



CTEWORKS

NEWS AND UPDATES



Early postsecondary opportunities (EPSOs) are defined as experiences that provide high school-age learners an intentionally designed authentic postsecondary experience leading to officially transcribed and transferable college credit towards a recognized postsecondary degree or credential. Examples of EPSOs include dual or concurrent enrollment and early college high school programs. This month's CTEWorks newsletter features resources related to EPSOs including dual and concurrent enrollment, articulation and transfer credit, credit and non-credit course transfer, and early college high schools.

Learning that Works Resource Center

Intentional Acts of Dual Enrollment: State Strategies for Scaling Early Postsecondary Opportunities in Career Pathways



- ***Intentional Acts of Dual Enrollment: State Strategies for Scaling Early Postsecondary Opportunities in Career Pathways*** provides four key strategies to help

states build more cohesive systems where EPSOs such as dual enrollment are fully counted, valued and portable, providing learners with more equitable paths to college and career success. This brief highlights effective programs in Ohio, Tennessee and Utah.

- **Measuring Secondary CTE Program Quality: Postsecondary Credit Attainment** draws on data from a 2018 national survey of State CTE Directors to help states select and adopt robust methods for measuring secondary Career Technical Education (CTE) program quality as required under The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This brief explores strategies for measuring postsecondary credit attainment.
- **Advanced Placement and Career Technical Education: Working Together** examines how Advanced Placement® (AP) courses can be integrated into CTE programs of study. This guide explores how specific AP courses can be embedded into or used to augment programs of study by Career Cluster® alongside state best practices and guiding questions to consider.
- **Nevada: CTE College Credit** program incentivizes CTE program completion and accelerates students' attainment of postsecondary credentials through the development of statewide articulation agreements for CTE programs at participating colleges.
- **Vermont: Flexible Pathways Initiative** provides more flexibility for school districts to develop innovative CTE programs and provide students a clear path to graduation. The initiative is designed to promote college readiness through personalized pathways, and increase graduation rates and postsecondary completion.

[Visit the Learning that Works Resource Center](#)

CTE Without Limits

With the support of over 40 national organizations representing the full continuum of CTE learners and stakeholders, *Without Limits: A Shared Vision for the Future of Career Technical Education (CTE Without Limits)*, establishes a bold vision for all of education including but not limited to CTE. The fourth principle of this vision articulates the need for every learner's skills to be counted, valued and portable. To achieve this vision, state leaders must build and leverage trusted systems to translate competencies and credentials into portable credit by expanding, simplifying and standardizing early postsecondary credit, articulation and transfer policies and programs. EPSOs are essential to advancing this principle.

“This is a vision that each group of stakeholders must be able to participate in and get behind if we are to achieve it together.

**WITHOUT
LIMITS**

A Shared Vision for
the Future of Career
Technical Education

-EMILY FABIANO

DIRECTOR OF STRATEGY AND OPERATIONS
OHIO GOVERNOR'S OFFICE OF WORKFORCE TRANSFORMATION

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

Get to Know Advance CTE!



Meet Christina Koch! Christina serves in the role of Policy Associate for Advance CTE. Christina works on projects related to state policy, including the New Skills ready network, initiatives related to CTE Without Limits and supports Advance CTE's equity initiatives, which currently includes the learner's voice shared solutions workgroup.

Q: Are learners interested in EPSOs? How can states communicate the benefits of EPSOs to increase learner interest?

A: Recent communications research revealed that more than **80 percent** of families involved in CTE were satisfied with opportunities to earn college credit and take advanced classes compared to 60 percent or less of families not involved in CTE.

Learners are interested in EPSOs but the challenge is that many do not know that these opportunities are available to them or how to navigate the process of earning postsecondary credit that would be useful to them in their education and career pathway.

New [tools and messaging resources](#) are available to help states and local CTE leaders communicate the benefits of EPSOs for secondary learners and recruit families.

Read more [here](#).

Upcoming CTE Without Limits Lunch and Learn



WITHOUT LIMITS

A Shared Vision for the Future of Career Technical Education



Lunch and Learn: Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem

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

This week, participants were introduced to the second principle of the vision, “each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem.” Vision partners and supporters shared the ways that their organizations are identifying and dismantling the institutional and systemic barriers that limit access, opportunity and outcomes for some learners. Attendees left this session with an increased awareness of the aspirations of this principle and strategies to apply it to their own work.

View the recording [here](#).

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State Leaders Connecting Learning to Work

