BUILDING A DIVERSE CTE LEADERSHIP PIPELINE:
WORKBOOK

Use this workbook to actively design your CTE leadership program as you work through the
Building a Diverse CTE Leadership Toolkit Guide

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LEADERSHIP PIPELINE
TOOLKIT GUIDE

The
Postsecondary
STATE CAREER TECHNICAL
EDUCATION LEADERS FELLOWSHIP
at ADVANCE ≫ CTE   sponsored by ECMC Foundation

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GETTING STARTED

ASSESSING THE LANDSCAPE

Are your CTE learner, educator and state staff/leadership demographics aligned, or are there equity gaps?

Does your state have formal and informal infrastructure to attract, support and develop future state-level leaders? Are those systems working?

Does your state have a CTE leadership program in place?

- Does the existing program provide a robust and diverse talent pool to meet the state's needs?

- Was it designed with equity-minded leadership principles?

Does your state have clear succession plans in place for key state CTE leadership positions?

Do aspiring leaders, especially those from populations that are currently underrepresented in state CTE leadership, face systemic barriers that need to be understood and removed?

What are the risks to your state's learners and the CTE system if you do not have a diverse and robust talent pool of state CTE leaders?

DEFINING SUCCESS

What is the goal of your state CTE leadership program? Or if you need to create a CTE leadership program, what are potential goals to establish at the outset?

How will you measure the state CTE leadership program's impact?

What measurable outcomes do you want to achieve?

SELECTING YOUR ADVISORY COMMITTEE

What roles and responsibilities do you want this advisory committee to have?

What communities or stakeholders need to be represented on the advisory committee?

How many people will be on your advisory committee?

Will you have a chair (or co-chairs) of the committee?

When and how often will they meet?

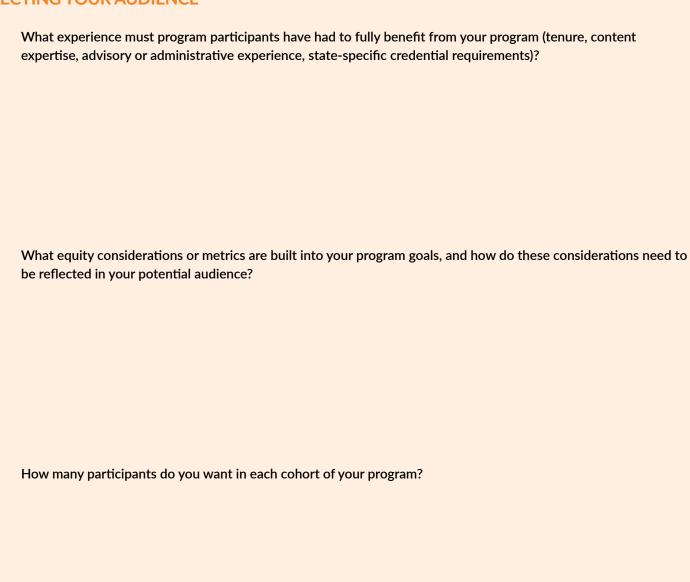**Will there be any compensation for service on the committee?**

Name	Organization	Contact Information	Stakeholder Community Represented	Demographics	Learner Level	Region of the State

DESIGNING YOUR PROGRAM

SELECTING YOUR AUDIENCE

What experience must program participants have had to fully benefit from your program (tenure, content expertise, advisory or administrative experience, state-specific credential requirements)?

What equity considerations or metrics are built into your program goals, and how do these considerations need to be reflected in your potential audience?

How many participants do you want in each cohort of your program?

DEFINING CORE COMPETENCIES

Considering your state's priorities for CTE, what competencies are needed to advance those priorities successfully?

Are there leadership programs in other sectors that you can reference to help broaden your perspective?

What are the desired competencies participants will be expected to attain during the program?

ESTABLISHING THE PROGRAM STRUCTURE

What will be the preferred delivery method of instruction and extended learning engagement opportunities?

What delivery method will optimize the participation of your target audience?

How frequently will sessions and activities be held?

How long will the program run?

What practical application of the knowledge, skills and competencies will adequately demonstrate proficiency?

Should your program incorporate a mentoring or coaching component?

DEVELOPING APPLICATIONS AND SELECTION CRITERIA

Who will be your target audience for the program: instructors/teachers, mid-career administrators in CTE-only positions, education administrators with a combined background of traditional roles and limited CTE experience, or individuals with CTE backgrounds that are exclusive to postsecondary or secondary?

How will recruitment activities be inclusive of and actively seek out diverse participants?

What skill or knowledge areas should applicants have a solid understanding of prior to participating in the fellowship?

What format will the application questions be (e.g., multiple choice, short answer or long answer)?

Will references be required? Are there preferred types of references (e.g., supervisors, colleagues or learners)?

What steps will be required after applications are submitted, such as interviews or a performance task? What benefits and barriers could those steps create?

SELECTION CRITERIA

Who will review applications? Will the selection committee include a mixture of organization staff members, advisory committee members, CTE affiliate organization members or other stakeholders?

What tools or processes can you develop to support an equitable selection process?

Are there any existing selection processes in your state you can learn from or platforms you can leverage?

LAUNCHING AND EXECUTING YOUR PROGRAM

RECRUITING THE RIGHT FELLOWS

What are the key messages you want to use to describe your program in recruitment materials?

Whom can you leverage to get the word out, including both organizations and individuals?

How big is your ideal applicant pool, and what measures of demographic diversity must that pool possess?

Who will monitor the applicant pool (number and composition)?

HAVING AN EQUITABLE SELECTION PROCESS

Does your selection process account for the lack of opportunities afforded to applicants from marginalized or underserved communities?

Did you consider alignment to learner population demographics during the selection process?

BUILDING SOCIAL CAPITAL FOR FELLOWS

Who are the leading CTE organizations that fellows will need to connect with to be successful post-fellowship within your state or nationally?

What levers or channels of communication do you have in place to highlight the participants in your program?

What are the high-visibility CTE conferences or events that participants will need assistance with gaining access to so they can present or speak to increase their social capital?

BUILDING INCLUSIVE, BRAVE AND SAFE SPACES

How will you signal to your participants that the program is a brave and safe space?

How will you model this expectation for your participants?

Considering your instructional delivery method (virtual or in person), how will those norms influence the creation of your community agreements? Example: Avoid technology distractions or keep your cameras on.

MONITORING PROGRESS AND MAKING ADJUSTMENTS

How frequently and after the completion of which program design elements will you survey participants?

What additional feedback loops or monitoring strategies will you incorporate to ensure that the program meets the needs of your organization, participants and the community being served?

Will you conduct a pre-assessment of your advisory committee, coaches and participants to proactively identify unexpected needs or concerns?

A DEEP DIVE INTO PROGRAM ELEMENTS

WORKSHOP DESIGN AND DELIVERY

What will be your preferred delivery method — virtual or in person? What are the advantages and disadvantages of each delivery method for your team and the cohort?

What instructional strategies do you believe will be the most effective for your targeted audience?

How will you intentionally build a sense of connectedness or camaraderie among the participants?

Whom will you work with to develop your workshop curriculum?

SELECTION AND ROLE OF COACHES

What are the interests of the participant?

Does the participant have a preference in the coach/mentor assigned to them based on demographics, areas of expertise or experience at specific institutions?

Does the coach/mentor have a network that could enhance the career aspirations of the assigned participant?

REAL-WORLD PROJECTS

What skills are you seeking to highlight in the completion of a real-world project? Examples include data analysis, program assessment, equity-minded principles, etc.

What supports or resources, including data, will be available to fellows to support their real-world project?

How will you meaningfully promote and elevate the participants' work to increase their visibility and social capital?

POST-PROGRAM ACTIVITIES

TELLING THE STORY — CAPTURING SUCCESS STORIES

What resources are available at your organization to tell the story of the program, such as a highly visible website, an extensive presence on social media platforms, annual convening opportunities, or partners invested in the success of the program that have the resources previously mentioned?

What are your communications norms with organization stakeholders and the cadence of communications using methods such as newsletters, listserves or software applications that allow your organization to maintain a consistent connection to members, customers or constituents? How frequently do you communicate with potential participants and employers?

VIDEOS: JOURNEY TO CTE LEADERSHIP VIDEO SERIES

The videos highlight a diverse group of aspiring state leaders. How can the videos assist you with diversifying CTE leadership in your state?

The videos focus on postsecondary participants. Do the experiences shared in the video apply to the potential leaders in your state who may not know that a wide array of leadership opportunities are available in CTE?

STAYING CONNECTED

How do you plan to keep participants connected to your CTE ecosystem after they complete the fellowship?

What role will participants play in your organization after the program is complete? Examples include advisory committee, coach/mentor, project consultants, liaison, or program recruiter.

ADDITIONAL RESOURCES

ANNOTATED BIBLIOGRAPHY

Note: *Please review the materials in the annotated bibliography before responding to the following guiding questions.*

Phase 1: The objective of the first phase of resources is to build knowledge on 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.

What is your current organization's stance on equity? Can you easily find an equity policy or strategy?

What are some of the historical barriers to minorities and underserved populations gaining access to high-quality CTE programming in the United States or your current state, region or local community?

What key levers in your organization can be activated to improve outcomes for learners of color?

Are you familiar with the Advance CTE resources that are available to assist your organization with transforming inequitable systems?

After reviewing the videos and articles in Phase 1 and completing the Harvard Implicit Bias Test, what strategies will you emphasize in your leadership program?

How can your leadership program encourage the use of adaptive and technical solutions to improve equitable access to and the performance in CTE programs for learners of color?

Phase 2: The second phase of resources 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 by which to initiate the process of developing interventions to close equity gaps in CTE programs and to evaluate 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.

Do you have access to your organization's CTE access or performance data disaggregated by race, ethnicity and gender?

Emphasizing data-driven decisions, how would you use your organization's data to analyze policies and practices and mitigate inequities?

How do you define meeting learners where they are, and what steps can be taken to analyze and evaluate their needs related to CTE programming access and performance?

How does your organization currently support CTE leaders as they complete a Perkins V Comprehensive Local Needs Assessment (CLNA)?

How is data disaggregated by subgroups and special populations used in your organization to complete the CLNA?

What elements of Phase 2 resources will you incorporate in your organization's leadership pipeline?

Phase 3: The final phase of resources 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 and maintain high-quality and equitable CTE.

How would you incorporate work-based learning into your leadership program and provide leaders with strategies to equitably expand access for all learners?

What strategies are currently used in your organization to foster public-private partnerships?

What are the current elements of your organization's education and training pathways?

USING THE TOOLKIT

The Building a Diverse CTE Leadership Pipeline Toolkit consists of a suite of tools and resources:

Part 1: An Introduction to the Building a Diverse CTE Leadership Pipeline Toolkit offers an overview of the goals and purpose of building a CTE leadership pipeline, as well as a full list of the components of the toolkit.

Part 2: An Overview of the Advance CTE Leaders Fellowship enables CTE leaders to learn from Advance CTE's experiences associated with administering and facilitating the Postsecondary State Career Technical Education Leaders Fellowship at Advance CTE — Sponsored by ECMC Foundation.

Part 3: Building a Diverse CTE Leadership Pipeline Toolkit Guide is a comprehensive document with guiding questions, recommendations and additional resources to assist CTE leaders with replicating the Advance CTE processes to develop a leadership pipeline program.

Part 4: Building a Diverse CTE Leadership Pipeline Workbook is a plug-and-play resource aligned with the guiding questions and recommendations from the guide to allow CTE leaders to actively design their CTE leadership program as they work through the guide. The workbook includes additional tools to facilitate program development.

Acknowledgments

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