PUSHING THE LIMITS

A Roadmap for Advancing Principle 3 of CTE Without Limits

ADVANCE》CTE
State Leaders Connecting Learning to Work

INTRODUCTION

Without Limits: A Shared Vision for the Future of Career Technical Education *(CTE Without Limits)* puts forth a bold vision for a cohesive, flexible and responsive career preparation ecosystem that will close equity gaps in educational outcomes and workforce readiness and leverage CTE as a catalyst for ensuring that each learner can reach success in the career of their choice.

The five inter-connected and equally critical principles call for a more cohesive, flexible and responsive career preparation ecosystem, with CTE at its nexus, that draws on the capacity of all systems (e.g., K-12, postsecondary, workforce development); leverages these systems' greatest assets; and encourages new models of collaboration, learner-centric design and delivery, funding and accountability that create the right incentives and supports.

However, only through shared commitment and shared ownership among leaders and practitioners at all levels will the possibility and aspiration of *CTE Without Limits* be realized. State CTE leaders have a critical role to play in developing this shared commitment and ownership and in charting a course in each state to make the vision a reality.

This document is one of five — each organized around one of the five principles of *CTE Without Limits* — designed to provide a roadmap for state leaders to follow over the next months and years to make the vision actionable.

Pushing the Limits: A Roadmap for Advancing Principle 3 of CTE Without Limits:

✔ Unpacks each of the three actions in principle 3 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 goals to drive systemic change.

HOW TO USE PUSHING THE LIMITS: A ROADMAP FOR ADVANCING PRINCIPLE 3 OF CTE WITHOUT LIMITS

Pushing the Limits: A Roadmap for Advancing Principle 3 of CTE Without Limits is designed to guide you and your team through an assessment of current policies and practices to identify what your state can build on and where new attention, policies or investments are needed. The tool is a fillable PDF to allow you to directly capture your responses to open-ended questions and self-ratings along the way, which can be done collaboratively or individually by members of your team. Ideally, you should include representatives from secondary, postsecondary and workforce development systems and other key stakeholders in this work.

It is recommended to read through the document before conducting the assessment to ensure that you have a full understanding of what is covered in principle 3 and its related actions — and what data, input or other information you may need to complete the exercise.
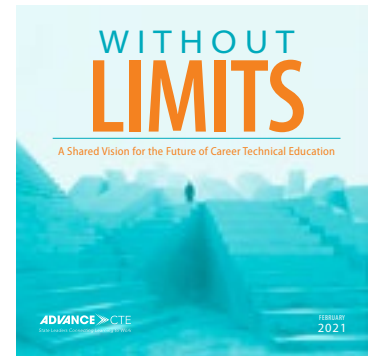
> **To view the roadmap for all five principles, go to https://careertech.org/resource/cte-without-limits-vision-roadmap.**

Each Learner Skillfully Navigates Their Own Career Journey

A key element of the career preparation ecosystem is a coordinated set of supports that enables each learner to navigate their career journey skillfully and successfully. At every stage of their careers, learners need access to information and individuals that help them ask the right questions, identify high-quality CTE programs, and access the services and supports for which they qualify.

Truly empowering learners will require a comprehensive, accessible, transparent and connected advisement system. This system must start by engaging young learners as they build occupational identities and span their lifetimes, providing consistent and coordinated support and guidance as they continue to gain skills and progress in their careers.

This principle includes the following actions:

1. Offer integrated PreK-20W advisement systems;

2. Provide transparent and accessible cross-state data on CTE options and outcomes; and

3. Invest the necessary resources to support integrated advisement systems.

The following sections walk through each of the three actions in this principle and provide a roadmap for state leaders to make the principle actionable.

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.

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?

Current Policy and Practice

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

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?

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

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

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

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?

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

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

What existing policies, initiatives or resources are in place that support or advance this action?

WEAKNESSES

What policies, initiatives or resources may hinder support for or the advancement of this action, or where are you lacking policies, initiatives or resources?

OPPORTUNITIES

Looking ahead, what opportunities exist within your state to advance this action?

THREATS

What are potential threats to your ability to advance this action? What are the risks of doing this work?

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.

Sample Policies and Resources

- ❯ South Carolina: Education and Economic Development Act
- ❯ Wisconsin: Academic and Career Planning Process
- ❯ Tennessee: SAILS Program
- ❯ National Collaborative on Workforce and Disability for Youth: Promoting Quality Individualized Learning Plans Throughout the Lifespan: A Revised and Updated "ILP How to Guide 2.0"
- ❯ Community College Research Center: Scaling ASAP: How Expanding a Successful Program Supported Broader Institutional Change at Bronx Community College
- ❯ Michigan Center for Student Success: Guided Pathways: The Scale of Adoption in Michigan
- ❯ Middle Tennessee State University: Predictive Analytics
- ❯ National League of Cities: Afterschool and Summer Learning: A City Strategy to Support College and Career Readiness

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?

ACTION 2: Provide transparent and accessible cross-state data on CTE options and outcomes.

Full implementation of this action requires states to:

✔ Update or redesign publicly available data reports to ensure that they are accessible to multiple stakeholders, including learners and their families, and provide easily understood information on the availability, value and outcomes of specific CTE programs, including how those outcomes might vary based on learner demographics; and

✔ Improve labor market information systems to provide learners with transparent, reliable and real-time information on available career opportunities, earnings, and how educational decisions will affect access to support services.

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?

Who is visiting websites or other access points and using labor market tools in your state?

ACTION 2: Provide transparent and accessible cross-state data on CTE options and outcomes.

Current Policy and Practice

How is labor market information currently provided to learners at the secondary and postsecondary levels? Do all learners have access? Is the information easy to understand and accessible to individuals with disabilities and English learners?

How and where can potential learners find information about CTE programs and outcomes? Do all learners have access? Is the information easy to understand and accessible to individuals with disabilities and English learners?

Does the state currently provide labor market outcome data disaggregated by program of study and student populations?

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 2: Provide transparent and accessible cross-state data on CTE options and outcomes.

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?

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

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

What existing policies, initiatives or resources are in place that support or advance this action?

What policies, initiatives or resources may hinder support for or the advancement of this action, or where are you lacking policies, initiatives or resources?

STRENGTHS

WEAKNESSES

Looking ahead, what opportunities exist within your state to advance this action?

What are potential threats to your ability to advance this action? What are the risks of doing this work?

OPPORTUNITIES

THREATS

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

- ✔ Review state websites and other communication tools to evaluate whether data on program outcomes is easy to find, accessible and useful.

- ✔ Review current labor market information systems and dissemination tools to evaluate whether data is easy to find, accessible and useful.

- ✔ Convene key stakeholders, such as learners, families and counselors, to provide feedback on access to and the utility of labor market and program outcomes data.

- ✔ Evaluate current data disaggregation practices to ensure that data is being provided at the appropriate level for learner decisionmaking.

- ✔ Evaluate current processes for matching CTE learner information with post-program outcomes, such as employment and wages, to determine gaps that exist in data systems.

Key Policy and Practice Changes

- ✔ Adopt or enhance policies to link learner data with labor market outcomes and share that information more broadly.

- ✔ Redesign CTE program performance reports published through state communication channels, such as websites and data dashboards, to ensure that they are accessible and useful.

- ✔ Implement requirements related to accessibility and utility for performance reports published by local providers.

- ✔ Invest in improvements in statewide labor market information collection and reporting.

- ✔ Leverage the labor market information system funded under WIOA to improve the flow of information to the local level.

- ✔ Implement requirements for local providers to use and share labor market information with learners.

Sample Policies and Resources

- ❯ Washington: Career Bridge
- ❯ Kentucky: Kentucky Center for Statistics and Department of Education Data Partnership
- ❯ Minnesota: Graduate Employment Outcomes Tool
- ❯ Nebraska: H3 Website
- ❯ Advance CTE: Beyond the Numbers: A Toolkit for Communicating CTE Data
- ❯ Workforce Information Advisory Council: Challenges and Opportunities in Workforce and Labor Market Information
- ❯ Advance CTE, Education Strategy Group, and Council of Chief State School Officers: Putting Labor Market Information in the Right Hands: A Guide
- ❯ Advance CTE: Aligning to Opportunity: State Approaches to Setting High Skill, High Wage and In Demand
- ❯ JFF: From Labor Market Information to Pathways Design: Foundational Information for Intermediaries

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?

ACTION 3: Invest the necessary resources to support integrated advisement systems.

Full implementation of this action requires states to:

✔ Dedicate the necessary resources to increasing the number of counseling professionals;

✔ Provide additional training to all individuals working directly with learners on advisement;

✔ Adequately invest in data systems related to program outcomes and labor market information;

✔ Adequately invest in wraparound supports, such as transportation subsidies, child care and housing, to help students navigate their pathways to success; and

✔ Build capacity around data literacy so counselors, instructors and other leaders and practitioners can understand and communicate data to learners and other stakeholders.

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?

What access do learners — particularly historically marginalized learners — have to counselors or advisers?

Current Policy and Practice

How is state funding currently braided to support integrated advisement systems?

What resources has the state invested to expand the pool and capacity of counselors and advisers at the secondary and postsecondary levels?

How does the state provide professional development or technical assistance to build the capacity of counseling professionals, including their data literacy?

How does the state provide professional development or technical assistance to build the capacity of administrators, instructors and industry partners to support career development?

What additional investments are needed in state data and labor market information systems to support this work?

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 3: Invest the necessary resources to support integrated 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?

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

ACTION 3: Invest the necessary resources to support integrated 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

What existing policies, initiatives or resources are in place that support or advance this action?

WEAKNESSES

What policies, initiatives or resources may hinder support for or the advancement of this action, or where are you lacking policies, initiatives or resources?

OPPORTUNITIES

Looking ahead, what opportunities exist within your state to advance this action?

THREATS

What are potential threats to your ability to advance this action? What are the risks of doing this work?

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

✔ Review current funding streams supporting career advisement activities for gaps and overlaps.

✔ Review existing and potential funding streams to support wraparound supports and services.

✔ Conduct a needs assessment related to state data systems to support this work and identify priority action items.

✔ Evaluate current professional development for counselors and other stakeholders related to career development and data literacy and identify gaps and opportunities.

Key Policy and Practice Changes

✔ Develop or enhance data literacy training programs for counselors, instructors and other leaders and practitioners to help them understand and communicate labor market information and other program outcomes to learners.

✔ Develop policies and procedures for braiding existing funding streams to support career advisement systems and resources at the state and local levels.

✔ Advocate for more state-level funding to coordinate career advisement systems across the state.

✔ Provide incentive funding to local providers to add counseling staff and services.

✔ Secure funding to address gaps in current state data systems.

Sample Policies and Resources

➡ Arkansas: College and Career Coaches

➡ U.S. Chamber of Commerce Foundation: Connected to Careers: Expanding Employer Leadership in Career Development

➡ American Institutes for Research: How ESSA and IDEA Can Support College and Career Readiness for Students with Disabilities

➡ MDRC: Advising for Opportunity: Perspectives and Considerations for Supporting Movement Across Workforce and Academic Programs in Community Colleges

➡ Community College Research Center: Investing in Student Success at Community Colleges: Lessons from Research on Guided Pathways

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?

OVERALL SELF-ASSESSMENT

The following are your ratings across the three actions within principle 3. Based on those ratings, assign your state an overall rating at the principle level for the three categories with **4 as the highest score for each category and 1 as the lowest**.

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			

Drawing on the overall assessment of your state's alignment to **principle 3** and the 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 this principle. Consider the SMART framework for goal setting. Goals should be **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-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 has inconsistent adoption of our ICAP.** Each district sets its own policies, and we have no way of collecting information. To strengthen implementation, **we will develop a new professional development series and a statewide community of practice and will collect best practices through a recognition program.** The work will be completed by **spring 2022,** and this process will be **led by Wanda Perkins.** Our goal is that **150 counselors will be engaged in the professional development and we will identify at least 15 best practices by spring 2023.**

Describe the problem

Describe the solution

Set a specific date when the goal will be achieved

Identify an owner for the work

Identify measures of success

LIST THREE SMART GOALS FOR ADVANCING *CTE WITHOUT LIMITS*

Identify up to three SMART goals that you need to advance principle 3 in your state. Describe each goal in the following fields.

Goal 1

Goal 2

Goal 3

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			
2			
3			

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

	Action Step	Individual Owner	Desired Outcomes
1			
2			
3			

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

	Action Step	Individual Owner	Desired Outcomes
1			
2			
3			

Goal 2

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

	Action Step	Individual Owner	Desired Outcomes
1			
2			
3			

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

	Action Step	Individual Owner	Desired Outcomes
1			
2			
3			

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

	Action Step	Individual Owner	Desired Outcomes
1			
2			
3			

Goal 3

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

	Action Step	Individual Owner	Desired Outcomes
1			
2			
3			

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

	Action Step	Individual Owner	Desired Outcomes
1			
2			
3			

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

	Action Step	Individual Owner	Desired Outcomes
1			
2			
3			