

Agenda

2021 Advance CTE Fall Meeting
Updated: October 21, 2021

TUESDAY, OCTOBER 26	
Time (EDT)	Activity
12:00 – 4:00 p.m.	<p>OCTAE Regional Appointments Regional staff from the U.S. Department of Education’s Office of Career, Technical and Adult Education (OCTAE) will conduct one-on-one meetings with state teams by appointments only.</p> <p>Please email Stacy Whitehouse, swhitehouse@careertech.org, to schedule an appointment.</p>
WEDNESDAY, OCTOBER 27	
Time (EDT)	Activity
11:30 – 11:55 a.m.	<p>Welcome Address</p>
11:55 a.m. – 12:30 p.m.	<p>Plenary Session: Meeting CTE's Moment: Exploring Philanthropy's Role in Achieving CTE Without Limits Realizing the <i>CTE Without Limits</i> vision requires a shared commitment among policymakers, practitioners, industry partners and philanthropy. Philanthropy’s unique role in promoting and accelerating innovation in both policy and practice is particularly critical to advancing this ambitious vision in the years to come. This panel will feature key voices from the philanthropic community on where they see the greatest opportunities and challenges ahead for ensuring each learner can find their career success.</p> <p>Speakers:</p> <ul style="list-style-type: none"> - Alex Harris, Vice President for Programs, Castle Foundation - Chibuzo Ezeigbo, Program Officer, The Joyce Foundation - Jade Grieve, Education Advisor, Bloomberg Philanthropies
12:30 – 12:45 p.m.	<p>Break</p>
12:45 – 1:30 p.m.	<p>Challenging the Limits: Breakout Session Series on Turning Challenges into Opportunity Get a deep dive into topics, including tackling the ongoing instructor shortage, innovative and effective uses for stimulus funds and the benefits of virtual postsecondary CTE.</p>

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Tackling the Ongoing CTE Educator Shortage

Across the country, school districts and postsecondary institutions are facing instructor shortages as educators retire or leave the profession early. States and institutions are committing to building recruitment strategies and talent pipeline programs that attract diverse CTE instructors, administrators and leaders who are demographically representative of the learners they teach and have strong industry expertise. In this session, participants will learn about leading states' efforts to broaden and diversify their CTE workforce.

Speakers:

- Roger Barnes, State CTE Director, Missouri Department of Elementary and Secondary Education
- Lori Brown, CTE Coordinator, Missouri Department of Elementary and Secondary Education
- Sarah Williams, State CTE Director, Tennessee Department of Education

Inside the Beltway: Everything you need to know about what's happening in D.C. that impacts CTE

The federal government has provided multiple waves of stimulus funds. Congress is considering unprecedented infrastructure and human capital investments. And the regular work of reauthorizing federal legislation impacting CTE, like the National Apprenticeship Act, the Workforce Innovation and Opportunities Act and the Higher Education Act are still on deck. This session will provide state CTE leaders with the inside track on what they need to know about the latest happenings in Washington, D.C. that will impact secondary, postsecondary and adult CTE.

Speaker:

- Alisha Hyslop, Senior Director of Public Policy, Association for Career and Technical Education (ACTE)
- Steve Voytek, Policy Advisor, Foresight Law + Policy

Virtual CTE Beyond COVID-19: Postsecondary Lessons Learned

In the last two years, virtual learning has become ubiquitous. While access to technology and virtual employer engagement remain challenges, new opportunities also have arisen, especially for postsecondary CTE. Because of the open-access nature of virtual learning, online postsecondary CTE has the potential to advance CTE without borders and allow postsecondary learners to access education more equitably regardless of location. This session will feature findings from research conducted by the Urban Institute on how the coronavirus has changed online postsecondary CTE, including how institutions may implement digital skills training and simulated work-based learning.

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Speaker:

- Theresa Anderson, Senior Research Associate, Urban Institute

A New Approach to Evaluating CTE Equity: Designing and Piloting a CTE Equity Index

An equitable CTE system means that each learner can access and has the means to succeed in the career preparation ecosystem. Perkins V provides some tools to advance equity in CTE, but it can be challenging to make sense of the data and identify learners, subgroups and institutions that need support. With input and guidance from an expert workgroup, Advance CTE and Education Strategy Group developed a CTE Equity Index that evaluates the inclusivity and equitable outcomes of CTE programs at the state or local level. In this session, participants will learn about the design of the CTE Equity Index and hear about the Kentucky Center for Statistics' early pilot of the index. Participants will also discuss how to develop and apply the CTE Equity Index in their own states and communities and receive an early version of the tool.

Speakers:

- Jessica Cunningham, Executive Director, Kentucky Center for Statistics
- Austin Estes, Data & Research Manager, Advance CTE
- Emily Passias, Director, Education Strategy Group

1:30 – 1:40
p.m.

Break

1:40 – 2:25
p.m.

Latest Research Impacting CTE Breakout Session Series

Discover the latest research impacting CTE including new research on employers' perspectives of CTE, best practices in connecting and promoting non-credit and credit pathways and a sneak peek of Advance CTE's annual State of CTE report on the national landscape of early postsecondary opportunities.

Leveraging Employer Support and Participation in CTE

This session will provide participants with an overview of Advance CTE's latest research of over 300 employers, which provides tangible data points that can be used to leverage employer interest in and support for CTE. Participants will gain fresh insights into employer awareness of and attitudes towards CTE, the extent of support for increased investment in CTE, and what skills employers value the most. Now, more than ever, expanding and strengthening CTE's partnerships with employers is necessary to help CTE meet its moment by ensuring high-quality and equitable CTE

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Speakers:

- Stacy Whitehouse, Senior Associate for Communications and State Engagement, Advance CTE
- James Redstone, Director of Public Policy, SHRM

Connecting Noncredit and Credit Pathways to Ensure All Learning Counts

A key action within *CTE Without Limits* is for CTE leaders to build and leverage trusted systems to translate competencies and credentials into portable credit through key levers such as the expansion and standardization of credit for prior learning policies and assessments. This session focuses on strategies for measuring learning so that learner's success is determined by their skills, not by a system's ability to recognize it. Attendees of this session will learn about the policy priorities for promoting noncredit and credit pathways for learners as outlined in the *All Learning Counts: State Policy Toolkit* from the Lumina Foundation and about Louisiana's annual crosswalk for prior military experience and for industry-based certifications.

Speakers:

- Deidra Jackson, Managing Partner, Opus Strategies / Lumina Foundation
- Scott Smathers, State CTE Director, Kansas Board of Regents

Getting a Head Start: Early Postsecondary Opportunities in CTE

CTE Without Limits calls on states to expand, simplify and standardize early postsecondary credit, articulation and transfer policies to better facilitate high-quality early postsecondary opportunities (EPSOs) for every learner. This session will preview Advance CTE's 50-state report on EPSOs and enable participants to hear from state leaders on programs that specifically address common barriers to EPSO participation, particularly for learners from historically marginalized communities.

Speakers:

- Dwight Littlefield, State CTE Director, Maine Department of Education
- Thalea Longhurst, State CTE Director, Utah State Board of Education

Reconnecting Graduates with their Educational Aspirations: Successes and Barriers

States play an important role in ensuring that each learner feels welcome in, is supported by, and has the means to participate in a career preparation

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ecosystem. High school graduates, especially low-income learners and learners of color, have experienced significant disruption to their career aspirations as a result of the coronavirus pandemic. To better understand these challenges, the factors that contribute to them, and the role states can play in preparing learners for careers, researchers from Strada Education will present results of a national survey of disrupted secondary and postsecondary learners, including equity implications, potential supports for these learners, and solutions to barriers to success.

Speakers:

- Melissa Leavitt, Director of Research, Strada Education
- Nichole Torpey-Saboe, Director of Research, Strada Education

2:25 – 2:35 p.m.	Break
2:35 – 2:40 p.m.	Welcome Back + Sponsor Video
2:40 – 3:15 p.m.	Plenary Session: States Leading CTE Without Limits <i>Without Limits: A Shared Vision for the Future of Career Technical Education</i> (CTE Without Limits) puts forth a bold vision for a cohesive, flexible, and responsive career preparation ecosystem that will close equity gaps in educational outcomes and workforce readiness, and leverage CTE as a catalyst for ensuring each learner can reach success in the career of their choice. Join this plenary session to hear real world examples from states that are realizing the vision through the lenses of its five principles, and then move into a breakout session for the details that will allow you to replicate these promising practices in your own work.
3:15 – 3:45 p.m.	States Leading CTE Without Limits Vision Breakout Series

Vision Principle 1

In order to ensure that each learner engages in a cohesive, flexible and responsive career preparation ecosystem, we must establish shared, statewide goals for a cohesive career preparation ecosystem. Join this session to learn how Oregon has worked to develop multi-agency agreements to promote career-connected learning and to secure commitments to equity from key stakeholders.

Vision Principle 2

Principle two of the vision, each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem, instructs us

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that we must ensure that all CTE programs of study are flexible and responsive. Join this session to learn from the collaboration between the National Alliance for Partnerships in Equity (NAPE) and state agencies in Delaware to serve learners through the PIPEline to Career Success for Students with Disabilities initiative. If you are looking for an example of engaging multi-sector stakeholders, making data-driven decisions or increasing the enrollment, graduation and transition to postsecondary education and employment for learners with special population status, this session is for you.

Vision Principle 3

To realize the third principle of the vision, each learner skillfully navigates their own career journey, we must empower learners to make informed career preparation decisions. In this session, you will learn from South Carolina's leading career advisement and career exploration practices to support middle grades to postsecondary learners with the knowledge and experiences they need to help close the state's skills gap.

Vision Principle 4

Each learner's skills are counted, valued and portable.

Vision Principle 5

Each learner can access CTE without borders.

3:45 – 4:00
p.m.

Break

4:00 – 5:00
p.m.

Advance CTE Business Meeting (Members only)

THURSDAY, OCTOBER 28

Time (EDT)

Activity

11:30 – 12:05
p.m.

Welcome and A Celebration of Leadership: Advance CTE's Star of Education Awards

12:05 – 12:35
p.m.

Role Alike Networking Session

Convene with your colleagues from around the country to hear CTE success stories and share some of your own. Join a meeting room with



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	CTE leaders who share your job title or responsibilities and leave with inspiration and more ideas for how to deliver high-quality and equitable CTE! There are two role alike networking sessions on the second day of Fall Meeting; join the same group, or connect with others who wear multiple, similar hats as you do.
12:35 –12:45 p.m.	Break
12:45 – 1:30 p.m.	Challenging the Limits: Breakout Session Series on Equity, Quality and Leadership Explore ways in which you and your staff can ensure a strong CTE system in your state including promising approaches to the comprehensive local needs assessment, leveraging federal programs to expand high-quality and equitable CTE, leading with an equity lens and using data to drive transformational change.
Leveraging the CLNA to Meet the Needs of Employers and Learners As states embark on the next round of the comprehensive local needs assessment, it is a critical time to reflect on what worked - and what didn't work - to improve the process going forward. This session will dig into lessons learned from Colorado, Nevada and South Carolina and next steps for leading an effective CLNA process that drives positive and equitable outcomes for learners in your state. Speakers: - Sarah Heath, State CTE Director, Colorado Community College System - Angel Malone, State CTE Director, South Carolina Department of Education - Craig Statucki, State CTE Director, Nevada Department of Education, Office of Career Readiness, Adult Learning, and Education Options Aligning Federal Programs Toward Equitable Learner Outcomes Innovative and equitable CTE in states will be most impactful when federal programs that serve common individuals are aligned. Such collaboration allows for unique learner needs to be met, while also implementing efficient and non-duplicative strategies. <i>CTE Without Limits</i> calls for cross-systems alignment and collaboration, especially to ensure support for historically marginalized communities. Coordination across partners and programs is needed to realize the vision for CTE. This session will provide insight into how states can use federal programs outside of Perkins V, or in partnership with Perkins V, to bolster the state's vision for CTE.	

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Speakers:

- Molly Bashay, Senior Policy Analyst, Education, Labor, and Workforce Justice, Center for Law and Social Policy (CLASP)
- Caroline Treschitta, Policy Analyst, National Skills Coalition

Leading Through Change

It's a challenging time to be a leader. Nearly every aspect of our world has been disrupted and when, where and how we work and how we manage and lead our teams is no exception. Join us for a conversation about building and supporting our teams to lead with an equity lens and achieve excellence, while taking care of yourself as a leader.

Speaker:

- Carissa Moffat Miller, Executive Director, Council of Chief State School Officers

Leading CTE with an Equity Mindset

State CTE leaders have the responsibility to identify and dismantle the institutional and systemic barriers that limit access, opportunity and outcomes for learners, particularly those who have been historically marginalized and excluded from high-quality CTE programs. This session will highlight some of the bold commitments Maryland, Ohio and Wisconsin have made to advancing equity in CTE at the secondary and postsecondary levels, including leveraging Perkins V and Methods of Administration, collecting and sharing disaggregated data to make it actionable, and conducting system-wide audits to identify gaps in opportunities and achievement.

Speakers:

- Rebecca Crance, Equitable Access Program Administrator, Ohio Department of Education
- Colleen McCabe, State CTE Director, Wisconsin Technical College System
- China Wilson, Equity and Civil Rights Compliance Specialist, Maryland State Department of Education

Using Data to Drive Transformational Change

Equipped with accurate, transparent and trustworthy data, state CTE leaders can shepherd a transformation of their CTE system and improve equity and quality statewide. But how can state leaders shift from compliance to improvement and build a CTE data ecosystem that drives systems change? In this session, participants will learn how to use CTE data to drive transformational change and will hear from two leading states, Delaware and Nebraska, that are seizing the opportunity window that Perkins V provides to bring their vision for an equitable and high-quality CTE ecosystem into reality.

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<p>Speakers:</p> <ul style="list-style-type: none">- Katie Graham, State CTE Director, Nebraska Department of Education- Jonathan Wickert, Education Associate - Postsecondary Programs, CTE, Delaware Department of Education	
1:30 – 1:40 p.m.	Break
1:40 – 2:25 p.m.	Role Alike Networking Session Convene with your colleagues from around the country to hear CTE success stories and share some of your own. Join a meeting room with CTE leaders who share your job title or responsibilities and leave with inspiration and more ideas for how to deliver high-quality and equitable CTE! There are two role alike networking sessions on the second day of Fall Meeting; join the same group, or connect with others who wear multiple, similar hats as you do.
2:25 – 2:35 p.m.	Break
2:35 – 3:05 p.m.	Meeting CTE's Moment: Federal Workforce Development Strategies to Build a Diverse Talent Pipeline The U.S. workforce and economy experienced massive disruption and upheaval in the last two years. While signs point to a strong economic recovery, without an intentional focus on equity, that recovery will be inequitable and the pre-pandemic skills gap is at risk of growing. With the recent infrastructure investments and the pending reauthorization of the Workforce Innovation and Opportunity Act (WIOA), this session will explore what the federal government is doing to build a career preparation ecosystem that will ensure robust and diverse talent pipelines and close skills gaps. Speaker: <ul style="list-style-type: none">- Robin Fernkas, Senior Advisor for Workforce Development, U.S. Department of Labor- Brent Parton, Senior Advisor for Workforce Development, U.S. Department of Labor
3:05 – 3:50 p.m.	Challenging the Limits: Breakout Session Series on Centering Learners Understand how to take a learner-centered approach by digging into topics including social emotional learning and CTE, elevating authentic learner voice, understanding social capital's intersection with CTE and more.

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Social Emotional Learning and CTE

The coronavirus pandemic and athlete experiences at the Tokyo Olympics brought to the forefront what educators have long known - the skills needed to be successful in careers and in life extend well beyond core academics and technical competencies and must include empowering learners to manage their mental health and well-being. *CTE Without Limits* elevates the experiences of each learner to build skills across the whole learner spectrum, including linking social-emotional learning (SEL) with CTE to advance and strengthen equity, career advisement and navigation and learner outcomes. Experts from the Collaborative for Academic, Social, and Emotional Learning and Coalition for Career Development Center will share real-world examples of state initiatives and practices to align SEL and CTE.

Speakers:

- Scott Solberg, Vice President of Research, Coalition for Career Development Center
- Damien Sweeney, Program Coordinator for Comprehensive School Counseling - Office of Teaching and Learning, Kentucky Department of Education

Elevating Authentic CTE Learner Voice

CTE programs must be designed with learners, not simply for learners, to be responsive to learners' diverse needs at every stage of the CTE continuum. This can only occur if learners have direct and ongoing input into the design and delivery of CTE programs and experiences. This session will explore the what, why and how of elevating and leveraging CTE learners' voices and perspectives to the overall improvement of CTE programs and policies.

Speakers:

- Ashley Conrad, Associate Director of Programs, National Alliance for Partnerships in Equity
- Autumn Steffens, CTE Learner
- Chelle Travis, Executive Director, SkillsUSA

Social Capital in CTE: Building Relationships that Matter

It's not always what you know; many times it's who you know. CTE provides a unique opportunity for learners to cultivate a network of peers, educators and industry professionals to leverage throughout their career journey. This network is referred to as social capital. This session will define social capital within CTE and identify why relationships matter for each learner to achieve college and career success. This session will also include best practices that states can leverage to ensure learners from historically marginalized communities in CTE have access to the same social capital opportunities as their peers.

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- Daraja Brown, Postsecondary CTE Learner, Georgia Institute of Technology
- Brittany Cannady, Senior Associate Digital Media, Advance CTE
- Mahnaz Charania, Senior Research Fellow, Clayton Christensen Institute

Ensuring Access to CTE for all Learners through Equitable Recruitment and Admissions Requirements

CTE Without Limits encourages CTE leaders to identify and dismantle the institutional barriers that limit access, opportunity and outcomes for some learners. One of the most impactful ways states can do this is by ensuring the processes that allow for learners to be aware of and to access high-quality CTE programs are equitable. Attendees of this session will gain insight into state strategies for breaking down barriers to access, including how Massachusetts redesigned their secondary CTE admissions requirements to allow for more equity and access and how Maryland is ensuring recruitment is non-discriminatory to learners with disabilities.

Speakers:

- Elizabeth Bennett, State CTE Director, Massachusetts Department of Elementary and Secondary Education
- Tiara Booker-Dwyer, State CTE Director, Maryland State Department of Education
- Cliff Chuang, Senior Associate Commissioner, Massachusetts Department of Elementary and Secondary Education

3:50 – 4:20
p.m.

Updates from OCTAE

Massive new federal investments have been or are being made in our country. These investments, including stimulus packages, the infrastructure package, an upcoming budget resolution and President Biden’s proposed American Jobs Plan as a through-line, can and should support closing skills gaps and an equitable economic recovery. Hear from our federal partners at OCTAE about how the Administration plans to leverage these investments to support increased and equitable access and success in CTE and career pathways. Learn about efforts for cross-federal agency collaboration and how OCTAE is thinking of supporting states as they approach the mid-point of their state Perkins V plans.

4:20 – 4:35
p.m.

Closing remarks