

Your Role in *Putting Learner Success First* – Local Self-Assessment

About *Putting Learner Success First: A Shared Vision for the Future of CTE*

Putting Learner Success First: A Shared Vision for the Future of Career Technical Education – which is supported by 12 national organizations – calls for a re-imagined education system where all learners have access to high-quality experiences that put them on a path to career success. This vision boldly challenges the status quo and calls for a transformation of the education system while also defining CTE’s role in igniting and achieving this goal.

The vision is anchored in five inter-related and equally important principles:

1. All Career Technical Education (CTE) programs are held to the highest standards of excellence.
2. All learners are empowered to choose a meaningful education and career.
3. All learning is personalized and flexible.
4. All learning is facilitated by knowledgeable experts.
5. All systems work together to put learner success first.

Self-Reflective Questions to Get Started

As you consider how to implement the various principles and actions of the vision in your own classroom, schools, institution or systems, below are some self-reflective questions to jumpstart the process, organized as a worksheet.

These questions are intended for local CTE leaders and practitioners to use to reflect on how their programs, policies and practices currently reflect *Putting Learner Success First*. This resource can be used individually or among teams of CTE leaders and practitioners.

Tip for State Leaders

Build sessions around this self-assessment at statewide conferences or other professional development opportunities and encourage local leaders to identify their immediate actions they will bring home with them!

You can either go through the entire worksheet or dive into any specific principle to get started.

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Principle 1: All CTE Programs Are Held to the Highest Standards of Excellence

A. Develop and implement rigorous review and approval processes and policies to ensure only high-quality programs of study exist

<p>1. Does your state, district, school or institution have a clear definition of a “high-quality CTE program of study”?</p> <p>1a. If yes, what is that definition and do your programs of study or courses meet that definition of a high-quality CTE program of study? How do you know?</p> <p>2b. If no, what are the first steps that need to be taken to develop one? What barriers are in the way?</p>	
<p>2. What strategies, policies or programs do you have in place to help ensure all learners in your district, school or institution have access to high-quality programs and opportunities to complete those programs?</p>	
<p>3. What data is currently being collected and used to support equitable access to high-quality programs among all learners? What data do you most need or want?</p>	

B. Align funding to high-quality programs of study

<p>1. What funding streams are available to you (federal, state and/or local) to support high-quality programs of study?</p>	
<p>2. How does your district, school or institution leverage federal, state and/or local funding to promote quality programs?</p>	

C. Develop and implement sustainable processes for employers to inform, validate and participate in the implementation of programs of study

<p>1. What role do industry partners currently play in reviewing, approving and/or validating CTE programs of study, standards and/or credentials in your district, school or institution? Is this sufficient? Sustainable?</p>	
<p>2. What else do you need or want from your industry partners to ensure your programs of study are high-quality and aligned to their needs?</p>	
<p>3. What role does labor market information play in the design and delivery of your programs?</p>	
<p>What are the next steps to improve and strengthen your programs and policies related to Principle 1: All CTE Programs Are Held to the Highest Standards of Excellence?</p>	
<p>Relevant Resources</p>	<ul style="list-style-type: none"> • ACTE’s High-Quality CTE Framework • Raising the Bar: State Strategies for Approving Quality Pathways • The State of Career Technical Education: Employer Engagement in CTE • Career and Technical Program of Study Framework (U.S. Department of Education) • Credentials of Value: State Strategies for Identifying and Endorsing Industry-Recognized Credentials

Principle 2: All Learners Are Empowered to Choose a Meaningful Education and Career

A. Develop and implement a career advisement system that allows all learners to be successful in a career pathway of interest

1. What career development and advisement opportunities are provided for learners at each level – elementary, middle, high school and/or postsecondary?	
2. In what ways do those career development and advisement activities, programs and policies (in your state and/or community) align with each other and make up a coherent system ?	
3. What would you consider the most effective practices in your district, school or institution for providing career development and advisement to all students? Which practices do you think can be improved upon and in what ways?	
4. Where are the most significant gaps in career development and advisement system? How can they be closed?	
5. What tools or resources are available to learners to explore career opportunities and options? How well are they utilized?	

B. Provide all learners with authentic, real-world experiences linked to a career interest of their choice

<p>1. Does your state, district, school or institution have a clear definition of a “work-based learning”?</p> <p>1a. If yes, what is that definition and what range of activities and experiences fit within the full work-based learning continuum?</p> <p>1b. If no, what are the first steps that need to be taken to develop one? What activities and experiences should be included in that definition?</p>	
<p>2. What data measurement tools and practices help you identify learners at your district, school or institution participating in work-based learning?</p>	
<p>3. What supports, information or resources do you have and/or need to support meaningful work-based learning for more learners in your district, school or institution based on your roles and responsibilities related to WBL?</p>	
<p>What are the next steps to improve and strengthen your programs and policies related to Principle 2: All Learners Are Empowered to Choose a Meaningful Education and Career?</p>	
<p>Relevant Resources</p>	<ul style="list-style-type: none"> ● Connected to Careers: Expanding Employer Leadership in Career Development ● What We Know about Guided Pathways ● Connecting Classrooms to Careers: A Comprehensive Guide to the State Role in Work-Based Learning ● Making Work-based Learning Work ● Tennessee’s Work-Based Learning Toolkit ● Work-based Learning in California

Principle 3: All Learning Is Personalized and Flexible

A. Identify, build and scale policies and models that fully integrate academic and technical expectations and experiences

1. How do you currently support the **integration of academic and technical instruction** in your district, school, institution or classroom? What barriers may prohibit such integration and how can they be overcome?

2. What **procedures, resources or assistance** do you consider most helpful in supporting the integration of academics and technical instruction? What else do you need to effectively integrate academics and technical instruction?

3. What would you consider the most **effective practices** in your district, school or institution for integrating academics and technical instruction? Which practices do you think can be improved upon and in what ways?

B. Identify, build and scale models of K-12 and postsecondary competency-based systems

1. Does your district, school or institution have an overall strategy for **competency-based pathways**?

1a. If so, how is – or can – CTE be embedded in this strategy?

1b. If no, what are the first steps that need to be taken to develop one? What are the barriers?

2. How is your **state supporting** your current efforts to develop and implement competency-based pathways (e.g., targeted technical assistance, resource development, communities of practice)? How can you best leverage these supports?

C. Fully align secondary and postsecondary programs of study to ensure seamless transitions

<p>1. What dual/concurrent enrollment, articulation or transfer opportunities are available for learners in your district, school or institution?</p>	
<p>2. How effective are your dual/concurrent enrollment, articulation and transfer policies and programs at connecting secondary and various postsecondary programs and learners?</p>	
<p>3. How can the dual/concurrent enrollment, articulation or transfer opportunities be better leveraged or improved to support programs of study? What barriers are in the way of alignment?</p>	
<p>What are the next steps to improve and strengthen Principle 3: <i>All Learning is Personalized and Flexible</i>?</p>	
<p>Relevant Resources</p>	<ul style="list-style-type: none"> ● ACTE Clearinghouse on Academic Integration ● Making Career Pathways Work: Curricular Design and Instructional Practice ● Building a Strong Relationship Between Competency-Based Pathways and Career Technical Education ● Guide to the Competency-based Learning Survey for Students ● On the Path to Success: Early Evidence about the Efficacy of Postsecondary Competency-Based Education Programs ● Early College High Schools: Model Policy Components ● CTE Dual Enrollment: A Strategy for College Completion and Workforce Investment

Principle 4: All Learning Is Facilitated by Knowledgeable Experts

A. Modernize K-12 certification programs to ensure all learners have access to educators who are able to facilitate learning that prepares them for both college and careers

<p>1. What policies or programs does your state or district have to help recruit professionals with sought-after technical knowledge and skills and demonstrated teaching ability? What other strategies could you implement to support recruitment?</p>	
<p>2. How are your state's teacher preparation programs readying educators to teach career-ready skills, such as collaboration and teamwork, leadership, problem solving and career planning?</p>	

B. Prioritize professional learning opportunities that focus on retention of quality instructors, contextualized teaching and learning, and learner engagement

<p>1. What professional learning opportunities are available that bring core academic and CTE instructors together? How effective are they? What would it take to improve or expand them? Who needs to be involved in such a change?</p>	
<p>2. What professional learning opportunities are available that focus on contextualized learning? How effective are they? What would it take to improve or expand them? Who needs to be involved in such a change?</p>	
<p>3. What professional learning opportunities are available that focus on student-centered instruction? How effective are they? What would it take to improve or expand them? Who needs to be involved in such a change?</p>	
<p>4. What is your district, school or institution strategy for onboarding new instructors? How effective is it? What can you do to improve it? Who needs to be involved in such a change?</p>	

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5. What is your district, school or institution strategy for **retaining** new instructors?

How effective is it? What can you do to improve it? Who needs to be involved in such a change?

6. How can the **implementation** of the Every Student Succeeds Act and/or the Carl D. Perkins Career and Technical Education Act be leveraged to support this type of professional learning?

C. Build and support a pool of experts that instructors may draw upon to supplement learning

1. Are there any strategies you are providing or using in your district or region to **increase access to experts** for learners, such providing opportunities for part-time instructors, offering incentives, or partnerships across secondary and postsecondary institutions?

1a. If yes, how successful are such strategies? How can they be improved?

1b. If no, what are the first steps that need to be taken to develop a strategy? What are the barriers?

2. What are the **barriers** that are limited or preventing industry experts from coming into secondary schools?

What are the next steps to improve and strengthen Principle 4: *All Learning is Facilitated by Knowledgeable Experts?*

Relevant Resources

- [The State of Career Technical Education: Increasing Access to Industry Experts in High Schools](#)
- [Improving the Quality of Career and Technical Alternative Teacher Preparation: An Induction Model of Professional Development and Support](#)
- [21st Century Educators: Developing and Supporting Great Career and Technical Education Teachers](#)

Principle 5: All Systems Work Together to Put Learner Success First

A. Establish a common vision and commitment to providing all learners with meaningful career pathways

<p>1. Does your state, district, school or institution have a shared vision for learner success?</p> <p>1a. If yes, what is it? How is your district, school or institution – and you personally – implementing it?</p> <p>1b. If no, what are the first steps that need to be taken to develop that shared vision? Who needs to be involved? What barriers are in the way?</p>	
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B. Coordinate federal and state policies, programs and funding to maximize investments and reduce inefficiencies

<p>1. What assets do you have that are currently being utilized for CTE (e.g., federal, state, local or private funding or programs)? How effectively are such assets being leveraged to expand and equalize access to high-quality programs?</p>	
<p>2. What assets are available to you that are currently not be utilized but <i>can</i> be?</p>	
<p>3. How can the implementation of the Every Student Succeeds Act, Perkins, Workforce Innovation & Opportunity Act and/or Higher Education Act be leveraged to support greater alignment of funding?</p>	

C. Develop and support sustainable partnerships and intermediaries to accelerate learner success

<p>1. What organizations or entities (e.g., non-profits, workforce boards, industry associations) are currently supporting your CTE programs of study? What roles do those organizations and entities play?</p>	
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2. In what ways do you most need support from **intermediary** organizations and partners?

3. With what organizations do you have the **strongest partnerships**? What are the elements in place that makes these partnerships so strong and how can they be replicated in other partnerships?

D. Build indicators of career readiness – for all learners – into federal and state accountability systems

1. How is your K-12 and/or postsecondary **accountability** system promoting, valuing and/or incentivizing learners to demonstrate career-ready outcomes?

2. How are you using **data** – learner, school or system level – to make informed choices about instruction, resources or other supports?

What are the next steps to improve and strengthen Principle 5: All Systems Work Together to Put Learner Success First?

Relevant Resources

- [College and Career readiness Begins with a Well-Rounded Education: Opportunities Under the Every Student Succeeds Act](#)
- [In Their Words: Why Business Leaders Support CTE, Career Pathways and Career Academies](#)
- [Talent Orchestrators: Scaling Youth Employment through Business-Facing Intermediaries](#)
- [How States are Making Career Readiness Count: A 2016 Update](#)
- [Destination Known: Valuing College AND Career Readiness in State Accountability Systems](#)
- [Data Dissemination Strategies for Career and Technical Education in Nebraska](#)