

Advance CTE Board Meeting Agenda

Via Zoom

<https://us02web.zoom.us/j/86065754610?pwd=OXR2ZTNnT2JzV2MzbE1nUTFUTlplUdz09>

March 10, 2021
2- 3 p.m. EDT

2 – 2:02 p.m.	Welcome	Sarah Heath <i>Pages 1-3</i>
2:02 – 2:04 p.m.	Financial reports *	Laura Scheibe <i>Pages 4-16</i>
2:04 – 2:07 p.m.	Nominations Committee Report*	Bernadette Howard <i>Page 17</i>
2:07 – 2:37 p.m.	Federal policy update and discussion	Meredith Hills and Austin Estes <i>Pages 18-22</i>
2:37 – 3 p.m.	Priming the pump for the strategic plan	Kimberly Green <i>Pages 23-38</i>

* Denotes items that require a Board vote

President

Sarah Heath
State CTE Director
Colorado Community College System
9101 E. Lowry Blvd
Denver, CO 80230
sarah.heath@cccs.edu

Vice President

Marcie Mack
State CTE Director
Oklahoma Department of Career and
Technology Education
1500 W. 7th Avenue
Stillwater, OK 74074
Marcie.mack@careertech.ok.gov

Secretary-Treasurer

Laura Scheibe
State CTE Director
South Dakota Department of Education
Division of Career & Technical Education
800 Governors Drive
Pierre, SD 57501
laura.scheibe@state.sd.us

Past President

Bernadette Howard
State CTE Director
Lunalilo FWY Portable 1
Lower Campus Road
Honolulu, HI 96822
mbhoward@hawaii.edu

Region A

Luke Rhine
State CTE Director
Delaware Department of Education
Delaware CTE and STEM Office
401 Federal Street
Dover, DE 19901
luke.rhine@doe.k12.de.us
Term expires: June 30, 2022

Region B

Steve Playl
State CTE Director
Tennessee Department of Education
710 James Robertson Parkway
11th Floor - Andrew Johnson Tower
Nashville, TN 37243
steve.playl@tn.gov
Term expires: June 30, 2023

Region C

Jeralyn Jargo
State CTE Director
Minnesota State Colleges & Universities
Wells Fargo Place
30 East 7th Street, Suite 350
St. Paul, MN 55101-7804
Jeralyn.Jargo@minnstate.edu
Term expires: June 30, 2022

Region D

Thalea Longhurst
State CTE Director
Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114
thalea.longhurst@schools.utah.gov
Term expires: June 30, 2021

Region E

Cathie Raymond
State CTE Director
Arizona Department of Education
1535 West Jefferson, Bin 42
Phoenix, AZ 85007
cathie.raymond@azed.gov
Term expires: June 30, 2023

At-Large State Director

Katie Graham
State CTE Director
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509
katie.graham@nebraska.gov
Term expires: June 30, 2022

At-Large State Director

Angel Malone
State CTE Director
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201
amalone@ed.sc.gov
Term expires: June 30, 2021

State Associate Representative

Victoria Crownover
Perkins Plan Manager
Colorado Community College System
9101 E. Lowry Blvd
Denver, CO 80230
victoria.crownover@cccs.edu
Term expires: June 30, 2022

Associate Member Representative

Donna Lewelling
Deputy Director, Office of Community
Colleges and Workforce Development
Oregon Higher Education Coordinating
Commission
3225 25th Street SE
Salem, Oregon 97302
Donna.j.lewelling@hecc.oregon.gov
Term expires: June 30, 2023

FY21 Advance CTE Financial Report
Report prepared by Krissy Haynes, Finance & Operations Manager

This report provides summary financial information for July 1 through January 31, 2021 or 58% of the fiscal year. The accountant has reconciled the financial statements through January 31, 2021, which means investments are reflected through this date.

INCOME: Advance CTE has received 96% of its budgeted income, which is ahead of target. State Memberships surpassed its budgeted target due to the retention of Indiana's membership, which was not budgeted. There are still currently three states/territories with outstanding dues payments: American Samoa, Virgin Islands, and California (50% outstanding). Individual Associate and Organizational memberships continue to grow as interest in the Spring Meeting has prompted many new membership requests. Spring Meeting registration kicked off in mid-January and Advance CTE has already received 14% of the budgeted income. Interest income has exceeded its budget target for the year by 25%.

EXPENSES: Advance CTE has spent 32% of its budgeted expenses, which is below targeted projections. A majority of expenses incurred thus far are staff salaries and benefits, technology subscriptions, consultants, accounting, bank fees, and rent. Due to the increased amount of expenses covered by The Center to Advance CTE, it is anticipated that Advance CTE will end the fiscal year below target for expenses.

ASSETS: Assets total \$4,988,942.34, with equity at \$4,420,541.49.

INVESTMENTS: The portfolio has a -0.73% rate of return for January and 14.33% cumulative rate of return, with the equity portion at -0.31% for January and 23.79% cumulative rate of return, which is higher than the Dow Jones Index (-2.04% in January and 16.15% cumulative) and the S & P 500 (-1.11% in January and 20.93% cumulative). The investment advisor is suggesting an adjustment to the investment policy statement, which will be presented and discussed at the next Finance Committee meeting and brought to the Board at a later date, should the Committee agree to advance the recommendation.

Board action required: Approve FY21 financial reports.

APPROVED FY21 Advance CTE Budget

	Approved FY 21	Actuals 1/31/2020	Actuals to Budget 58% of year	Explanatory Notes
INCOME				
State Memberships	\$561,750.00	\$566,712.00	101%	We have received dues from all but three states/territories: American Samoa, Virgin Islands, and California (50%). Above target due to retaining Indiana's membership.
Associate & Organizational Memberships	\$58,500.00	\$80,675.00	138%	Interest in the Spring Meeting has prompted many new membership requests.
Spring meeting registration	\$43,750.00	\$6,125.00	14%	This represents paid Spring Meeting registrations. A total of \$8,100 has been invoiced.
Spring meeting sponsorships	\$31,935.00	\$0.00	0%	A total of \$37,600 in sponsorships has been invoiced. Payments are due in February and March.
ABC Equity Grant	\$4,217.14	\$4,217.14	100%	Grant complete.
NASFAA	\$10,000.00	\$10,000.00	100%	Contract complete.
UMass	\$12,000.00	\$2,750.00	23%	Received payment for first quarter. Second quarter payment to be received in February.
Interest/Dividend	\$40,000.00	\$49,792.45	125%	Covers interest through January 31, 021.
Other income	\$0.00	\$9,500.00	n/a	Opportunity America National Community College Study, as well as honorariums.
TOTAL REVENUES	\$762,152.14	\$729,771.59	96%	
EXPENSES				
Allocated Expenses to Specific Projects				
Member Services	\$45,829.37	\$21,757.33	48%	Includes costs for finance and operations support, performance evaluation and core values, telephone, insurance and software subscriptions.
Member Supports	\$91,925.85	\$3,811.25	4%	New State Director Institute. Equity training and Year in Review costs to be incurred in the next quarter.
Government Relations	\$34,399.85	\$5,829.17	17%	Politico renewal and Graduate Fellow.
Spring Meeting	\$75,685.00	\$729.69	1%	Event planning support and credit card fees.
Advance CTE Board	\$41,825.10	\$4,007.89	10%	Accounting and audit services, and insurance.
Lobbying	\$1,922.00	\$500.00	26%	CEF Membership.
ABC Equity Grant	\$4,217.14	\$4,217.14	100%	Grant complete.
NASFAA	\$10,000.00	\$5,529.22	55%	Remaining funds revert to Advance CTE reserves.
UMass	\$8,250.00	\$456.30	6%	Staff time for July 2020 - January 2021.
Subtotal - Specific Projects	\$314,054.31	\$46,837.99	15%	
Staffing & General & Administrative Expenses				
Non-contract Staff Time	\$365,699.83	\$153,323.49	42%	
Total G&A Expenses (excluding staff time)	\$82,398.00	\$45,013.52	55%	
Total G&A Expenses	\$448,097.83	\$198,337.01	44%	
Total Project Expenses	\$314,054.31	\$46,837.99	15%	
TOTAL EXPENSES	\$762,152.14	\$245,175.00	32%	
INCOME LESS EXPENSES	\$0.00	\$484,596.59		

**Advance CTE
Balance Sheet
As of January 31, 2021**

	Total
ASSETS	
Current Assets	
Bank Accounts	
1012 Cash-BOA Checking-Use This	412,453.79
1017 Merrill Lynch Cash - 749	248,316.71
1018 Merrill Lynch Cash - 7WD	41,881.82
Total Bank Accounts	\$ 702,652.32
Accounts Receivable	
1200 Accounts Receivable	57,073.40
Total Accounts Receivable	\$ 57,073.40
Other Current Assets	
1100 Investments	
1131 Government Bonds	1,002,165.44
1159 Equities	3,098,862.02
Total 1100 Investments	\$ 4,101,027.46
1275 Security Deposit	9,000.00
1280 Due from Foundation	97,052.32
1299 Accrued Interest Receivable	2,831.90
1300 Prepaid Expense	11,971.95
Total Other Current Assets	\$ 4,221,883.63
Total Current Assets	\$ 4,981,609.35
Other Assets	
1400 Furniture and Fixtures	33,200.78
1405 Accumulated Depreciation - Furniture and Fixtures	-27,747.92
1410 Equipment	12,459.70
1450 Accumulated Depreciation- Equipment	-10,579.57
Total Other Assets	\$ 7,332.99
TOTAL ASSETS	\$ 4,988,942.34
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable {105}	-8,976.44
Total Accounts Payable	-\$ 8,976.44
Other Current Liabilities	
2070 Accrued Vacation	121,058.21
2099 Deferred Revenue	5,000.00
2150 Deferred Revenue FY21 State Dues	240,548.00
2151 Deferred Revenue FY21 Associate Dues	46,725.00
Total 2099 Deferred Revenue	\$ 292,273.00
Total Other Current Liabilities	\$ 413,331.21
Total Current Liabilities	\$ 404,354.77
Long-Term Liabilities	
2880 Deferred Rent and lease incentive	164,046.08
Total Long-Term Liabilities	\$ 164,046.08
Total Liabilities	\$ 568,400.85
Equity	
3000 Net Assets Without Donor Restrictions	2,967,262.37
3900 Earnings	745,669.08
Net Income	707,610.04
Total Equity	\$ 4,420,541.49
TOTAL LIABILITIES AND EQUITY	\$ 4,988,942.34

Advance CTE/The Center to Advance CTE
Executive Investment Recommendation Summary
2020 Year end

Submitted by Mark Friese, Merrill Lynch

Coronavirus, flattening of the curve and social isolation all are new words to many of us. 2020 started off as one of the best years in the U.S. markets after following 2019, a record year for the U.S. stock markets. Interest rates were lowered by the Federal Reserve causing more money to flow into stocks and the economy and employment was at record levels. Almost overnight the landscape changed with a worldwide, deadly, health pandemic.

The stock market rarely reacts positively when there is uncertainty. Health issues and virtual closing down of our country's businesses due to this pandemic without any certainty of an anticipated recovery period caused significant volatility in the U.S. stock markets in 2020.

In mid-April the combined association and foundation accounts were down about 9.4%. The market has recovered from these low levels anticipating an end at some point in the future. At year end the combined association and foundation accounts were up over 7.5%. As we have discussed in the past market declines of 10% or more are very common and the market often recovers during the same year as the decline.

So what has been a good course of action with other market declines? First, evaluating your mix and goals that were established within your investment policy statement. Next, making sure you are diversified and in areas that should recover quickly when the economy improves. A large percentage of the stock portion of your equity holdings continues to be focused on conservative, dividend producing, equity based indexes. These indexes provide income which has historically risen over time and provided capital appreciation potential. This sector also tends to be the first areas to recover as the economy improves. Lastly, make sure you have adequate cash reserves, so you are not forced to liquidate stocks during a negative period of time.

We recently rebalanced both the association and foundation accounts. With interest rates near all-time historic lows we did not allocate any new funds to bonds. The investment policy has a range for stocks and bonds and stocks are within the appropriate range. Bonds however are below the minimum range originally established during a very different interest rate environment.

Kim and I work together on this regularly and sufficient cash is available to meet intermediate cash flow needs.

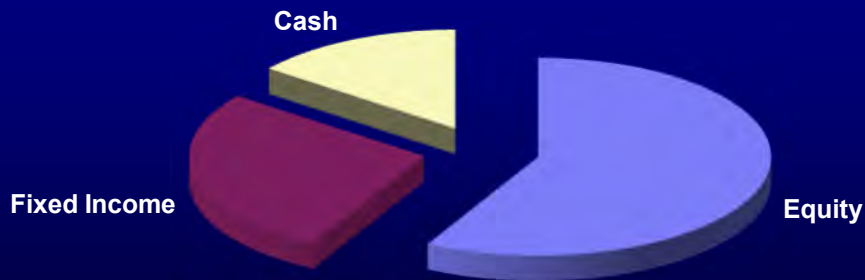
Summary of recommended changes:

The above changes are intended to improve long-term performance and increase income from fixed income investments. Certain sectors of the market are recommended to be over-weighted also to improve long-term performance. These are sectors that tend to perform well during a difficult economic environment and tend to lead the market when things improve.

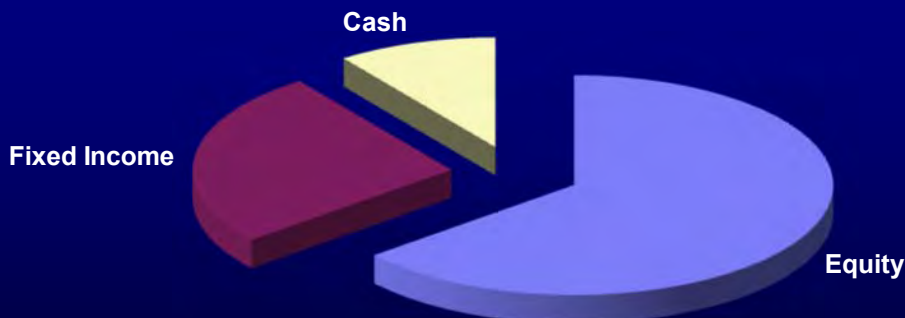
No direct costs are associated with making these changes.

Advance CTE
 Current Asset Allocation
 Accounts 749-04H01 & 7WD-04H50
 Period: July 1, 2020 - December 31, 2020

<i>Current Portfolio</i>	Asset Allocation Type:		Per Investment Policy Statement
	Equity	58%	\$ 2,775,982
	Fixed Income	28%	\$ 1,333,243
	Cash	15%	\$ 706,423
	Sub-Total	100%	\$ 4,815,648
	Total Portfolio Value		\$ 4,815,648



<i>Proposed Portfolio</i>	Asset Allocation Type:		Per Investment Policy Statement
	Equity	64%	\$ 3,082,014
	Fixed Income	26%	\$ 1,252,068
	Cash	10%	\$ 481,564
	Sub-total	100%	\$ 4,815,648
	Portfolio Value	100%	\$ 4,815,648



Advance CTE
Advisory Program Fees
July 1, 2020 - January 31, 2021

ASSOCIATION 7WD-04H50

Trade/Transaction Date	Description	Amount
1/5/2021	Advisory Program Fee INV. ADVISORY FEE JAN	\$ (695.31)
12/3/2020	Advisory Program Fee INV. ADVISORY FEE DEC	\$ (697.23)
11/3/2020	Advisory Program Fee INV. ADVISORY FEE NOV	\$ (695.19)
10/2/2020	Advisory Program Fee INV. ADVISORY FEE OCT	\$ (700.84)
9/2/2020	Advisory Program Fee INV. ADVISORY FEE SEP	\$ (702.29)
8/4/2020	Advisory Program Fee INV. ADVISORY FEE AUG	\$ (710.28)
7/2/2020	Advisory Program Fee INV. ADVISORY FEE JUL	\$ (703.26)
Total		\$ (4,904.40)

ASSOCIATION 749-04H01

1/5/2021	Advisory Program Fee INV. ADVISORY FEE JAN	\$ (2,998.46)
12/3/2020	Advisory Program Fee INV. ADVISORY FEE DEC	\$ (2,413.90)
11/3/2020	Advisory Program Fee INV. ADVISORY FEE NOV	\$ (2,180.37)
10/2/2020	Advisory Program Fee INV. ADVISORY FEE OCT	\$ (2,206.11)
9/4/2020	Advisory Program Fee INV. ADVISORY FEE SEP	\$ (2,257.32)
8/4/2020	Advisory Program Fee INV. ADVISORY FEE AUG	\$ (2,152.85)
7/2/2020	Advisory Program Fee INV. ADVISORY FEE JUL	\$ (2,063.69)
Total		\$ (16,272.70)

Total Fees All Accounts \$ (21,177.10)

Time Weighted Rate of Return by Period: Yearly



Performance period: 07/01/2020 to 01/31/2021

Period	Opening Balance(\$)	Contributions/ (Withdrawals)(\$)	Interest/ Dividends(\$)	Appreciation/ (Depreciation)(\$)	Closing Balance(\$)	ROR Period(%)	ROR Cum(%)
2021	4,410,651	0	2,510	(19,107)	4,394,054	(0.73)	14.33
2020	3,298,337	600,000	52,857	459,457	4,410,651	15.17	15.17
Total	3,298,337	600,000	55,367	440,350	4,394,054		14.33

Note that various factors, including unpriced securities, and certain adjustments, holdings or activity may cause report results to differ from actual performance. Report results may also differ from results reported by other Merrill services. Past performance does not guarantee future results.

Relative Performance - Equity: Yearly



Performance period: 07/01/2020 to 01/31/2021





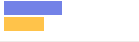







Period	Actual ROR(%)		Dow Jones Industrial Average PR(%)		Dow Jones Industrial Avg TR(%)		MSCI Emerging Markets TR Net(%)		MSCI World ex USA TR Net(%)		S&P 500 PR(%)		S&P 500 TR(%)	
	Year	Cum	Year	Cum	Year	Cum	Year	Cum	Year	Cum	Year	Cum	Year	Cum
2021	(0.31)	23.79	(2.04)	16.15	(1.95)	17.49	3.07	35.16	(1.07)	20.25	(1.11)	19.80	(1.01)	20.93
US Equity	(0.31)	23.79												
2020	24.17	24.17	18.57	18.57	19.83	19.83	31.14	31.14	21.55	21.55	21.15	21.15	22.16	22.16
US Equity	24.17	24.17												

With respect to performance shown, various factors, including unpriced securities, and certain adjustments, holdings or activity may cause report results to differ from actual performance. Report results may also differ from results reported by other Merrill services. Past performance does not guarantee future results.

Reference Indices are included in this report as a general source of information regarding the performance of various types of investments. Allocation models and Indices should not be used to benchmark the performance of a specific account or portfolio. Your Financial Advisor can provide further information regarding the particular allocation models and Indices shown, including how the composition of an index compares to the composition of your account or portfolio.

Sector Analysis - Summary

As of Close of Business: 02/12/2021

Sector	Total Holdings(%)		Current(%)	Model(%)	Gap-Model vs. Current(%)	All Equity compared to Custom Model		
	0%	50%				ML Holdings(\$)	Model(\$)	Gap-Model vs. Holdings(\$)
Equity								
Health Care			14.69	13.30	(1.39)	789,398	1,027,497	238,099
Consumer Staples			10.05	6.10	(3.95)	540,092	471,258	(68,834)
Information Technology			25.93	27.80	1.87	1,393,579	2,147,699	754,121
Consumer Discretionary			11.14	12.90	1.76	598,562	996,594	398,032
Industrials			11.94	8.20	(3.74)	641,518	633,494	(8,024)
Materials			2.95	2.60	(0.35)	158,625	200,864	42,239
Financials			9.94	10.60	0.66	534,203	818,907	284,704
Communication Services			7.19	10.90	3.71	386,576	842,084	455,507
Utilities			3.82	2.70	(1.12)	205,073	208,590	3,517
Energy			0.74	2.50	1.76	39,714	193,138	153,424
Real Estate			1.61	2.40	0.79	86,451	185,413	98,961
Equities Blend			0.01	0.00	(0.01)	367	0	(367)
Total						5,374,159		

* Total represents the sum of all cash and cash equivalents including short positions with associated credit balances.

Sector Analysis - Summary

As of Close of Business: 02/12/2021

Date of Composition Information Obtained for Pooled Investments

If the accounts included in this analysis hold mutual funds, closed end funds, annuities, 529 portfolios, or external account proxies, the portfolio holdings reported by the fund as of the date identified below are reflected in the current portfolio analysis. Note that mutual funds change their portfolio holdings on a regular (often daily) basis. Accordingly, this analysis may not accurately reflect the current composition of the accounts included.

Mutual Funds

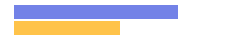





Security	Security Description	Data As Of	Security	Security Description	Data As Of
PHSZX	PGIM JENNISON	12/31/2020			

Exchange Traded Funds

Security	Security Description	Data As Of	Security	Security Description	Data As Of
QQQ	INVESTCO QQQ TR SER 1	12/31/2020	IYW	ISHARES U.S. TECHNOLOGY	12/31/2020
DGRO	ISH TR CORE DIVID GROWTH	12/31/2020	VOX	VANGUARD COMMUNICATION	12/31/2020
SHY	ISHARES 1-3 YEAR	No Date Reported	VCR	VANGUARD CONSUMER	12/31/2020
IEI	ISHARES 3-7 YEAR	No Date Reported	VIG	VANGUARD DIVIDEND	12/31/2020
IWR	ISHARES RUSSELL MIDCAP	12/31/2020	VYM	VANGUARD HIGH DVD YIELD	12/31/2020
DVY	ISHARES SELECT	12/31/2020	VIS	VANGUARD INDUSTRIAL ETF	12/31/2020
IGSB	ISHARES TR ISHARES 1-5	No Date Reported	VAW	VANGUARD MATERIALS ETF	11/30/2020
IGIB	ISHARES TR ISHARES 5-10	No Date Reported	BND	VANGUARD TOTAL BOND MKT	No Date Reported
IYK	ISHARES U.S. CONSUMER	12/31/2020	DGRW	WISDOMTREE U.S. QUALITY	12/31/2020
IYF	ISHARES U.S. FINANCIAL	12/31/2020	DTD	WISDOMTREE US TOTAL	12/31/2020
IYH	ISHARES U.S. HEALTHCARE	12/31/2020			

Size and Style Analysis - Summary

As of Close of Business: 02/12/2021

Size And Style	Total Holdings(%)		Gap-Model vs. Current(%)			All Equity compared to Custom Model		
	0%	75%	Current(%)	Model(%)	Gap-Model vs. Current(%)	ML Holdings(\$)	Model(\$)	Gap-Model vs. Holdings(\$)
Equity								
Large Cap Growth			51.09	33.00	(18.09)	2,745,450	2,549,427	(196,022)
Large Cap Value			26.45	26.00	(0.45)	1,421,399	2,008,640	587,241
Small/Mid Cap Growth			12.93	8.00	(4.93)	694,760	618,043	(76,717)
Small/Mid Cap Value			8.63	8.00	(0.63)	463,660	618,043	154,383
International Equity			0.61	25.00	24.39	32,574	1,931,384	1,898,810
Equities Blend			0.30	0.00	(0.30)	16,316	0	(16,316)
Total Equity Assets						5,374,159		

* Total represents the sum of all cash and cash equivalents including short positions with associated credit balances.

Size and Style Analysis - Summary

As of Close of Business: 02/12/2021

Date of Composition Information Obtained for Pooled Investments

If the accounts included in this analysis hold mutual funds, closed end funds, annuities, 529 portfolios, or external account proxies, the portfolio holdings reported by the fund as of the date identified below are reflected in the current portfolio analysis. Note that mutual funds change their portfolio holdings on a regular (often daily) basis. Accordingly, this analysis may not accurately reflect the current composition of the accounts included.

Mutual Funds

Security	Security Description	Data As Of	Security	Security Description	Data As Of
PHSZX	PGIM JENNISON	12/31/2020			

Exchange Traded Funds

Security	Security Description	Data As Of	Security	Security Description	Data As Of
QQQ	INVESTCO QQQ TR SER 1	12/31/2020	IYW	ISHARES U.S. TECHNOLOGY	12/31/2020
DGRO	ISH TR CORE DIVID GROWTH	12/31/2020	VOX	VANGUARD COMMUNICATION	12/31/2020
SHY	ISHARES 1-3 YEAR	12/31/2020	VCR	VANGUARD CONSUMER	12/31/2020
IEI	ISHARES 3-7 YEAR	12/31/2020	VIG	VANGUARD DIVIDEND	12/31/2020
IWR	ISHARES RUSSELL MIDCAP	12/31/2020	VYM	VANGUARD HIGH DVD YIELD	12/31/2020
DVY	ISHARES SELECT	12/31/2020	VIS	VANGUARD INDUSTRIAL ETF	12/31/2020
IGSB	ISHARES TR ISHARES 1-5	12/31/2020	VAW	VANGUARD MATERIALS ETF	11/30/2020
IGIB	ISHARES TR ISHARES 5-10	12/31/2020	BND	VANGUARD TOTAL BOND MKT	12/31/2020
IYK	ISHARES U.S. CONSUMER	12/31/2020	DGRW	WISDOMTREE U.S. QUALITY	12/31/2020
IYF	ISHARES U.S. FINANCIAL	12/31/2020	DTD	WISDOMTREE US TOTAL	12/31/2020
IYH	ISHARES U.S. HEALTHCARE	12/31/2020			

FY22 Elections and Nominations Committee Report

Report prepared on behalf of Bernadette Howard, Nominations Committee Chair

The Nominations Committee was tasked with developing a slate of candidates for Secretary/Treasurer, Regional Representative (Region D) and At-Large positions.

The Nominations Committee is chaired by current Past President, Bernadette Howard, and included one Past President (Pradeep Kotamraju), the current Advance CTE/The Center to Advance CTE Vice President (Marcie Mack), former Advance CTE Board member (Eleni Papadakis), and one Associate member (Bob Witchger).

As is the tradition, the Committee recommends that the Executive Committee move “up” one position, Marcie Mack to President, Laura Scheibe to Vice President and Sarah Heath to Past President.

A call for nominations was sent out to all State CTE Directors in early 2021, which included the nominations criteria and form. The following represent the nominations gathered. All were self-nominated:

Secretary/Treasurer:

1. Michelle Aldrich, Wyoming
2. Katie Graham, Nebraska
3. Angel Malone, South Carolina

Region D (Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Texas, Utah, Wyoming)

1. Thalea Longhurst, Utah
2. Elaine Perea, New Mexico

At-Large

1. Tiara Booker-Dwyer, Maryland
2. Angela Kremers, Arkansas
3. Jacque Treaster, Montana

The Committee met and approved all candidates as being qualified to serve. The vote for FY22 Board officers and representatives will take place virtually following the Business Meeting on April 14, 2021.

Board action: Vote to approve the proposed FY22 slate of candidates, including the succession of officers

Fiscal Year (FY) 2021 Budget and Appropriations Update: As COVID-19 (coronavirus) came to the forefront, Congress and the Administration focused almost entirely on pandemic response and recovery. This means that the federal FY21 appropriations bills were not a top priority at the federal level, largely unattended until federal funding was about to expire. Additionally, the polarized nature of Congress and the fact that Congressional and presidential elections were taking place were all barriers to the House, Senate and Administration coming to an agreement on full FY21 appropriations bills. Following, multiple continuing resolutions late on December 21, 2020 Congress voted to pass an omnibus bill that would provide federal funding for the remainder of FY21 to be become available at the start of the federal funding year, which for some programs is July 1 and for others is October 1. This omnibus included an increase of \$52.25 million (about 1.1%) for the Perkins basic state grant, bringing the total to approximately \$1.334 billion. Overall, the bill included an increase of approximately \$785 million (about 1%) for education programs and an increase of approximately \$122 million (less than 1%) for labor programs. In FY18 Perkins received its first funding increase in over a decade, and has increased in every following fiscal year. As such, Perkins federal funding has increased by approximately \$217.24 million (19%) since FY17.

COVID-19 Pandemic Response: Advance CTE continued to advocate for the priorities outlined, in partnership with the Association for Career and Technical Education (ACTE), in a [letter](#) to House Committee on Education and Labor and Senate Committee on Health, Education, Labor and Pensions outlining member-informed priorities for new investments, necessary waivers or statutory flexibilities under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and additional policy areas during pandemic response and the resulting economic downturn. This letter was also promoted publicly, beyond sharing with just Committee leadership. The letter called to:

- Provide at least \$1 billion in additional dedicated resources to CTE programs;
- Foster job-driven postsecondary partnerships by reinstating partnership grants to community and technical colleges;
- Establish a redistribution waiver under Perkins V;
- Extend national emergency education waivers to all Perkins eligible agencies through the Coronavirus Aid, Relief and Economic Security (CARES) Act;
- Extend the waiver of the definition of “professional development” in ESEA to Perkins through the CARES Act;
- Rescind supplement not supplant provisions for Perkins V for one year;
- Expand pooling flexibility under Perkins V;
- Expand Pell Grant eligibility for high-quality short-term programs;
- Reinstatement and expansion of Pell grant eligibility in prisons;
- Increase support for non-traditional learners to succeed in postsecondary education; and
- Direct investments in research and development.

Attached to the appropriations bill listed above was a new coronavirus stimulus package that provides close to \$82 billion for the Education Stabilization Fund. This includes \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund, \$22.7 billion for the Higher Education Emergency Relief Fund and \$4.1 billion for the Governor's Emergency Education Relief Fund. This bill followed the same education funding structure as the CARES Act. This means that though Perkins was an authorized use of funds, there was no CTE dedicated funding. This bill also did not include any statutory waivers, for Perkins V or any other education bill.

At the end of January, Congress reintroduced the Relaunching America's Workforce Act (RAWA). This bill had been previously shared in May 2020, following consultation and endorsement by Advance CTE. RAWA was introduced in both the House and the Senate with the focus of supporting CTE and workforce development programs as a result of the pandemic. It would provide a \$15 billion investment in workforce training, including \$1 billion to support Perkins CTE programs and activities, as well as \$2 billion to re-implement the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program. The \$1 billion for CTE can be used for activities including:

- Expanding and modernizing digital, physical or technology infrastructure to deliver academic and work-based learning experiences;
- Acquiring necessary equipment, technology, supplies and instructional materials that respond to business needs;
- Providing incentives to employers and CTE participants to participate in work-based learning;
- Expanding program offerings or supports based on updated comprehensive needs assessments; and
- Providing professional development and trainings for CTE teachers, faculty, school leaders, administrators, support personnel, career guidance and academic counselors and paraprofessionals.

RAWA aligns with Advance CTE's coronavirus response priorities of providing designated CTE funding and establishing community and technical college partnership grants. However, our priorities for flexibilities and waivers are not included in this reintroduced bill.

Advance CTE has also been advocating, as a member of the Homework Gap Coalition, for designated funding in a coronavirus relief bills to the FCC E-rate program as a response to the significant gaps in internet access that persist.

Transitions in the Administration and Congress

In preparation for the November presidential election, Advance CTE began writing organizational transition priorities. Following the election results, these priorities were further developed to make a strong case for the new Administration. In November, the Advance CTE Board unanimously voted to approve these transition priorities. Advance CTE Executive Director Kimberly Green was invited to a meeting with staff from the Biden-Harris transition team in November, where she shared the organization's priorities and desired attributes of a new Assistant Secretary at the Office of Career, Technical and Adult Education (OCTAE). Advance CTE, in partnership with ACTE, also sent a letter to the transition team reinforcing the desired goal of having someone from the CTE community serve as the next Assistant Secretary at OCTAE. After that meeting, Advance CTE shared the approved transition priorities with

multiple transition team staff. As requested, Advance CTE developed and shared a separate additional memo outlining more detailed policy proposals to achieve some of the identified transition priorities.

At the beginning of February, the Senate Committee on Health, Education, Labor and Pensions (HELP) held a hearing on the nomination of Dr. Miguel Cardona to serve as the U.S. Secretary of Education. Notably, Dr. Cardona graduated from a high school CTE program. Ahead of the hearing Advance CTE was invited to join a meeting with the HELP nominations staff, and also submitted questions for the Senators to consider asking in order to gauge Dr. Cardona's commitment to high-quality and equitable CTE. Advance CTE was pleased to hear multiple Senators from both parties bring up the importance of CTE to Dr. Cardona, and Senator Tammy Baldwin (D-WI) even asked a question that Advance CTE had submitted.

Senate CTE Caucus Co-Chairs Baldwin and Tim Kaine (D-VA) both spoke about the value of CTE in the middle grades, secondary and postsecondary education, as well as the need to remove the stigma of CTE. They also mentioned the role that CTE should have in economic recovery. Dr. Cardona voiced his support of CTE and improving access to college and career pathways. He also shared that he is a proud CTE graduate. Other committee members voiced support for CTE in their remarks, including Senators Mike Braun (R-IN), Maggie Hassan (D-NH), Mitt Romney (R-UT), Jacky Rosen (D-NV) and Tina Smith (D-MN). Given the limited time each member had to speak, it was significant that CTE was brought up so often.

The Senate HELP Committee voted to confirm Dr. Cardona in February. Next, the full Senate will vote, and it is expected that Dr. Cardona will be confirmed as U.S. Secretary of Education. Advance CTE is preparing outreach following confirmation in order to set up a meeting and share information about CTE.

November's election also brought changes to the outlook of Congress. Advance CTE will be reaching out to share information on CTE with all new members. In the meantime, Advance CTE organized and presented, in partnership with ACTE, a CTE 101 briefing. This was hosted by the House Congressional CTE Caucus and shared widely with new Congressional staffers. Advance CTE presented on the background and impact of CTE, an overview of Perkins V and the role of CTE in economic recovery.

Since the January transition, President Biden has also created new and revoked existing Executive Orders that impact Advance CTE's membership. One of these orders was on "Advancing Racial Equity and Support for Underserved Communities Through the Federal Government." The order directs "*that the Federal Government should pursue a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality.*" President Biden also revoked former President Donald Trump's Executive Order 13950 on Combating Race and Sex Stereotyping, which did not allow federal contractors or subcontractors to provide workplace diversity training and programs. Most recently, President Biden announced that former President Trump's executive order on Industry-Recognized Apprenticeship Programs (IRAPs) will be revoked.

Apprenticeship: In February, the House Committee on Education and Labor introduced and voted to pass the National Apprenticeship Act of 2021, a comprehensive reauthorization of the National Apprenticeship Act. This follows the March 2020 discussion draft of the bill that was shared with Advance CTE, and to which Advance CTE provided feedback on areas such as the importance of the state role, increased data collection requirements and quality measures. The final version of the bill seeks to:

- Authorize \$400 million for FY21, increasing by \$100 million every year up to \$800 million in FY25;
- Codify and streamline standards for registered apprenticeships, youth apprenticeship and pre-apprenticeships;
- Codify existing regulations and practices for equitable participation and increased diversity in apprenticeship programs;
- Codify the roles and responsibilities of the U.S. Department of Labor’s Office of Apprenticeship;
- Codify the roles and responsibilities of the State Apprenticeship Agencies (SAAs); and
- Strengthen the connection between the DOL and ED.

Advance CTE supports this bill for reasons including: the alignment of apprenticeship programs and education throughout the entire bill, the accountability measures that support not only quality but also equitable programs and alignment to Perkins V and other key legislation throughout the bill.

Higher Education Act (HEA): Although HEA reauthorization was a priority in the House and Senate, particularly for now retired Senate Committee on Health, Education, Labor and Pensions Chair Lamar Alexander (R-TN), any potential movement halted at the start of the coronavirus and has not picked up again. House staff has communicated that a comprehensive reauthorization is not a priority for the time being, but higher education issues that coincide with coronavirus relief packages are the parts of HEA that are being addressed at this time. It is exciting to note that Advance CTE’s HEA reauthorization recommendation of removing the ban on Pell Grant eligibility for the incarcerated individuals was addressed in the most recent coronavirus relief package.

The Biden Administration shared that top priorities for higher education include making community colleges tuition free, establishing a grant program for community colleges to increase retention and completion rates of degrees and credentials, investing in high-quality job training programs, doubling the maximum value of Pell Grants and removing barriers in higher education that perpetuate inequities. Importantly, it has been communicated that the Administration is supportive of expanding Pell eligibility to high-quality short-term programs and has begun to coordinate with Congress on that matter. Additionally, in December the National Center for Education Evaluation and Regional Assistance Institute of Education Sciences published an evaluation and report of Experimental Sites Initiative for short-term Pell Grant eligibility. The results were extremely positive, and proved that enrollment and completion increased with this financial aid.

Elementary and Secondary Education Act (ESEA) / Every Student Succeeds Act (ESSA):

Advance CTE continued its active participation in the Title IV-A Coalition, and the group monitored if and how Title IV-A programs under ESSA would be impacted by proposed stimulus bills. Staff have also been tracking ED flexibilities offered through CARES, including ESSA waivers, and the effect those might have on the CTE community. ESSA will be up for reauthorization in 2021. However, House Education and Labor Committee leadership has indicated that they do not plan on taking the bill up for a comprehensive reauthorization at that time.

Workforce Innovation and Opportunity Act (WIOA): Advance CTE continued to convene the WIOA Kitchen Cabinet and develop the organization's reauthorization recommendations. In February, these recommendations were approved by the Board. There have been some talks of House Education and Labor Committee Democrats working on a WIOA bill. More likely than a comprehensive reauthorization of WIOA is individual workforce bill introductions. For example, a bipartisan group of Senators introduced the Gateway to Careers Act to expand economic opportunities and strengthen career pathways. Advance CTE staff has also been contacted about workforce legislation at varying levels of development.

Board Action Required: None



100

YEARS OF SERVICE

ADVANCE  **CTE**
CELEBRATING 100 YEARS

2020 Annual Report



LETTER FROM THE EXECUTIVE DIRECTOR

Dear Advance CTE Members, Partners and Friends:

We initially imagined 2020 as a year of celebration as Advance CTE achieved a milestone of [100 years as an organization](#). While it was not the year any of us imagined, I am grateful that we united to continue to advance the work that has guided us for a century: supporting State Career Technical Education (CTE) Directors and leaders to transform and expand CTE to provide a high-quality pathway to career success for each learner.

In a year of crisis that challenged our education and workforce systems, the nation's economy, our nation's health care system and our organization, we re-examined our member supports and intentionally doubled down on our most significant priority: serving you — our members.

This report highlights the many ways we put service to our members at the forefront to not only continue CTE programs during a global pandemic but also apply lessons learned to advance solutions for strategic evergreen and time-sensitive topics, including racial equity, data quality, and positioning CTE to lead a national recovery.

I could not be prouder of the resilience of our staff and members over this past year. In the face of finalizing your state Perkins plans, responding to COVID-19 and its ravages on our nation's education system, and a national reckoning on racial injustice, you showed up. You made the time to attend Advance CTE virtual events. You supported one another as peers, colleagues and friends; you listened, learned and took action. 2020 reminded us all of what matters. The work we do matters. You matter. I hope this report is an uplifting reminder of what is possible when we work together and leaves us with a sense of shared accomplishment and resolute commitment to continue to lead with equity and quality at the forefront!

With gratitude,
Kimberly Green

ABOUT ADVANCE CTE

Advance CTE: State Leaders Connecting Learning to Work, first established in 1920, is the longest-standing national non-profit that represents State CTE Directors and state leaders responsible for secondary, postsecondary and adult CTE across all 50 states, the District of Columbia and U.S. territories.

Advance CTE's mission is to support visionary state leadership, cultivate best practices, and speak with a collective voice to advance high-quality CTE policies, programs and pathways that ensure career success for each learner, and our vision is to transform and expand CTE so that each learner — of any background, age and zip code — is prepared for career and college success through state leadership, advocacy and partnerships.

In 2020, Advance CTE celebrated our 100-year history of service to our members. Over the course of that history, how we support our members has changed, adapting and responding to technology, the policy environment, and the needs of our members. While the nation faced unprecedented challenges brought about by COVID-19, our commitment to supporting our members was steadfast, adapting to meet the evolving needs this year presented, including the pivot to virtual delivery of high-quality CTE and a massive economic downturn that left millions of Americans unemployed.

Supporting Members through COVID-19

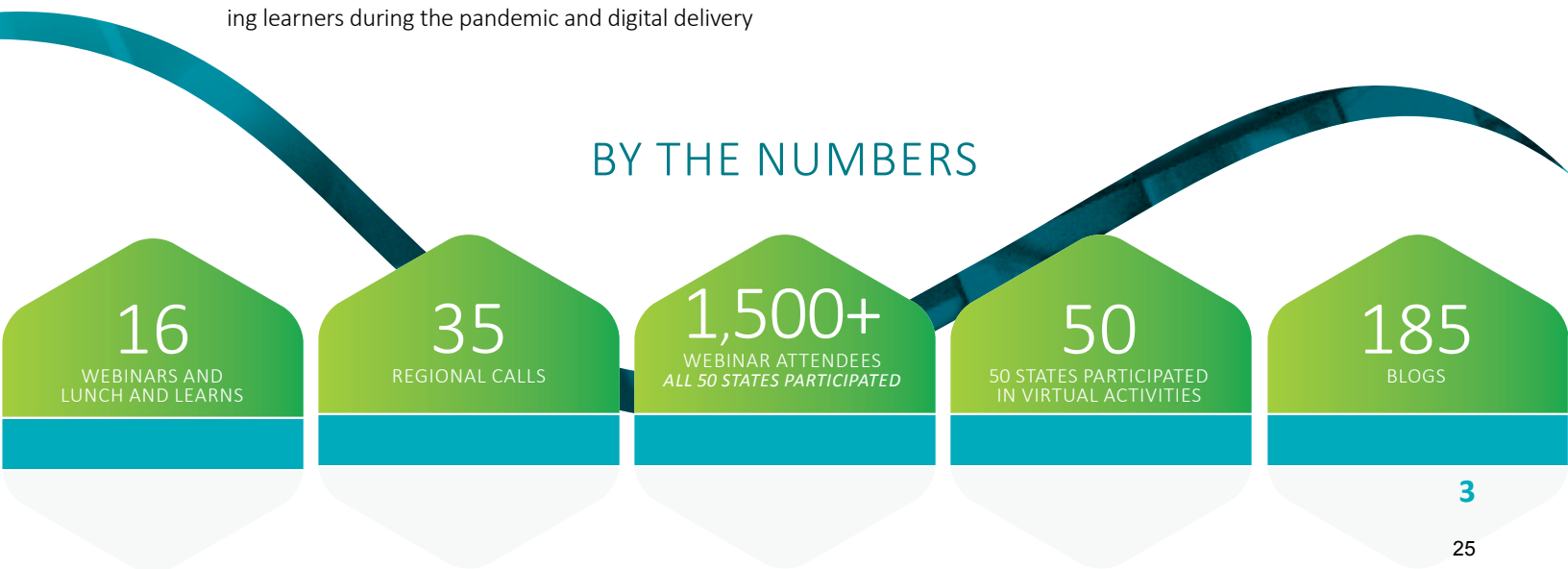
Advance CTE went into action to support state CTE leaders and our members through this difficult and tumultuous time, creating spaces and opportunities for our members to learn and connect in new ways. After our world turned virtual in March 2020, Advance CTE quickly launched a multi-month virtual learning series that included webinars for all members; lunch and learn conversations for our state members on top-of-mind topics, including supporting learners during the pandemic and digital delivery

of work-based learning experiences; and regionally based networking video calls for State CTE Directors. These events allowed our members across the country to work collaboratively in real time through the day’s most pressing and ever-changing hurdles. To support our members through the short-term crisis and long-term challenges, Advance CTE created a new [web page](#) housing materials relevant to CTE and COVID-19 (coronavirus). Advance CTE also released resources, including [COVID-19’s Impact on CTE: Defining the Challenge and the Opportunity](#), which identifies the unique challenges that COVID-19 presented to CTE during the pandemic and beyond; [Prioritizing CTE Through and Beyond COVID-19](#), a tool for state CTE leaders to leverage when planning for short- and long-term priorities; and our [Reopening Tracking and Analysis](#), which analyzed school reopening plans and their direct connection to CTE.

Connecting New State CTE Directors to Resources and Each Other

Ten states welcomed new leaders as State CTE Directors in 2020, with most of them taking advantage of the revamped New State Director Institute to support them in their new role. This fully virtual program pairs new State Directors with seasoned mentors for monthly check-ins and brings participants together for multi-hour, deep-dive workshops on key topics, including strengths-based leadership, program quality, and equity and access in CTE.

BY THE NUMBERS



IN ADDITION TO CORONAVIRUS-SPECIFIC RESOURCES, ADVANCE CTE RELEASED A NUMBER OF MATERIALS ON KEY TOPICS, INCLUDING MIDDLE GRADES CTE, DATA, HOW TO COMMUNICATE ABOUT CTE, YOUTH APPRENTICESHIP AND MORE.

ADVANCE CTE
From Leaders. Connecting Learning to Work.



Aligning to OPPORTUNITY

State Approaches to Setting High Skill, High Wage and In Demand

JANUARY 2020

Beyond the Numbers

Design Principles for CTE Data Reporting

Data-driven decisionmaking has never been more important in education — particularly in Career Technical Education (CTE). COVID-19 (the coronavirus) has had widespread and unprecedented impacts on the educational system and economy.

To support access to high-quality education and program success during COVID-19 and beyond, CTE leaders and state policymakers need access to reliable data to improve the quality and availability of program offerings and ensure that the needs of the business and industry, students, and state residents are being effectively addressed. Business and state residents need accurate information about educational and employment opportunities to make decisions about education and training options, including the need for upskilling and reskilling. Business and industry need information about their workforce and composition. All of these needs point to the importance of full and accurate reporting on CTE programs and the value of data that is meaningful — and accessible — to a wide variety of audiences.

As the nation's CTE leaders can work to improve the data reporting for Career and Technical Education for the 21st Century Act (Perkins V), which includes a strong focus on sharing data with business, families, and other stakeholders as well as using data to improve program and practice decisions about funding priorities. To help address the challenge of reporting meaningful data, Advance CTE leads support from the Association for Career and Technical Education, convened a Roundtable on Reporting of CTE Data with interested and experienced practitioners and experts to discuss the current state of reporting and provide recommendations to improve the reporting of CTE data with business and general stakeholders. This paper can serve as a checklist for state and local leaders as they develop and refine public reporting mechanisms — including report cards, fact sheets, infographics, thematic accountability reports, dashboards and more — that not only meet the requirements of the law but also align with broader efforts to data-driven decisionmaking and meet the needs of all users.

Perkins V Reporting Requirements
While precise language of the Perkins reporting-related final public reporting of CTE data, Perkins V builds on the foundation by requiring states to public report data as well. In addition, the law puts greater emphasis on evidence-based decisionmaking and practice innovation through reporting mechanisms, allowing the importance of making data available and accessible to a wider range of stakeholders and users to be clear.

As to the specific Perkins V, each state must report the U.S. Department of Education the indicators of performance listed in the law. In addition, reporting mechanisms must disaggregate data by race/ethnicity, gender, income, and other categories to identify the special population groups outlined in Perkins V for their state report from Perkins V's program groups of study or Career Cluster. The law also requires that states report on the indicators of performance for each program group of study. These data must be reported to the U.S. Department of Education and made available to the general public, as well as to Congress in reports including one by state comparison.

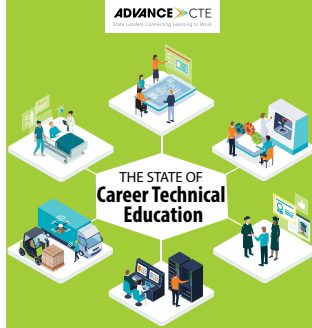
ADVANCE CTE NOVEMBER 2020



Using research insights to connect to key audiences

ADVANCE CTE

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From Leaders. Connecting Learning to Work.



THE STATE OF Career Technical Education

AN ANALYSIS OF States' Perkins V Priorities

OCTOBER 2020

MAKING GOOD the PROMISE

Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness

Introduction
State Career Technical Education (CTE) leaders have a critical responsibility to ensure that each learner has opportunities to achieve educational and career success. A significant challenge is identifying and meeting their needs. To do so, state leaders must identify and dismantle structural barriers and connect resources that support each learner's success, fully participating in and successfully addressing high-quality CTE program of study. This challenge requires that CTE and homeless education leaders can work together to build opportunities for learners who are experiencing homelessness to access and succeed in quality CTE programs of study. Reporting the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires the definition of such populations to include individuals experiencing homelessness. Additionally, Subpart III of the Higher Education Act (HEA) requires that states report on the number of students experiencing homelessness through CTE programs of study.

Given the United States' continuing lack of affordable housing, *Homeless Education Act* (HEA) and 2020, is an opportunity for the number of homeless students to increase. In 2019, approximately 1.1 million students in the United States were experiencing homelessness, and nearly a third through CTE programs of study. In 2019, approximately 1.1 million students and youth in the United States were experiencing homelessness, up from 1,000,000 students and youth in 2018. In 2019, approximately 1.1 million students and youth in the United States were experiencing homelessness, up from 1,000,000 students and youth in 2018. In 2019, approximately 1.1 million students and youth in the United States were experiencing homelessness, up from 1,000,000 students and youth in 2018.

The Value of Education in Preventing and Ending Homelessness
A growing body of research has established the value of career and technical education, which research shows that the more one learns, the more one earns (U.S. Bureau of Labor Statistics, 2019). In addition to higher wages, better benefits, and more job security, individuals with higher education are less likely to experience homelessness and more likely to be employed in a secure public assistance (U.S. 2019).

ADVANCE CTE FEBRUARY 2020

ADVANCE CTE

IMPROVING YOUTH APPRENTICESHIP DATA QUALITY: Challenges and Opportunities

Youth apprenticeship is gaining widespread support and momentum, with growing interest from business and employers and increasing investment of public and philanthropic dollars. As the United States experiences one of the most economic crises in modern history, youth apprenticeship is a critical strategy to help young people — who have been disproportionately affected by unemployment and underemployment during the COVID-19 coronavirus pandemic — gain meaningful work experience, earn valuable postsecondary credentials, and discover pathways to careers that pay a "family-sustaining wage."


Youth apprenticeship is an emerging strategy to bridge the skills gap and to help young people gain the skills and experience needed to enter the workforce and to find high-quality work opportunities. Youth apprenticeship is a critical strategy to help young people — who have been disproportionately affected by unemployment and underemployment during the COVID-19 coronavirus pandemic — gain meaningful work experience, earn valuable postsecondary credentials, and discover pathways to careers that pay a "family-sustaining wage."

Early research on youth apprenticeship in Florida has found promising results. In Florida, the number of youth apprenticeships has increased from 27 in 2017 to 74 in 2018. This increase is a promising sign that youth apprenticeship is gaining momentum in Florida.

Opportunity for Expanded Apprenticeship in New Citizenship
• Expansion needed that through recruitment
• Expansion that needs to be strong apprenticeship

ADVANCE CTE ACTE MARCH 2020

BROADENING THE PATH



Design Principles for Middle Grades CTE

ADVANCE CTE ACTE MARCH 2020

Advance CTE built places and spaces for connection between and among our members, CTE stakeholders, and our partners and other leaders in the CTE community. Advance CTE is grateful for our nearly 70 partner organizations, which help expand our reach and impact and work with us to ensure that CTE is fully connected to all facets of our education and workforce systems.

Advancing CTE through Strong Partnerships

In 2020, Advance CTE led three Shared Solutions Workgroups, bringing together national, state and local leaders to identify and co-develop the resources the CTE field most needs to move CTE forward. These workgroups — which focused on

expanding middle grades CTE, improving CTE data visualization and reporting, and advancing career readiness data quality and use — collectively brought together leaders from across **23 states** and 20 partner organizations and resulted in a wide array of resources, tools and supports to advance high-quality and equitable CTE. These workgroups were convened with resources from the Bill & Melinda Gates Foundation, JPMorgan Chase & Co. and ECMC Foundation.

Advance CTE regularly engages our members to inform and shape our organizational priorities. During 2020, Advance CTE organized four state-level, members-only kitchen cabinets on equity in CTE, CTE and the economic recovery, the Workforce Innovation and Opportunity Act, and the revision of the National Career Clusters® Framework. In total, **34 states** participated in one or more of these kitchen cabinets to provide invaluable input on Advance CTE’s priorities and member supports.



Looking Toward the Future of CTE

In September, Advance CTE hosted *CTE Forward: A Summit on CTE's Impact & Promise* in partnership with nine co-convening organizations. This virtual event brought together approximately 200 state, national and local leaders representing education, workforce development, industry, and the philanthropic and research communities with the goal of gathering broad perspectives and ideas that would inform a new vision for CTE. Over the course of two

days, the Summit contributors engaged in multiple rounds of interactive discussions focusing on the major disruptions to CTE and our foundational commitments to and desired outcomes for CTE in the future. Advance CTE documented each contribution made throughout the Summit and is transforming them into a cohesive and forward-thinking new vision for the future of CTE, which will be released in March 2021.

SUPPORTERS

**BILL & MELINDA
GATES foundation**

SIEMENS | Foundation

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CO-CONVENORS

ADVANCE > CTE
State Leaders Connecting Learning to Work

Association for Career and Technical Education
ACTE

CCSSO
Council of Chief State School Officers

NASBE
National Association of State Boards of Education

NASWA
NATIONAL ASSOCIATION OF STATE WORKFORCE AGENCIES

Advance CTE documented each contribution made throughout the Summit and is transforming them into a cohesive and forward-thinking new vision for the future of CTE, which will be released in March 2021.

SUPPORTERS

JPMORGAN CHASE & Co.



CO-CONVENORS



U.S. CHAMBER OF COMMERCE FOUNDATION

CTE AT THE FOREFRONT

As disruptions and inequities mounted throughout the year, Advance CTE continued to advocate for and position CTE as vital to learners, communities, employers and the nation's economy.

CTE's Vital Role in Economic Recovery

As our nation's economy faced historic levels of unemployment — particularly for Black and Latinx people, those without a high school diploma and women — and transformational realignments in education and industry, Advance CTE launched a series of activities to position CTE as critical to economic recovery. Advance CTE launched a kitchen cabinet to bring together national organizations and our members around this important topic, held webinars and lunch and learns on CTE's role in upskilling and reskilling and the future of work, and developed a number of assets. Members were provided factsheets and a marketing toolkit with messaging, data, and strategies to communicate with policymakers on how investment in [secondary](#) and [postsecondary](#) CTE is vital to a sustainable economic recovery. Advance CTE also created a messaging video, [Career Technical Education's Vital Role in Economic Recovery](#), to communicate the importance of CTE to policy-makers, key stakeholders and the general public.

[Career Technical Education's Vital Role in Economic Recovery video](#)

Federal Policy and Advocacy

A definitive bright spot in 2020 was the largest proposed federal funding increase for CTE — \$900 million — in history. As the year progressed, Advance CTE shifted our federal advocacy to focus on the needs of the CTE community in new federal stimulus funding and statutory waivers and flexibilities. The Coronavirus Aid Relief and Economic Security Act was passed and signed into law in March. It included \$30.75 billion for an Education Stabilization Fund, with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) as an authorized use of funds.

Advance CTE worked closely with the U.S. Department of Education (USDE) and state CTE leaders as they sought to finalize and turn toward implementation of their Perkins V state plans. Advance CTE provided direct technical assistance to states while also serving as a bridge between states and USDE, advocating for increased flexibility due to coronavirus among additional customized supports.



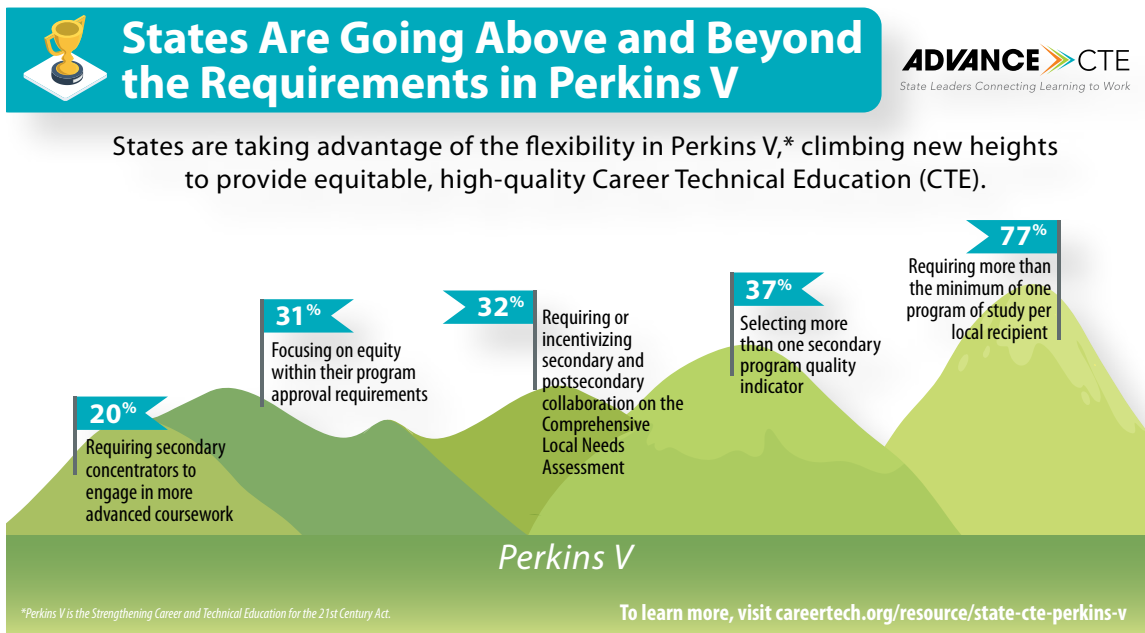
As states navigated an uncertain year, they forged ahead in leading the CTE field by boldly implementing their Perkins V state plans, piloting innovative and impactful programs, and advancing CTE in their states.

Boldly Implementing Perkins V

Throughout the year, Advance CTE provided technical assistance and support to states as they finalized their Perkins V state plans and shifted to implementation. Specifically, Advance CTE provided in-depth technical assistance to seven states, including facilitating stakeholder engagement sessions and Perkins V plan development in **Iowa**; supporting **California** in the development of a common vision for CTE across federally and state-funded programs; assisting **Illinois** and **New York** in strengthening work-based learning; supporting **Florida, Minnesota** and **Tennessee** in identifying gaps around CTE program

access and performance by special populations and subgroups; and supporting **Florida** in strengthening and sustaining stakeholder engagement efforts at both the state and local levels, with a focus on industry engagement, inter-agency coordination, and engaging representatives of special populations.

Advance CTE also conducted a comprehensive review of each state’s and the **District of Columbia’s** plans, resulting in [The State of Career Technical Education: An Analysis of States’ Perkins V Priorities](#), the only 50-state analysis of Perkins V state plans. This report examines how states have leveraged the development of Perkins V state plans to advance the dual priorities of expanding quality and increasing equity within their CTE systems. It also reveals common aspects that are indicative of a robust and cohesive state plan, a number of which go beyond the law’s requirements and expectations. Further, Advance CTE built an [interactive tool](#) that allows users to compare aspects of the plans across states.



Advancing Youth Apprenticeships

As states and communities continue to expand the role of youth apprenticeship and its connection to CTE, Advance CTE backed this endeavor by leading a data workgroup, which met multiple times throughout 2020 to discuss challenges and opportunities for improving youth apprenticeship data quality. The group included representatives from state agencies, national partners and local intermediaries. In November, Advance CTE released a [brief](#) summarizing the workgroup discussions and making recommendations for state and local leaders. This work was supported with funding from the Partnership to Advance Youth Apprenticeship.

Preparing Youth for the Future of Work

New Skills ready network, an initiative of JPMorgan Chase & Co. and jointly led by Advance CTE and Education Strategy Group, was launched in 2020, providing five-year investments in six sites across the country: Boston, **Massachusetts**; Columbus, **Ohio**; Dallas, **Texas**; Denver, **Colorado**; Indianapolis,

Indiana; and Nashville, **Tennessee**. Each site has formed new partnerships of local school systems, higher education, employers and state agencies and will leverage innovative new practices and policy solutions to improve student completion of high-quality career pathways and expand access to real-world work experience, higher education and good careers for under-served young people.

Improving Postsecondary CTE Data Quality

Four states — **Alabama, Delaware, Florida** and **Oregon** — and the **District of Columbia** were selected in a competitive grant process to participate in a new initiative aiming to improve equity and quality in postsecondary CTE programs by strengthening data ecosystems. This member-focused program, the Advancing Postsecondary CTE Data Quality Initiative, is a multi-state, multi-year effort equipping each state and the **District of Columbia** with funding and technical assistance to implement a strategic action plan. All states will benefit from this work as Advance CTE develops a suite of materials on the topic with funding from ECMC Foundation.

NEW SKILLS READY NETWORK





INTENTIONAL EQUITY

Throughout 2020, our nation grappled with long-standing racial inequities and injustices that could no longer hide beneath the surface. The education and workforce communities, including Advance CTE, had to wrestle with their responsibility, opportunity and ability to dismantle inequitable systems to provide the greatest opportunity for each learner.

Committing to Internal Equity

Advance CTE made an internal commitment to deepening organizational knowledge about the ways racial inequities and disparities present themselves in systems and structures and to understanding how to identify policies and practices that perpetuate those inequities. All staff took part in three workshops led by an external consultant to grow each staff member's knowledge and competencies related to racial equity. This work, supported in part with funding from the Associated Black Charities, allowed Advance CTE to adjust a number of our policies and programs to work toward a more racially just organization. Additionally, the organization released our [first statement](#) ever on our commitment to ending racial injustice.

Piloting Innovative Models to Identify Equity Gaps

To build state capacity for identifying and understanding equity gaps in CTE, Advance CTE designed and piloted an opportunity gap analysis workshop program. Through the program, state and local leaders use their data to identify disproportionalities in enrollment across race/ethnicity, gender and special population status; conduct a root cause exercise; and build an equity action plan based on evidence-based practices. Advance CTE piloted the program in **New Jersey, Minnesota** and **Florida** and is working on a plan to make materials and trainings available to other members in 2021. This work was supported with funding from the Joyce Foundation and Bill & Melinda Gates Foundation.

“When we humbly launched our equity strategy just two years ago, we knew we were at the beginning of a long and difficult but necessary journey. While we don’t have all, or even most, of the answers, what we do have is our commitment to ending racial injustice. We will continue to lead with grace and urgency, with compassion and empathy, knowing we have more to learn and much, much more work to do.”

—Advance CTE Press Release, 6/4/2020



THE WORK AHEAD

2020 was a year marked by significant challenges, and the devastation of the pandemic and the resulting economy will follow us in 2021. Through this adversity, Advance CTE will redouble our efforts to support our members, to lift up your accomplishments, to build awareness of and support for CTE, and to shine a light on the work we still need to attend to: closing

opportunity gaps, diversifying our leadership and educator pipeline, ensuring that every program is high quality, and guiding our decisions with data. The challenge and work before us is significant. Advance CTE is optimistic and hopeful that in 2021, together, we will share a journey of progress marked by bold leadership and a fierce commitment to equity and quality.



Vision for the Future of CTE

In early 2021, Advance CTE will be releasing a new shared vision for the future of CTE, developed with input from the CTE Forward Summit contributors, the Summit co-convening and Advance CTE members. The new vision will focus on ensuring equitable opportunities and outcomes for each learner through and beyond the economic recovery and will attend to equity, quality, and the entire continuum of CTE learners. This bold and ambitious vision will require commitment from all levels of leaders and advocates, and Advance CTE is committed to working with partners and leaders from across the country to turn the vision into reality.

Modernizing the Career Clusters Framework

A major initiative for 2021 is Advancing the Framework: a state-led crowdsourcing initiative focused on modernizing the National Career Clusters Framework to be a modern construct that is reflective of the future of work and adaptable to the current and emerging needs of learners and the workplace. After extensive input from State Directors and other state CTE leaders, the Advance CTE Board and the Center to Advance CTE Board unanimously approved a purpose statement for the renewed Framework.

“The National Career Clusters Framework provides structural alignment and a common language to bridge education and work, empowering each learner to explore, decide on and prepare for dynamic and evolving careers.”

Advance CTE is planning a number of activities throughout 2021 to engage the CTE community and users of the Framework to inform this modernization effort. Ultimately, Advance CTE plans to share the modernized Framework in late 2022.

Communicating About CTE With Key Stakeholders

In 2020, Advance CTE conducted a series of focus groups and a national survey of learners, parents/guardians and employers to understand their perceptions of CTE. This work was based on research conducted in 2017, with a specific focus on how to communicate with Black and Latinx families to encourage them to enroll in CTE programs. This research and accompanying assets will be released in spring 2021 to assist states in their communications efforts.

Committing to Another 100 Years of Service

As we look toward not only the next year but also the next 100, Advance CTE is steadfast in our commitment to supporting our members in their tireless efforts to provide high-quality CTE for each learner in their state. In 2021, Advance CTE plans to support our members through releasing a number of resources and tools, hosting the virtual Spring Meeting featuring world-class professional development and networking opportunities, launching a robust series of online supports that connect CTE leaders to national experts and each other, and keeping the pulse on what CTE leaders need to know and the supports they need to receive to do their jobs best. It is a privilege and an honor to continue in this service.

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