

Atha, Holly

Page: Overview

While “career and technical education (CTE)” is new to many, those in the field have long understood the power and importance of education that provides students with high-tech, real-world learning infused with career exploration. Not only is CTE at the roots of today’s most relevant education trends such as ‘STEM’ and ‘Maker Spaces,’ it’s a vital component to ensuring America’s economic prosperity and status as a leader for innovation. It is part of ACTE’s mission to ensure the value of CTE continues to grow and gain the recognition it deserves.

ACTE’s Champion for CTE Awards were created to recognize education leaders, business and industry executives, celebrities and thought leaders who support and champion CTE programs as a vital part of developing a prepared, adaptable and competitive workforce. The words and actions of a few dedicated and influential individuals have the power to further best practices, foster supportive policies, and shape a more positive public opinion of CTE. These awards showcase outstanding champions—from local leaders to national figureheads—who have leveraged their influence to expand, improve, and promote CTE.

These examples of model leadership serve to inspire and inform other leaders on creative and meaningful ways to positively impact the field. Highlighting their stories aligns with ACTE’s goal of cultivating a positive image of CTE and recognizing a broad community of supporters, ultimately creating a stronger vision for the future of CTE and empowering its leaders to speak with a unified voice.

If you know of a deserving candidate for this recognition, we urge you to explore ACTE’s preeminent awards program.

These awards are open to education leaders, business and industry executives, celebrities, thought leaders and other individuals who have made a significant impact on the improvement and expansion of CTE programs and/or on positively influencing policymakers and public opinion regarding CTE. *Federal policymakers are not eligible for these awards and should instead be nominated for ACTE’s Policymaker of the Year Award (<https://acte.secure-platform.com/a/page/awards/national/policy>).* Greater consideration will be given to candidates who have repeatedly demonstrated their public support for CTE and who exhibit an understanding of the components of modern, high-quality CTE.

Nominations will be accepted online until May 1 and may be submitted by the candidate or by a third party nominator. All candidates who meet eligibility and criteria requirements will be highlighted on ACTE's website as a 'Champion for CTE Spotlight.' Top nominations may be featured as model leaders in a future issue of *Techniques*, and/or invited to present sessions at ACTE's CareerTech VISION.

An independent panel will review all submissions to select the national recipient(s) of the ACTE Champion for CTE Award, which will then be considered for approval by the ACTE Board of Directors. Winners will be notified in August and recognized at the ACTE Awards Banquet during CareerTech VISION.

All nominators permit ACTE to use and edit content of the application for promotional activities. ACTE reserves the right to maintain the anonymity of judges and confidentiality of their scores. Non-winning candidates may be re-nominated for the same or another Excellence Award the following year. Winning candidates at the national level may not be nominated for the same or another national ACTE Excellence Award within three years of their win.

Page: Basic Information

Nominator Information

Please provide your information as the nominator of this candidate.

Your Name

Atha, Holly

Email Address

hollya@mbaresearch.org

Title

President/CEO

Employer

MBA Research and Curriculum Center

Phone Number

614.802.9224

Relationship to the Candidate

Grantee

Candidate Information

Please provide information on the candidate being nominated.

Candidate's Name

Bo Peretto

Title

Senior Vice President, Legacy & Donor Intent

Employer

Daniels Fund

Work Address

101 Monroe Street
Denver, Colorado 80206 US

Email

Bperetto@danielsfund.org

Phone Number

720.941.4488

Does the candidate have a background (diploma, certificate, degree) in a career and technical education field?

Yes

If yes, please provide more detail about their background in CTE.

Bo Peretto is a former member of the DECA chapter at Eaglecrest High School in Aurora, Colorado, and remains committed to DECA today. In 2021 he was a featured speaker at the DECA Chartered Association Management Conference in Atlanta, Georgia. He has a deep understanding of Career and Technical Education (CTE) and is committed to the benefits CTE provides to students, the development of our workforce pipeline, and a strengthening of our workforce as a result of high-quality, relevant, education.

Page: Description of Candidate

1. Please describe actions the candidate took to help expand, improve, and/or promote CTE.

In 2015, the Daniels Fund awarded MBA Research and Curriculum Center a five-year, two-million dollar grant to develop ethics-related materials designed to be used across all CTE program areas at the secondary level. In 2020 an additional five-year 3.3 million dollar grant was awarded to MBA Research to revise the original materials, develop new materials, and expand the focus to middle school and community college levels. As a part of the grant, the materials are offered completely free to anyone wishing to utilize them. The materials have been downloaded across all CTE program areas and have reached over two-million students worldwide.

Bo Peretto spearheaded both of these grant initiatives at the Daniels Fund and had the initial vision of how an infusion of ethics into CTE programs at the high school level could strengthen the future workforce and better prepare students for challenges facing them as they entered professions across all career fields.

Bo has been a tireless advocate for the development and use of the materials and works closely with MBA Research to create strategies that will help facilitate learning opportunities in the classroom and beyond (including CTSO settings).

Bo's experience in CTE provides him with a deep understanding of the potential power that helping CTE students develop an ethical framework could have on the future of business in the United States--and potentially on a global level. With the use of the free materials, every CTE student has the potential to enter the workforce, in any career area, with a framework that guides them to confidently approach and help resolve ethical dilemmas, and to bring an ethical perspective to companies, organizations, and communities which can lead to greater success and goal attainment.

One of the greatest joys in implementation is seeing a teacher's face light up when they learn about the availability of these resources and the ability to access them for free. Bo Peretto and the Daniels Fund started something that has reverberated through CTE and is helping CTE students gain an important tool for success in any future career.

Here is how one teacher from Prairie View High School in CO commented on the materials:

"The materials are universal in content and encourage students to think about why we need rules and social norms. The resources also get them to not only analyze their own behavior but to consider the behaviors of people they admire."

2. How did the candidate's actions shape the adoption/expansion of best practices in CTE?

One of the most exciting things about the Daniels Fund Middle School (MS), High School (HS), and Community College (CC) Ethics Initiatives that Bo has spearheaded is the alignment with ACTE's high-quality CTE framework including:

--Standards-aligned and Integrated Curriculum--all materials are based on MBA Research's National Standards which are validated by business and industry

--Sequencing and Articulation--our Ethical Leadership courses are sequenced--but also lend themselves to a modular approach for use in already developed courses that need an additional emphasis on ethics. Students have a chance to become more sophisticated skills around ethical leadership as they progress through courses at the MS, HS, and CC levels

--Student Assessment--the program offers a free ASK Ethics Certification focused at the high school level

--Prepared and Effective Program Staff--the grants allow for a rigorous train-the-trainer program to certify educators to help their peers navigate the use of the materials in the classroom. To date, 58 educators have been trained and in turn, they have trained over 3,000 high school CTE teachers, who have, in turn, taught ethics directly to over 260,000 high school students

--Business and Community Partnerships--the materials build in an emphasis on business partnerships and community service through specific projects. A recent event brought business executives together with high school students and teachers to dialogue about ethics in the workplace

--Student Career Development--the middle school materials are placing a special emphasis on ethics and career exploration (currently in development)

--Career and Technical Student Organizations--both of the grants have placed a special emphasis on use within CTSOs as stand-alone learning--or complementary to the classroom. Bo has fiercely advocated and pushed for integration with CTSOs, especially as a leadership training component. An ethical leadership training was just conducted this past week with newly inducted BPA national officers.

--Work-based Learning--the Ethical Leadership coursework helps students develop the skills to navigate the work-based learning environment successfully.

A CTE educator in NC described their experience using the ethics materials in their classroom like this:

"Their mindset became more about the group, team, and the organization. The students took more interest in learning what they could do for their communities and for society."

3. How did the candidate’s actions impact CTE policies or positively influence public opinion of CTE? How did these actions contribute to a broader understanding of modern CTE (not ‘vocational education’) that is robust, rigorous and relevant?

MBA Research works closely with the business community as a foundation for our national standards development and maintenance and also as a way to assist our member states in learning from, and further developing relationships with the business community. We regularly meet with members and groups of professionals and help them understand the important commitment to ethics in CTE as part of ensuring a strong future workforce.

One hundred percent of the business community we meet with or present to agree that developing an ethical framework is key to success in any career field. As we educate the business community about CTE and the importance of high-quality CTE education as it relates to developing the workforce pipeline, we also emphasize the opportunity for students to develop skills in areas of ethics. The business community has been supportive and has expressed confidence in this initiative, and many members have sought to contribute to the validation of ethical leadership traits utilized in our national standards which form the basis for our ethical leadership courses and other materials.

This past spring, in conjunction with ACTE's National Policy Seminar, MBA Research met with three legislative offices to promote the value of CTE and to share the innovative ethics initiatives and offerings across CTE. All three of the offices were highly intrigued and asked to learn more about the Daniels Fund Middle School, High School, and Community College initiatives.

Stakeholders are especially interested in hearing about the Assessment of Skills and Knowledge (ASK) Ethics Certification exam that is available free at the high school level and generally taken by students who have had significant exposure to the Ethical Leadership course and materials.

4. What is the scope of the candidate’s impact on CTE?

International

5. Would the candidate be willing to speak about their supportive efforts on behalf of CTE at an ACTE event?

Yes

ANTI-DISCRIMINATION POLICY AGREEMENT

The following policies have been set forth to notify applicants of ACTE's anti-discrimination policy. Please read the following policies before submitting your application and acknowledge that you have read and understood this policy:

ACTE does not discriminate based on race, color, sex, sexual orientation, creed, religion, age, national origin, disability, marital status, veteran status, citizenship status, genetic information or any other attribute or characteristic protected by law. Our association is dedicated to ensuring the fulfillment of this policy with respect to the selection process.

Any violation of this policy will not be tolerated and will result in appropriate disciplinary action.

If an applicant believes someone has violated this policy or otherwise has questions regarding this policy, the applicant may bring the matter to the attention of the Executive Director. The association will promptly investigate the facts and circumstances of any claim this policy has been violated and take appropriate corrective measures.

No applicant will be subject to, and ACTE prohibits, any form of discipline or retaliation for reporting perceived violations of this policy, pursuing any such claim, or cooperating in any way in the investigation of such claims.

Agreement

I have read and understand the anti-discrimination policies