



## BUILDING A DIVERSE CTE LEADERSHIP PIPELINE: ANNOTATED BIBLIOGRAPHY

*CTE Without Limits* sets a bold and shared vision for the future of Career Technical Education (CTE) that ensures that every learner has access to and the support they need to succeed in their chosen career pathway. To achieve this aspiration, we must acknowledge the need to develop a more robust, diverse and culturally competent workforce, including an educator workforce that “understands, communicates with and effectively interacts with learners across cultures and of different backgrounds” and looks like the learners they serve. Today, most State CTE Directors are White, while the learners within the CTE community are much more diverse.<sup>1</sup>

While Advance CTE is not in a position to hire state CTE leaders, a grant from the ECMC Foundation provided the opportunity to expand the pipeline of diverse, qualified individuals who aspire to fill these roles.

<sup>1</sup> Advance CTE. (2021). *Without limits: A shared vision for the future of Career Technical Education*. [https://cte.careertech.org/sites/default/files/CTEWithoutLimits\\_Vision\\_2021.pdf](https://cte.careertech.org/sites/default/files/CTEWithoutLimits_Vision_2021.pdf)

In 2021, Advance CTE launched the [Postsecondary State CTE Leaders Fellowship at Advance CTE – Sponsored by ECMC Foundation](#). This 15-month Fellowship helps aspiring postsecondary leaders gain the prerequisite skills to design, evaluate and lead postsecondary CTE programs and policies at the state level.

The Fellowship focuses on the following competencies:

- Lead with an equity lens;
- Have a strategic mindset;
- Be a strong advocate;
- Build relationships/partnerships;
- Commit to high-quality policies and programs; and
- Be data-driven.



This annotated bibliography is a repository of curated resources that are derived from the Fellowship workshops and can assist state CTE leaders in building and expanding their knowledge of these competencies. These resources will also support organization-wide or personal professional development to build the competencies necessary to engage in critical discussions around transforming inequitable systems and policies.

To make the resources accessible, we present them in three phases:

## PHASE 1

The objective of the first phase is to build knowledge about the need for equity-minded leadership and the history of the systems and policies that disenfranchise learners. CTE is introduced through an equity lens, with an emphasis on racial equity. Building a baseline knowledge of the historical context surrounding CTE programs and the systems that perpetuated harm against certain learner populations is an important first step in identifying and mitigating the effects of these policies that still affect outcomes today.

## PHASE 2

The second phase focuses on building skills to promote equity, collaboration and innovation through data analysis and program evaluation. These resources address the technical skills required for identifying, evaluating and dismantling inequitable systems. Data is a powerful tool for initiating the process of developing interventions to close equity gaps in CTE programs and for evaluating policies and practices to assist state and local CTE leaders in advancing more learner-centered career navigation and support structures for marginalized learners. This support can be multi-dimensional, and these resources provide a spectrum of strategies for meeting learners where they are to equip them for success.

## PHASE 3

The final phase emphasizes the importance of sustainability in this work and the role of stakeholders in a cohesive and equitable career preparation ecosystem. Sustaining this work requires potent partnerships to advance high-quality and equitable CTE.

To find out more about the essential elements of the Fellowship that led to the successful recruitment and selection of a diverse group of aspiring state postsecondary CTE leaders; the intentional design of Fellowship spaces that reinforced collaboration, cultivation of relationships and the expansion of networks to increase social capital; and our processes to increase the skills and competencies of Fellows to lead a high-quality CTE program with an equity-minded lens, see the [Building a Diverse CTE Leadership Pipeline Toolkit Guide](#). The guide also includes resources, recommendations and guiding questions to replicate the Fellowship's design.

## PHASE 1 RESOURCES: BUILDING A BASELINE KNOWLEDGE OF THE HISTORICAL CONTEXT SURROUNDING CTE PROGRAMS AND THE SYSTEMS THAT PERPETUATED HARM AGAINST CERTAIN LEARNER POPULATIONS.

Advance CTE. (2018). *Making good on the promise: Understanding the equity challenge in CTE*.

<https://careertech.org/resource/understanding-equity-challenge-cte>

- This brief is the first in the [Making Good on the Promise](#) series, which examines equity in CTE. The brief confronts the negative aspects of CTE's legacy and defines the key challenges learners face today. It draws on research and historical data to paint a picture of CTE's conflicted history and the opportunity it can provide.
- Resource Type: Brief
- Page Count: 8

Advance CTE. (2021). *Brave dialogues: A guide to discussing racial equity in Career Technical Education*.

<https://careertech.org/resource/brave-dialogues>

- This guide provides state CTE leaders tools to engage in discussion around racial equity in CTE and create an environment in which all stakeholders have the language and comfort to discuss challenges and opportunities related to racial equity in CTE. This resource is a part of the series, which confronts the negative aspects of CTE's legacy and defines the key challenges learners face today. Through six sessions ranging from 60 to 90 minutes, this guide walks participants through critical self-reflection.
- Resource Type: Guide/Tool
- Page Count: 38

Anderson, T., Briggs, A., Spaulding, S., Zamani-Gallaher, E., & Lopez, D. (2021). *Racial and ethnic equity gaps in postsecondary career and technical education: Considerations for online learning*. Urban Institute.

[https://www.urban.org/sites/default/files/publication/103777/racial-and-ethnic-equity-gaps-in-postsecondary-career-and-technical-education\\_considerations-for-online-learning\\_0.pdf](https://www.urban.org/sites/default/files/publication/103777/racial-and-ethnic-equity-gaps-in-postsecondary-career-and-technical-education_considerations-for-online-learning_0.pdf)

- This brief identifies the key challenges involved in improving outcomes for learners of color in online CTE programs and provides a framework of strategies for achieving equity in those outcomes.
- Resource Type: Brief
- Page Count: 21

Andrews, K., & Welton, A. (2020). *Ensure students are learning: The importance of midlevel leaders in advancing equity*.

Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

[https://occr.illinois.edu/docs/librariesprovider2/ec3p/the-importance-of-midlevel-leaders-in-advancing-equity.pdf?sfvrsn=55c4346a\\_3](https://occr.illinois.edu/docs/librariesprovider2/ec3p/the-importance-of-midlevel-leaders-in-advancing-equity.pdf?sfvrsn=55c4346a_3)

- This brief demonstrates the need for community colleges to focus on developing and empowering mid-level leaders to spearhead efforts to eradicate implicit racial bias. Due to their proximity to learners and the campus community, mid-level leaders such as department chairs, deans, assistant and associate deans, directors and senior faculty members are well-positioned to move proactively in addressing issues of inequity.
- Resource Type: Brief
- Page Count: 8

Bragg, D., & McCambly, H. (2018). *Equity-minded change leadership*. Bragg & Associates, Inc. <http://www.solano.edu/president/2021/equitymindedchangeleadershipbraggmccambly.pdf>

- This brief introduces equity-minded leadership as a combination of equity-mindedness and adaptive leadership to advocate for an equity-minded change leadership approach to transform education. Equity-minded change leaders are advocates for addressing inequities in the experiences and outcomes of learners of color and other student groups systemically failed by educational organizations. Education professionals in positions of power have important responsibilities to lead change and make demonstrable improvements. Akin to the theory of adaptive leadership, equity-minded change leadership is important to professionals at all levels of educational organizations because the level of change that is needed to address systemic inequities demands strategic, collective approaches.
- Resource Type: Brief
- Page Count: 7

Harvard University. (n.d.). *Project Implicit*. <https://implicit.harvard.edu/implicit/>

- The Harvard Implicit Bias Test is the product of [Project Implicit](https://implicit.harvard.edu/implicit/). The project's research produced new ways of understanding attitudes, stereotypes and other hidden biases that influence perception, judgment and action. This work translates academic research into practical applications for addressing diversity, improving decision-making, and increasing the likelihood that practices are aligned with personal and organizational values.
- Resource Type: Website
- Page Count: N/A

Hodge, E., Dougherty, S., & Burris, C. (2020). *Tracking and the future of career and technical education: How efforts to connect school and work can avoid the past mistakes of vocational education*. National Education Policy Center. <https://files.eric.ed.gov/fulltext/ED605784.pdf>

- This report describes how vocational education evolved into CTE. The authors also provide recommendations for enacting CTE in ways that support the equitable distribution of educational opportunities.
- Resource Type: Report
- Page Count: 15

McCambly, H. (2020, July 17). *Equity's unspoken dilemmas: Setting priorities for racial justice* [Video]. YouTube. <https://www.youtube.com/watch?v=t1QuW0dKR5g>

- This webinar, led by Heather McCambly, talks about what equity is and whom it is intended for. She also covers why the education system is not currently equitable and how individuals can use available resources to make it equitable. Lastly, McCambly discusses how society will know when racial justice is served and what evidence matters to make that determination.
- Resource Type: Video
- Time: 30 min.

Quaye, S. (2019, November 12). *Engaging in difficult dialogues about race and racism* [Video]. YouTube. <https://www.youtube.com/watch?v=DgWPSemAG0g>

- This video of Dr. Stephen John Quaye is focused on building understanding around how dialogic skills can enable people of color and White people to engage in healthier cross-racial dialogues. Often, White people are afraid to engage honestly about racial issues because they are worried about saying the wrong thing, messing up, and being seen as ignorant – or worse, as racist. This fear often results in White people being silent in racial dialogues, shutting down or becoming defensive. People of color, on the other hand, are exhausted from their continued exposure to racism and often frustrated by their White colleagues' silence on racial matters and inability, or unwillingness, to address racism directly.
- Resource Type: Video
- Time: 56 min.

Rosen, R., & Molina, F. (2019). *Practitioner perspectives on equity in career and technical education*. MDRC Center for Effective Career and Technical Education. [https://www.mdrc.org/sites/default/files/CTE\\_Equity\\_Brief\\_2019.pdf](https://www.mdrc.org/sites/default/files/CTE_Equity_Brief_2019.pdf)

- This brief presents a summary of MDRC's findings from a discussion with CTE practitioners about the most common equity challenges they encounter and ideas for how to address them.
- Resource Type: Brief
- Page Count: 8

Welton, A. D., Rockey, M., & James-Gallaway, C. (2019). *An equity-centered, comprehensive local-needs assessment*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign. <https://www.isbe.net/Documents/Postsecondary-CLNA-Template.pdf>

- This guide walks through the Comprehensive Local Needs Assessment process and provides an opportunity to evaluate CTE programs through an equity lens.
- Resource Type: Guide/Tool
- Page Count: 17

Zamani-Gallaher, E. (2017, August 15). *Racialized realities: The need for activist leadership and scholarship on campus*. Huff Post. [https://www.huffpost.com/entry/racialized-realities-the-need-for-activist-leadership\\_b\\_59912f45e4b063e2ae058116](https://www.huffpost.com/entry/racialized-realities-the-need-for-activist-leadership_b_59912f45e4b063e2ae058116)

- This article provides historical context for understanding the rise in alt-right protests and the need for activist leaders to call out racism when it occurs on college campuses.
- Resource Type: Webpage/Article
- Page Count: N/A



## PHASE 2 RESOURCES: NAVIGATING AND DISMANTLING INEQUITABLE SYSTEMS

Advance CTE. (2018). *Making good on the promise: Examining access and achievement gaps*.

<https://careertech.org/resource/examining-access-achievement-gaps>

- This brief is the second in the [Making Good on the Promise](#) series, which examines equity in CTE. The brief lays out a strategy for state and local policymakers to confront historical inequities by using data to identify and address gaps. It examines promising strategies from states that are using data to better understand where and how learners are being under-served, identify root causes and disrupt historical inequities.
- Resource Type: Brief
- Page Count: 9

Advance CTE. (2019). *Maximizing Perkins V's Comprehensive Local Needs Assessment & local application to drive CTE program quality and equity: A guide for state leaders*.

[https://cte.careertech.org/sites/default/files/files/resources/Maximizing\\_Perkins\\_Local\\_Needs\\_Assessment\\_March2019.pdf](https://cte.careertech.org/sites/default/files/files/resources/Maximizing_Perkins_Local_Needs_Assessment_March2019.pdf)

- This guide provides a summary, analysis and guidance for each major component of the Comprehensive Local Needs Assessment (CLNA) and the decisions states can be making now to support a robust CLNA process that aligns with their overall vision for CTE.
- Resource Type: Guide/Tool
- Page Count: 14

Advance CTE. (2019). *The state of Career Technical Education: Improving data quality and effectiveness*.

[https://cte.careertech.org/sites/default/files/files/resources/State\\_CTE\\_Data\\_2019.pdf](https://cte.careertech.org/sites/default/files/files/resources/State_CTE_Data_2019.pdf)

- This report draws on a national survey of State CTE Directors to answer critical questions about how states can improve the quality of their data systems. The report finds that:
  - States are hesitant to use their data for high-stakes decision-making;
  - CTE data systems are not sufficiently aligned across the secondary, postsecondary and workforce sectors; and
  - Many states rely on self-reported measures of career readiness and do not often use rigorous validation processes.
- Resource Type: Report
- Page Count: 32

Colorado Department of Higher Education & Colorado Equity Champions Coalition. (2020). *Report on educational equity: Creating a Colorado for all*. [https://highered.colorado.gov/Publications/Reports/Equity/EquityReport\\_2020.pdf](https://highered.colorado.gov/Publications/Reports/Equity/EquityReport_2020.pdf)

- This report was the first step in developing a strategic plan to drive improvements in success and completion for learners of color in Colorado. It maps out:
  - A vision for an equitable education system;
  - Principles of an exemplary education system to help Colorado achieve that vision;
  - Practical improvement strategies that align to these principles as a guide to ongoing activities of the coalition; and
  - Measures of success and accountability structures to promote enrollment, persistence and completion to close equity gaps.
- Resource Type: Report
- Page Count: 43

Federal Reserve Bank of Atlanta. (n.d.). *What are benefits cliffs?* <https://www.atlantafed.org/economic-mobility-and-resilience/advancing-careers-for-low-income-families/what-are-benefits-cliffs>

- This webpage explores issues affecting economic mobility and the resilience of low-income families. Some working families experience financial barriers to economic mobility. One significant barrier occurs when career advancement puts a family above the income eligibility threshold for public assistance programs. Due to the loss of these programs, career advancement opportunities can result in the family being financially worse off (a benefits cliff) or no better off (a benefits plateau) than before the wage increase.
- Resource Type: Webpage/Brief
- Page Count: N/A

Hughes, K. L., & Karp, M. M. (2006). *Strengthening transitions by encouraging career pathways: A look at state policies and practices*. Community College Research Center. <https://ccrc.tc.columbia.edu/media/k2/attachments/strengthening-transitions-career-pathways.pdf>

- This report presents a sample of state-level policies and legislation that support the implementation of career pathways and other strategies that facilitate education and employment transitions. The report highlights state policies that are promoting a seamless transition to college and careers and gives examples of cases in which curricula, requirements or assessments are being coordinated statewide.
- Resource Type: Report
- Page Count: 21

Jenkins, D., & Lahr, H. (2022). *Research evidence on community college Ask-Connect-Inspire-Plan onboarding practices*. Community College Research Center. <https://ccrc.tc.columbia.edu/media/k2/attachments/ask-connect-inspire-plan-onboarding.pdf>

- This brief presents recommendations for how community colleges can build back enrollments. Community colleges need to substantially increase retention and recruitment, particularly among learners from under-served groups. The Community College Research Center has developed a framework called Ask-Connect-Inspire-Plan (ACIP), which colleges can use to enrich entering learners' experiences in exploring, choosing and planning a program of study. The ultimate aim of the ACIP framework is to increase retention among learners, especially those who are likely to stop out in response to prevailing college practices. This brief describes the motivation, research evidence and equity implications that underlie the ACIP framework.
- Resource Type: Brief
- Page Count: 12

Klempin, S. C., Pellegrino, L., Lopez Salazar, A., Barnett, E. A., & Lawton, J. (2019). *iPASS in practice: Four case studies*. Community College Research Center. <https://ccrc.tc.columbia.edu/publications/ipass-four-case-studies.html>

- This report shares the stories of the four community colleges that participated in the iPASS initiative. Each story offers a unique example of how a community college chose to implement the iPASS approach, along with a discussion of the main elements of its advising redesign and its experiences with technology integration. After presenting individual case studies of the four colleges, the authors highlight cross-case lessons, which may be useful to college administrators, student services leaders and advisers who are planning or implementing an advising redesign. As these stories illustrate, the advising redesign process is iterative, collaborative and challenging, calling for multiple stakeholder groups across an institution to break down silos and work together to improve student outcomes.
- Resource Type: Report
- Page Count:30

Walizer, L. (2020). *State strategies for addressing college students' basic needs*. The Center for Law and Social Policy. <https://www.clasp.org/wp-content/uploads/2022/01/2019.01.15-State-Strategies-for-Addressing-College-Students-Basic-Needs-FINAL.pdf>

- This report identifies policy and practice reforms centered on student success in Colorado, Louisiana and Rhode Island. While each state had unique circumstances, challenges and policy barriers, the work produced common themes. These themes are shared so states can benefit from the lessons, which emphasize the importance of leadership, meaningful collaboration with governmental and non-governmental partners, the development of a shared language, and connecting the work to a larger goal or state initiative.
- Resource Type: Report
- Page Count: 6

Welton, C. R. (2022). *Overview: Federal and state supports for student basic needs*. Clover Lane Consulting. <https://docs.google.com/document/d/1QORueQ7E438QhQnKltvVhfLQSGN0EjR9sJJXVmKbnk/edit>

- This article provides an overview of the primary federal programs that can be leveraged to support learners' basic needs.
- Resource Type: Article
- Page Count: 5

Williams, B., & Lufkin, M. (2018, September 14). *Overview of equity in Perkins V* [Video]. YouTube. [https://www.youtube.com/watch?v=AUNC\\_H8bcEo](https://www.youtube.com/watch?v=AUNC_H8bcEo)

- This webinar provides an overview of the equity provisions in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), including the implications for the many new and retained provisions supporting special populations' access, participation and success.
- Resource Type: Video
- Time: 1 hr.





## PHASE 3 RESOURCES: SUSTAINING THE WORK

Advance CTE. (2017). *Putting labor market information in the right hands: A guide*. <https://careertech.org/resource/putting-lmi-right-hands-guide>

- This guide is designed to help states think through the process of disseminating labor market information (LMI) more strategically. The guide highlights work done in Nevada, Kentucky and Washington to disseminate LMI to employers, districts and learners. It also poses guiding questions for states to consider for each of those audiences.
- Resource Type: Guide/Tool
- Page Count: 15

Advance CTE. (2019, May). *Wisconsin: Postsecondary program approval and phase out*. [https://careertech.org/resource/wisconsin\\_postsecondary\\_program\\_approval\\_phase\\_out](https://careertech.org/resource/wisconsin_postsecondary_program_approval_phase_out)

- This state case study was featured in Driving Quality in Postsecondary CTE: Approval and Evaluation Policies. It describes how the board of the Wisconsin Technical College System operates a two-phase approval process for all technical college programs.
- Resource Type: Policy/Case Study
- Page Count: N/A

Advance CTE. (2021). *Connecting every learner: A framework for states to increase access to and success in work-based learning*. <https://careertech.org/resource/work-based-learning-equity>

- This report provides a five-step framework to address equity gaps in work-based learning by building a statewide infrastructure that enables cross-agency collaboration and prioritizes relationship building, data and accountability, quality, and extending social and cultural capital. Innovative initiatives and programs in seven states and two cities address five action areas:
  - Establishing a statewide vision for equity in work-based learning;
  - Enabling intermediary organizations to equitably expand work-based learning;
  - Using data to advance equity and program quality;
  - Engaging and supporting employers to offer high-quality and inclusive work-based learning experiences; and
  - Scaling successful programs using an equity lens.
- Resource Type: Report
- Page Count: 32

Advance CTE. (2021). *Pushing the limits: A roadmap for advancing CTE Without Limits*. <https://careertech.org/resource/cte-without-limits-vision-roadmap>

- This resource serves as an evaluation and initial planning tool for state CTE leaders to implement the principles of *Without Limits: A Shared Vision for the Future of Career Technical Education*. The realization of this shared vision is possible only through shared commitment and action across all CTE stakeholders, including intentional and collaborative evaluation of existing policies and practices. This step-by-step guide helps states to conduct an initial assessment, identify top areas for action, and develop implementation strategies for one or multiple vision principles.
- Resource Type: Guide/Tool
- Page Count: 114

Advance CTE. (2021, July 29). *Vision commitments 'vlog' episode 3: Maximizing the return on investment for industry engagement to build CTE Without Limits* [Video]. <https://blog.careertech.org/?p=17744>

- This third installment of Advance CTE's Without Limits vlog series features the Corporation for Skilled Workforce, National Skills Coalition, and U.S. Chamber of Commerce Foundation. The episode discusses the growth and potential of public-private partnerships and the need for this collaboration across all stages of program development, including design, delivery and evaluation. Each panelist shares their insights on policy frameworks and next steps to more easily facilitate public-private partnerships and better connect systems of education, industry and workforce, as well as recommendations to improve trust-building and communication with industry partners to fully realize the vision of CTE.
- Resource Type: Webpage/Vlog
- Page Count: N/A

Advance CTE. (2021). *Without limits: A shared vision for the future of Career Technical Education*. <https://careertech.org/without-limits>

- *Without Limits: A Shared Vision for the Future of Career Technical Education (CTE Without Limits)* puts forth a bold vision for a cohesive, flexible and responsive career preparation ecosystem that will close equity gaps in educational outcomes and workforce readiness and leverage CTE as a catalyst for ensuring that each learner can succeed in the career of their choice. Developed with input from nearly 200 national, state and local education and workforce development leaders and supported by 42 national organizations, CTE Without Limits lays out five interconnected and equally critical principles:
  - Each learner engages in a cohesive, flexible and responsive career preparation ecosystem.
  - Each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem.
  - Each learner skillfully navigates their own career journey.
  - Each learner's skills are counted, valued and portable.
  - Each learner can access CTE without borders.
- Resource Type: Vision
- Page Count: 20

Association for Career and Technical Education. (2018). *Taking business to school: Pacific Gas & Electric Company*. [https://www.acteonline.org/wp-content/uploads/2018/02/Taking%20Business%20to%20School\\_PGE.pdf](https://www.acteonline.org/wp-content/uploads/2018/02/Taking%20Business%20to%20School_PGE.pdf)

- This case study presents the story of how Pacific Gas & Electric's PowerPathway program was established and scaled to engage different learner populations.
- Resource Type: Case Study
- Page Count: 4

Beer, A. (2018). *Apprenticeships: An emerging community college strategy for workforce development*. Association of Community College Trustees. [https://www.acct.org/files/Publications/2019/ACCT\\_Apprenticeships\\_2019.pdf#overlay-context=](https://www.acct.org/files/Publications/2019/ACCT_Apprenticeships_2019.pdf#overlay-context=)

- This report provides an overview of registered apprenticeship programs, including pre-apprenticeships and youth apprenticeships, and describes their recent growth. It also discusses several barriers to further expansion and strategies to improve programs, including:
  - Increasing funding and aligning funds for postsecondary education and workforce development;
  - Expanding to industries not typically served by apprenticeships, especially in growing fields such as health care and information technology;
  - Increasing the diversity of participants, especially with intentional outreach to communities of color and women; and
  - Expanding access to pre-apprenticeships and youth apprenticeships aligned with postsecondary pathways.
- Resource Type: Report
- Page Count: 16

Cheney, G. (2019). *Growing equity and diversity through apprenticeship: Business perspectives*. Jobs for the Future. <https://jfforg-prod-new.s3.amazonaws.com/media/documents/GrowingEquityandDiversitythroughApprenticeship-BizPerspectives-07182019-2.pdf>

- This brief explores strategies that 22 leading companies and industry associations are using to make apprenticeship models more diverse and inclusive and, in turn, advance equity in their companies and the communities they serve. Some of these strategies have been identified as best practices by community-based organizations working with under-represented populations and training providers but have not yet gained widespread employer buy-in. The examples shared in this brief serve as lessons illustrating how more businesses can apply these strategies in their apprenticeship programs to improve diversity and equity within their internal operations and throughout their industries.
- Resource Type: Brief
- Page Count: 32

Colorado Workforce Development Council. (n.d.). Sector partnerships. [https://cte.careertech.org/sites/default/files/Colorado\\_Sector\\_Partnerships\\_Brochure.pdf](https://cte.careertech.org/sites/default/files/Colorado_Sector_Partnerships_Brochure.pdf)

- This brochure describes Colorado's approach to sector partnerships. These partnerships consist of business leaders from the same industry and in a shared labor market region who work with education, workforce development, economic development and community organizations to address the workforce and other competitiveness needs of their industry.
- Resource Type: Brochure
- Page Count: 4

Daugherty, L., Anderson, D. M., Kramer, J. W., & Bozick, R. (2021). *Building Ohio's workforce through stackable credentials*. [https://www.rand.org/pubs/research\\_briefs/RBA207-1.html](https://www.rand.org/pubs/research_briefs/RBA207-1.html)

- This research brief summarizes key findings and implications of stackable credentials. The findings can inform Ohio's efforts to scale effective education and training pathways and might offer useful evidence to other states pursuing similar initiatives.
- Resource Type: Brief
- Page Count: 6

Mezera, D., & Suffren, Q. (2018). Building cross-sector partnerships to support career and technical education pathways: A playbook for state policymakers. ExcelinEd. <https://excelined.org/wp-content/uploads/2020/10/ExcelinEd.CTEPlaybook2.BuildingCrossSectorPartnerships.May2018.pdf>

- This guide examines the role and key elements of robust cross-sector partnerships and explores the ways policymakers can promote and support them to strengthen CTE program outcomes for learners. Also featured are examples of state and regional partnerships – including insights from experienced leaders about the opportunities and challenges associated with this important work.
- Resource Type: Guide/Tool
- Page Count: 30

SRI Education. (2015). A framework for evaluating the implementation of workforce education partnerships and programs. ERIC Institute of Education Sciences. <https://files.eric.ed.gov/fulltext/ED558608.pdf>

- This brief covers the Workforce Education Implementation Evaluation framework for examining hard-to-measure aspects of the design, development and delivery of workforce education partnerships and programs. Partnership strategies for employers and community colleges permit local regions to make adjustments in their workforce education system to ensure adequate supplies of skilled workers to meet employer demand.
- Resource Type: Brief
- Page Count: 10



[The Postsecondary State Career Technical Education Leaders Fellowship at Advance CTE – Sponsored by ECMC Foundation](#) (The Fellowship) strives to address the growing shortage of state postsecondary CTE leadership by closing racial representation gaps and removing equity barriers to leadership advancement. Through individualized support, intentional network building and a real-world fellowship project, Advance CTE – ECMCF Fellows will gain the skills and network to pursue leadership positions and advance high-quality, equitable state postsecondary CTE systems.



## ACKNOWLEDGMENTS

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The  
**Postsecondary**  
**STATE CAREER TECHNICAL**  
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at **ADVANCE** CTE  
State Leaders Connecting Learning to Work

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