

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

January 13-14, 2020

Embassy Suites Minneapolis Airport, Minneapolis, MN

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**ATTENDEES:** Sarah Heath, Marcie Mack, Heather Justice, Bernadette Howard, Jay Ramsey, Barbara Wall, Jeralyn Jargo, Thalea Longhurst, Sheila Ruhland, Victoria Crownover, Katie Graham, Laura Scheibe

**STAFF:** Kimberly Green (phone), Kate Kreamer, Meghan Wills, Katie Fitzgerald, Austin Estes, Samuel Dunietz, Sara Gassman, Meredith Hills, Brianna McCain

**ABSENT:** Alex Harris, Nicole Smith

**Welcome:** Heath called the meeting to order at 3:04 PM. Heath welcomed everyone to the Joint Advance CTE/The Center to Advance CTE Board of Directors' Meeting. Heath introduced new Board members Jay Ramsey, Katie Graham, Victoria Crownover and Laura Scheibe. Heath introduced new Advance CTE staff Meghan Wills, Samuel Dunietz and Sara Gassman.

Heath asked for approval of board meeting minutes from June 2019 (Advance CTE and The Center to Advance CTE) and November 2019 (Advance CTE).

**MOTION: To approve minutes from June 2019 and November 2019, as presented. Mack; Howard.**  
**MOTION APPROVED.**

**Financial, Development and Future Staffing:** Green provided an update on the financials of both organizations. Both organizations are in a very strong financial position. The Finance and Audit committee met last week; the most recent audit was clean and there were no findings. All states are renewing their membership dues.

Green provided an update on Advance CTE financials. As of December 31, 2019, the organization had received 67% of projected income, with all states renewing their memberships, and had expended 27% of expected expenditures. The budget was revised in December to add several small contracts with the U.S. Chamber of Commerce Foundation, University of Massachusetts (IES grant), Associated Black Charities and National Association of Student Financial Aid Administrators (NASFAA). These new projects illustrate the growth of interest in CTE and the expansion of our partnerships. Expenditures for most projects are on track; the majority of expenditures are projected for the second half of the fiscal year.

Green provided an update on The Center to Advance CTE financials. As of December 31, 2019, the organization had received 105% of projected income and had expended 33% of projected expenditures; we are creating a robust spend-down plan for the remainder of the fiscal year. The office space expansion timeline is running a bit behind but the additional space is projected to be ready in May or June of 2020.

Several grants will conclude by the end of February via no-cost extensions: the JPMorgan Chase & Co. New Skills for Youth grant, the Joyce Foundation grant on postsecondary CTE, and the Siemens Foundation grant on CTE communications. Several grants are just getting underway: the ECMC postsecondary data project will launch in January, and the JPMorgan Chase Foundation Global Career Readiness Initiative will launch in March. A grant is pending from the Siemens Foundation to continue work on CTE communications, which would launch in March.

The organization's financial investments are aligned to its investment policy; no changes are needed at this time. The investments have been reconciled through October 31, 2019, exceeding projections for financials at this point.

Green presented an update on staffing and the organizational hiring strategy for 2020. Offers have gone out this week to fill two policy associate positions, who would support the JPMorgan Chase Foundation Global Career Readiness Initiative project, the ECMC postsecondary data project, and the Lumina Foundation project on area technical centers; the start date for both positions is expected to be early February. The open digital communications position has not yet been filled. A second communications associate position has been posted; this position will support the communications work funded by the Siemens Foundation. Two more positions will be filled later this year.

Kreamer provided an overview of the organization's fundraising and development work. As expected, January 2020 will be a time of transition with several grants wrapping up and several new projects getting underway. Advance CTE is doing additional fee-for-service work, including submitting proposals in response to state-issued RFPs. One example is the recent state-funded technical assistance work in Oregon in Iowa, in partnership with ACTE, and additional technical assistance work is planned in 2020. The contract for the second year of the Partnership to Advance Youth Apprenticeship (PAYA) project has been finalized, and discussion is underway with national partners and funders for next steps on that project after the current phase concludes in September 2020. Advance CTE has been conducting fundraising to support the *CTE Forward* Summit; funding has been confirmed from Gates Foundation, and several other funders have expressed interest in providing support. Advance CTE has joined the College High School Alliance as a steering committee member; we are now part of the broader funding and policy conversation around secondary/postsecondary alignment.

Graham asked for an overview of the *CTE Forward* Summit. Kreamer shared that the purpose is to develop a vision and direction for the field of CTE, with input from state leaders and a number of national and state-facing partners. The CTE Summit has been held every five years since 2005. The meeting is structured around iterating and ideating to identify a vision and direction for CTE. In addition to developing a vision, Advance CTE is considering developing a goal for CTE. The meeting will be held in Fall 2020, with the specific date still being confirmed.

**MOTION: To approve Advance CTE financials, as presented.  
Howard; Graham.  
MOTION APPROVED.**

**MOTION: To approve The Center to Advance CTE financials, as presented.  
Howard; Scheibe.  
MOTION APPROVED.**

**Personnel Policy Revision:** The telework policy is still undergoing review and revision by Advance CTE’s attorney. The new policy will be presented at the January 30, 2020 Board Meeting.

**Strategic Plan Overview and Update:** Kreamer provided an overview of the joint strategic plan, which covers 2019-2021. The strategic plan is structured around five Ps: policy, professional learning, promotion, partnerships and processes; the five Ps drive all of Advance CTE’s work. Soon after the strategic plan was approved, Perkins V passed and the strategic plan and strategies were revised to reflect Perkins V implementation. Going forward, strategies will be revisited and revised every 12 months. Kreamer provided an overview of the remainder of the Joint Board Meeting agenda, which is a deep dive into the organization’s strategy documents and updates on progress. Each staff member will present on their own strategies and will solicit input from the Board throughout.

**Member Engagement & Professional Learning Strategy:** Kreamer presented an overview of the Member Engagement and Professional Learning Strategy. The overarching goal of Advance CTE’s work as a membership organization is to serve and support its members, especially State CTE Directors and state members, through a combination of leading and learning. Kreamer discussed major efforts to support member engagement and professional learning in each of the five Ps.

Ruhland asked about how Advance CTE is addressing diversity from the perspective of a membership strategy, including diversity of state directors and of the Advance CTE and Center to Advance CTE Boards of Directors. Graham shared that Nebraska is focusing on reducing bias in policies and procedures, which could be a lens Advance CTE takes on its policies. Board members discussed the importance of including diversity and equity as required competencies for State Directors, including the idea of including diversity and equity as a module in the New State Directors Leadership Program. Jargo suggested a need for professional learning on engagement with tribal nations. Ramsey suggested that blog posts on new State Directors highlight the diverse experiences and perspectives of each director. Kreamer shared that the membership survey now includes optional questions on respondent demographics to help Advance CTE gain a better perspective on the diversity of its members.

Gassman asked Board Members how Advance CTE might continue to support and connect with new State Directors beyond their first year in the role. Several Board Members identified the connections between the New State Director cohort members as the most valuable aspect of the program. Graham shared that the most helpful modules of the New State Director Leadership Program were those on how to do the job – such as managing, recruitment and retention in state government, and other topics – more than the content about the CTE system and laws. Howard suggested that Advance CTE conduct “exit interviews” with State Directors who leave their position, suggesting this could be a valuable way to learn what content and support provided by Advance CTE was most valuable. Justice suggested that delivering content on managing and

evaluating vendors could be a valuable program module, as this can be a big challenge for state directors. Howard suggested that Advance CTE intentionally engage State Directors at the beginning of their 3<sup>rd</sup> and 7<sup>th</sup> years on the job, as those are points when people tend to leave the position. Justice suggested leveraging new teacher induction programs as models for Advance CTE's engagement with members. Scheibe suggested that a valuable topic in year 2 or 3 would be how to staff a CTE team.

Gassman asked Board Members how Advance CTE can deliver value and connect more meaningfully with members who are not State Directors. Crownover shared that there aren't many opportunities for non-State Directors to gather and network; she suggested that State Directors intentionally send associate members to Advance CTE's Spring and Fall Meetings, and suggested that Advance CTE consider a mentoring program or a less-structured opportunity for connections with peers. Graham suggested that identifying the topics of role-alike sessions would help State Directors determine who they should bring to the meetings.

**State Policy Strategy and Discussion:** Wills presented the State Policy Strategy and explained that that Advance CTE's state policy strategy has evolved from tracking state policies and practices to learning how states are implementing. This next phase has included highlighting promising and best practices through resources and tools. Wills shared that most recently technical assistance has become a stronger component of Advance CTE's work.

Wills gave an update on the new National Career Clusters Framework revision plan, explaining that Advance CTE will work toward a more modern framework that aligns with the world of work, and how people move through the world of work today. This framework should be relevant for secondary and postsecondary learners. Advance CTE will undertake this revision throughout 2020, starting by gathering feedback on how the current framework is being used in states. By early fall 2020, Advance CTE will develop a revised framework, with the goal of rolling out a revised framework in early 2021.

Wills led a discussion on the proposed National Career Clusters Framework revision plan. Wills responded to questions about how the last revision and Task Force has reformed the current work by discussing how the previous recommendations are still relevant in some ways. This revision process will include extensive input to determine if the Framework is overhauled and if it is determined an overhaul is warranted, what direction and how robustly the overhaul is conducted. Wills explained that previously the Board voted not to pursue a development of standards. However, there are aspects of the Framework that are not working as well as they could, and many states have their own variation of the Framework. Green explained that the first part of this revision is to identify the purpose of the Framework. The Board encouraged Advance CTE not to pursue standards again.

The Board expressed concern that aspects of the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) four-year state plans, such as performance indicators and the Comprehensive Local Needs Assessment (CLNA), were developed based on the 16 Career Clusters<sup>®</sup>. Changes made to the Framework will have a cascading impact and would be costly and time intensive for states.

Wills led a discussion on what content would be most valuable for Advance CTE to address through state policy work. Answers from the Board included:

- Lessons learned over the last 10 months of CLNA preparation that would be helpful as states prepare for the next round of the CLNA and Perkins V plans; and
- What a Perkins V state plan “update” entails.

Green gave an update on methods of administration (MOA). As the MOA revisions, as articulated to the Advance CTE Board by Assistant Secretary Stump have been moving through the Administration’s review process, they hit a bump in the road. In 2019, the Administration put in place a government-wide ban on the issuance of non-regulatory guidance. Because the MOA revisions would be considered non-regulatory guidance, the U.S. Department of Education is considering whether a revised policy memo can be added to the Federal Register for a public comment period. If approved, there are plans to convene the regional Office of Civil Rights teams to train them on the implementation of the new MOA guidance. And finally, the MOA plans that states would be required to submit do not currently have a required template. The Office of Civil Rights (OCR) holds an annual MOA coordinator meeting; it is anticipated that at that meeting OCR and the Office of Career, Technical and Adult Education would solicit input into what might be required in the plan.

**Federal Policy Strategy and Discussion:** Dunietz presented the Federal Policy Strategy and led a discussion on the strategy.

The Board shared the Legislative Updates, Member Newsletters and Board Updates are a good source of information, and often shared out to other staff.

The Board suggested content that would be beneficial to members, including:

- Training on how to be an advocate and navigate what is allowed for different state employees;
- How to engage with new representative as states are gaining new seats; and
- How a bill becomes a law, and the different state and federal components to implementation.

The Board suggested that these topics be connected to the New State Director Program. The Board also suggested that Advance CTE add in a question to the member survey to learn what limitations members have when it comes to advocacy.

Dunietz led a discussion on how the Advance CTE centennial can promote federal policy priorities. Ideas from the Board included:

- Highlight how many different entities and organizations have come together to support CTE over the past 100 years.

**Area Technical Center Survey Input:** Dunietz gave an update on the Area Technical Center (ATC) grant from the Lumina Foundation and led a discussion on the grant survey. ATCs were originally created as an avenue to pool resources for expensive equipment, and largely served secondary students. Over time, the role of the ATC has evolved. However, there is no current

national data noting the number of ATCs, who is served by the ATCs, etc. The first step of this initiative is to see what federal data exists, and the next step is to survey Advance CTE's members to validate/update the federal data.

The Board shared the questions that they would like answered about ATCs, including:

- What is the definition of an ATC? (noting that this definition may vary by state)
- What does an ATC look like when it is exclusively for CTE programs?

**MOTION: To appoint Wendi Saftstrom to the Center to Advance CTE Board as a public member, whose term will run through June 30, 2022.**

**Howard; Justice.**

**MOTION ADOPTED.**

**Communications Strategy and Discussion:** Fitzgerald presented the Communications Strategy and led a discussion on the strategy.

Fitzgerald asked the Board how communicating about Perkins V is going, and what supports they need. Howard shared that while the public facing communications are strong, it's the communications between agencies that is challenging.

The Board asked for advice on how to gather stories about local implementation. Longhurst stated that she collects stories from all the work that she does. For example, to apply for a scholarship program students have to sign a media release along with the questions they answer, Longhurst gives all board members information on the students in their district and Longhurst is created a one-page fact sheet called "Perkins V is Alive." Ramsey publicly recognizes all CTE Presidential Scholars. Wall uses state board members to help spread CTE messaging across the state. Wall creates "brag sheets" for each board members so they are aware of what's going on in their district.

The Board discussed that they are struggling with how to communicate information about Perkins V in a way that's understandable. The Board uses the resources available on the Advance CTE website, often going back later and referencing or customizing the tool.

The Board is interested in seeing how overall perception of CTE mirrors student perception of CTE.

Heath adjourned the meeting at 7:30pm.

**Welcome:** Heath gaveled in the meeting at 10:00am CST on January 14, 2020 and welcomed the Board.

**100-year celebration input session:** Fitzgerald provided an overview of the 100-year celebration plan for the 2020 calendar year, including a reception at the spring meeting, a monthly blog series, a digital strategy and other activities. Each month Advance CTE will celebrate a different decade and the accomplishments of the organization and its members.

The 100-year reception will be at the Arlington Renaissance during the 2020 spring meeting, which will take place May 13-15. Board members are encouraged to plan travel to arrive on the 12<sup>th</sup> for the Board meeting. Ramsey suggested a '20s themed dress up for the reception. Fitzgerald asked the Board what they would like to see Advance CTE do for the 100-year celebration. Graham suggested creating lanyards and other swag. In Nebraska, the "I Love Public Schools" campaign distributes lanyards and other swag at a low cost.

Heath highlighted the importance and value of mentorship among the Advance CTE membership and suggested showcasing the impact of CTE leaders throughout the organization's history.

Graham suggested interviewing past organizational leaders about what they were worried and preoccupied with at the time. Ramsey has a state plan from 1937 in his office in Vermont and plans to talk to his state archivist to see if there is other information or documents available. The Board discussed giving State CTE Directors an opportunity to share memorabilia at the spring meeting. Advance CTE also has a trunk of old documents that it is planning to look into. Other organizations such as the CTSOs, NAPE, etc. might also have some old materials.

Another suggestion was to create a time capsule for the next 100 years. Schiebe suggested highlighting what the leadership of CTE looked like 100 years ago to acknowledge the progress we've made and how far we have to go.

**Technical Assistance Strategy:** Wills shared an update on the technical assistance strategy. The Board directed staff, as a result of the Spring 2019 stocktake, to pull out the technical assistance strategy rather than embed it in the state policy strategy to illustrate how connected it is with all of the other work Advance CTE does. Currently, the organization is delivering technical assistance across a variety of topics and using different methods, including coaching, shared solutions workgroups, virtual cohorts and more. Wills emphasized that Advance CTE aims to create more spaces for cross-state sharing related to specific topics or policy areas.

Wills also mentioned that two organizational priorities over the next year are to develop an equitable process for selecting states for technical assistance—with the goal of supporting states that need the most help—and building staff capacity for delivering high-quality service to states. In response to a question from Heath, Wills clarified that Advance CTE's technical assistance includes both grant-funded work as well as state-funded contracts. Advance CTE's technical assistance is categorized into different tiers. All members can access ad hoc technical assistance, such as phone calls or research requests, free of charge. Staff are also available to visit a state to deliver a workshop or presentation as long as the state covers transportation costs. More sustained technical assistance activities will require a contract.

Justice asked if Advance CTE has mapped out what services the organization is equipped to provide versus what we would want to subcontract and how that informs hiring. Are there other vendors we could bring in to add capacity? For example, the RELs are available to provide research capacity free of charge.

Advance CTE committed to mapping out all of the resources available to states. There was interest from the Board in having Advance CTE's input on which vendors are quality or not.

Such an asset map would be valuable for new State Directors. Jargo mentioned that Minnesota is careful not to endorse a vendor but provides tools to the field to help determine which to choose.

The conversation turned to a discussion of providing technical assistance to groups of states through virtual cohorts. Justice mentioned that JFF has attempted to do this in the past to limited success. There are some lessons from the Pathways to Prosperity network, though the cohorts were more valuable to participants that were newer to the work. More advanced states did not get as much value out of the cohorts. Other Board members agreed that virtual cohorts can be disengaging for states that are further along.

Heath suggested cohorting members by “like circumstances” rather than just by regions or time in the field. Advance CTE’s plan is to convene cohorts by topic. Graham said that RTI is cohorting states into affinity groups to better deliver technical assistance related to topics in common. Advance CTE will try to minimize duplication of effort with other organizations. The Board suggested that effective virtual cohorts need to have more structure, such a critical questions and clear objectives. A more successful virtual cohort was the AIR work-based learning workgroup. They required pre-work, had in-person meetings, brought in experts for limited portions rather than staying involved the whole time. It was also suggested that Advance CTE could organize an in-person kickoff at a spring or fall meeting to give participants the opportunity to connect face to face.

As a next step, Wills asked the Board to follow up and share information about other virtual cohorts underway right now.

To determine technical assistance priorities, it was suggested that Advance CTE’s review of Perkins V plans might give some insight into what the needs are across the states. Kreamer mentioned that OCTAE is planning on developing a similar portal, and Advance CTE is coordinating with OCTAE to see where we can add value rather than duplicate work. For example, Advance CTE could do a deeper analysis to look at how states are addressing equity through their plans. It was suggested that CCSSO’s summary of ESSA state plans could be a model for this type of review.

The Board said that once Perkins V plans are submitted, support will likely be needed on implementation. There are a lot of good ideas floating around, but there is a question as to how many states have started actually executing and what their capacity is for implementation. There is a need for implementation evidence-based supports. Another technical assistance need is how states can plan for the next step when it comes time to update Perkins plans four years from now.

One approach Advance CTE can take to providing implementation support is grouping states by similar strategies such as program quality indicators or strategies for performance evaluation. Advance CTE should also share out lessons learned from our technical assistance as well as from other partners such as RTI.

The Board found Advance CTE’s feedback from the plan review period helpful. The notes weren’t always surprising, but it helped to have an outside voice lending credibility to internal decision making. There was some tension around setting performance targets (OCTAE is

counseling states to set realistic benchmarks; Advance CTE pushed to make them more ambitious) and including more nuance and detail, which would be understood to an in-state audience. It would be helpful to have a rubric states can use for the next round of state planning.

**Equity Strategy:** McCain shared that Advance CTE launched its equity strategy a little more than a year ago and proceeded to share an update on the strategy. The strategy includes activities to promote and advance equity within the CTE field, but also to “practice what we preach” and do our own internal equity work and update practices and protocols to be more equitable.

Ruhland suggested publishing the members of the equity committee and its objectives on the website to serve as a resource for members. In regards to surveys, Heath suggested using information we already know rather than ask additional questions about equity, diversity and inclusion which may lead to lower response rates. There might also be some lessons to learn from the successes and challenges of ACTE’s equity committee. Justice offered to connect Advance CTE with members of her staff who were involved in the committee and felt that their voices were not heard.

The Board offered that it would be helpful to get technical assistance with concrete suggestions and action items to get beyond “awareness.” Through the comprehensive local needs assessment, some locals are deprioritizing equity and access, not because it is unimportant but because they don’t know what to do. Part of the challenge is that the ownership falls to local leaders and they feel they aren’t equipped to address every need. Many locals don’t understand the difference between access and attainment. There is a need to help states understand what their role is in raising awareness and developing tools and resources. Advance CTE can help by elevating states and communities that have been effective in supporting specific student populations. States are getting decent at the data but are struggling with changing mindsets and finding opportunities for action. Additionally, the specific equity/ access priorities vary by region. In some, socioeconomic status might be more of a priority than in others.

It was also suggested that the equity conversation should be married with a conversation about size, scope and quality. The Board suggested that it would be helpful for Advance CTE to analyze how different states approached their size, scope and quality definitions.

The Board said it would be helpful to have “reading lists” of new reports and publications from Advance CTE and partners related to equity. Assistance Secretary Stump’s email notices are an example. Advance CTE should also continue to push State Directors and create positive tension so equity doesn’t get shelved. Justice suggested using data to call attention to persistent opportunity gaps and spur states so they take action. On the data front, Board members surfaced needs around dealing with small “n” sizes, different ways to visualize opportunity gaps, how to look at geographic mapping data, etc.

Some states are doing equity work that they didn’t include in their plans, so it might not be proper to only evaluate states based on what is included in the plan. It can be hard to highlight equity challenges in a public document that has a lot of agency eyes on it. It might make more sense to convene a “coalition of the willing” and organize a virtual cohort or other group to examine some of these questions.

**Data Strategy:** Estes presented an overview of Advance CTE’s Data Strategy, including the objectives and major efforts to support data informed decision making, literacy and awareness in each of the five P’s. Estes noted that the ECMC Foundation grant is allowing Advance CTE to launch a state-led postsecondary CTE data initiative. Estes discussed the technical assistance Advance CTE is providing states to help them conduct opportunity gaps analysis. Estes noted that Advance CTE will create a resource base to help states identify next steps once opportunity gaps are identified.

Heath noted that Advance CTE can connect the work it’s conducting through the data strategy to the Postsecondary CTE Research Program at North Carolina State, which is sponsored by the ECMC Foundation. Heath suggested that Advance CTE reach out to the program to share what topics would be most useful for the program to research from the state perspective and to discuss what topics Advance CTE would research if immense resources were available. Scheibe noted that it is important to consider how the capacity to conduct data related work varies greatly across states.

Mack noted that it is important to have shared definitions to prevent the comparison of “apples to oranges.” Jargo noted that it was difficult to gather information on work-based learning at the postsecondary level because there were numerous definitions. Estes stated that it would be difficult to publicize shared definitions because definitions vary greatly across states. Estes suggested that instead states focus on “who should be at the table.”

Justice noted the importance of creating a “storytelling” process to communicate data. Ruhland suggested prioritizing three to five data related areas to focus on. Ruhland suggested leveraging those areas to create a model for how to “tell the story” and what to do when “data doesn’t tell a good story.” Estes noted that Advance CTE is working to uplift states that are excelling at using data to tell a compelling story.

Ramsey noted that it is important to examine financial data, such as how much each community spends on a particular program or service, to gather the “full picture.” Heath noted the importance of collecting information that may not be published publicly, such as teacher shortage data. Heath noted that Colorado has an active teacher database and is implementing a nontraditional teacher strategy based on the data available to the state.

Justice asked if the purpose of the data strategy is to help states collect, understand or use data and if Advance CTE intends to take the lead in gathering information and sharing it out. Estes noted that Advance CTE does not have the capacity to conduct nationwide data collection.

**Postsecondary Strategy:** Hills presented an overview of Advance CTE’s postsecondary strategy, including the objectives and major efforts to support postsecondary CTE in each of the five P’s. Hills noted that the postsecondary strategy places an intentional focus on serving postsecondary members and ensuring that there is a postsecondary focus underscoring Advance CTE’s work. Hills stated that for the purposes of the postsecondary strategy, postsecondary CTE includes higher education and workforce development.

Ramsey asked if it serves a purpose to say “degree and nondegree options” as opposed to having a broader “postsecondary bucket.”

Justice asked if it makes sense to have Higher Education Act (HEA) and Workforce Innovation and Opportunity Act (WIOA) under the same strategy or if it would make more sense for the laws to be represented in separate strategies. Howard noted that people view HEA and WIOA as separate entities. Jargo noted that at the federal level there has been an effort to bring the postsecondary and workforce development systems “together,” which has led to some negative consequences. Mack noted that it is important to examine the outcomes of HEA and WIOA separately. Jargo suggested that Advance CTE conduct a crosswalk of HEA and WIOA to examine where there are commonalities and differences in the laws. Justice noted that it may be important to include HEA and WIOA under separate strategies because there are different stakeholders for the laws.

Jargo noted that ESSA was not included in the postsecondary strategy discussion. Hills stated that once ESSA implementation occurs there will be more focus on the law. Green noted that CTE is often held up as a “systems connector,” but that no one has clearly defined what systems alignment looks like in practice. Justice asked if Advance CTE has the partnerships to be the “go-to” organization for this topic.

**WIOA Input Session:** Hills facilitated a session to receive input on what Advance CTE’s priorities should be for the Workforce Innovation and Opportunity Act (WIOA). Hills began the input session by facilitating a discussion on what is working in states in regards to workforce development alignment. Wall noted that a WIOA point of contact was identified for each school district in Georgia. Howard noted that Hawai’i has one workforce system, one secondary system and one postsecondary system, which helps with alignment.

Justice noted that there is tension between the investments for in-school youth and out-of-school youth. Justice noted that it is important to not take away all of the funds for “fixing the pipeline on the front end.” Justice noted that there is a lack of consistency in labor market information.

Hills facilitated a discussion on what the Board would like Advance CTE to focus on during WIOA reauthorization. Ramsey asked for clarification on how cost-sharing should be structured when Perkins funds are involved. Crownover noted that Perkins funds must be used for cost-sharing but that Perkins lacks clearly defined roles/ rights throughout the rest of the law. Jargo suggested that the requirement that postsecondary Perkins funds be used for infrastructure costs be removed from the law.

Jargo noted that since WIOA has so many stakeholders, when changes occur at state agencies it creates a lack of continuity. Jargo noted that the number of stakeholders associated with WIOA can cause the law to be less effective. Crownover noted that WIOA should have a needs assessment process that aligns with Perkins.

**Board Stocktake:** Estes walked through the Stocktake process outlining changes and what’s new to the dashboard including phasing out the visibility of high-quality CTE indicator and introducing effectiveness of processes and protocols and capacity to execute the strategic plan.

Estes discussed the changes in capacity measures, and how that has impacted the dashboard bringing down many indicators from green to yellow compared to Spring 2019. Estes discussed each indicators and the reasoning behind the color rating.

### **Discussion Topics Proposed by Board**

- Better prepared to represent the Advance CTE Board and organization prior to meetings and events where representing Advance CTE
- **Strategy to engage non-State Director members**
- Evaluating partners and vendors
- Leverage national partners to engage state affiliates
- Smart growth of the organization and maintaining organizational culture. Additionally, discussing field work and TA and how that impacts the team
- Strategy for building skills among members
- **Virtual learning strategy**

**Discussion 1: Virtual Learning Strategy** : The Board discussed strategies for creating more engaging and structured virtual learning content to meet the needs of different member types. Advance CTE should prioritize ease of use. In particular, State Directors want to be able to export information or forward it to staff (which was identified as a limitation of Moodle).

There is also interest in having access to static, on-demand content. For example, Advance CTE could create 15-minute videos on various topics that can be accessed through Moodle. Additionally, the CTE Virtual Institute could be modified to be on-demand. There was some interest in building out a learning management system for state staff to access on-demand and self-paced content on a variety of topics, similar to the CTE Virtual Institute.

Throughout the conversation, the Board emphasized that Advance CTE should “major in the majors” and not expend too much capacity on creating new virtual learning content at the sake of its other priorities. They encouraged staff to look at our capacity in other areas of our work and see if we could draw on that work to package and reshare content.

Next steps from this discussion are:

- Look at the member services survey to derive a virtual learning calendar for 2020
- Update the project close-out process and add development of on-demand resources (such as 15-min “explainers”) if relevant
- Create and share a professional learning calendar that includes Advance CTE and other partner webinars, meetings, etc.

### **Discussion 2: Non-State Director Supports**

The discussion started by brainstorming the different state staff roles:

- Perkins coordinator
- Data
- Work-based learning
- Pathways
- Higher ed
- MOA/ equity/ civil rights (not always the same person)

- Grant management/ monitoring
- Clusters
- Finance
- Legal
- Workforce boards
- Assistant directors
- Adult basic education
- Professional development
- Curriculum
- Teacher credentialing
- Assessments
- CTSOs
- Accreditation

The Board discussed Advance CTE’s role in creating space for engagement across membership types. One strategy that was proposed is to highlight what content is relevant for different member types (for example, indicating on the spring meeting agenda which sessions are relevant for finance or data people). Advance CTE can also recommend who State Directors should include in their state membership and/or bring to Advance CTE meetings.

The Board agrees that Advance CTE can serve as a convener and work to create space on Moodle, at meetings and on webinars for organic role-alike conversations. However, this should not take priority over other strategies and should not use up a significant amount of staff capacity. One strategy is to activate different members to serve as lead facilitators for their cohort.

The Board also discussed strategies for succession planning. This is a challenge because State Directors don’t always have the luxury of picking their replacements, but it was agreed that State Directors and Advance CTE should be thinking about how to cultivate a pool of “emerging leaders.” There is also a need for supports and strategies to build a more diverse, equitable and inclusive pipeline into leadership in the CTE field.

Next steps include:

- Consider creating an “emerging leaders” program similar to the New State Directors Program
- Develop (update) list of State Director competencies
- Consider strategies for creating role-alike spaces (on Moodle, at meetings, etc.)
- Share recommendations about who should be added to the state membership and/or invited to meetings

Heath thanked the Board and staff for an engaging meeting and called the meeting to a close at 3 p.m. CST.