

WITHOUT LIMITS

A Shared Vision for
the Future of Career
Technical Education



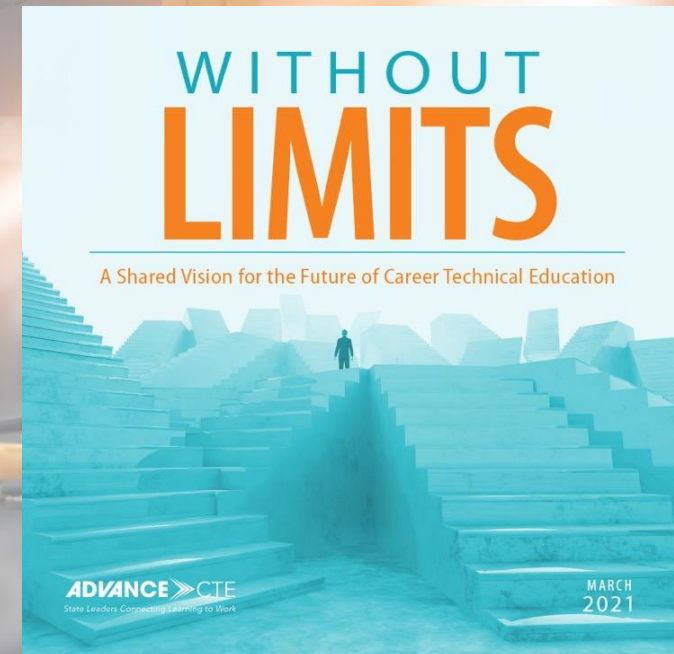
Kate Kreamer, Deputy Director
Nithya Govindasamy, Senior Advisor

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ADVANCE >> CTE
State Leaders Connecting Learning to Work

CTE Without Limits

- Worked with partner organizations and members to synthesize and prioritize the ideas, strategies and goals generated during the Summit
- Published in March 2021
- Each learner must have access to and the means to be successful in the career of their choice
- Will require:
 - All systems working in concert
 - A commitment to tearing down the barriers that limit opportunity
 - CTE to serve as the catalyst to make this vision a reality



A Shared Vision



Foundational Commitments to Achieve the Vision



Equity



Quality programs and instructors



Meaningful public-private partnerships





Actionable data



Continuous improvement and collaborative leadership


The five principles of this vision identify the systems and structures that need to be challenged and, in some cases, dismantled to achieve our vision:

 **Principle 1:** Each learner engages in a cohesive, flexible and responsive career preparation ecosystem

 **Principle 2:** Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem

 **Principle 3:** Each learner skillfully navigates their own career journey

 **Principle 4:** Each learner's skills are counted, valued and portable

 **Principle 5:** Each learner can access CTE without borders

Our vision:

CTE
without
limits

To achieve this vision, a set of foundational commitments must be in place, including a commitment to:



Equity



Quality
Programs &
Instructors



Meaningful
Public-Private
Partnerships



Actionable
Data



Continuous
Improvement
& Collaboration

Five Principles

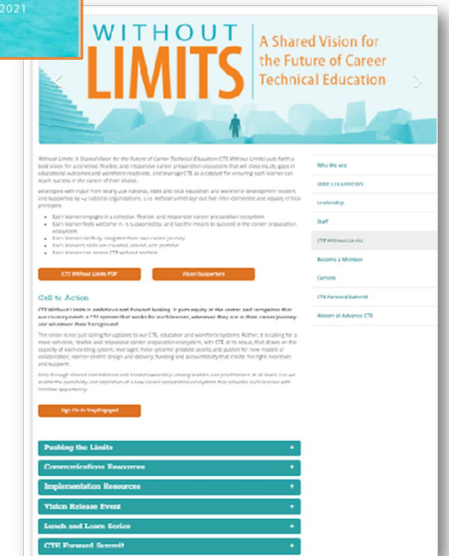
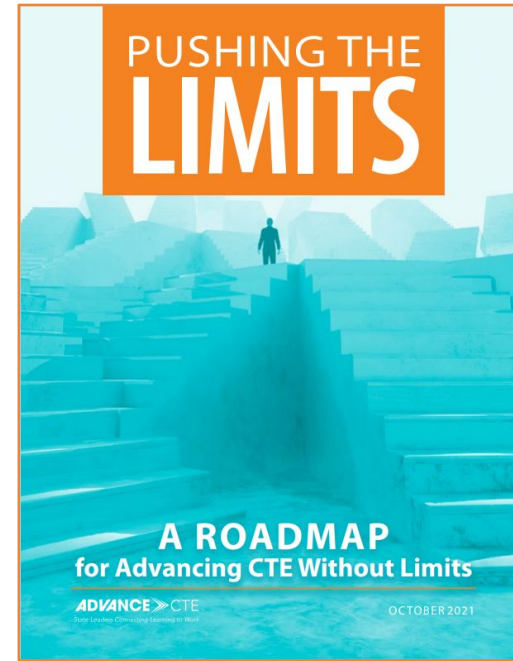
Call on the CTE field to remove the limitations of:

- Siloed systems and funding and accountability models that drive the wrong outcomes
- Racist and discriminatory systems, policies and practices
- Barriers that prevent learners from navigating their career progression seamlessly
- Seat time and degrees so we can value all learning and all skills wherever they occur
- Geography through cross-state collaboration and open access



Roadmap

- Launched in October 2021
- Designed to be a step-by-step guide for states to:
 - Assess Your Systems
 - Consider Implementation Steps
 - Capture Reflections/Next Steps
 - Build an Action Plan



Pushing the Limits: A Roadmap for Advancing CTE Without Limits:

- Unpacks each of the five principles and related actions of CTE Without Limits;
- Provides self-assessment questions to help state leaders reflect on the current alignment of policies and practice, capacity for change, and potential impact of moving the needle for each action;
- Provides sample implementation steps, policies and resources to inspire action; and
- Offers an action planning tool to develop SMART (Specific, Measurable, Attainable, Relevant and Time-Bound) goals to drive systemic change

PRINCIPLE

3

Each learner skillfully navigates their own career journey



Principle 3

To accomplish this, we must:

- ✓ Offer integrated PreK-20W advisement systems
- ✓ Provide transparent and accessible cross-state data on CTE options and outcomes
- ✓ Invest the necessary resources to support integrated advisement systems



ACTION 1: Offer integrated PreK-20W advisement systems.

Full implementation of this action requires states to:

- ✓ Align career advisement and navigational supports at the K-12 level, guided pathways at the postsecondary level, and career services offered through the workforce system to adults so that information flows across levels and learners receive consistent and coordinated supports;
- ✓ Embed meaningful experiential learning opportunities, such as work-based learning and Career Technical Student Organizations (CTSOs), into career advisement systems;
- ✓ Scale early warning and proactive advisement systems at the secondary and postsecondary levels and ensure that they include indicators related to CTE;
- ✓ Connect career advisement to wraparound supports to fully support students; and
- ✓ Ensure that career advisement systems attend to social-emotional learning and reflect trauma-informed principles.

Pre-work Recommendations

- Consider the data or source documents that you need to have access to prior to working on each principle.
- For example, data sets about demographics of learners in CTE from most recent program year, strategic plan for agency, workforce agency, higher education/board of regents, etc.
- If you need workforce or labor market data, you will want to work with your state LMI team or WIOA agency.

What Does Your Data Tell You?

ASSESS YOUR SYSTEMS

Drawing on input from key stakeholders and cross-agency partners, consider the following questions to assess how your state is currently advancing this action — and where there are gaps in data, practice, policy or political will. Do not worry if you cannot answer all of the questions! If answers are not available, consider how you can integrate data collection and stakeholder engagement to gather insights into your action plans.

After each set of questions, enter your self-rating for the degree to which your state's current policies and practice align with the action, the level of your state's capacity or commitment to advance this action, and the potential impact on your state (and its learners and economy) if you were to advance this action. These self-ratings will populate a heat map at the end of this document.

What Does Your Data Tell You?

Which learners — particularly historically marginalized learners — have access to and participate in robust career advisement systems and services? Where are there gaps?

Which learners — particularly historically marginalized learners — have access to and participate in experiential learning opportunities, such as work-based learning or CTSOs?

At which transition points along the education-workforce continuum are institutions most likely to lose or disengage learners based on transfer, retention and placement rates?

☐ Identify the demographic groups that are participating in career advising services.

☐ Who? What percent?

White 50%

Black 20%

Asian 15%

LatinX 10%

Other 5%

*1000 learners participated in career services

*2000 learners were eligible to participate

☐ To identify gaps, compare the total pool with the pool that participated

☐ Then, determine if there are variances in specific populations



ACTION 1: Offer integrated PreK-20W advisement systems.

Current Policy and Practice

To what degree are career guidance and advisement systems currently aligned across the K-12, postsecondary and workforce systems?

In my state, there is some alignment between systems, but it varies based on the school district or region. State guidance is provided, but there are no mandatory incentives or requirements for locals to align these systems.

Does your state have a statewide requirement at the K-12 level for individual career and academic plans? If so, what strategies or supports are in place to ensure fidelity of implementation at the local level?

Yes, individual and career and academic plans are required. The provides training to local districts for what should be included in these plans. We do not monitor the implementation of these plans consistently.

Does your state have any requirements or incentives for guided pathways at the postsecondary level? If so, what strategies or supports are in place to ensure fidelity of implementation at the institutional level?

Yes, there are funding incentives for guided pathways. Some reporting is required for funding, but additional training and supports need to be provided.

How effectively are learners connected to additional support services to help them complete their education?

Our state does not collect data that captures the effectiveness of the connection to support services for learners as this responsibility largely lies within institutions. This is a gap.

How is experiential learning, such as work-based learning and CTSOs, embedded within advisement systems at the K-12 and postsecondary levels?

Districts currently track WBL activities at a program or school level. The information collected at the state level about WBL is limited. Postsecondary data about WBL is not consistently reported to the state. This is an opportunity for our state to investigate further. We need to collect data about the various activities that are considered to be WBL and agree on a common definition for WBL.

How are career advisement activities integrated with state data systems, including early warning systems?

Career advisement is broadly defined and we need a more consistent way to capture student-level information and report both participation and successful completion of career advisement activities – against requirements.

Based on your responses above, to what degree do your state's current policies and practice **align** with or advance this action?



4 = *Strongly align*
3 = *Somewhat align*
2 = *Minimally align*
1 = *Do not align*



ACTION 1: Offer integrated PreK-20W advisement systems.

Capacity for Change

To what degree is there interest in this action among state policymakers? Local practitioners?

To what degree is there willingness to take action on this issue among state policymakers? Local practitioners?

How are or can Perkins V, ESSA, WIOA or other federal policies be leveraged to support this action?

How does or can this action align with your planned use of COVID-19 relief or recovery funds?

Note: Some of the questions in this section can be skipped based on the level of information you have available about your state's policy climate.

This section may also be better suited for a meeting/discussion since the responses require you to consider multiple inputs outside of CTE.

Which existing initiatives or partnerships are focused on this issue and can be leveraged or tapped to advance the work?

What barriers exist to advancing this action?

Based on your responses above, what is the **capacity or commitment** in your state to advance this action?

4 = Strong capacity/commitment
3 = Some capacity/commitment
2 = Minimal capacity/commitment
1 = No capacity/commitment

Overall, what is the **potential impact** of advancing this action in your state?

4 = Strong impact
3 = Some impact
2 = Minimal impact
1 = No impact

SWOT

Note:
The purpose of this section is for you to highlight the policy levers and programs in your state that can be leveraged as well as identify barriers to advancing this body of work.



ACTION 1: Offer integrated PreK-20W advisement systems.

Based on the self-assessment in the previous section, briefly summarize the strengths, weaknesses, opportunities and threats to advancing this action in your state.

STRENGTHS	<p><i>What existing policies, initiatives or resources are in place that support or advance this action?</i></p>	<p><i>What policies, initiatives or resources may hinder support for or the advancement of this action, or where are you lacking policies, initiatives or resources?</i></p>	WEAKNESSES
	OPPORTUNITIES	<p><i>Looking ahead, what opportunities exist within your state to advance this action?</i></p>	

Implementation Steps



ACTION 1: Offer integrated PreK-20W advisement systems.

CONSIDER IMPLEMENTATION STEPS

Below are key steps your state can take to begin to advance this action. First is a list of steps focused on auditing your systems and policies and building more buy-in from key partners. Next are suggested policy or programmatic changes that are foundational to sustained implementation of the action, followed by sample state policies and resources for inspiration.

Audit Your Systems

- ✓ Evaluate the implementation of individual career and academic plan requirements or options.
- ✓ Identify any districts or colleges that have effective advisement systems in place.
- ✓ Review alignment among career advisement tools, systems and resources at the K-12, postsecondary and workforce development system levels.
- ✓ Review processes for connecting learners to experiential learning opportunities, such as work-based learning and CTSOs.
- ✓ Review processes for connecting learners to wraparound supports, such as transportation, housing and child care.
- ✓ Convene learners to better understand what supports they are receiving and what additional resources are needed.

Key Policy and Practice Changes

- ✓ Require each PreK-12 student to develop an individual career and academic plan, starting in at least grade 6, and update it regularly.
- ✓ Require the integration of career development standards and activities into CTE programs as a condition of program approval.
- ✓ Update state policies to integrate social-emotional learning and trauma-informed principles into advisement systems.
- ✓ Develop systems to intentionally connect each learner to experiential learning opportunities, such as work-based learning and CTSOs.
- ✓ Offer technical assistance to local providers on best practices for connecting learners to wraparound supports, such as transportation, housing and child care.
- ✓ Offer funding incentives for the development of early warning data systems at the secondary and postsecondary levels.
- ✓ Co-locate one-stop centers funded by WIOA on college campuses to integrate postsecondary and workforce career services.

Capture and Reflection



ACTION 1: Offer integrated PreK-20W advisement systems.

CAPTURE REFLECTIONS AND NEXT STEPS

Please include any major takeaways or reflections from the previous section, as well as any concrete next steps you will take (e.g., data to collect, policies to review, partnerships to be leveraged).


What are your top reflections on how your state is currently supporting this action or could be in the future?


What are some next steps you can take, particularly those that are foundational to building or maintaining momentum?

Pause and reflect and determine your priorities based on your state's appetite for change.


CTE Without Limits Action Planning


Following is a heat map of the self-ratings you and your team identified for the principle(s) in this tool, with **4 as the highest score for each category and 1 as the lowest**. Use the table to identify your state's greatest strengths and areas for improvement. This heat map can help you identify and prioritize focus areas for your action plan.


 Principle 1: Each learner engages in a cohesive, flexible and responsive career preparation ecosystem	DEGREE OF ALIGNMENT	CAPACITY & COMMITMENT	POTENTIAL IMPACT
1. Establish shared, statewide goals for a cohesive career preparation ecosystem.			
2. Ensure that all CTE programs of study are flexible and responsive.			
3. Expand data and accountability models that value collaboration, equity and innovation.			
4. Design equitable funding models that direct funding to where it is needed most.			
OVERALL PRINCIPLE 1 RATING			

 Principle 2: Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem	DEGREE OF ALIGNMENT	CAPACITY & COMMITMENT	POTENTIAL IMPACT
1. Fully diagnose and understand the scope of institutional barriers and systemic racism.			
2. Recruit, retain and support a diverse and culturally competent workforce.			
3. Design CTE programs and interventions on the margin while maintaining a commitment to quality.			
4. Provide meaningful and ongoing mechanisms for elevating the learner voice.			
OVERALL PRINCIPLE 2 RATING			

Action Planning

 Principle 3: Each learner skillfully navigates their own career journey	DEGREE OF ALIGNMENT	CAPACITY & COMMITMENT	POTENTIAL IMPACT
1. Offer integrated PreK-20W advisement systems.			
2. Provide transparent and accessible cross-state data on CTE options and outcomes.			
3. Invest the necessary resources to support integrated advisement systems.			
OVERALL PRINCIPLE 3 RATING			

 Principle 4: Each learner's skills are counted, valued and portable	DEGREE OF ALIGNMENT	CAPACITY & COMMITMENT	POTENTIAL IMPACT
1. Capture and value all learning that occurs, wherever and whenever it occurs.			
2. Build and leverage trusted systems to translate competencies and credentials into portable credit.			
3. Expand skills-based hiring practices that value competencies.			
OVERALL PRINCIPLE 4 RATING			

 Principle 5: Each learner can access CTE without borders	DEGREE OF ALIGNMENT	CAPACITY & COMMITMENT	POTENTIAL IMPACT
1. Leverage a national framework for connecting education and the workforce.			
2. Develop inter-state compacts that support collaboration and remove barriers.			
3. Invest in research and development to ensure that virtual opportunities are quality, equitable and meaningful.			
OVERALL PRINCIPLE 5 RATING			

CTE Without Limits Action Planning

Drawing on the overall assessment of your state's alignment the principles and related actions within *CTE Without Limits*, as well as overall capacity and potential impact, identify at least three goals that will drive your system forward and bring it closer to fully achieving these principles. Consider the SMART framework for goal setting. Goals should be Specific, Measurable, Attainable, Relevant and Time-Bound.

- ✓ **Specific:** In as much detail as possible, describe the challenge and what you hope to accomplish. Identify those responsible and accountable for executing the goal.
- ✓ **Measurable:** Identify measures of success and how you plan to track progress.
- ✓ **Attainable:** Make sure the goal is realistic. Do you have the skill, will and resources to achieve this goal? If not, what is a more realistic goal? A good SMART goal is both ambitious and attainable.
- ✓ **Relevant:** Is this goal related to your career readiness vision? How will it help you actualize this vision?
- ✓ **Time-Bound:** Set a specific date when the goal will be achieved.

Example of a SMART Goal

Currently, our state does not have a strategy in place for ensuring that learner voice is leveraged to improve CTE. When learners are engaged, it is all done locally, and we don't know if all voices are brought to the table. We will develop a statewide strategy for engaging learners, including hiring a staff member to lead the strategy. We will start by launching a student advisory committee. The strategy will be finalized and implemented by spring 2022, and this process will be led by Wanda Perkins. Our goal is that a diverse group of CTE learners will be regularly engaged in our statewide efforts by spring 2022 with positive feedback from those engaged.

Describe the problem

Describe the solution

Identify an owner for the work

Set a specific date when the goal will be achieved

Identify measures of success

LIST THREE SMART GOALS FOR ADVANCING CTE WITHOUT LIMITS

Identify up to three SMART goals that you need to advance *CTE Without Limits* in your state. Describe each goal in the following fields.

Goal 1

Goal 2

Goal 3

CTE Without Limits Action Planning

For each goal, identify what you will do immediately, within six months and within the next year to advance that specific goal, including who will own that step and what outcomes you hope to see.

Goal 1

What steps will your state take **immediately** to advance this goal?

Action Step	Individual Owner	Desired Outcomes
1 Develop a taskforce to benchmark and identify national career advising models.		
2		
3		

What steps will your state take in the **next six months** to advance this goal?

Action Step	Individual Owner	Desired Outcomes
1 Present findings from taskforce to leadership team and make recommendations for implementation.		
2		
3		

Actions to be taken within next 12 months

What steps will your state take in the **next year** to advance this goal?

Action Step	Individual Owner	Desired Outcomes
1 Approve recommendations for new policy (not legislative) or practice.		
2		
3 Identify budget and resources to implement recommendations.		

Collaboration & Maximizing Capacity

- Based on your assessment of your systems, who should be at the table for these discussions?
- What are some existing meetings/spaces to accomplish the objectives of the Roadmap?

Call to Action

For this vision to be successful, we must:

- ✓ Draw on the capacity of each existing system and leverage their greatest assets
- ✓ Push for new models of collaboration, learner-centric design, and funding and accountability models that create the right incentives and supports
- ✓ Come together to push beyond the status quo and take collective, collaborative and bold action

Find Out More

Read the full Roadmap, access additional resources and sign up to stay engaged:

<https://careertech.org/resource/cte-without-limits-vision-roadmap>

Thank you!

