

Joint Meeting - Advance CTE and The Center to Advance CTE Boards

AGENDA

October 17, 2016

12:30 - 3 p.m.

Meeting Room: Salon A, B, C

1 Fundraising Update

12:30 - 12:40 p.m.

Kimberly Green

*Executive Director*

Kate Kreamer

*Deputy Executive Director*

*Pages 2-4*

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2 Siemens Grant

12:40 - 12:55 p.m.

Katie Fitzgerald

*Senior Associate, Communications*

*Pages 5-6*

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3 Strategic Plan Discussion

12:55 - 1:05 p.m.

Kimberly Green

*Executive Director*

*Pages 7-11*

Member Engagement Strategy

1:05 - 1:35 p.m.

Andrea Zimmermann

*Sr. Associate of Member Engagement and Leadership  
Development*

*Pages 12-20*

State Policy Strategy

1:35 - 2:05 p.m.

Ashleigh McFadden

*State Policy Manager*

Austin Estes

*Policy Associate*

*Pages 21-29*

Federal Policy Strategy

2:05 - 2:25 p.m.

Steve Voytek

*Government Relations Manager*

*Pages 30-36*

Communications Strategy

2:25 - 2:45 p.m.

Katie Fitzgerald

*Senior Associate, Communications*

*Pages 37-49*

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4 Next steps, next meeting, wrap up

2:45 - 3:00 p.m.

Jo Anne Honeycutt

*President*

## Fundraising & Development Update

Report submitted by Kate Kreamer, Deputy Executive Director &  
Kimberly Green, Executive Director

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Throughout 2016, Advance CTE/The Center to Advance CTE has successfully raised funds to support new and existing project work, staff time and member resources. From FY2015 to FY2016, our revenues from grants and contracts shifted from just two percent of all revenue to 24 percent. Grants/contracts represent 81% of The Center to Advance CTE FY16 year-end income.

At the request of the Board, Advance CTE/The Center to Advance CTE will continue to pursue fundraising and development opportunities, but only move forward with those that are closely aligned to our new strategic plan, the Shared Vision for the Future of CTE and our member priorities, as well as be sure we can manage the continued growth of our organization.

### New Grants/Contracts:

- *Strategies for Attracting Students to High Quality CTE:* In spring, The Center submitted a proposal to the Siemens Foundation, which was approved in July. Specifically, The Center will be conducting a national survey of parents and students to test effective messages in support of CTE/career readiness; update a number of the CTE: Learning that Works for America<sup>®</sup> campaign resources based on the new research; and work with a group of up to four states to support and learn from innovative recruitment strategies in the spring-summer of 2017. The grant, which will run from August 2016–November 2017, is for a total of \$305,000.
- *Department of Defense Education Activity (DoDEA) Support for CTE contract:* In August 2016, The Center to Advance CTE submitted a proposal in response to an RFP from DoDEA to support their implementation of the recently adopted Common Career Technical Core. In September, we were notified that our proposal had been selected. Over the course of 12 months, staff will be participating in 20 in-person meetings with DoDEA staff and partners; providing post-meeting summaries; and developing a final report with recommendations. To round out our expertise, we will be sub-contracting with experts from WestEd, Vivayic and Wanda Monthey, who all bring classroom experience. In total, the contract is for \$133,500.
- *STEM Learning and Research (STELAR) Center:* In 2015, The Center to Advance CTE was approached by Education Development Center, Inc. (EDC) to support an application for an NSF grant to create a STEM Learning and Research (STELAR) Center. In September 2016, EDC let us know that their proposal had been successful. Our role is primarily to support and disseminate the work with the field – through activities such as webinars, info briefs, participating in meetings and providing opportunities for sessions on STELAR at Advance CTE meetings. In total, the amount is \$75,000 over three years.

### Other Grants/Contracts/Partnerships:

- *New Skills for Youth:* Advance CTE is partnering with CCSSO and the Education Strategy Group to lead the New Skills for Youth state competition, through a \$35 million investment from the JPMorgan Chase Foundation. Advance CTE's role is serving as the project co-lead with CCSSO, bringing critical content knowledge and expertise to the initiative. Specifically,

we will be helping to monitor state progress, providing on-demand technical assistance at meetings, and creating resources such as learning papers on key issues, annual case studies on the states' progress, and implementation tools. Any resources we create will be used by the participating states as well as our entire membership, and the broader CTE and education reform community. Over the course of four years, Advance CTE will receive approximately \$2.3 million.

- *Potential Role of Secondary Career and Technical Education (CTE) Programs in Preparing Students for Apprenticeship Programs:* Advance CTE, in partnership with RTI International, Jobs for the Future, Vivayic and Quality Information Partners, is leading a project under contract with the U.S. Department of Education's Office of Career, Adult, and Technical Education through an indefinite delivery/indefinite quantity (ID/IQ). The goal of this project is to develop technical assistance tools and resources for state and local leaders to improve the alignment between existing CTE and apprenticeships programs and support alignment where it does not yet exist. These tools and resources will be grounded in successful practices and lessons learned from the field through site visits. Due to a change in OCTAE staff, our deliverables ultimately got off track, timeline-wise, as the scope of work evolved. As such, the final paper was slated to be released in late summer 2016, but will now be released in fall 2016. The set of tools and resources will still be released in winter 2016. Advance CTE will receive approximately \$124,000, largely for staff time.
- *Employer Roundtables:* In November 2015, Advance CTE received a \$9,000 grant from the Ford Motor Company Fund to conduct roundtable discussions with employer partners in up to three different Ford Next Generation Learning (NGL) communities to extract lessons learned and inform a brief paper for State CTE Directors and local CTE administrators and educators. The report – *In Their Words: Why Employers Support CTE* – was released in fall 2016.
- *Wisconsin Professional Development Provider:* We partnered with CORD to respond to an RFP from Chippewa Valley Technical College (on behalf of Wisconsin's state system) for professional development providers. Our proposal, which centered around our Career Pathways Effect workshops, was selected in the spring of 2016. However, we have not received any additional information or outreach since then.
- *Global Perspectives in CTE: Professional Development Modules:* Advance ACTE, in partnership with ACTE and the Asia Society, is part of a small grant that has been funded by the Project Management Institute. The goal is to expand the connection between global competency and CTE by building a toolkit for middle grade and early high school teachers to educate them on the need for their students to be globally competent and to lift up the global career opportunities that exist in CTE pathways. Over the course of two years, Advance CTE will receive approximately \$13,500 for its role in this project.

## Looking Ahead

- *Alcoa Foundation:* Over the past year, Advance CTE staff have been building a relationship with the program officer at the Alcoa Foundation. In August, staff had a, in-person meeting Alcoa, which was very positive. We were asked to follow up in late 2016 with potential ideas for a one-year proposal.

- *Indefinite Delivery/Indefinite Quantity (ID/IQ)*: As we were selected with RTI International, Jobs for the Future and Vivayic as one of the three groups to lead a project under the current ID/IQ, we will be eligible to bid on future projects if and when OCTAE releases them. The next round would be released in Fall 2016 at the earliest.

***Board action required:***                      None

*Strategies for Attracting Students to High-Quality CTE*  
*Report submitted by Katie Fitzgerald, Communications Associate*

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The Center to Advance CTE and the Siemens Foundation have launched a 15-month project that aims to identify strategies that work and are replicable across the country to increase the number of secondary students benefiting from high-quality Career Technical Education (CTE). This will be completed in two phases outlined below:

**Phase One:**

In order to effectively recruit students into CTE programs of study, there is an acute need for research around the messages that best resonate with the two key stakeholders – parents and students. Too many parents hold a negative view of CTE, and discourage their children from enrolling in CTE programs, while too few students and parents truly understand the opportunities afforded by CTE. There are critical questions that need to be answered around which messages are the most successful at reaching parents and students, who the best messengers are, and the most effective communications channels for reaching them.

The Center to Advance CTE and a communications firm yet to be identified will develop and disseminate a national survey of parents and students and from that survey, develop messages that best resonate with those groups. The Center to Advance CTE will develop resources and tools – branded under the CTE: Learning that works for America<sup>®</sup> campaign – to be used by all states in their recruitment and outreach efforts.

**Phase Two:**

The Center to Advance CTE will work with a cohort of four states (from among the list of states approved by Siemens), selected through a competitive RFP process, that will identify, pilot and evaluate strategies for recruiting students into high-quality CTE. Selected states will receive:

- Technical assistance around communications and the development and execution of a specific strategy to increase participation in CTE;
- Seed funding of approximately \$18,000/state to plan and execute the identified strategy. This strategy can be targeted within a specific district or region or statewide; to all students or specific populations who would most benefit from CTE; or in some or all Career Clusters;
- A peer network through which participants can share and discuss ideas, lessons learned and ongoing challenges.

Importantly, the technical assistance and seed funding would not be used solely to support a new communications campaign, website or marketing materials, but rather an engaging activity or set of activities that directly reach students and can be sustained, scaled and replicated. States' strategies can and should be diverse across the states; could include activities ranging from interactive career fairs, summer boot camps, and peer-to-peer mentoring; and need to reach a significant number of students. Equally important will be that states provide evidence that the programs into which students are being recruited are high quality with positive student outcomes.

### **Outcomes & Success:**

To ensure all states benefit from this effort, The Center to Advance CTE will monitor, evaluate and disseminate lessons learned broadly throughout the CTE community. The Center to Advance CTE would evaluate our success in terms of:

- The uptake and usage of the tools, resources and materials across all states, and
- Success metrics created by and for each of the participating states.

The state-specific metrics would most likely need to be focused on student exposure and participation in recruitment activities rather than true outcomes such as program enrollment or completion given the timeline.

### **Member Benefits:**

All states will benefit from this work through a variety of new resources. Through this work, The Center to Advance CTE will update the CTE: Learning that works for America campaign materials, feature successes and lessons learned through webinars and conduct trainings on campaign materials at an The Center to Advance CTE meeting, among more activities to be determined at a later date.

### **Timeline: August 2016 – November 2017:**

The Center to Advance CTE launched the project in August, and plans to complete the project by November 2017 to provide ample time to conduct the national survey, create resources based on messages developed from the survey, and work with states to develop strategies they will test during the spring and summer months.

The ideal time for states to pilot their recruitment strategy would be in the spring 2017 before incoming ninth graders enter high school and/or incoming eleventh graders decide to enroll in a CTE program. The message testing would ideally be done first to inform the states' strategies and efforts in fall/winter 2016.

### ***Board action required: Discussion/input***

- What communication materials would you find valuable in your work at the state level that you don't have now?

Strategic Priority	Goals	Strategies	Aligned Project Plan/Strategy
<b>Strategic Priority 1: Expand awareness of, support for, and access to high-quality Career Technical Education by leading, building and maintaining strategic</b>			
1.1	Develop, maintain and grow strategic partnerships with lawmakers, federal agencies, advocacy groups and other key organizations to advance the Board-approved federal legislative priorities.		
		1.1.1. Build and sustain effective partnerships with key Congressional offices and committees to effectively impact authorizing legislation.	Federal Policy
		1.1.2. Build and sustain effective partnerships with key congressional offices and committees to increase federal funding available to support CTE.	Federal Policy
		1.1.3. Serve as a key partner of the House and Senate CTE caucuses to build awareness of and support for CTE.	Federal Policy
		1.1.4. Develop and implement a transition plan to cultivate and grow a collaborative partnerships with the new Administration, specifically at USDE, USDOL, and DPC.	Federal Policy
		1.1.5. Sustain ongoing successful partnerships with key federal agencies (USDE, USDOL, etc.)	Federal Policy
		1.1.6. Engage in cross-organizational coalitions to amplify our impact of organizational federal advocacy, authorizing, appropriations and regulatory priorities. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Federal Policy
		1.1.7. Cultivate relationships with civil rights and equity organizations and CTE caucuses to build awareness of and support for CTE.	Federal Policy
1.2	Develop, maintain and grow strategic partnerships with advocacy groups and other key stakeholders to support states' adoption and implementation of legislation and policies that increase access to high-quality CTE.		
		1.2.1. Actively cultivate and sustain expanded partnerships with other state-facing organizations to foster awareness of and support for high-quality CTE. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	State Policy
		1.2.2. Serve as co-lead of New Skills for Youth Initiative.	
1.3	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.		
		1.3.1. Strengthen and expand partnerships with employer-focused organizations and coalitions. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Federal Policy
		1.3.2. Build effective partnerships and supports for our membership as they work maximally advantage CTE in the implementation of WIOA	Federal Policy
		1.3.3. Create an communications strategy to feature effective employer partnerships (e.g. EIA winners, employer champions in states, reactivate employer "Friends of CTE" etc.)	Communications
		1.3.4. Build and implement a strategy to build and engage employers, employer organizations in the reauthorization of the Higher Education Act.	Federal Policy
1.4	Develop, maintain and grow strategic partnerships with education organizations to ensure CTE is considered an essential partner in the full education continuum.		
		1.4.1. Build, strengthen and expand partnerships with K-12 educational organizations. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Federal Policy
		1.4.2. Establish partnerships with CTE teacher preparation/pipeline organizations and coalitions. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Vision implementation
		1.4.3. Build, strengthen and expand partnerships with postsecondary organizations and coalitions. Utilize the partnership matrix to target, manage and monitor partnership effectiveness.	Federal Policy

			1.4.4	Build effective partnerships and supports for our membership as they work maximally advantage CTE in the implementation of ESSA.	Federal Policy
	1.5	Collaborate and coordinate with partner organizations on key initiatives and advocacy efforts to improve access to and support for high-quality CTE.			
			1.5.1.	Actively manage a joint work plan with ACTE to coordinate and leverage each organization's communications, policy, research to advance high-quality CTE.	ACTE Joint Work Plan
			1.5.2.	Develop and implement a media engagement strategy to bring visibility to high-quality CTE (e.g. EIA winners).	Communications
			1.5.3	Develop and implement a virtual CTE institute to build awareness of CTE among priority stakeholders.	State Policy
<b>Strategic Priority 2: Build on our existing strong public policy leadership by developing and disseminating legislation and public policy that impacts education.</b>					
	2.1	Develop and advance federal legislative priorities that support, promote and increase access to high-quality CTE.			
			2.1.1	As appropriate, amend any existing federal policy documents or positions to ensure alignment with Putting Learner Success First	Federal advocacy
			2.1.2	Revamp federal policy section of website to increase navigability and access to resources, build out more resources, etc.	Communications
			2.1.3	Rebrand Congressional stars of education award and develop a more active communications strategy to effectively utilize these and the Excellence in Action award winners in advancing federal policy priorities.	Communications
	2.2	Develop state policy frameworks, resources and tools that support, promote and increase access to high-quality CTE.			
			2.2.1	Build and maintain Learning that Works Resource Center	State Policy
			2.2.2	Regularly release research and reports that highlight effective state policies, in alignment with the new vision and, as appropriate, in service of NSFY	State Policy
			2.2.3	Develop and test state policy frameworks that help guide members' state policy priorities	State Policy
			2.2.4	Develop and test rubrics/metrics for evaluating states' CTE policies	State Policy
	2.3	Support Advance CTE members in the implementation of federal and state legislation and policies that promote and increase access to high-quality CTE.			
			2.3.1	Develop an advocacy communications strategy that differentiates member benefits vs. public benefits (cross reference communications and member engagement projects).	Federal Policy
			2.3.2	Develop resources (case studies, templates, infographic, etc) to support implementation of Perkins, WIOA, ESSA and HEA in alignment with the new vision	Federal Policy
			2.3.3	Develop resources for members on to build an "advocacy" case.	Federal Policy
			2.3.4	Once Perkins reauthorization passes, develop a robust state implementation strategy including in person and virtual supports, resources, toolkits and frameworks.	Federal Policy
			2.3.5	Serve as the convener of partner organizations to ensure alignment and collaboration in building out the PD and TA for state plan development and the "Perkins book."	Federal Policy
	2.4	Develop, disseminate and support Advance CTE and key stakeholders in the utilization of communications and outreach resources, tools and messages, including those developed through the Learning that works for America campaign, to make the case for high-quality CTE at the federal, state and local levels.			
			2.4.1	Revamp and refresh the Learning that works for America campaign materials, technical assistance to campaign users and the sign-on process	Communications
			2.4.2	Lead the Excellence in Action award program, including year-long utilization of best practices from the award winners	Communications



			2.4.3	Maintain and build upon Advance CTE's social media and web presence and reach	Communications
			2.4.4	Embed the vision in any relevant communications, resources and activities to keep it front burner organizationally and among Advance CTE members	Communications
<b>Strategic Priority 3: Provide, encourage and support professional learning to expand the skills, content knowledge and leadership of state Career Technical</b>					
	3.1	Provide meaningful opportunities for Advance CTE members to inform and participate in the work of the organization.			
			3.1.1	Conduct annual member engagement survey to determine member satisfaction and priorities. (CROSS REFERENCED WITH 5.1.4)	Member engagement
			3.1.2	Utilize state engagement matrix and review process to ensure depth and breadth of member engagement (CROSS REFERENCED WITH 5.1.5)	Member engagement
			3.1.3	Leverage member task forces and committees around specific challenges or topics to advance strategic goals (e.g., communications committee, governance committee, vision committee)	Member engagement
			3.1.4	Release an annual report to the members identifying accomplishments and progress toward accomplishment of goals.	Member engagement
	3.2	Provide professional learning opportunities and resources to build, grow and strengthen the leadership skills and content knowledge of Advance CTE members.			
			3.2.1	Maintain and implement an organizational calendar of events, webinars and resources aligned with members' needs, the new vision and NSFY	Multiple
			3.2.2	Host successful spring meeting	Spring meeting; Member engagement
			3.2.3	Host successful fall meeting	Fall meeting; Member engagement
			3.2.4	Build, maintain and continually populate the Members Only Clearinghouse	Member engagement
			3.2.5	Partner with ACTE on CareerTech vision	ACTE workplan
	3.3	Deliver a robust, year-round, intensive program supports the on boarding and leadership development of Advance CTE members.			
			3.3.1	Formalize processes for onboarding new State Directors and new members	Member engagement
			3.3.2	Lead mentor program for new State Directors	Member engagement
			3.3.3	Develop and implement a plan to support the development of leadership (non-content) of State Directors/state leaders	Member engagement
	3.4	Encourage and support collaboration between K-12 and postsecondary leaders within and beyond our membership.			
			3.4.1	Identify and disseminate successful partnerships between secondary and postsecondary state CTE leaders	Member engagement
			3.4.3	Provide a dedicated "space" for postsecondary members within Advance CTE's meetings, resources and communications	Member engagement
<b>Strategic Priority 4: Lead a cross-organizational and cross-state effort to successfully build awareness, advocacy and accomplishment of the Putting Learner</b>					
	4.1	Serve as an ongoing convener of partnering organizations to ensure advocacy for and collaborative and coordinated advancement of the vision.			
			4.1.1	Maintain regular communications and engagement with vision partners (CROSS REFERENCED WITH 1.5)	Vision implementation
			4.1.2	Encourage additional like-minded partner organizations to sign onto the vision	Vision implementation
			4.1.3	Engage the Summit co-conveners in efforts to advance high-quality CTE.	Vision implementation

	4.2	Develop and disseminate communications tools and resources to support Advance CTE members, partnering organizations and stakeholders in building awareness of and advocacy for the vision.			
			4.2.1	Create and regularly update an implementation toolkit to support the dissemination and implementation of the vision across and within states	Vision implementation
			4.2.2	Develop/co-develop materials targeted at key stakeholders to encourage their support and implementation of the new vision	Vision implementation
	4.3	Ensure alignment and prioritization of organizational assets, technical assistance, resources, federal and state policy priorities and strategies, communications, and professional learning opportunities with the advancement and accomplishment of the vision.			
			4.3.1	Maintain and implement an organizational calendar of events, webinars and resources aligned with members' needs, the new vision and NSFY (CROSS-REFERENCED WITH 3.2.1)	Communications
			4.3.2	As appropriate, amend any existing federal policy documents or positions to ensure alignment with the vision (CROSS-REFERENCED WITH 2.1.1)	Federal Policy
			4.3.3	Embed the vision in any relevant communications, resources and activities to keep it front burner organizationally and among Advance CTE members (CROSS-REFERENCED WITH 2.4.4)	Communications
			4.3.4	Implement a development/fundraising strategy that has the new vision as the anchor	Fundraising
	4.4	Document and disseminate progress of the states, partnering organizations and Advance CTE in the accomplishment of the vision.			
			4.4.1	Develop metrics and gather information from members, partners and other interested stakeholders on the implementation of the vision	Vision implementation
			4.4.2	Release a one-year progress report on the accomplishment of the vision	Vision implementation
			4.4.3	Amass supporters for the vision through a sign on campaign	Vision implementation
	4.5	Conduct a comprehensive review and refresh of the National Career Clusters Framework.			
			4.5.1	Launch a Career Clusters task force to recommend a strategy for Advance CTE's future management and advancement of the National Career Clusters Framework	Career Clusters Taskforce
<b>Strategic Priority 5: Ensure strong organizational governance and fiscal security for both Advance CTE and The Center to Advance CTE</b>					
	5.1	Ensure Advance CTE's governance and membership structure reflect the organizational brand and offers sufficient leadership development and engagement opportunities.			
			5.1.1	Convene governance taskforce, resulting in a set of recommendations to bring to the membership for a vote on a proposal to restructure the Advance CTE Board of Directors.	Governance Taskforce
			5.1.2	Develop a recommendation to implement a "state team" approach to Advance CTE memberships.	Member Engagement
			5.1.3	Utilize the state engagement matrix as a mechanism to ensure connection with all states and provide opportunities for extended engagement with more states. (CROSS REFERENCED WITH 3.1.2)	Member Engagement
	5.2	Ensure management of Advance CTE/The Center to Advance CTE is effective, legally compliant and efficient.			
			5.2.1	Actively maintain and update the Board policy manual.	Core work
			5.2.2	Actively maintain and update the SOP manual.	Core work
			5.2.3	Annually have legal counsel review personnel policies.	Core work
	5.3	Ensure Advance CTE/The Center to Advance CTE's budgets, finances and investments are accurate and in compliance with all legal requirements.			
			5.3.1	Convene a Finance/Audit committee according to its charter.	Core work

		5.3.2	Actively manage and update the Finance Policy Manual	Core work
		5.3.3	Ensure compliance with all Board-approved finance policies	Core work
		5.3.4	Ensure the SOP manual articulates sufficient checks and balances for fiscal accountability and stewardship.	Core work
		5.3.5	Conduct an annual audit	Core work
		5.4.5	Provide the Board of Directors with monthly financial highlights and on a quarterly basis, full financial reports	Core work
		5.4.6	Annually review file storage and bring into alignment with record retention policy	Core work
		5.4.7	Annually ensure the Board signs all relevant Board policies	Board
		5.4.8	Annually ensure shift in signature authority as the Executive Committee changes.	Board
		5.4.9	Revisit membership invoicing (associate members) and dues intent timeline/policy.	Board
	5.4		Ensure all human resource functions are managed in a timely, accurate and legal manner.	
		5.4.1	Develop and implement an effective employee onboarding protocol.	Core work
		5.4.2	Ensure all HR functions carried in a confidential and professional manner	Core work
		5.4.3	Conduct an annual HR audit of files and records	Core work
		5.4.4	Conduct annual performance evaluation system	Core work
		5.4.5	Develop and implement an online portal for common staff templates, resources, policies.	Core work
		5.4.6	Annually ensure staff signing of policies, position descriptions and salary/benefits summaries	Core work
	5.5		Ensure all Advance CTE/The Center to Advance CTE's resources, communications and tools are high-quality, error-free, support the brand and consistent with the style guide	
		5.5.1	Develop and internal copy editing process	Communications
		5.5.2	Maintain and update internal style guide	Communications
		5.5.3	Maintain and update brand guidelines	Communications
		5.5.4	Develop and implement strategy for a consistent organizational social media presence	Communications
		5.5.5	Have accurate membership contact information on all communications platforms (CiviCRM, listservs, directory, etc.)	Member Engagement
	5.6		Ensure that Career Clusters products and inventory are effectively managed.	
		5.5.2	Implement checks and balances for inventory controls.	Core work
		5.5.3	Conduct annual physical inventory.	Core work
		5.5.4	Determine customer satisfaction with customer service and product via survey.	Core work
	5.7		Implement an intentional strategy to showcase unique benefits of being a member of Advance CTE, including differentiated communications, tools, virtual resources/assets, etc.	
		5.7.1	Develop a toolkit of materials to recruit new members	Member Engagement
		5.7.2	Develop a streamlined, compelling toolkit of materials to send to all new members	Member Engagement
		5.7.3	Ensure all project plans include "a member benefit" section in the success criteria	Member Engagement

## **FY17 Member Engagement Strategy**

*Report submitted by Andrea Zimmermann, Senior Associate, Member Engagement and Leadership Development*

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The members of Advance CTE are the very foundation of the organization. Since its founding nearly 100 years ago, the organization has evolved, just as its members and CTE itself have changed. Over time, these shifts could be seen as its organizational structure shifted to support a professional staff, its member ranks increasingly welcomed new types of CTE leaders and stakeholders, and its name changed as it rebranded to reflect a more inclusive organization while remaining committed to serving the State Directors.

In reaffirming this dedication to its members, Advance CTE directed resources in 2016 in the form of a staff member who is charged with managing the full range of members' needs. This work is to be supported and driven by the strategy laid out below. This strategy is crafted to set clear activities and baselines focused on how Advance CTE can better serve its members' needs. Staff also will identify gaps in these services, and consider new ways to continue expanding and strengthening its support for strong state leadership.

### **Objectives:**

1. Support state Career Technical Education (CTE) leaders and help cultivate a pipeline of future leaders.
2. Foster a dynamic, mutually beneficial relationship between Advance CTE and members through meaningful engagement opportunities that results in growth and learning from one another.
3. Empower members by helping build, grow and strengthen their content knowledge and leadership skills.

### **Major Strategies:**

1. Reaffirm our commitment to being a member-driven organization with an internal culture that puts members first and connects all work to their needs.
2. Foster a high level of member engagement across all states and membership types.
3. Build, grow and strengthen members' content knowledge and leadership skills.
4. Support members' efforts to implement the *Putting Learner Success First: A Shared Vision for the Future of CTE*.
5. Strengthen administrative processes for membership to ensure efficiency and accuracy.

### **Key Audiences:**

- State CTE Directors
- Associate-State Members
- Associate-Non State Members
- Organizational Members
- Prospective members who are leaders within the CTE community

## **Major Strategies (In Detail):**

### **1. Reaffirm our commitment to being a member-driven organization with an internal culture that puts members first and connects all work to their needs.**

Advance CTE has the dual mission of positioning itself as both a leader within the CTE field and nationally as well as serving the needs of its members. While this duality can at times be challenging from a capacity standpoint, striking this balance appropriately is critical to serving both of these internal and external needs. With this rededication, staff are working to ensure that each conversation, project and deliverable to be tethered to our members' needs.

To support this internal culture, the current or planned activities are:

Clearly define what member benefits and resources are, and embed an explicit prompt in each planning and strategy document to articulate and differentiate the benefit to members, where appropriate (current)

With the focus on creating a high-quality, publicly available publication or other resource, members-only benefits can become an afterthought. However, to achieve the desired cultural shift, the organization must first clearly define internally what a member benefit is. With this clear definition in hand, it must be embedded into organizational planning templates to ensure that the conversation about member benefits is baked into the planning stages of everything the organization does.

Create a strategy to bolster resources available or tailored only for members (planned)

As part of their membership, members receive benefits that are not available to the general public such as a discount on meeting registration, targeted e-blasts with cutting edge news and information and a directory of all members. Other benefits include member-only resources such as the state policy tracker, a "cheat sheet" on federal education legislation, and research syntheses based on responses to the State Director listserv. These resources are posted and available in the members-only portal on careertech.org. Currently, these deliverables are developed, but done so infrequently that it is not something top of mind for members as a resource available to them.

Through 2017, staff will create a more explicit strategy with the goal being to bolster the number of members-only deliverables in order to provide members with an added benefit for various projects or publications, which is publicly available. Part of this strategy would be to create members-only resources, as appropriate, to be targeted to different types of members based on where they are within the CTE ecosystem (such as State Director, state CTE staff, postsecondary, etc.). Another element of the strategy would be to create and promote the deliverables as part of the public release of a larger project to both demonstrate to the public and members about the added benefit that members receive as well as drive members to the Members Only portal.

### Redesign the Members Only portal on careertech.org (planned)

All members, as part of their membership, have access to a slate of resources through the Members Only portal on careertech.org. As new resources are added, staff promote them through a variety of channels, including the Monthly Newsletter, the blog and listserv. However, based on data from Google Analytics of careertech.org, few members take advantage of these resources. One potential reason is the organization and accessibility of these resources in the Members Only section. Another likely culprit is the lack of members-only benefits that are available and released regularly. This issue also would be addressed through the strategy above.

### Develop and launch a Members Only Clearinghouse on careertech.org (planned)

In May 2016, Advance CTE, through the New Skills for Youth Initiative, launched the Learning that Works Resource Center. This center, which is a repository and one-stop shop for CTE best practices, state policies, and research, has filled a need within the CTE community to pull together all of the critical research and resources on CTE into one, well-designed, easily navigable site. Staff plan to develop a concept for a Members Only Clearinghouse that would be only accessible by Advance CTE members.

### Annual Report (current)

Launched in 2015, the Advance CTE/Center to Advance CTE Annual Report highlights what the association and foundation have accomplished with support from and in support of our members. The audience for this annual publication is primarily public-facing, but can and should also be used to remind members the full scope of what their membership supports both for them, their states and the field at large.

### **Success Metrics:**

- Number of deliverables produced and well-received by members
- Increased Google Analytics data and number of click-throughs on member-only section as well as for specific members-only deliverables through Constant Contact e-blasts
- Evaluation of members-only resources through bi-annual survey of membership
- Additional metrics will be established as plans are further developed

## **2. Foster a high level of member engagement across all states and membership types.**

Member engagement begins from the moment an individual joins Advance CTE, and cultivating this engagement means providing opportunities for all members to participate in the organization's work in meaningful ways. To do this, the current or planned activities are:

### Collect and analyze data on member engagement to create a baseline and inform program improvement (current and planned)

Staff meet quarterly to discuss their engagement with the State Directors, and this conversation is guided by a matrix of engagement. Recently, this matrix shifted to look at engagement through the prism of the "state" and less the individual State Director. Given the variation of responsibilities and engagement among State Directors, some state-level associate members often are asked to represent the State Directors at meetings, on webinars or through other

activities, and as such the state's engagement should still be recognized. For example, in 2015, 100 percent of states contributed to one or more Advance CTE requests for information; 92 percent attended an in-person meeting as well as a virtual engagement such as a webinar or advocacy activity; 66 percent engaged staff with research or advocacy requests; and nearly 60 percent participate in a board or committee.

This can and should be developed further use this data, and other metrics yet to be determined, to inform the organization's work. It should be used to understand how all members engage with the organization, analyze how that engagement differs across member type and how or if Advance CTE's resources and support should be more targeted.

#### Create a consistent on-boarding process for all new Associate and Organizational members (current)

At this time, there is no formal on-boarding process for new Associate and Organizational members. Staff is in the process of developing a "Welcome Kit" and plan to create a landing page within the Members Only section of the website for these new members to get a quick tutorial about how to maximize their membership.

Looking ahead, staff will consider how to target existing communications and newsletters to speak to Associate and Organizational members. While the organization communicates with the State Directors often as well as to all members through certain channels, communications targeted specifically at the Associate and Organizational members are less intentional and regular. For example, some newsletters that go only to non-member CTE stakeholders who sign up through the Advance CTE website would likely be of interest to the Associate and Organizational members. With some tweaking, these public e-blasts can be tailored to speak directly to our associate and organizational members, thus creating a greater sense of belonging and value in their membership.

#### Meaningful engagement opportunities (current)

Our relationship with members must be a two-way street – with resources and materials developed for members that are also informed by members' needs and perspectives. To do this, Advance CTE has feedback loops in place to listen – and if necessary, course-correct – to ensure that these resources remain valuable and relevant to our members. This comes in the form of the Board of Directors, the communications committee and other ad-hoc listening sessions and groups. Additionally, the bi-annual member services survey is another regular "temperature check" for the organization. Staff are considering how to further design this survey to provide meaningful, informative feedback on services, deliverables and the organization itself.

Another benefit of membership for State Directors is the State Directors-only listserv. This list is, in effect, a professional learning community where State Directors can share accomplishments and post questions to their peers in other states. Staff are exploring ways to make this listserv more dynamic and useful, including better ways to capture and share responses as well as an archive that can be accessed only by State Directors.

Formally and informally recognize members for their work advancing the field (current)  
Recognizing excellence is an important part of what Advance CTE does through its Excellence in Action awards and Congressional honors. The Advance CTE Board of Directors has also approved two awards that may be used to recognize outstanding current and former State Directors. One is for new State Directors and another is for retired State Directors.

Such member-facing awards can be a great tool to recognize and lift up outstanding work being done by members. However, soliciting a large number of nominations can be a challenge. Staff will consider how to re-position these awards to better shine a spotlight on members as well as solicit more nominations to create a deeper pool of selections. As part of the continued thinking about how to value associate members, it may be worth considering additional award categories for non-State Directors. For example, there could be an award for outstanding Associate-State members, and the nominee must be nominated by their State Director. As the organization gives more thought to cultivating a pipeline of future leaders, recognizing excellence beyond the State Director could be one element of that work.

Improve current member recruitment strategies (planned)

Even without an active recruitment strategy, the organization attracts new members on a regular basis. An example of passive recruitment activities includes targeted messaging to non-member attendees at Advance CTE meetings or those who have signed up via careertech.org's "Get Involved" link. Though active recruitment is not a priority at this time, the organization will benefit from having more accessible and attractive information about joining Advance CTE on its website and in print form as well as a more intentional strategy for sharing that information with prospective members. This has an added benefit of being useful to current members if and when they need to provide justification for paying dues for themselves or their staff.

**Success Metrics:**

- Increased engagement over the course of a year for targeted states based on the engagement matrix
- High, consistent rate of retention across member types
- Steady flow of new members join the organization
- Increased in number and quality of nominations for member awards

**3. Build, grow and strengthen members' content knowledge and leadership skills.**

Professional development is a key component of Advance CTE's mission. This work manifests itself in several ways: in-person and virtual learning opportunities, on-boarding for new State Directors and implementation support. The current or planned activities to achieve this strategy are:

In person and virtual professional development offerings (current)

Advance CTE hosts two in-person meetings a year and both of which are well-received and well-attended by both members and the public. Staff will continue to review how to continue providing high-quality meetings and as well as new approaches, focuses and technologies that may help push these meetings even further.



Staff also hold a slate of live webinars throughout the year. Though there is a fair representation of State Directors and their staff on these webinars, staff will continue to think through how to best structure and deliver these virtual learning opportunities to bring the most value to members. Over the years, staff have also developed a series of on-demand webinars that are available in the Members Only section. Staff will also consider how to revitalize these videos as part of its year-round virtual offerings.

#### New State Director Program (current and planned)

Informally launched in 2014, staff have been working to build a year-long on-boarding program for new State Directors. Since launching, staff capacity has limited the development of this work. However, with more than 20 percent of State Directors turning over in two years, the need for such a program continues to grow more pressing.

Currently the program is structured in the following ways:

- Formalized processes to ensure new State Directors are welcomed to the organization and provided all necessary information in a timely manner
- A personal call with Advance CTE staff within their first month on the job. This call is used both to introduce the organization and its supports for State Directors but also to learn more about how Advance CTE can support each individual.
- Based on the information learned from this call, a blog post is written and published on the Learning that Works blog.
- Staff also use the information to identify a mentor from the State Director ranks. At a minimum, these mentorships act as an early connection to the broader State Director community. In some cases, mentors have set up regular check-ins to help provide ongoing support to their mentee.
- Two in-person convenings are arranged in conjunction with the Advance CTE meetings. This provides an opportunity for mentor pairings to meet and further this relationship.
- In conjunction with these in-person convenings, staff create “cheat sheets” to help new State Directors maximize their meeting experience.

With the dedication of a full staff member to member engagement, plans are being made to further build out this program, which needs to be structured so that it is flexible it can accommodate new State Directors are named and others who have nearly completed their first year. In particular, the plan is to develop a braided curriculum that is personalized to each State Director, given that each person comes into the position with a varied set of skills. Some might want more helping learning the content and context of administering Perkins. Others may want help developing their leadership and office management skills. Personalization is necessary to ensure each State Director gains the full set of knowledge and skills to be successful in their new role.

To support the State Directors’ leadership development needs, Advance CTE has plans to pilot two self-paced modules of a reputable management curriculum that will be embedded into the program. These two modules, which focus on delegating effectively and empowering staff, will be used along with Perkins and state policy implementation topics that will be designed to prompt these new leaders to evaluate their current CTE systems with a critical eye.

### Implementation support (planned)

As new federal legislation is passed and CTE state policies continue to proliferate, Advance CTE has an exciting opportunity to help states implement these new laws. With all of this activity, members are often in search of “promising practices,” which Advance CTE helps satisfy through research requests, regular publications and the new Learning that Works Resource Center. As states prepare for the prospect of Perkins reauthorization, participate in numerous national initiatives to improve their CTE system and grapple with how to communicate about their work, staff are considering how to further support states’ implementation needs on all fronts.

### **Success Metrics:**

- High number of state attendance at Advance CTE in-person meetings
- High levels of satisfaction reported on post-meeting evaluations
- High number of states participating in webinars
- High levels of satisfaction and value reported on post-webinar evaluations
- High level of satisfaction and value cited in New State Director Program evaluation
- Increased implementation support requests from members

### **4. Support members’ efforts to implement the *Putting Learner Success First: A Shared Vision for the Future of CTE*.**

#### Putting Learner Success First Committee (planned)

In October 2016, staff will launch an informal committee of members who strongly support the *Putting Learner Success First* principles. This committee will serve as an idea generator for new resources and supports, provide feedback and input on resources being developed, and offer promising and replicable practices of how to implement *Putting Learner Success First*, which Advance CTE can share with other members.

#### *Putting Learner Success First* “Toolkit” (current)

We are creating a range of resources to arm our members with the resources and tools they need to implement the Vision in their states and communities, including:

- PowerPoint with talking points
- One-page leave-behind sheet
- Strategies for sharing the Vision
- Two-pagers to use with other stakeholders to inform and engage them around the Vision (e.g., State CTE leaders, CTE educators, postsecondary, business and industry)
- Discussion questions to help state leaders “unpack” the new Vision, which can be used internally or to facilitate cross-sector and multi-stakeholder discussions.

#### Integration of *Putting Learner Success First* in all Advance CTE’s resources, events and communications (current)

Advance CTE must be a leader in modeling how to implement the Vision. To do so, we are actively aligning all resources, events and communications to principles within the Vision. The newly formed committee will also inform this work as implementation continues. As members, there are numerous benefits provided to help them implement the Vision, such as:

- Each State Director received 500 free Vision documents

- Staff are available to present on Vision at state conferences at no charge (other than reimbursement of travel costs)
- Technical assistance available upon request

**Success Metrics:**

- High number of member requests around implementing the Vision in their states
- Metrics to be created as plans are developed (see also Vision strategy for additional metrics)

**5. Strengthen administrative processes for membership to ensure efficiency and accuracy**

As Advance CTE reaffirms its commitment to supporting all members, this must be undergirded by strong administrative processes throughout the life cycle of one’s membership. Staff have spent time in 2016 strengthening these protocols and putting the necessary systems in place to ensure all members are given the tools they need in a timely manner to maximize their membership. The current or planned activities to support this strategy are:

Conduct an internal audit of the membership to identify issues and resolve them (current)

Over the summer, staff conducted an extensive internal audit of member records. The results of this are being used to develop and strengthen membership administrative systems. Moving forward, staff will conduct a smaller version of this audit to ensure accuracy of all records.

Implement a back-end database to manage all membership details (current)

In July, staff implemented a database into the back-end of the website that allows us to better manage and track the way in which we interact with each member. This has helped create uniformity across each member record and seamlessly integrate these records with our meeting registration system. This system has and will continue to be critical to further analysis of how and in what ways we engage with members throughout the life cycle of their membership.

Systematize the collection of member information as well as regular updates to this data (current)

Finally, staff are working to create a series of protocols and systems that will guide all administrative functions for membership. These protocols will be added to the organization’s Standard Operating Procedures Manual as they are developed.

**Success Metrics:**

- Each administrative process has an articulated protocol and process that works, is effective, and relevant staff are able to use the protocols with ease to complete their work.
- The newly established annual internal audit of membership identifies few issues, particularly around the elements that have been systematized.
- All relevant staff have a working understanding of how to use the membership database and use it to inform and improve their own work.

***Board action required:***            Discussion

1. The strategies listed above are all designed to ensure each and every member of Advance CTE finds their membership valuable.

- Thinking about your state staff, would you recommend they become a member of Advance CTE?
- If yes, what would you want them to gain by being members? (i.e. specific knowledge? skills?) How would you want it to impact their own work?

2. One of the planned strategies is to re-imagine our Members-Only portal on [careertech.org](https://careertech.org) to make it more useful for members. How can we make this portion of the website most useful for you as State CTE Director? For your state staff who are associate members?

**FY17 State Policy & Implementation Plan Strategy**  
*Report submitted by Ashleigh McFadden, State Policy Manager*

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Across the country, state legislatures, boards of education and governors are increasingly interested in Career Technical Education (CTE) in recognition of its role in the college- and career-ready (CCR) policy landscape. At the same time, a number of national and cross-state initiatives are engaging state leaders around CTE and career readiness. As a result, many states are taking actions that impact CTE. However, without an informed and engaged national voice on CTE reform providing leadership to state policymakers, the result is missed opportunities, at best, and misinformed policies that undermine advances in both the academic and technical fields, at worst.

In addition to passing CTE policies, states must also implement them effectively. Too often, even good policies become broken when legislation is implemented without proper planning, coordination and stakeholder involvement. Messages and processes must reach all the way to the classroom level, so that the policies have their intended effects of supporting learners and instructors. Additionally, messages and feedback must flow up from the classroom to the state, so that policies can be continuously monitored and improved upon.

Advance CTE/The Center to Advance CTE is well positioned to lead in this space given our extensive work with states, highly engaged membership, depth of knowledge on CTE policy and strong partnerships with key organizations at the state and national level. Advance CTE's work on the New Skills for Youth initiative provides an excellent platform for this. In addition to providing funds for two new staff members focused on state policy and resource development, the initiative allows for direct engagement with participating states on how to craft and implement effective state policies.

With this as a foundation, we present the following strategic plan to strengthen and guide our work in the state policy space.

**Objectives:**

1. Ensure that high-quality CTE policies are being adopted and implemented effectively at the state level.
2. Be viewed as an expert resource in state CTE and career readiness policy by our members, state leaders and key partners.
3. Support our membership and other state policy leaders in their research and policy needs, anticipating and forecasting areas of focus.
4. Support and implement the principles of *Putting Learner Success First: A Shared Vision for the Future of CTE*.

## **Major Strategies:**

To achieve these goals, Advance CTE/The Center to Advance CTE will:

1. Serve as a well-known and easily accessible repository for high-quality resources and information on CTE and career readiness.
2. Leverage the New Skills for Youth initiative and the momentum around *Putting Learner Success First: A Shared Vision for the Future of CTE* to create high-quality research and reports on relevant and in-demand CTE and career readiness topics.
3. Using *Putting Learner Success First: A Shared Vision for the Future of CTE* as a guidepost, develop and test state policy frameworks and rubrics that help guide members' state policy priorities and promote and increase access to high-quality CTE.
4. Develop, maintain and grow strategic partnerships with key organizations to support states' adoption and implementation of legislation and policies that increase access to high-quality CTE, and with education organizations to ensure CTE is considered an essential partner in the full education continuum.

## **Key audiences:**

- State CTE Directors
- State governing officials (governors, legislators, state board members, etc.) and key staff
- Other relevant state policymakers and key staff
- CTE administrators and instructors (secondary/postsecondary)
- State board of education members and/or relevant postsecondary governing bodies
- State-focused and national education and workforce organizations and other relevant partners

## **Major Strategies (in detail):**

- 1. Serve as a well-known and easily accessible repository for high-quality resources and information on CTE and career readiness.**

Maintain and continually improve upon the Learning that Works Resource Center: The Learning that Works Resource Center (LtWRC) was launched in June 2016 with dozens of reports, tools and policies focused on CTE and career readiness. Advance CTE staff will regularly add materials so that the LtWRC is seen as the premiere site for information on career readiness policies. By the end of 2016, the site will have a total of 120 reports and tools and 27 policies. Additionally, there will be a resource that pertains to every state by the end of 2016. In December 2016, staff will develop specific targets for visits to the LtWRC, and will also set new goals for the number of resources to add during 2017.

Update and Improve State Policy Database: This database currently exists as a downloadable Excel workbook for Advance CTE members at careertech.org, and contains the more than 150 state policies enacted since 2014, as featured in the Advance CTE/ACTE publication, "State Policies Impacting CTE: Year in Review." Members may search among 16 unique categories to learn more about what other states are doing to better inform state-level policy development. This database is consulted by Advance CTE staff when creating the Resource Center policy profiles and when assisting with member research requests. During November and December

2016, staff will explore ways to make the database more accessible and user-friendly, and will launch a new version to coincide with the launch of the “Year in Review” publication.

*Use Advance CTE’s Blog to Engage the CTE Community on Cutting Edge Research and Policies in the Field:* Staff regularly provide state CTE policy updates through the organization’s blog, which has a wide-reaching audience and is one of Advance CTE’s most effective ways of explaining and raising awareness about new policies and reports to CTE stakeholders. During 2016 and 2017, staff will publish four to six blog posts per month on relevant research, policies and events.

*Share Each State’s CTE Story through State Web Profiles:* The state web profiles are a powerful platform to highlight and promote each state’s CTE system. Currently, these profiles can be used by educators, news media and other policy organizations to learn more about a specific state. Partner organizations such as the College & Career Readiness & Success Center draw heavily from these profiles for CTE-related information to inform their own websites’ state profiles. State winners of Advance CTE’s Excellence in Action award are also added to the “Success Stories” section. During September 2016 staff will create a schedule of when data are released, so that profiles are kept up to date in a more systematic way.

*Revise State Fact Sheets:* Advance CTE’s state fact sheets, which serve as advocacy tools, were last updated in 2015, and will be revised during the summer/fall of 2017. By crafting fact sheets with more compelling narratives and information, these tools will provide greater value to the CTE community and interested stakeholders. Staff will explore various delivery methods for these fact sheets, including combining them with state profiles in order to make information easier to find for our members.

*Publish Annual Year in Review brief (“State Policies Impacting CTE: Year in Review”):* Co-authored with ACTE, this brief provides a comprehensive scan of legislative and regulatory activities affecting CTE. This scan, presented without judgment, provides the community with an informed list of all activity taking place across the 50 states and D.C., and in turn, helps contribute to future CTE-positive legislation. The 2016 edition will be released in January 2017.

*Design and Execute Webinars:* On-demand and live webinars may be used to promote new Advance CTE resources as well as provide important foundational information to the CTE community and interested stakeholders. In concert with Advance CTE’s growing state policy platform, webinars will be leveraged as another tool to increase awareness and understanding of state CTE policy. The next planned webinar will be in December 2016 and will discuss the State of CTE report.

#### Success Metrics:

The effectiveness of the web-based resources will be measured through:

- Google Analytics to track web traffic on the blog as well as other relevant state policy-related pages on careertech.org. Advance CTE will use Google Analytics to track and report this data in the monthly Board of Directors’ report.
  - Advance CTE tracks Analytics for the Resource Center monthly for a set of specific metrics, including number of page views, geographic spread of visitors, and most

and least visited topic pages. Once baseline data is collected, staff will set targets for these metrics in December 2016.

- Cisco webinar tracking reports (includes surveys, registration and attendance numbers)
- Requests for information from other state leaders (non-members)
- Member engagement and requests, as measured through the quarterly engagement matrix

#### Dissemination:

Staff promote the LtWRC through a bi-monthly newsletter that highlights resources within one of the twelve main topic areas. Additionally, new Advance CTE publications will be housed within the LtWRC so the dissemination strategies for each publication drive more traffic to the site. Resources are promoted through multiple channels, including social media, blog posts and partner organizations. Staff will also develop new plans for publicizing Advance CTE expertise and assistance in research requests.

#### Member Benefit:

Multiple activities within this strategy contain aspects that are only for members, such as the state policy database and the ability to compare states in the state profiles section of the website. Additionally, members have ready access to staff members for research requests and follow-up questions on any of the information presented through this strategy. Research requests can vary in size and complexity, and might involve gathering information from other members, interviewing experts and data analysis. Previously research requests have not been widely shared with other members unless requested, but for the upcoming year staff are continuing to work on making the results of these research requests available in the Members Only section of the Advance CTE website. An analysis of Career Technical Student Organizations has already been posted online. The next analysis, on a new topic, will be posted and disseminated in December 2016.

## **2. Leverage the New Skills for Youth initiative and the momentum around *Putting Learner Success First* to create high-quality research and reports on relevant and in-demand CTE and career readiness topics.**

*Publish Annual State of CTE Brief:* Started in 2013, the annual series, “The State of Career Technical Education,” presents an opportunity for Advance CTE/The Center to Advance CTE to fulfill their role as thought leaders within the CTE community by providing much-needed 50-state research on important issues facing the field. Since the series’ launch, installments have covered CTE standards and employer engagement. In 2016 Advance CTE is partnering with AIR’s Center for Great Teachers and Leaders to survey members and write a report on how states address the challenge of recruiting industry experts into secondary schools. This year’s report will be released in December 2016 and is funded through the New Skills for Youth grant.

*Publish Additional New Skills for Youth Publications:* Through the New Skills for Youth initiative, Advance CTE will produce a number of briefs and tools to benefit both participating states and Advance CTE membership at large. In 2016, these reports include:

- *Connecting Classrooms to Careers: Leveraging Intermediaries to Expand Work-based Learning:* This brief explores the role of intermediaries at the school, region and state levels, who coordinate between educators and employers to develop critical work-based



learning opportunities for students. The brief provides an in-depth look at policies in South Carolina — where an intermediary called Apprenticeship Carolina works to connect students with work-based learning opportunities — and in Georgia — which supports intermediaries through dedicated funding streams, technical assistance and infrastructure.

- *Connecting Classrooms to Careers: Measuring Work-based Learning for Continuous Improvement:* The brief from Advance CTE is the latest installment in the “Connecting the Classroom to Careers” series, which examines the state’s role in expanding work-based learning opportunities for K-12 students. This issue highlights examples from West Virginia, Tennessee and Massachusetts that demonstrate either a systems-level or student-level approach to measuring work-based learning activities.
- *Connecting Classrooms to Careers: A Comprehensive Guide to Work-based Learning:* This publication will combine all four Connecting Classrooms to Careers briefs with an additional piece on scaling work-based learning.
- *Brief on Industry Recognized Credentials:* One challenge we hear from our members is that it is difficult to identify and evaluate high-quality credentials that have value in the labor market and lead to high-wage, in-demand jobs. To support our members in this work, we will release a brief in October that shares strategies from Florida, Kansas and Louisiana — three states that have made progress in verifying and endorsing industry-recognized credentials.
- *2017 Publications:* Beginning in November 2016, staff will develop a 2017 calendar of publications and implementation tools under the New Skills for Youth initiative. Potential topics include program approval, data collection and the challenges faced in rural regions.

*Publish Case Studies on New Skills for Youth (NSFY) States:* Each year of the NSFY grant, staff will create case studies for each awardee. For Phase One of the grant, there will be a total of 25 case studies released in December 2016 or January 2017. These case studies will be two to three pages in length and will focus on the lessons learned and early actions of states during Phase One. In 2017, 2018 and 2019, staff will write ten case studies per year for the selected Phase Two states. These case studies will be longer and more detailed, and will focus more on telling the long-term strengths and challenges of the NSFY states.

*Develop and Implement a Virtual Institute:* As CTE becomes an increasingly popular strategy to improve outcomes for students and prepare them for economic success, Advance CTE and partners will work together to shape the conversation and ensure that stakeholders — including policymakers, funders and administrators — share our definition of high-quality CTE. The Virtual Institute will include a comprehensive, self-paced virtual course that defines high-quality CTE, highlights opportunities to integrate it into existing education and workforce development strategies, and continues to elevate CTE as an important education strategy. The Virtual Institute will be developed and launched in 2017.

#### Success Metrics:

The success of Advance CTE/The Center to Advance CTE’s state policy-focused publications will be measured by:

- Timely publication of high-quality reports and briefs
- Feedback from State CTE Directors on quality and utility of publications
- Monitoring Google Analytics (views of reports/publications on Advance CTE website)
- Tracking media engagement (e.g. mentions of reports in articles and interviews)
- Through the NSFY grant, staff will publish 3-4 publications per year.
- Launch of the Virtual Institute.

Dissemination:

Staff will create a dissemination strategy for each NSFY-funded publication in consultation and coordination with the Council of Chief State School Officers and JPMorgan Chase as needed. Publications will be highlighted at NSFY convenings, as well as at Advance CTE member meetings. Staff are currently developing an overall communications plan for the New Skills for Youth grant work, including branding and communications assistance to the states. Staff will spend 2016 gathering baseline information and update targets in 2017.

Member Benefit:

The New Skills for Youth work creates a unique opportunity to be highly involved in the CTE reforms of ten states. From those states, staff will collect innovative strategies and lessons learned and share with members so that all states can benefit from this initiative. Staff will consider including members-only resources when planning each publication, including early previews of findings, member-specific follow-up resources, members-only webinars, etc. For the upcoming State of CTE report, members will receive a preview of the early findings from the survey during the 2016 Fall Meeting.

**3. Using *Putting Learner Success First* as a guidepost, develop and test state policy frameworks, rubrics and other relevant tools that help guide members' state policy implementation and promote and increase access to high-quality CTE.**

*Design and Publish State Policy Frameworks for CTE and Career Readiness Policies:* Staff will develop frameworks around specific policy areas within CTE and career readiness to help states form and implement their own policies. These frameworks will be specific to certain policy areas, but still versatile enough to be useful in multiple states. Staff will plan the design and structure of this framework and present to the Advance CTE Board for feedback in October 2016. Once the structure of these frameworks is clear, staff will develop a more detailed project plan and timeline for their production and release in the first half of 2017. Potential early topics include program approval and work-based learning. Frameworks will help states think through not just the technicalities of policy, but how to effectively implement those policies and continuously monitor and improve their effectiveness.

*New Skills for Youth Tools:* Through the NSFY work, staff will develop and release three to four tools per year to help states implement the reforms in their action plans developed in 2016. These tools will assist with both policy and implementation challenges, and could include rubrics, communications guides, facilitation guides or exercises. Staff will begin developing the calendar of release for 2017 tools beginning in November 2016.

*Publish Resource Center Policy Profiles:* As part of the LtWRC, staff will create more [policy profiles](#) highlighting innovative and effective policies around the country. In order to be included in a profile, policies must meet strict criteria, including evidence of effectiveness and relation to the principles of *Putting Learner Success First*. States can use the information in these policies to identify innovative aspects that could work in their own context and spur new policy ideas. Staff plans to analyze and continually upload five to ten policies per quarter.

*Support State Implementation of Reauthorized Perkins Law:* With the potential reauthorization of Perkins, Advance CTE expects to provide technical assistance to states to assist them in implementing the new law to maximize the opportunity and potential for their CTE systems. This will likely be a mix of in-person and virtual meetings. The 2016 Fall Meeting will include sessions, including six roundtables, designed to assist states not only with the technical implications of the law, but the capacity and implementation challenges as well. Staff will also support members as they work to align their Perkins efforts with other efforts, including NSFY work, ESSA implementation and WIOA implementation.

*Support State Implementation of Every Student Succeeds Act:* At the moment, planning for ESSA implementation is a priority for both state-serving partners and Advance CTE members, which provides an opportunity window to position CTE as an essential and necessary component of a well-rounded education. Further, ESSA itself includes opportunities to integrate CTE into K-12 education through career readiness accountability systems, Title IV block grant funding and by positioning CTE as an effective turnaround strategy. We will work to build partnerships and supports for our members as they work to advantage CTE in the implementation of ESSA. This support may include acting as a liaison between our members and other partners more directly involved in ESSA implementation, as well as responding to requests for virtual and in-person technical assistance.

#### Success Metrics:

Success metrics will be determined as Advance CTE/The Center to Advance CTE plans to undertake specific activities. Staff will spend 2016 gathering baseline information and update targets in 2017.

#### Dissemination:

Staff will create a communications strategy for any materials developed under this strategy. Additionally, staff will develop a communications plan for offering technical assistance with implementation of federal policy. NSFY-funded tools will be disseminated in the same way as NSFY publications discussed in the first two strategies.

#### Member Benefit:

Members will receive direct and indirect assistance in crafting and implementing effective state policies. They will also benefit from sharing with each other their experiences and strategies. While the tools in this strategy will be available to the general public, members will receive direct support from staff in applying those tools, and will also be able to provide direct feedback on the creation of these tools through field-testing. This support will be tailored to different contexts and can take many different forms not available to the wider public.

**4. Develop, maintain and grow strategic partnerships with key organizations to support states' adoption and implementation of legislation and policies that increase access to high-quality CTE, and with education organizations to ensure CTE is considered an essential partner in the full education continuum.**

Partners:

- *Council of Chief State School Officers (CCSSO)*: Advance CTE is actively involved with the Council of Chief State School Officers (CCSSO) through its work on the New Skills for Youth (NSFY) grant. In that work, staff meet monthly with CCSSO to plan convenings, monitor state progress and decide on tools and briefs to develop to support the states. Additionally, CCSSO has signed onto *Putting Learner Success First* and we are actively exploring ways to collaborate to support the implementation of the new vision. CCSSO and Advance CTE have also partnered to contribute to an accountability working group focused on designing career readiness indicators for state adoption.
- *AIR's Center for Great Teachers and Leaders (AIR GTL)*: The Center to Advance CTE is partnering with AIR GTL to produce the 2016 State of CTE report, and both organizations will continue to promote this research. Additionally, the Center to Advance CTE will seek out other ways to partner with AIR GTL to promote *Putting Learner Success First's* principle on teacher quality.
- *National Conference of State Legislators (NCSL)*: As a bipartisan national organization representing state lawmakers and their staff, the National Conference of State Legislators (NCSL) is well positioned to provide a neutral platform for promoting high-quality CTE. Currently, NCSL actively promotes Advance CTE publications and webinars through its various networks, and refers its members to Advance CTE as experts on CTE policy.
- *ACTE*: As part of Advance CTE/The Center to Advance CTE and ACTE's joint commitment to collaborate on key initiatives and advocacy efforts, Advance CTE will continue to work with ACTE to produce the annual Year in Review brief and look for additional ways to leverage new and existing efforts related to state policy. Staff will also embed state policy-focused sessions at the CareerTech VISION conference in November 2016. These sessions will focus on topics of recent Advance CTE publications, like work-based learning and apprenticeship.
- *Stakeholders involved in educator topics*: One of the principles of *Putting Learner Success First* focuses on making sure that learning is facilitated by knowledgeable experts. This includes recruiting experts into the school and classroom, as well as examining and reforming teacher preparation and certification policies to ensure all students receive some career-focused instruction. To this end, Advance CTE will seek out partnerships with organizations that work in the educator space. One such partnership that has already been made is with AIR's Center on Great Teachers and Leaders for the creation of Advance CTE's *State of CTE* report on industry experts in schools. Others might include the National Education Association (NEA) or the American Association of Colleges for Teacher Education (AACTE).

- Other: Consistent with its strategic plan, Advance CTE/The Center to Advance CTE will continue to seek strategic partnerships with additional key groups such as national organizations (i.e. National Governors Association, National Association of State Boards of Education, National Skills Coalition) and education reform groups (i.e. Achieve, College & Career Readiness & Success Center, Education Commission of the States, Jobs for the Future, etc.). These partnerships will serve to expand Advance CTE’s reach and promote the principles of *Putting Learner Success First*. Additionally, these partnerships will form a well of resources and connections available to Advance CTE to use to assist members with research requests and other technical assistance.

Success Metrics:

We will measure success by:

- Monitoring and rating partner participation on a quarterly basis through the Partnership Matrix;
- Actively working with partners to increase cross-promotion via social media and organization websites;
- Publishing at least one Friends of CTE Blog post per year from a state-policy focused partner organization; and
- Partnering at least six times a year on publications and/or webinars with national, high-visibility partners, at least half of which must be state policy-focused.
- Presenting or speaking at twelve partner-hosted events per year.

Dissemination:

Any reports, webinars or other materials produced by these partnerships will be disseminated and publicized by all involved organizations. Advance CTE/The Center to Advance CTE will manage and coordinate that process as much as possible in order to ensure coherent communications strategies.

Member Benefit:

Members reap the benefits of these partnerships without having to participate in their creation. Through these partnerships, members gain access to the resources, ideas and experience of many other organizations. Additionally, many of these partners lead national initiatives and cross-state efforts in which our members are involved. By staying actively connected with these partners and aware of their initiatives, we can help coordinate efforts and avoid duplication.

**Board action required:**       None

### **Advance CTE's Federal Policy Strategy**

Over the past several years, interest in Career Technical Education (CTE) has grown considerably among lawmakers, the executive branch, and other key stakeholders in the policymaking community. While there is wide-ranging support for various policies and programs related directly and indirectly to CTE, there is not often a shared understanding of how to most effectively support high-quality CTE. While Advance CTE's strategic communications strategy seeks to promote the organization's vision for high-quality CTE among a broad spectrum of stakeholders, this advocacy strategy seeks to realize that vision via federal policymaking and related actions taken by federal policymakers.

Below is Advance CTE's federal policy strategy which outlines the organization's planned efforts to influence the federal policymaking process to advance the organization's vision for high-quality CTE.

#### **Primary Objectives:**

- 1.) Ensure a broad spectrum of federal policymakers are successfully engaged, made aware, and ultimately supportive of Advance CTE's federal policy priorities.
- 2.) Ensure that Advance CTE's federal policy priorities are reflected in federal legislation, regulation, and related policies.
- 3.) Ensure that Advance CTE is viewed as a reliable source of information related to CTE policy and best practices among key stakeholder groups and the public.
- 4.) Ensure that Advance CTE's strategic communications strategy is effectively leveraged to amplify the organization's federal policy efforts.
- 5.) Ensure that Advance CTE's membership is kept aware of federal policy developments in an efficient and timely manner.
- 6.) Ensure Advance CTE's membership has the necessary resources and information to support understanding and effective implementation of federal CTE policy.

#### **Major Strategies:**

- 1.) Develop policy recommendations for all major pieces of federal legislation that are reflective of state CTE directors' policy preferences.
- 2.) Cultivate and maintain strong relationships with federal policymakers and staff within the U.S. House of Representatives, Senate, and Executive Branch.

3.) Leverage Advance CTE’s strategic communications strategy to amplify the organization’s federal policy agenda.

4.) Develop and leverage strategic alliances with other stakeholders within and outside the CTE community to advance and amplify the organization’s federal policy recommendations and further its policy objectives.

5.) Maintain strong and effective lines of communication with Advance CTE’s membership to ensure awareness of the organization’s federal policy efforts and provide the opportunity for engagement in federal advocacy and implementation activities.

**Target Audiences:**

- Advance CTE Members
- U.S. House of Representatives
- U.S. Senate
- White House
- U.S. Department of Education
- U.S. Department of Labor
- National Employer Groups
- National Education Groups
- National Workforce Development Groups
- General Public

**Major Strategies (specific activities listed below):**

**1.) Develop policy recommendations for all major pieces of federal legislation that are reflective of state CTE directors’ policy preferences.**

- **Solicit Member Input:** As appropriate, convene Advance CTE Board of Directors and / or relevant members to identify priority issues and inform the development of policy-specific board recommendations. As necessary, Advance CTE’s policy recommendations will be reassessed and updated as factors, such as the political or policy environment, change. Solicitation of input will be an ongoing activity.
- **Maintain / Develop Content Knowledge:** Interest in CTE is consistently growing in the federal policy space and increasingly intersects with policy areas where there has, at least traditionally, not been a large role for CTE in the past. Advance CTE will engage in forms of ongoing and sustained professional development to ensure that staff are fully immersed and aware of a wide variety of policy areas including, but not limited to the four primary federal education and workforce development programs.

**Measures of success:**

- Advance CTE Board of Directors approves the policy recommendations proposed by Advance CTE staff.

- Advance CTE develops and maintains policy recommendations for the four largest education and workforce development laws in the United States: HEA, ESEA, WIOA, and the Perkins Act.
- A positive response via Advance CTE's regular members survey related to members' satisfaction with policy engagement.

**2.) Cultivate and maintain strong relationships with federal policymakers and staff within the U.S. House of Representatives, Senate, and Executive Branch and build support for Advance CTE's policy recommendations.**

- **Perkins Reauthorization:** Advance CTE will continue to focus its primary attention on Congressional efforts to renew the Perkins Act. Advance CTE will continue to meet with members of Congress, their staff, and other relevant policymakers to ensure the organization's positions, recommendations, and priorities are incorporated into the wider effort to reauthorize the Perkins Act. Following each visit to a Senate office, staff will connect the State CTE Director with relevant Senate staff as appropriate. Moreover, Advance CTE will continue to engage relevant Caucuses in each chamber to promote organizational positions and raise the visibility of the CTE enterprise more broadly and to highlight specific policy topics of interest or concern.

Relatedly, Advance CTE has developed a process plan and related activities to engage with stakeholder groups and the membership in conjunction with ACTE. Response work and comments for Congress, briefings, meetings, communications, stakeholder cultivation, coalition, building, and related activities, as they relate to Perkins reauthorization, are largely done in connection with ACTE. This a strategy of "bandwagoning" aimed at amplifying Advance CTE's voice in the wider reauthorization effort. By working in tandem, Advance CTE and ACTE represent a broader cross section of the CTE community and thus wield more influence throughout the process.

Throughout all of this, Advance CTE plans to keep its membership engaged through various forms of communication with several overarching goals in mind:

- To share general information about the draft legislation, process, and general outlook for the law's renewal;
- To solicit feedback from Advance CTE members to strengthen lines of argumentation and accurately reflect members' positions; and
- To share talking points in response to specific topic areas of importance that may or may not emerge in the draft legislation.

These forms of communication will be determined in relation to Advance CTE's strategic communication and membership engagement strategy.

- **Congressional Lobbying:** Advance CTE will continue its direct lobbying efforts on Capitol Hill in both the House and the Senate. Primary attention will be paid to the education committees in both the House (HEW) and the Senate (HELP) where Perkins reauthorization, as well as other relevant federal legislation, is considered. Advance CTE's lobbying efforts related to federal funding for the Perkins Act will center on the



principal offices represented in each chamber’s respective budget and appropriations committees. Advance CTE’s appropriations coalition— the Committee for Education Funding (CEF)— will continue to be the primary method through which the organization engages in high-level advocacy work on the main federal budget function where Perkins funding is derived (Labor-HHS-ED).

Direct lobbying meetings with congressional offices have several interrelated goals (please note that this list is not exhaustive):

1. Issues and concerns related to the reauthorization of the Perkins Act;
2. Implementation of Advance CTE’s Board-approved legislative recommendations for other legislation such as ESEA, HEA, and WIOA;
3. To support the planning, coordination, and execution of Congressional events in support of CTE, primarily Congressional CTE Caucus events in both chambers;
4. To advocate for a robust federal investment in the Perkins basic state grant program and for stronger investments in the overall Labor-HHS-ED budget function (as mentioned above in coordination with our work with CEF).

Meetings have been and will continue to be bicameral and with both political parties. Where appropriate, Advance CTE will continue to connect State Directors with Senate offices and to a lesser extent House offices.

- **Engage with Administration:** Advance CTE’s Executive Director will continue to meet quarterly with USDE OCTAE leadership to ensure a smooth transition to the next presidential administration. In anticipation of a new President, Advance CTE will engage with other stakeholder groups to influence the first portion of the next president’s time in office via targeted policy proposals related to data quality and higher education policy.

Advance CTE plans to make outreach to each Presidential campaign to provide CTE briefing materials for candidates’ transition team. Efforts will be made to ensure that members of each candidate’s transition team understand CTE policy and appreciate the organization’s perspectives on federal policy.

Additionally, Advance CTE staff will continue to maintain strong working relationships with non-political staff at the U.S. Department of Education. In doing so Advance CTE will ensure that lines of communication are kept open during a transition to a new administration.

- **Perkins Briefings, Hearings and Events:** Advance CTE staff will continue to work with Congressional staff to support events and briefings promoting CTE through both Congressional CTE Caucuses. Advance CTE has successfully supported several such events in the past and will continue this work moving forward.

### **Measures of Success:**

- A majority of Advance CTE’s policy recommendations will be included in future reauthorizations of the four primary education and workforce development bills.

- Advance CTE will engage with at least 100 Congressional offices annually
- To the extent practicable, Advance CTE will actively participate in all Congressional CTE Caucus events
- Advance CTE will secure participation of Congressional staff at each spring meeting conference held in Washington, D.C.

**3.) Leverage Advance CTE’s strategic communications strategy to amplify the organization’s federal policy. (see also communications strategy)**

- **Blog Approach:** Create opportunities for guest blogs to create and strengthen relationships with partner companies and stakeholder groups
- **Advocacy Partnerships:** Leverage advocacy partnerships into targeted release points in tandem with partner groups, like the federal policy releases and announcements with ACTE and New Skills for Youth-related announcements with CCSSO, etc.
- **ACTE Work Plan:** Maintain/update our joint-work plan with ACTE to coordinate on policy, programs and communications.
- **Increase Visibility:** Participate in partner events (onsite and online) including presentations, discussions and panels effectively communicating the Advance CTE mission and goals. Serve in a variety of capacities on committees, boards, and other functions for important partner organizations and coalitions.
- **CTE Month Branding:** Use CTE Month and the 100<sup>th</sup> anniversary of the Smith Hughes Act to raise awareness about the importance and impact of federal CTE policy

***Measures of Success:***

- Partnering six times per year on partner publications and/or webinars,
- Reporting back on presentations, discussions and panel participation in weekly staff meetings
- Updating the ACTE work plan monthly based on monthly cross-organizational policy calls

**4.) Develop and leverage strategic alliances with other stakeholders within and outside the CTE community to advance and amplify the organization’s federal policy recommendations and further its policy objectives.**

- **Partnership Matrix:** Update/re-evaluate Advance CTE’s partnership matrix on a quarterly basis for new opportunities to engage a broad set of partners representing K-12, postsecondary, workforce, business/industry, specific CTE fields of study, etc.
- **Unifying the Voice of the CTE Community:** As interest in CTE and Perkins grows, it is increasingly important that Advance CTE’s policy preferences are understood and appreciated among a wider range of engaged stakeholder groups. To address this, Advance

CTE's close working relationship related to federal policy with ACTE is being strengthened in an effort to unify the CTE community's voice, particularly as it relates to Perkins reauthorization. Our organizations will continue to hold cross organizational policy calls to share information learned during the weeks prior, plan future outreach strategies and legislative projects, provide updates on organizational activities, and negotiate joint policy positions on various issues of interest to Advance CTE.

- **Perkins Coalition:** Advance CTE has re-convened a Perkins Coalition group in conjunction with ACTE. The purpose of this coalition is to foster collaboration and share information relating to the Perkins Act and the reauthorization process more broadly among and between primarily education and workforce stakeholder groups. Bringing together a diverse group of CTE stakeholders, this group meets on an as-needed basis in relation to the Congressional progress towards reauthorization.

Another overarching goal of this group is one of balancing. Given the significant interest in Perkins reauthorization from the employer community, we hope to galvanize this coalition as a way to more effectively respond to proposals from the employer community that may be at odds with Advance CTE's priorities and federal policy objectives.

- **Engaging Employer Partners:** Advance CTE has continued to engage with a group of national employers and other associations around the reauthorization of the Perkins Act. Collectively the group has interests in closing the skills gap and promoting education and workforce development outcomes that are more aligned with needs of employers. Expertise in both the Perkins Act and CTE more generally are lacking and Advance CTE has provided guidance to the group as the members craft a legislative recommendations. In return, Advance CTE has helped to shape these groups' understanding and approach to federal CTE policy.

Additionally, Advance CTE's participation has helped to develop a number of valuable advocacy relationships both on Capitol Hill and within the employer community. Advance CTE has also conducted direct lobbying activities with this group in support of three overarching policy objectives as they relate to the Perkins Act:

- Alignment of CTE programs to the needs of the regional, state, and local labor market
- Support effective and meaningful collaboration between secondary and postsecondary institutions and employers
- Increase student participation in experiential learning opportunities such as industry internships, apprenticeships and mentorships

While Advance CTE developed its own Perkins reauthorization letter and thus did not sign-on in support for a third consecutive year to this coalition's Perkins letter, Advance CTE was the author of the group's letter which this year garnered 488 signatures of support for Perkins reauthorization and helped to move Congress towards the law's consideration. Advance CTE plans to continue many of these relations as Perkins reauthorization efforts continue and will

seek to maintain and grow these advocacy relationships during other reauthorizations, particularly the upcoming renewal of HEA.

**Measures of Success:**

- Collaboratively monitor and rate partnership engagement via matrix on quarterly basis
- Update ACTE work plan on a monthly basis to ensure collaboration in this area
- Have at least five organizations / employers from each coalition on the partnership matrix

**5.) Maintain strong and effective lines of communication with Advance CTE’s membership to ensure awareness of the organization’s federal policy efforts and provide the opportunity for engagement in federal advocacy and implementation activities.**

- **Quarterly Advocacy Calls:** Each quarter, host a conference call with State CTE Directors and counterparts providing policy updates and summaries of Advance CTE’s federal policy advocacy efforts.
- **Revamp Legislative Updates:** Revamp the template and format of the Legislative Updates sent to members and related e-blast lists to be consistent with templates and format of current Advance CTE communications
- **Timely Communications:** Develop ‘Policy Updates,’ federal policy-oriented blog posts that provide real-time updates in a short, punchy format.
- **View from the Hill:** Focus the Member Newsletter “View from the Hill’ update on how Advance CTE advanced the federal policy agenda, as opposed to summarizing recent events.
- **Communications / Engagement Reassessment:** Develop process for determining what information is shared on a variety of communication channels (e.g. what is shared via a long format Legislative Policy Update, vs. shorter policy blog vs. member-only listserv.)
- **Federal Policy Resource Development:** Develop relevant and timely federal policy resources for Advance CTE’s membership and disseminate these resources in conjunction with the organization’s membership engagement strategy. This will be an ongoing and as-appropriate activity as it relates to changes in the federal policy environment.

**Measures of Success:**

- A positive response via Advance CTE’s regular members survey related to members’ satisfaction with policy communications
- A positive response via Advance CTE’s regular members survey related to members’ satisfaction with federal policy resources
- Open rates of e-blasts of 35% (goal average)
- Views of at least one policy blog post to be within “top five” on a monthly basis.

**Board action required:** None

As interest in Career Technical Education (CTE) and career readiness from stakeholders around the nation continues to grow, varying levels of understanding and buy-in have prevailed among key stakeholders, such as administrators, employers, educators, policymakers and members of the media. While many national and state leaders are supporting CTE policies and programs and CTE has become a topic of interest across sectors, there is still an overall lack of a coherent conception of what CTE and, in particular, high-quality CTE is.

Building off the successes of the 2016 Communications Strategy (See Communications Update Report), staff developed the following communications plan that will help strengthen Advance CTE's messaging and communications with our membership and the broader education community; arm state and local leaders with the tools and strategies they need to more effectively communicate about CTE; and build critical partnerships to amplify our messages, goals and projects in Washington DC and states.

**Objectives:**

1. Raise visibility of Advance CTE as a leading voice on high-quality CTE and career readiness.
2. Raise visibility of high-quality CTE as most effective strategy for creating college and career ready learners with an emphasis on equitable and accessible CTE to all learners.
3. A broader array of stakeholders are engaged around the notion and goals of high-quality CTE (directly and indirectly through our members).
4. *CTE: Learning that Works for America* is a nationally-recognized campaign and all of Advance CTE's communications and case-making resources are aligned under this brand.
5. Support the adoption and implementation of *Putting Learner Success First: A Shared Vision for the Future of CTE*.
6. Support Advance CTE state and federal policy efforts through the reinforcement of effective partnerships, publications, messaging and engagement with policymakers and partners.
7. Support members through streamlined and targeted resources, information and communication through a variety of communication channels.

**Major Strategies:**

1. Leverage the website, blog, social media tools and e-blasts to maximize the reach of informational and persuasive messaging tools to engage potential partners and key stakeholders.
2. Amplify our state and federal policy agenda and state policy work by leveraging partnerships and targeted communications. Position Advance CTE as the national voice on federal and state policy by telling the story of how Advance CTE supports and advocates for this work.
3. Support the utilization of the *CTE: Learning that works for America* campaign in all states through regular revisions of resources and direct technical assistance.

4. Maintain strong and effective two-way communications channels with members to ensure they are aware of Advance CTE's activities, resources and events and that Advance CTE is developing the research, tools and resources most needed by our members.
5. Conduct and leverage annual Excellence in Action Award to identify and embed high-quality CTE programs of study throughout communications, outreach and advocacy efforts.
6. Build and maintain strong relationships with key members of the media.
7. Support the dissemination and implementation of *Putting Learner Success First: A Shared Vision for the Future of CTE*.

**Key Audiences:**

- State CTE Directors
- Associate Members (state and non-state)
- Organizational Members
- Federal policymakers
- State policymakers
- Media
- Business and industry representatives
- National education reform community
- CTE administrators and educators
- General public

1. **Leverage the website, blog, social media tools and e-blasts to maximize the reach of informational and persuasive messaging tools to engage potential partners and key stakeholders**

Website Strategy

The website is the most effective way to deliver our resources and information, old and new. It is also the medium where Advance CTE can develop a positive image for CTE for those not as knowledgeable about CTE, and serve as a home for those who are already CTE supporters and advocates. The website must be updated in a timely manner and reflect the new Advance CTE brand and related sub-brands.

This includes:

- Home page slides – features new information, as well as s a place to point to or repurpose older information and resources that are still relevant to users
- State pages – updated 2-3 times a year to reflect timely data
- The Learning that Works Resource Center
- Newsroom

Success Metrics:

The effectiveness of the website strategy will be measured by tracking website page visits of the overall site, as well as pages we are specifically promoting (e.g. Advance CTE events, recent publications and more). Advance CTE will use Google Analytics to keep track of data, and

report in the monthly Board of Director's report. Our goal is to maintain at least 25,000 unique visitors to our website each month, over the course of a year.

### Advance CTE Blog

The blog should be updated three times per week including blog series and one-off posts. To streamline our efforts, Advance CTE has moved towards increasing the number of series, largely at the expense of the ad hoc posts. Specifically, we now have the following series:

#### *CURRENT*

- Legislative updates – Bi-weekly
- This Week in CTE – Weekly
- Research Round Up (highlights of relevant research) – Bi-weekly
- State Policy Update – Bi-weekly
- Putting Learner Success First Vision Update – Monthly
- Getting to know... (new State CTE Directors and getting to know state calls) – As needed
- Excellence in Action – Monthly with the goal of tying it more intentionally to local and state policies and/or vision principles
- Putting Learner Success First – Monthly
- Partner blogs – cross promote blogs with partners on specific topics (e.g. vision supporter blogs, ACTE federal policy announcements/blogs)
- Inside International CTE – Was monthly but is on a hiatus. Needs to be revisited in partnership with Asia Society.

#### *TO BE ADDED*

- CTE Works – quarterly

We continue to blog on demand about Advance CTE events, relevant research and reports, as well as other major events around D.C. and the nation that staff has attended. As appropriate, these blog posts will be more personalized, written in the first person and more analytical than summarizing.

The blog remains a useful avenue for year-round promotion of Excellence in Action award winners. In the year ahead, we will have scheduled 'check up posts' with winners around the beginning of the year, new semester and graduation (at a minimum) to establish regular contact with winners and maintain them as sources going forward. Staff will also more intentionally align Excellence in Action blogs with local and state policies and business/industry partnerships to showcase the many avenues and approaches to building an award-winning program of study.

#### Success Metrics:

The effectiveness of the blog strategy will be measured by analyzing the Learning that Works blog Google Analytics, including the user visits and top posts of each month, with the goal of increasing views and click-throughs to blog posts that feature major Advance CTE announcements, policy updates, events and publications. Staff will also monitor the Week in Review e-blast featuring Advance CTE Learning that Works blog posts. Advance CTE will report data in monthly the Board of Director's report. We will post at least three blogs per week, on average.

### Twitter Strategy

Daily tweets have caused our Twitter following to steadily rise, with upward trajectory as we surpassed 2,000 followers. Twitter has also proven to be an avenue for engaging both active state CTE departments and the media, particularly through retweets. Active engagement in relevant Twitter campaigns have resulted in an increase in followers, such as CTE Month and utilization of the #CTEMonth hashtag resulted in nearly 200 Twitter followers. (Currently have 2,545 followers)

Our strategy includes:

- Tweeting at least twice daily (which can include re-tweets). This can include original content (e.g., a statistic, quotation or announcement) or the posting of a relevant article (e.g., any time a member is mentioned in a news article, a pro-CTE article or report).
- Directly mentioning another organization or popular hashtag at least once a day (#CTE; #careerteched, #CTEWorks)
- Including the @CTEWorks Twitter handle on our newly updated organizational PPT template
- Creating hashtags associated with each of Advance CTE major events (e.g., #CTEFuture; #CTEFallMtg; etc.) and providing “Tweet Sheets” for participants.
  - These Tweet Sheets also include the handles of any prominent speakers (e.g., keynote speakers, plenary session panelists)
  - At least one Advance CTE staff member live tweets the major speakers/sessions
  - After each meeting, Advance CTE writes a blog on the best tweets from the meeting
- Cross promotion of blog and Twitter feed (e.g. This Week in CTE Tweet includes all hashtags/organizations featured that week, This Week in CTE features “Tweet of the Week”)

Success Metrics:

Advance CTE will monitor Twitter followers and report the increase in followers in the monthly Board of Director’s report. Staff will include event-specific metrics utilizing Twitter hashtags including during the Fall and Spring Meetings. Our goal is to add another 1,000 followers in the next year.

### Facebook Strategy

Facebook can be a great promotional tool for Advance CTE, our materials and CTE more broadly. The goal is to post something every week without under or over-activity, both of which limit overall reach per Facebook’s algorithms. This implies that strategic posting of high-quality content is more important than ever to maximizing Facebook page reach and utility.

While we will continue to post our blogs to the Advance CTE Facebook page from time to time, we will focus on:

- News articles (featuring our members and/or the association)
- Resources developed for/by CTE educators
- Infographics/data points (created by us and otherwise)



- Updates from the Hill
- Pictures/follow up from meetings
- Meeting announcements

Success Metrics:

Advance CTE will monitor success based on increased followers, reported in the monthly Board of Directors' report. Our goal is to add another 700 followers in the next year. (Currently have 2,155 Facebook followers)

E-Blast Strategy

Advance CTE has implemented a strategy to engage the over 4,000 individuals who have signed up to receive information from the organization, many whom have self-selected certain topics of interests.

Specifically, we developed e-blast templates around specific themes, which are distributed to individuals based on their self-selected interests. Each theme will strive to offer unique content and updates, including Advance CTE's resources, events and blog posts, as well as other relevant partner organizations. Targeted e-blasts feature:

- Communications and the *CTE: Learning that works for America* campaign
- Research and publications from Advance CTE and the CTE field branded under the Learning that Works Resource Center
- Legislative Updates

Moving forward, staff will continue to refine content and consider revamping legislative and policy updates to include more real-time updates in addition to the already in-depth analysis format (See strategy 2).

Success Metrics:

To determine the effectiveness of this new e-blast strategy, Advance CTE will monitor Constant Contact open rates (35% goal average), and click-throughs. We will also measure success on our consistency of sending the e-blasts every quarter.

YouTube Strategy

Advance CTE integrated older Advance CTE videos and resources, while also uploading new content including live and on-demand webinars and the Career Pathways Effect workshop webinars. Advance CTE will follow CTE partner YouTube channels.

Success Metrics:

Advance CTE will monitor YouTube channel followers, and report the findings in the monthly Board of Directors' report.

New Technologies

Looking ahead, we will consider evolving technologies and how they may be useful to Advance CTE. We will determine if such technology or social media tools are useful, and if so, how they

may have positive impact in communicating to our members or users, or receiving timely information. (e.g. Instagram, LinkedIn, Podcasts)

**2. Amplify our state and federal policy agenda and state policy work through leveraging partnerships and targeted communications. Position Advance CTE as the national voice on federal and state policy by telling the story of how Advance CTE supports and advocates for this work.**

Advance CTE is committed to supporting federal and state policy that makes a positive impact on CTE. Advance CTE will support this work by leveraging key partnerships as well as creating targeted informational and action-oriented communications.

Advance CTE is committed to identifying and developing national partnerships to promote CTE with related education organizations, policy organizations, federal agencies and business and industry/labor councils. There are efforts in place to continually improve upon our partnership and our reach through the education reform community.

Specifically, we will:

- Update/re-evaluate Advance CTE's partnership matrix on a quarterly basis for new opportunities to engage a broad set of partners representing K-12, postsecondary, workforce, business/industry, specific CTE fields of study, etc.
- Leverage blogs to create and strengthen relationships with partner companies and associations
- Leverage advocacy partnerships into targeted release points in tandem with partner groups, like the federal policy releases and announcements with ACTE and New Skills for Youth-related announcements with CCSSO, etc.
- Create an internal calendar of major events throughout the year (e.g., CTE Month, Teacher Appreciation Week, Manufacturing Month, Apprenticeship Week, etc.) so we can align our own communications (e.g., social media and This Week in CTE blog posts) with those efforts.
- Serve on a variety of boards and panels representing CTE
- Partner at least six times a year on publications and/or webinars with national, high-visibility partners.
- Maintain/update our joint-work plan with ACTE to coordinate on policy, programs and communications.
- Participate in partner events (onsite and online) including presentations, discussions and panels effectively communicating the Advance CTE mission and goals.
- Leverage Advance CTE's *Advocacy Plan* partnerships to help influence federal policies (e.g., support and promotion of CTE caucuses, engagement of Congressional / administration staff etc.)

Advance CTE will also support our federal policy agenda through revamping and updating communication materials to reach a wide variety of audiences. Specifically, Advance CTE will:

- Revamp the template and format of the Federal Policy Update sent to members and related e-blast lists to be consistent with templates and format of current Advance CTE communications
- Develop ‘Policy Updates,’ federal policy-oriented blog posts that provide real-time updates in a short, punchy format
- Develop a federal policy newsletter in partnership with ACTE for e-blast lists and Hill staff
- Create and disseminate materials for members around major federal policy reauthorization (Perkins, HEA, WIOA, ESSA).
- Focus the Member Newsletter “View from the Hill’ update on how Advance CTE advanced the federal policy agenda, as opposed to summarizing recent events.
- Develop process for determining what information is shared on a variety of communication channels (e.g. what is shared via a long format Legislative Policy Update, vs. shorter policy blog vs. member-only listserv.)
- Use CTE Month and the 100<sup>th</sup> anniversary of the Smith Hughes Act to raise awareness about the importance and impact of federal CTE policy

Advance CTE will support state policy work through lifting up best practices, sharing state policy frameworks and communicating about effective state policies. Specifically, Advance CTE will:

- Continue state policy updates blog series highlighting and analyzing state CTE policies
- Leverage New Skills for Youth work and materials to develop communication-specific resources for states
- Promote policies and resources through the Learning that Works Resource Center and the Learning that Works Resource Center Resource Roundup newsletter

Success Metrics:

Advance CTE will measure success by:

- Monitoring and rating partner participation on a quarterly basis,
- Partnering six times per year on partner publications and/or webinars,
- Reporting back on presentations, discussions and panel participation in weekly staff meetings,
- Updating the ACTE work plan monthly
- Open-rates of e-blasts (35% goal) and views of blog posts

### **3. Support the utilization of the *CTE: Learning that works for America* campaign in all states through regular revisions of resources and direct technical assistance**

To date, 49 states and DC have signed the user agreement for the *CTE: Learning that works for America* campaign and the majority of these states are using the logo and materials in some capacity. However, due to the longtime adoption of the Learning that works logo as the organizational logo, and subsequent rebranding, there is much confusion around the campaign. Additionally, many of the resources and campaign materials are out of date and need to be

refreshed. Below are a range of strategies and actions Advance CTE could take to clear confusion around the campaign and increase states' implementation of the *CTE: Learning that Works for America* campaigns. A number of these resources and efforts are already underway; others are new.

*Strategies to mitigate confusion around the Advance CTE and CTE: Learning that works for America brands*

- Create a public version of the current Advance CTE vs. CTE: Learning that works for America style guides that explains the differences between each brand
- Launch a 50-state re-sign on to the CTE: Learning that works for America campaign
- Demonstrate value of CTE: Learning that works for America vs. Advance CTE brand. Right now, it seems as though there is a 'loss' associated with the CTE: Learning that works for America brand. Members aren't aware or sure of what the CTE: Learning that works for America brand means to them and how they currently use it in their work. (e.g. Lifting up the fact that CTE: Learning that works for America campaign creates tools and resources around case making specifically for use at the state and local level)

*Strategies to support ALL states using campaign materials*

- Revisit and update branding best practices, as a great many are several years old and many new examples are regularly coming online, though scheduled requests for materials from members
- Use information and resources gained from the Siemens Foundation polling to inform potential messages and materials for the updated and refreshed campaign materials.
- Utilize the communications committee when developing new campaign materials.
- Use CTE Month to highlight effective campaign practices, resources, tools and stories. Do a yearly call for campaign examples in January in anticipation of sharing results during CTE Month in February. Partner with local, state and national partners to highlight CTE and the Learning that Works campaign (e.g. Twitter chats, site visits, blog posts, partner blog posts, articles, etc.)
- Offer a workshop at the Spring meeting where participants bring in current materials and we discuss strategies for modifying/aligning them with the campaign.
- Engage Advance CTE members' communications directors/public information officers through the Communications Committee and by leveraging the in-state work and 50-state dissemination strategy associated with the Siemens grant.
- Determine how new technologies can be utilized in promoting the campaign and best practices. (E.g. incorporating state/school videos on the YouTube page, etc.)

Success Metrics:

- All 49 states re-sign on to the CTE: Learning that works for America campaign
- Continue to integrate CTE: Learning that works for America into CTE month and feature prominently
- Every year, review web-based resources and refresh as needed
- Develop new materials for state and local use

**4. Maintain strong and effective two-way communications channels with members to ensure they are aware of Advance CTE activities, resources and events and that Advance CTE is developing the research, tools and resources most needed by our members**

Equally important to delivering high-quality resources and activities is that we align them with our members' needs and disseminate them effectively so they are actually used on the ground.

Communications Committee

Advance CTE launched a Communications Committee in spring 2015, composed of members and state communications staff, which greatly helped inform both the Advance CTE rebrand and Career Clusters product revamp.

A learned lesson from this committee is that without a specific 'ask' the committee is generally less engaged and communicative. Moving forward, staff will determine the value of a formal committee, vs. pulling in members and members' communications teams when specific tasks arise, e.g. the revamp of CTE: Learning that works for America resources and materials. Staff will aim to meet with committee members around the following topics:

- Messaging developed as part of Siemens grant (December 2016)
- CTE: Learning that works for America materials update/CTE Month promotion (January 2017)
- Vision one year anniversary/promotion of vision moving forward (March 2017)

Success Metrics:

The success of this committee will be determined by the active engagement of at least 12 states.

Members' Only Newsletter

Advance CTE's bi-monthly newsletter was launched in Summer 2014, with updates on federal policy, state policy, organizational priorities and feature specific states. In 2015, staff developed a refreshed look and monthly schedule with shorter, punchier updates and a dedicated 'members' section where job postings, recognition of and new State CTE Directors are announced. We will continue to release the newsletter every month and revamp/update sections as needed. We will also continue to make this a members-focused deliverable, where members are encouraged to submit information, resources and announcements.

Success Metrics:

Advance CTE will determine the effectiveness of this newsletter by monitoring newsletter open rates (35% goal), and click-throughs rates.

Case-making materials

Over the past two years, we have updated a number of our case-making materials, including our case-making materials, specifically our fact sheets, talking points and state-focused materials. However, it has been over a year since any of the issue-specific fact sheets were updated or

added to, so in late 2016/early 2017, we will review, revise and augment the current set of fact sheets, leveraging the national survey we will be conducted with support from Siemens.

In addition, we will develop more member-specific case-making materials. For one, while they are currently available in PDF in the campaign section of our website, we will create Word versions that reside in the members' only section. We will also create PowerPoint decks on topics such as CTE 101 and Perkins 101, which members can draw on when building their own presentations.

Additionally, staff will leverage the communications work of major initiatives including New Skills for Youth to develop case making materials to be used by state leaders.

#### Success Metrics:

Staff will develop at least four new fact sheets and seven member-only versions of case-making materials. The state-specific snapshots will be updated and released on their regular bi-annual basis in the summer/fall of 2017.

#### Research, publications and major releases

Advance CTE has and will continue to release a number of publications, resources, and initiatives that are critical to the field as they capture and address many of the diverse challenges facing state and local education agencies as they deliver high-quality CTE. In the past year, we have:

- Released a number of reports, briefs and case studies
- Launched the New Skills for Youth initiative
- Launched the Learning that Works Resource Center
- Announced the 2016 Excellence in Action Awards

With each of these major releases, staff has developed an external marketing plan that consists of a variety of communication methods to inform members, partners, the media and related external audiences. Going forward we have (and will continue to):

- Include all reports and briefs in the Learning that Works Resource Center with a dedicated page and description
- Develop a release and dissemination strategy at least a month before any publication is set to be released
- Utilize partner relationships to help spread the message (e.g. the Americas Promise Alliance communications listserv, ACTE communications team partnership)

#### Success Metrics:

Advance CTE will measure the success of these publications based on monitoring Google Analytics (views of reports/publications on Advance CTE website) and tracking media engagement (e.g. mentions of reports in articles and interviews).

- 5. Develop communications materials on major Advance CTE deliverables to assist staff, members and public in communicating about Advance CTE and Advance CTE materials effectively. (e.g., *Putting Learner Success First*, the Advance CTE rebrand.)**

Advance CTE staff and members regularly communicate about major initiatives and work done by Advance CTE. It's important that all spokespeople are knowledgeable about this work, and are communicating a common message on behalf of the organization.

Advance CTE will provide resources aligned with the Advance CTE style guide for staff and members, such as:

- One-pagers about major initiatives and projects (e.g. New Skills for Youth, Learning that Works Resource Center.)
- Fact sheets on key messaging and talking points around major initiatives (e.g. Putting Learner Success, Perkins reauthorization).
- PowerPoint templates with key messaging and talking points to be used during presentations aligned to the Advance CTE style guide (e.g. Putting Learner Success First)

Advance CTE also updates our internal style guide annually, through an inclusive process that involves all staff members. This process ensures our style guide reflects current trends and that all staff stay in accordance with the guide.

Going forward, staff will create a style guide for each sub-brand. Right now, Advance CTE has a number of initiatives and related sub-brands that need to be more clearly mapped and clarified as we continue to promote deliverables from each project. As Advance CTE continues to increase the number of grants from corporate and foundation philanthropic efforts, it is essential to clearly brand each initiative/project/deliverable under the appropriate brand.

Success Metrics:

Advance CTE will provide resources for major announcements and initiatives, as well as update our style guide annually. Advance CTE will create style guides and protocol for each sub-brand.

## **6. Conduct and leverage annual Excellence in Action Award to identify and embed high-quality CTE programs of study throughout communications, outreach and advocacy efforts.**

Advance CTE conducts the yearly *Excellence in Action* Award, recognizing innovative and exemplary programs of study from across the country. In its fourth year, the awards have seen a significant increase in attention and are highly valued among winners. This award allows us to provide a face to 'high-quality' CTE, in addition to providing us with an audience that is not typically engaged by Advance CTE – local education leaders. This award is central to our broader communications and advocacy efforts, with them featured on fact sheets, Congressional newsletters, articles written for partner organizations, blogs, as well as in the media.

Looking ahead, there are ways we can further improve the process, specifically:

- Continue to proactively work with State CTE Directors with award winners, and their communications staff, to ensure they have a communications strategy in place.
- Leverage the DC-based award event to raise visibility of high-quality programs and Advance CTE as arbiter of quality.

- Better engage members of Congress around the award winners/winning programs in their districts and states.
- Make a clearer connection between the award-winning programs and *Putting Learner Success First: A Shared Vision for the Future of CTE*.
- Continue to engage past award winners through articles, ‘check in’ blogs, etc.

Success Metrics:

Advance CTE will increase the amount of applications to the award yearly, with the goal of awarding a program of study in at least twelve Career Clusters in 2018. Advance CTE will successfully use the award winning programs in communications and advocacy throughout the year.

**7. Build and maintain strong relationships with key members of the media**

Advance CTE will focus on public relations efforts to increase the presence of Advance CTE as a credible and preferred source about news for CTE. We must also position members and staff to serve as experts in media outreach in their own states as well as nationally.

- Maintain story tracker and reporter list
  - Ensure that coverage is consistently marked and follow up standardized
  - Develop reporter list of press who generally ‘get’ CTE that we can introduce ourselves to in the future.
- Provide support to states and members (through webinars, workshops and/or print materials) on social media strategies
- Maintain the Newsroom page on the website, including continually updating “Press CTE Quick Facts” that can help the press quickly receive the information they need.
- Develop press releases and statements in anticipation of major publications, events and federal policy changes or announcements. Publish joint releases or statements with major partners (e.g. ACTE, CCSSO, JPMC, Siemens), when needed. All releases will be published on the Advance CTE website under “Press Releases,” and sent to the media list.

Success Metrics:

Advance CTE will monitor all media that mentions Advance CTE or Advance CTE staff through the story tracker. Staff will build out the reporter list and develop state-specific lists of reporters who cover CTE. Success of this strategy will be measured in an increase of reporters included in the press list, building a state-specific reporter list and monitoring press engagement.

**8. Support the dissemination and implementation of *Putting Learner Success First: A Shared Vision for the Future of CTE***

In May 2016, Advance CTE launched *Putting Learner Success First: A Shared Vision for the Future of CTE*. Advance CTE calls on the entire CTE community to support and implement this shared vision, and will support members, national and state leaders, and the local CTE community through the following:



- Develop a toolkit of materials/resources to support the use and implementation of vision across and within states.
- Launch a monthly blog series highlighting new resources and materials.
- Share partner-developed/supported resources, blogs, and materials focused on their commitments and fact sheets for their key stakeholders.
- Launch a sign-on campaign with representatives from all states.
- Track the impact and reach of the new vision.

**Success Metrics:**

- Advance CTE members actively utilize the toolkit to implement the vision.
- Partner organizations stay actively engaged, with the majority developing or contributing to new materials/documents that are disseminated broadly.
- State and local leaders from across the nation sign up to show their support for the new vision.

***Board action required:***          Discussion

1. Would a 50-state re-sign on to the Learning that Works for America campaign help to mitigate confusion about the role the campaign plays in the organization?
2. From the strategy and related activities, are there priorities that jump out to you that can and should be accomplished before any other work?