

Section 3. Plan Your Next Steps by Getting Started with Implementation

Once you have completed the [CTE Program Approval Policy Assessment Rubric](#), this section will help your state decide on next steps. You can use some or all of the templates provided in this section to guide planning, including setting goals, planning for stakeholder involvement and mitigating potential risks.

While the core elements described in the rubric on the previous pages build the foundation of a strong CTE program approval policy, each state must still decide how to measure and implement these elements in a way that makes sense for their context. Additionally, CTE program approval policies must work in concert with other federal, state and district policies to ensure that all learners have access to high-quality CTE programs of study. And states must specifically consider how to leverage funding and other incentives, including competitive and categorical grants and performance-based funding policies, to accomplish their goals.

First, use the summary table below to record your ratings from the [CTE Program Approval Policy Assessment Rubric](#). For example, if you gave element “6A: How well does the state CTE program approval policy encourage and promote participation in work-based learning?” a 2, enter a 2 under “6) Experiential Learning” in row A. Once you have done this for all ratings, you will get a sense of the full picture of your state policy. Use this to determine your state’s areas of strength and opportunities for the most growth. Keep these areas in mind as you continue to develop your action plan and priorities.

	1) Rigorous Course Standards and Progressive, Sequenced Courses	2) Secondary and Postsecondary Alignment and Early Postsecondary Offerings	3) Industry Involvement	4) Labor Market Demand	5) High-Quality Instruction	6) Experiential Learning
A						
B						
C						
D						
Overall						

What is your state’s vision for CTE?

What do you want to accomplish long term for learners in your state?

How will your CTE program approval policy help you achieve that vision?

The answer to this question will help you design your theory of action. If you are clear on why you are modifying your CTE program approval policy, you will be better equipped to decide what changes to make and how.

CTE Program Approval Policy Goals

Once you have described your overall state vision for CTE and how CTE program approval can help you achieve that vision, identify your goals for modifying your state’s CTE program approval policies. These goals should be higher level — your work on how to accomplish those goals will follow. For example, a goal could be to redefine state guidance and requirements around industry advisory committees or to pursue a statewide articulation agreement between secondary and postsecondary institutions.

Goal	Primary Goal Owner	Completion Date

CTE Program Approval Policy Goal Requirements

Once you have decided on your overall goals for your CTE program approval policy, fill out the template below to begin to get a sense of the steps needed to achieve each one.

Goal	Will This Policy Change Require New Legislation?	Will This Policy Change Require State Board, System or Coordinating Board Action?	Will This Policy Require Any Changes to Your State Perkins Plan?	Will This Policy Change Require Regulatory Changes?
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

Affected Policies and Programs
What state and local policies and practices will be affected by any changes to your CTE program approval and evaluation policies? A potential list has been prepopulated below, but you can change and add to these policies as it makes sense for your state.

Policies	How Will They Be Affected?	Action Needed?

Necessary Stakeholder Involvement

Whether you are creating new policies or modifying existing ones, you need to think about which stakeholders should be involved and to what extent. Use the three categories below to list stakeholders and think about what role each should have. Stakeholders may appear in multiple lists below, based on the different objectives you might have for them.

To Engage

With whom do you need to actively work? These stakeholders should be included in planning meetings and progress monitoring sessions and potentially even own some of the implementation processes.

-
-
-
-

To Consult

Who can provide you necessary information? These stakeholders should be consulted for relevant information early in the process but do not need to be directly involved in planning or implementation.

-
-
-
-

To Inform

Who needs to know about this policy and can serve as an advocate? These stakeholders should be kept in the loop on policy issues, particularly when it comes to how that policy will affect their lives.

-
-
-
-

Barriers and Risks to Policy Change

What barriers do you face to changing your CTE program approval and evaluation policies? Once you design a policy, what risks or inadvertent negative consequences might occur? We have prefilled in a few common barriers for CTE program approval policies, but you should also add your own and think about how to address those challenges.

Barrier	How Will Your State Address This Barrier?

After you have considered the steps above, it is time to begin planning for implementation. While it is important to have a long-term strategic plan, you must first consider your immediate next steps. Use the table below to think about which action steps must happen right away and who will be the owner of ensuring that those actions take place. These action steps will likely include initial outreach to specific stakeholders, drafting the longer term plan, and beginning to draft new legislation and/or regulations.

What Actions Will Your State Take Over the Next 30 Days to Accomplish These Goals?		
Action Steps	Individual Owner	Completion Date
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

What Actions Will Your State Take Over the Next 60 Days to Accomplish These Goals?		
Action Steps	Individual Owner	Completion Date
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

What Actions Will Your State Take Over the Next 90 Days to Accomplish These Goals?		
Action Steps	Individual Owner	Completion Date
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

What Actions Will Your State Take Over the Next Year to Accomplish These Goals?		
Action Steps	Individual Owner	Completion Date
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.