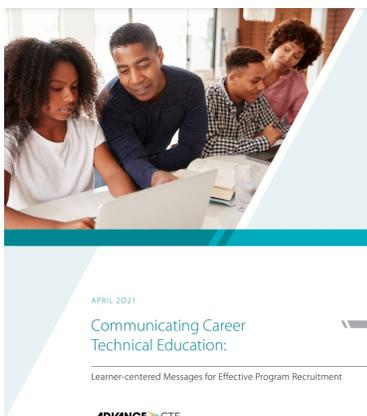




This month has already been filled with many celebrations of our achievements and accomplishments within the Career Technical Education (CTE) field. Stakeholders from all sectors are recognizing February as CTE Month®; a time of increased advocacy and awareness of the role that CTE has in ensuring each learner, no matter their age, their race, or where they live, can be successful in the career preparation ecosystem that leads to success in a career of their choice.

Below are resources, tools and guides from the [Learning that Works Resource Center](#) for you to make the most of the remainder of CTE Month while being intentional about advocacy for high-quality and equitable career programs in the months ahead.

Communicating the Value and Promise of CTE



Communicating Career Technical Education: Learner-centered Messages for Effective Program Recruitment



Promoting Career Technical Education: Social Media Guide



The Shifting American Economy: Key Messages & Strategy Considerations

Did you know? Advance CTE has published [fact sheets](#) on various topics to increase your knowledge on and help communicate key CTE facts and issues.

Engaging Business and Industry Partners



Shifting the Skills Conversation

Employer Attitudes and Outcomes for Career Technical Education

OCTOBER 2021



Opportunities to Advance Statewide Industry Collaboration and Engagement in Career Technical Education



Introduction

Business and industry leaders have an essential role to play in the design and delivery of high-quality Career Technical Education (CTE) programs. They bring unique perspectives on the foundational competencies and qualifications for entry-level work in their respective industries and can provide input into the design of programs of study, learning standards and classroom-based curriculum. But business and industry leaders should be more than just "customers" of CTE, waiting at the finish line to hire program completers. Instead, they should play an active role in supporting and guiding learners along their career pathways. State leaders should create the infrastructure to foster collaboration and engagement so that industry engagement can happen at scale. To put it more simply, business and industry leaders should be invited to be meaningful and ongoing collaborators.

While some states have made good progress in recent years in engaging business and industry, the Workforce Innovation and Opportunity Act of 2014 (WIOA) formalized a structure for statewide and local industry engagement through sector strategies. Sector strategies bring together local employers, education, training, labor and community-based organizations to address local skills gaps and scale up high-quality career pathways to help learners develop the competencies they need for high-skill, high-wage, in-demand employment. Through WIOA, local workforce boards are required to set aside a certain amount of funding to support the establishment and implementation of sector strategies.¹ States also play a role in facilitating these partnerships through the use of state discretionary funds.

The success of sector strategies has varied from state to state. Quite often, education has not played as strong a role as it could in these partnerships. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides the perfect opportunity for leveraging ongoing sector strategies and scaling up engagement with business and industry leaders in CTE. Many states established statewide advisory councils with representatives from critical state industries to inform the design of their Perkins V plans. Additionally, Perkins V emphasizes ongoing business and industry engagement in a number of ways, including:

- Required engagement with representatives of business and industry in the development of the four-year plan;
- The requirement to align the state's WIOA and Perkins V vision and the opportunity to address a combined WIOA-Perkins V plan;
- The opportunity for state leaders to establish statewide industry or sector partnerships that build on WIOA-required sector partnerships;
- The requirement that all local reports compare and update a comprehensive local needs assessment (LNA) every two years that draws on regional labor market information to inform program offerings and work on a higher level "on an ongoing basis";
- A new statutory definition of work-based learning and measures to encourage work-based learning opportunities through accountability and funding; and
- An emphasis on business and industry engagement in the local application.



Hiring in the Modern Talent Marketplace



Shifting the Skills Conversation: Employer Attitudes and Outcomes of Career Technical Education

Opportunities to Advance Statewide Industry Collaboration and Engagement in Career Technical Education

Hiring in the Modern Talent Marketplace

Implementing CTE Without Limits

BRAIDING FUNDING TO SUPPORT EQUITABLE CAREER PATHWAYS

Introduction

To support the expansion and acceleration of high-quality and equitable career pathways, the Oregon State Board of Education (OSBE) and the Oregon Department of Education (ODE) launched the Braiding Funding Initiative, a national initiative consisting of all states, each composed of state, regional and local partners. The initiative draws on cross-sector partnerships to facilitate systems work across these levels. The work of building sustainable career pathways systems at each level requires braiding funding and other resources by combining or leveraging funding streams to share costs for employee, equipment or systems outright between entities. To ensure that cross-sector work has the maximum impact, it is imperative that state and local agencies understand where their funding comes from, how to leverage this funding and how to connect funding and resources with their agencies at different levels to benefit rigorous, quality career pathways and equitable access for learners.

Without Limits: A Shared Vision for the Future of Career Technical Education (CTE) Without in-kind or monetary gifts, employers can build a robust and responsive career preparation ecosystem. To build such an ecosystem, leaders must look across systems, in conjunction with other state agencies and local leaders to align funding streams and resources. As gaps continue to widen between well-resourced and under-resourced systems and institutions, state and local leaders should identify opportunities for flexible funding streams, large-scale courses of funding and resources and build upon and leverage partnerships to ensure that funding and resources go to the learners that need them most.

Braiding funding streams and sharing non-financial resources, systems and people to support career pathways contribute to aligned goal setting, minimize duplication of services and focus the ability to

LOCAL STATE FEDERAL PHILANTHROPIC FUNDING EQUITABLE CAREER PATHWAYS

ADVANCE CTE **ESG** **NEW SKILLS**

Braiding Funding To Support Equitable Career Pathways

WITH LEARNERS, NOT FOR LEARNERS: A TOOLKIT FOR ELEVATING LEARNER VOICE IN CTE

ADVANCE CTE **NCTE** **ASSOCIATION FOR CAREER TECHNICAL EDUCATION**

Introduction

As the workforce evolves, the demand for workers with skills and knowledge to succeed in a rapidly changing economy grows. Career technical education (CTE) programs are essential to preparing students for the workforce. However, many CTE programs are not designed to be learner-centered. This toolkit provides strategies and resources to help CTE programs become more learner-centered and to ensure that learners have a voice in their education.

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With Learners, Not for Learners: A Toolkit for Elevating Learner Voice in CTE

CREATING AN IMPACT WITH CREDENTIAL QUALITY AND TRANSPARENCY

BY RACHEL VILSACK

A State Policy Toolkit

NATIONAL SKILLS COALITION

Introduction

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Creating an Impact with Credential Quality and Transparency: A State Policy Toolkit

Webinar: Building the Pipeline of Diverse Educators

Date: Monday, February 28, 2022

Time: 1:00 PM ET

Increasing the racial and cultural diversity of the educator workforce takes a statewide commitment to analyze current educator workforce data and demographics compared to the populations of students being served. State leaders can play a critical role in advancing policies to ensure there is greater alignment between the educators and the learners they teach. Recruitment and retention of a high-quality and diverse educator pool provides many benefits that contribute to learner academic and

Getting to Know Advance CTE



Meet Stacy Whitehouse! Stacy is the Senior Associate for Communications and State Engagement at Advance CTE. Stacy works to develop and implement communications and outreach strategies that support state CTE leaders; most recent initiatives include communications research for [recruiting and retaining families and learners](#), and [employer engagement](#). Stacy also develops and implements strategic communications for *Without Limits: A Shared Vision for the Future of Career Technical Education* (CTE Without Limits).

Q: As we approach the one-year celebration of *CTE Without Limits*. How can stakeholders plan to participate?

A: The easiest way vision supporters can celebrate is to continue educating stakeholders about *CTE Without Limits* by using Advance CTE's [communication resources](#). If you're ready to go to the next level, start your vision assessment journey with [Pushing the Limits: A Roadmap for Advancing CTE Without Limits](#) that provides a step by step guide for CTE leaders to assess one or more vision principles against existing policy and practice. Read more [here](#).

ADVANCE  **CTE**
State Leaders Connecting Learning to Work

