



100

YEARS OF SERVICE

ADVANCE  **CTE**
CELEBRATING 100 YEARS

2020 Annual Report



LETTER FROM THE EXECUTIVE DIRECTOR

Dear Advance CTE Members, Partners and Friends:

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

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

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

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

With gratitude,
Kimberly Green

ABOUT ADVANCE CTE

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

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

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

Supporting Members through COVID-19

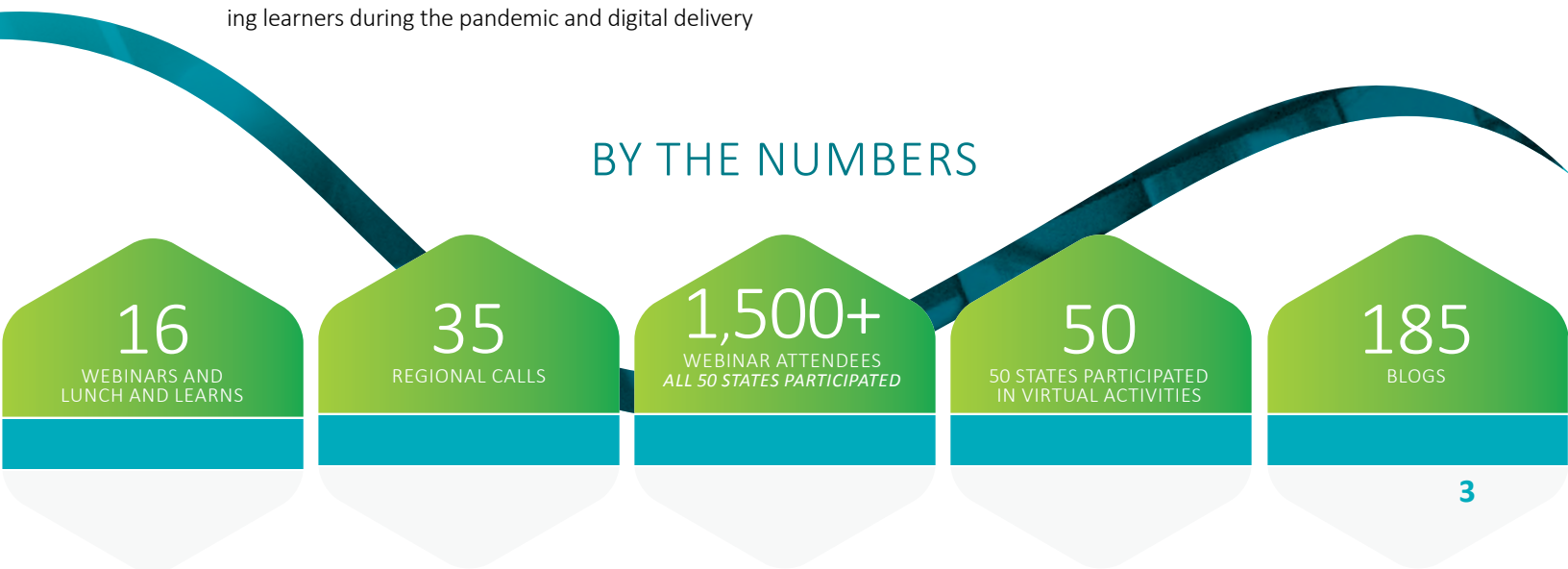
Advance CTE went into action to support state CTE leaders and our members through this difficult and tumultuous time, creating spaces and opportunities for our members to learn and connect in new ways. After our world turned virtual in March 2020, Advance CTE quickly launched a multi-month virtual learning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

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

Connecting New State CTE Directors to Resources and Each Other

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

BY THE NUMBERS



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

ADVANCE CTE
From Leaders Connecting Learning to Work



Aligning to OPPORTUNITY

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

JANUARY 2020

Beyond the Numbers

Design Principles for CTE Data Reporting

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

To support access to high-quality education and prepare learners for economic success during COVID-19 and beyond, CTE leaders and other stakeholders need access to reliable, actionable data to improve the quality and availability of program offerings and ensure that the needs of the business and the students, learners, and staff are met. This needs assessment identifies educational and employment opportunities to make decisions about education and training systems, including the need for updating and modifying them by the pandemic; however, evidence-based approaches to collecting, analyzing, and reporting on CTE programs and the value of data that is meaningful — and accessible — to the wide variety of audiences.

All the various CTE leaders can work to improve the new Streamlined Career and Technical Education for the 21st Century Act (Perkins V), which includes a strong focus on sharing data with business, families, and other stakeholders as well as using data to improve program and practice decisions about teaching practices. To help address the challenge of reporting meaningful data, Advance CTE calls for support from the Association for Career and Technical Education, covered in a Shared Strategies for Reporting and Communicating Data on Career and Technical Education program. This paper can serve as a checklist for state and local leaders to help develop and refine public reporting mechanisms — including report

cards, fact sheets, infographics, Perkins accountability reports, dashboards and more — that not only meet the requirements of the law but also align with broader efforts to data-driven decisionmaking and meet the needs of all users.

Perkins V Reporting Requirements

While previous iterations of the Perkins legislation required local public reporting of CTE data, Perkins V builds on this foundation by requiring states to public report data as well. In addition, the law puts greater emphasis on evidence-based decisionmaking and provides more detailed reporting instructions, allowing the improvement of making data available and accessible to a wide range of stakeholders and users to inform action.

As to the specific Perkins V requirements, each state must report the U.S. Department of Education the indicators of performance listed in the law in its biennial reporting. States must also report data by receiving, gathering, reporting and analyzing data from the special population groups outlined in Perkins V for their state reported from Perkins V's program groups of study or Career Cluster. The bill also requires that states report and analyze any data on performance between groups of learners. The inclusion of educational staff and other stakeholders available in the general public, as well as to Congress reports including one by state comparison.

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NOVEMBER 2020



Using research insights to connect to key audiences

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THE STATE OF Career Technical Education

AN ANALYSIS OF States' Perkins V Priorities

OCTOBER 2020

MAKING GOOD on the PROMISE

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

Introduction

State Career Technical Education (CTE) leaders have a critical responsibility to ensure that each learner has opportunities to achieve educational and career success and a supported identity and pathway to their goals. To do so, state leaders must identify and dismantle structural barriers and construct systems that support each learner to access, fully participate in, and successfully complete high-quality CTE programs of study. This policy brief explores the ways that CTE and homeless education leaders can work together to build opportunities for learners who are experiencing homelessness to access and succeed in quality CTE programs of study. Sponsored by the Streamlined Career and Technical Education for the 21st Century Act (Perkins V), this brief defines a set of practices to help CTE leaders and homeless education leaders work together to improve the lives of learners experiencing homelessness. It identifies a set of practices to help CTE leaders and homeless education leaders work together to improve the lives of learners experiencing homelessness.

States the United States' continuing lack of affordable housing. Between fiscal year 2018 and 2020, the number of homeless students has increased by 10 percent. In 2019, 1.1 million students in the United States were homeless, and nearly 4 million through 10th grade experiencing homelessness, up 10% from 3,627,056 children and youth during the 2017-18 school year. In the United States, there are 5.5 million children and youth in a 2017 survey of more than 10,000 public and private institutions of higher education, six of whom are living homeless each year. In the U.S., 10% of the population over the age of 18 is 20% below the poverty line. In 2019, 10% of the population over the age of 18 is 20% below the poverty line. In 2019, 10% of the population over the age of 18 is 20% below the poverty line. In 2019, 10% of the population over the age of 18 is 20% below the poverty line.

The Value of Education in Preventing and Ending Homelessness

A growing research base establishes the value of career and technical education, which research shows that the more one learns, the more one earns. U.S. Bureau of Labor Statistics (BLS) indicates that higher levels of education, particularly with degree of education, are both more likely to result in the socioeconomic ladder and have more employer-provided benefits, health insurance and retirement and less likely to be unemployed or receive public assistance (BLS et al., 2019).

Download the full report from the Homeless Education Resource Center. State education agencies (SEAs) must prepare a plan to improve the lives of learners experiencing homelessness and ensure that all learners have access to high-quality CTE. This report provides a checklist of practices to help CTE leaders and homeless education leaders work together to improve the lives of learners experiencing homelessness.

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IMPROVING YOUTH APPRENTICESHIP DATA QUALITY: Challenges and Opportunities

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

Youth apprenticeship is an emerging strategy to bridge the skills and workforce gap by providing high school-aged youth with real-world and job-based learning in the classroom and on the job. High-quality youth apprenticeship experiences require participation across K-12 education, postsecondary education and employers and build on the foundation of Registered Apprenticeship programs. They offer youth on-the-job learning with mentorship from industry experts as well as related classroom-based learning including immersion in a specific, locally-integrated credential.

Early research on youth apprenticeship in Florida had promising findings for the benefits of the model, including that participants are more likely to be employed and earn higher wages than those who are not. However, data on youth apprenticeship is often limited and inconsistent, making it difficult to track and measure its impact. This report provides a checklist of practices to help CTE leaders and employers work together to improve the lives of learners experiencing homelessness.

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BROADENING THE PATH

Design Principles for Middle Grades CTE

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From Leaders Connecting Learning to Work

ACTE

MARCH 2020

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

Advancing CTE through Strong Partnerships

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

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

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



Looking Toward the Future of CTE

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

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

SUPPORTERS

**BILL & MELINDA
GATES foundation**

SIEMENS | Foundation

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Foundation

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CO-CONVENORS

ADVANCE CTE
State Leaders Connecting Learning to Work

Association for Career and Technical Education
ACTE

CCSSO
Council of Chief State School Officers

NASBE
National Association of State Boards of Education

NASWA
NATIONAL ASSOCIATION OF STATE WORKFORCE AGENCIES

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SUPPORTERS

JPMORGAN CHASE & Co.



CO-CONVENORS



U.S. CHAMBER OF COMMERCE FOUNDATION

CTE AT THE FOREFRONT

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

CTE's Vital Role in Economic Recovery

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

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

Federal Policy and Advocacy

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

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



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

Boldly Implementing Perkins V

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

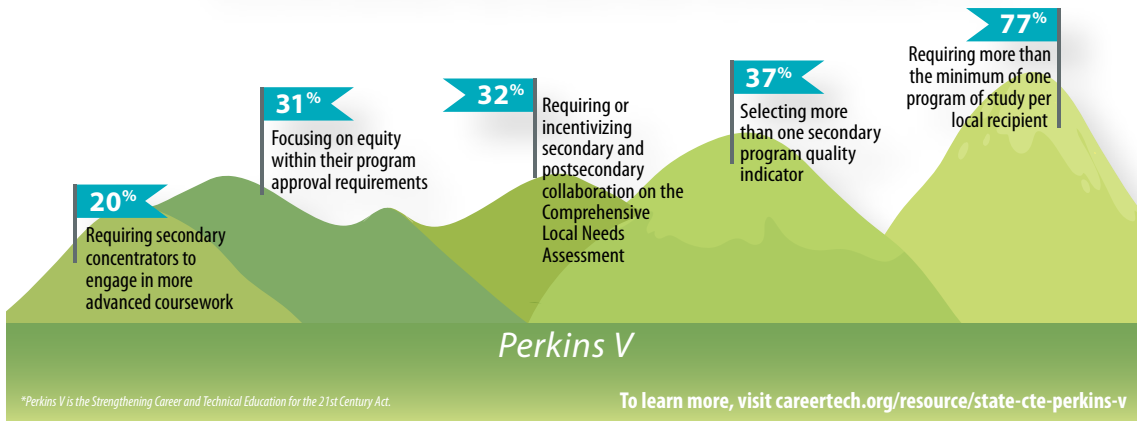
access and performance by special populations and subgroups; and supporting **Florida** in strengthening and sustaining stakeholder engagement efforts at both the state and local levels, with a focus on industry engagement, inter-agency coordination, and engaging representatives of special populations.

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

States Are Going Above and Beyond the Requirements in Perkins V



States are taking advantage of the flexibility in Perkins V,* climbing new heights to provide equitable, high-quality Career Technical Education (CTE).



Advancing Youth Apprenticeships

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

Preparing Youth for the Future of Work

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

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

Improving Postsecondary CTE Data Quality

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

NEW SKILLS READY NETWORK





INTENTIONAL EQUITY

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

Committing to Internal Equity

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

Piloting Innovative Models to Identify Equity Gaps

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

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

—Advance CTE Press Release, 6/4/2020



THE WORK AHEAD

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

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



Vision for the Future of CTE

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

Modernizing the Career Clusters Framework

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

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

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

Communicating About CTE With Key Stakeholders

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

Committing to Another 100 Years of Service

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

**IN 2021, ADVANCE CTE PLANS TO SUPPORT OUR MEMBERS THROUGH
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