amount that each Wisconsin taxpayer receives in benefits for every dollar invested in the state’s technical college system.

$2,000 to $11,000
Additional amount of money that graduates with a technical or applied science associate’s degree (according to research in Texas, Colorado, and Virginia) out-earn their peers with a bachelor’s degree.

315,000
Number of jobs open in manufacturing.

37%
Number of U.S. high school seniors who are prepared for college work in math and reading.

55 million
Number of job openings predicted to be created by 2020—of which 30 percent will require some college or a two-year associate degree.

1,019,000
Number of jobs open in the trade, transportation, and utilities sectors.

50%
Number of all STEM jobs that are open to workers with less than a bachelor’s degree.

93%
The average high school graduation rate for students concentrating in CTE programs (compared to an average national freshman graduation rate of 80 percent).

27%
Number of people with less than an associate degree, including licenses and certificates, who earn more money than the average bachelor’s degree recipient.

80%
Number of students taking a college preparatory academic curriculum with rigorous CTE who met college and career readiness goals.

80%
Number of manufacturers who report that talent shortages will affect their ability to meet customer demand.

“When I talk to Swiss kids about being in an intergenerational work setting, the kids report learning a lot from watching how the adults deal with messy problems of the workplace.”

Sarah Heath, state director of CTE in Colorado, reports that while business and industry in her state want to engage “at a level never seen before, things don’t always go as well as hoped—and not every high school-aged student is ready to be placed in the workforce. We are working to better prepare students with the employability skills needed before a work-based learning placement through CTE programs.”

Heath said that educators “have to develop the curriculum so we can support students and become a true partner with business and industry versus just hoping that a kid just shows up ready for his or her apprenticeship. We have to help get students ready to meet the employer’s expectations.”

**Different States, Different Approaches**

Given America’s longstanding history of education being primarily a state responsibility, it’s not surprising that each system approaches CTE programming differently. Design and delivery varies, according to Green. Ohio, for example, starts its CTE programming in the middle grades, while in other states, the majority of CTE programs do not begin until 11th grade. Tennessee and Kentucky, she reports, have been “completely transparent” about their work in examining their CTE policies, standards, and program approval processes, and have assembled thoughtful lists of stakeholders to engage in the work. Delaware, she notes, is “fiercely vigilant on quality” and making progress on data and outcomes reports to drive change. Much transformation of CTE policymaking and programming is occurring in the southern states, she adds, noting that Alabama just passed a $50 million bond issue to reinvigorate CTE education in the state.
Advanced Career Training: On the "What's In" List

Between 2013 and 2014, every single state passed at least one CTE-related legislative, regulatory, or administrative action (Kreamer, 2016).

Local CTE directors such as Aiddy Phomvisay, director of Central Campus, Iowa’s premier regional academy for advance career programs, is laser-focused on providing real-world alignment for students who are enrolled in one or more of his nine advance career academies and 39 specialized programs. Phomvisay knows that CTE works, and he has the statistics to prove it.

“We have a 98.7 percent attendance. Only 24 office referrals for the entire year. Our pass rate is consistently above 90 percent. Only 7 percent academic failure. These are college-aligned courses and competencies.”

“CTE is undergoing substantial renovation and revival in the United States, and it’s a very good thing,” opines Hoffman. “We’ve come a bit of the way down the road on the conversation of not everyone needing a four-year degree, at least initially out of high school. Given the cost of college and the debt that many students are incurring, it might be a very good thing for a student to get a technical degree, to receive relevant skills to help then earn enough in the workplace now to afford more schooling later—or to get an employer to pay for rest of training.”

Today’s advanced CTE programs are helping to drive national, state, and local conversations on the skills high school seniors need to succeed in college as opposed to one versus the other. Policies are being created to increase numbers of hands-on learning opportunities that better tap into students’ personal interests, engage them in their education through relevant as well as rigorous academics, and connect them to high-demand careers.

Yesterday's notions of vo-tech are as outdated as an automobile carburetor. Today's CTE provides sophisticated, highly skilled, advanced technical learning that readies students to carve out successful futures of their own making, during school and beyond.

For a complete list of references for this issue of Policy Priorities, please go to www.ascd.org/ppspring17/references.

WANT TO FIND OUT MORE ABOUT CTE? Visit this issue’s “Dig Deeper” section at www.ascd.org/ppspring17/deeper.

Barbara Michelman is a freelance education writer and communications consultant who lives in Virginia.
Career Technical Education
Pathways Toward Postsecondary Success

A century ago, the federal government helped ease America's transition from an agrarian economy to an industrial one by establishing support for secondary and postsecondary vocational training.

Today's career technical training looks very different from that historical precedent. This article explores the academic shifts, legislative changes, and work-based learning opportunities that have and continue to shape how students are preparing for postsecondary success and careers.

EXPLORE:

Clarifying “Career Readiness”
The Road to Reauthorization
The International Perspective
CTE by the Numbers
Advanced Career Training: On the “What's In” List

Join Educator Advocates to make your voice heard, www.educatoradvocates.org
REPORT TO THE WA-ACTE EXECUTIVE BOARD

WSBEA

Submitted By: Mark Sabo

Date Submitted: May 8, 2017

1. Accomplishments Since the Last Report (please identify the strategic plan goal/objective each activity seeks to achieve):

   • WSBEA has completed the workshop grid for summer conference. We’re still working on getting a breakfast speaker.
   • FBLA State completion in Spokane went great and now students and advisors are busy making travel arrangements for the national competition.

2. Emerging Critical Issues/Concerns for WA-ACTE and/or Your Section (for information purposes only):
   (these items are still outstanding from the last board report)

   • Primary concern is still the MSOC funding legislation.
   • The WSBEA Fall 2017 conference will not be held, but we will support the MBA staff with their conference. We will encourage our members to attend the MBA Conclave and are excited to have this kind of professional development available to members.
   • We do not have a venue for BAM 2018 and will be working hard to find a venue.
   • WSBEA is still in conversations with FBLA to create an executive board position for WSBEA. Currently we don’t have anyone on their board.

3. Emerging Critical Issues/Concerns for the Field of Career and Technical Education

   • N/A

4. Other Comments/Suggestions:

   • BAM Fall 2017 will not be held and our members will be encouraged to attend the MBA Conclave National conference in Vancouver, WA.

5. Upcoming Meetings or Conferences:

   • WSBEA Board Meeting – May 13, 2017 (Go-To)
   • WSBEA Annual Meeting – August 5, 2017 in Spokane, WA
   • NBEA Annual Conference – April 11-15, 2017 in Chicago, IL
   • WBEA Conference – February 2018, Boise, ID

   Items Requested to Be Placed on Board Agenda for Discussion
   (Only include items that require Board discussion or action. These will be placed on the Board meeting agenda at the discretion of the President.)
REPORT TO THE WA-ACTE EXECUTIVE BOARD

WACCR

Submitted By: Nora Zollweg

Date Submitted: 04/21/2017

1. Accomplishments Since the Last Report (please identify the strategic plan goal/objective each activity seeks to achieve):

Marketing/Financial- We have successfully completed two Work-Site Learning trainings providing needed information to WA-CCER members and other educators in the region. You did not have to be a WA-CCER member to attend these trainings. Profit from these training will be used to support students scholarship and much needed marketing materials.

We are in the process of submitting our candidate for WA-ACTE Career Guidance Award. Application will be submitted online before the deadline of 5/1/2017.

2. Emerging Critical Issues/Concerns for WA-ACTE and/or Your Section (for information purposes only):

We need to review professional development presenters for Summer Conference. I want to be sure we are providing targeted PD for each of our member groups.

3. Emerging Critical Issues/Concerns for the Field of Career and Technical Education (for information purposes only):

4. Other Comments/Suggestions:

5. Upcoming Meetings or Conferences:

Items Requested to Be Placed on Board Agenda for Discussion
(Only include items that require Board discussion or action. These will be placed on the Board meeting agenda at the discretion of the President.)
REPORT TO THE WA-ACTE EXECUTIVE BOARD

Submitted By: Dawn Boyden

Date Submitted: May 4, 2017

1. Accomplishments Since the Last Report (please identify the strategic plan goal/objective each activity seeks to achieve):
   - In February our board voted to suspend our participation in Summer Conference for one year only, 2017, if WA-ACTE is unable to provide partial or full reimbursement of expenses related to providing a quality program. WA-ACTE was unable to provide reimbursement. We will NOT participate in this year’s conference. WE WILL CONTINUE TO BE FULL PARTICIPANTS IN ALL OTHER ASPECTS OF WA-ACTE. We just aren’t providing programming THIS YEAR for summer conference.
   - Awards committee is adapting our application process to meet the changes made by ACTE and WA-ACTE.
   - Our co-president-elect, Jacqueline Brewster, attended the Region V conference and received the Innovative Program Award.
   - Legislative co-chairs participate in weekly GoToMeetings. (Advancement of Policy and Legislation)

2. Emerging Critical Issues/Concerns for WA-ACTE and/or Your Section (for information purposes only):
   - We are concerned that WA-ACTE does not return our emails. Our non-participation in summer conference has been misinterpreted as non-participation in all aspects of WA-ACTE. Although this has been discussed repeatedly that it is only a summer conference issue, our board members are still not getting ANY service from the WA-ACTE, although we are PAID members of WA-ACTE as are ALL of our members, per our Bylaws.
   - Our board is concerned that decisions that involve the WA-ACTE board are made by the a small group from the board. When they make decisions impacting our membership, we request that this is shared with us.
   - We have made suggestions for improved membership reports. Our section doesn’t need to have as much information as is being sent. We would be fine with the following:
     - a complete listing of OUR membership
     - a list of OUR members who have not renewed their membership
     - a page showing how many members each section has. We still don’t understand the current document and what each column means.

3. Emerging Critical Issues/Concerns for the Field of Career and Technical Education (for
4. **Other Comments/Suggestions:**

5. **Upcoming Meetings or Conferences:**
   Annual FCS Conference, Spokane, Oct.

**Items Requested to Be Placed on Board Agenda for Discussion**
(Only include items that require Board discussion or action. These will be placed on the Board meeting agenda at the discretion of the President.)
REPORT TO THE WA-ACTE EXECUTIVE BOARD

Section

Submitted By: Tim Winn

Date Submitted: May 3, 2017

1. Accomplishments Since the Last Report (please identify the strategic plan goal/objective each activity seeks to achieve):

WITEA held another successful spring conference in March. Attendance might have been down due to weather and Pass conditions. We have a president elect in Doug Merrill from Wenatchee and are looking to fill the secretary position and have two names of candidates. The strategic plan is to continue strengthening our professional development at the fall, spring and summer conferences.

2. Emerging Critical Issues/Concerns for WA-ACTE and/or Your Section (for information purposes only): Some of the ideas coming out of the legislature this session to allow any person to be a teacher with no college education training or business or industry experience is tragic. For us it is a serious lack of respect for the teacher preparation programs and lacks anything good for what is in the best interest for students. How is this safe for our students?

3. Emerging Critical Issues/Concerns for the Field of Career and Technical Education (for information purposes only): It seems to us that our districts are looking for a silver bullet that will solve many if not all of the gender, race and other gaps that testing data provides. We believe that all of CTE needs to be true to our educational philosophy of learning by doing. Keeping our professional development up to date with emerging trends in our areas and to continue not teaching abstract theories. Keep it real for the kids...

4. Other Comments/Suggestions: WA-ACTE to continue working to keep all sections unified and make WA-ACTE a loud strong voice for our students and communities.
5. Upcoming Meetings or Conferences: WITEA May monthly meeting to be determined around the filling of the secretary position.

**Items Requested to Be Placed on Board Agenda for Discussion**
(Only include items that require Board discussion or action. These will be placed on the Board meeting agenda at the discretion of the President.)

None at this time
WASHINGTON ACTE LEADERSHIP 2017-2018

Section:

- WACTA
- WSBEA
- FACSE
- WITEA
- HSCTE
- WAAE
- WA-CCER
- WAME
- WASTS

*Each section must have three people serving on committees with the WA-ACTE Executive Board Representative serving on one committee and two other people serving on the other two committees.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Committee*</th>
</tr>
</thead>
</table>
| WA-ACTE Executive Board Representative | Matt Merfeld | X Legislative  
|                           |               | □ Membership/Awards               |
|                           |               | □ Professional Development        |
|                           |               | □ N/A                              |
| President                 | Matt Merfeld  | X Legislative   
|                           |               | □ Membership/Awards              |
|                           |               | □ Professional Development        |
|                           |               | □ N/A                              |
| President Elect           | Doug Merrill  | □ Legislative   
|                           |               | □ Membership/Awards              |
|                           |               | □ Professional Development        |
|                           |               | □ N/A                              |
| Past President            | Tim Winn      | □ Legislative   
|                           |               | □ Membership/Awards              |
|                           |               | □ Professional Development        |
|                           |               | □ N/A                              |
| Secretary                 | Lisa Lynch    | □ Legislative   
|                           |               | □ Membership/Awards              |
|                           |               | □ Professional Development        |
|                           |               | □ N/A                              |
| Treasurer                 | Ross Short    | □ Legislative   
|                           |               | □ Membership/Awards              |
|                           |               | □ Professional Development        |
|                           |               | X N/A                              |

Please turn in by the end of conference...thank you!
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<thead>
<tr>
<th>Ordinary Income/Expense</th>
<th>Jul '16 - Apr 17</th>
<th>Budget</th>
<th>$ Over Budget</th>
<th>% of Budget</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Conference</td>
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<td>92,640.00</td>
<td>-9,570.01</td>
<td>89.7%</td>
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<tr>
<td>Other Revenue Sources</td>
<td>1,193.48</td>
<td>3,114.15</td>
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<td>234,991.88</td>
<td>70,161.28</td>
<td>129.9%</td>
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<tr>
<td>WA-ACTE Dues</td>
<td>91,990.00</td>
<td>87,730.00</td>
<td>4,260.00</td>
<td>104.9%</td>
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<tr>
<td>WOVE-Government Relations</td>
<td>0.00</td>
<td>6,000.00</td>
<td>-6,000.00</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>481,406.63</td>
<td>424,476.03</td>
<td>56,930.60</td>
<td>113.4%</td>
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<td><strong>Expense</strong></td>
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<td></td>
</tr>
<tr>
<td>Association Activities</td>
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<td>84,915.75</td>
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<td>139.8%</td>
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<tr>
<td>Contracted Services</td>
<td>3,115.00</td>
<td>3,506.00</td>
<td>-391.00</td>
<td>88.8%</td>
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<td>Depreciation Expense</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
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<tr>
<td>Educational Scholarships/Awards</td>
<td>2,400.00</td>
<td>1,600.00</td>
<td>800.00</td>
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<tr>
<td>Leadership</td>
<td>28,063.28</td>
<td>20,467.47</td>
<td>5,595.81</td>
<td>127.3%</td>
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<tr>
<td>Office Expense</td>
<td>44,904.43</td>
<td>31,443.70</td>
<td>13,460.73</td>
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<tr>
<td>Office Staff</td>
<td>196,501.31</td>
<td>176,849.04</td>
<td>19,652.27</td>
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<td>Payroll Expenses</td>
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<tr>
<td><strong>Total Expense</strong></td>
<td>391,693.14</td>
<td>318,783.96</td>
<td>72,909.18</td>
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<tr>
<td><strong>Net Ordinary Income</strong></td>
<td>89,713.49</td>
<td>105,692.07</td>
<td>-15,978.58</td>
<td>84.9%</td>
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<td><strong>Other Income/Expense</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Expense</strong></td>
<td>341.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Other Income</strong></td>
<td>-341.00</td>
<td>0.00</td>
<td>-341.00</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Net Income</strong></td>
<td>89,372.49</td>
<td>105,692.07</td>
<td>-16,319.58</td>
<td>84.6%</td>
</tr>
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</table>
**Washington Association for Career & Technical Education**  
**Balance Sheet Prev Year Comparison**  
**As of April 30, 2017**

### ASSETS

<table>
<thead>
<tr>
<th></th>
<th>Apr 30, 17</th>
<th>Apr 30, 16</th>
<th>$ Change</th>
<th>% Change</th>
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<tbody>
<tr>
<td><strong>Current Assets</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking/Savings</td>
<td>185,316.69</td>
<td>142,201.73</td>
<td>43,114.96</td>
<td>30.3%</td>
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<tr>
<td>Other Current Assets</td>
<td>5,000.00</td>
<td>250.00</td>
<td>4,750.00</td>
<td>1,900.0%</td>
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<tr>
<td><strong>Total Current Assets</strong></td>
<td>190,316.69</td>
<td>142,451.73</td>
<td>47,864.96</td>
<td>33.6%</td>
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<tr>
<td><strong>Fixed Assets</strong></td>
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<tr>
<td>Office Equipment/Furniture</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accumulated Depreciation</td>
<td>-34,447.00</td>
<td>-28,925.00</td>
<td>-5,522.00</td>
<td>-19.1%</td>
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<tr>
<td><strong>Total Office Equipment/Furniture</strong></td>
<td>-34,447.00</td>
<td>-28,925.00</td>
<td>-5,522.00</td>
<td>-19.1%</td>
</tr>
<tr>
<td>Property and Land</td>
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<td>435,943.00</td>
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<td>0.0%</td>
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<tr>
<td><strong>Total Fixed Assets</strong></td>
<td>401,496.00</td>
<td>407,018.00</td>
<td>-5,522.00</td>
<td>-1.4%</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>591,812.69</td>
<td>549,469.73</td>
<td>42,342.96</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

### LIABILITIES & EQUITY

|                        |            |            |           |           |
| **Liabilities**        |            |            |           |           |
| **Current Liabilities**|            |            |           |           |
| Other Current Liabilities |         |            |           |           |
| Accounts Payables      | -500.00    | 393.00     | -893.00   | -227.2%   |
| Flowthru               | 3,700.00   | 4,665.00   | -1,165.00 | -24.0%    |
| Unearned Revenues      | 0.00       | 7,242.00   | -7,242.00 | -100.0%   |
| **Total Other Current Liabilities** | 3,200.00 | 12,500.00 | -9,300.00 | -74.4%    |
| **Total Current Liabilities** | 3,200.00 | 12,500.00 | -9,300.00 | -74.4%    |
| **Long Term Liabilities** | 168,650.25 | 174,055.48 | -5,405.23 | -3.1%     |
| **Total Liabilities**  | 171,850.25 | 186,555.48 | -14,705.23 | -7.9%     |
| **Equity**             |            |            |           |           |
| Retained Earnings      | 330,589.95 | 266,507.96 | 64,081.99 | 24.1%     |
| Net Income             | 69,372.49  | 96,406.29  | -27,033.80 | -7.3%     |
| **Total Equity**       | 419,962.44 | 362,914.25 | 57,048.19 | 15.7%     |
| **TOTAL LIABILITIES & EQUITY** | 591,812.69 | 549,469.73 | 42,342.96 | 7.7%     |
DECLARATION OF CANDIDACY FOR PRESIDENT ELECT
NOMINATION FORM

Name (Last, First, Middle): Watkins, Shani, L. ________________________________

Title: Director, West Sound Technical Skills Center __________________________

Employer: Bremerton School District _________________________________________

Work Address: 101 National Avenue North ______________________________________

City/State/ZIP: Bremerton, WA 98312 _________________________________________

Work Telephone 360.473.0552 _________ Home Telephone 253.312.9974 _________

Work Email: shani.watkins@westsoundtech.org Home Email: kacinace@msn.com ______

Home Address 3133 North Villard Street _________________________________________

City/State/ZIP Tacoma, WA 98407 ____________________________________________

Please respond as to how you fulfill the requirements to hold the office of President
APPROVAL FOR CANDIDACY

I have read and understand all information provided in this nomination packet and pledge my three-year commitment to serve as President Elect, President, and Past President of the Washington Association for Career and Technical Education.

Name of Candidate Shani Watkins

Signature of Candidate

Date 4/26/2017

The candidate has my approval and support to seek this position and fulfill the responsibilities of the office should he/she be elected.

Approved:
Principal/Site Administrator Name Shani Watkins

Principal/Site Administrator Signature

Date 4/26/17

Approved:
Superintendent/Chief Administrator Name Aaron Leavell

Superintendent/Chief Administrator Signature

Date 4/26/17

Completed application must be received no later than 4 p.m., May 1, 2017.
Submit this form to:
Washington ACTE Nominations Committee
PO Box 315, Olympia WA 98507-0315
Fax: 360-357-1491 / Email: wa-acte@wa-acte.org

A photograph of yourself and an article written by you concerning your qualifications and candidacy must be submitted to the Washington ACTE office no later than May 1, 2017. Please email to wa-acte@wa-acte.org
Washington ACTE Membership Report  
Fiscal Year: 2017  Month: April

<table>
<thead>
<tr>
<th>Previous Month</th>
<th>New Members</th>
<th>Rejoined Members</th>
<th>Expired Members</th>
<th>Current Month</th>
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<tbody>
<tr>
<td>1706</td>
<td>14</td>
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<td>3</td>
<td>1731</td>
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<table>
<thead>
<tr>
<th></th>
<th>Previous Month</th>
<th>Current Month</th>
<th>Retention Goal</th>
<th>Retention Goal %</th>
<th>Fiscal Year Net Gain/Loss</th>
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<tbody>
<tr>
<td>3/31/2017</td>
<td>4/30/2017</td>
<td>6/30/2016</td>
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<td>WA-ACTE</td>
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<tr>
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<td>-5%</td>
<td>-3</td>
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<tr>
<td>WITEA</td>
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<tr>
<td>WASTS</td>
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<tr>
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<td>SEP</td>
<td>OCT</td>
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WA-ACTE Membership FY13-FY17