

PUSHING THE LIMITS



A Roadmap for Advancing Principle 5 of CTE Without Limits

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.

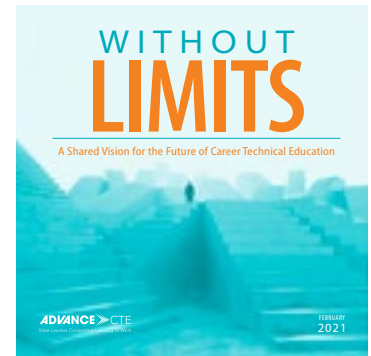
Pushing the Limits: A Roadmap for Advancing Principle 5 of CTE Without Limits:

- ✓ Unpacks each of the three actions in principle 5 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 5 OF CTE WITHOUT LIMITS

Pushing the Limits: A Roadmap for Advancing Principle 5 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 5 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>.

PRINCIPLE
5

Each Learner Can Access CTE Without Borders



If we are to truly meet learners' needs across the country, we must remove geographic barriers that limit access and opportunities for learners, particularly those in rural communities. Learners are increasingly mobile and not place based, with more learning and work happening remotely across state lines.

Our policies and programs should enable, not limit, mobility and access. States must come together to develop and expand new models of collaboration; invest in cross-state, open-access systems; and agree to common frameworks for defining and delivering CTE.

This principle includes the following actions:

1. Leverage a national framework for connecting education and the workforce;
2. Develop inter-state compacts that support collaboration and remove barriers; and
3. Invest in research and development to ensure that virtual opportunities are quality, equitable and meaningful.

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



ACTION 1: Leverage a national framework for connecting education and the workforce.

Efforts are currently underway to modernize the National Career Clusters® Framework. Once the updated Framework is released, Advance CTE will provide supports to the field to enable the adoption and implementation of the modernized resource.



ACTION 2: Develop inter-state compacts that support collaboration and remove barriers.

Full implementation of this action requires states to:

- ✓ Work with other states to jointly develop regional programs of study, as well as instructional tools such as open educational resources (OER), to reduce redundancies and maximize capacity;
- ✓ Build on current efforts to develop and expand inter-state data sharing agreements and share data on CTE learner outcomes across state borders;
- ✓ Develop teacher licensing reciprocity agreements to make moving from state to state or being shared among institutions in different states easier for instructors;
- ✓ Build models of reciprocity agreements for sharing technology and other key aspects of CTE delivery across states;
- ✓ Develop cross-state frameworks that consistently translate skills and competencies into credit and allow credit to be transferred across states; and
- ✓ Remove barriers and provide flexibility to enable more open access to CTE programs within the state.

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?

How mobile are learners in your state during their education? How many out-of-state learners access education and training programs in your state? How many in-state learners access education and training programs out of your state?

How mobile are individuals in your state post-program completion? Where are they most likely to move for employment (in or out of state)?



ACTION 2: Develop inter-state compacts that support collaboration and remove barriers.

Current Policy and Practice

What data sharing agreements do you currently have with other states or at the national level? Where are there gaps in your current data sharing? What data are you still missing?

What current or potential opportunities are there to develop reciprocity agreements with other states related to CTE teacher certification?

What current or potential opportunities are there to develop reciprocity agreements with other states to provide open access to institutions or programs for learners across state lines?

Do you currently have any policies on credit transfer that extend across state lines? Are you participating in any national efforts related to standardizing credit transfer?

Have you developed or participated in any regional programs of study that extend across state lines? Are there program areas that might be a good fit for such development?

How does your state participate in the development and use of OER for CTE programs?



ACTION 2: Develop inter-state compacts that support collaboration and remove barriers.

**Current
Policy and
Practice**

What policies or flexibilities are in place to enable open access to CTE programs and work-based learning across districts or institutions?

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: Develop inter-state compacts that support collaboration and remove barriers.

**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 2: Develop inter-state compacts that support collaboration and remove barriers.

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

- ✓ Collect and review data on learner mobility patterns during and after their program.
- ✓ Review the alignment of current programs of study with those of similar or nearby states.
- ✓ Identify the opportunity to develop new programs of study in emerging industries at a regional level.
- ✓ Review curriculum and materials to identify where OER could be shared or curriculum materials could be more standardized with nearby states.
- ✓ Review cross-state data sharing agreements and their effectiveness; identify areas where new data sharing agreements are needed.
- ✓ Review cross-state teacher certification reciprocity agreements to identify gaps, particularly with bordering states.
- ✓ Review participation in regional or national credit transfer agreements and the potential for expansion.

Key Policy and Practice Changes

- ✓ Pilot the development of new regional programs of study in emerging industries.
- ✓ Align textbook adoption policies with neighboring states to ensure consistency across programs.
- ✓ Identify and join collaboratives to help educators share and use OER.
- ✓ Establish teacher certification reciprocity agreements with bordering states, at minimum, and any other states from which teachers are likely to move.
- ✓ Join national data sharing agreements, such as the Wage Record Interchange System (WRIS 2) and develop new cross-state data sharing agreements as needed.
- ✓ Develop sharing agreements related to credit transfer with neighboring states, such as for articulation or credit for prior learning.

Sample Policies and Resources

- Western Interstate Commission for Higher Education: [Interstate Passport®](#)
- Education Commission of the States: [50-State Comparison: Teacher License Reciprocity](#)
- National Center for Higher Education Management Systems: [Cross-State Data Sharing: Potential Benefits and Surmountable Barriers](#)
- National Alliance for Partnerships in Equity: [IM STEM: Using Collective Impact to Broaden Participation in STEM and CTE through a Multi-State Systems Approach](#)
- Rhode Island: [All Course Network](#)
- Nebraska: [Career Clusters Virtual Industry Tours](#)



ACTION 2: Develop inter-state compacts that support collaboration and remove barriers.

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 in research and development to ensure that virtual opportunities are quality, equitable and meaningful.

Full implementation of this action requires states to:

- ✓ Invest in research and development to build out virtual CTE opportunities, including research and development of:
 - Technology solutions;
 - Instructional design models;
 - OER; and
 - Instructor supports to ensure that virtual experiences are quality and achieve more equitable access.

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 have access to and are completing virtual CTE program offerings?

How do outcomes differ for learners completing virtual CTE programs compared to in-person programs?



ACTION 3: Invest in research and development to ensure that virtual opportunities are quality, equitable and meaningful.

Current Policy and Practice

What lessons learned about virtual CTE opportunities during the pandemic can be leveraged to expand access and quality at the secondary and postsecondary levels?

What policies or programs currently exist in your state related to virtual CTE programs or opportunities at the secondary and postsecondary levels?

What work has been recently completed or is currently underway to expand virtual CTE programs at the secondary and postsecondary levels?

What work has been recently completed or is currently underway to expand virtual work-based learning programs at the secondary and postsecondary levels?

What investments are being made in research and development related to expanding virtual CTE programs?

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 in research and development to ensure that virtual opportunities are quality, equitable and meaningful.

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

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- 3 = *Some impact*
- 2 = *Minimal impact*
- 1 = *No impact*



ACTION 3: Invest in research and development to ensure that virtual opportunities are quality, equitable and meaningful.

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?

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

WEAKNESSES

OPPORTUNITIES

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?

THREATS



ACTION 3: Invest in research and development to ensure that virtual opportunities are quality, equitable and meaningful.

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 resources that are currently available to support research and development related to virtual CTE.
- ✓ Conduct a needs assessment to determine the greatest needs and gaps in services, building on lessons learned during the pandemic.

Key Policy and Practice Changes

- ✓ Dedicate state or federal resources to scaling virtual CTE opportunities in the areas of greatest need.
- ✓ Dedicate state or federal resources to evaluating outcomes for both new and existing virtual CTE opportunities.
- ✓ Incentivize local providers to pilot innovative approaches to virtual CTE delivery.
- ✓ Partner with research universities in your state to assist with program evaluation and research.

Sample Policies and Resources

- Urban Institute: [Online Career and Technical Education Programs during the Pandemic and After](#)
- Urban Institute: [Racial and Ethnic Equity Gaps in Postsecondary Career and Technical Education: Considerations for Online Learning](#)
- Advance CTE, Education Strategy Group, and Council of Chief State School Officers: [CTE on the Frontier: Connecting Rural Learners with the World of Work](#)
- New America: [Back to Basics: Quality in Digital Learning](#)



ACTION 3: Invest in research and development to ensure that virtual opportunities are quality, equitable and meaningful.

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 actions within principle 5. 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 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			

ACTION PLANNING

Drawing on the overall assessment of your state's alignment to **principle 5** 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 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 has a bi-lateral data-sharing agreement with one neighboring state that shares only data on adult learners**. We cannot track post-high school outcomes for learners who leave the state. To address this issue, **we will expand the existing data agreement and recruit at least one more neighboring state to join**. The work will be **completed by spring 2023**, and this process **will be led by Wanda Perkins**. Our goal is that **data will be shared and publicly reported by fall 2024**.

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 5 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		

ACTION PLANNING

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

ACTION PLANNING

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