

Joint Advance CTE/The Center to Advance CTE Board of Directors' Meeting
MINUTES
August 5, 2021
Zoom call

BOARD ATTENDEES: Marcie Mack, Laura Scheibe, Sarah Heath, Katie Graham, Donna Lewelling, Thalea Longhurst, Angel Malone, Cathie Raymond, Luke Rhine, Angela Kremers

ATTENDEES: Vivayic Team: Seth Derner, Sandy Klein, Bailey Raml, Lorena Hernandez, Richard Katt, Career Clusters Consultant

NOT PRESENT: Alex Harris, Nicole Smith, Victoria Crownover, Jeralyn Jargo, Tiara Booker-Dwyer, Wendi Safstrom

STAFF: Kimberly Green, Kate Kreamer, Dan Hinderliter, Tanya Powers

Welcome: Mack called the meeting to order at 12:01 pm ET, welcoming everyone to the joint Advance CTE/The Center to Advance CTE Board Meeting. Mack stated that she was honored to serve as President and congratulated Heath for doing an excellent job representing the Board while serving as Board President for two terms.

Malone asked for approval of minutes from June 29, 2021.

**MOTION: To approve Advance CTE and The Center to Advance CTE minutes from June 29, 2021, as presented.
Kremers; Raymond.
MOTION APPROVED.**

Mack introduced Hinderliter with Advance CTE and Seth Derner with Vivayic to present the Proposed Career Clusters^(R) Prototype Framework. Mack noted that the vote at the end of the meeting would not be a motion to approve the framework but rather a vote that will determine if additional work will be put forth to continue to refine the prototype framework presented.

Presentation and Vote on Proposed Career Clusters Prototype Framework: Hinderliter introduced himself and shared that he has worked on the Career Clusters initiative for the past year. He noted that he also leads state policy tracking and works on the New Skills ready network project. Hinderliter thanked the Board for their time and commitment to the Career Clusters project. It has been a collaborative process that has been valuable in helping to develop the prototype being presented. Hinderliter presented the agenda, noting that the purpose of the presentation was to demonstrate the value of a new modernized framework and to present a minimum viable product that will be improved upon through focus groups and field testing. Hinderliter gave an overview of the objectives that the Advance CTE and Vivayic team felt were valuable context to understanding how the team arrived at the new prototype. Since the inception of the Career Clusters Framework in 2002, the standards have been re-evaluated every five years. At the time of the last anniversary date, the Board was not prepared to invest in the updating of

the standards, but instead looked at how the states were using the framework and found they weren't using the standards in the way it was intended. A Career Clusters taskforce was convened to guide the next steps. Hinderliter explained that Perkins reauthorization slowed down the work last year but an initiative was reinstated under the mantle of "Advancing the Framework, A State-led Initiative to Modernizing the National Career Clusters Framework." Hinderliter reviewed the project objectives and phase timeline:

- Phase 1: Gathering Perspectives (May-August 2020) - Understanding who uses The Framework and how they perceive the purpose of The Framework, identify the biggest gaps between existing design and current uses
- Phase 2: Generate consensus (September-December 2020) - Renewed purpose statement voted on by Boards and subsequent design specifications.
- Phase 3: Innovation and ideation (January-May 2021) - Hosted stakeholder engagement sessions; launched innovation portal; 450 individual submissions from 150 participants
- Phase 4: Facilitate workshops (May-July 2021) - Two sessions for prototype validation and formulation
- Phase 5: Stress testing prototype (July-November 2021)

Hinderliter shared the renewed purpose statement that was approved by the Board: "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," and noted that this purpose statement served as the guiding principle for the Career Clusters initiative. He stated that the current framework does not align with the purpose statement. Hinderliter shared that through the facilitated workshops in phase four, experts and national voices were engaged to discuss trends based on the submissions to the innovation portal. This group was designed to have a wide diversity of perspectives including students. During those conversations, the viability of potential prototype models was discussed. There were twelve items that came from discussions with stakeholders, stakeholder engagement, and the kitchen cabinet that were used to facilitate the process. There were 7 required and 5 requested design specifications used.

Required:

1. Replaces the 16 Career Clusters
2. Provides opportunity for show direct linkage to NAICS, SOC, and CIP codes
3. Represents the entire world of work
4. Informs state and regional planning and investment
5. Promises equity
6. Uses principles of universal design for broad accessibility
7. Improves career exploration and guidance for youth and adult learners

Requested:

1. Unlikely to be outdated with 10-20 years
2. Bold/Transformative
3. Supports CTE and workforce research efforts
4. Promotes consideration of CTE by learners

5. Promotes alignment among state departments of education, labor, and economic development

Derner introduced himself and a few members of the Vivayic team. Derner acknowledged and thanked Rich Katt for his help with the process. Derner stated that there is still a lot of work left to do to move the prototype forward but there is a broad consensus amongst the team, that this prototype was what emerged as an alternative to the current framework. There was recognition that the current framework presented a challenge to determine where a career fits within Career Clusters. As new industries and careers emerge, where do they fit within the clusters?

Derner shared that one of the key elements in the purpose statement is having a more common language or a framework that looks at the components of the world of work. Part of what defines the world of work is defining the needs of society that drive economic activity. The framework that emerged is presented as a periodic table of Career Cluster elements. The needs of society were the first set of elements. Derner said that industries can serve more than one need of society but needs evolve and that is where economic activity comes from. The next set of elements were the core economic activities. As our economy has evolved and organizations are larger and more specialized, and as functions have become more specialized, we now have organizations that provide functions to other companies. This is a way to look at what all of the opportunities in the world of work could be broken down as. We could start with the needs of society or the organization that is meeting that need.

Derner noted that this approach does not leave out Career Ready Practices because those are universal. They are elements that apply across all of the elements of the framework. Derner shared that the framework presented is at the conceptual level. Derner said it was important to note that each element has an inherent set of technical competencies that would define the body of knowledge and skill required in that element. Technical competencies in the world of work are inclusive of academic skills and industry knowledge.

One of the seven requirements was to answer how the modernized framework will help frame careers? Derner noted in this model, careers are more narrowly defined. The framework's adaptability and flexibility comes to light with the ability to handle traditional careers and those that are emerging that are harder to define and place in a cluster. Derner shared an example of a use case in advising learners in career pathways for secondary, postsecondary and adult learners. For secondary and postsecondary learners, the framework encourages exploration in careers related to the elements, helps learners discern if they are most interested in pursuing a career based on the need they can help meet, the economic activity or the organizational function. The model helps develop a reference that helps learners understand which courses/programs address or relate to each element. It gives agency to choose and explore in and around the elements. For adult learners, the framework can help to audit their technical knowledge and skills across applicable elements, explore other career options within each of those elements, and help gauge interest in each element and explore the training and or education needed to move in a new career path. Derner noted that with guidance, implementation tools, and training, this model could not only help advise learners about careers but also become a planning tool. He shared an example of if a local CTE administrator at a district level wanted to do a review of their

manufacturing-related programs of study, they could use federal, state, and or local labor market data to express demand by element, use the periodic table with business and community leaders to qualify the perceived current and future workforce needs and entrepreneurial opportunities, and with stakeholder input, prioritize the elements. Then, add education input to determine the appropriate scope of technical competencies (academic and technical knowledge and skills), map priority elements to available programs, seek additional resources or opportunities to address an element when available programs are insufficient or unnecessary, and revise/add programs and related standards and curricula.

Derner presented a summary comparison by purpose statement between the current and proposed framework and shared a couple of highlights. Derner stated that the proposed prototype framework will require effort to introduce a new perspective but as elements, they could provide common language with much greater granularity. The framework was built around technical competencies and this model should be able to communicate data across the structures of K-12, postsecondary, and the workforce. For empowering each learner to explore, decide on, and prepare, the prototype framework is a learner-centric model. Derner highlighted two things in the comparison summary of the design specifications. With tools and training, the prototype could inform state and regional planning for CTE programs and investments. Lastly, Derner shared that promoting equity was an important part of group discussions. With the prototype framework, there is less opportunity to track learners into an industry/cluster because of a perceived “fit.” It encourages learners to start from the place they have agency.

Hinderliter provided a quick summary of the presentation. With *CTE Without Limits* being board approved, the team wanted to ensure the prototype framework was reflective of the vision. Both the vision and the prototype framework call for bold and transformative change. Hinderliter stated that the framework was significantly more learner centric and will require systems change to align with it but the team did not see it as a limitation given the new focus on equity and increased learner agency. Like the vision, the prototype also calls for quality programs, instructors, instruction, and work-based learning responsive to the needs of industry. Hinderliter said that the Advance CTE and Vivayic team view the framework as the bridge between education and the entire world of work. It is much more flexible in the ability to provide a cohesive and responsive career preparation ecosystem that allows learners to navigate their own career journey. The proposed framework presented is inherently more adaptable to postsecondary and adult learners, allows states to build on aligned systems, and instructors and administrators to draw a direct connection to transferable skills and post-secondary credentials. Finally, Hinderliter stated that one of the greatest strengths of the model was the ability to inform career exploration and advising.

Hinderliter noted that given all of the strengths and benefits of the prototype, there were some limitations. The majority of them will be attended to during phase five. Unlike the 2002 framework that was limited at the time by available technology, there is an opportunity to use technology to simplify the framework through overlays and interfaces for different audiences. There is a need to attend to federal Perkins accountability and reporting and Hinderliter said that would be a primary objective in the next phase of work. The Advance CTE and Vivayic team are confident that the framework can be adjusted so that it is a valuable asset to moving CTE

forward within states and ensuring it is usable by the primary CTE administrator and instructor audience.

Green noted that the journey of revising the existing framework began by acknowledging that the current framework was not doing what was needed. She also said that the Advance CTE and Vivayic team was proud of the prototype presented, it was bold and reflective of the input received. The model was complex. Green shared that the informal name of the framework was “Careeriodic Table.” Green presented several questions to help guide the Board to a vote that would decide if the proposed framework presented merited enough interest/support/viability for continued exploration and development. She asked for everyone to share their honest thoughts, concerns, and feedback.

Green noted that if a decision was made to continue to refine the prototype, staff would present the framework to the Board again in November for approval for population and development.

Green opened the floor to discussion asking what things are intriguing and what are some things everyone liked about the prototype?

Malone stated that it matched the *CTE Without Limits* principle regarding students being able to choose their own journey without limitations and with the ability to couple things together. Raymond liked that it was not rigid. A student could develop their program of study. She liked that the model showed overlap. Lewelling stated that once she moved past the periodic table, she liked the layers. She said that oftentimes students, administration, and faculty take things in chunks and that having the layers was user-friendly and a better design than the current framework.

Green stated that one of the criticisms of the current framework was that it was K-12 centric. She asked Lewelling if she thought the presented prototype was welcoming to postsecondary and adult learners? Lewelling said yes because it started at the very top with the career and with a workforce component. Lewelling thanked the team for listening to input and feedback.

Scheibe shared that she initially had a negative reaction but once she learned more she was excited. She thought it was great for students, learners, and for business. The model helped reflect where business is in the 21st century. Scheibe also shared that she has concerns about how it will fit into federal law boxes. Kremers shared that she liked the bold approach and the flexibility. She also liked the competency base and seeing the practices.

Green asked for input regarding concerns. Kremers shared that Perkins V was about specificity and with the flexibility of this model, would they be able to adhere to those specifics that Perkins V requires?

Green shared her thoughts of utilizing technology interfacing, with the elements as building blocks, to make it accessible to everyone, creating different entry points for different users.

Raymond asked how much publicity had been shared with the field about anticipating a change with the Career Clusters? Green responded that there was a marketing and dissemination plan in place. There have been ten to twelve focus group sessions, the portal was shared with the CTE family and stakeholder communities stating the Career Clusters framework was being updated and asked for their input. The commitment to advancing the framework is that it is a state-led initiative co-creating solutions alongside states. Green said that because it is a co-creation, the launch in 2024 should not come to anyone as a surprise. Green noted that only the Board has seen the prototype. It is not complete, therefore not ready to be shared.

Lewelling suggested that as we move forward with messaging to share how the model complements what is in Perkins and WIOA so that others aren't overwhelmed with the thought of a new system and separate tasks. She also stated that we should be thinking about what kind of support and professional development opportunities we are going to offer to students and how we support programs, state directors, and those implementing the framework.

Heath shared that she also liked the flexibility, especially with the emerging occupations. Heath felt that there was a tremendous need and opportunity for professional development and alignment. Graham echoed a lot of what others have said. The complexity was slightly overwhelming, specifically regarding implementation. Graham stated that she sees it as a valuable tool and is excited to see a student centric approach. She looks forward to continuing the conversations to help ensure it is a successful push forward. Longhurst also liked the flexibility and the focus on students. She is concerned about how to report but is confident that it will all be worked out.

Green shared that she does not know how the framework will work for Perkins accountability or programs of study but reminds herself of something she often says in that we need to design systems, not focus on adults in the system, but the learners. With that, she stated that there is a responsibility and opportunity to take a leap and try to make it work. The next phase of work will be to answer those questions and bring them back to the Board in November. Green presented four potential options for a motion to guide the vote but noted that other options could be brought forward .

1. Proceed with the current prototype's continued development
2. Proceed with the current prototype's continued development with additional Board-defined parameters or requirements
3. Stop the prototype's development and pivot to updating the current Framework
4. Stop the prototype's development and halt work on the revision of the Career Clusters Framework entirely

The Vivayic team left the meeting. Mack asked for additional feedback from the Board.

Kremers motioned to proceed with the current prototype's continued development.

MOTION: To proceed with the current prototype's continued development.

Kremers; Raymond.

Graham asked Kremers if she could make an amendment to the motion and proposed to continue development of the prototype with additional Board-defined parameters or requirements. Rhines agreed with Graham stating that the next steps are defined and felt that there should be active discussions about whether there are additional considerations that need to be made available. Those parameters then need to be prioritized. Green said that staff would provide a list of the parameters and work with the Board to add to that list and prioritize those parameters to ensure that the work moved forward attends to the things that are most important. Green told Kremers that if she entertained Graham's amendment to add Board-defined parameters, to also extend the motion to include that staff will work with the Board to determine the parameters in an offline survey before additional work continued.

Kremers rescinded her motion. Mack asked if anyone else would like to propose a motion on how to move forward with the proposed prototype.

MOTION: To proceed with the current prototype's continued development with additional Board-defined parameters or requirements. Staff will work with the Board to determine those parameters in an offline survey before work continues.

Graham; Rhines.

MOTION APPROVED.

Mack adjourned the meeting at 1:06 p.m. ET.