

Advance CTE/Center to Advance CTE Board Meeting Agenda

Via Zoom

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March 10, 2021
3 - 4 p.m. EDT

3 - 3:01 p.m.	Welcome	Sarah Heath <i>Page 1</i>
3:01 - 3:02 p.m.	February 2, 2021 minutes *	Laura Scheibe <i>Pages 2-7</i>
3:02 - 3:04 p.m.	Consent agenda *	Sarah Heath <i>Pages 8-55</i>
3:04 - 3:15 p.m.	Development update and discussion	Kate Kreamer <i>Pages 56-60</i>
3:15 - 3:55 p.m.	Strategic plan update and discussion	Kate Kreamer and Austin Estes <i>Pages 61-78</i>
3:55 - 4:00 p.m.	Next Steps	Sarah Heath

* Denotes items that require a Board vote

Joint Advance CTE/The Center to Advance CTE Board of Directors' Meeting
MINUTES
February 2, 2021
Zoom call

ATTENDEES: Sarah Heath, Bernadette Howard, Laura Scheibe, Steve Playl, Katie Graham, Thalea Longhurst, Jeralyn Jargo, Victoria Crownover, Cathie Raymond, Alex Harris, Luke Rhine, Marcie Mack, Wendi Safstrom, Angel Malone, Donna Lewelling

NOT PRESENT: Nicole Smith

INVITED GUESTS: Alison Albrecht, GRF Advisors; Jennifer McCahill, GRF Advisors; Carolyn Skinner, Dembo Jones

STAFF: Kimberly Green, Kate Kreamer, Austin Estes, Katie Fitzgerald, Krissy Haynes, Meghan Wills, Meredith Hills

Welcome: Heath called the meeting to order at 3:02 PM, welcoming everyone to the Joint Advance CTE/The Center to Advance CTE Board Meeting.

Heath asked for approval of minutes from January 12, 2021.

**MOTION: To approve Advance CTE and The Center to Advance CTE minutes from January 12, 2021, as presented.
Jargo; Raymond.
MOTION APPROVED.**

FY22 State Dues: Fitzgerald gave an overview of how state dues are typically determined. Since 1994, state dues rise in alignment with the Consumer Price Index (CPI). This year the CPI increase was 1.4%. Due to the economic impacts of COVID-19, Advance CTE is recommending freezing the dues at the same rates as FY21. Advance CTE is able to support this recommendation due to its strong financial position.

Scheibe asked if there will be any consideration for catch up in subsequent years. Green said the Board Policy is to look at the CPI change for the last 12 months, so we would just skip this increase and next year we would look at what the next 12 month increase would be.

Heath asked for approval of FY22 state dues.

**MOTION: To approve FY22 state dues.
Scheibe; Longhurst.
MOTION APPROVED.**

WIOA Recommendations: Hills explained that a few revisions have been made since the last meeting to align the WIOA recommendations with the newly approved vision. The recommendations were developed with input from members, partner organizations, Board

members and WIOA Kitchen Cabinet members. The recommendations will serve as Advance CTE's member-informed focal point of advocacy for WIOA reauthorization in Congress. It is intended to be a continuously moving document that is updated periodically.

The first category is "Connect Education and the Workforce." The first recommendation is to align with Perkins V. The pieces that we want WIOA to require are a shared vision for preparing and educating a skilled workforce, a shared commitment to transparency and efficiency, prioritize funding to underserved communities and populations, robust stakeholder engagement, and use of participant program and labor market information to guide state and local decisions. Advance CTE is advocating that the state CTE directors are a required partner on state workforce boards and local CTE leaders are a required partner on local workforce boards. The second recommendation for this category is to build cross-system collaboration throughout WIOA. For this, WIOA should require cross system alignment for the federal laws implicated throughout all of WIOA in each title and the related state programs. This would include, but is not limited to, common data collection and reporting, cross-system planning and regular consultation.

Crownover asked if there is a way to advocate for the U.S. Department of Education (ED) to be involved in rulemaking portion so that it is coordinated and clear across the U.S. Department of Labor (USDOL) and ED. Hills said that Advance CTE has been advocating for the USDOL and ED to be true partners and will clarify the language in the recommendations to make this clear.

The second category is "Align Federal Policy to the 21st Century Workforce." The first recommendation is to coordinate federal funding for programs and worker supports. Advance CTE's recommendation is to have a requirement in the state plan for how WIOA programs will be aligned with, and also not duplicative of, related programs funded by other federal laws. The next recommendation is to update the infrastructure requirements. We are recommending a set aside funding stream for infrastructure costs. The third recommendation in this category is to align basic skills with current workplace needs. We recommend expanding the definition of basic skills to include the skills that are necessary to succeed in the workplace today.

The next category is "Support Successful Outcomes for In-and Out- of School Youth." The recommendation is for states to be able to determine their in-school youth and out-of-school youth split, with the ability to re-examine this split on an annual basis.

The next category is "Improve Data and Accountability." The first recommendation for this category is to expand data system capacity, transparency and utilization. The next recommendation is to expand the scope of data collection. We are recommending that WIOA use a model similar to the Comprehensive Local Needs Assessment in Perkins V. We are also recommending the data should be disaggregated and have a prefer not to disclose option for gender. The final recommendation in this category is to adopt common performance metrics and terminology. This would cover WIOA, Higher Education Act and Perkins V at a minimum.

The last category is "Elevate Career Pathways." The first recommendation for this category is to reimagine career pathways. We are recommending that WIOA supports innovation in the design and delivery of flexible and responsive career pathways. The second recommendation for this category is prioritizing high-wage, high-skill or in-demand occupations based on real-time

labor market data. We are also recommending that all WIOA funded programs be organized into and delivered through career pathways that lead to careers in these in-demand high-skill, high-wage fields.

Heath asked if other states define high-skill occupations as having a bachelor's degree or higher. Hills said that it is not a definition in WIOA or Perkins V. Rhine shared that Delaware defines occupational characteristics along with degree. They look at labor market projections along with real-time labor market data. Low skill is high school diploma or less, middle skill encompasses any credential beyond high school leading through a two-year degree, and high skill is a bachelor's degree or higher. Then they do occupational reporting and characteristics of industries relative to those terms. Raymond added that Arizona looks at the different educational levels of the specific careers and the skills involved with them. They are not tied to education because there are some high-skill jobs that do not require anything above an industry credential or even a high school diploma.

Hills opened the floor to discussion and asked if there was anything missing from these recommendations. Crownover hopes that the legislation will be more streamlined throughout all sections in this version of WIOA. She stated that alignment across all sections is important to pay attention to in the next reauthorization.

Heath asked for approval of WIOA recommendations.

**MOTION: To approve the WIOA recommendations, as presented.
Howard; Mack.
MOTION APPROVED.**

FY21 Audit: Heath introduced McCahill who is the organization's Audit Partner at GRF Advisors. McCahill started by saying that the audit went fantastic and gets better each year with the continued relationship with Advance CTE. She also stated that Haynes does a wonderful job at keeping the records in line throughout the year, and was pleased to report that we were well ahead of COVID in that we have been conducting the audit virtually for the past three years.

Albrecht, the audit supervisor, presented the audit letter. The letter identifies two new accounting standards that were adopted by the organizations. The first newly adopted accounting standard deals with how revenue from contracts with customers is recognized. The adoption of this new accounting standard required Advance CTE to revise prior period financials. The second accounting standard that was adopted clarifies the scope and accounting guidance for contributions received and contributions made. Both new accounting standards were properly adopted by the organizations. There will be one accounting standard that will be required to be adopted in December 2021 that changes the accounting treatment for leases. The letter also states that there were no difficulties in dealing with management. There was one prior period adjustment, but no other adjustments, which shows that we can rely on the financials presented by management.

McCahill presented the FY20 Audit. The most important piece to the audit is the first two pages, which is the independent auditors report. It states that everything is fairly presented in all

material respects. This means they are issuing a clean or unmodified audit opinion, which is the best type an organization can get.

She continued by walking through the financial statements. She noted that the with donor restriction column are those funds that the donor has tagged for a specific programmatic or future use. At the end of the year, there was almost \$2.6 million that has been pledged or received to be used for future programmatic activity. She also noted that supporting services was at 19% at the end of the year, which is in line with the rest of the industry and where we want to be. This shows that the allocation process is going well and there's consistency across the reporting periods.

Next, she highlighted Footnote 1, which reflects the newly adopted accounting standards. Because of the adoption, there was a restatement to bring in line revenue that is treated differently due to the new standards. This is common in the first year of adoption.

She finished by saying that there are usually two letters, but since there were no deficiencies and weaknesses there is not a second letter. The organization does a very good job at maintaining the financial internal controls throughout the year, which is reflected in the audit results.

Malone thanked the team for doing an excellent job at maintaining the internal controls necessary to get a clean audit.

Heath asked for approval of the FY20 Audit.

**MOTION: To approve FY20 Audit, as presented.
Graham; Malone.
MOTION APPROVED.**

990 Review: Skinner presented the FY20 990s for Advance CTE and the Center to Advance CTE. The 990s are in line with the audited financial statements. Due to the differences in GAAP basis accounting and tax accounting, not all numbers match up identically. They are due May 15, 2021. She informed the Board that one of the questions in the 990 is if the Board has reviewed the 990 prior to submission. This is considered good governance, and the reason we ask the Boards to review and approve the 990s each year.

She highlighted page 2, which is a narrative of what the organization has accomplished during the fiscal year. Since they are public documents, the wording is important for the public to understand what was accomplished throughout the year. She also highlighted page 6, which are governance policy questions. These are important as the public can see if the organization has good governance policies. Page 7 lists the Board members along with a very rough estimate of the time dedicated to the organization.

Heath opened the floor to questions. There were no questions.

Heath asked for approval of the FY20 990s.

**MOTION: To approve the Advance CTE and The Center to Advance CTE FY20 990s, as presented.
Scheibe; Howard.
MOTION APPROVED.**

Financial Update: Haynes walked through the Advance CTE FY21 financials, which have been reconciled through December 31, 2020. Advance CTE has received 89 percent of its budgeted income for the year, which is on track. There are currently four states/territories that have outstanding dues payments: American Samoa, Virgin Islands, Illinois (40 percent) and California (50 percent). Advance CTE is 31 percent above target for organizational and individual memberships. The ABC Equity grant and NASFAA contract have been completed. Interest is already 23 percent above the budgeted target for the year. Advance CTE started receiving Spring Meeting registration and sponsorship income in January.

Advance CTE's expenses are only at 27 percent of the budget, with the primary costs being staff related costs, audit and accounting fees, rent and the New State Director Institute. The NASFAA project met 55 percent of its budgeted target in expenses, so the remaining 45 percent of funding reverts to the Advance CTE reserves. The ABC Equity grant spent 100 percent of its budgeted expenses, which was on target. Advance CTE is below target in expenses as more and more expenses are covered by The Center to Advance CTE.

The Advance CTE investments are doing very well with a 24.17 percent equity only return and 15.17 percent overall rate of return.

Next, Haynes gave an overview of The Center to Advance CTE's FY21 financials, which have also been reconciled through December 31, 2021. The Center has received 85 percent of its budgeted income. The Center received a new grant for the College In High School Alliance through Gates, which is reflected in Other Income. The PAYA grant has been extended through September 2021 with an additional \$100,000 in funding. The Center also received \$18,000 in Summit Sponsorships, with another \$25,000 expected from Strada, which will help fund the vision release. Interest is already 166 percent above the budgeted target for the year.

The Center's expenses are only at 36 percent of its budget, which include salary and benefits, rent, consultants, technology subscriptions, and audit and accounting fees. The investments have a 22.09 percent equity only rate of return with a 12.49 percent overall rate of return.

Heath asked for approval of the FY21 financial reports.

**MOTION: To approve the Advance CTE and The Center to Advance CTE FY21 financial reports, as presented.
Harris; Mack.
MOTION APPROVED.**

Green announced that Scott Stump will be joining the staff on February 16. He will be doing work around Career Clusters in a new grant that The Center just received around diversification

of the postsecondary leadership pipeline. He will also be helping to support states in technical assistance.

The next Advance CTE/The Center to Advance CTE Board of Directors Meeting is March 10, 2021. Advance CTE will meet from 2-4pm ET and The Center will meet from 3-5pm ET via Zoom.

Heath adjourned the meeting at 4:01 p.m. ET.



Association for Career and Technical Education®
Advance CTE Board Report
February 18, 2021

This report highlights activities taking place since the end of October 2020.

Iowa Regional Planning Partnerships - ACTE was pleased to recently partner with Advance CTE to bid on a contract to help Iowa’s Regional Planning Partnerships with the next round of their Comprehensive Local Needs Assessment and was awarded the contract! Work is just beginning on the project in conjunction with the Iowa Department of Education.

COVID-19 - ACTE recently surveyed its members to identify impacts related to the COVID-19 pandemic and reported on the [early results](#) in mid-January. In March, we plan to release a publication featuring innovations within the CTE community that have been developed in response to challenges associated with the pandemic.

Work-Based Learning Conference 2021 – April 29-30, ACTE will be hosting the second annual national [Work-Based Learning Conference](#) focused on best practices in work-based learning from across the country. The hybrid event takes place in conjunction with Iowa’s annual Work-Based Learning Conference in Des Moines.

New Virtual Workshop - “Developing CTE Lesson Plans for a COVID-19-impacted Classroom,” will take place March 11 from 1:00–3:30 p.m. ET. This [virtual workshop](#) will dive into strategies CTE educators can use to support the development of lesson plans tailored to socially-distanced, blended or in-classroom learning, while building capacity for high-quality instruction in CTE.

CareerTech VISION – Thank you to everyone who participated in ACTE’s first Virtual VISION in November/December! We have announced that the [2021 CareerTech VISION](#) will be a hybrid event. The “in person” portion of the meeting will take place in New Orleans, and the Call for Proposals is now open through April 16.

Techniques Editorial Calendar – With a few more great issues of [Techniques](#) magazine left in 2020-21, we are excited to launch the new [editorial calendar](#) for 2021-22, and expect to publish four print and four digital issues over the coming year. To meet the moment, each of our four print issues will focus on the inclusion, access, equity and diversity topic.

Online Seminars – ACTE currently has three ongoing online seminar series: our [Student Career Development Series](#), sponsored by Xello, which also includes publications, and lessons

available on [CTE Learn](#); our [CTE Learning Series](#), and our Classroom Innovations Series. Find a full list of upcoming and previous webinars on our [online seminars page](#).

CTE Learn Network – Now with 24 state affiliates hosting their own online learning portals, the number of registered [CTE Learn](#) users is nearing 10,000 and the catalog of credit courses is approaching 200. The most recent courses include [LC150-Best Practices in Supervising and Coaching CTE Teachers](#) and [LC170- CTE Advocacy: Policymakers and the Press](#)

NASA HUNCH Student Video Challenge – Thank you to everyone who celebrated [CTE Month](#)® in February! During the event, ACTE announced our continuing partnership with the [NASA HUNCH](#) program to support the [Student Video Challenge](#). We hope you will share this opportunity with CTE programs; deadline for submissions is April 1.

Student Trophy Design Contest - ACTE is excited to announce our sixth annual [student contest](#) to re-design the 3D-printed trophies used for the ACTE Excellence Awards. The winning trophy design will be 3D-printed by our sponsor, Stratasy, and presented to the 10 national award winners at the 2021 ACTE Virtual Awards Gala. Please promote to your CTE programs; deadline is May 1.

ACTE's National Policy Seminar – ACTE hosted the [2021 National Policy Seminar](#) virtually the week of February 22. This annual event, which focuses on the federal policy agenda and advocacy training, incorporated a virtual school tour of Butler Tech in Ohio, one of the premier area career and technical schools in the country.

Communications Strategy Update – March 2021

Overview of Major Activities (October 2020-March 2021)

1. Ensure high-quality federal and state CTE policies are adopted and implemented

Advance CTE launched a number of highly visible supports to shine a light on CTE. In February, the organization released its first microsite featuring research on [area technical centers](#) (ATCs) highlighting five states, providing policy recommendations and an interactive map showcasing all identified ATCs in the country.

In partnership with the Association for Career and Technical Education (ACTE), Advance CTE released the 2020 State Policies Year in Review, the only comprehensive look at all state policies passed related to CTE and career readiness.

Advance CTE has finalized “Without Limits: A Shared Vision for the Future of Career Technical Education” and is working with a communications firm to develop a series of assets to help create buy-in and excitement around the vision including:

- Five thought pieces targeted for key stakeholders on why and how they can engage around the vision;
- A new section on the Advance CTE website;
- A series of videos;
- Social media templates and short animations;
- Blog series;
- A release event announcing the vision; and
- Series of tools including a ‘session in a box,’ a vision roadmap and more, which will be released later this spring.

2. Empower members through professional learning

Advance CTE launched its second microsite in February. [The Career Readiness Data Quality and Use Policy Benchmark Tool](#) microsite includes an interactive tool, case studies and a resource repository, all of which provides a roadmap for state CTE leaders to understand and document the state of their career readiness data ecosystems and create a strategic action plan.

Advance CTE has hosted a series of webinars and virtual learning opportunities for members and non-members outlined in the Membership Strategy.

3. Raise the visibility and promotion of high-quality CTE

Advance CTE took part in a number of Twitter chats and released blogs highlighting CTE during CTE Month in February. Additionally, Advance CTE launched a new blog series, [Communicating CTE](#), featuring states including Florida, Washington and Utah’s high-impact communications strategies and activities that reach a series of stakeholders including learners from all learner levels.

Advance CTE featured a number of state leaders through its CTEin3 video series highlighting state ATCs and states’ Perkins V priorities and best practices:

- [Delaware](#)

- [Florida](#)
- [Illinois](#)
- [Maryland](#)
- [Oklahoma](#)
- [Oregon](#)
- [Rhode Island](#)

Given the challenge of securing placements related to CTE in the media, Advance CTE has is shifting its approach to author op-eds and blogs to raise the visibility of major initiatives and work. Advance CTE is currently working on an op-ed with the South Carolina Department of Education on the value of CTE to economic recovery. Advance CTE is also authoring a series unpacking the ATC research posted on Medium. Finally, Advance CTE has coordinated a number of blogs with high-profile partners to expand the reach and impact of the Perkins V report as mentioned below.

In November, Advance CTE hosted a webinar, Federal Leadership and Advance CTE: Leaders and Partners, featuring a panel of the former Assistant Secretaries that lead the office overseeing the federal investment in CTE. This took place to replace Advance CTE’s 100 year celebration, which was cancelled in Spring 2020 due to coronavirus. In February, Advance CTE released its annual report, highlighting progress from 2020 and honor the organization’s 100 years of service.

Finally, Advance CTE’s commissioned new messaging research on how to best engage learners and their guardians around CTE to update research from 2017. The survey data is being analyzed to support a release of a report and updated tools to support members and other CTE leaders in effectively communicating the value of CTE.

4. Build and maintain strong and effective partnerships that advance Advance CTE’s vision and mission

Advance CTE published a series of blogs with partners including Data Quality Campaign, the National Alliance of Concurrent Enrollment Partnerships, Education Commission of the States, ExcelinEd, ACTE and American School Counselors Association lifting up state achievements through the Strengthening Career Technical Education for the 21st Century Act (Perkins V), drawing on data from our State of CTE report released in October.

5. Developing internal processes and protocols to ensure a strong and sustainable organization

Staff has begun to implement a website SOP to ensure continual updates and refreshes of the careertech.org website. More broadly, Advance CTE regularly reviews and reflects on communications-related metrics and outcomes, such as social media follows, website hits and open rates to ensure we are having our intended reach.

Major Accomplishments (October 2020 – March 2021)

- Completed research on how to communicate about CTE with learners and their guardians, with a specific focus on reaching Black, Latinx and learners with low income.

- Completed research on how employers perceive CTE and how they are or want to further engage with CTE programs and learners.
- Actualized aspects of the digital media strategy, including the CTEin3 videos featuring state leaders and state achievements in CTE.
- Launched registration for the Spring Meeting and met sponsorship goals well ahead of schedule. See Membership Strategy for more information.
- Marketed a number of Advance CTE materials to members and stakeholders including:
 - Building Better Futures for Learners: A 50-State Analysis of Area Technical Centers, case studies and microsite
 - Career Readiness Data Quality Benchmark Tools, case studies, resource repository and microsite
 - Beyond the Numbers: Design Principles for CTE Data Reporting
 - Beyond the Numbers: A Toolkit for Communicating CTE Data
 - Improving Youth Apprenticeship Data Quality: Challenges and Opportunities
 - The State of Career Technical Education: An Analysis of States' Perkins V Priorities
 - Updates website including new state pages and a state comparison tool
 - Making Good on the Promise: Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness
- Each of the releases above had accompanying series of assets including blogs, social media posts and promotional toolkits to expand the reach and impact of the resource.
- Marketed virtual learning strategy, including six virtual learning events. See Member Strategy for more information.

Challenges

- Securing media interest given the competing priorities in the education and workforce spaces. Advance CTE had multiple contacts with press from Education Week, Hechinger Report, Industry Week with little success in placements of major releases.
- Ensuring materials created by Advance CTE reach members with clear information on how those resources can be used given members' competing priorities.

Update on Identified Priorities for (October 2020 – March 2021)

- All priorities outlined in the last strategy have been accomplished with the exception that Advance CTE has not yet released the findings from the national survey of learners and their guardians. This will be released in April, and was pushed back due to competing priorities.

Priorities for Next Four Months (April 2021 – July 2021)

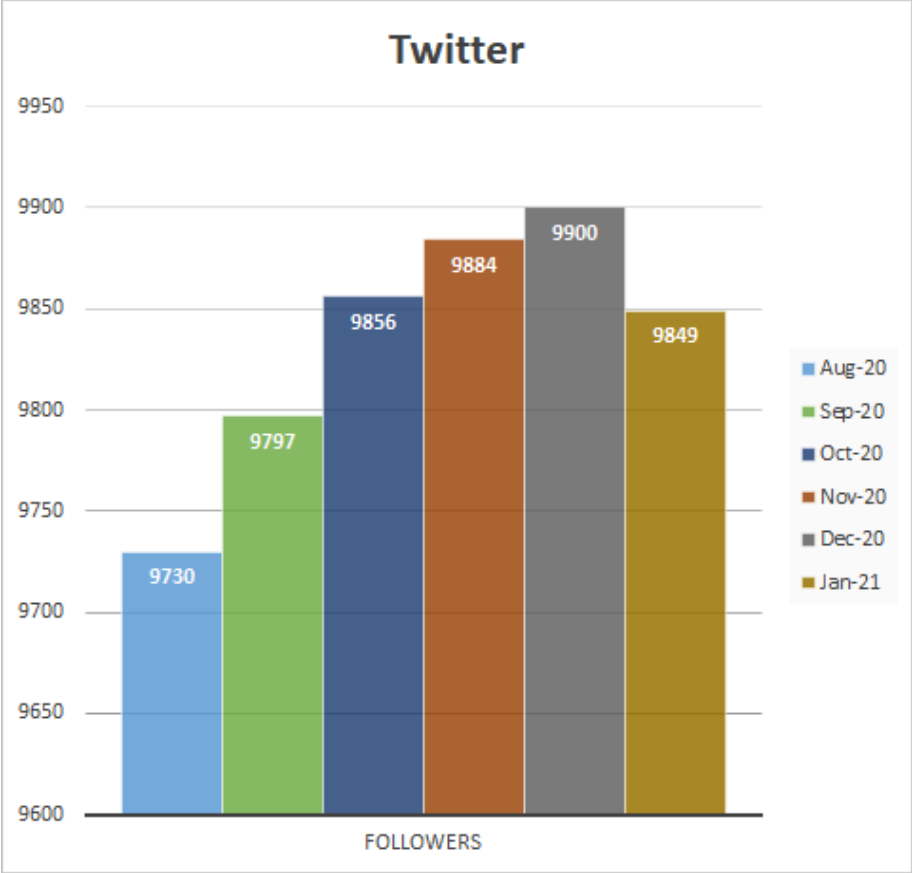
- Release the report and related tools on how to communicate with learners and their guardians. The report and tools will help state CTE leaders communicate the value and

benefit of CTE to learners, particularly Black and Latinx learners, and those experiencing low income.

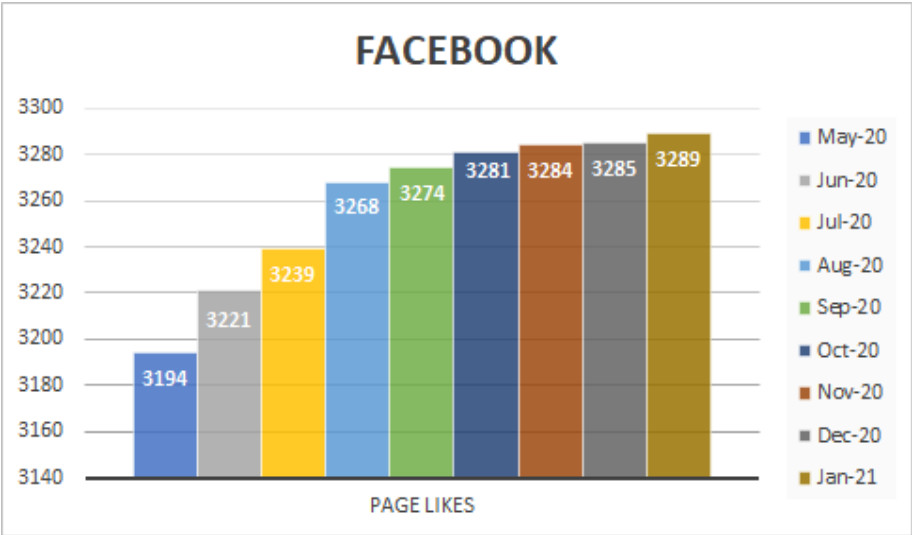
- Open a request for proposals for up to five \$20,000 grants and one year of technical assistance to help states pilot innovative learner recruitment activities based on the research mentioned above. These activities are supported with funding from the Siemens Foundation.
- Update the career advising workshop, digitizing the curriculum and begin delivering the workshop in states to educate school counselors on how to encourage learners to enroll in CTE programs and effective career advising practices.
- Release the results from the survey of employers on their perceptions of CTE.
- Continue to raise the visibility of CTE through the economic recovery initiative and throughout the federal appropriations process.
- Successfully market publications to reach members and key stakeholders.
- Successfully market the Advance CTE Spring Meeting and virtual learning activities to reach participant goals and meet Member needs.
- Successfully promote the new vision to key stakeholders including members, partners, funders and the media including marketing a release event, a series of thought pieces, a series of videos and supportive assets to create buy-in and excitement around the vision.

Relevant Data November – February 18, 2021

Release	Pageviews
CTE in your State – Revamped page	5,961
Learning that Works Resource Center	3,405
Area Technical Center microsite	2,046
Spring Meeting	1,517
State of CTE Perkins V	1,501
Compare states – new tool	1,008
Webinars	1,007
Youth Apprenticeship Data Quality report	717
Beyond the Numbers Report	577
Beyond the Numbers Toolkit	571
Covid-19	548



Note regarding social media drop: After the riots at the Capitol, Twitter purged 70,000 accounts causing a significant drop in followers for organizations across Twitter. Because Advance CTE has never experienced a net loss of followers in the lifespan of its Twitter account, we believe our loss of followers is due to this purge of Twitter users. We will keep the Board in the loop if this a trend or a one-off due to new Twitter policy.



CTE Data Quality & Use Strategy Update – March 2021

Overview of Major Activities (October 2020-March 2021)

1. Ensure high-quality federal and state CTE policies are adopted and implemented

Advance CTE is at a pivotal point in the implementation of the data quality strategy. In fall 2020, the organization concluded two workgroups and released final deliverables. The Partnership to Advance Youth Apprenticeship (PAYA) Youth Apprenticeship Data Quality Workgroup had its last meeting in August and released the report [*Improving Youth Apprenticeship Data Quality: Challenges and Opportunities*](#) in November. The CTE Data Reporting and Visualization Workgroup had its last meeting in October and released two final deliverables — [*Beyond the Numbers: Design Principles for CTE Data Reporting*](#) and [*Beyond the Numbers: A Toolkit for Communicating CTE Data*](#) — in November.

Additionally, the [*Career Readiness Data Quality and Use Policy Benchmark Tool*](#) — Advance CTE’s seminal resource on statewide data policy and practice — was released in February with an interactive microsite. The tool was developed with input and guidance from the CTE Data Quality Workgroup, which has been meeting regularly since April 2020. In addition to the policy benchmark tool, the microsite includes a resource repository and six case studies, each highlighting an effective state practice aligned with one of the six core elements in the tool.

While the development of the policy benchmark tool was the primary charge for the CTE Data Quality Workgroup, the group will continue meeting over the first six months of 2021 to develop two additional resources: a comprehensive career pathway metrics framework and an equity index that will provide an analytical framework for evaluating equity in CTE.

With the release of these tools and resources, Advance CTE will pivot its strategy to focus on state implementation and technical assistance. To help users access, understand and implement the policy benchmark tool, Advance CTE will develop a facilitation guide and host an “Ask an Expert” call to walk through the tool with members. Additionally, Advance CTE will provide one-on-one coaching and support to states through the *New Skills ready network*, funded by JPMorgan Chase & Co., and the Advancing Postsecondary CTE Data Quality Initiative (PDI), funded by ECMC Foundation.

Other planned technical assistance supports include the CTE Opportunity Gap Analysis Workshop. With funding from the Joyce Foundation, Advance CTE will host a train-the-trainer session in mid-2021 in order to train a select group of state leaders on how to examine their data to identify and address equity gaps.

Finally, when the Office of Career, Technical and Adult Education (OCTAE) confirmed in December 2020 that states would have until May 21, 2021 to revise their Perkins V State Determined Performance Levels (SDPL), the Advance CTE team accelerated its Perkins V accountability supports for states. To help states meet this deadline, Advance CTE partnered with the Association for Career and Technical Education (ACTE) to convene an ad-hoc Perkins accountability workgroup; identify options, strategies and data sources for revising SDPLs; publish a memo with guidance for states; and host an “Ask an Expert” session on the topic. In

the months ahead, Advance CTE will continue to focus on Perkins V accountability and work across the state and federal policy teams to advocate for increased flexibility for states.

2. Empower members through professional learning

During this period, Advance CTE conducted virtual learning events to support the quality and use of career readiness data. These include the PAYA 2020 Summit, where Advance CTE staff spoke about lessons learned and recommendations from the data workgroup, and a webinar in January 2021 unpacking design principles, tools and strategies for reporting CTE data.

Advance CTE also launched the PDI community of practice in December, bringing together postsecondary state leaders and CTE data professionals from across 11 states to learn from one another and design solutions to common problems of practice. This group will meet every other month and includes both funded and non-funded states.

As mentioned above, Advance CTE also plans to finalize the CTE Opportunity Gap Analysis Workshop materials that were developed and piloted in 2020 in order to conduct a train-the-trainer session with state leaders in 2021. Over the course of a day-long workshop, participants will understand how to measure opportunity gaps in their CTE data, examine root causes, identify evidence-based practices and develop an equity action plan.

3. Raise the visibility and promotion of high-quality CTE

As Advance CTE has developed and released new resources related to CTE data quality over the past year, the organization has worked to elevate tools through a variety of channels, including social media, blogs, partners, etc.

In February, Advance CTE launched a new blog series highlighting promising policies and practices aligned to the career readiness data policy benchmark tool. The series will promote the six core elements of the policy benchmark tool and highlight resources available through the microsite. Later this year, Advance CTE will also launch a blog series in partnership with New America detailing promising data practices from state and local youth apprenticeship intermediaries.

4. Build and maintain strong and effective partnerships that advance Advance CTE's vision and mission

Over the past few months, Advance CTE has engaged a wide variety of partners in support of its data quality strategy. These include the national partners involved in the CTE Data Quality Workgroup, and Education Strategy Group in specific, which is a co-lead for the workgroup and a co-author of the policy benchmark tool. Over the next six months, Advance CTE will continue to leverage its partnership with Education Strategy Group to coordinate technical assistance to *New Skills ready network* sites and to lead work on developing a CTE equity index.

Advance CTE also engaged a number of partners in its ad hoc Perkins accountability support strategy, including ACTE, Education Strategy Group, RTI International, the National

Association of Career Technical Education information (NACTEi), Manhattan Strategy Group, and Education Northwest.

By leveraging the expertise of national partners, Advance CTE is able to draw on the best information available to provide meaningful and relevant supports to state members.

5. Developing internal processes and protocols to ensure a strong and sustainable organization

While the biannual stocktake process has been paused, Advance CTE continues to monitor implementation and impact metrics and document data in an organizational dashboard. This will ensure the organization has access to longitudinal data. Once the new organizational strategy is developed and approved, the organization will refresh and relaunch the dashboard and stocktake process in the fall.

Looking ahead, Advance will also continue to build staff capacity for understanding and using data by providing a staff training to develop Excel and data analysis skills, and developing guidance to standardize the construction and analysis of surveys.

Major Accomplishments (October 2020 – March 2021)

- **Released New Data Resources:** Since November, Advance CTE has published 12 resource to help states improve the quality and use of data, including the PAYA youth apprenticeship data quality report, the CTE reporting design principles report, the CTE reporting communications toolkit, the Career Readiness Data Quality and Use Policy Benchmark Tool, six state case studies, a comprehensive resource repository aligned to the six core elements of the policy benchmark tool, and a tool to help states navigate the process of revising and resubmitting their Perkins V SDPLs.
- **Kicked Off the Next Phase of the CTE Data Quality Workgroup:** After the release of the policy benchmark tool, Advance CTE re-launched the data quality workgroup with a new charge: develop a comprehensive career pathways metrics framework that spans middle school through adult learning, and design an equity index for CTE.
- **Launched PAYA Phase Two Data Quality Workgroup:** In February, Advance CTE kicked off the second phase of the PAYA data quality workgroup, which includes past members and some new participants. The workgroup will meet five times over 2021 in order to develop a starter kit to help state and local youth apprenticeship intermediaries collect youth apprenticeship data.
- **Kicked off the Advancing Postsecondary CTE Data Quality Initiative:** After announcing the selection of five sites to participate in the PDI initiative, Advance CTE has been working with project teams in each state to develop and refine two-year action plans. In addition, Advance CTE convened the full group along with six non-funded states to participate in a virtual community of practice. The group held its first calls in November and February and will continue to meet every other month to discuss promising solutions and problems of practice.
- **Executed an Ad-Hoc Strategy to Support State Adjustments to Perkins V Performance Targets:** In January, Advance CTE and ACTE convened a group of state leaders and data

professional to discuss strategies for revising SDPLs under the “unanticipated circumstances” provision of Perkins V. Based on the input gathered from that meeting, Advance CTE and ACTE developed and published a state resource and conducted an “Ask an Expert” session to help state leaders understand their options.

Challenges

- **Revising SDPLs:** A major challenge that states are facing at the moment is the decision to reset their Perkins V SDPLs in light of the coronavirus pandemic. Advance CTE and ACTE have had multiple conversations with OCTAE on the subject, and, while OCTAE’s desire is to give states as much flexibility as possible, the timing of the transition has delayed any further federal guidance about this process. In the meantime, Advance CTE and ACTE are working to provide as much information and resources as possible to states to help them navigate this decision.
- **Ongoing challenges related to the pandemic:** As we reach the one-year mark of remote work, the Advance CTE team has adapted to a new, virtual work environment, adopting new technologies and tools to maximize engagement and communication with members online. Nevertheless, this has made it challenging to fully engage workgroup participants, conduct technical assistance activities with states, etc.

Update on Identified Priorities for (October 2020 – March 2021)

- **Release the PAYA Youth Apprenticeship Data Quality Workgroup Report, *Improving Youth Apprenticeship Data Quality: Challenges and Opportunities*:** The report was released to the public in November and received more than 700 page views between November 2020 and February 2021.
- **Release the two deliverables from the CTE Data Reporting & Visualization Workgroup:** These deliverables were also released in November. The design principles report and the communications toolkit each received more than 500 page views between November 2020 and February 2021. Additionally, Advance CTE held a webinar in January 2021 to share the resources, which attracted more than 120 attendees and was the highest rated Advance CTE webinar to date on the usefulness of content.
- **Pilot, refine and finalize the career readiness data quality policy benchmark tool:** The policy benchmark tool was released to the public in February 2021 as part of a microsite of tools and resources for states. Before its release, the tool was piloted by all five states involved in the PDI.
- **Release a comprehensive microsite that includes the data quality policy benchmark tool and supplemental resources:** The microsite was published in February 2021.
- **Finalize materials for the CTE Opportunity Gap Analysis Workshop and prepare to host a train-the-trainer workshop:** Materials for the CTE Opportunity Gap Analysis Workshop are still in production. Once they are finalized, the materials will be copy edited and laid out in preparation for the spring workshop. Invitations for the workshop will be sent after the spring meeting in April.

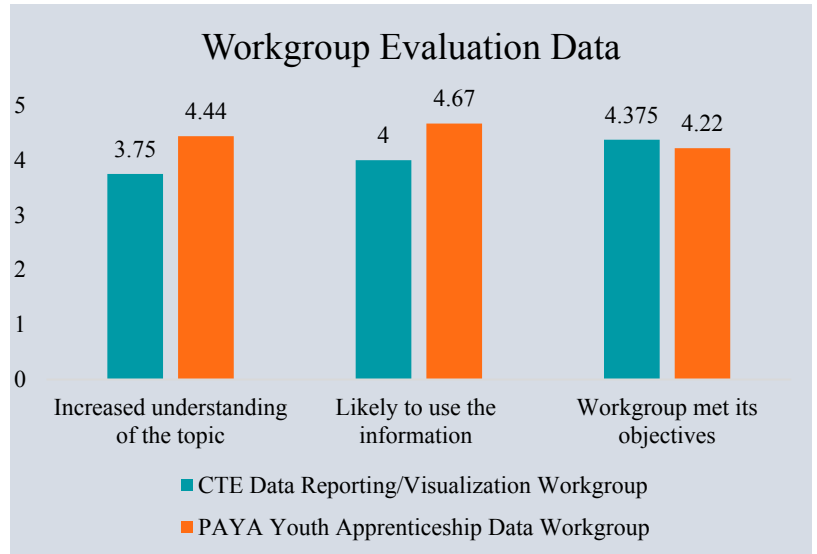
- **Review and approve two-year action plans and budgets for participating Advancing Postsecondary CTE Data Quality Initiative states and issue year one implementation grants:** As of February 2021, action plans and budgets in three of the five PDI states have been approved, and year one implementation grants have been issued. Advance CTE will continue working with the other two states to finalize their plans, and is developing a technical assistance strategy to support implementation in all five states.
- **Develop a technical assistance strategy for supporting Advancing Postsecondary CTE Data Quality Initiative sites:** Advance CTE is working on a technical assistance strategy for the PDI states. This will be completed once all action plans have been approved and will target both individual state needs as well as common challenges across the full cohort.
- **Launch a peer learning network through the Advancing Postsecondary CTE Data Quality Initiative:** The peer learning network was launched in December with a problem of practice scenario led by the Alabama Community College System. In February, the Oregon Higher Education Coordinating Commission led a lunch and learn call to showcase its reporting tools. The community of practice will continue meeting every other month and will stay engaged through virtual calls as well as the Moodle group.
- **Develop a CTE accountability support strategy to help members respond to data/accountability challenges in 2021 – including the possibility of resetting performance targets due to COVID-19:** Advance CTE and ACTE published a tool and conducted an “Ask an Expert” webinar to help states understand their options for revising SDPLs targets. This work will likely continue throughout the year as new information and guidance is released from OCTAE and as the coronavirus pandemic situation evolves.

Priorities for Next Four Months (April 2021 – July 2021)

- Develop and implement a technical assistance strategy for implementing the policy benchmark tool
- Facilitate a train-the-trainer CTE Opportunity Gap Analysis Workshop
- With support from the CTE Data Quality Workgroup, develop and release a metrics framework resource and equity index
- Develop and implement a technical assistance strategy to help PDI states finalize and execute their action plans
- Facilitate PAYA data workgroup meetings and launch a youth apprenticeship data blog series

Relevant Data

- The webinar *Beyond the Numbers: Strategies for Effectively Reporting and Communicating CTE Data* attracted 120 participants who rated the session 4.2 out of 5 on the question “Please rate the degree to which this webinar increased your understanding of the topic” and 4.6 out of 5 on the question “How likely are you to use the information you learned in this webinar in your own work.”
- Members of the CTE Data Reporting and Visualization Workgroup on average rated the workgroup a 4.44 out of 5 on meeting its objectives, 3.75 out of 5 on their increased understanding of the topic and 4 out of 5 on their likelihood to use the information.
- Members of the PAYA Youth Apprenticeship Data Quality Workgroup rates the workgroup a 4.22 out of 5 on meeting its objectives, a 4.44 out of 5 on their increased understanding of the topic, and 4.67 out of 5 on their likelihood to use the information,
- Publications generated a total of 711 pageviews on the PAYA publication, 568 pageviews on the CTE data reporting design principles report, and 558 pageviews on the CTE data communications toolkit



Equity Strategy Update – March 2021

Overview of Major Activities (October 2020 – March 2021)

1. Ensure high-quality federal and state CTE policies are adopted and implemented

As outlined in the federal policy strategy, our near-term efforts are focused on building trusted relationships with the new Administration and Congressional leaders to advance our organizational policies and priorities. Relatedly, the most prominent policy work in this reporting timeframe relates to the efforts made to ensure that the incoming administration had a clear sense of our organizational priorities, which were developed with an equity lens. The [transition priorities](#) were approved by the Board. At the request of the transition team, we developed a [detailed policy memo](#) turning some of the transition priorities into more comprehensive recommendations. Additionally, the Workforce Innovation and Opportunity Act [recommendations](#) were developed with an equity lens.

Additional state policy work to support states in their equity work include multiple data workgroups (see data strategy update), the New Skills ready network and related assets and publications (see state policy strategy update), as well as the forthcoming postsecondary fellows' program.

2. Empower members through professional learning

Equity remained a centering priority as we seek to support our members as they navigate COVID-19 (coronavirus) and build/implement the related economic recovery response.

- Staff monitor relevant research and data/statistics to support our work in this area, sharing the most relevant content with members via blogs, including this [post](#). Further, as evidenced in the [monthly Board updates](#), staff have made an intentional effort to participate in other organization's virtual events to continue to build their awareness and understanding of the multiple dimensions of equity.
- We hosted a [webinar](#) focused on postsecondary role's in economic recovery, with a special focus on serving those who have been most impacted by the COVID economy, Black and Latinx workers, workers with a high school education or less and female worker.
- Our release of the [Perkins 50-state analysis](#) lifted up the work of states, including their commitment to lead on equity. These related [webinars](#) extended the reach of the 50-state report and featured state and [national leaders](#).
- The area technical center [microsite](#) release and related 50-state report and state profiles for Delaware, Florida, Ohio, Oklahoma and Utah capture the breadth and footprint of these publicly funded institutions. Through the research, we uncovered nearly 1,400 of these institutions and find that they hold great promise of helping more learners access credentials of value.
- Our Kitchen Cabinet on Equity in CTE was leveraged to give input into the outline for the racial equity discussion guide.

- The discussion topic for the December 2020 regional calls with states was sharing Advance CTE’s equity journey and prompting discussions with and among states. An extension of these calls has been one-on-one support of state leaders as they work to build equity their internal equity expertise.
- As an extension of the [release of the data quality benchmark tool](#), we’ll be working on additional resources which may include an equity index.

3. Raise the visibility and promotion of high-quality CTE

- The third Siemens grant, focused on increasing awareness and visibility for CTE, has a special focus on equity. The analysis of the national survey and focus groups with Black, Latinx and low-income families was completed by the research firm.
- A communications firm was hired to assist with the release of the *Without Limits* vision, with an intentional strategy to ensure diversity and equity in the release event and related assets.
- Through presentations to groups like the Association for Career Technical Education, the American Association of Community Colleges, the ACT Board of Directors, the Career Development Coalition, the Hunt Institute, the Council of Chief State School Officers, the duality of quality and equitable CTE has been woven intentionality into all external presentations.

4. Build and maintain strong and effective partnerships that advance Advance CTE’s vision and mission

The awareness of Advance CTE’s commitment to equity is growing, which has expanded the reach and scope of several partnerships and inspired a few new partnerships.

- We have been invited to serve on new Boards and advisory groups (e.g., SME Foundation, PDK, a research project on equitable dual enrollment, etc.).
- We are being invited to new tables or serving in new roles with existing partners, serving as thought partners and collaborators; for example, we participated in a strategic advisory session for the American Youth Policy Forum (focusing on opportunity youth), presented to the ACT Board of Directors as part of their strategic planning efforts, and are part of a new working group- Better Employment and Training Strategies - focused on opportunity youth, being co-convened by the Center on Law and Social Policy and New America.
- The listing of *Without Limits* supporting organizations represents an array of partners, including many that have equity as part of their mission (e.g., CASEL, NAPE). Some partners, like the Learning Policy Institute and Education Trust, were unable to sign on to the vision due to internal policies but committed to being a partner in building visibility and awareness of the vision, as well as finding ways we can work more closely.

5. Developing internal processes and protocols to ensure a strong and sustainable organization

- The DEI advisory group has been establishing itself, its routines and priorities, including analyzing inputs received from staff through various surveys and debriefs (stemming from the ABC grant). The first recommended area of focus will be to revisit our hiring practices and processes, with special intention on increasing the diversity of our applicant pool. Additionally, leadership has requested the assistance of the DEI advisory group in crafting equitable “return to the office” plans.
- The core values have moved forward in their development, with all staff having multiple input sessions.
- A strategic plan RFP and an audit RFP were released. Both were extended to broader networks, with the strategic plan RFP specifically identifying diversity of firm as a strong preference and requiring expertise in bringing an equity lens to the strategic planning process.
- A cohort of staff (all new staff hired in 2020) went through the full equity onboarding curriculum. The curriculum and related coaching were completed in early February 2021. We’ll conduct an evaluation and determine if adjustments are needed.
- Finally, given the ongoing pandemic and the toxic political environment, our leadership team has continued to create spaces and supports for our staff during these difficult times, including allowing for flexible use of annual and sick leave.

Major Accomplishments (October 2020 – March 2021)

- Completed the development of the equity onboarding curriculum.
- Secured Board approval for transition priorities and Workforce Innovation and Opportunity Act recommendations that have a strong commitment to equity.
- *Without Limits* is anchored in equity.
- Collected demographic data for individuals who choose to provide it, to ensure that members of all races, ethnicities and genders are satisfied with their participation in virtual learning events. Webinar evaluations are filtered through a demographic lens and there continues to be no discernable difference in value of webinars among various racial and gender identities.
- Secured a new ECMC grant to focus on building a more diverse pipeline of postsecondary CTE leadership.
- Completion of the Lumina area technical center project (www.areatechnicalcenters.org) that looked at dimensions of equity, access and how to better leverage these institutions to serve more adult/postsecondary learners.

Challenges

The staff member who led our equity strategy left the organization in June of 2020, resulting in some capacity challenges and delays in work. Internally, we are still working on how to best manage this strategy because it cuts across all workstreams; we see the benefits of shared ownership but also the challenges of this approach.

As was the case during the presentation of this report in November, coronavirus continues to shine a light on the inequities that persist and the related economic downturn has further

exacerbated these inequities; systemic solutions – at the national or state level- are not readily evident and the readiness of the CTE community to engage in these solutions varies widely in terms of will, capacity and competency.

The political environment has been fairly toxic and some new members of Congress have been elected on platforms that are very divisive. This has presented unprecedented challenges to navigate – balancing our commitment to connect with all legislators but also protecting our staff from going into offices that might be hostile due to someone’s religious beliefs, etc. Further, some (national organizations and Hill staff) have begun to view being non-partisan or bipartisan as being equal to silence is consent.

Update on Identified Priorities for April - October 2020

- Finalize equity onboarding curriculum and have new staff complete the curriculum, with the support of the equity coach.
 - The curriculum has been finalized and the first cohort of staff completed the curriculum in February 2021. The evaluation results of this training have not yet been finalized.
- Conduct at least one of the two FY21 all-staff equity trainings (which will occur after new staff complete their onboarding).
 - Due to hiring of new staff, we chose to hold on the staff trainings until all new staff had completed the onboarding curriculum. The staff trainings – four ½ day trainings have been scheduled to occur between February and June 2021. The internal DEI advisory group is charged with working with the organizational equity consultant on the content focus of each training.
- Finalize organizational core values, which will prominently feature equity.
 - We have a final draft set of core values is in the internal review process. Two of the core values focus on equity. The development process of these core values has been intentional and inclusive of all staff.
- Launch the Shared Solutions Working Group on Equity.
 - Based on the work of the forthcoming vision, the shared solutions workgroup (SSWG) evolved to be dedicated to lifting up authentic learner voice. The SSWG kick off was held in February 2021, which includes eight learners, 10 national partner organizations and eight states.
- Work with the Equity Kitchen Cabinet to create and release a discussion guide and related assets on build capacity among state leaders on how to lead conversations about racial equity in CTE.
 - The guide is in the drafting phase. A pilot workshop on how to use the guide will be conducted at the virtual spring meeting. The final guide and additional supports will be released in late spring.
- Finalize materials for the CTE opportunity gap analysis workshop and prepare to host a train-the-trainer workshop.

- The materials are in the final phase of completion, copyedit and design. Due to internal capacity, the train-the-trainer workshop will be scheduled for late summer 2021.
- Reconstitute and convene the National Equity Committee with a clearer purpose and focus.
 - This work has been on hold due to internal capacity. With the upcoming vision release, and its centering on equity, we'll consider whether we leverage this committee and reconstitute it as part of the vision partnership strategy.
- Organizational leadership will continue to work with the equity coach to guide internal culture and policy review, as well as support and cultivate equity expertise.
 - The leadership team has leveraged the equity coach as needed, securing her review and input into the core values, assistance with input into a hiring decision, support for the onboarding curriculum and some personalized professional development for senior leadership, and she'll be assisting us as a content advisor as we start of the new fellows' program.
- Conduct equity training for the Board, in anticipation of strategic planning.
 - This training has been scheduled for April 2021.
- Launch a new vision that features equity as a foundational tenet and priority.
 - *Without Limits* represents a powerful commitment to equity, including a foundational commitment to equity and a principle that is perhaps the boldest our organization has ever made regarding dismantling systems that perpetuate inequity.
- Engage the staff DEI advisory committee in its charge to identify opportunities and specific actions Advance CTE can take to live up to its "equity statement" and "commitment to ending racial injustice."
 - The DEI advisory group has launched and is meeting regularly, both on its own and with the leadership team liaison. To date, the group is working on recommendations related to hiring practices to expand the diversity of hiring pools, has helped guide the staff training session content, given input into the new vision and the forthcoming equity guide.
- Collect and analyze demographic data for individuals who choose to provide it, to ensure that members of all races, ethnicities and genders are satisfied with their participation in virtual learning events.
 - Opt-in demographic data is being collected for Advance CTE virtual event. More information on this can be found in the member engagement strategy update.
- For the spring meeting and virtual learning series, attend, intentionally, to the selection of topics and speakers that prioritize equity and ensure speakers represent diverse backgrounds (considering for example, gender, race/ethnicity as well as secondary/postsecondary).
 - Great intentionality was given to representational equity as the spring agenda was conceived and finalized. Session proposals were revised and revised until the array of speakers was more diverse.
- Conduct the equity workshop as part of the New State Director Institute.

- The equity workshop has been scheduled for March 10.
- Build an equity checklist to assist with review and analysis of draft federal policies and their alignment with the Board-approved equity statement.
 - As noted in the federal policy strategy, this work is still underway. The transition priorities and related “deeper” dive transition proposals, as well as the Workforce Innovation and Opportunity Act recommendations were developed with a deliberate and intentional equity lens.
- Host a set of regional calls with State Directors related to the lessons learned from our Associated Black Charities (ABC) grant, which is the final deliverable for that grant
 - These regional calls were held in December, with the highest attendance we ever had at a set of regional calls. The discussions were rich, vulnerable and demonstrated both the work still to be done but also the commitment to do the work.
- Create a set of infographics and an aligned social media strategy to lift up the [Making Good on the Promise](#) series.
 - This work is on hold due to capacity and will likely be reassessed given the shift to the vision member supports.
- Submit a proposal to the ECMC foundation to build a program to expand the diversity and capacity of postsecondary state leaders.
 - The proposal was submitted and was accepted. See the development update for more information.

Priorities for Next Four Months (April 2021 – July 2021)

- Conduct at four -1/2-day all staff equity trainings.
- Finalize organizational core values, which will prominently feature equity.
- Complete the work of the Learner Voice Shared Solutions Working Group.
- Release the equity discussion guide to build capacity among state leaders on how to lead conversations about racial equity in CTE.
- Announce the opportunity gap train-the trainer and launch registration.
- Kick off a new cycle of the awards program, with a renewed and refreshed focus on equity.
- Develop member supports related to the new vision that features equity as a foundational tenet and priority.
- Conduct the equity workshop as part of the New State Director Institute.
- Build an equity checklist to assist with review and analysis of draft federal policies and their alignment with the Board-approved equity statement.
- Launch the Postsecondary Fellows program to expand the diversity and capacity of postsecondary state leaders.
- Continue to collect and analyze demographic data for individuals who choose to provide it, to ensure that members of all races, ethnicities and genders are satisfied with their participation in virtual learning events, including the spring meeting.

- Leverage the DEI advisory group in building an inclusive “re-entry” plans for what/when we shift our team from working fully remote.
- Release of Siemens-funded research on perceptions of CTE, including information from focus groups that represented underrepresented learners and their families
- Release the updated work-based learning guide, which was updated through an equity lens.
- Update the Higher Education Act recommendations using an equity lens.
- Develop a strategic plan that is aligned with:
 - (or embeds) the organization’s commitment to equity
 - *Without Limits*

Federal Policy Strategy Update – March 2021

Overview of Major Activities

1. Ensure high-quality federal and state CTE policies are adopted and implemented

COVID-19 (coronavirus) has continued to be the main focus of the federal government, including Congress, the U.S. Department of Education (ED) and the Biden-Harris Administration. This is expected to be the case for at least the first 100 days of the new Administration and Congress. Staff is in frequent communication with Advance CTE members, ED and Congressional members and staffers to communicate the needed funding, statutory and regulatory waivers and additional, necessary supports. Staff continues to advocate for the needed funding, statutory and regulatory waivers and necessary supports outlined in the organization's coronavirus priority document (developed in partnership with the Association for Career and Technical Education, or ACTE). Staff has also had conversations with the House Committee on Education and Labor, Senate Committee on Health, Education, Labor and Pensions (HELP), ED officials and the Biden-Harris transition team to flag new waivers that Advance CTE is anticipating will be needed by our members.

In preparation for the November presidential election, Advance CTE began writing organizational transition priorities. Following the election results, these priorities were further developed and customized to make a stronger case for the new administration based on their campaign platform and communicated areas of interest. In November, the Advance CTE Board voted to approve these transition priorities. Additional information about efforts to support the transition team can be found in the federal policy update.

Simultaneously, Advance CTE continued to advocate for increased CTE funding for Fiscal Year 2021. Although the appropriations process was largely stalled and put to the bottom of the legislative agenda due to the pandemic, Advance CTE kept appropriators, Congressional leaders and CTE advocates in Congress aware of the urgency for an increase in CTE funding, as well as CTE-dedicated funding in stimulus bills.

Advance CTE staff gave input to federal partners on a number of issues, including the national evaluation of CTE conducted by the Institute of Education Sciences (IES) and suggestions for technical assistance priorities for national Office of Career, Technical and Adult Education (OCTAE) activities. Staff, in partnership with ACTE, also submitted a comment to the Federal Register request for information on expanding work-based learning opportunities for youth. OCTAE then published a [summary](#) of responses.

2. Empower members through professional learning

Advance CTE communicated federal responses to the coronavirus, information on the Biden-Harris transition and updates on the confirmation process for the U.S. Secretary of Education to members in real-time. This was done through use of the State Director listserv, legislative update newsletter, informational blog posts and social media. Staff also provided quick responses to any inquiries from members.

Staff has also been in the process of developing multiple resources stemming from the largescale analysis of all state Perkins plans. This includes blogs, mini-briefs and fact sheets

that highlight state plan trends as well as profiles of innovative state examples. In addition to the creation of new fact sheets, staff also reviewed all existing fact sheets and updated data to ensure that each resource is current and therefore beneficial to Advance CTE members, partner organizations and Congressional staff.

Additionally, when the Office of Career, Technical and Adult Education (OCTAE) confirmed in December 2020 that states would have until May 21, 2021 to revise their Perkins V State Determined Performance Levels (SDPL), the Advance CTE team accelerated its Perkins V accountability supports for states. To help states meet this deadline, Advance CTE partnered with ACTE to convene an ad-hoc Perkins accountability workgroup; identify options, strategies and data sources for revising SDPLs; publish a memo with guidance for states; and host an “Ask an Expert” session on the topic. In the months ahead, Advance CTE will continue to focus on Perkins V accountability and work across the state and federal policy teams to advocate for increased flexibility for states.

3. Raise the visibility and promotion of high-quality CTE

Advance CTE spoke to existing and new audiences about the impact of the coronavirus on CTE, as well as the role that CTE will play in economic recovery. Staff organized a briefing for the Congressional CTE Caucus mainly geared toward educating new members of Congress about the high-quality CTE, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the impact of the pandemic on CTE on and the role of CTE in economic recovery. Advance CTE staff presented during this briefing and answers questions from attendees.

During February, Advance CTE, in partnership with ACTE, worked with the House and Senate Congressional CTE Caucus Chairs to develop and introduce a resolution to recognize February as National CTE Month. Staff also worked with the Caucus Chairs to promote the resolution and gain member support. Also, in recognition of CTE Month, the House Congressional CTE Caucus hosted a “CTE 101” briefing, which was organized by Advance CTE and ACTE. Advance CTE staff presented during the briefing to provide new Congressional member offices with information on CTE, Perkins V and economic recovery. Staff also answered questions from Congressional staffers. Advance CTE is working with the Caucus Chairs to schedule (at minimum) quarterly briefings on pressing CTE issues.

Advance CTE also assisted in the planning of, and then participated in, two Committee for Education Funding (CEF) Twitter chats (in November and February) to raise awareness for the impact of CTE funding and the need for increased Perkins funding.

4. Build and maintain strong and effective partnerships that advance Advance CTE’s vision and mission

Advance CTE joined new working groups to represent CTE in federal advocacy, including the College in High School Alliance (CHSA) Federal Policy Advisory Group. As part of the advisory group, Advance CTE staff are able to assist in the development of CHSA’s policy priority determination and proposals before going to the rest of CHSA for discussion and feedback. Staff continued to be an active participate in existing groups, including the Committee for Education Funding (CEF), the Campaign to Invest in America’s Workforce

(CIAW), the Homework Gap Coalition and the Title IV-A Coalition. Advance CTE's Senior Associate for Federal Policy Meredith Hills was elected to the CEF Board for a two-year term.

Advance CTE continued to expand the existing partnership with ACTE in order to remove duplicative efforts and maximize capacity. This includes activities such as cross promotion of resources, partnership on Congressional letters and statements and working together to reach new Congressional offices.

Advance CTE hosted a roundtable in January as part of the Area Technical Center (ATC) Lumina Foundation work. The roundtable included 15 representatives of national organizations, and focused on the impact, unfilled potential and role of federal policy for ATCs. This was a new way to engage federal policy partners at new and existing partner organizations.

Staff also continued a close partnership with OCTAE, having an ongoing dialogue about the needs of state CTE leaders and providing input and advocacy into achieving those needs.

5. Developing internal processes and protocols to ensure a strong and sustainable organization

Staff submitted all lobbying reports in compliance with federal law. Staff evaluated and began to rebuild internal processes for tracking and sharing back legislative movement and Advance CTE's impact. This included an attention to ensuring Advance CTE's equity-driven mission is reflected in policies that the organization endorses.

Major Accomplishments (October 2020 – March 2021)

- A question submitted by Advance CTE ahead of the Senate HELP Committee hearing on Dr. Miguel Cardona's nomination for U.S. Secretary of Education was asked by Senator Tammy Baldwin (D-WI).
- Advance CTE was included in a small group meeting with the Biden-Harris transition team.
- Advance CTE developed and advocated a set of Board-approved transition priorities as well as a detailed policy memo and shared with the Biden-Harris transition team.
- Advance CTE moderated and presented at a briefing for the Congressional CTE Caucus mainly geared toward educating new members of Congress about the high-quality CTE, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the impact of the pandemic on CTE on and the role of CTE in economic recovery.
- Advance CTE finalized reauthorization recommendations for the Workforce Innovation and Opportunity Act (WIOA), which were approved by the Board.
- Advance CTE's Senior Associate for Federal Policy Meredith Hills was elected to the CEF Board for a two-year term.

Challenges

The political environment in Congress can be challenging to work with at times. Discussions on coronavirus stimulus bills are becoming more closed off, and mainly including Congressional leadership only. Not only are advocacy organizations having difficulty providing input, but even

members of Congress outside of leadership are feeling shut out. In order to maximize the organization's impact, Advance CTE is leveraging relationships with key committee staffers and transition staffers. Advance CTE is also leaning into coalition memberships so that advocacy occurs with a large group of education and workforce organizations.

Update on Identified Priorities for (October 2020 – March 2021)

- Promote and advocate for the importance of CTE in economic recovery.
 - Advance CTE developed and published a set of [assets](#), including a video, that promoted the role of CTE in economic recovery to federal and national partners. Staff presented to the National Governors Association's workgroup on economic recovery.
- Advocate for priorities in future stimulus bills, including needed waivers and flexibility, dedicated funding for CTE, etc.
 - Advance CTE utilized the coronavirus priority document to advocate the needs of state CTE leaders with members of Congress and ED. This was done by sharing the comprehensive document with Congressional staffers and OCTAE, as well as advocating for specific pieces of the document to be reflected in coronavirus relief bills or guidance. These priorities were also shared with partner organizations and coalitions, such as the Campaign to Invest in America's Workforce (CIAW), to expand advocacy efforts. Advance CTE also communicated with key Congressional staffers and OCTAE staffers about anticipated needs in 2021.
- Advocate for increased CTE funding in the full FY21 appropriations bill, or continuing resolution.
 - Advance CTE advocated for increased CTE funding in FY21 appropriations bills and continuing resolutions. The final FY21 appropriations bill included an increase of \$52.25 million for the Perkins basic state grant, bringing the total to approximately \$1.334 billion.
- Build resources to help Advance CTE members to understand and take maximum advantage of federal stimulus and emergency spending.
 - Advance CTE monitored all updates to new and existing federal stimulus bills and shared this information with the membership through the Legislative Updates, membership newsletter, resources added to Advance CTE's website, emails to the membership and/or State Director email list, blog posts and regional calls.
- If CTE receives dedicated funding in a forthcoming stimulus package, track and share out the impact of those dollars for states.
 - CTE has not yet received dedicated funding in a stimulus package. Advance CTE continues to advocate for dedicated funding.
- Develop and promote transition priorities for the next administration (whether new or incumbent).
 - Advance CTE developed [transition priorities](#) that were approved by the Board, as well as a [detailed policy memo](#). Both documents were shared with the transition team.
- Make outreach to all new Congressional offices and Administration officials and share resources on CTE.

- By the end of February, Advance CTE will have made outreach to all new Congressional offices and administration officials as positions were filled. This work is being done in collaboration with ACTE.
- Ensure visibility for states and their implementation of Perkins plans, including creating and distributing “fact packs” about Perkins V implementation for targeted Congressional offices.
 - Advance CTE shared information about Perkins V implementation, and staff are creating targeted materials for members of the House Education and Labor and Senate HELP Committees, to be distributed by the end of March.
- Write and promote the impact of short-term postsecondary CTE programs.
 - Advance CTE posted two blogs (linked [here](#) and [here](#)) on the impact of short-term postsecondary CTE programs.
- Track and share out how states used funding from the CARES Act to support CTE.
 - Staff has been following how states are using CARES Act funding to support CTE and elevated examples in webinars, presentations and blogs. An exact number of states using CARES Act funding for CTE has been difficult to track, since there has not been a consistent national tracking of funds yet.
- Monitor Higher Education Act (HEA) reauthorization, including standalone bills, and advocate for the organization’s priorities.
 - Higher Education Act reauthorization did not move during this time period. Advance CTE communicated with Congressional staff and national partner organizations to learn about a possible timeline and adapt advocacy efforts. Staff also tracked and analyzed the Biden higher education platform for shared goals, differing goals and development of advocacy plans.
- Make outreach to Congressional offices regarding the timeline of WIOA reauthorization and monitor any movement.
 - WIOA reauthorization did not move during this time period. Advance CTE monitored updates from Congressional staff of what this timeline may look like and communicated with national partner organizations to get updates. During this time Advance CTE also finalized and received board approval on the organization’s reauthorization recommendations. This followed an input session from the board, organizational knowledge building, input meetings with national partner organizations and collaboration with the WIOA Kitchen Cabinet. The WIOA Kitchen Cabinet was comprised of 18 members across 20 states and included a combination of State CTE Directors and colleagues referred by State CTE Directors who work on WIOA implementation. The group convened virtually in February, March, May, July, September and November to brainstorm, discuss, provide feedback on and finalize the recommendations.
- Built an equity checklist to assist with review and analysis of draft federal policies and their alignment with the Board-approved equity statement.
 - Advance CTE reviewed and updated WIOA recommendations with an equity, and racial equity lens. Advance CTE also developed the transition priorities, transition memo and ongoing coronavirus priorities with an equity and racial equity lens.

Priorities for Next Four Months (April – July 2021)

- Make outreach to the new U.S. Secretary of Education (most likely Dr. Miguel Cardona) and relevant Administration officials (e.g., Office of Management and Budget, the Domestic Policy Office and, if appointed, new Assistant Secretary for the Office of Career, Technical and Adult Education) to build their awareness and understanding of CTE, learn and influence Administration priorities and establish trusted relationships.
- Make outreach to all new Congressional offices and share resources on CTE.
- Ensure visibility for states and their implementation of Perkins plans, including creating and distributing “fact packs” about Perkins V implementation for targeted Congressional offices.
- Advocate for Perkins funding in the Fiscal Year 2022 Labor, Health and Human Services, Education and Related Agencies appropriations bill.
- Monitor Higher Education Act reauthorization, including standalone bills, and advocate for the organization’s priorities.
- Monitor WIOA reauthorization and monitor any movement, including standalone bills, and advocate for the organization’s priorities.
- Built an equity checklist to assist with review and analysis of draft federal policies and their alignment with the Board-approved equity statement.

Relevant Data

- Number of Offices Engaged: 20
- Average Open Rate of Legislative Updates: 26%
- Increase in Perkins funding: \$52.25 million
- Congressional CTE Caucus Briefing: One briefing was held that included over 30 participants

Member Engagement & Professional Learning Strategy Update – March 2021

Overview of Major Activities (October 2020-March 2021)

1. Ensure high-quality federal and state CTE policies are adopted and implemented

Advance CTE released the report and held the annual State Policies Year in Review webinar, co-hosted with the Association for Career and Technical Education (ACTE). This report and related assets lift up all the state Career Technical Education (CTE) policies enacted in 2020.

Advance CTE continues to support members in their federal advocacy efforts including approval of the legislative priorities for the Workforce Innovation and Opportunity Act (WIOA), transition priorities for the incoming Biden-Harris Administration and federal appropriations. More details on these can be found in the federal policy strategy.

2. Empower members through professional learning

Advance CTE held eight webinars and one Lunch & Learn between November and early March. Advance CTE continues to collect and analyze demographic data on an opt-in basis from webinar attendees. Webinar evaluations are filtered through a demographic lens and there continues to be no discernable difference in value of webinars among various racial and gender identities.

Advance CTE created a new form of member engagement to support members in applying the Advance CTE resources, tools and reports. This new member space is called “Ask an Expert,” and allows for discussion with report authors and researchers as well as for connection with members who have like roles and responsibilities. The series kicked off with a well-attended and well-received deep dive into the new research on area technical centers. There are three more Ask an Expert sessions scheduled this spring on topics ranging from resetting State Determined Performance Levels to exploring a new work-based learning guide to digging into a new data policy benchmark tool.

The New State Director Institute cohort met for workshop two of four in December, Ensuring Quality. The third workshop in the series, Applying an Equity Lens, will be delivered on March 10 and led by Dr. Kumea Shorter-Gooden, Advance CTE’s Racial Equity consultant. An ongoing challenge of this project is getting mentors and mentees to connect on a regular basis, largely seeming to stem from schedule conflicts and competing priorities. Advance CTE will conduct an evaluation of the mentor and mentee program component to ensure it is an appropriate use of funds and capacity.

Advance CTE is also in the midst of planning the Advance CTE Spring Meeting to take place in mid-April. This meeting will be virtual and span two days. Advance CTE has already exceeded sponsorship goals, and is well above traditional registration numbers at this point in the planning process.

3. Raise the visibility and promotion of high-quality CTE

Advance CTE continues to engage members as experts to share promising practices on webinars, the online Moodle community and other virtual spaces. Each of the organization's virtual learning sessions included a representative from at least one state sharing promising practices.

Advance CTE released a number of reports, which all featured innovative and high-impact state examples on topics including area technical centers and data quality.

Advance CTE also hosted an economic recovery kitchen cabinet comprised of state members to help assist states in positioning CTE as a value add during the economic recovery.

Advance CTE hosted two regional calls bringing together State CTE Directors to share best practices around key topics like equity in CTE. Advance CTE staff provided a preview of the new vision for CTE in the February regional call.

4. Build and maintain strong and effective partnerships that advance Advance CTE's vision and mission

Dr. Alisha Hyslop of ACTE co-presented the Ensuring Quality workshop for the New State Director Institute in December and Advance CTE co-hosted the annual Year in Review webinar with ACTE in early March.

Professional learning opportunities also featured partners including Lumina Foundation, National Skills Coalition and National Center for Homeless Education.

As of early February, six organizations have agreed to sponsor the 2021 Advance CTE Virtual Spring Meeting, including two organizations that will co-lead breakout sessions with representatives from select states. Advance CTE has exceeded its sponsorship goals and expects to secure additional sponsorships before the March deadline.

To date, 38 partner organizations have signed on to support the new vision for CTE, *Without Limits: A Shared Vision for the Future of CTE*.

5. Developing internal processes and protocols to ensure a strong and sustainable organization

Advance CTE completed its annual survey of members via the Member Services Survey in December 2020. Findings have been shared with staff and will be presented to the Board in a more comprehensive manner, serving as foundational data for the forthcoming strategic planning session. See Relevant Data.

Advance CTE continues to refine its member dues and administrative processes, including having built two new systems for updating State Associate members and Organizational members. Staff also built a new system for tracking state engagement activities, including reviewing deeper engagements among staff and State CTE Directors and their staff.

Finally, Advance CTE uses the demographic data, the member data, responses from the virtual learning strategy activities, along with the feedback from participants of regional calls to inform the next sets of materials, resources and supports offered to members.

Major Accomplishments (October 2020 – March 2021)

- One members-only Lunch & Learn featuring Lumina Foundation President and CEO Jamie Merisotis.
- Eight webinars for members and other members of the CTE community.
- New virtual opportunity to support members in applying Advance CTE research guides and reports to their work via the Ask an Expert series.
- Two sets of Zoom calls for State Directors to connect with colleagues in their regions with record turnout (37 State Directors) in December for a discussion on equity.
- Advance CTE staff reached out to each State Director to schedule a check in call to collect 2020 highlights and information that will help the organization continue to support and connect members in 2021.
- Annual Member Services Survey demonstrated a high degree of satisfaction with Advance CTE among members.
- Successful launch of sponsorship and registration for 2021 Spring Meeting; assembled a meeting agenda that includes speakers who represent diverse geographies, sectors, races/ethnicities and genders.
- Received the grant, The Postsecondary State CTE Leaders Fellowship Program at Advance CTE – Sponsored by ECMC Foundation.

Challenges

- Fostering connections between and among members when we cannot convene in person.
- Competing priorities for members' time as they are dealing with many crises at the state level.
- Budget cuts at the state level.
- Creating meaningful engagement opportunities for Organizational Members and Advance CTE sponsors, especially with uncertainty about when members can convene in person.

Update on Identified Priorities for (October 2020 – March 2021)

- **Designing and launching registration for a high-quality, well-attended and well-received virtual 2021 Spring Meeting:**
 - A record 80 people registered for the Spring Meeting in the first two weeks of registration being open.
 - The meeting sponsorship goal of \$31,935 has already been exceeded well ahead of the sponsorship deadline.
- **2020-2021 New State Director Institute:**
 - The cohort continues to attend the workshops and are engaged in sharing their experiences and engaging with the material.

- **Virtual Learning Strategy and ongoing Virtual Member Engagements:**
 - Advance CTE Virtual Professional Learning enjoy continued engagement and static or increasing attendance and evaluation. See Relevant Data.
- **Release and adoption of Vision:**
 - 38 organizations have signed on to support the vision
 - Advance CTE presented the vision principles and supports to members on the February regional call and are creating a number of materials to help states adopt the vision.

Priorities for Next Four Months (April 2021 – July 2021)

- Ensure member dues renewal process is a seamless experience. All 50 states renew their dues in FY21 and organizational and associate members remain at or exceed their current levels.
- Delivery a high quality and engaging 2021 Spring Meeting including meeting the registration goal of 250 registered, 45 states represented, high member and non-member satisfaction; ensure satisfaction of sponsors (who are also often organizational members)
- Develop an engaging set of supports to ensure buy-in and implementation of the vision including a series of five Lunch & Learns beginning in May to help members unpack and actualize the vision; a session in a box; a roadmap; member kitchen cabinet, thought pieces and more.
- Continue a robust virtual learning series including:
 - Continuing to position Advance CTE as a CTE thought leading organization around key topics including, data, equity, communications and more
 - Continuing to position Advance CTE as a leader of virtual professional learning for CTE leaders engaging all 50 states as session attendees
 - Continuing to serve audiences with diverse racial/ethnic and gender identities
 - Continuing to provide value to all member types via virtual professional learning and other virtual convenings
- Ensure all requirements are met for the three open positions on the FY22 Elections for the Advance CTE Board of Directors
- Advance CTE has received a grant from the ECMC Foundation to support aspiring postsecondary leaders of color through a robust fellowship program. The program - The Postsecondary State CTE Leaders Fellowship Program - will include a postsecondary CTE curriculum delivered through workshops, a mentorship program, and a series of supports including reports, briefs and tools based on Fellows' needs. Their progress will be measured through the completion of a project identified at the beginning of their fellowship program. The grant officially began in February and the program will kick off in the Summer.

Relevant Data

Averages from across 7 Virtual Learning Events (November 2020 – Feb 2021)					
Number Registered	Unique Joins	Percent of Registered Joining	Peak Concurrent Joined	Evals Completed	YouTube Views (SLS only)
181	96	54.3%	101	37	31

Averages from across 7 Virtual Learning Events (November 2020 – Feb 2021)		
How likely are you to use the information you learned in this webinar in your own work? 5 PT scale	Rate the degree to which this webinar increased your understanding of the topic 5 PT scale	Ratings Average
4.23 (9% increase over previous period)	3.95	4.1

Member Services Survey Data

- 33 State Directors responded and 43 State Associate/Organizational/Individual members responded
- 100% of State Directors reporting they are "very satisfied" or "satisfied" with value of membership
- 96% of State Associate Members reporting they are “very satisfied” or “satisfied” with value of membership
- 85% of Non-State Associate & Organizational Members reporting they are “very satisfied” or “satisfied” with value of membership
- 100% of Board of Director members reported their experience as “quite” or “incredibly” positive
- 67% of states report using at least one Advance CTE resource to influence policy and/or practice
- 54% of states report working to replicate state examples from at least one Advance CTE resource

Membership Value & Satisfaction (non-State Director Survey)					
	State Associate	Non-State Associate	Organizational	Overall average	Non-White average
I am satisfied with the value of my membership.	3.59	3.60	3.38	3.55	3.42

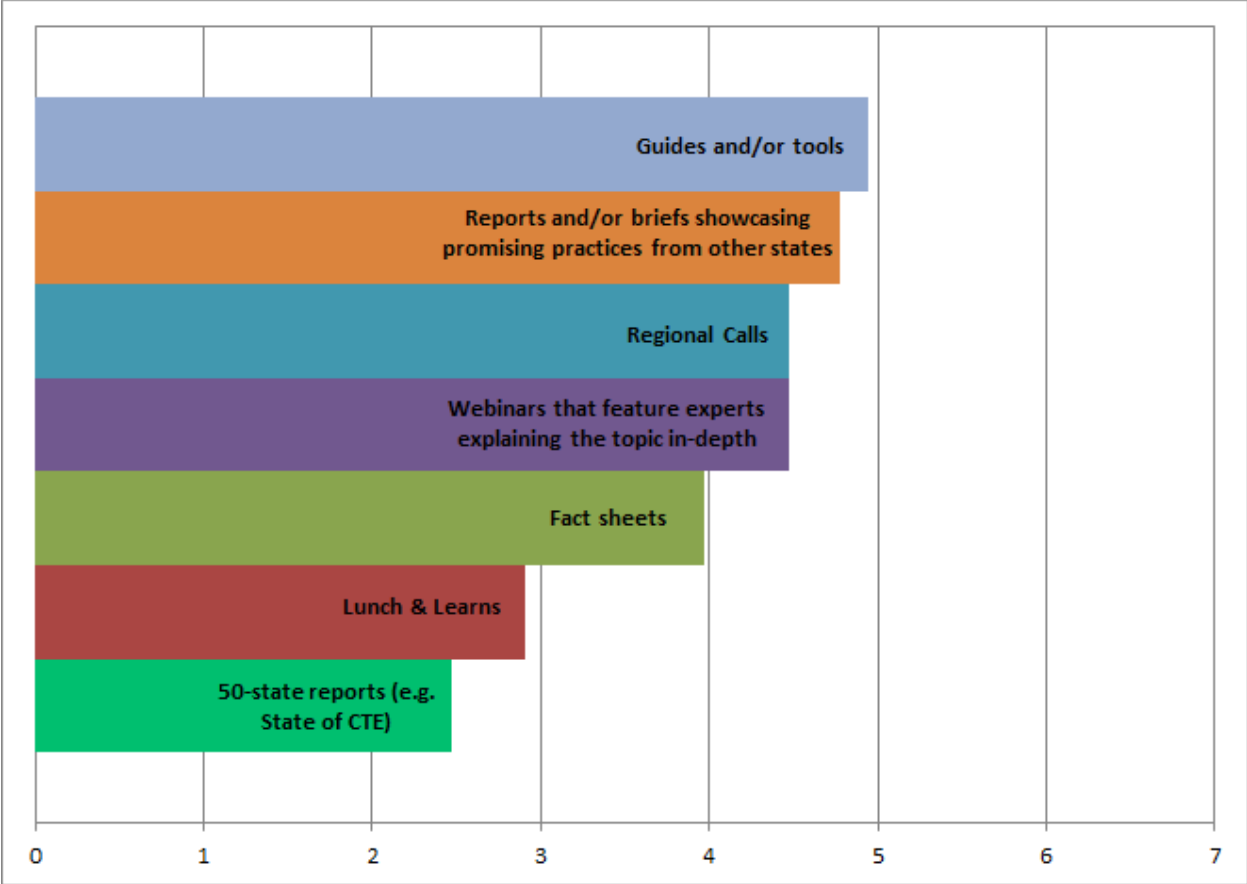
The Advance CTE staff are responsive to my inquiries.	3.65	3.50	3.57	3.6	3.5
I feel that I am a valued member of Advance CTE.	3.48	3.44	3.38	3.45	3.42

I view Advance CTE as a leading expert on equity in CTE:

- 3.26 out of 4 (State Directors)
- 3.43 out of 4 (non-SDs)
- 3.31 out of 4 (non-SDs who identified race/ethnicity other than White)

(State Directors) The types of resources I look for when I want to learn more about a CTE topic are:

(Rank #1 - #7, with #1 being the resource type you look for most frequently)



Relevant comments from the Member Services Survey:

- *Thank you to the Advance CTE team, you are always a great partner in the work. This year has been truly an unprecedented challenge and you have been an extremely*

valuable support and resource with a responsive shift in virtual offerings/options. Thanks for all you each do!

- *I appreciate Advance CTE's forward thinking, challenging states to be bold, the convenings, regional calls and high-quality web and print resources. I appreciate all of the Advance CTE staff. Thank you!!!*
- *The job alike groups and the data workgroup etc. are great for my team and I am happy that we are expanding to other leadership roles in CTE.*

STATE POLICY Strategy Update – March 2021

Overview of Major Activities (October 2020 – March 2021)

1. Ensure high-quality federal and state CTE policies are adopted and implemented

Advance CTE continued to produce and release publications, tools and resources that support development and implementation of state policies that support improving the quality of and access to/success through CTE programs and experiences. From October 2020 through March 2021, Advance CTE released 22 new reports, briefs, case studies and other resources.

- Advance CTE and its partners published the final resource in the *Making Good on the Promise* series on improving equity and access to high-quality CTE. The resource released in fall 2020 was on [students experiencing homelessness](#), in partnership with the National Center for Homeless Education.
- Advance CTE released its latest State of CTE report that provides an [analysis of states' Perkins V priorities](#).
- Advance CTE released a number of resources on improving the quality and use of data. As part of the Partnership to Advance Youth Apprenticeship (PAYA), Advance CTE released a report on [improving youth apprenticeship data quality](#). Advance CTE also released two resources on communicating effectively about CTE data; resources included a [toolkit with guidance and templates](#) to support CTE data communications, and a [report with design principles](#) for developing effective and accessible CTE data reporting tools. Rounding out the new CTE data resources, Advance CTE released a [policy benchmark tool](#), a set of six [case studies](#) and a [resource repository](#) on CTE data quality. More information can be found in the Data Quality and Use Strategy Update.
- Advance CTE released a set of resources on area technical centers (ATCs) based on first of its kind national research. ATC resources included an interactive [microsite](#) with information on the location of ATCs throughout the country; a [50-state report](#) on ATCs; and five state policy profiles highlighting [Delaware](#), [Florida](#), [Ohio](#), [Oklahoma](#) and [Utah](#).
- Advance CTE released the 2020 Year in Review report and policy tracker that provide an overview of CTE and career readiness policies enacted at the state level; the report analyzes trends in 2020 state policies and the tracker includes more detail on specific state policies.
- Advance CTE released a policy brief on adjusting Perkins V performance targets, in response to the COVID-19 (coronavirus) pandemic and its impact on CTE enrollment and learner performance in states.

Advance CTE continued to provide technical assistance to states in alignment related to Perkins V implementation, with funding support from the Bill and Melinda Gates Foundation and the Joyce Foundation. Five states received intensive coaching and topic-specific technical assistance related to Perkins V implementation; further details on this technical assistance are provided in the Technical Assistance Strategy Update.

Advance CTE continued to support the expansion of high-quality career pathways in six communities across the country, with funding support from JPMorgan Chase & Co. Through the *New Skills ready network* project, Advance CTE is working in partnership with Education

Strategy Group (ESG) to support six state-local partnerships as they expand high-quality career pathways over the next four years. The six communities receiving grants as part of this project are: Boston| Massachusetts; Columbus, Ohio; Dallas, Texas; Denver, Colorado; Indianapolis, Indiana; and Nashville, Tennessee. In October 2020 the sites launched work on their year-one action plans, with a focus on four key priority areas: rigor and quality in career pathways, work-based learning, transitions to postsecondary, and closing equity gaps. Advance CTE and ESG are providing technical assistance and support to sites on these topics, as well as on strengthening data collection and usage and communicating about career pathways. In addition, Advance CTE just concluded virtual site visits with the leadership teams from all six sites. Information learned from the site visits will be used to inform technical assistance and peer learning delivery, sites' development of their next action plans, and the development of year one site snapshots and a cohort-wide annual report that will be released in June 2021.

Advance CTE continued its work on *Advancing The Framework: A state-led crowdsourcing initiative focused on modernizing The National Career Clusters® Framework*. Advance CTE, with support from Vivayic, developed a work plan and timeline for efforts throughout 2021 to engage the broader CTE community and undertake a collaborative effort to modernize The Framework.

2. Empower members through professional learning

Advance CTE has a strong focus on learning from our members about effective policies and practices that support improving the quality of and access to/success through CTE programs and experiences. We gather this information from our members through the annual Year in Review publication, policy profiles and other reports featured in the [Learning that Works Resource Center](#), and member surveys. To ensure that other states know about effective and innovative practices, we embed those lessons learned into other organizational work by highlighting state promising practices in publications and featuring states at meetings and on webinars.

Advance CTE held six webinars focused on state policy between November 2020 and early March 2021. Webinars addressed the following topics:

- The state of Perkins V plan priorities ([recording](#), [slides](#))
- The role of postsecondary institutions in economic recovery ([recording](#), [slides](#))
- Embedding equity in CTE programming ([recording](#), [slides](#))
- Strategies for reporting and communicating CTE data ([recording](#), [slides](#))
- State policies impacting CTE in 2020
- Introducing a statewide framework for improving career readiness data policy and practice

3. Raise the visibility and promotion of high-quality CTE

For more than four years, Advance CTE has maintained a robust repository of reports, tools and policy profiles through the [Learning that Works Resource Center](#), which includes more than 450 hand-curated resources. The average number of pageviews each month from October 2020-January 2021 was more than 10,500 (January is the latest month with full data on Resource Center visits). Visits to the Resource Center had dropped in mid-2020 largely as a result of the

coronavirus pandemic, but traffic rebounded in the fall and has remained fairly consistent since then. The drop in visits in December is a typical seasonal fluctuation based on past historical data. While overall traffic to the resource center was lower in 2020 than in 2019, Advance CTE believes the Resource Center remains a valuable repository for members and the broader CTE community; responses to the 2020 Member Services Survey confirm that members consistently use the Resource Center and share those resources with their staff, colleagues and other networks.

Advance CTE remains focused on promoting the Resource Center broadly and increasing the usability of the site. From October 2020-March 2021, Advance CTE has focused on increasing promotion of the Resource Center through newsletters and social media, including featuring “new to you” resources that include relevant information yet are not newly released. In addition, Advance CTE has completed several minor structural adjustments to the Resource Center, including small adjustments to the list of topic tags and retagging of implicated resources, updating dates for policy profiles to reflect the date published (rather than date enacted), and consolidating New Skills for Youth site profiles for easier navigation. Advance CTE is also conducting a user experience survey to gather feedback on how users navigate the Resource Center; information learned through this survey will help inform future design and structural modifications to the Resource Center to increase ease of use.

In October 2020, Advance CTE launched a significant redesign of the [state-specific pages](#) on our website to better present information on states’ CTE enrollment and aspects of states’ Perkins V state plans. Advance CTE also launched a [tool](#) that allows users to compare states by a number of different criteria.

As discussed in the Communication Strategy Update, Advance CTE launched a blog series that features several states’ high-impact communication strategies. Advance CTE also highlighted state area technical centers and Perkins V priorities and best practices through the CTEin3 video series.

4. Build and maintain strong and effective partnerships that advance Advance CTE’s vision and mission

Advance CTE maintains partnerships with key leaders and influencers in the field, including the Association for Career and Technical Education, National Conference of State Legislatures, Data Quality Campaign and the American School Counselor Association, among others, in order to strengthen our own capacity and influence the national conversation around CTE. In addition, Advance CTE is focused on strengthening our newer partnerships that have been formed in support of our equity initiative, including National Urban League, Council of State Governments Justice Center and National Center for Homeless Education.

5. Developing internal processes and protocols to ensure a strong and sustainable organization

Advance CTE is committed to developing and implementing internal processes and protocols to share knowledge, coordinate efforts, streamline work and create efficiencies, and continuously

improve our work and support of our members. Staff continue to upload documents, research and presentations to our shared online folder to ensure that knowledge and materials are shared across the organization. In addition, staff members regularly present information to each other on state policy projects and work through “deep dive” presentations at weekly staff meetings. Moving forward, state policy team leadership will ensure that lessons learned from individual projects are incorporated into the organization’s overall work including communications, equity, technical assistance and federal policy work.

Major Accomplishments (October 2020 – March 2021)

- Released 22 new reports, briefs, case studies and other resources related to state policy:
 - [*Making Good on the Promise: Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness*](#)
 - [*The State of Career Technical Education: An Analysis of States' Perkins V Priorities*](#)
 - [*Improving Youth Apprenticeship Data Quality: Challenges and Opportunities*](#)
 - [*Beyond the Numbers: A Toolkit for Communicating CTE Data*](#)
 - [*Beyond the Numbers: Design Principles for CTE Data Reporting*](#)
 - [*Area Technical Centers microsite*](#)
 - [*Building Better Futures for Learners: A 50-State Analysis of Area Technical Centers*](#)
 - Area Technical Centers Case Studies ([*Delaware*](#), [*Florida*](#), [*Ohio*](#), [*Oklahoma*](#), [*Utah*](#))
 - [*Career Readiness Data Quality and Use Policy Benchmark Tool*](#)
 - [*Career Readiness Data Quality and Use Case Studies*](#) (set of six)
 - [*Career Readiness Data Quality and Use Resource Repository*](#)
 - *Mitigating Unanticipated Circumstances: Resetting Perkins V State Determined Performance Levels During the COVID-19 Pandemic*
 - *State Policies Impacting CTE: 2020 Year in Review* and Policy Tracker
- Supported the *New Skills ready network* in six communities across the country, with a focus on expanding high-quality career pathways; site leadership teams include cross-sector representation from both the local and state levels.
- Provided customized technical assistance to states in support of Perkins V plan development and implementation, with five states receiving state policy-focused technical assistance since October 2020.
- Continued work on *Advancing The Framework: A state-led crowdsourcing initiative focused on modernizing The National Career Clusters® Framework*, including developing a work plan and timeline for 2021 activities, launching community and stakeholder engagement sessions and developing an online portal for collection of submissions from users of The Framework.
- Maintained and strengthened the Learning that Works Resource Center, which received an average of 10,500 visits per month since October 2020.

Challenges

States are facing major challenges related to implementation of Perkins V in the midst of the coronavirus pandemic, particularly understanding the impact of a year of remote learning on learner performance and making adjustments in SDPLs in light of data collection challenges. In addition, many states are revising their CLNAs and are struggling somewhat with how to conduct this process effectively in an all-virtual environment. Finally, states continue to struggle with delivery of high-quality work-based learning in a virtual environment and are seeking models and examples for virtual WBL. Advance CTE is working to help states address these challenges through information sharing and technical assistance.

Staff capacity remains a challenge for Advance CTE's state policy team. Of the eight staff members who support state policy work, four have been with Advance CTE for less than one year. All of Advance CTE's new staff members are incredibly talented and making strong contributions to the organization's work, yet getting staff fully onboarded to projects and at the point of full productivity takes time.

Update on Identified Priorities for (October 2020 – March 2021)

- Continue to support cities and states to expand high-quality career pathways through the *New Skills ready network* supported by JPMorgan Chase & Co.
 - *New Skills ready network* sites began implementation of their year-one action plans, with a focus on rigor and quality in career pathways, work-based learning, transitions to postsecondary, and closing equity gaps. Advance CTE and ESG provided technical assistance and coaching to sites on these topics, as well as on strengthening data collection and usage and communicating about career pathways. Advance CTE and ESG conducted virtual site visits with the leadership teams from all six sites. Information learned from the site visits will be used to inform technical assistance and peer learning delivery, sites' development of their next action plans, and the development of year one site snapshots and a cohort-wide annual report that will be released in June 2021.
- Develop and release new reports and briefs on relevant topics for Advance CTE's membership, including two resources that will support the work of the *New Skills ready network sites* and the CTE community as a whole.
 - Advance CTE released 22 new reports, briefs and other resources related to state policy. Details and links are above in the "Major Accomplishments" section.
 - During the period in question, Advance CTE began development of four resources to support the *New Skills ready network* sites and the broader CTE community, including a report on expanding work-based learning with a focus on equity, a brief on aligning career pathways to evolving labor market needs, a brief on aligning secondary and postsecondary systems in career pathways and strengthening state-local relationships in CTE and career pathways. These resources will be released in late March – late May 2021; the timeline for release of all four publications was delayed due to staff capacity limitations.

- Develop and release the 2020 Year in Review report, which will provide an overview of state policies related to CTE and career readiness that were implemented in states; the report will be accompanied by a policy tracking tool with more detail on specific state policies.
 - The 2020 Year in Review report and tracker were released in February 2021; links are above in the Major Accomplishments section.

- Continue to support state implementation of Perkins V, including identifying innovative approaches in state plans and sharing those approaches with other states through professional learning and other strategies.
 - Advance CTE provided policy-related support and technical assistance to five states related to Perkins V implementation. Work with three states has concluded; work with two states is still underway. Advance CTE is reviewing lessons learned from across all its state technical assistance projects to identify what resources and strategies can be shared with members more broadly. Work is underway on a series of “mini-briefs” that explore how states are implementing key innovations within their Perkins plans. The set of four mini-briefs will be released in spring 2021.

- Develop and launch a virtual cohort-based technical assistance model, which will provide a robust and comprehensive way for multiple states to engage in peer sharing and learning on a specific topic through multiple points of engagement over a fixed period of time.
 - Advance CTE determined to use a cohort-based technical assistance model to support implementation of the CTE Without Limits Vision. Advance CTE has developed a high-level concept for the model and is in the process of developing the model further. The Vision implementation cohort-based technical assistance effort will launch in mid-2021.

- Maintain and strengthen the Learning that Works Resource Center, including expanding the number of resources on relevant topic areas and completing planned modifications to the Resource Center’s structure to enhance the user experience.
 - The Resource Center includes more than 450 hand-curated resources and the average monthly number of pageviews from October 2020-January 2021 was more than 10,500 (January is the latest month with full data on Resource Center visits). Advance CTE is increasing promotion of resources in the Resource Center through newsletters and social media. Advance CTE updated the list of topic tags and retagged implicated resources, updated dates for policy profiles to reflect the date published (rather than date enacted), and consolidated New Skills for Youth site profiles for easier navigation. Advance CTE launched a Resource Center user experience survey to gather feedback on how users navigate the Resource Center; information learned through this survey will help inform future design and structural modifications to the Resource Center to increase ease of use.

- Support the effort to modernize The National Career Clusters Framework, including completing a community and stakeholder engagement process to share updates with users of The Framework about the renewed purpose statement and the upcoming effort to solicit innovative new approaches to The Framework, and prepare the innovation portal for launch in April or May 2021.

- Advance CTE developed a work plan and timeline for 2021 activities as part of the project and developed the contents of an online portal where users will be able to submit innovative ideas for components of a reimagined or transformed Framework. The innovation portal will launch in early April.
- Build staff capacity to support Advance CTE’s state policy work, including onboarding and supporting talented new staff members.
 - Advance CTE hired and onboarded one policy associate who began employment on October 26, 2020, and one senior policy associate who began employment on December 1, 2020. In addition, Advance CTE hired and is onboarding a senior advisor who will provide support to state policy work; the senior advisor began employment on February 16, 2021. The state policy staff team is now at full capacity.
- Launch a shared solutions workgroup on closing equity gaps in CTE.
 - The Elevating and Leveraging the Learner Voice in CTE shared solutions workgroup launched in February 2021. The workgroup will identify challenges to authentically engaging learners and ensuring their perspectives are heard and embedded in policy and practice; explore best practices related to engaging and elevating the learner voice; identify existing resources and models to reach and engage learners; and inform the development of resources and tools that support state and local leaders in authentically engaging learners.

Priorities for Next Four Months (April 2021 – July 2021)

- Support the effort to modernize The National Career Clusters Framework, including launching a set of community and stakeholder engagement sessions, launching an online innovation portal to solicit innovative new approaches to The Framework, synthesizing submitted ideas and developing a prototype structure of the renewed Framework, and securing approval from the Advance CTE and Center to Advance CTE Boards of Directors on the prototype.
- Develop and release new reports and briefs on relevant topics for Advance CTE’s membership, including four resources that will support the work of the *New Skills ready network sites* and the CTE community as a whole.
- Continue to support cities and states to expand high-quality career pathways through the *New Skills ready network* supported by JPMorgan Chase & Co.
- Continue to support state implementation of Perkins V, including identifying innovative approaches in state plans and sharing those approaches with other states through professional learning, the release of mini-briefs and other strategies.
- Conduct a shared solutions workgroup on Elevating and Leveraging the Learner Voice in CTE and develop resources and tools that support state and local leaders in authentically engaging learners.
- With support from the CTE Data Quality Workgroup, develop and release a metrics framework resource and equity index.

- Launch a virtual cohort-based technical assistance model to support implementation of the CTE Without Limits Vision.
- Maintain and strengthen the Learning that Works Resource Center, including expanding the number of resources on relevant topic areas and completing planned modifications to the Resource Center’s structure to enhance the user experience.
- Build staff capacity to support Advance CTE’s state policy work, including onboarding and supporting talented new staff members.

Relevant Data



**Reported data for January include website traffic through January 31, 2021*

Findings from the 2020 Member Services Survey on states’ use of Advance CTE resources:

- 94% of State Directors agreed or strongly agreed that Advance CTE is their first stop when they need a resource on CTE.
- 84% of State Directors reported that they use the Learning that Works Resource Center as their one-stop-shop for reports, briefs, policies, guides and tools on CTE.
- 100% of State Directors and 69% of other members have shared Advance CTE resources with their staff, colleagues and/or other networks
- 84% of State Directors and 76% of other members reported that Advance CTE resources are often or usually relevant to the issues they face in their state
- 67% of states report using at least one Advance CTE resource to influence policy and/or practice
- 54% of states report working to replicate state examples from at least one Advance CTE resource

TECHNICAL ASSISTANCE Strategy Update – March 2021

Overview of Major Activities (October 2020 – March 2021)

1. Ensure high-quality federal and state CTE policies are adopted and implemented

From October 2020 – March 2021, Advance CTE provided technical assistance to states in support of the implementation of Perkins V; this technical assistance to states is funded by the Bill and Melinda Gates Foundation and the Joyce Foundation, as well as by state-funded contracts with Advance CTE. Five states received intensive coaching and topic-specific technical assistance related to Perkins V implementation:

- **California** and **New York** received intensive coaching support related to development and implementation of their Perkins V state plans, including developing leadership capacity and implementing high-quality work-based learning. Technical assistance to both states concluded in February 2021.
- **Florida** received technical assistance related to stakeholder engagement. Florida also participated in an analysis of the state's CTE enrollment data to identify opportunity gaps, root causes and potential strategies to address these gaps, one of three states that piloted the opportunity gap workshop (detailed below under Professional Learning). Technical assistance to Florida concluded in December 2020.
- **Illinois** is receiving technical assistance related to strengthening work-based learning.
- **Iowa** is receiving technical assistance from Advance CTE and ACTE related to implementation of the Comprehensive Local Needs Assessment (CLNA) in regions throughout the state, including confirmation of each region's goals and priorities. This is the second phase of technical assistance Advance CTE and ACTE have provided to Iowa; this phase of technical assistance work began in February 2021.

In October, Advance CTE released its State of CTE report that provides an [analysis of states' Perkins V priorities](#) and the implementation of those priorities through their Perkins V state plans. In addition, staff are reviewing lessons learned from across all its state technical assistance projects to identify what resources and strategies can be shared with members more broadly.

Advance CTE conducted three workgroups related to effective collection and use of data; resources and tools were informed by workgroup participants were released in November 2020 and February 2021. Further details about the results of these workgroups are provided in the State Policy Strategy Update and the Data Quality and Use Strategy Update.

As discussed in the State Policy Strategy Update, Advance CTE is partnering with Education Strategy Group (ESG) to provide technical assistance to six states and communities within those states to expand high-quality career pathways, through the *New Skills ready network* funded by JPMorgan Chase & Co.

As discussed in the Data Quality and Use Strategy Update, Advance CTE’s Advancing Postsecondary CTE Data Quality Initiative includes technical assistance and support to five grantees in support of improving postsecondary CTE data quality.

2. Empower members through professional learning

Advance CTE held eight webinars and one Lunch & Learn between November and early March. In addition, Advance CTE created a new and highly interactive form of member engagement to support members in applying the resources and information in Advance CTE guides and reports to their work. This new member space is called “Ask an Expert,” and allows for discussion with report authors and researchers as well as for connection with members who have like roles and responsibilities. The series kicked off with a well-attended and well-received deep dive into the new research on area technical centers. There are three more Ask an Expert sessions scheduled this spring on topics including resetting State Determined Performance Levels, exploring a new work-based learning guide, and digging into a new data policy benchmark tool.

The New State Director Institute cohort met in December for the second of four workshops, with a focus on Ensuring Quality. The third workshop in the series, Applying an Equity Lens, will be delivered on March 10 and led by Dr. Kumea Shorter-Gooden, Advance CTE Racial Equity consultant.

Advance CTE delivered technical assistance to two states (**Florida** and **Minnesota**) on the topic of advancing equity in CTE and closing opportunity gaps, with funding support from the Joyce Foundation and the Bill and Melinda Gates Foundation. Based on work with these two states, as well as New Jersey, Advance CTE is developing materials and templates that any state can use to conduct an equity-based data analysis and root cause analysis process to close opportunity gaps. Advance CTE staff are conducting final revisions to the workshop materials, with plans to share the materials with members in 2021 through a train-the-trainer workshop.

3. Raise the visibility and promotion of high-quality CTE

Advance CTE provides technical assistance to State CTE Directors and state CTE leaders related to communications, messaging and promotion of high-quality CTE. Advance CTE completed research on how to communicate about CTE with learners and their guardians, with a specific focus on reaching Black and Latinx learners and learners with low income. We will use this research to inform a report and related tools that will be released in April. In addition, we are planning to launch a state technical assistance project to help states pilot innovative learner recruitment activities. These activities are supported with funding from the Siemens Foundation.

Advance CTE continues to build technical assistance activities into project proposals and budgets to ensure sufficient resources to support the provision of these services. Our technical assistance work is currently supported by grants from four different philanthropic foundations, as well one state-funded contract.

4. Build and maintain strong and effective partnerships that advance Advance CTE’s vision and mission

Advance CTE continues to engage and leverage partnerships that support our delivery of high-quality technical assistance to states and expand our capacity to do so. We work collaboratively with partners on the delivery of technical assistance; current partners include the Association for Career and Technical Education (ACTE), Education Strategy Group (ESG), and two former State Directors who work with Advance CTE as consultants. We are collaborating with partners to develop and disseminate technical assistance tools and resources, with the potential to co-brand relevant resources.

5. Developing internal processes and protocols to ensure a strong and sustainable organization

Advance CTE as an organization is committed to developing and implementing internal processes and protocols to ensure that we provide high-quality technical assistance to states that need it and that information and lessons learned through state-specific technical assistance informs our broader work with all states. On a quarterly basis we track which states receive technical assistance and as a staff discuss ways we can provide support and technical assistance to states most in need of this support.

We are committed to supporting and increasing the capacity of Advance CTE to deliver high-quality technical assistance; we have engaged two former State Directors as consultants to expand our technical assistance capacity, we have hired staff members with previous experience delivering technical assistance, and we provide training to staff to build their technical assistance and facilitation skills. We continue to focus on developing staff members' skills with virtual engagement and facilitation, and Advance CTE staff have received positive feedback about our creative use of virtual engagement strategies and tools.

We are strengthening our knowledge management system processes, including ensuring that tools and documents used or developed through technical assistance work with states are saved to the organization's shared Google drive, as well as collecting and storing in one central location documents that are typically needed for grant proposals.

Finally, we continue to implement data-driven processes to evaluate the quality and impact of Advance CTE's technical assistance work. We embed evaluation into all technical assistance work to collect evidence about the effectiveness of specific strategies, and we analyze and use this information to support continuous improvement of technical assistance work and products.

Major Accomplishments (October 2020 – March 2021)

- Provided five states with intensive coaching and topic-specific technical assistance related to Perkins V implementation.
- Led three workgroups related to effective collection and use of data, with specific topics of data collection and use in youth apprenticeship programs; Perkins V data reporting and visualization; and development of a data quality benchmark tool.
- Supported the *New Skills ready network*, which provides six communities and states with technical assistance to expand high-quality career pathways.

- Publicly launched the Advancing Postsecondary CTE Data Quality Initiative, which provides technical assistance and support to five grantees in support of improving postsecondary CTE data quality.
- Provided virtual technical assistance to members through eight webinars, one Lunch & Learn and one Ask an Expert session.
- Delivered technical assistance to two states on the topic of advancing equity in CTE and closing opportunity gaps.
- Developed workshop materials that can be used by any state to conduct their own opportunity gap analysis workshop, with plans to launch these materials to members in mid-2021 through a train-the-trainer workshop.

Challenges

Particularly in the midst of the coronavirus pandemic, Advance CTE continues to face the challenge of ensuring that technical assistance we provide to states is timely and relevant to members given their many competing priorities. Particularly through the regional State Director calls that take place every two months, we regularly gather feedback from members about their challenges and priorities and work to ensure that our engagement with states remains relevant and timely in this rapidly changing environment.

An additional challenge to technical assistance delivery is the remote work environment that is the norm across most states and will likely remain into mid-2021. Advance CTE continues to explore and develop new ways to engage our members in technical assistance activities in a virtual environment.

Update on Identified Priorities for (October 2020 – March 2021)

- Continue to provide technical assistance to states in support of Perkins V implementation, including identifying innovative approaches in state plans and sharing those approaches with other states through professional learning and other strategies.
 - Advance CTE provided policy-related support and technical assistance to five states related to Perkins V implementation. Work with three states has concluded; work with two states is still underway. Advance CTE is reviewing lessons learned from across all its state technical assistance projects to identify what resources and strategies can be shared with members more broadly.
- Develop and launch a virtual cohort-based technical assistance model, which will provide a robust and comprehensive way for multiple states to engage in peer sharing and learning on a specific topic through multiple points of engagement over a fixed period of time.
 - Advance CTE determined to use a cohort-based technical assistance model to support implementation of the CTE Without Limits Vision. Advance CTE has developed a high-level concept for the model and is in the process of developing the model further. The model will likely launch in mid-2021.

- Release tools and resources on data visualization and use, CTE data quality, and data collection and use in youth apprenticeship programs, informed by three different workgroups on these topics.
 - Advance CTE released 12 tools and resources on data quality and use; details are included in the State Policy Strategy Update.
- Continue to provide technical assistance to cities and states as they expand high-quality career pathways, through the *New Skills ready network* supported by JPMorgan Chase & Co.
 - Advance CTE and ESG provided technical assistance and coaching to *New Skills ready network* sites on rigor and quality in career pathways, work-based learning, transitions to postsecondary and closing equity gaps, as well as on strengthening data collection and usage and communicating about career pathways. Advance CTE and ESG conducted virtual site visits with the leadership teams from all six sites, and information learned from site visits will be used to inform technical assistance and peer learning delivery through summer 2021.
- Continue delivering technical assistance to State CTE Directors and state CTE leaders through professional learning activities and the New State Director Leadership Institute.
 - Advance CTE provided virtual technical assistance to members through eight webinars, one Lunch & Learn and one Ask an Expert session.
 - The New State Director Institute cohort met in December for the second of four workshops, with the third workshop scheduled to take place on March 10.
- Release materials and templates states can use to conduct an equity-based data analysis and root cause analysis process to close opportunity gaps.
 - Advance CTE has finalized the text of the materials and templates and the materials are undergoing copy edit and design/layout. The materials will be shared with states in mid-2021 through a train-the-trainer workshop model.
- Plan technical assistance work related to the release of the CTE Forward Vision; current plans include a set of supports and resources to help states adopt and implement the new vision after its release in March 2021.
 - Advance CTE has developed a robust plan for sharing information and resources with members in support of the CTE Without Limits Vision with activities that will be conducted from March – December 2021. Activities and plans include a Kitchen Cabinet, member Ambassadors, technical assistance to a cohort of Vision implementation states, communications activities including thought pieces and a set of informational videos, a “session in a box,” a Vision roadmap, a lunch & learn professional learning series, and more.
- Continue to build technical assistance activities into project proposals and budgets to ensure sufficient resources to support the provision of these services.
 - Advance CTE maintains strong relationships with its current grant funders; those funders continued to provide significant flexibility during the coronavirus pandemic to adjust the scope, timeline and budgets of planned work to

accommodate virtual technical assistance delivery and to shift funds in other budget categories as a result. These shifts have allowed Advance CTE to expand the scope of its technical assistance on some projects, including developing a more robust microsite to house the CTE Data Quality policy benchmark tool and increasing the number of states selected to participate in the Advancing Postsecondary CTE Data Quality Initiative.

- Continue to build staff capacity to support Advance CTE’s technical assistance work, including hiring staff with previous experience with delivering technical assistance, developing technical assistance and facilitation skills among staff, and partnering with other organizations and consultants to support delivery of high-quality technical assistance.
 - As we reach the one-year mark of remote work, the Advance CTE team has successfully adopted new technologies and tools to maximize engagement and communication with members online. Staff members participated in several “tool time” sessions to explore the capabilities and potential use of a number of different virtual engagement tools.
 - The senior policy associate and senior advisor recently hired by Advance CTE both possess extensive skills and past experience delivering technical assistance on policy topics related to CTE.

Priorities for Next Four Months (April 2021 – July 2021)

- Continue to provide technical assistance to states in support of Perkins V implementation, including identifying innovative approaches in state plans and sharing those approaches with other states through professional learning and other strategies.
- Release materials and templates states and conduct a train-the-trainer workshops to help states learn how to conduct an equity-based data analysis and root cause analysis process to close opportunity gaps.
- Continue to provide technical assistance to cities and states as they expand high-quality career pathways, through the *New Skills ready network* supported by JPMorgan Chase & Co.
- Continue delivering technical assistance to State CTE Directors and state CTE leaders through professional learning activities and the New State Director Leadership Institute.
- Develop and implement a technical assistance strategy to help Postsecondary CTE Data Quality Initiative (PDI) states to finalize and execute their action plans.
- Develop and implement a technical assistance strategy for implementing the CTE data quality policy benchmark tool.
- Implement technical assistance activities to help states adopt and implement the new vision after its release in March 2021, including a virtual cohort-based technical assistance model with a small number of selected states.
- Continue to build technical assistance activities into project proposals and budgets to ensure sufficient resources to support the provision of these services.

- Continue to build staff capacity to support Advance CTE's technical assistance work, including developing technical assistance and facilitation skills among staff, and partnering with other organizations and consultants to support delivery of high-quality technical assistance.

Fundraising & Development Update
Report submitted by Kate Kreamer, Deputy Executive Director

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

Starting in July 2017, we began tracking our fundraising and development activities to capture within the organization’s Shared Impact and Reach Dashboard. Between November 2020-February 2021, Advance CTE staff:

- Had 16 active grants/contracts;
- Secured and launched two new sub-grants/contracts with College High School Alliance and Iowa;
- Have engaged with two additional funders to inform their career readiness strategies.

Grants Overview

Funder: Bill & Melinda Gates Foundation
Status: Ongoing
<p>Description: In 2018, Advance CTE secured a grant from the Gates Foundation for the revision of the National Career Clusters® Framework; support for the implementation of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V); national leadership and state support activities that advance the implementation of and access to high-quality CTE pathways across the nation, with a focus on priority states; and support for expanded efforts to address equity in CTE. Since the initial grant award, we have received two supplemental grants, to expand our Perkins support as well as support for the CTE Forward Summit and culminating vision.</p> <p>As of February, we are working on our proposal for our next phase of funding, which would total \$500,000 over 18 months and support vision implementation and member supports, the Career Clusters modernization project, and continued support around high-quality CTE. Our current grant has been extended to end on May 31, 2021 we expect the next grant to begin on June 1.</p> <p>Member Benefit: The Gates investment is funding core projects that are priorities to Advance CTE and its members (e.g., Perkins implementation supports, the Career Cluster modernization, the CTE Forward Summit and new vision for CTE, equity in CTE, etc.). We have been granted flexibility to redirect resources to support just-in-time supports like our CTE in economic recovery materials and a memo around revising State Determined Performance Levels.</p>
Funder/Project: JPMorgan Chase & Co.; New Skills ready network
Status: Ongoing
<p>Description: In early 2020, Advance CTE received a five-year grant of \$5 million from the JPMorgan Chase Foundation (JPMC) to support JPMC’s new career readiness initiative. Through <i>New Skills ready network</i>, JPMC is providing five-year grants to six sites across the country: Boston, Massachusetts, Columbus, Ohio, Dallas, Texas, Denver, Colorado, Indianapolis, Indiana and Nashville, Tennessee. These investments are for local-state partnerships to advance high-</p>

<p>quality career pathways and real world-work experiences, with a focus on equity and access. We are partnering with Education Strategy Group to provide supports to these sites, as well as leading on identifying promising practices and helping to share lessons learned with state and local leaders across the country.</p> <p>Member Benefit: In addition to the members that are involved in the investments in their states, these resources fund much of Advance CTE’s state policy efforts including our state policy tracking, Year in Review publication, four-plus publications a year and the Learning that Works Resource Center.</p>
<p>Funder/Project: JPMorgan Chase & Co.; New Skills for Youth Innovation Sites Status: Ongoing</p>
<p>Description: The original scope of this grant was to document the site-based investments JPMC made across the global. We released 12 snapshots and a summary report of lessons learned. Advance CTE is leveraging the rest of the resources to support a Shared Solutions Workgroup around data quality aligned to the broader <i>New Skills ready network</i>, which has culminated in a new policy benchmark tool, a set of supplemental resources around career-ready data and a microsite released in February 2021. We have requested and received a no-cost extension through June 30, 2021 to support additional resources around data quality.</p> <p>Member Benefit: The Shared Solutions Workgroup around data quality is engaging many Advance CTE members and is designed to develop tools and resources that meet our members’ needs. Data quality has been cited as a critical priority among State Directors and this grant has enabled Advance CTE to develop tools and supports and build our organizational capacity in direct response to that need.</p>
<p>Funder/Project: Joyce Foundation Status: Ongoing</p>
<p>Description: This two-year grant is supporting Advance CTE’s implementation supports for Perkins V, including direct technical assistance to priority states and a range of activities around equity. One of the major deliverables has been a new opportunity gap workshop, piloted in New Jersey, Florida and Minnesota over 2020, to support state-led efforts to identify and close equity gaps in CTE. We will be hosting a train-the-trainer workshop in summer 2021 to arm members with the tools and supports to replicate the workshop in their own states. This grant is also supporting our Shared Solutions Workgroup on elevating the learner voice in CTE. The grant runs through May 31, 2021 but we will be seeking a no-cost extension through summer 2021.</p> <p>Member Benefit: This grant supported many Perkins implementation efforts, has provided capacity to offer direct technical assistance to three states, and is leading to a train-the-trainer workshop available solely to Advance CTE members. The Shared Solutions Workgroup is aligned with a key action in the new vision for CTE.</p>
<p>Funder: Siemens Foundation Status: Ongoing</p>
<p>Description: In early 2020, Advance CTE received a two-year grant from the Siemens Foundation to continue to support states in their communications and recruitment efforts at the state and local</p>

levels. This round of funding is technical assistance for states, subgrants to states to pilot recurrent activities, and a national survey of students and families to re-test the messages developed in 2017 and oversample for subpopulations to ensure that messages resonate with families of varying backgrounds. Additionally, the grant will be used to deliver 30 career advising workshops over two years. The grant will run through August 2022.

Member Benefit: Given the utility of the last set of communications research resources, we anticipate members will once again find great value in the research and tools being released in 2021 including a survey of employers on their perception of CTE. In addition, only State Directors in member states may apply for direct technical assistance being provided and will have access to the updated counseling workshops. More broadly, the grant supports much of Advance CTE's communications capacity and has enabled us to grow our internal communications team to advance our overall efforts to promote high-quality and equitable CTE.

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

Status: Ongoing

Description: Advance CTE has joined New America and a number of other partners as a leading partner on a multi-year, multi-funder project to support the expansion of high-quality youth apprenticeship programs. We are now in year three of the four-year initiative and are continuing to support data quality efforts.

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

Funder/Project: Lumina Foundation; Area Technical Centers

Status: Ongoing

Description: In 2019, Advance CTE received its first grant from the Lumina Foundation to conduct research and provide recommendations around the role of area technical centers in supporting adult learners and statewide postsecondary attainment. In February, we released the report, a dashboard of area technical centers and other resources on a [new microsite](#). We have requested and received a no-cost extension through March 31, 2021 and are in discussions with Lumina about our next round of funding.

Member Benefit: This grant enabled Advance CTE to elevate an unknown aspect of the CTE system and provide an up-to-date listing of ATCs that would not exist otherwise.

Funder/Project: ECMC Foundation; Postsecondary Data Initiative

Status: Ongoing

Description: Advance CTE has received a three-year, \$750,000 grant from the ECMC Foundation to support a multi-state initiative to improve the quality and effective use of postsecondary CTE data. Through this grant, Advance CTE is working with a cohort of postsecondary state and system offices to conduct a comprehensive needs assessment, build an action plan for improving CTE data quality, receive technical assistance and participate in a community of practice. The states that applied but were not selected to be part of the cohort have joined the community of practice. The grant period runs from January 2020-December 2022.

<p>Member Benefit: This grant is supporting our broader data quality strategy, including staff. In addition, only members could apply for and receive technical assistance grants and/or participate in our community of practice. All resources developed will be made available for all states.</p>
<p>Funder/Project: ECMC Foundation; Postsecondary Fellows Status: Ongoing</p>
<p>Description: In January 2021, Advance CTE has received confirmation from the ECMC Foundation that we have been awarded \$1.25 million to fund The Postsecondary State CTE Leaders Fellowship Program at Advance CTE – Sponsored by ECMC Foundation, a cohort-based program that will support and equip aspiring postsecondary CTE leaders with the knowledge, tools and network to craft, build support for, lead and evaluate postsecondary CTE programs and policies so that all CTE is high-quality and equitable. The program will engage multiple partners in advisory and coaching roles and addresses Board concerns regarding a sufficient pipeline of future state CTE leaders and that CTE leadership better reflects the demographics of CTE learners. Work on this program officially begins in February 2021.</p> <p>Member Benefit: With the focus on strengthening and diversifying the pipeline of state-level postsecondary CTE leaders, this grant advances a key priority within our Board-approved strategic plan. In addition, the workshops and resources being developed for this project will be shared with our broader membership.</p>
<p>Funder/Project: UMass Medical School Status: Ongoing</p>
<p>Description: Advance CTE has been built into a five-year grant, focused on supporting adult learners with disabilities, in partnership with the National Institute on Disability, Independent Living, and Rehabilitation Research. The total sub-contract runs from October 2019-September 2024 and is for \$42,000.</p> <p>Member Benefit: This effort further strengthens Advance CTE’s postsecondary and equity strategies and will give us and our members access to useful research.</p>
<p>Funder/Project: Multiple; College in High School Alliance Status: Ongoing</p>
<p>Description: Advance CTE joined the College in High School Alliance’s (CHSA) steering committee, along with JFF and NACEP, Bard College, Middle College National Consortium, KnowledgeWorks and Achieving the Dream.</p> <p>In April 2020, CHSA submitted a grant proposal to the Joyce Foundation, which includes \$57,000 for Advance CTE to serve on the steering committee, develop a resource on CTE and early college opportunities and support broader advocacy and communications in support of these programs at the state and federal level. The grant runs from September 2020-August 31, 2022.</p> <p>CHSA received a one-year grant from the Gates Foundation, to run from September 2020-August 31, 2021. Advance CTE has receive \$23,000 to support federal advocacy efforts and data, anchored in supporting states through COVID.</p>

<p>In January 2021, CHSA received approval from ECMC Foundation for a two-year grant to provide direct technical assistance to states around college in high school programs and policies. Our grant amount is still to be determined but will be at least \$20,000.</p> <p>Member Benefit: As a member of the steering committee, we can ensure that CTE remains a priority among CHSA and is embedded in all of their efforts. With CHSA funding, we will be developing our next State of CTE report on CTE and college in high school programs, a major topic of interest among our members.</p>
<p>Funder/Project: Strada Education Network; CTE Vision Status: Ongoing</p>
<p>Description: Strada Education Network provided a small grant of \$25,000 in support of the CTE Summit and vision development and release. The grant ends on March 31, 2021.</p> <p>Member Benefit: The support from Strada will help cover the release event and printing of the vision document, as well as some other resources to help members and partners understand and implement the vision.</p>
<p>Funder: Opportunity America (Lumina Foundation) Status: Ongoing</p>
<p>Description: In 2020, Advance CTE signed an MOU with Opportunity America to help develop, collect and disseminate survey findings on credit/non-credit offerings at community colleges. The contract is with Advance CTE, extends over 2020-21 and is for \$14,000.</p> <p>Member Benefit: While a low-lift project, the top of credit and non-credit offerings at community colleges is a topic of great interest to many members and our involvement can help ensure CTE is well represented in both the survey sample and assets being developed.</p>
<p>Funder/Project: ACTE; Iowa CLNA Support Status: Ongoing</p>
<p>Description: In early 2021, ACTE secured a contract with the Iowa Department of Education to provide support around regional CLNA planning, in partnership with Advance CTE. This contract will run from February-May 2021 and totals \$17,418.50.</p> <p>Member Benefit: Beyond the direct member benefit to the Iowa Department of Education, by supporting one state's efforts to build stronger, region-level CLNAs, we can share lessons learned with other states.</p>

Looking Ahead:

Advance CTE recognizes that a number of grants are ending this fiscal year (Gates, Joyce 2.0, Lumina Foundation, NSFY Innovation). However, we are in the process of developing our next Gates grant and are in discussions with Lumina Foundation for a continued investment. We also have efforts underway to develop a new development strategy in alignment with our new vision and strategic plan.

Board action: None

Grant	Grant Amount	Grant Start Date	Grant End Date	Apr-Jun 2020	Jul-Sept 2020	Oct-Dec 2020	Jan-Mar 2021	Apr-Jun 2021	Jul-Sept 2021	Oct-Dec 2021	Jan-Mar 2022	Apr-Jun 2022
PAYA	\$300,000	Sept. 2018	Oct 2021									
GATES: Perkins V, Career Clusters, Summit	\$1,250,000	Oct. 2018	Mar. 2021									
JPMorgan Chase: Innovation Sites, Data Quality	\$475,000	Oct. 2018	Jun. 2021									
JOYCE: Perkins Support, Equity	\$300,000	Apr. 2019	May. 2021									
Lumina: Area Technical Centers	\$250,000	Sept. 2019	Mar. 2021									
ECMC: Postsecondary Data Quality	\$750,000	Jan. 2020	Dec. 2022									
JPMC: Global Career Readiness Initiative	\$5,000,000	Mar. 2020	Jun. 2025									
Siemens 3.0	\$838,500	Mar. 2020	Aug. 2022									
CHSA-Joyce	\$57,000	Sept. 2020	Aug. 2022									
CHSA-Gates	\$23,000	Sept. 2020	Aug. 2021									
CHSA-ECMC	Min. \$20,000	Feb. 2021	Jan. 2023									
Opportunity America	\$14,000	Sept. 2020	Dec. 2021									
Strada Education Network: Summit & Vision	\$25,000	Sept. 2020	Mar. 2020									
ECMC: Fellows	\$1,250,000	Feb. 2021	Jan. 2024									
Gates 3.0	\$500,000	Apr. 2021	Oct. 2022									

Advance CTE/The Center to Advance CTE FY19-21 Strategic Plan Update
Report submitted by Kate Kreamer, Deputy Executive Director

Below is a snapshot of progress on the strategic plan, at the Board-approved “strategy” level since the November 2020 Board meeting..

Green	Solid: Progress is on track, or ahead of schedule, and is expected to be achieved
Yellow	Progressing: Progress has been made, but there are identified action steps and deliverable timelines which require attention in order to stay on track
Orange	Concerning: Progress has been halted and attention needs to be given to address/resolve the disruptions in order to get back on track
Red	Problematic: Little or no progress has been made and immediate attention is required to identify solutions-oriented next steps to begin getting traction

Strategic Priority	Status (March 2021)
Strategic Priority 1: Ensure the Adoption and Implementation of High-Quality State and Federal CTE POLICY	
1a. Develop, refine and advance federal legislative and budgetary priorities that support, promote and increase equitable access to and success in high-quality CTE.	
1b. Develop and promote policy frameworks, publications and tools that support, promote and increase learner access to and success in high-quality CTE.	
1c. Support Advance CTE members in the implementation of federal and state legislation and policies through structured and just-in-time technical assistance.	
1d. Plan and execute a strategy for the revision of the National Career Clusters® Framework.	

Strategic Priority 2: Empower Advance CTE Members through Topical and Impactful PROFESSIONAL LEARNING	
2a. Maintain strong and effective two-way communications channels with Advance CTE members to ensure they are aware of and inform Advance CTE’s priorities, activities, resources and events.	
2b. Provide high-quality in-person and virtual professional development events and resources to build, grow and strengthen the leadership skills and content knowledge of Advance CTE members, which they then implement in their own states and communities.	
2c. Provide personalized and targeted supports to Advance CTE members to support CTE’s leadership pipeline.	
2d. Build and strengthen communities within Advance CTE’s membership to foster cross-state sharing and learning.	
Strategic Priority 3: Raise the Visibility and PROMOTION of High-Quality CTE	
3a. Develop, disseminate, and support Advance CTE members and key stakeholders in the use of communications resources, tools, messages and technical assistance to build the visibility of and support for high-quality CTE.	
3b. Position Advance CTE as the go-to organization for members, policymakers, the media and other key stakeholders seeking expertise, accurate information and timely resources related to CTE.	
3c. Plan and execute a strategy to celebrate Advance CTE’s 100-year anniversary that documents and honors our history and success while continuing to move the organization and CTE field forward.	Complete
3d. Plan and execute a fundraising and development strategy that aligns with and advances the organizations’ mission and vision.	
Strategic Priority 4: Build and Maintain Strong and Effective PARTNERSHIPS that Advance our Vision and Mission	
4a. Develop, maintain and grow strategic partnerships with policymakers, federal agencies, advocacy groups and other key organizations to advance the federal legislative and budgetary priorities.	
4b. Develop, maintain and grow strategic partnerships with policymakers, advocacy groups and other key stakeholders to support states' adoption and implementation of legislation and policies.	
4c. Develop, maintain and grow strategic partnerships with K-12 and postsecondary education organizations to ensure CTE is considered an essential partner in the full P-20 education continuum.	
4d. Develop, maintain and grow strategic partnerships, particularly with employers and industry and workforce development organizations, to ensure CTE is considered an essential partner to workforce and economic development.	

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

Summary of Overall Trends

- Our policy work has gotten back on track with a number of major releases in the past four months. While the federal advocacy work is still a bit slower due to COVID, we have continued to engage around the presidential transition, appropriations and the new Board-approved WIOA recommendations.
- Many of our Perkins' supports are winding down, especially the direct technical assistance (TA) being provided. However, project-based TA will be increasing going forward, through the Postsecondary Data Initiative, the communications TA being launched later in 2021 and TA related to the new vision.
- Our member supports have continued to be an area of strength and we are excited to launch our new Postsecondary State CTE Leaders Fellowship Program to focus on building a more diverse pipeline of CTE leaders.
- A number of projects had delayed starts due to COVID. While these projects are on track, they are behind our original release plans (e.g., Siemens research was pushed back five months, which means our communications technical assistance is delayed until spring 2021; New Skills ready network had a delayed start, so publications will not be released until 2021; etc.), but the work is progressing according to our modified timelines.
- Our partnerships have grown and strengthened over the past few months, with over 35 organizations signing on to support the new vision, numerous organizations presenting during our virtual learning sessions and more organizations asking our staff to present during their meetings.
- We have committed a significant amount of time and capacity on our internal processes, with a focus on equity. However, as the strategic plan comes to a close, we have not been as action-oriented around using the dashboard data to drive decisions and need to direct capacity to strengthening our internal knowledge management processes and protocols.

Board action required: No action required

What is the Advance CTE Shared Impact & Reach Dashboard?

Overview

The Advance CTE Shared Impact and Reach Dashboard (dashboard) was developed in spring 2017 with the purpose of monitoring and evaluating the organization’s impact. It is meant to give the staff and the board insight into how and whether Advance CTE is making progress towards its vision for CTE. To do this, the dashboard leverages **nine indicators** that draw on a variety of metrics and are aligned to the organizational strategic plan. Information is gathered quarterly by staff across all program areas to build a comprehensive snapshot of the organization’s ongoing progress.

The Dashboard Is...	The Dashboard Is Not...
<ul style="list-style-type: none"> • A snapshot of Advance CTE’s <u>shared</u> impact and reach aligned to the strategic plan • Based on evidence • A mechanism to reflect Advance CTE’s impact over time • Designed to empower the Board to give meaningful guidance 	<ul style="list-style-type: none"> • A progress update on specific activities or strategies • An evaluation of the performance of individual staff members or teams

The Indicators

The dashboard indicators were developed by Advance CTE staff with input and approval from the board. They are aligned with the 5 “P” priority areas in the organization’s strategic plan.

Strategic Priority	Indicator	Description
POLICY	Advance CTE's Influence and Impact on Federal Policy	To influence the quality of federal CTE policy and ensure that new laws and regulations are aligned with board-approved recommendations, Putting Learner Success First and Advance CTE's statement on equity in CTE, Advance CTE must maintain relationships with key influencers and ensure the organization is seen as the go-to expert for quality resources and information. This indicator measures the degree to which Advance CTE is influencing and engaging with federal policymakers directly and through/ with the support of our members.
	Advance CTE's Influence and Impact on the adoption and implementation of State Policy	Advance CTE aims to support state leaders as they adopt and implement high-quality CTE policy aligned to Putting Learner Success First and advance equity in their states. This indicator uses survey data and our support and technical assistance provided to states to indicate the impact that Advance CTE has on the improving quality and equity in CTE.
PROFESSIONAL LEARNING	Impact and value of Advance CTE professional learning content	Advance CTE aims to empower members to advance Putting Learner Success First and improving equity in CTE by developing in-person and virtual professional learning opportunities that are relevant and actionable. This measure indicates the degree to which meeting and webinar participants are learning from and using Advance CTE professional development content, as measured by self-reported survey responses.
	Member satisfaction with value of Advance CTE	The Advance CTE membership structure is designed to provide value through professional learning opportunities, resources and expertise, and access to a peer network. This indicator assesses the degree to which members are satisfied with the value of their Advance CTE membership, drawing on metrics

		such as self-reported survey data and our own tracking of member engagement.
PROMOTION	Advance CTE authority and leadership in the field	If Advance CTE staff are positioned and perceived as go-to experts, our sphere of influence is increased, we can attract the eye of influencers and funders, and are better positioned to elevate a vision of high-quality CTE. This indicator reflects the degree to which Advance CTE is perceived as a leader in the field, determined by staff speaking engagements, leadership or advisory positions, development activities and interactions with the press.
	Advance CTE's digital media reach	Our organization regularly shares research, resources, policy updates and case studies that reflect a vision of high-quality CTE and advance equity in CTE. This indicator measures the reach of our brand and message by examining the number of visits to the Advance CTE website, social media reach and newsletter open rates.
PARTNERSHIPS	Value and strength of Advance CTE's relationships that advance the organization's work and vision	Maintaining strong partnerships expands Advance CTE's capacity to advance quality and equity in CTE, but partnerships must be strategic and high-value to ensure their impact is maximized. This indicator measures the degree to which Advance CTE is strengthening and leveraging partnerships to support the adoption of high-quality state and federal CTE policy, empower members through professional learning, raise the visibility of high-quality CTE and promote equity in CTE.
PROCESSES AND PROTOCOLS	Effectiveness of Advance CTE's processes and protocols	Effective processes and protocols enable Advance CTE to operate efficiently, grow continuously and maximize its impact. This indicator looks at staff professional development, use of data and knowledge management practices, and engagement of the Advance CTE and The Center to Advance CTE Board to evaluate the effectiveness of the organization's processes and protocols.
	Capacity to execute strategic plan	In order to successfully execute the strategic plan and influence state and federal policy, provide high-quality professional development, promote CTE, and strengthen partnerships, Advance CTE must have the skill, will and resources to do high-quality work. This indicator is designed to measure our perceived capacity based on a self-reported survey of staff members.

Staff Ratings

Every six months, the Advance CTE team comes together to review metrics and generate color scores for each of the nine indicators on a four-point scale. These scores are presented to the board along with justification.

Board Stocktake

The board stocktake is conducted at both the spring and fall board meetings. Board members receive dashboard and stocktake materials ahead of the meeting to allow them to prepare for the discussion. During the board stocktake, Advance CTE presents the dashboard data and facilitates a deep dive discussion on a given topic to get guidance and input from the board.

Schema for Indicator Ratings

PROGRESS	
Green	Solid: Progress is on track, or ahead of schedule, and is expected to be achieved
Yellow	Progressing: Progress has been made, but there are identified action steps and deliverable timelines which require attention in order to stay on track
Orange	Concerning: Progress has halted and attention needs to be given to address/resolve the disruptions in order to get back on track
Red	Problematic: Little or no progress has been made and immediate attention is required to identify solutions-oriented next steps to begin getting traction



Advance CTE Dashboard Presentation

March 10, 2021

What is the Dashboard?

- **A snapshot of Advance CTE's shared impact and reach aligned to the strategic plan:** Success is a shared responsibility, and the dashboard is meant to assess the organization's impact, not the impact of any one employee. Each indicator is aligned to one of Advance CTE's 5 "P" priority areas in the strategic plan.
- **Based on evidence:** The dashboard draws on a wide body of evidence that is synthesized into a color score for each indicator. In keeping with Advance CTE's commitment to data-driven decision making, a broad variety of metrics are used in the dashboard.
- **A mechanism to reflect Advance CTE's impact over time:** Data are collected longitudinally to provide historical context.
- **Designed to empower the Board to give meaningful guidance:** The dashboard is used to support a biannual stocktake process with Advance CTE's board. The dashboard gives board members the information needed to provide informed and meaningful guidance to improve Advance CTE's impact and reach. Board members only see the cover page and select evidence from the dashboard.

Nine Indicators



Policy

- Advance CTE's Influence and Impact on Federal Policy
- Advance CTE's Influence and Impact on the adoption and implementation of State Policy

Professional Learning

- Impact and value of Advance CTE professional learning content
- Member satisfaction with value of Advance CTE

Promotion

- Advance CTE authority and leadership in the field
- Advance CTE's digital media reach

Partnerships

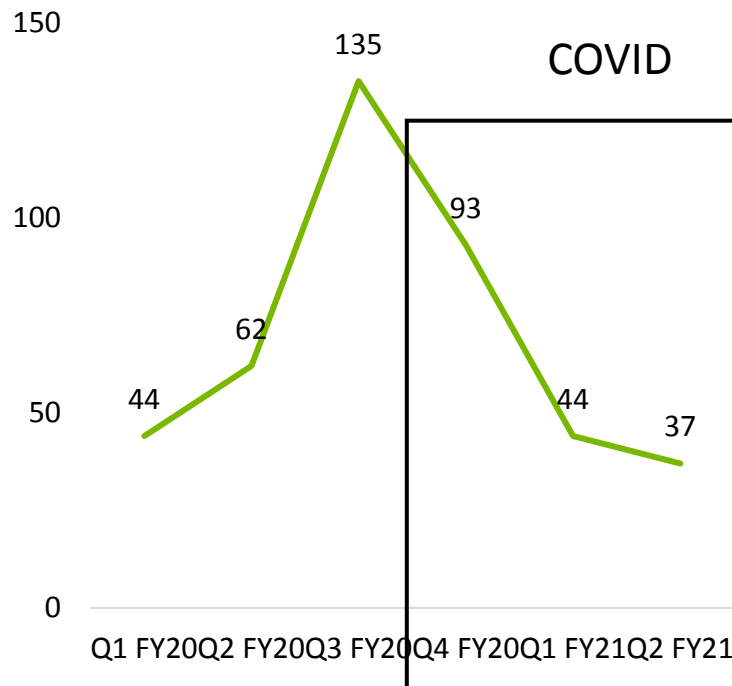
- Value and strength of Advance CTE's relationships that advance the organization's work and vision

Processes

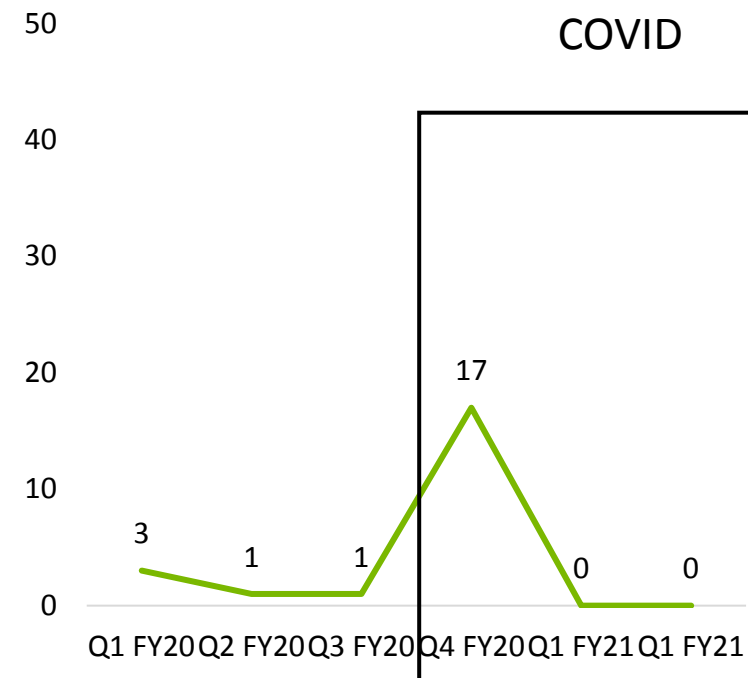
- Effectiveness of Advance CTE's processes and protocols
- Capacity to execute strategic plan

Advance CTE's Influence and Impact on Federal Policy

Total Engagement (Congress & Admin)



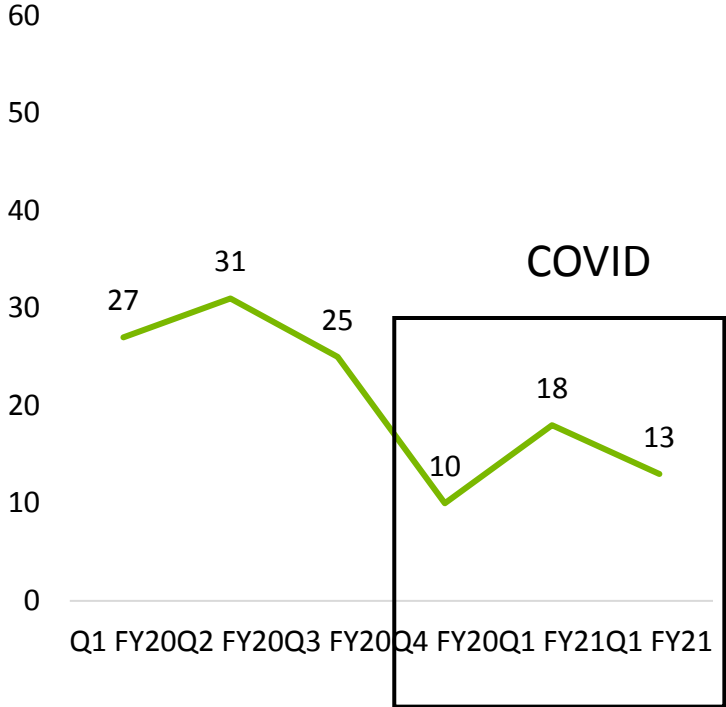
States Actively Supporting Fed Policy Priorities



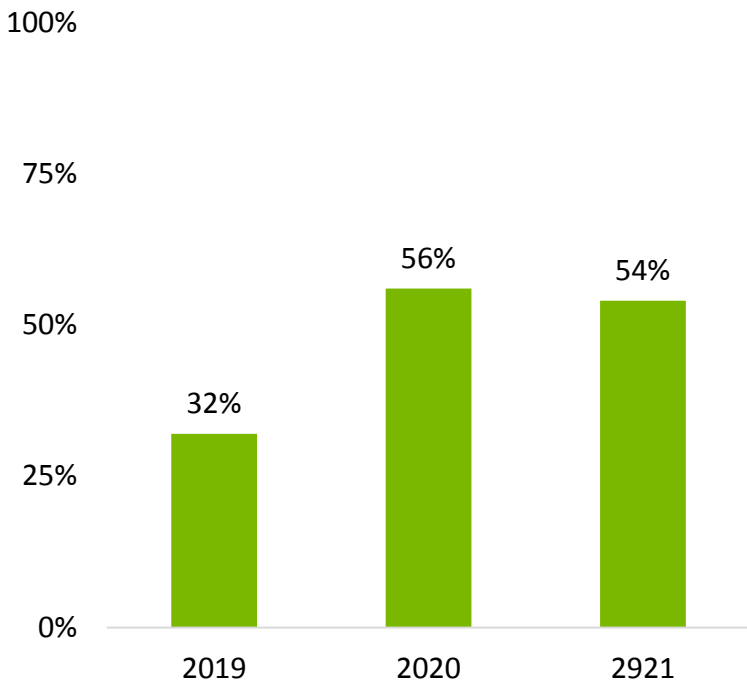
Advance CTE's Influence And Impact On The Adoption And Implementation Of State Policy



States Receiving Direct TA from Advance CTE

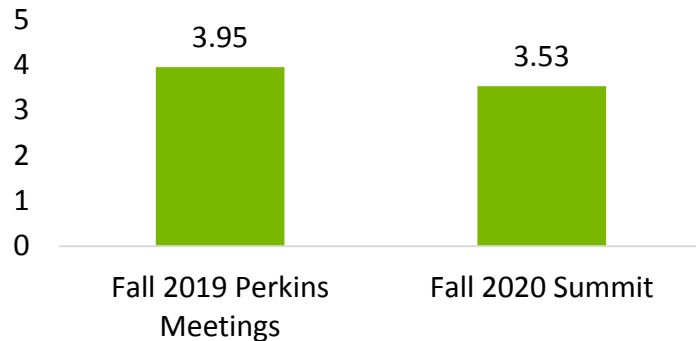


States Working to Replicate Examples from Publications

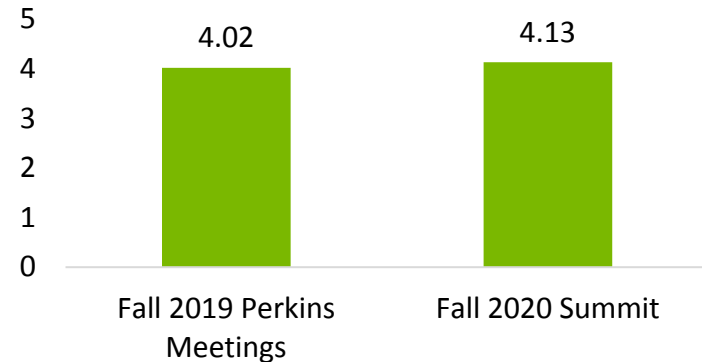


Impact And Value Of Advance CTE Professional Learning Content

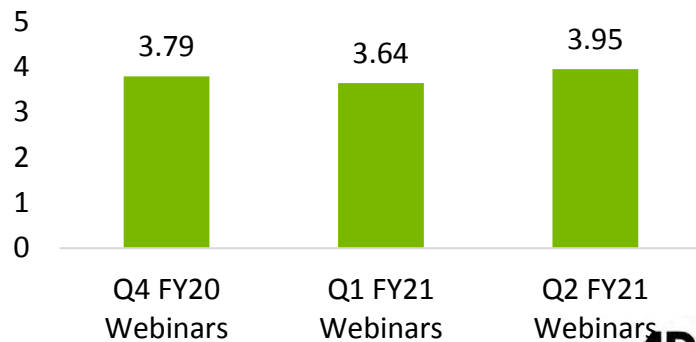
Degree to Which Participants Increased Understanding



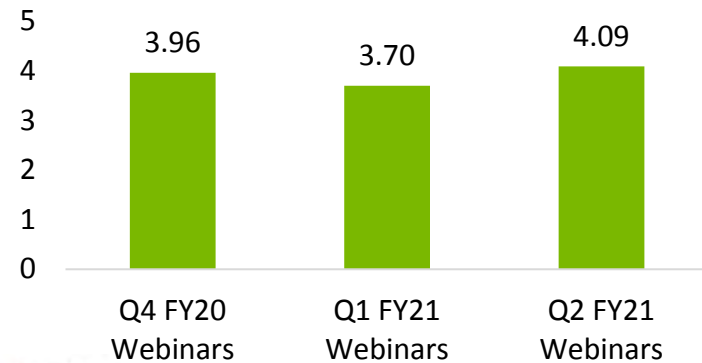
Degree to Which Participants Plan to Use What They Learned



Degree to Which Participants Increased Understanding



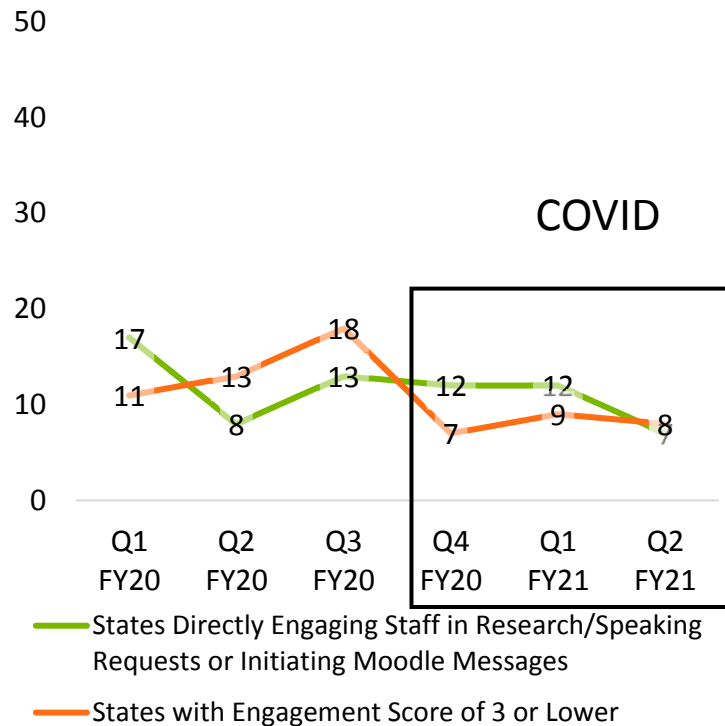
Degree to Which Participants Plan to Use What They Learned



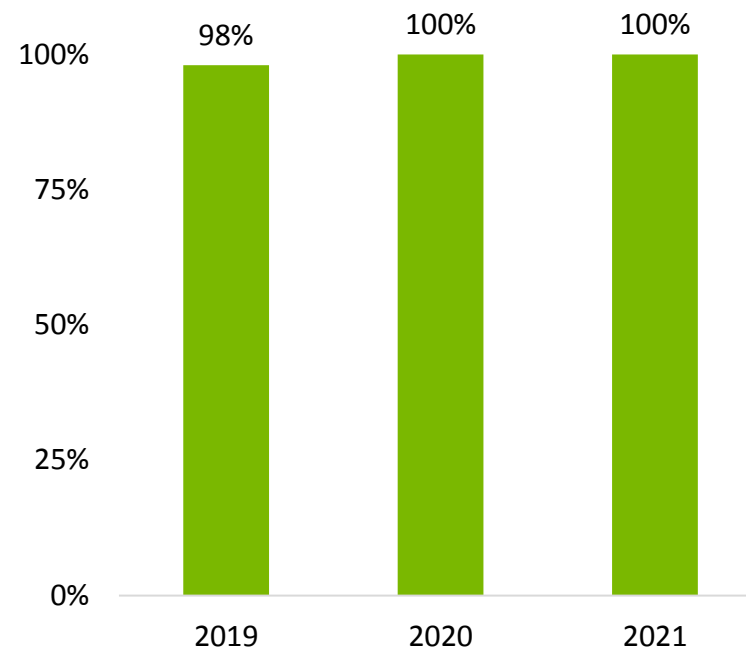
COVID

Member Satisfaction And Engagement

State Engagement

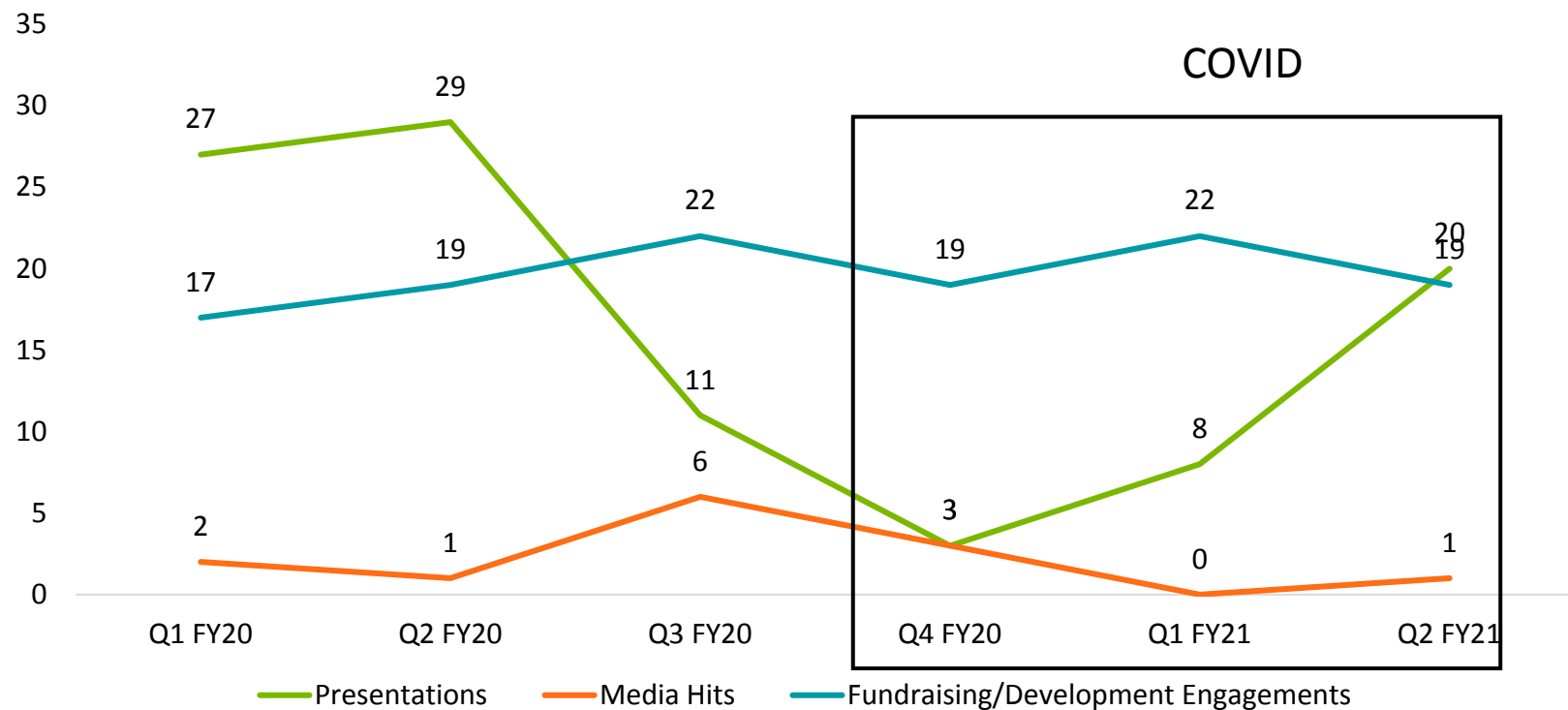


State Directors Who Are “Satisfied” or “Very Satisfied” with Membership Value



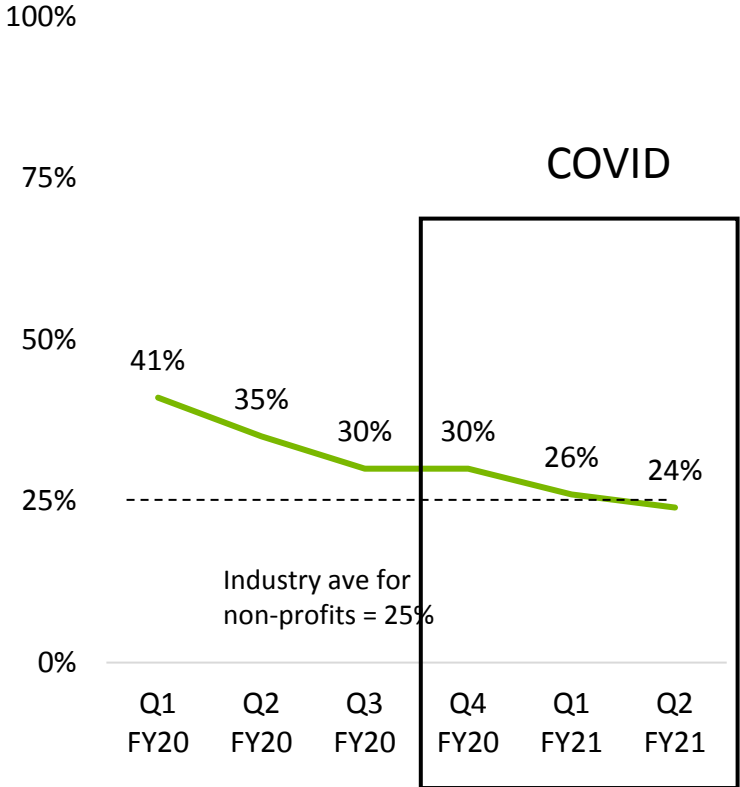
Advance CTE Leadership In The Field

Leadership in the Field

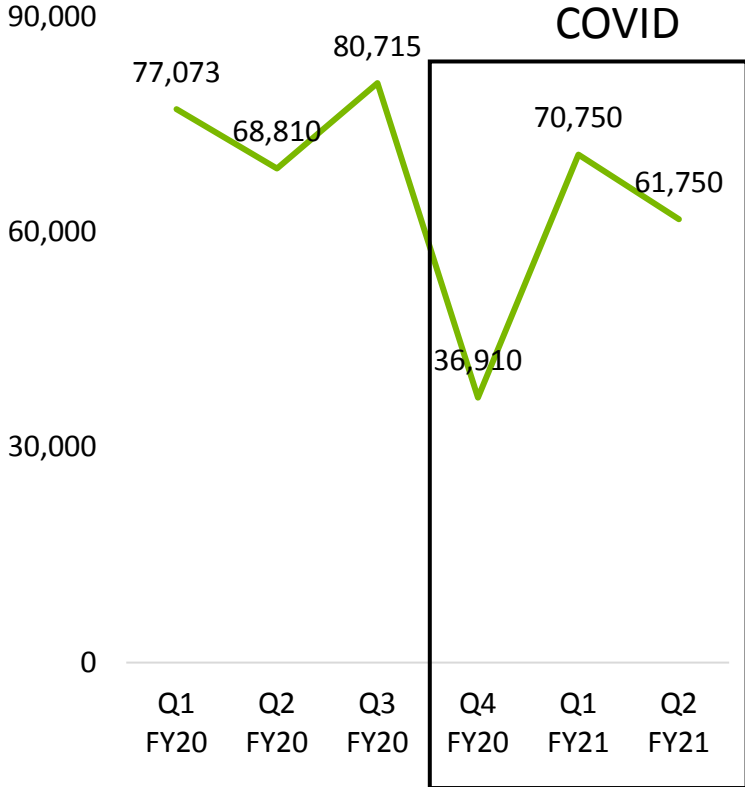


Advance CTE's Digital Media Reach

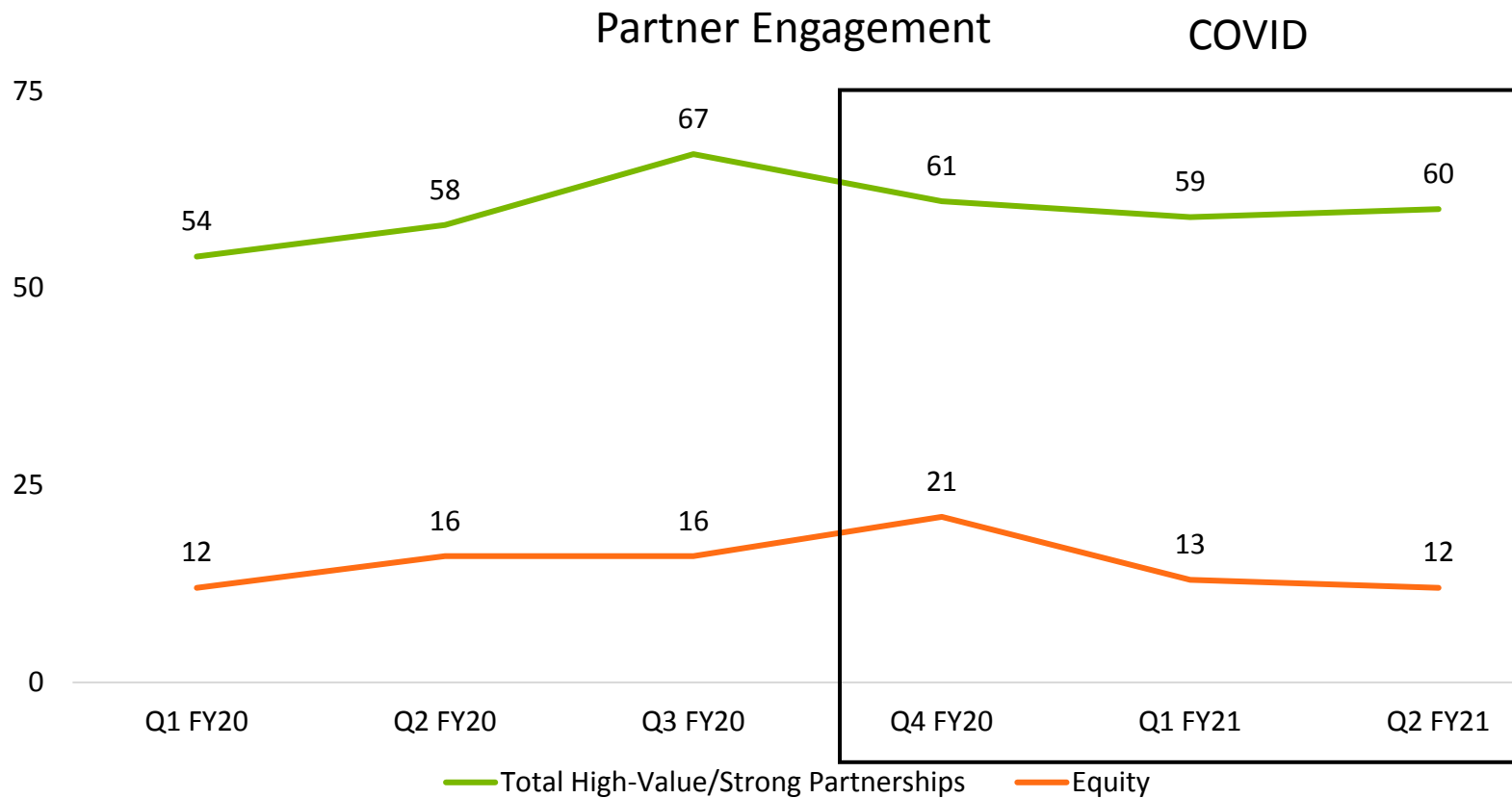
Average Email Open Rates



Unique Website Visitors



Value/Strength Of Advance CTE's Relationships That Advance The Organization's Work And Vision



Processes/ Protocols

- Indicators
 - Effectiveness Of Advance CTE's Processes And Protocols
 - Capacity To Execute Strategic Plan
- Insufficient data

Looking Ahead

- Hitting pause on the biannual stocktake process
- Updating the dashboard and stocktake to align with the new strategic plan
- Restarting in FY22
- Meanwhile, data collection will continue