

Joint Advance CTE and The Center to Advance CTE Board Meeting Agenda

Via Zoom

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September 28, 2021

3 – 4:00 p.m. EDT

3 – 3:01 p.m.	Welcome	Marcie Mack <i>Page 1</i>
3:01 – 3:02 p.m.	Review and Approval of August 5, 2021 Minutes*	Angel Malone <i>Pages 2-8</i>
3:02 – 3:05 p.m.	Approval of Consent Agenda*	Marcie Mack <i>Pages 9-50</i>
3:05 – 3:20 p.m.	FY22 Strategic Plan Update Discussion Questions: <ul style="list-style-type: none">• Are there any questions about the activities outlined above?• Do the activities sufficiently advance our three strategic priorities (EQUIP, EMPOWER and ELEVATE)?• How often does the Board want updates on progress against the strategic plan? At every Board meeting? On a quarterly or bi-annual basis?• At what level would the Board like to receive updates? At the Board-approved strategy level or at the staff-developed activity level?	Kate Kreamer <i>Pages 51-57</i>
3:20 – 4 p.m.	Proposed Dashboard Measures Discussion Questions: <ul style="list-style-type: none">• What are your initial reactions to the new dashboard? What stands out to you?• Are there any components of the performance measures and dashboard that need to be clarified?• What questions do you have about the process for sharing and discussing the performance measures with the Board?	Austin- Estes <i>Pages 58-59</i>

* Denotes items that require a Board vote

**Joint Advance CTE/The Center to Advance CTE Board of Directors' Meeting
MINUTES**

August 5, 2021

Zoom call

BOARD ATTENDEES: Marcie Mack, Laura Scheibe, Sarah Heath, Katie Graham, Donna Lewelling, Thalea Longhurst, Angel Malone, Cathie Raymond, Luke Rhine, Angela Kremers

ATTENDEES: Vivayic Team: Seth Derner, Sandy Klein, Bailey Raml, Lorena Hernandez, Richard Katt, Career Clusters Consultant

NOT PRESENT: Alex Harris, Nicole Smith, Victoria Crownover, Jeralyn Jargo, Tiara Booker-Dwyer, Wendi Safstrom

STAFF: Kimberly Green, Kate Kreamer, Dan Hinderliter, Tanya Powers

Welcome: Mack called the meeting to order at 12:01 pm ET, welcoming everyone to the joint Advance CTE/The Center to Advance CTE Board Meeting. Mack stated that she was honored to serve as President and congratulated Heath for doing an excellent job representing the Board while serving as Board President for two terms.

Malone asked for approval of minutes from June 29, 2021.

**MOTION: To approve Advance CTE and The Center to Advance CTE minutes from June 29, 2021, as presented.
Kremers; Raymond.
MOTION APPROVED.**

Mack introduced Hinderliter with Advance CTE and Seth Derner with Vivayic to present the Proposed Career Clusters^(R) Prototype Framework. Mack noted that the vote at the end of the meeting would not be a motion to approve the framework but rather a vote that will determine if additional work will be put forth to continue to refine the prototype framework presented.

Presentation and Vote on Proposed Career Clusters Prototype Framework: Hinderliter introduced himself and shared that he has worked on the Career Clusters initiative for the past year. He noted that he also leads state policy tracking and works on the New Skills ready network project. Hinderliter thanked the Board for their time and commitment to the Career Clusters project. It has been a collaborative process that has been valuable in helping to develop the prototype being presented. Hinderliter presented the agenda, noting that the purpose of the presentation was to demonstrate the value of a new modernized framework and to present a minimum viable product that will be improved upon through focus groups and field testing. Hinderliter gave an overview of the objectives that the Advance CTE and Vivayic team felt were valuable context to understanding how the team arrived at the new prototype. Since the inception of the Career Clusters Framework in 2002, the standards have been re-evaluated every five years. At the time of the last anniversary date, the Board was not prepared to invest in the updating of the standards, but instead looked at how the states were using the framework and found they

weren't using the standards in the way it was intended. A Career Clusters taskforce was convened to guide the next steps. Hinderliter explained that Perkins reauthorization slowed down the work last year but an initiative was reinstated under the mantle of "Advancing the Framework, A State-led Initiative to Modernizing the National Career Clusters Framework." Hinderliter reviewed the project objectives and phase timeline:

- Phase 1: Gathering Perspectives (May-August 2020) - Understanding who uses The Framework and how they perceive the purpose of The Framework, identify the biggest gaps between existing design and current uses
- Phase 2: Generate consensus (September-December 2020) - Renewed purpose statement voted on by Boards and subsequent design specifications.
- Phase 3: Innovation and ideation (January-May 2021) - Hosted stakeholder engagement sessions; launched innovation portal; 450 individual submissions from 150 participants
- Phase 4: Facilitate workshops (May-July 2021) - Two sessions for prototype validation and formulation
- Phase 5: Stress testing prototype (July-November 2021)

Hinderliter shared the renewed purpose statement that was approved by the Board: "The National Career Clusters Framework provides structural alignment and a common language to bridge education and work, empowering each learner to explore, decide on, and prepare for dynamic and evolving careers," and noted that this purpose statement served as the guiding principle for the Career Clusters initiative. He stated that the current framework does not align with the purpose statement. Hinderliter shared that through the facilitated workshops in phase four, experts and national voices were engaged to discuss trends based on the submissions to the innovation portal. This group was designed to have a wide diversity of perspectives including students. During those conversations, the viability of potential prototype models was discussed. There were twelve items that came from discussions with stakeholders, stakeholder engagement, and the kitchen cabinet that were used to facilitate the process. There were 7 required and 5 requested design specifications used.

Required:

1. Replaces the 16 Career Clusters
2. Provides opportunity for show direct linkage to NAICS, SOC, and CIP codes
3. Represents the entire world of work
4. Informs state and regional planning and investment
5. Promises equity
6. Uses principles of universal design for broad accessibility
7. Improves career exploration and guidance for youth and adult learners

Requested:

1. Unlikely to be outdated with 10-20 years
2. Bold/Transformative
3. Supports CTE and workforce research efforts
4. Promotes consideration of CTE by learners
5. Promotes alignment among state departments of education, labor, and economic development

Derner introduced himself and a few members of the Vivayic team. Derner acknowledged and thanked Rich Katt for his help with the process. Derner stated that there is still a lot of work left to do to move the prototype forward but there is a broad consensus amongst the team, that this prototype was what emerged as an alternative to the current framework. There was recognition that the current framework presented a challenge to determine where a career fits within Career Clusters. As new industries and careers emerge, where do they fit within the clusters?

Derner shared that one of the key elements in the purpose statement is having a more common language or a framework that looks at the components of the world of work. Part of what defines the world of work is defining the needs of society that drive economic activity. The framework that emerged is presented as a periodic table of Career Cluster elements. The needs of society were the first set of elements. Derner said that industries can serve more than one need of society but needs evolve and that is where economic activity comes from. The next set of elements were the core economic activities. As our economy has evolved and organizations are larger and more specialized, and as functions have become more specialized, we now have organizations that provide functions to other companies. This is a way to look at what all of the opportunities in the world of work could be broken down as. We could start with the needs of society or the organization that is meeting that need.

Derner noted that this approach does not leave out Career Ready Practices because those are universal. They are elements that apply across all of the elements of the framework. Derner shared that the framework presented is at the conceptual level. Derner said it was important to note that each element has an inherent set of technical competencies that would define the body of knowledge and skill required in that element. Technical competencies in the world of work are inclusive of academic skills and industry knowledge.

One of the seven requirements was to answer how the modernized framework will help frame careers? Derner noted in this model, careers are more narrowly defined. The framework's adaptability and flexibility comes to light with the ability to handle traditional careers and those that are emerging that are harder to define and place in a cluster. Derner shared an example of a use case in advising learners in career pathways for secondary, postsecondary and adult learners. For secondary and postsecondary learners, the framework encourages exploration in careers related to the elements, helps learners discern if they are most interested in pursuing a career based on the need they can help meet, the economic activity or the organizational function. The model helps develop a reference that helps learners understand which courses/programs address or relate to each element. It gives agency to choose and explore in and around the elements. For adult learners, the framework can help to audit their technical knowledge and skills across applicable elements, explore other career options within each of those elements, and help gauge interest in each element and explore the training and or education needed to move in a new career path. Derner noted that with guidance, implementation tools, and training, this model could not only help advise learners about careers but also become a planning tool. He shared an example of if a local CTE administrator at a district level wanted to do a review of their manufacturing-related programs of study, they could use federal, state, and or local labor market data to express demand by element, use the periodic table with business and community leaders to qualify the perceived current and future workforce needs and entrepreneurial opportunities,

and with stakeholder input, prioritize the elements. Then, add education input to determine the appropriate scope of technical competencies (academic and technical knowledge and skills), map priority elements to available programs, seek additional resources or opportunities to address an element when available programs are insufficient or unnecessary, and revise/add programs and related standards and curricula.

Derner presented a summary comparison by purpose statement between the current and proposed framework and shared a couple of highlights. Derner stated that the proposed prototype framework will require effort to introduce a new perspective but as elements, they could provide common language with much greater granularity. The framework was built around technical competencies and this model should be able to communicate data across the structures of K-12, postsecondary, and the workforce. For empowering each learner to explore, decide on, and prepare, the prototype framework is a learner-centric model. Derner highlighted two things in the comparison summary of the design specifications. With tools and training, the prototype could inform state and regional planning for CTE programs and investments. Lastly, Derner shared that promoting equity was an important part of group discussions. With the prototype framework, there is less opportunity to track learners into an industry/cluster because of a perceived “fit.” It encourages learners to start from the place they have agency.

Hinderliter provided a quick summary of the presentation. With *CTE Without Limits* being board approved, the team wanted to ensure the prototype framework was reflective of the vision. Both the vision and the prototype framework call for bold and transformative change. Hinderliter stated that the framework was significantly more learner centric and will require systems change to align with it but the team did not see it as a limitation given the new focus on equity and increased learner agency. Like the vision, the prototype also calls for quality programs, instructors, instruction, and work-based learning responsive to the needs of industry. Hinderliter said that the Advance CTE and Vivayic team view the framework as the bridge between education and the entire world of work. It is much more flexible in the ability to provide a cohesive and responsive career preparation ecosystem that allows learners to navigate their own career journey. The proposed framework presented is inherently more adaptable to postsecondary and adult learners, allows states to build on aligned systems, and instructors and administrators to draw a direct connection to transferable skills and post-secondary credentials. Finally, Hinderliter stated that one of the greatest strengths of the model was the ability to inform career exploration and advising.

Hinderliter noted that given all of the strengths and benefits of the prototype, there were some limitations. The majority of them will be attended to during phase five. Unlike the 2002 framework that was limited at the time by available technology, there is an opportunity to use technology to simplify the framework through overlays and interfaces for different audiences. There is a need to attend to federal Perkins accountability and reporting and Hinderliter said that would be a primary objective in the next phase of work. The Advance CTE and Vivayic team are confident that the framework can be adjusted so that it is a valuable asset to moving CTE forward within states and ensuring it is usable by the primary CTE administrator and instructor audience.

Green noted that the journey of revising the existing framework began by acknowledging that the current framework was not doing what was needed. She also said that the Advance CTE and Vivayic team was proud of the prototype presented, it was bold and reflective of the input received. The model was complex. Green shared that the informal name of the framework was “Careeriodic Table.” Green presented several questions to help guide the Board to a vote that would decide if the proposed framework presented merited enough interest/support/viability for continued exploration and development. She asked for everyone to share their honest thoughts, concerns, and feedback.

Green noted that if a decision was made to continue to refine the prototype, staff would present the framework to the Board again in November for approval for population and development.

Green opened the floor to discussion asking what things are intriguing and what are some things everyone liked about the prototype?

Malone stated that it matched the *CTE Without Limits* principle regarding students being able to choose their own journey without limitations and with the ability to couple things together. Raymond liked that it was not rigid. A student could develop their program of study. She liked that the model showed overlap. Lewelling stated that once she moved past the periodic table, she liked the layers. She said that oftentimes students, administration, and faculty take things in chunks and that having the layers was user-friendly and a better design than the current framework.

Green stated that one of the criticisms of the current framework was that it was K-12 centric. She asked Lewelling if she thought the presented prototype was welcoming to postsecondary and adult learners? Lewelling said yes because it started at the very top with the career and with a workforce component. Lewelling thanked the team for listening to input and feedback.

Scheibe shared that she initially had a negative reaction but once she learned more she was excited. She thought it was great for students, learners, and for business. The model helped reflect where business is in the 21st century. Scheibe also shared that she has concerns about how it will fit into federal law boxes. Kremers shared that she liked the bold approach and the flexibility. She also liked the competency base and seeing the practices.

Green asked for input regarding concerns. Kremers shared that Perkins V was about specificity and with the flexibility of this model, would they be able to adhere to those specifics that Perkins V requires?

Green shared her thoughts of utilizing technology interfacing, with the elements as building blocks, to make it accessible to everyone, creating different entry points for different users.

Raymond asked how much publicity had been shared with the field about anticipating a change with the Career Clusters? Green responded that there was a marketing and dissemination plan in place. There have been ten to twelve focus group sessions, the portal was shared with the CTE family and stakeholder communities stating the Career Clusters framework was being updated and asked for their input. The commitment to advancing the framework is that it is a state-led

initiative co-creating solutions alongside states. Green said that because it is a co-creation, the launch in 2024 should not come to anyone as a surprise. Green noted that only the Board has seen the prototype. It is not complete, therefore not ready to be shared.

Lewelling suggested that as we move forward with messaging to share how the model complements what is in Perkins and WIOA so that others aren't overwhelmed with the thought of a new system and separate tasks. She also stated that we should be thinking about what kind of support and professional development opportunities we are going to offer to students and how we support programs, state directors, and those implementing the framework.

Heath shared that she also liked the flexibility, especially with the emerging occupations. Heath felt that there was a tremendous need and opportunity for professional development and alignment. Graham echoed a lot of what others have said. The complexity was slightly overwhelming, specifically regarding implementation. Graham stated that she sees it as a valuable tool and is excited to see a student centric approach. She looks forward to continuing the conversations to help ensure it is a successful push forward. Longhurst also liked the flexibility and the focus on students. She is concerned about how to report but is confident that it will all be worked out.

Green shared that she does not know how the framework will work for Perkins accountability or programs of study but reminds herself of something she often says in that we need to design systems, not focus on adults in the system, but the learners. With that, she stated that there is a responsibility and opportunity to take a leap and try to make it work. The next phase of work will be to answer those questions and bring them back to the Board in November. Green presented four potential options for a motion to guide the vote but noted that other options could be brought forward .

1. Proceed with the current prototype's continued development
2. Proceed with the current prototype's continued development with additional Board-defined parameters or requirements
3. Stop the prototype's development and pivot to updating the current Framework
4. Stop the prototype's development and halt work on the revision of the Career Clusters Framework entirely

The Vivayic team left the meeting. Mack asked for additional feedback from the Board.

Kremers motioned to proceed with the current prototype's continued development.

**MOTION: To proceed with the current prototype's continued development.
Kremers; Raymond.**

Graham asked Kremers if she could make an amendment to the motion and proposed to continue development of the prototype with additional Board-defined parameters or requirements. Rhines agreed with Graham stating that the next steps are defined and felt that there should be active

discussions about whether there are additional considerations that need to be made available. Those parameters then need to be prioritized. Green said that staff would provide a list of the parameters and work with the Board to add to that list and prioritize those parameters to ensure that the work moved forward attends to the things that are most important. Green told Kremers that if she entertained Graham's amendment to add Board-defined parameters, to also extend the motion to include that staff will work with the Board to determine the parameters in an offline survey before additional work continued.

Kremers rescinded her motion. Mack asked if anyone else would like to propose a motion on how to move forward with the proposed prototype.

MOTION: To proceed with the current prototype's continued development with additional Board-defined parameters or requirements. Staff will work with the Board to determine those parameters in an offline survey before work continues.

Graham; Rhines.

MOTION APPROVED.

Mack adjourned the meeting at 1:06 p.m. ET.



Association for Career and Technical Education®
Advance CTE Board Report
September 2, 2021

This report highlights activities taking place since the end of February 2021.

Learner Voice Toolkit: ACTE was pleased to partner with Advance CTE this spring and summer to collaborate with a working group and develop *With Learners, Not for Learners: A Toolkit for Elevating Learner Voice in CTE*. We are now working to promote and share the new toolkit!

CareerTech VISION: This year's CareerTech VISION includes both a virtual and in-person component as we go hybrid this year, December 1-4 in New Orleans! While we have made the decision to postpone, for one year, the traditional State Leaders meeting that brings state CTE directors and state ACTE organization leaders together, we hope you will join us at VISION and communicate to your fields the value of this annual event. More information on CareerTech VISION can be found at www.careertechvision.com.

Also, don't forget about ACTE's other national event opportunities, including:

- ACTE-NCLA [Best Practices and Innovations Conference](#) in Austin, Sept. 29-Oct. 1
- [National Policy Seminar](#) in Washington, DC, March 21-23
- [Work-based Learning Conference](#) in Salt Lake City, April 28-29

Advanced Manufacturing Career Pathways Conference: ACTE has announced a new partnership with NC3 that will include an addition to this year's CareerTech VISION: an Advanced Manufacturing Career Pathways Conference taking place on Wednesday December 1. View the [CareerTech VISION](#) web page program link for more information as this event evolves.

High Quality CTE Courses: We have launched a new series of High Quality CTE courses. The first course on Standards & Aligned Curriculum is already available on [CTE Learn](#), our online learning environment where all of the courses in the series will be available as they are released. Each course in the series aligns with one of the [High Quality CTE](#) Framework elements.

Inclusion, Access, Equity and Diversity Activities – ACTE's IAED Mentorship Program is open for mentee applications for the 2021-22 program year – deadline for applications is Sept. 30. Applicants can apply at <https://www.acteonline.org/iaed/iaed-mentorship-program-2/>.

ACTE is also seeking an IAED Coordinator for the program. Please contact Lauren Fillebrown at lfillebrown@acteonline.org regarding this opportunity. Also, tune in for Part 2 of ACTE's "Confronting Isms in the Classroom" webinar scheduled October 5 at 2:00 p.m. ET. You can register here: <https://www.acteonline.org/webinars/>.

Taking Business to School Series: ACTE is launching a new "Taking Business to School" series thanks to sponsorship from Xello. The series will focus on strong and effective connections between employers and education institutions and will include five publication briefs and webinars, three virtual industry tours, and a toolkit for CTE professionals at the local level. The first publication brief will be available in October.

Arts, Media and Entertainment: On July 15, in partnership with California's Arts, Media and Entertainment (AME) Coalition ACTE hosted an event with a series focused on the AME sector and corresponding CTE pathways. We are now exploring what additional supports and resources are needed to serve this community. If interested in learning more, please contact Kelli Diemer at kdiemer@acteonline.org. You can access the AME event via ACTE's New and Related Services Division [page](#).

New Positions: ACTE established a new Postsecondary CTE Manager staff position. Dr. Sophia Ward-Alston will serve in this role to support our growing postsecondary membership. In addition, several other new employees have been hired to support the work of the Association. We are very sad to share that our longtime employee Zach Martin passed away this year and our September Techniques magazine will pay a tribute to him.

Advancing the Framework Update – September 2021

Over the past six months, significant progress was made toward a prototype framework for a modernized National Career Clusters® Framework (The Framework). During this time period, an innovation portal collected crowdsourced stakeholder feedback on a set of challenge briefs, facilitated workshops were hosted to co-construct and validate potential prototypes, and a prototype framework was presented to the Advance CTE and Center to Advance CTE Boards of Directors. In August, the Boards approved the prototype framework for continued iteration contingent upon the provision of baseline expectations.

Major Accomplishments (March – September 2021)

The most significant accomplishment of this period is the construction of a prototype framework to potentially replace the National Career Clusters Framework. This prototype is built upon feedback and themes from over a year's worth of conversations surrounding the purpose and uses of The Framework, its audience, and how it should be adapted to better reflect the current and future world of work. The prototype framework represents the culmination of these conversations and the overarching process as a whole. While the prototype framework is still under construction, initial feedback has been strong. The following sharing more specific details around these activities.

Stakeholder engagement: A major priority of the *Advancing the Framework* initiative was to ensure the process was highly collaborative and involved significant input from stakeholders and national experts. Stakeholder engagement and feedback was collected through a variety of avenues, including formal stakeholder engagement sessions, the innovation portal, and two facilitated workshops.

- In March, eight stakeholder engagement sessions were conducted; 66 attendees from 34 states participated in these sessions to hear more about the initiative, learn about the innovation portal, and ask questions about the process to date. In a postsurvey, 96% of respondents agreed or strongly agreed the innovation portal is an effective way to collect ideas about the Framework, and 93% agreed or strongly agreed that these sessions helped in understanding the initiative and the role stakeholders play.
- The innovation portal opened April 1 and remained open until May 15. Submitters could respond to any of five topical challenge briefs that built upon questions pertaining to the purpose of the Framework, the current and future world of work, communication to learners, and advising. 160 contributors submitted 426 responses to the five challenge briefs and/or a short answer response; 29 contributors submitted responses to all challenge briefs and the “additional feedback” short answer.
- In June and July, two facilitated workshops were hosted to aggregate and discuss feedback themes from the innovation portal and to ideate around and validate potential prototype models. Beyond the national project team, 14 external stakeholders including former and current State Directors, CTSO leadership, research and philanthropy representatives and a student leader participated in at least one of the two conversations.

Prototype development: Developing a prototype framework was another major priority under this phase of the project. As the culmination of these stakeholder conversations, the prototype framework illustrates themes heard in the feedback collected throughout the year including increased learner agency, flexibility in program organization and design, and multiple entry points. The prototype framework structures building blocks, or element, around three organizing groups: Needs of Society, Core Economic Activity and Organizational Function. Career pathways can then be described as combinations of these elements. This prototype was approved for additional iteration in August 2021 at a joint meeting of the Boards of Directors, contingent upon a survey to prioritize baseline expectations of the prototype framework to be further developed in the coming months. This survey was disbursed on August 12, 2021.

Looking Ahead and Ongoing Updates

The major priority of the project team for the next six months is to respond to the baseline expectations as defined by the survey results from the Boards of Directors. Board members were asked to rank ten expectations. Results widely varied from respondent to respondent and many of the higher ranked expectations were ranked low by other respondents. Based on the responses, the national project team will be responding to three baseline expectations with clear and comprehensive analyses:

1. States can use the Framework for (statewide) programs of study design and approval.
2. States can use the Framework to provide a consistent way to report enrollment and performance of CTE concentrators in the Perkins Consolidated Annual Report.
3. States can use the Framework for aligned career advising and planning between secondary, postsecondary, and adult learner levels.

Other expectations, such as crosswalks between the Framework and common coding systems, crosswalks to the existing National Career Clusters Framework and alignment to state-approved credentials of value, were considered for response from the national project team. These expectations will be attended to as part of the implementation process and asset development and, as such, will only be cursorily responded to during this phase. The remaining ranked items were ranked low by the majority of respondents and will not be attended to at this time.

The additional information about the three listed baseline expectations will be presented to the joint Boards of Directors in February 2022. While the national project team initially expected to present this information in November 2021, additional time is required for due diligence in the information collection, review process, analysis and corresponding response for each to give the most comprehensive response possible. Providing this level of response to more than the above three baseline expectations would further delay this timeline.

Communications Strategy Update – September 2021

Overview of Major Activities

The Communications Team has been heavily engaged in supporting organizational publications and releases, while also successfully managing a number of high-profile projects.

While this Board report reflects work completed over the past four months, the communications team is preparing for several significant releases that will continue to elevate Advance CTE's efforts to provide communications support and capacity to states and the larger field. These include:

- The launch of the revamped career advising workshop in a virtual format;
- The release of findings of a national survey of more than 300 employers on their perceptions of CTE; and
- The formal announcement of the fourth cohort of states receiving grants to pilot innovative strategies to expand enrollment in CTE programs by historically marginalized learners.

We look forward to sharing the success of these completed releases in the next Board report.

Major Accomplishments (March – September 2021)

- Released findings and nine supplemental resources regarding updated research on nationally tested messages on communicating CTE to families and learners; eleven presentations have been delivered on the research to state and local leaders, media and industry and several additional presentations are scheduled.
- IndustryWeek published a [joint op-ed](#) on the value of apprenticeships and work-based learning through CTE jointly authored by Advance CTE and the South Carolina state CTE team.
- Completed our update of the virtual career advising workshop and led a successful recruitment process to increase diversity among workshop facilitators.
- Launched the fourth cohort of states receiving grant funding and technical assistance to pilot and scale equitable and effective program recruitment strategies.
- Communicated about and elevated *CTE Without Limits* through a variety of avenues, including summer video blog series with vision partners, marketing summer Lunch and Learn series, bi-monthly update emails to members and vision listserv, and release and marketing of federal funding and partner project repository resources
- Implemented a social media calendar for the Learning that Works Resource Center
- Relaunched the CTEWorks Newsletter

- Increased social media followers on Twitter, in response to the drop we witnessed in January 2021 when fake accounts were purged sitewide
- Launched registration for 2021 Fall Meeting
- Launched applications for the Postsecondary State CTE Leaders Fellowship, sponsored by ECMC Foundation
- Marketed a number of Advance CTE materials to members and stakeholders including:
 - *Without Limits: A Shared Vision for the Future of Career Technical Education* (CTE Without Limits); Release Event, Implementation Resources, Partner Initiative Repository and Lunch and Learn Series
 - Connecting Every Learner: A Framework for States to Increase Access to and Success in Work-Based Learning
 - Communicating Career Technical Education: Learner-centered Messages for Effective Program Recruitment report and updated communication tools
 - Perkins V Implementation Resources
 - *New Skills* ready network Year One Annual Report and Site Snapshots
 - Strengthening Career Pathways Policy Briefs
 - Postsecondary State CTE Leaders Fellowship Application Portal
 - With Learners, Not for Learners: A Toolkit for Elevating the Learner Voice in CTE
 - Brave Dialogues: A Guide to Discussing Racial Equity in Career Technical Education
- Each of the releases above had an accompanying series of assets including blogs, social media posts and promotional toolkits to expand the reach and impact of the resource

Challenges

- The pandemic continues to necessitate online convenings and regular meetings, as well as virtual work across teams
- With the departure of Katie Fitzgerald, Director of Communications and Membership, team members have absorbed her work. An interim director was named to manage the team work, and we hope to have a new director on staff by the end of the year. In the interim, however, staff capacity is impacted.
- Given the competing priorities in the education and workforce spaces, securing media interest takes a lot of focused, incremental work to break through and gain traction with news outlets
- Members have competing priorities, so the Communications and Membership Team is always challenged to ensure materials created by Advance CTE reach members with clear information on how those resources can be used

Update on Identified Priorities for (April – September 2021)

- Release the report and related tools on how to communicate with learners and their guardians. The report and tools will help state CTE leaders communicate the value and benefit of CTE to learners, particularly Black and Latinx learners, and those experiencing low income.
 - This priority was completed February 2021. The research has has 678 page views so far, and Advance CTE staff has conducted 11 presentations on this research.
- Open a request for proposals for up to five \$20,000 grants and one year of technical assistance to help states pilot innovative learner recruitment activities based on the research mentioned above. These activities are supported with funding from the Siemens Foundation.
 - This priority was completed June 2021, as the timeline for release was pushed from Spring to Summer 2021 due to staff capacity. Public announcement of the grantees is pending completion of the contract process by one state. The selected states include Alaska, Maryland, Minnesota, New Hampshire (contract pending) and Oklahoma. The work for this project launched in August 2021.
- Update the career advising workshop, digitizing the curriculum and begin delivering the workshop in states to educate school counselors on how to encourage learners to enroll in CTE programs and effective career advising practices
 - This priority was completed August 2021. Updating the workshop took longer than planned due to an extensive review and editing process.
- Release the results from the survey of employers on their perceptions of CTE
 - This is written and scheduled for release in October 2021. The release of this research was pushed back due to staffing capacity issues and to allow for full promotion of the updated communications research.
- Continue to raise the visibility of CTE through the economic recovery initiative and throughout the federal appropriations process
 - This priority is ongoing as the economic recovery and skills gap conversation continues. The Communications and Federal Policy teams will continue to meet weekly, which will inform any changes needed to Advance CTE's economic recovery message.
- Successfully market the Advance CTE Spring Meeting and virtual learning activities to reach participant goals and meet Member needs
 - This priority was completed April 2021. All success criteria for the Spring Meeting were met or exceeded. There were 320 people registered for the event, representing all 50 states, the District of Columbia and the U.S. Virgin Islands. Additional data is shared in the Membership Engagement and Professional Learning Strategy Update.

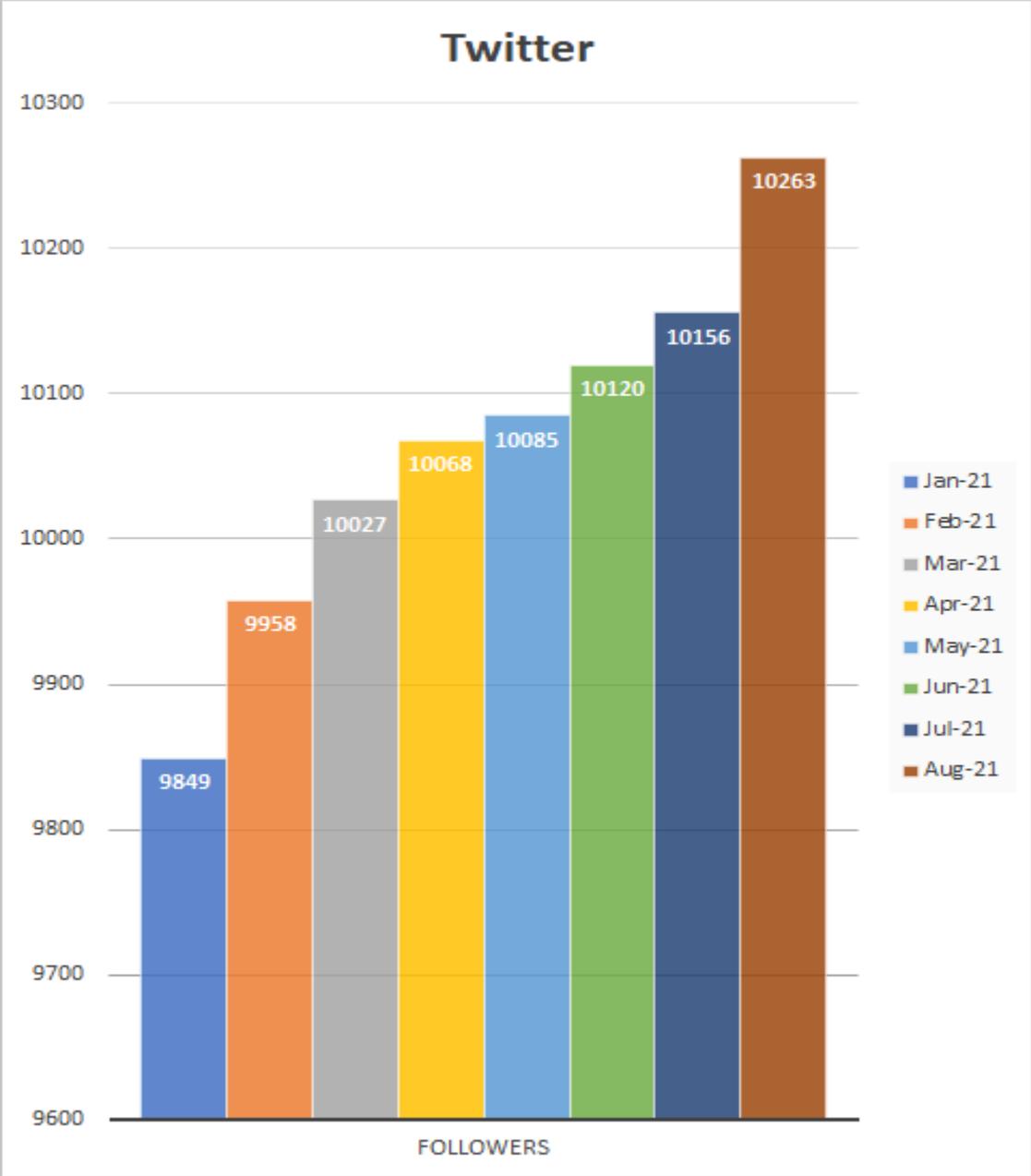
- Successfully promote the new vision to key stakeholders including members, partners, funders and the media including marketing a release event, a series of thought pieces, a series of videos and supportive assets to create buy-in and excitement around the vision
 - This priority was completed March-August 2021. The virtual celebration event received 707 registrations across national, state and local CTE leaders. One obstacle staff encountered was that people are more likely to register for virtual events and then not attend them. While 707 people registered for the event, approximately 400 people actually attended the event.

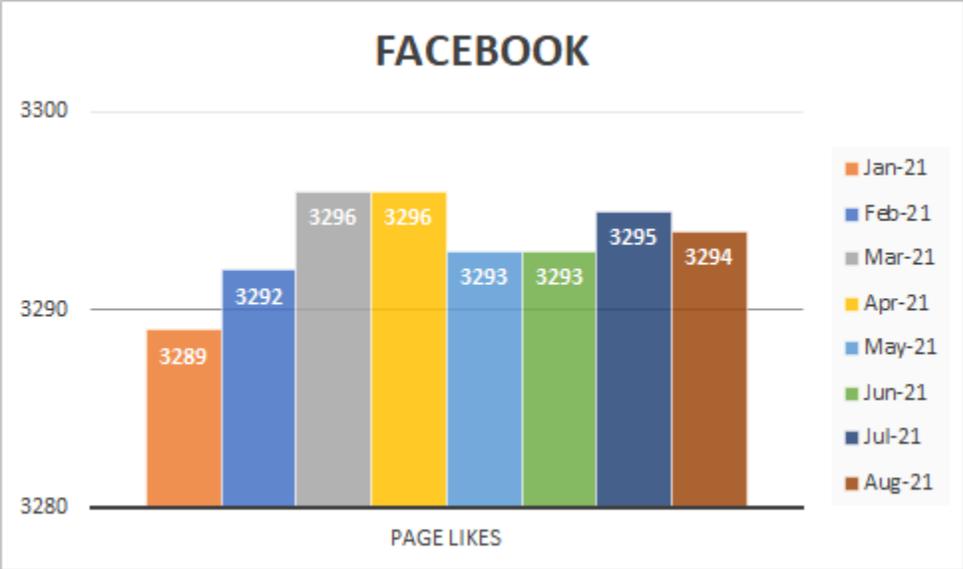
Priorities for Next Six Months (September 2021 – February 2022)

- Implement the new vision and provide related tools and resources to help states implement the new vision (1d.)
- Effectively plan and execute the return of the Excellence in Action awards program that highlights high-quality and equity-centered CTE programs within states that are aligned to *CTE Without Limits*, engage state directors and past award winners in the selection process, and create an external advocacy strategy incorporating media engagement (2e.)
- Release the results from the survey of employers on their perceptions of CTE (3d.)
- Successfully market Advance CTE Fall Meeting to highlight meeting quality and engagement and meet attendee registration goals (1d.)
- Continue to elevate the value of CTE in closing skill gaps and advancing an equitable economic recovery through updated COVID-19 (coronavirus) messaging documents and targeted media pitches (1d.)
- Deliver at least ten career advising workshops (total goal of 30 by June 2022) (1d.)
- Provide customized and timely technical assistance and connective learning opportunities to states participating in recruitment communications cohort (2c., 2d.)
- Continue to raise awareness of *CTE Without Limits*, encourage states to conduct education and evaluation activities during the six-month milestone in September, and prepare for March 2022 one-year ‘anniversary’ (2e.)
- Successfully release and promote of the roadmap for *CTE Without Limits*, the primary resource for vision implementation (2e.)
- Develop 2022 media strategy (3e.)
- Reevaluate a digital media strategy that elevates Advance CTE's work to members and national partners (3e.)
- Apply an equity lens to all communications work, including design decisions and style guide updates (1b.)
- Leverage blogs and other communications channels to elevate promising practices at the national, state and local levels (3d.)

Relevant Data (March - August 2021)

Major Release	Pageviews
CTE in Your State	9,484
Without Limits: A Shared Vision for the Future of Career Technical Education	7,190
Learning that Works Resource Center	6,295
Connecting Every Learner: A Framework for States to Increase Access to and Success in Work-Based Learning	1,875
Postsecondary State CTE Leaders Fellowship	1,473
Communicating Career Technical Education: Learner-centered Messages for Effective Program Recruitment	678
With Learners, Not for Learners: A Toolkit for Elevating Learner Voice in CTE	650 (Released August 19, 2021)
Perkins V Implementation Resources	611
New Skills Year One Series	369
Brave Dialogues: A Guide to Discussing Racial Equity in Career Technical Education	329 (Released Aug 31, 2021)
Strengthening Career Pathways Series	195





Equity Strategy Update – September 2021

Major Accomplishments (March – September 2021)

- Release of [*Brave Dialogues: A Guide to Discussing Racial Equity in Career Technical Education*](#) to provide state CTE leaders with tools to become better equipped and motivated to begin and continue discussions that right the wrongs in CTE and to support state CTE leaders in creating an environment in which their state teams, local intermediaries, business partnerships and policymakers have the language and comfort to discuss challenges and opportunities related to racial equity in CTE.
- The enactment of a new strategic plan – with unanimous Board support – that centers equity (and names racial equity) as a priority.
- The commitment our team has made to continuing to do the work. We are continuing to learn and grow together through our trainings. We are tackling big issues, considering policy and culture changes we need to make as an organization. Our DEI Advisory Group had helped us find focus and remain accountable for progress.

Challenges

- Internally, we are still working on how to best manage this strategy because it cuts across all workstreams; we see the benefits of shared ownership but also the challenges of this approach.
- The political climate is difficult to navigate. Not only in Congress but also across the country, as states enact anti-critical race theory laws, the pandemic continues to surge on – issues of equity are both a rallying point for action but also can become very divisive. As an organization that represents all fifty states, we try to meet members and states where they are at but many of our members are indicating a fear of being able to do equity-related work or use certain terms. Fully living up to the commitments in our strategic plan, Board-approved equity statement and *CTE Without Limits* while also meeting people where they are at takes care and grace.

Update on Identified Priorities for (April – September 2021)

- Conduct at four half-day all staff equity trainings.
 - This work was completed. The internal DEI advisory group worked with Dr. Shorter-Gooden to craft a series of learning and discussion sessions focused on the follow four themes:
 - (1) Examining My Lens, Engaging Across Difference
 - (2) Calling-In: Interrupting Implicit Bias and Microaggressions
 - (3) Systemic Racism, an Equity Lens, and the Work of Advance CTE
 - (4) White Dominant Culture and the Creation of a More Inclusive Culture
- Finalize organizational core values, which will prominently feature equity.
 - The core values have been finalized.
 - Our core values are:
 - We value our mission.
 - We value our members.
 - We value teamwork.

- We value excellence.
 - We value learning.
 - We value leadership.
 - We value intentional diversity, equity and inclusion.
- In addition, a series of workshops were held around the core values called “Living our Core Values” to build awareness, shared understanding and commitment to the core values.
- Complete the work of the Learner Voice Shared Solutions Working Group.
 - This work has been completed. [With Learners, Not for Learners: A Toolkit for Elevating Learner Voice in CTE](#) was released in August 2021.
- Release the equity discussion guide to build capacity among state leaders on how to lead conversations about racial equity in CTE.
 - This work is completed. [Brave Dialogues: A Guide to Discussing Racial Equity in Career Technical Education](#) was released in August 2021.
- Announce the opportunity gap train-the-trainer and launch registration.
 - The announcement was launched, with 45 applicants. The session will be held in September 2021.
- Kick off a new cycle of the awards program, with a renewed and refreshed focus on equity.
 - This work has begun. The team is revamping the Excellence in Action awards, with a strengthened focus on equity. The winners will be announced in 2022.
- Develop member supports related to the new vision that features equity as a foundational tenet and priority.
 - As was mentioned in the member engagement and professional learning update, a series of lunch and learn sessions were held this summer – one on each principle; a vlog series was held on each of the cross-cutting foundational commitments. In addition, a CTE Without Limits Kitchen Cabinet has been convened to gather information on member needs.
- Conduct the equity workshop as part of the New State Director Institute.
 - This was completed. Dr. Kumea Shorter-Gooden conducted the training session and hosted office hours with the new State CTE Directors to provide support and coaching.
- Build an equity checklist to assist with review and analysis of draft federal policies and their alignment with the Board-approved equity statement.
 - This work has been completed. The checklist was updated to include not only alignment the Board-approved equity statement, but also to CTE Without Limits.
- Launch the Postsecondary Fellows program to expand the diversity and capacity of postsecondary state leaders.
 - This work is underway. The program launched. The curriculum development for a series of eight workshops is underway. The first cohort of Fellows will be selected in early October.
- Continue to collect and analyze demographic data for individuals who choose to provide it, to ensure that members of all races, ethnicities and genders are satisfied with their participation in virtual learning events, including the spring meeting.

- As noted in the member engagement and professional learning strategy, this work is underway and ongoing.
- Leverage the DEI advisory group (DEI AG) in building inclusive “re-entry” plans for what/when we shift our team from working fully remote.
 - Work semi-completed. We surveyed our staff to ensure all “re-entry” decisions were inclusive of their diverse needs. That input resulted in a memo from the DEI AG to leadership and informed decision-making on “re-entry” planning. Currently, we are committed to making “re-entry” decisions on a quarterly basis. The decision has been made to allow our staff to work remotely until the end of 2021, allowing staff the flexibility to come into the office if they would like (but no one is required to come in). We have decided not turning any current DC-based positions, except for one, remote but we are considering, on a case-by-case basis, turning positions into remote positions if vacancies occur. Finally, the DEI AG informed guidance for staff who chose to voluntarily go into the office.
- Release of Siemens-funded research on perceptions of CTE, including information from focus groups that represented underrepresented learners and their families
 - As noted in the communications strategy update, this [work](#) was released in April 2021.
- Release the updated work-based learning guide, which was updated through an equity lens.
 - As was mentioned in the state policy update, a number of assets were released including [Connecting Every Learner: A Framework for States to Increase Access to and Success in Work-Based Learning](#)
- Update the Higher Education Act recommendations using an equity lens.
 - This work was delayed given other federal priorities and the lack of movement of the Higher Education Act reauthorization.
- Develop a strategic plan that is aligned with (or embeds) the organization’s commitment to equity and CTE Without Limits
 - The Board unanimously approved a new strategic plan which is centered on equity and aligns full to *CTE Without Limits*. The themes of Equip, Empower and Elevate organize the plan. The mission and vision were also updated.

Priorities for Next Six Months (September 2021 – February 2022)

- Onboarding the new staff, including equity onboarding curriculum (1a. and 1b.)
- Selecting and convening the first cohort of The Postsecondary State CTE Leaders Fellowship Program (1d., 1e., 2c., 3c., 3d., 3e.)
- Supporting selected states to complete the opportunity gap analysis workshop and conduct an opportunity gap analysis in their own states (1d.)
- Piloting, refining and publishing the CTE Equity Index (2e.)
- Launching cohort-based technical assistance to support the development of learner voice strategies (2c.)
- Developing a strategy for consistently applying an equity lens to state policy work (1b.)
- Cultivating a more diverse array of vendors. (1b.)

- Continuing to elevate the value of CTE in closing skill gaps and advancing an equitable economic recovery through updated COVID-19 (coronavirus) messaging documents and targeted media pitches (1d.)
 - Conducting a *Brave Dialogues* train-the-trainer session (1d.)
 - Conducting a virtual Board equity training (1b.)
 - Conducting at least one all-staff equity training, one internal brave dialogue and continue leadership equity coaching. (1a. and 1b.)
-
- Updating, if needed, the Higher Education Act and Workforce Innovation and Opportunity Act recommendations using an equity lens. (1b.)
 - Advocating for Advance CTE's equity priorities as articulated in federal policy priorities and *CTE Without Limits* (3a.)
 - Making progress on the internal work plan to dismantle White Dominant Culture at Advance CTE (1b.)
 - Re-launch and leverage the internal DEI Advisory Group, with a focus on reviewing internal policies, dashboard indicators, creating a welcoming environment and culture for new staff, leading brave dialogues, identifying all-staff equity-related training topics, etc.(1a.)
 - Launching work to develop and implement measures of staff satisfaction (1a.)
 - Updating the equity kitchen cabinet (commitments are for one year) and building/beginning to execute a clear plan of work. (2c.)
 - Complete the Shared Solutions Work Group on social capital. (2c.)

Federal Policy Strategy Update – September 2021

Major Accomplishments (March – September 2021)

- Advance CTE has successfully maintained and/or developed relationships with new and existing federal partners. This is discussed in greater detail in the “Update on Identified Priorities” section. The organization was invited to join meetings with federal agencies and new Administration staff, and then followed up to schedule individual informative meetings. Advance CTE also successfully invited U.S. Secretary of Education Miguel Cardona to speak at the 2021 Spring Convening, during which he spoke specifically to the organization’s vision.
- Advance CTE continues to be one of the leading organizations in reauthorization of the Workforce Innovation and Opportunity Act (WIOA). In fact, Congressional committee staff notified the organization that Advance CTE’s reauthorization priorities were the only ones received by the committee. This has positioned Advance CTE to act quickly and in a detailed manner to requests from Congress regarding WIOA (discussed in greater detail below).
- After a series of input sessions, Advance CTE released a [timely resource](#) to help members leverage the American Rescue Plan (federal stimulus).

Challenges

The political environment in Congress continues to be challenging to work with at times. Discussions on COVID-19 (coronavirus) stimulus bills are becoming more closed off, and mainly including Congressional leadership only. Not only are advocacy organizations having difficulty providing input, but even members of Congress outside of leadership are feeling shut out. In order to maximize the organization’s impact, Advance CTE is leveraging relationships with key committee staffers and leaning into coalition memberships so that advocacy occurs with a large group of education and workforce organizations.

Update on Identified Priorities for (April – September 2021)

- Make outreach to the new U.S. Secretary of Education (most likely Dr. Miguel Cardona) and relevant Administration officials (e.g., Office of Management and Budget (OMB), the Domestic Policy Office (DPC) and, if appointed, new Assistant Secretary for the Office of Career, Technical and Adult Education (OCTAE)) to build their awareness and understanding of CTE, learn and influence Administration priorities and establish trusted relationships.
 - Advance CTE reached out to various Administration officials in order to develop new relationships and set the organization up to successfully influence policy moving forward. New U.S. Secretary of Education Miguel Cardona recorded remarks for the April 2021 Advance CTE Spring Convening. Advance CTE staff reached out to OMB officials and met with the Education Branch Chief as well as the OMB’s Career Technical Education (CTE) expert. This was the first meeting held with these officials, so Advance CTE provided insight into the needs of the CTE community. Staff reached out to DPC for a one-on-one meeting, and though we did not receive a response a DPC official is expected to speak at the Fall 2021

meeting. Advance CTE was also in frequent contact with Dr. Amy Loyd after she was appointed Interim Assistant Secretary for OCTAE and will continue to support her nomination for permanent Assistant Secretary. Advance CTE was also include in stakeholder meetings hosted by the Administration, including workforce partner meetings with DPC and the U.S. Department of Labor (DOL).

- Make outreach to all new Congressional offices and share resources on CTE.
 - Advance CTE, in partnership with the Association for Career and Technical Education (ACTE), reached out to each new Congressional office in the House and Senate by email. These emails included resources on the impact of CTE and the critical role of secondary and postsecondary CTE in economic recovery. Meeting requests were included in emails, and meetings with 30 new offices were held.
- Ensure visibility for states and their implementation of Perkins plans, including creating and distributing “fact packs” about Perkins V implementation for targeted Congressional offices.
 - Due to the urgent Congressional matters at hand during this time frame- including infrastructure bills, budget reconciliation bills, federal appropriations, Administration nominations, return-to-school protocols, mask and vaccination mandates, etc.- Advance CTE chose to hold on the Perkins plan implementation resources, as this information would not gain traction with Congress during that time.
- Advocate for Perkins funding in the Fiscal Year 2022 (FY22) Labor, Health and Human Services, Education and Related Agencies (Labor-HHS-Ed) appropriations bill.
 - In May, the White House released its FY22 budget request which included only a \$20 million increase (approximately 1.5%) to the Perkins Basic State Grant, as well as a \$108 million increase for National Programs. The request also included a new \$1 billion annually for 10 years to support middle and high school career pathways through the American Jobs Plan. Advance CTE in partnership with the Association for Career and Technical Education (ACTE) released a [statement](#) on this proposal. The statement shared the disappointment of the organization in the minimal increase and underscored the importance and time-sensitive nature of a significant federal investment in CTE. Advance CTE in partnership with ACTE sent a letter to appropriators analyzing the impact of the budget proposal and requesting that the full AJP funding be included in the FY22 appropriations bill through the Basic State Grant. This request was also submitted in a written testimony to the Senate.
 - In July, The House Appropriations Committee’s Labor-HHS-Ed Subcommittee released its FY22 bill. It included an increase of \$50 million for the Perkins Basic State Grant (\$30 million above what the President’s May budget proposal recommended) for a total of \$1.38 billion. It also included \$100 million for a competitive grant program that would carry out evidence-based middle and high school CTE innovation programs. Additionally, it included language that named certain apprenticeship programs as eligible institutions under Perkins. Advance CTE worked with Congressional staff, committee staff and partner organizations

to raise concerns about this section- particularly the apprenticeship component. Since this bill passed in the House, Advance CTE and ACTE sent a letter to key Senate committee leadership to advocate that the apprenticeship language be removed from a Senate version of the bill.

- Monitor Higher Education Act (HEA) reauthorization, including standalone bills, and advocate for the organization's priorities.
 - HEA reauthorization was not a priority for Congress during this time frame, so comprehensive reauthorization paused. Advance CTE supported the bipartisan Making Education Affordable and Accessible Act (MEAA), reintroduced by Senators Gary Peters (D-MI), Bill Cassidy (R-LA), Tim Kaine (D-VA) and John Boozman (R-AR). This bill would authorize a new grant program under Title VII of the Higher Education Act (HEA) to support establishing and scaling up dual or concurrent enrollment and early college high schools.
- Monitor Workforce Innovation and Opportunity Act (WIOA) reauthorization and monitor any movement, including standalone bills, and advocate for the organization's priorities.
 - Advance CTE shared the organization's WIOA reauthorization priorities with key Congressional committee staff. In April, the Senate Committee on Health, Education, Labor and Pensions (HELP) announced a bipartisan effort to reauthorize the Workforce Innovation and Opportunity Act (WIOA), the National Apprenticeship Act and expand innovative workforce programs that will support economic recovery. The HELP Committee put out a public call for stakeholder input on these topics. Advance CTE, in partnership with the Association for Career and Technical Education (ACTE), met with committee staff to discuss priorities, and followed up by submitting comments on WIOA reauthorization and the other topics raised. Advance CTE endorsed the Building U.S. Infrastructure by Leveraging Demands for Skills (BUILDS) Act, which was aligned with WIOA programs.
- Built an equity checklist to assist with review and analysis of draft federal policies and their alignment with the Board-approved equity statement.
 - Staff built an equity checklist to ensure consistent standards for equity to take into consideration when analyzing and/or endorsing legislation. Staff also built a CTE Without Limits checklist to ensure alignment with the organization's vision, as well as inclusion of Area Technical Centers (ATCs) in the general legislative analysis guidelines.

Priorities for Next Six Months (September 2021 – February 2022)

- Support the nomination of Dr. Amy Loyd for the U.S. Department of Education (ED) Office of Career, Technical and Adult Education (OCTAE) Assistant Secretary. (3a.)
- Advocate for workforce development funding and CTE-designated funding in the budget reconciliation bill. (3a.)

- Advocate for Perkins funding in the Fiscal Year 2022 Labor, Health and Human Services, Education and Related Agencies appropriations bill. (3a.)
- Monitor Higher Education Act reauthorization, including standalone bills, and advocate for the organization's priorities build out internal, supporting resources for effective advocacy. (3a.)
- Monitor WIOA reauthorization and monitor any movement, including standalone bills, and advocate for the organization's priorities and build out internal, supporting resources for effective advocacy. (3a.)
- Monitor innovative examples of how states used stimulus funding for CTE and share member-facing resource. (3b.)

Relevant Data

- In May, the top two most visited blog posts for the month were Legislative Updates. (May was the first month this information was collected).
- In July, one of the Legislative Updates was the third most visited blog post that month.
- 100% of new Congressional offices received outreach from Advance CTE and materials about CTE.

Fundraising & Development Update – September 2021

Advance CTE/The Center to Advance CTE has continued to have strong relationships with our funders and has raised funds to support new and existing project work, staff time and member resources, while staying committed to only taking on projects aligned to our mission, vision, strategic plan and member priorities.

Starting in July 2017, we began tracking our fundraising and development activities to capture within the organization’s Shared Impact and Reach Dashboard. Between March- August 2021, Advance CTE staff:

- Had 16 active grants/contracts;
- Secured and launched a renewal grant from the Bill & Melinda Gates Foundation and joined a multi-funder, multi-partner effort around stimulus funding; and
- Formally submitted proposals to Joyce Foundation and Walton Family Foundation (a new funder)

Grants Overview
<p>Funder: Bill & Melinda Gates Foundation Status: Ongoing</p>
<p>Description: In June 2021, we received a renewal grant from Gates, which totals \$500,000 over 18 months and support vision implementation and member supports, the Career Clusters modernization project, and continued support around high-quality CTE and Perkins V implementation.</p> <p>Alignment to CTE Without Limits:</p> <ul style="list-style-type: none"> ✓ Overall support for <i>CTE Without Limits</i> ✓ Principle 1: Each learner engages in a cohesive, flexible and responsive career preparation ecosystem ✓ Principle 2: Fully diagnose and understand scope of institutional barriers and systemic racism ✓ Principle 5: Career Clusters modernization <p>Member Benefit: The Gates investment is funding core projects that are priorities to Advance CTE and its members (e.g., Perkins implementation supports, the Career Cluster modernization, CTE Without Limits (including direct technical assistance and subgrants to at least five states), equity in CTE, etc.).</p>
<p>Funder/Project: JPMorgan Chase & Co.; New Skills ready network Status: Ongoing</p>
<p>Description: In early 2020, Advance CTE received a five-year grant of \$5 million from the JPMorgan Chase Foundation (JPMC) to support JPMC’s new career readiness initiative. Through <i>New Skills ready network</i>, JPMC is providing five-year grants to six sites across the country: Boston, Massachusetts, Columbus, Ohio, Dallas, Texas, Denver, Colorado, Indianapolis, Indiana and Nashville, Tennessee. These investments are for local-state partnerships to advance high-quality career pathways and real world-work experiences, with a focus on equity and access. We are partnering with Education Strategy Group to provide supports to these sites, as well as leading</p>

on identifying promising practices and helping to share lessons learned with state and local leaders across the country.

Alignment to CTE Without Limits:

- ✓ Principle 1: Ensure all CTE programs of study are flexible and responsive
- ✓ Principle 2: Equity is a major driver of this project
- ✓ Principle 3: Offer integrated PreK-20W advisement systems
- ✓ Principle 4: Build and leverage trusted systems to translate competencies and credentials into portable credit.

Member Benefit: In addition to the members that are involved in the investments in their states, these resources fund much of Advance CTE’s state policy efforts including our state policy tracking, Year in Review publication, four-plus publications a year (aligned with key topics within *CTE Without Limits*) and the Learning that Works Resource Center. This year, we will develop a policy benchmark tool around credit for prior learning.

Funder/Project: JPMorgan Chase & Co.; New Skills for Youth Innovation Sites

Status: Ongoing

Description: Over the past year, Advance CTE has leveraged the funding from this grant to support a Shared Solutions Workgroup around data quality aligned to the broader *New Skills ready network*, which has culminated in a new policy benchmark tool, a set of supplemental resources around career-ready data and a microsite released in February 2021. By the end of the grant, we will also have released a metrics framework and a CTE equity index.

Alignment to CTE Without Limits:

- ✓ Principle 1: Expand data and accountability models that value collaboration, equity and innovation

Member Benefit: The Shared Solutions Workgroup around data quality engaged many Advance CTE members and led to tools and resources that meet our members’ needs. Data quality has been cited as a critical priority among State Directors and this grant has enabled Advance CTE to develop [tools and supports](#) and build our organizational capacity in direct response to that need.

Funder/Project: Joyce Foundation

Status: Ongoing

Description: This two-year grant is supporting Advance CTE’s implementation supports for Perkins V, including direct technical assistance to priority states and a range of activities around equity. One of the major deliverables has been a new opportunity gap workshop, piloted in New Jersey, Florida and Minnesota over 2020, to support state-led efforts to identify and close equity gaps in CTE. We will be hosting a train-the-trainer workshop in September 2021 to arm members from 10 states with the tools and supports to replicate the workshop in their own states. This grant also supported our Shared Solutions Workgroup on elevating the learner voice in CTE.

Alignment to CTE Without Limits:

- ✓ Principle 2: Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem

Member Benefit: This grant supported many Perkins implementation efforts, has provided capacity to offer direct technical assistance to three states, and is leading to a train-the-trainer workshop available solely to Advance CTE members. The Shared Solutions Workgroup on elevating learner voice is aligned with a key action in the new vision for CTE.

Funder: Siemens Foundation

Status: Ongoing

Description: In early 2020, Advance CTE received a two-year grant from the Siemens Foundation to continue to support states in their communications and recruitment efforts at the state and local levels. This round of funding is technical assistance for states, subgrants to states to pilot recurrent activities, and a national survey of students and families to re-test the messages developed in 2017 and oversample for subpopulations to ensure that messages resonate with families of varying backgrounds. Additionally, the grant will be used to deliver 30 career advising workshops over two years.

Alignment to CTE Without Limits:

- ✓ Principle 1: Survey of employers to connect talent pipeline strategies with CTE
- ✓ Principle 2: Each learner feels welcome in and supported by their CTE programs
- ✓ Principle 3: Building capacity within career advisement systems

Member Benefit: The messaging research and tools have been shared widely with members and interest remains strong in CTE advocacy. We anticipate high interest in the soon-to-be-released survey of employers on their perception of CTE, which will also be used to support our federal advocacy efforts. In addition, only State Directors in member states could apply for direct technical assistance being provided and will have access to the updated counseling workshops. The five states selected to receive TA include Alaska, Maryland, Minnesota, New Hampshire and Oklahoma. More broadly, the grant supports much of Advance CTE's communications capacity and has enabled us to grow our internal communications team to advance our overall efforts to promote high-quality and equitable CTE.

Funder/Project: New America; Partnership to Advance Youth Apprenticeship (PAYA)

Status: Ongoing

Description: Advance CTE has joined New America and a number of other partners as a leading partner on a multi-year, multi-funder project to support the expansion of high-quality youth apprenticeship programs. We are now in year three of the four-year initiative and are continuing to support data quality efforts. Moving forward, we plan to redirect some of the PAYA resources to support our research efforts around CTE funding models.

Alignment to CTE Without Limits:

- ✓ Principle 1: Ensure all CTE programs of study are flexible and responsive; data capacity; equitable funding models

Member Benefit: This work fits neatly into Advance CTE's broader data strategy and expands our reach and scope. Any resources developed have direct value for state CTE leaders and our role in PAYA ensures that CTE is always a part of the initiative's youth apprenticeship strategy.

<p>Funder/Project: ECMC Foundation; Postsecondary Data Initiative Status: Ongoing</p> <p>Description: Advance CTE has received a three-year, \$750,000 grant from the ECMC Foundation to support a multi-state initiative to improve the quality and effective use of postsecondary CTE data. Through this grant, Advance CTE is working with a cohort of postsecondary state and system offices to conduct a comprehensive needs assessment, build an action plan for improving CTE data quality, receive technical assistance and participate in a community of practice. The states that applied but were not selected to be part of the cohort have joined the community of practice.</p> <p>Alignment to CTE Without Limits:</p> <ul style="list-style-type: none"> ✓ Principle 1: Expand data and accountability models that value collaboration, equity and innovation <p>Member Benefit: This grant is supporting our broader data quality strategy, including staff. In addition, only members could apply for and receive technical assistance grants and/or participate in our community of practice. Participating states include Alabama, Delaware, District of Columbus, Florida and Oregon. All resources developed will be made available for all states.</p>
<p>Funder/Project: ECMC Foundation; Postsecondary Fellows Status: Ongoing</p> <p>Description: In February 2021, Advance CTE was awarded \$1.25 million to fund The Postsecondary State CTE Leaders Fellowship Program at Advance CTE – Sponsored by ECMC Foundation, a cohort-based program that will support and equip aspiring postsecondary CTE leaders with the knowledge, tools and network to craft, build support for, lead and evaluate postsecondary CTE programs and policies so that all CTE is high-quality and equitable. The program will engage multiple partners in advisory and coaching roles and addresses Board concerns regarding a sufficient pipeline of future state CTE leaders and that CTE leadership better reflects the demographics of CTE learners.</p> <p>Alignment to CTE Without Limits:</p> <ul style="list-style-type: none"> ✓ Principle 2: Recruit, retain and support a diverse and culturally competent workforce <p>Member Benefit: With the focus on strengthening and diversifying the pipeline of state-level postsecondary CTE leaders, this grant advances a key priority within our Board-approved strategic plan. In addition, the workshops and resources being developed for this project will be shared with our broader membership.</p>
<p>Funder/Project: UMass Medical School Status: Ongoing</p> <p>Description: Advance CTE has been built into a five-year grant, focused on supporting adult learners with disabilities, in partnership with the National Institute on Disability, Independent Living, and Rehabilitation Research. The total sub-contract runs from October 2019-September 2024 and is for \$42,000.</p> <p>Alignment to CTE Without Limits:</p>

<p>✓ Principle 2: Designing CTE programs and interventions on the margins</p> <p>Member Benefit: This effort further strengthens Advance CTE’s postsecondary and equity strategies and will give us and our members access to useful research.</p>
<p>Funder/Project: Multiple; College in High School Alliance Status: Ongoing</p>
<p>Description: Advance CTE joined the College in High School Alliance’s (CHSA) steering committee, along with JFF and NACEP, Bard College, Middle College National Consortium, KnowledgeWorks and Achieving the Dream. To date, we are built into grants across the three primary funders of CHSA: Joyce Foundation, ECMC Foundation and Gates Foundation.</p> <p>Alignment to CTE Without Limits: ✓ Principle 4: Each learner’s skills are counted, valued and portable</p> <p>Member Benefit: As a member of the steering committee, we can ensure that CTE remains a priority of CHSA and is embedded in all of their efforts. With CHSA funding, we will be developing our next State of CTE report on CTE and college in high school programs, a major topic of interest among our members, have input into their federal advocacy efforts, and are supporting technical assistance in two states.</p>
<p>Funder: Opportunity America (Lumina Foundation) Status: Ongoing</p>
<p>Description: In 2020, Advance CTE signed an MOU with Opportunity America to help develop, collect and disseminate survey findings on credit/non-credit offerings at community colleges. The contract is with Advance CTE, extends over 2020-21 and is for \$14,000.</p> <p>Alignment to CTE Without Limits: ✓ Principle 4: Each learner’s skills are counted, valued and portable</p> <p>Member Benefit: While a low-lift project, the top of credit and non-credit offerings at community colleges is a topic of great interest to many members and our involvement can help ensure CTE is well represented in both the survey sample and assets being developed. The findings from the survey will be released this fall and will be featured in the next virtual learning series.</p>
<p>Funder: Bloomberg Philanthropies, Gates Foundation, Walton Family Foundation, Carnegie Corporation, Annie E. Casey Foundation and Beacon Group Status: Ongoing (awaiting sub-contract)</p>
<p>Description: Advance CTE is partnering with JFF, Education Strategy Group, NGA, ExcelinEd and New America on a multi-funder, multi-year investment to help states and communities leverage stimulus funding to support high-quality and equitable career pathways. The group of funders approved a phase 1 planning grant, of which Advance CTE will be receiving \$60,000 for work through February 2022. Phase 2 would kick off in early 2022, with a focus on providing technical assistance and resources to a mix of states, regions and local districts.</p> <p>Alignment to CTE Without Limits:</p>

- ✓ Principle 1: Each learner engages in a cohesive, flexible and responsive career preparation ecosystem

Member Benefit: While this work is in the earliest stages and the entirety of its scope (and Advance CTE’s role) is still being defined, participating in this initiative has great benefit to Advance CTE’s members and the broader CTE field. Given how few state and local stimulus plans address CTE and career pathways explicitly and the once-in-a-generation opportunity the stimulus funds present, we believe this initiative can lead to scalable and sharable proof points for building systems of high-quality and equitable career pathways across the country.

Funder: *Walton Family Foundation*

Status: *Approved; awaiting grant agreement and first payment*

Description: Advance CTE applied for an, in late August, received confirmation for a grant to support two major projects: a research project to understand and document how CTE programs and other related career preparation activities are funded and what impact different approaches have on improving equity and access to high-quality CTE programs at the K-12 level (leading to a 50-state State of CTE report) and series of virtual roundtables of national, state and local leaders to identify barriers and policy solutions to supporting open access within states (particularly for rural learners), across two bordering states and across multiple states (leading to a “CTE without borders” playbook). The grant will run September 2021-June 2023 and is for \$300,000.

Alignment to CTE Without Limits:

- ✓ Principle 1: Design equitable funding models that direct funding to where it is most needed
- ✓ Principle 5: Each learner can access CTE without borders

Member Benefit: This work directly relates to two key actions within *CTE Without Limits*, both of which are of great interest to our members and the broader CTE field. Members will be invited to participate in the roundtables, and we will design professional learning opportunities to turn the insights and recommendations from both research projects into tangible actions members can take to improve and better leverage funding to support CTE and remove geographic barriers.

Looking Ahead:

Despite a number of major grants ending in 2021, Advance CTE was able to secure a renewal grant from Gates, has submitted a renewal grant to Joyce, secured a grant with a new funder (Walton Family Foundation) and joined a multi-funder, multi-partner initiative to ensure stimulus funds are used to advance high-quality and equitable career pathways. We also have been engaging with another new funder (American Student Assistance) around a project focused on work-based learning.

In particular, the proposals to Joyce and Walton are incredibly well-aligned to *CTE Without Limits*, with proposed projects focused on building capacity within states to identify and close opportunity gaps within CTE (principle 2), developing strategies for elevating learner voice in CTE (principle 2), identifying strategies for diversifying the CTE workforce (principle 2), identifying equitable funding models for CTE (principle 1) and developing guidance for expanding access to CTE without borders (principle 5).

Board action: None

Grant	Grant Amount	Grant Start Date	Grant End Date	Apr-2021	Jul-2021	Oct-2021	Jan-2022	Apr-2022	Jul-2022	Oct-2022	Jan-2023	Apr-2023
PAYA	\$400,000	Sept. 2018	Oct 2022									
Gates 3.0	\$500,000	Jun. 2021	Nov. 2022									
ECMC: Fellows	\$1,250,000	Feb. 2021	Jan. 2024									
JPMorgan Chase: Innovation Sites, Data Quality	\$475,000	Oct. 2018	Dec. 2021									
JOYCE: Perkins Support, Equity	\$300,000	Apr. 2019	Dec. 2021									
ECMC: Postsecondary Data Quality	\$750,000	Jan. 2020	Dec. 2022									
JPMC: Global Career Readiness Initiative	\$5,000,000	Mar. 2020	Jun. 2025									
Siemens 3.0	\$838,500	Mar. 2020	Oct. 2022									
CHSA-Joyce	\$57,000	Sept. 2020	Aug. 2022									
CHSA-Gates	\$23,000	Sept. 2020	Oct. 2021									
CHSA-ECMC	\$37,000	Feb. 2021	Jan. 2023									
Stimulus Collaborative (Phase 1)	\$50,000	Aug. 2021	Feb. 2022									
Opportunity America	\$14,000	Sept. 2020	Dec. 2021									
Walton	\$300,000	Sept. 2021	Jun 2023									
Joyce 3.0	\$325,000	Jan. 2022	Dec. 2024									

Member Engagement & Professional Learning Strategy Update – September 2021

Major Accomplishments (March – September 2021)

2021 Advance CTE Virtual Spring Meeting

The organization delivered its first ever virtual meeting on April 14 and 15, 2021. More than 320 people from 50 states, the District of Columbia and the U.S. Virgin Islands registered for the 2021 Advance CTE Spring Meeting, surpassing the registration goal of 250. The sponsorship goal was exceeded, with \$79,850 committed by 16 organizations. U.S. Secretary of Education Dr. Miguel Cardona provided closing remarks for the Meeting.

New State Director Institute

The 2020 – 2021 program concluded in June 2021. Success criteria including regular workshop attendance, increased learning and connection to other Career Technical Education (CTE) leaders (as measured by pre- and post-program self-evaluations) were all met or exceeded. Evaluation data is included in the Relevant Data section below. This was the first-ever all-virtual delivery of the program, and cohort members and mentors were asked for feedback on a regular basis (after each workshop for cohort members and in quarterly check ins and exit interviews for the mentors). Analysis of the evaluation data indicated that no major changes are required for the 2021 - 2022 program. One planned change is the elimination of paid, contracted mentors; this arrangement did not prove an adequate return on investment in 2020-2021, and mentors to this cohort also indicated that current State CTE Directors would be better able to relate to and provide support for the unique and ongoing challenges presented by the pandemic.

Qualitative feedback on the program from cohort members who participated in an end-of-year celebration proved that the NSDI succeeded in accomplishing programmatic goals:

- *Through this program you realize you're not alone in your challenges and your successes.*
- *It was hard to find the time but I'm glad I made the time! This is valuable regardless of your experience in CTE before becoming State CTE Director.*
- *NSDI provides time to share your thinking separate from your state's agenda and politics*
- *In other spaces, it was nice to have faces I recognize and know that I was not the only new person.*

Five State Directors who began in the role between January 2021 and present were invited to enroll in the 2021 – 2022 New State Director Institute August 2021. One State Director who began in 2020 but did not participate in the previous cohort has enrolled for this year. Five current State Directors have volunteered to serve as mentors and a sixth mentor match is being secured.

Challenges

- Delivering member value and fostering connections when members cannot convene in person
- Supporting state leaders in delivering high-quality and equitable CTE in the rapidly changing environment presented by a global pandemic
- Competing priorities for members' time as they are dealing with many crises at the state level
- Prioritizing and executing member supports with limited staff capacity
- Creating meaningful engagement opportunities for Organizational Members, especially with uncertainty about when members can convene in person

Update on Identified Priorities for (April – September 2021)

- 2021 Advance CTE Virtual Spring Meeting
 - Success criteria for the Spring Meeting were met or exceeded, as outlined in the Relevant Data section below
 - 320 people registered for the event, representing all 50 states, the District of Columbia and the U.S. Virgin Islands
 - Secretary of Education Dr. Miguel Cardona provided closing remarks for the Meeting
- Member engagement around new shared vision for CTE
 - Thirteen State Directors representing all five Advance CTE regions and both secondary and postsecondary perspectives are participating in the CTE Without Limits Kitchen Cabinet. The group has met four times between May and August 31, 2021 with two additional meetings planned for September and October. State Directors are providing valuable insight into challenges and opportunities in their work through the lens of each of the vision principles; this information will be curated and shared back with State Directors and will also influence the continued supports Advance CTE creates and provides to states to successfully realize the vision in full. Evaluation data is provided in the Relevant Data section below.
 - Advance CTE held five virtual Lunch & Learns (L&L) - one on each vision principle- between May and August 2021. Each L&L engaged representatives from several partner organizations, some that had signed on as official vision supporters and other organizations that are supporting the realization of the vision in other ways. The format of these events allowed for members and other attendees to engage with each other in breakout room discussions around each principle and the information partner organizations shared. Based on pre- and post-program self-evaluations, the sessions have increased member knowledge of each vision principle by 20% on average. An average of 83 people have attended each L&L and all but nine states have been represented across the first four L&L sessions.
- Virtual Learning Strategy and ongoing Virtual Member Engagements
 - Advance CTE held a set of Regional Calls for State Directors in June 2021. This series is on hiatus until after the Fall Meeting to allow for the organization to collect feedback from a representative group in order to ensure this space continues to meet State Director needs.

- Advance CTE held one webinar in late April, *Research Update: Results of a national survey on how to communicate the value of CTE with families*. 79 people attended and the session received a 4.39 out of 5 rating average. The recording was watched 63 times on the CTEWorks YouTube channel within one month.
- The primary focus of the virtual learning strategy during this time was on Spring Meeting and the Lunch & Learn series, detailed above.
- FY22 Elections for the Advance CTE Board of Directors
 - Advance CTE received a record number of nominations (eight) for three open Board of Directors positions in Spring 2021. Candidates presented their statements at Advance CTE’s virtual Business Meeting in April 2021 and State Directors or their proxies voted electronically in the following weeks. Angel Malone (SC) was elected Secretary/Treasurer, Tiara Booker-Dwyer (MD) was elected to serve At-Large and Thalea Longhurst (UT) will continue to represent Region E. Angela Kremers (AR) was also named to represent Region B after Steve Playl’s (TN) departure from his role.
- The Postsecondary State CTE Leaders Fellowship Program
 - This program is well underway. Fourteen people were recruited to join the Advisory Committee, including the group’s two co-leaders, Kumea Shorter-Gooden and Sonja Wright-McMurray. The Committee has provided valuable insight and suggestions for the Fellowship curriculum, program Coaches and Fellow recruitment plan. The Committee will also review applications and select the first cohort of Fellows.
 - The program will be delivered via interactive, virtual workshops and the curriculum designed is underway in partnership with Education Strategy Group.

Priorities for Next Six Months (September 2021 – February 2022)

- Executing high-quality, well-attended and well-received virtual 2021 Fall Meeting (1b.; 1d.)
 - Meeting success criteria, including state representation, registration and sponsorship goals and high participant engagement and satisfaction
 - Issue Star of CTE award(s) to recognize and leverage current and emerging state CTE leaders within the organization. (1e.) Four nominations for the Rising Star award were submitted for Board consideration. Zero nominations were received for the Distinguished Leader award.
 - Meeting content is designed around the theme “Meeting CTE’s Moment” and continues partnerships with the U.S. Office of Career, Technical, and Adult Education (OCTAE) and many national partners, while also elevating promising CTE practices from states
- Engaging a new cohort in the New State Director Institute (1b.; 1d.)
 - Three of the four workshops (Leveraging Your Strengths as a Leader, Program Quality and Maximizing Collaboration) will be delivered online via Zoom during this time period. New State Directors will also connect with their mentors (current State Directors) on a monthly basis for additional support for their first year in the role.
- Incorporate learnings from CTE Without Limits Kitchen Cabinet to support members in fully realizing the CTE Without Limits vision.

- At each Kitchen Cabinet meeting, members discussed each of the five vision principles through the lenses of: strengths (successes and best practices underway in their state); weaknesses (areas for improvement); opportunities (strategies or activities a state could try); and threats (external or environmental factors that could derail work to achieve the principle). Advance CTE staff will analyze the identified weaknesses, threats and opportunities to assess the status of state activity around vision principles and how to best prioritize the next set of implementation supports. The strengths states contributed will be evaluated and lifted up in future communications and resources as promising practices.
- We will also offer intensive technical assistance to a small cohort of states and to launch a community of practice to help cross-sector teams within states advance principles of the new vision. The RFP will be released in October and the cohort will launch in early 2022.
- Launch the first cohort of The Postsecondary State CTE Leaders Fellowship Program (1d., 1e., 2c., 3c., 3d., 3e.)
 - The first cohort of Fellows will be selected and enrolled in October 2021 and two workshops will be held during this time. The curriculum is being finalized in partnership with ESG; early objectives include building a strong and trusting community among the Fellows and introducing the group to CTE through an equity lens. The Advisory Committee will identify coaches to support Fellows in achieving their leadership goals and in completing their real-world project, a major component of the program.

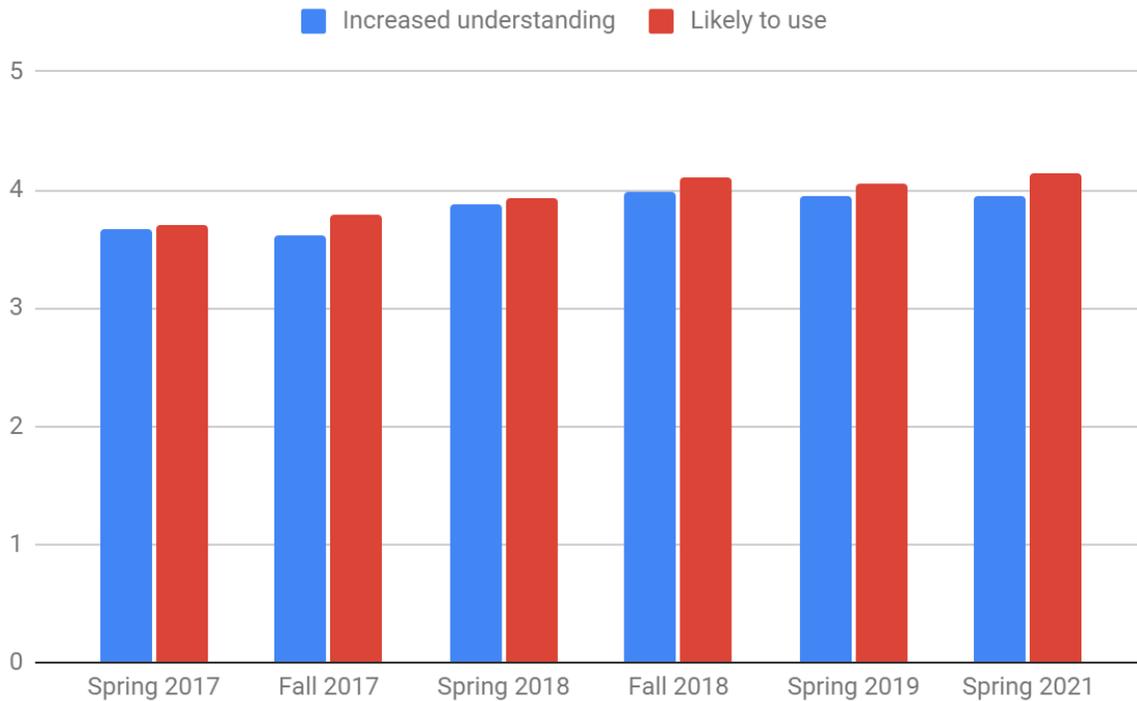
Relevant Data

Spring Meeting Data

Session Evaluations

	Breakouts & Workshops & Problems of Practice (*does not include Role Alikes) (5 pt)	Plenaries (5 pt)	Average
Please rate the degree to which this session increased your understanding of the topic	3.94	3.99	3.95
How likely are you to use the information you learned in this session in your own work?	4.13	4.2	4.14

Table 1 Spring and Fall Meeting Session Evaluation Data Over Time



2020 – 2021 New State Director Institute

I understand how to make change on the following topics in my state via the following levers:					
	People	Policy	Funding	Data	Positioning
<i>Enrollment Form average (5 pt scale)</i>	3.75	3.75	3.5	3.75	3.63
<i>Final Evaluation average (5 pt scale)</i>	4.75	4.75	4.5	4.75	5
<i>Percent change from Enrollment forms to Final Evaluation</i>	26.67%	40.74%	28.57%	26.67%	37.93%

- I feel connected to other CTE leaders across the country: 23% increase from enrollment form to final evaluation
- (Final Evaluation) As a result of my participation in the NSDI, I expect my engagement with Advance CTE to:
 - Increase a lot (50%)
 - Increase a little (25%)
 - Stay the same (25%)

CTE Without Limits Kitchen Cabinet

Average evaluation data, Meetings 1 through 4

- I feel prepared to begin implementing CTE Without Limits in my state at this time: 3.84 out of 5
- I was able to participate and engage in this meeting in a way that was comfortable for me: 4.06 out of 5

Vision Lunch & Learn Series (Four sessions, June 1 – August 17)

	(Before) How much do you know about this principle? (4 pt)	After this Lunch & Learn, how much do you know about this principle? (4 pt)	Percent Change	(Before) How prepared do you feel to advance this principle in your work? (4 pt)	After this Lunch & Learn, how prepared do you currently feel to advance this principle in your work? (4 pt)	Percent Change
Principle 1	2.35	3	27.66%	2.46	3.05	23.98%
Principle 2	2.51	2.91	15.94%	2.53	3.23	27.67%
Principle 3	2.41	3	24.48%	2.41	3.24	34.44%
Principle 4	2.45	2.77	13.06%	2.48	2.91	17.34%
Average	2.43	2.92	20.28%	2.47	3.11	25.86%

State Policy Strategy Update – September 2021

NOTE: The content and updates from the Data Strategy have been embedded in this update as the stand-alone data strategy has been phased out.

Major Accomplishments (March – September 2021)

- Since March, Advance CTE has released four state policy-focused briefs/guides, six snapshots and an annual report for *New Skills ready network*, a toolkit and six Perkins implementation resources). The resources touch a wide array of topics of interest to our members, New Skills ready network sites and the broader Career Technical Education (CTE) field.
- Since the release of *Without Limits: A Shared Vision for the Future of Career Technical Education (CTE Without Limits)* in March, Advance CTE has engaged nearly every state through its kitchen cabinet, lunch and learns and presentations.
- Advance CTE has developed a series of tools and resources to build capacity within states to improve data quality, address opportunity gaps and engage in brave dialogues about race and CTE.
- Advance CTE secured two grants (a renewal from Gates Foundation and a new grant from the Walton Family Foundation) to support state-focused work and have a proposal for our next round of funding from Joyce Foundation submitted.

Challenges

The most significant challenge the state policy team has faced over this time period has been staff capacity and the need to fill open positions.

Update on Identified Priorities for (April – September 2021)

- Support the effort to modernize The National Career Clusters Framework[®], including launching a set of community and stakeholder engagement sessions, launching an online innovation portal to solicit innovative new approaches to The Framework, synthesizing submitted ideas and developing a prototype structure of the renewed Framework, and securing approval from the Advance CTE and Center to Advance CTE Boards of Directors on the prototype.
 - In the past six months, Advance CTE constructed a prototype framework to potentially replace the National Career Clusters Framework. Specifically, in Advance CTE engaged dozens of stakeholders through interviews and focus groups, launched an innovation portal, which yielded over 400 ideas, and hosted two innovation workshops, which led to the presentation of the prototype at an August 2021 Board meeting. The Board approved the prototype on the condition that it could still meet core state needs (e.g., federal reporting). It was determined that Advance CTE will bring the full prototype to the Board in February 2022.
- Develop and release new reports and briefs on relevant topics for Advance CTE's membership, including four resources that will support the work of the *New Skills ready network sites* and the CTE community as a whole.

- As outlined above, since March, Advance CTE has released 18 publications, which touch a wide array of topics of interest to our members, New Skills ready network sites and the broader CTE field, including:
 - [Connecting Every Learner: A Framework for States to Increase Access to and Success in Work-Based Learning](#)
 - [Practical Guidance for Aligning Career Pathways to Labor Market Data in the Time of COVID-19](#)
 - [Intentional Acts of Dual Enrollment: State Strategies for Scaling Early Postsecondary Opportunities in Career Pathways](#)
 - [Strengthening Career Pathways Through the Power of State and Local Partnerships](#)
 - [New Skills ready network](#) Year One Annual Report and Site Snapshots
 - [With Learners, Not for Learners: A Toolkit for Elevating Learner Voice in CTE](#)
 - Perkins V Implementation Resources ([Engaging Representatives of Learners with Special Population Status through Perkins V](#), [Opportunities to Advance Statewide Industry Collaboration and Engagement in Career Technical Education](#), [Perkins V Promotes Cross-System Collaboration](#), [Perkins V Supports Teacher Recruitment and Retention](#), [Perkins V Opens Access to Middle Grades](#), [Perkins V Expands Commitment to Equity](#))
- Continue to support cities and states to expand high-quality career pathways through the *New Skills ready network* supported by JPMorgan Chase & Co.
 - Advance CTE has remained a core partner in the New Skills ready network, co-hosted a convening in May (including leading pre-workshops on communications and data), releasing snapshots and an annual report in June, launching a blog series to further highlight promising practices across the country in July, and supporting sites in their communications efforts, among other efforts.
- Continue to support state implementation of Perkins V, including identifying innovative approaches in state plans and sharing those approaches with other states through professional learning, the release of mini-briefs and other strategies.
 - Advance CTE released six Perkins implementation resources in the past few months. In addition, we recently launched a short-term project to interview a number of state and local leaders to capture lessons learned from the Comprehensive Local Needs Assessment process and will be sharing takeaways and recommendations with our members in December 2021.
- Conduct a shared solutions workgroup on Elevating and Leveraging the Learner Voice in CTE and develop resources and tools that support state and local leaders in authentically engaging learners.
 - The shared solutions workgroup concluded in June 2021 and [With Learners, Not For Learners: A Toolkit for Elevating Learner Voice in CTE](#) released in August 2021.

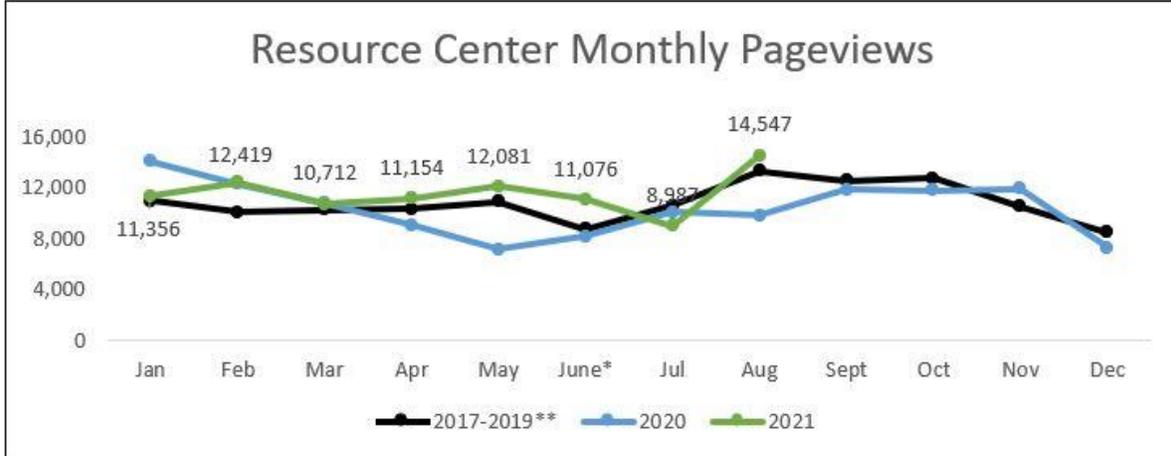
- Launch a virtual cohort-based technical assistance model to support implementation of the *CTE Without Limits* Vision.
 - Planning is underway to offer intensive technical assistance to a small cohort of states and to launch a community of practice. The RFP will be released in October and the cohort will launch in early 2022. The cohort's launch was delayed so we could focus on building awareness about *CTE Without Limits* and develop our roadmap tool, which will guide work within the cohort.
- Maintain and strengthen the Learning that Works Resource Center, including expanding the number of resources on relevant topic areas and completing planned modifications to the Resource Center's structure to enhance the user experience.
 - We increased the number of resources within all 15 categories. We increased communications resources from 13 to 20 and labor market information from 23 to 29, which were the two categories with fewest resources. We accomplished our goal of ensuring all categories have at least 15 resources tagged to them; now all categories have 20 or more tagged resources. We ultimately did not make structural modifications to the Resource Center as the results from the online survey and additional outreach showed that users were satisfied with the layout.
- Build staff capacity to support Advance CTE's state policy work, including onboarding and supporting talented new staff members.
 - Unfortunately, we were not able to hire a new state policy manager in this timeframe but hope to have someone on board in fall 2021. We have not been able to expand capacity as we have been focusing on filling open positions due to turnover. One of our newly hired senior advisors will be contributing to the state policy team, particularly around the provision of technical assistance.
- Facilitate a train-the-trainer CTE Opportunity Gap Analysis Workshop.
 - Building upon lessons learned from the pilot workshops last year, Advance CTE finalized, copy edited and laid out the workshop materials and launched the inaugural train-the-trainer workshop for Advance CTE members. The train-the-trainer workshop is scheduled for September 22 and will involve around 30 participants representing 10 states. Participants will receive a small stipend to deliver the workshop in their own states. Advance CTE is submitting a proposal for additional funding from the Joyce Foundation to continue offering these trainings on a regular basis.
- With support from the CTE Data Quality Workgroup, develop and release a metrics framework resource and equity index.
 - Earlier this year, the workgroup split into three subcommittees to focus on developing the additional tools. The career readiness metrics framework, which includes a list of learner-level measures from middle school through postsecondary and adult education, will be released in mid-September. Piloting for the CTE Equity Index just began, with partners in the Michigan Department of Education, the Kentucky Center for Statistics and Metro Nashville Public Schools testing out the design of the index.

- Develop and implement a technical assistance strategy to help PDI states finalize and execute their action plans.
 - The PDI technical assistance plan is in place. Advance CTE continues to field research requests from each of the sites and support them through thought partnership and regular check in calls. Our team is down one staff member after Brian Robinson’s departure in August, but we are working to fill his position as soon as possible.
- Facilitate PAYA data workgroup meetings and launch a youth apprenticeship data blog series.
 - The PAYA data workgroup has met four times this year, with the fifth and final meeting scheduled in September. In each of these meetings, participants have discussed the roles of intermediaries, employers, education and state partners in collecting and using youth apprenticeship data. The blog series, however, has been delayed; many of the states we engaged for the blog did not feel that they were in a position yet to share their work nationally.

Priorities for Next Six Months (September 2021 – February 2022)

- Ensuring the state policy team is fully staffed (1c)
- Launching technical assistance opportunity and community of practice around implementation of *CTE Without Limits* (2c and 2d)
- Bringing a modernized Career Cluster prototype that addresses all key considerations and needs to the Board of Directors for approval (2e)
- Releasing publications on key topics of interest to members and New Skills ready network sites, including the 2021 Year in Review and State of CTE report on early postsecondary opportunities (2e and 3c)
- Supporting selected states to complete the opportunity gap analysis workshop and conduct an opportunity gap analysis in their own states (1d)
- Launching a shared solutions workgroup on credit for prior learning in career pathways
- Piloting, refining and publishing the CTE Equity Index (2e)
- Launching a 50-state research project on state CTE funding models (2e)
- Launching the “CTE without borders” project in partnership with Southern Regional Education Board and Western Interstate Commission of Higher Education (2e)
- Launching cohort-based technical assistance to support the development of learner voice strategies (2c)
- Developing a new Advance CTE dashboard aligned to the strategic plan (1a and 1c)
- Developing a strategy for consistently applying an equity lens to state policy work (1b)
- Wrapping up the phase two PAYA data quality workgroup and publishing a youth apprenticeship data starter kit (2c)

Relevant Data



- 2,069 pageviews on the CTE Data Quality microsite
- Provided direct, state-policy focused technical assistance to seven states (Alabama, Delaware, DC, Florida, Iowa, Nebraska, Oregon)
- 40 applicants to the CTE opportunity gap analysis workshop
- Participants of the Elevating Learner Voice Shared Solutions Workgroup rated the value of the toolkit at 4.2 (on a 5-point scale) and the overall experience of participating on the workgroup at 4.4 (on a 5-point scale).

Advance CTE/The Center to Advance CTE FY19-21 Strategic Plan Update September 2021

When the FY19-21 Strategic Plan was first approved by the Board and adopted by Advance CTE, there were a few new push areas that set this plan apart from previous versions, including:

- Having a stronger focus on state support and technical assistance
- Expanding federal advocacy to include appropriations and other key policy opportunities
- Having a stronger emphasis of and through-line of equity in CTE;
- Positioning ourselves as the “go-to” organization among members, partners, funders and the media; and
- Making an explicit commitment to being data-driven and focused on continuous improvement.

Over the course of this three-year strategic plan, there were a number of major disruptions that drove our work in unexpected ways, most notably the reauthorization of the Strengthening Career Technical Education for the 21st Century Act (Perkins V) and COVID-19 (coronavirus). While these events required shifts in the way we provided supports to our members, the goals and priorities within the strategic plan continued to guide our work.

Our FY19-21 Strategic Plan ended on June 30, 2021 and as we reflect on all that was accomplished, a number of key themes emerge:

- Our commitment to members and member supports remained high, in spite – and because of – the opportunities presented by Perkins V reauthorization and coronavirus. Advance CTE provided extensive 50-state and targeted supports throughout the development of states’ Perkins V plans, including seven implementation meetings, an expert peer review, multiple shared solutions workgroups and targeted technical assistance to nearly 10 states. The coronavirus pushed Advance CTE to create new spaces for members to engage with each other to and build out a robust virtual learning and engagement strategy, leveraging webinars, lunch and learns, kitchen cabinets and other means for sharing information and learning across states. And, we have maintained all 50 states and D.C. as members over the course of this strategic plan.
- Our federal advocacy efforts now include a robust, annual appropriations strategy, we have Board-approved priorities for both Workforce Innovation and Opportunity Act and Higher Education Act and have joined a number of key coalitions to expand our reach and ensure CTE is better represented across federal advocacy organizations. While we did not fully accomplish our Double the Investment campaign, we have continued to see moderate increases for Perkins funding over the past three years.
- Equity is now a through-line in all of Advance CTE’s work. Over the last strategic plan, we launched an internal equity strategy, released a series of resources to lay out a series of recommendations around equity in CTE (Making Good on the Promise), built relationships with other equity-focused organizations through an equity committee and developed a

number of tools and trainings to help states build their own capacity for addressing equity. The work accomplished during this strategic plan is foundational to our continued efforts to address inequities within CTE policies, programs and practices.

- With respect to being the “go-to” organization, we have continued to build and maintain partnerships with a wide array of national organizations, with over 40 recently signing on in support of *CTE Without Limits*. In addition, as of April 2018 (two months before we launched the FY19-21 strategic plan), Advance CTE had four active grants/contracts. As of March 2021, as this strategy plan was winding down, we had 16 active grants/contracts across aligned with our priorities.
- We have committed a significant amount of time and capacity on our internal processes, with a focus on equity. However, we have not been as action-oriented around using the dashboard data to drive decisions. We have prioritized this work for our next strategic plan, including hiring a firm to help with the construction of our metrics and new dashboard.
- Another area where we made less progress than anticipated was in strengthening internal processes. While we have made improvements to many of our back-end processes, leveraging technology solutions, we have not developed a comprehensive SOP manual or built out a fully user-friendly internal knowledge management system.
- While we deepened our relationship with the U.S. Chamber of Commerce Foundation and NASWA over the last strategic plan, we still believe there is more work to be done to strengthen relationships with other industry and workforce development organizations going forward.
- Finally, there are several places where we are yellow, largely driven by shifting timelines and priorities, often as a result of coronavirus. For example, the 100-year anniversary strategy was greatly impacted by coronavirus and some of our engagement with media and Congressional offices as coronavirus (and the economy) became a greater priority over regular federal policy activity. In other cases, work may have been slowed down to enable more input (e.g. Career Clusters modernization) or resources (e.g. providing more assistance around supporting the CTE leadership pipeline).

Below is a summary of the overall progress and accomplishment against this strategic plan.

Green	Fully accomplished/ objectives were met	Orange	Somewhat accomplished/ objectives were only somewhat met
Yellow	Largely accomplished/ objectives were largely met	Red	Not accomplished/ objectives were not met

Strategic Priority	Overall Status
Strategic Priority 1: Ensure the Adoption and Implementation of High-Quality State and Federal CTE POLICY	
1a. Develop, refine and advance federal legislative and budgetary priorities that support, promote and increase equitable access to and success in high-quality CTE.	
1b. Develop and promote policy frameworks, publications and tools that support, promote and increase learner access to and success in high-quality CTE.	
1c. Support Advance CTE members in the implementation of federal and state legislation and policies through structured and just-in-time technical assistance.	
1d. Plan and execute a strategy for the revision of the National Career Clusters [®] Framework.	

Strategic Priority 2: Empower Advance CTE Members through Topical and Impactful PROFESSIONAL LEARNING	
2a. Maintain strong and effective two-way communications channels with Advance CTE members to ensure they are aware of and inform Advance CTE’s priorities, activities, resources and events.	
2b. Provide high-quality in-person and virtual professional development events and resources to build, grow and strengthen the leadership skills and content knowledge of Advance CTE members, which they then implement in their own states and communities.	
2c. Provide personalized and targeted supports to Advance CTE members to support CTE’s leadership pipeline.	
2d. Build and strengthen communities within Advance CTE’s membership to foster cross-state sharing and learning.	

Strategic Priority 3: Raise the Visibility and PROMOTION of High-Quality CTE	
3a. Develop, disseminate, and support Advance CTE members and key stakeholders in the use of communications resources, tools, messages and technical assistance to build the visibility of and support for high-quality CTE.	
3b. Position Advance CTE as the go-to organization for members, policymakers, the media and other key stakeholders seeking expertise, accurate information and timely resources related to CTE.	
3c. Plan and execute a strategy to celebrate Advance CTE’s 100-year anniversary that documents and honors our history and success while continuing to move the organization and CTE field forward.	
3d. Plan and execute a fundraising and development strategy that aligns with and advances the organizations’ mission and vision.	

Strategic Priority 4: Build and Maintain Strong and Effective PARTNERSHIPS that Advance our Vision and Mission	
4a. Develop, maintain and grow strategic partnerships with policymakers, federal agencies, advocacy groups and other key organizations to advance the federal legislative and budgetary priorities.	
4b. Develop, maintain and grow strategic partnerships with policymakers, advocacy groups and other key stakeholders to support states' adoption and implementation of legislation and policies.	
4c. Develop, maintain and grow strategic partnerships with K-12 and postsecondary education organizations to ensure CTE is considered an essential partner in the full P-20 education continuum.	
4d. Develop, maintain and grow strategic partnerships, particularly with employers and industry and workforce development organizations, to ensure CTE is considered an essential partner to workforce and economic development.	

Strategic Priority 5: Develop and Maintain Internal PROCESSES and PROTOCOLS to Ensure a Strong, Healthy and Sustainable Organization	
5a. Ensure all aspects of the management of Advance CTE/The Center to Advance CTE are effective, efficient and in legal compliance.	
5b. Revise and update the organizational standard operations procedures manual to comprehensively articulate key organizational policies, processes and practices.	
5c. Develop, maintain and use an internal knowledge management system.	
5d. Support and maintain a positive work culture that is collaborative and values employees' contributions, leadership and growth.	
5e. Maintain an organizational commitment to being data-driven and focused on continuous improvement.	

Board action required: No action required

FY22-24 Strategic Plan Update

Prepared by Kate Kreamer, Deputy Executive Director

The Advance CTE/The Center to Advance CTE Board of Directors unanimously approved the new, three-year strategic plan on June 29, 2021, organized around three strategic priorities: EQUIP, EMPOWER and ELEVATE. Over the summer, the Advance CTE staff went through the Board-approved strategies and identified the activities we have underway or will launch over FY22 to advance the three strategic priorities and 15 related strategies.

Advance CTE will provide bi-annual updates on our progress on the strategic plan to the Board of Directors and, annually, undertake an internal review the activities to ensure they reflect the work we are currently doing and the work we need to be doing to accomplish the strategic plan.

Strategic Priority	Strategy	Activity	Timeline
Strategic Priority 1: EQUIP Advance CTE to lead with a focus on quality and equity			
EQUIP	1a. Maintain a positive and inclusive work culture that is collaborative and values employees' strengths, contributions, leadership, and growth		
	1a1	Develop an annual staff development learning plan that supports both organization-wide and individualized professional development opportunities.	Plan: Winter/Spring 2022
	1a2	Convene a Diversity, Equity and Inclusion Advisory Group with representatives from across the organization to identify opportunities and actions Advance CTE can take to live up to the Board-approved equity statement.	Ongoing
	1a3	Develop and implement measures of staff satisfaction for dashboard.	Plan: Winter/Spring 2022
	1a4	Conduct a capacity audit, aligned to the strategic plan.	Underway
	1a5	Implement full project lifecycle, including mid-project and post-project debrief meetings.	Ongoing
	1a6	Implement an effective employee onboarding protocol, which includes racial equity training.	Plan: Winter/Spring 2022
	1a7	Execute an annual performance evaluation cycle that provides regular opportunities for feedback and discussions about growth.	Ongoing
	1a8	Offer regular "sunshine committee" activities.	Ongoing
EQUIP	1b. Enhance the development and utilization of an equity lens by employees and the Advance CTE/The Center to Advance CTE Board of Directors		
	1b1	Offer staff-wide and individual opportunities for professional development related to equity and racial equity to build our internal capacity and support our external work.	Underway
	1b2	Offer regular Board trainings around equity, including racial equity.	Plan: Fall/Winter 2021

	1b3	Apply an equity lens to all membership-related work, including collecting and using demographic data, designing inclusive supports and spaces, supporting diverse teams and other key actions described below.	Underway
	1b4	Apply an equity lens to all federal advocacy work, including reviewing all relevant bills or federal policies against a checklist that includes equity-focused criteria for endorsement.	Underway
	1b5	Apply an equity lens to all state policy work, including decisions about promising practices, publications, technical assistance and policy tracking.	Plan: Fall/ Winter 2021
	1b6	Apply an equity lens to all communications work, including design decisions and style guide updates.	Plan: Fall/ Winter 2021
	1b7	Leadership team receives equity coaching on a quarterly basis.	Plan: Fall/ Winter 2021
EQUIP	1c. Ensure all aspects of the management of Advance CTE/The Center to Advance CTE are equitable, effective, efficient and legally compliant		
	1c1	Actively maintain, support and leverage Advance CTE/The Center Board of Directors to ensure the accomplishment of the strategic plan.	Ongoing
	1c2	Conduct annual fiscal audit.	Plan: Fall/ Winter 2021
	1c3	Update and maintain the finance manual annually.	Ongoing
	1c4	Execute an inclusive process for creating and maintaining an SOP manual that includes administrative processes, templates and models for key aspects of the organization.	Plan: Summer 2022 or later
	1c5	Maintain up-to-date and legally compliant personnel policies, ensure no redundancy with the employee handbook and update telework and remote work policies.	Plan: Fall/ Winter 2021
	1c6	Conduct an annual review of the policies with all staff, including an annual signing of personnel policies, whistleblower policy, conflict of interest policy and position description.	Ongoing
	1c7	Launch an audit of Board-approved policies to ensure they are equitable.	Plan: Summer 2022 or later
	1c8	Launch an audit of organizational (internal) policies to ensure they are equitable.	Plan: Winter/Spring 2022
	1c9	Update and maintain the Board policy manual.	Underway
	1c10	Develop a succession plan policy for Board approval.	Plan: Winter/ Spring 2022
	1c11	Maintain an organizational commitment to being data-driven and focused on continuous improvement, including a dashboard, metrics aligned to the theory of action and regular internal and board stocktakes.	Underway
	1c12	Implement equitable hiring process to build strong and diverse pools of applications for open positions.	Ongoing

	1c14	Establish an easily navigable internal knowledge management system is updated at least quarterly.	Plan: Winter/ Spring 2022
EQUIP	1d. Deliver high-quality professional development events and resources to grow and strengthen the leadership skills, equity lens and content knowledge of all members		
	1d1	Offer year-round virtual learning strategy to members that attends to leadership skills, equity and <i>CTE Without Limits</i> -aligned content through webinars, lunch & learns, ask an expert sessions and other opportunities.	Underway
	1d2	Offer annual Fall and Spring meetings.	Underway
	1d3	Lead an annual New State Director Institute.	Underway
	1d4	Provide train-the-trainer sessions to expand member capacity to lead opportunity gap workshops in their states.	Underway
	1d5	Provide train-the-trainer sessions to expand member capacity to lead workshops that build capacity among counselors in their states.	Plan: Winter/ Spring 2022
	1d6	Provide train-the-trainer sessions to expand member capacity to lead brave dialogues on race in CTE.	Plan: Fall/Winter 2021
	1d7	Embed feedback loops and evaluations in all meetings, virtual learning opportunities and technical assistance offerings, which capture member demographics to ensure our supports are inclusive.	Underway
EQUIP	1e. Support the growth and diversity of CTE's leadership pipeline		
	1e1	Lead ECMC Fellowship project, building a pipeline of diverse postsecondary leaders.	Underway
	1e2	Building on lessons learned from ECMC fellowship, build a leadership pipeline for secondary leaders.	Plan: Summer 2022 or later
	1e3	Develop a CTE affinity group for members of color.	Plan: Winter/ Spring 2022
	1e4	Lead the annual Star of CTE membership awards to recognize and leverage current and emerging state CTE leaders within the organization.	Underway
Strategic Priority 2: EMPOWER members to realize the CTE Without Limits vision			
EMPOWER	2a. Support members to build and maintain diverse cross-sectoral state teams with representation from K-12, postsecondary and workforce development		
	2a1	Create and execute a strategy to support members in diversifying their state teams.	Plan: Winter/ Spring 2022
	2a2	Conduct an annual dues renewal process that elevates and facilitates diverse state teams.	Plan: Winter/ Spring 2022
	2a3	Develop and maintain a member database that fully captures demographics and roles of members as well as Advance CTE's engagement of state members.	Plan: Summer 2022 or later
	2a4	Develop affinity groups that honor the various roles and sectors of state members.	Plan: Summer 2022 or later

EMPOWER	2b. Shape agendas with national impact to align and attract funding for initiatives that have the highest potential to advance the CTE Without Limits vision		
	2b1	Pursue and participate in advisory boards and other leadership-level positions to elevate <i>CTE Without Limits</i> .	Ongoing
	2b2	Convene national advisory groups or committees, such as the equity committee and ECMC Fellowship advisory committee, to shape our work and strengthen partnerships.	Ongoing
	2b3	Develop and execute a fundraising strategy aligned with mission and <i>CTE Without Limits</i> .	Ongoing
	2b4	Participate in collaborative to ensure stimulus dollars advance high-quality and equitable career pathways.	Underway
	2b5	Participate in and influence the agendas of coalitions to ensure a focus on high-quality and equitable CTE at the federal level.	Ongoing
	2b6	Participate in and influence the agendas of coalitions to ensure a focus on high-quality and equitable CTE at state level.	Ongoing
	2b7	Develop, maintain and grow partnerships with organizations that expand the reach and impact of our federal advocacy strategy.	Ongoing
	2b8	Develop, maintain and grow partnerships with organizations that expand the reach and impact of our state policy strategy.	Ongoing
	2b9	Develop, maintain and grow partnerships with organizations that expand the reach and impact of our communications strategy.	Ongoing
	2b10	Develop, maintain and grow partnerships with organizations that expand the reach and impact of our professional learning strategy.	Plan: Summer 2022 or later
	2b11	Develop, maintain and grow partnerships with organizations that expand the reach and impact of our equity strategy.	Plan: Fall/Winter 2021
EMPOWER	2c. Lead networks and cohorts to foster cross-state learning and shared solutions for members		
	2c1	Leverage member task forces, committees, kitchen cabinets around specific challenges or topics to advance our organization's strategic priorities.	Underway
	2c2	Provide cross-site support for the New Skills ready network, including sharing research requests and shaping agendas during convenings.	Underway
	2c3	Expand and maintain a community of practice of state data professionals.	Underway
	2c4	Lead the PAYA data workgroup.	Underway
	2c5	Lead the credit for prior learning shared solutions workgroup.	Plan: Fall/Winter 2021
	2c6	Lead the social capital shared solutions workgroup.	Underway
	2c7	Lead a community of practice of states implementing equity-focused recruitment and communications strategies.	Underway
	2c8	Launch cohort-based technical assistance to support the development of learner voice strategies.	Plan: Winter/Spring 2022

	2c9	Develop and lead community of practice for cross-sector teams working to advance <i>CTE Without Limits</i> .	Plan: Winter/ Spring 2022
EMPOWER	2d. Provide intensive technical assistance to enable members to become sharable and scalable proof points for specific aspects of <i>CTE Without Limits</i>		
	2d1	Provide technical assistance to cross-sector teams of states to implement <i>CTE Without Limits</i> , through a competitive process.	Plan: Fall/ Winter 2021
	2d2	Provide technical assistance to PDI states and organize a national showcase in fall 2022.	Underway
	2d3	Provide technical assistance to states to support CTE communications, outreach and recruitment.	Underway
	2d4	Support CHSA-provided technical assistance to two states to improve the quality of and equitable success in EPSOs.	Underway
	2d5	Provide 50-state supports and resources to ensure lessons learned from intensive technical assistance projects are shared with full membership.	Ongoing
EMPOWER	2e. Develop policy frameworks, publications and tools that support members to increase learner access to and success in equitable, high-quality CTE		
	2e1	Develop a Board-approved prototype for the National Career Clusters Framework.	Plan: Fall/ Winter 2021
	2e2	Develop and launch supports and resources to support the implementation of the modernized Career Clusters with input from the field.	Plan: Summer 2022 or later
	2e3	Develop and execute a publication agenda that is responsive to the needs of the field, including members and New Skills ready network sites.	Underway
	2e4	Develop and release annual State of CTE report on early postsecondary opportunities, elevating a <i>CTE Without Limits</i> -aligned topic of interest.	Underway
	2e5	Develop a policy benchmark tool on credit for prior learning, elevating a <i>CTE Without Limits</i> -aligned topic of interest.	Plan: Winter/ Spring 2022
	2e6	Develop and provide supports around data-driven tools (including the equity index and metrics framework) that enable states to identify and address opportunity gaps.	Plan: Fall/ Winter 2021
	2e7	Lead a series of roundtables and develop guidance for delivering CTE without borders.	Plan: Winter/ Spring 2022
	2e8	Launch research around K-12 CTE funding models to support 2023 State of CTE report, elevating a <i>CTE Without Limits</i> -aligned topic of interest.	Plan: Fall/ Winter 2021
Strategic Priority 3: ELEVATE high-quality and equitable CTE			
ELEVATE	3a. Advance federal priorities that support, promote and increase equitable access to and success in high-quality CTE		
	3a1	Create member-informed federal policy priorities and reauthorization recommendations, which align with <i>CTE Without Limits</i> .	Ongoing

	3a2	Execute an annual appropriations strategy to increase federal funding for CTE.	Ongoing
	3a3	Execute an HEA reauthorization strategy based on Board-approved recommendations.	Underway
	3a4	Execute an WIOA reauthorization strategy based on Board-approved recommendations.	Underway
	3a5	Develop and execute an ESSA reauthorization strategy, including the development of Board-approved recommendations.	Plan: Winter/ Spring 2022
	3a5	Develop and execute a federal apprenticeship strategy, including the development of Board-approved recommendations.	Plan: Winter/ Spring 2022
ELEVATE	3b. Lead members in the implementation of federal and state legislation and policies through personalized, structured and just-in-time technical assistance		
	3b1	Provide real-time updates to membership about federal action that impacts CTE.	Ongoing
	3b2	Offer supports to members to ensure they can use Advance CTE tools (e.g., Ask an Expert).	Ongoing
	3b3	Provide tools and supports around the comprehensive local needs assessment.	Plan: Fall/ Winter 2021
	3b4	Support states to implement stimulus funding, including monitoring implementation and documenting impact.	Plan: Fall/ Winter 2021
ELEVATE	3c. Contribute to and support an expanded practice and research base around high-quality and equitable CTE, with an emphasis on all dimensions of equity including race		
	3c1	Aggregate and inform on state policy through annual Year in Review report.	Plan: Winter/ Spring 2022
	3c2	Develop and populate historical state policy analysis through member-facing dashboard.	Plan: Winter/ Spring 2022
	3c3	Maintain and continue to refine Learning that Works Resource Center to ensure it meets the needs of members and New Skills sites.	Underway
	3c4	Publish the research warehouse to arm members and partners with key CTE-related data and research.	Plan: Fall/ Winter 2021
	3c5	Engage the CTE research network and similar groups to influence the national research agenda.	Plan: Winter/ Spring 2022
	3c6	Effectively execute an Excellence in Action awards program that highlights high-quality and equity-centered CTE programs within states.	Plan: Fall/ Winter 2021
	3c7	Leverage blogs and other communications channels to elevate promising practices at the national, state and local levels.	Underway
ELEVATE	3d. Build the capacity of members and stakeholders to be effective advocates for high-quality and equitable CTE		
	3d1	Engage members in targeted advocacy to advance organizational federal policy priorities and goals.	Ongoing
	3d2	Develop tools and provide member technical assistance around communications and messaging.	Underway

	3d3	Offer workshops in up to 30 states to build capacity among counseling professionals around CTE and career readiness.	Plan: Winter/ Spring 2022
ELEVATE	3e. Position Advance CTE as the go-to organization for members, policymakers, media and stakeholders seeking expertise and information on CTE		
	3e1	Implement a digital media strategy that elevates Advance CTE's work to members and national partners.	Underway
	3e2	Implement a media engagement strategy that focuses on developing strong relationships with members of the media and placing our own content as appropriate.	Underway
	3e3	Maintain extensive and up-to-date distribution list of contacts, including members, non-members, funders, policymakers, media and stakeholders.	Ongoing
	3e4	Conduct media training for staff.	Plan: Winter/ Spring 2022
	3e5	Maintain a useful, up-to-date and easy-to-navigate website.	Ongoing
	3e6	Maintain and expand relationship with CTE caucuses and key Congressional staff.	Ongoing
	3e7	Maintain and expand relationships with federal agencies, the Office of Management and Budget and the White House.	Ongoing
	3e8	Develop and disseminate annual report of Advance CTE's reach and impact.	Plan: Winter/ Spring 2022
	3e9	Gather regular information on members' satisfaction and priorities (e.g., member services survey, new member skills/interest inventory), disaggregated by member type and demographics, as appropriate.	Plan: Fall/ Winter 2021
	3e10	Maintain internal processes for coordinated dissemination of resources, releases and communications to maximize uptake by our members, funders and partners, based on organizational launch and release calendar.	Ongoing

Board Action: Discuss the following questions:

- Are there any questions about the activities outlined above?
- Do the activities sufficiently advance our three strategic priorities (EQUIP, EMPOWER and ELEVATE)?
- How often does the Board want updates on progress against the strategic plan? At every Board meeting? On a quarterly or bi-annual basis?
- At what level would the Board like to receive updates? At the Board-approved strategy level or at the staff-developed activity level?

Advance CTE Performance Measures and Dashboard Update *Report Submitted by Austin Estes, Manager of Data & Research*

The following is an update on Advance CTE's performance measures and dashboard. The dashboard is a set of indicators used to update the Board about the organization's impact and reach. While the dashboard has been in place since 2017, Advance CTE has been undergoing a process to update the performance measures and the dashboard to align with the new strategic plan and to better equip the Board with the data and information it needs to lead the organization.

* Note: The dashboard captures data collected about work conducted through both Advance CTE and The Center to Advance CTE. However, for ease of language, the dashboard is being referred to as Advance CTE's dashboard.

Progress To Date

In May 2021, Delivery Associates facilitated a retreat with Advance CTE/The Center to Advance CTE leadership and the Board. During that retreat, Board members provided input into a new theory of change and a set of accompanying performance metrics. Based on the input generated from that meeting, Delivery Associates and Advance CTE have been meeting regularly to redesign the Advance CTE dashboard to align with the new strategic plan and provide the Board the information they need.

The goal for this process is to identify a set of metrics that are measurable, movable and meaningful. This means prioritizing measures of outcome and impact over inputs that are easier to measure but do not provide relevant information. We also hope to narrow down the list of measures included in the current dashboard (52 metrics) to a more manageable number (fewer than a dozen).

To date, Advance CTE and Delivery Associates have identified a set of measures that are aligned to the three strategies priorities (Equip, Empower and Elevate) and the outcomes of the theory of change. We are going through the process of defining and refining metrics, determining frequency and sources for data collection, and getting input from staff responsible for data collection. A draft version of the performance measures and dashboard will be presented at the September Board meeting.

Timeline and Process for Completing the Dashboard

- **Development and Refinement of the Dashboard (May – Sept 2021):** Building upon the Board's input from the May board retreat, Advance CTE and Delivery Associates identify a set of performance measures and design a simplified dashboard and reporting mechanism that is aligned with the new strategic plan and the *CTE Without Limits* vision.
- **Input and Revision (August – October 2021):** The performance measures and early dashboard designs are shared with members of the Board and members of the Advance CTE staff for input. Revisions are made based on feedback until the dashboard is finalized.

- **Initial Data Collection (January – March 2022):** Initial data collection is complete. Advance CTE staff populate the new dashboard using newly defined performance measures.
- **Dashboard Shared with Board (April 2022):** The completed dashboard is shared with the Board ahead of the spring 2022 Board meeting to give board members time to review the data before the meeting.
- **Facilitated Stocktake Discussion (April 2022):** Advance CTE staff and Board members participate in a facilitated stocktake discussion to review performance measures, assess the organization’s progress towards its goals, and identify strategic priorities for the year ahead.

Advance CTE will present an update on the performance measures and dashboard at the September 28 Board meeting. At that time, Board members will have a chance to see the draft dashboard and preview Advance CTE’s planned reporting processes.

Board Action: Discuss the following questions:

- What are your initial reactions to the new dashboard? What stands out to you?
- Are there any components of the performance measures and dashboard that need to be clarified?
- What questions do you have about the process for sharing and discussing the performance measures with the Board?