

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

October 21, 2020

Zoom call

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

**STAFF:** Kimberly Green, Kate Kreamer, Austin Estes, Krissy Haynes, Meghan Wills, Jeran Culina, Meredith Hills

**Welcome:** Heath called the meeting to order at 3:03 PM, welcoming everyone to the Joint Advance CTE/The Center to Advance CTE Board Meeting. Heath introduced new Advance CTE staff member Jeran Culina, who is the first fully remote employee and is working out of Michigan. Culina shared her employment history with the Board. Culina is a Senior Policy Associate and will be supporting state policy and providing technical assistance.

Heath asked for approval of minutes from November 17, 2020.

**MOTION: To approve the November 17, 2020 Advance CTE and The Center to Advance CTE minutes as presented.**

**Raymond; Jargo.**

**MOTION APPROVED.**

**Proposed New Vision:** Kreamer presented the proposed new vision, which is currently titled CTE Without Limitations. The communications firm recommended dropping CTE from the title and calling it “Without Limits: A Shared Vision for the Future of Career Technical Education.” The new vision ensures each learner has access to and the means to be successful in any high-quality CTE program or experience that leads to success in their career of choice – regardless of where they live, their race or ethnicity, what education path they have taken so far, their circumstances or how they self-identify. In order to accomplish this, we need a coordinated set of federal, state, and local systems, structures, policies and practices working in concert. We also need intentional removal of systemic barriers and for CTE to be fully valued as the critical and essential catalyst.

For the first time, the vision identifies foundational cross-cutting commitments. The commitments include: Committed to equity, quality, public-private partnerships, data and leadership. These themes have been called out to emphasize that without these commitments the vision could not be successful.

There are five principals with the vision, which include a cohesive, flexible, responsive career preparation ecosystem; navigation supports for each learner, an equity lens; a focus on skills; and cross-state collaboration to remove barriers. The five principles are outlined below.

Principal 1: Each learner engages in a cohesive, flexible and responsive career preparation ecosystem. This principal recognizes that learners are not taking linear paths and is designed to allow all learners, not just those who opt into CTE programs, to get the skills they need, when they need them, without redundancy or limitations. The following requirements need to be met to accomplish this principal: shared statewide goals for a cohesive career preparation ecosystem to align data, metrics, priorities and strategies, CTE programs of study are flexible and responsive, expanded data and accountability models that value collaboration, equity and innovation, and designing and implementing more equitable funding models that direct funding to the learners, communities and programs that need it the most.

Principal 2: Each learner is a skilled navigator on their own career journey. The purpose of this principal to ensure that all learners have access to the information and supports they need at every stage of their careers. To accomplish this goal, we have to offer integrated PreK-20W advisement systems, provide transparent, accessible and consumer-driven cross-state data and information on CTE options and outcomes, and invest the necessary resources to support integrated advisement systems.

Principal 3: Each learner feels welcome in, supported by and has the means to be successful in the career preparation ecosystem. Everything has to be designed with an equity lens to ensure it is fully flexible and responsive to the diverse needs of each learner throughout the CTE continuum. To accomplish this, we must fully diagnose and understand the scope of the institutional barriers and systemic racism, recruit, retain and support a diverse and culturally competent workforce, design CTE programs and interventions on the margin while maintaining a commitment to quality, and provide meaningful and ongoing mechanisms for elevating the learner voice.

Principal 4: Each learner's skills are counted, valued and portable. Our career preparation ecosystem must support more adaptable and flexible learning opportunities that enable and value upskilling, reskilling and lifelong learning by recognizing and counting the skills and competencies learners gain throughout their lifetimes. To accomplish this, we must capture and value all learning that occurs, build and leverage trusted systems to translate skills, competencies and credentials into portable credit, and expand skills-based hiring practices that value competencies.

Principal 5: Each learner can access CTE without borders. States must work together to develop and expand new models of collaboration, invest in cross-state, open access systems and agree to common framework for defining and delivering CTE. To accomplish this, we must leverage a national framework for connecting education and the workforce, develop interstate compacts that support collaboration and remove barriers, and invest in research and development to ensure virtual opportunities are quality, equitable and meaningful.

Kreamer asked for feedback from the Board. Heath mentioned that her Summit breakouts discussed how postsecondary accreditation tends to stomp on innovation. She did not see anything about this concept addressed in the five principals. In her state when they try to lean in and be more innovative, they hear from the Higher Learning Commission that they can't

implement the changes they want. She would like to see this concept in the action items for the vision.

Kreamer stated that while it didn't rise to the action level of the vision, accreditation is mentioned in principles 4 and 5 as something that needs to be attended to. She added that there will be many supplemental resources that could contain more on this topic. Raymond added that she appreciated Heath raising this issue. Howard requested that accreditation be included in our recommendations for Workforce Innovation and Opportunity Act and/or the Higher Education Act.

Rhine suggested the expansion of the recommendations to include private trade schools and business too. Howard said that the vision is well done and adequately attends to equity and quality throughout and appreciates the emphasis on adult learners. Rhine suggested that Advance CTE share examples of where these spaces may already exist to help bring these ideas to life. Kreamer shared that Advance CTE will be developing a repository of national and state initiatives and programs mapped to the principles and actions this spring to attend to this very request.

Smith said that it is well written and comprehensive. She raised that the vision does not really attend to what happens after learner gets the job, in terms of wages and earnings. She also questioned how we ensure that the opportunities across the board are equitable. Kreamer said that this relates to Principal 2 and 3 but offered to look at how we can be more explicit regarding what outcomes would look like so that learners have the information they need to make the more informed choices.

Kreamer proposed switching the order of principles 2 and 3. Raymond and Heath said that the switch makes sense.

Heath asked for any last comments. Graham said that she likes that the vision is clear and bold and appreciates the connection to workforce. She also likes that progress not perfection comes across within the vision. Malone echoed her remarks.

Heath asked for approval of the new vision.

**MOTION: To approve the new vision, as presented.  
Jargo; Howard.  
MOTION APPROVED.**

Next, Kreamer walked through the planned resources for the new vision. On March 9, there will be a virtual release and the planned resources include a promotional toolkit, a section on the careertech.org website, PowerPoints, one pagers, talking points and more.

In the Spring, there will be sessions at the spring meeting, a lunch & learn series, a member kitchen cabinet, a session "in a box", a vision roadmap, and a repository of policies and national/state programs aligned with vision and principles.

Starting in the summer and beyond, an ambassador program will be launched to allow Advance CTE members to help communicate the vision and its importance in their states and communities. Also, there will be a blog series on leading state and national efforts, a video series, fall meeting sessions, and a competitive technical assistance opportunity for cross-sector state teams.

**Updates and Insights into New Administration and Congress:** Hills provided updates on the new Administration and Congress. She informed the Boards that the transition priorities have been shared with those on the Biden-Harris transition team. While Biden's platform contained some CTE-specific language, we are not seeing any CTE-specific language in his new Administration priorities. Miguel Cardona was nominated for U.S. Secretary of Education. He has an extensive background in education and graduated from a technical high school. Amid COVID-19, he has been a big advocate for states re-opening schools and continuing assessments. He is not a controversial nominee so we expect him to be confirmed.

Representative Rosa DeLauro (D-CT) was voted to be the new House Appropriations Committee Chair. She is a CTE advocate, so we are pleased to see her in this new position.

Coming up next for Congress, there will be Cabinet hearings and confirmations, congressional committee appointments, a new COVID-19 relief bill and Fiscal Year 2022 appropriations.

Hills opened the floor to discussion. Rhine stated that in his role he cannot lobby, but there is a direct line of sight to his representatives so that he can engage in other ways to advocate for CTE. He suggested having coordination and to build a consensus around the collective federal representation of those on the call. Heath stated that on the Region D calls that there was a lot of conversation around the importance of state flexibility and asked that we communicate to the new administration maintaining flexibility given the nuances across all states and localities. Howard agreed with Heath's remarks.

**WIOA Recommendations:** Hills walked through the process that led to the Workforce Innovation and Opportunity Act (WIOA) recommendations and stated that the recommendations are a member-driven effort, reflective of Board and WIOA kitchen cabinet input. The purpose of the recommendations is to serve as Advance CTE's member-informed focal point of advocacy for WIOA reauthorization in Congress.

Hills opened the floor to discussion. Howard stated that she was impressed by the recommendations. Malone agreed that they were well done. She said that they started this work with their workforce partners and it was nice to see the recommendations. They adopted the same vision, but they are trying to get the rest of the practices in place. She said that having additional alignment with their goals would be seriously helpful and is thankful for the recommendations as it gives them a guidepost to move.

Due to the time, Heath asked for approval from Board to move the approval of the WIOA recommendations to the next Board Meeting. The Board agreed. Heath asked for the Board to review the WIOA recommendations prior to the next Board Meeting.

**Other Items/Next Steps:** Next Advance CTE/Center to Advance CTE Board of Directors Meeting is February 2, 2021 via Zoom. The Advance CTE Board will meet from 3-4 p.m. ET, the Joint Board will meet from 3:30-4 p.m. ET, and The Center to Advance CTE Board will meet from 4-4:40 p.m. ET.

**Heath adjourned the meeting at 4 p.m. ET.**