

PUSHING THE LIMITS



A Roadmap for Advancing Principle 2 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.

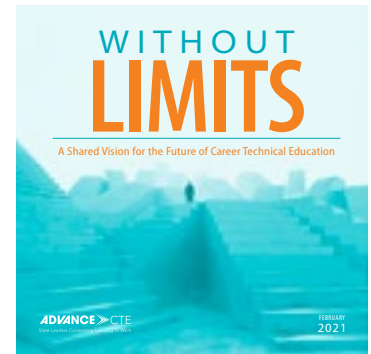
Pushing the Limits: A Roadmap for Advancing Principle 2 of CTE Without Limits:

- ✓ Unpacks each of the four actions in principle 2 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 2 OF CTE WITHOUT LIMITS

Pushing the Limits: A Roadmap for Advancing Principle 2 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 2 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>.

2 Each Learner Feels Welcome in, Is Supported by and Has the Means to Succeed in the Career Preparation Ecosystem



It is well past time that our systems, leaders and practitioners identify and dismantle the institutional and systemic barriers that limit access, opportunity and outcomes for some learners. For far too long, a disproportionate number of learners of color, learners from low-income communities, learners with disabilities, English learners, female learners and other historically marginalized populations have been tracked into terminal vocational programs that have denied their full potential and left them with limited opportunity.

Every aspect of our new career preparation ecosystem must be designed with an equity lens to ensure that it is fully flexible and responsive to the diverse needs of each learner throughout the CTE continuum. Meeting this goal will require in-depth work to identify the full scope of institutional barriers and systemic racism in policies and programs, learner-centric programs and interventions, and efforts to build trust with marginalized learners and communities to ensure that their voices and perspectives are brought to the forefront of decisions.

This principle includes the following actions:

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; and
4. Provide meaningful and ongoing mechanisms for elevating the learner voice.

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

ACTION 1: Fully diagnose and understand the scope of institutional barriers and systemic racism.

Full implementation of this action requires states to:

- ✓ Design and conduct regular state equity audits to assess how CTE is serving learners of color and other marginalized populations, including:
 - Reviews of policies and processes that historically and systemically put barriers in place for certain learners,
 - Analysis of both quantitative and qualitative data, and
 - Action plans for dismantling barriers to access and success;
- ✓ Require local institutions to conduct their own regular equity audits following similar processes and resulting in concrete action plans; and
- ✓ Coordinate equity audits across the broader education and workforce systems.

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 districts or institutions have the most significant equity or opportunity gaps for learners in CTE?

Which districts or institutions have the smallest equity or opportunity gaps? What can be learned from them?

Which CTE programs have the most significant equity or opportunity gaps for learners?

Which learner population groups have the most significant equity or opportunity gaps across CTE programs?

ACTION 1: Fully diagnose and understand the scope of institutional barriers and systemic racism.

**Current
Policy and
Practice**

Has the state conducted an equity audit of state-level policies and processes, for example at the state education agency level? If so, what were the major findings?

What statewide structures (e.g., task forces, advisory committees, cross-departmental teams within a state agency) are in place to consider and advise on addressing equity holistically, across academic and technical domains?

Are equity audits currently being conducted by local districts and postsecondary institutions on a regular basis? What guidelines are in place at the state level to direct this work?

How are federally or state-required civil rights monitoring requirements (e.g., Methods of Administration) leveraged to support district- or institution-wide equity audits?

How has the Perkins V Comprehensive Local Needs Assessment been leveraged to support district- or institution-wide equity audits?

How does the state provide professional development or technical assistance to locals to support equity audits? Does any of that professional development or technical assistance support district- or institution-wide audits that extend beyond CTE?

ACTION 1: Fully diagnose and understand the scope of institutional barriers and systemic racism.

**Current
Policy and
Practice**

How does the state provide data to locals to support equity audits? Does any of the data provided support district- or institution-wide audits that extend beyond CTE?

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: Fully diagnose and understand the scope of institutional barriers and systemic racism.

**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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ACTION 1: Fully diagnose and understand the scope of institutional barriers and systemic racism.

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

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 all existing requirements and processes for federally or state-required civil rights monitoring to identify overlaps and opportunities for alignment (e.g., to ensure that CTE and academics are both fully represented).
- ✓ Review all existing requirements and processes for federally or state-required local needs assessments to identify overlaps and opportunities for alignment and how well they focus on identifying and closing equity gaps.
- ✓ Identify leading districts and institutions to learn more about their processes and policies related to equity audits.
- ✓ Review state-level policies and practices that may be limiting access to or opportunities within CTE (e.g., admissions requirements, lack of translated materials, lack of diversity in the CTE workforce).
- ✓ Review school climate-related tools and assessments to ensure that CTE is represented.

Key Policy and Practice Changes

- ✓ Provide funding to local districts or colleges that want to undertake district- or institution-wide equity audits.
- ✓ Require equity audits for all local recipients of state or federal CTE funding.
- ✓ Leverage Methods of Administration to encourage robust equity plans for local recipients of Perkins funds.
- ✓ Consolidate civil rights monitoring to support a whole-district, -school and -college approach rather than multiple monitoring processes that look at programs in isolation.
- ✓ Consolidate required local needs assessments to support a coherent review of programs, climate and outcomes.
- ✓ Provide professional development or technical assistance to administrators (e.g., superintendents, principals, college presidents) around comprehensive equity audits.
- ✓ Provide professional development and technical assistance to the field around root cause analyses.
- ✓ Develop data dashboards for ease of analysis of equity gaps across race, gender, special population status, and other key demographics in CTE; academics; and other key dimensions of equity access and outcomes.

ACTION 1: Fully diagnose and understand the scope of institutional barriers and systemic racism.

Sample Policies and Resources

- Wisconsin: [System-Wide Equity Report](#)
- Virginia: [Navigating EdEquityVA Roadmap and Audit Tool](#)
- Oregon: [CTE Equity Dashboards](#)
- Minnesota: [Equity by Design Campus Team Toolkit](#)
- Ohio: [Equity Labs](#)
- Montgomery County, Maryland: [Antiracist Audit](#)
- Washington: [Consolidated Program Review](#)
- Wisconsin: [Six Practical Ways to Maximize System Assessments](#)
- National Alliance for Partnerships in Equity: [Equity in CTE & STEM Root Causes and Strategies](#)
- Community College Research Center: [Unpacking Program Enrollments and Completions With Equity in Mind](#)

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: Recruit, retain and support a diverse and culturally competent workforce.

Full implementation of this action requires states to:

- ✓ Build recruitment strategies and talent pipeline programs that specifically seek to attract diverse CTE instructors, administrators and leaders who are demographically representative of the learners they teach;
- ✓ Offer pre-service and in-service professional development that addresses trauma-informed practices, culturally responsive and globally competent teaching methods, inclusivity, and classroom-based and work-based management techniques; and
- ✓ Develop supports and training for industry partners providing work-based learning or mentorships to build their cultural competency.

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 percentage of CTE administrators, instructors and support positions represent racial/ethnic diversity, disaggregated by Career Cluster® or program area?

How does the diversity of CTE administrators, instructors and support positions reflect the demographics of learners? What Career Clusters, programs or institutions have the largest gaps?

Which pathways or programs used by CTE instructors and administrators to enter the field (e.g., colleges of education, alternative pathways for industry professionals, grow-your-own programs) provide the most diverse pool, and what can be learned from them?

ACTION 2: Recruit, retain and support a diverse and culturally competent workforce.

Current Policy and Practice

What programs or initiatives are underway to recruit more diverse administrator and instructor candidates into CTE? Which have been the most effective?

What programs or initiatives are underway to support and retain diverse CTE administrators and instructors? Which have been the most effective?

How does the state provide professional development or technical assistance to locals to strengthen the cultural competency of CTE instructors, administrators and leaders?

How does the state provide professional development to strengthen the cultural competency of industry partners working with CTE learners?

To what degree does that state have the agency-level capacity to support diversity, equity and inclusion throughout the CTE system?

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

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ACTION 2: Recruit, retain and support a diverse and culturally competent workforce.

**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?

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ACTION 2: Recruit, retain and support a diverse and culturally competent workforce.

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

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

- ✓ Explore your data to identify where the greatest representational gaps are in CTE instructors, administrators and counselors.
- ✓ Collect and analyze data on the racial/ethnic diversity of maintenance and service positions compared to instructors, administrators and learners.
- ✓ Convene leaders of programs (traditional and alternative) that prepare CTE instructors and current CTE instructors to discuss opportunities for diversifying the pipeline and embedding more cultural competencies within preparation programs.
- ✓ Convene community-based organizations to learn about best practices for strengthening cultural competencies within the classroom and recruiting more diverse candidates into the CTE field.
- ✓ Convene industry associations and intermediaries to discuss how to strengthen professional development around cultural competency for industry partners working with CTE learners.

Key Policy and Practice Changes

- ✓ Launch a statewide initiative to recruit diverse individuals into the CTE workforce.
- ✓ Support affinity groups for instructors, administrators and counselors of like demographics (e.g., race/ethnicity, gender identity or other key dimensions).
- ✓ Establish statewide instructor recruitment and retention goals, with a focus on diversifying the field.
- ✓ Hire or designate state-level staff to support diversity, equity and inclusion at all levels within your system.
- ✓ Provide professional development around cultural competency, trauma-informed practices and inclusivity for instructors, counselors and administrators.
- ✓ Provide professional development around cultural competency, trauma-informed practices and inclusivity for industry partners that are providing work-based learning or mentorships, ideally in partnership with industry associations.
- ✓ Develop more robust data collection and reporting on the diversity of CTE instructors, administrators and counselors as part of broader CTE data dashboards.

Sample Policies and Resources

- Massachusetts: [Influence 100 and InSPIRED Fellowship](#)
- Oklahoma: [Diversity and Inclusion Training Program](#)
- Minnesota: [Office of Equity and Inclusion](#)
- Wisconsin: [Fox Valley Technical College Cultural Support Specialists](#)
- Southern Regional Education Board: [Now Is the Time to Focus on Faculty Diversity](#)
- Center on Great Teachers & Leaders: [21st Century Educators: Developing and Supporting Great Career and Technical Education Teachers](#)

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: Design CTE programs and interventions on the margin while maintaining a commitment to quality.

Full implementation of this action requires states to:

- ✓ Design and provide interventions and services that meet the needs of the learners who have the most barriers to access and success;
- ✓ Develop processes to meaningfully engage currently hidden populations that are often placed on the margins of the education and workforce systems; and
- ✓ Use a human-centered design process to ensure that CTE programs are fully accessible to every learner.

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?

To what degree do the most marginalized learners (e.g., learners with special population status, justice-connected learners or other historically marginalized populations) have access to high-quality CTE programs of study?

Which learners are completing high-quality CTE programs of study, in particular learners with special population status, justice-connected learners or other historically marginalized populations?

Which learners are experiencing successful post-program placements, in particular learners with special population status, justice-connected learners or other historically marginalized populations?

ACTION 3: Design CTE programs and interventions on the margin while maintaining a commitment to quality.

**Current
Policy and
Practice**

How is equitable access and success attended to within CTE program approval, review and/or funding decisions?

What incentives or motivation exists for districts and colleges to design CTE programs and supports for historically marginalized learners?

How robust are partnerships at the state level between CTE and other divisions/departments that support specific populations of learners (e.g., between CTE state leaders and homeless education coordinators or between the CTE agency and the office of students with disabilities)?

What ongoing efforts are there to meaningfully engage representatives of learners with special population status to provide input into state CTE policies and programs?

How are equity audits or root cause analyses used to inform the development of CTE programs and interventions at the state and local levels?

What interventions or supports are in place for historically marginalized populations to support success in CTE at the state and local levels? Which are the most effective and why?

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

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ACTION 3: Design CTE programs and interventions on the margin while maintaining a commitment to quality.

**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?

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ACTION 3: Design CTE programs and interventions on the margin while maintaining a commitment to quality.

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

- ✓ Develop and share an analysis of which learners are enrolling in and completing which CTE programs, programs of study and career pathways, disaggregated by subgroup and special population status.
- ✓ Review your current CTE program of study approval and review policies and processes to identify how well they attend to equitable access and outcomes.
- ✓ Review your current CTE program of study funding policies to identify how well they attend to equitable access and outcomes.
- ✓ Engage learners and community members to better understand barriers.

Key Policy and Practice Changes

- ✓ Leverage Perkins V State Leadership set-asides and Reserve Funds to provide targeted supports and interventions for historically marginalized populations.
- ✓ Identify where funding can be braided (e.g., Perkins and WIOA Title I) to provide integrated supports and services for CTE learners.
- ✓ Develop strategies to conduct intentional outreach to and engagement of historically marginalized populations.
- ✓ Develop new state-level partnerships with other agencies or departments that support specific historically marginalized populations.
- ✓ Provide professional development on program and curriculum design that addresses all learners' needs.

Sample Policies and Resources

- North Carolina: [Finish Line Grant](#)
- Oklahoma: [CareerTech Skills Center](#)
- Louisiana: [Building Employment Skills for Tomorrow \(BEST\) Pilot Program](#)
- Nebraska: [Strategies for Special Population Success: Practical Tips and Tools for Nebraska Educators](#)
- National Alliance for Partnerships in Equity: [PIPEline to Career Success for Students with Disabilities: Root Causes & Strategies](#)
- Advance CTE: [Engaging Representatives of Learners with Special Population Status Through Perkins V](#)
- Urban Institute: [Racial and Ethnic Equity Gaps in Postsecondary Career and Technical Education](#)
- Advance CTE, Education Strategy Group, and Council of Chief State School Officers: [Making Good on the Promise: Ensuring Equitable Success Through CTE](#)
- National Skills Coalition: [Broadening the Apprenticeship Pipeline](#)

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 4: Provide meaningful and ongoing mechanisms for elevating the learner voice.

Full implementation of this action requires states to:

- ✓ Develop and implement a strategy for ensuring that a diverse set of CTE learners provides direct and ongoing input into the design and delivery of CTE programs and experiences through existing spaces (e.g., the Comprehensive Local Needs Assessment, advisory committees) and new opportunities (e.g., program approval policies, civil rights monitoring);
- ✓ Partner with community organizations and other allies to build trust with learners and families; and
- ✓ Develop the necessary skills to prepare to lead authentic and potentially challenging conversations with learners that will directly affect policies, programs and learner supports.

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.

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What Does Your Data Tell You?

Which learners have access to and have participated in stakeholder engagement efforts, such as the Perkins V state plan development process, Comprehensive Local Needs Assessments or advisory groups?

ACTION 4: Provide meaningful and ongoing mechanisms for elevating the learner voice.

Current Policy and Practice

How well do CTE leaders understand the benefits of elevating learner voice?

To what degree does learner voice or input affect state decisions on CTE program design, approval or re-approval?

How does the Comprehensive Local Needs Assessment — and other local needs assessment structures — authentically engage learners at the secondary and postsecondary levels?

How does civil rights monitoring (Methods of Administration or otherwise) authentically engage learners?

What requirements are in place for state or local advisory committees or workforce development boards around learner participation and engagement?

What capacity exists for elevating learner voice at the state level? What current structures or processes can you build on?

ACTION 4: Provide meaningful and ongoing mechanisms for elevating the learner voice.

Current Policy and Practice

What partnerships exist within your state to effectively and authentically engage learners around CTE policies and programs?

What feedback loops are in place for CTE learners, families and community-based organizations at the state level?

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

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ACTION 4: Provide meaningful and ongoing mechanisms for elevating the learner voice.

**Capacity
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ACTION 4: Provide meaningful and ongoing mechanisms for elevating the learner voice.

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?

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CONSIDER IMPLEMENTATION STEPS

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Audit Your Systems

- ✓ Engage key districts and colleges to share how they did — or did not — engage learners as part of the Comprehensive Local Needs Assessment process to identify lessons learned.
- ✓ Identify any districts or colleges that have strong learner engagement efforts, such as student advisory committees or ambassador programs.
- ✓ Review existing or upcoming grant opportunities that could include requirements around CTE learner engagement and involvement.
- ✓ Engage community organizations and other allies with strong learner engagement efforts underway to identify collaboration opportunities.

Key Policy and Practice Changes

- ✓ Add learners to existing statewide advisory committees and/or launch a CTE student advisory committee.
- ✓ Launch an ambassador program to foster learner-to-learner engagement.
- ✓ Require learner interviews during Methods of Administration and other civil rights monitoring.
- ✓ Update Comprehensive Local Needs Assessment guidance around how learners can and should be engaged (beyond surveys).
- ✓ Require learner and family input into program approval or review policies (at the state and/or local level) and program of study development.
- ✓ Develop a comprehensive strategy for authentically engaging a diverse set of CTE learners and commit state staff to lead that strategy.

Sample Policies and Resources

- Advance CTE and Association for Career and Technical Education: [With Learners, Not for Learners: A Toolkit for Elevating Learner Voice in CTE](#)
- JFF: [Student Voice Professional Development Module](#)
- Advance CTE, Education Strategy Group, and Council of Chief State School Officers: [Making Good on the Promise: Building Trust to Promote Equity in CTE](#)
- Advance CTE: [Engaging Representatives of Learners with Special Population Status Through Perkins V](#)
- YouthForce NOLA: [Family Engagement Toolkit](#)

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 four actions within principle 2. 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 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

Drawing on the overall assessment of your state’s alignment to **principle 2** 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 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

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 2 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