

PUSHING THE LIMITS



A Roadmap for Advancing Principle 1 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.

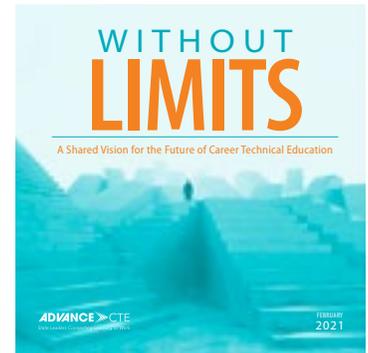
Pushing the Limits: A Roadmap for Advancing Principle 1 of CTE Without Limits:

- ✓ Unpacks each of the four actions in principle 1 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 1 OF CTE WITHOUT LIMITS

Pushing the Limits: A Roadmap for Advancing Principle 1 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 1 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>.

Each Learner Engages in a Cohesive, Flexible and Responsive Career Preparation Ecosystem



Learners need a career preparation ecosystem that recognizes and supports non-linear career progressions and is designed to allow all learners, not just those who opt into CTE programs, to get the skills they need, when they need them, without redundancy or limitations. The career preparation ecosystem must be nimble and offer flexible experiences, including high-quality and equitable CTE programs that are reflective of and responsive to learner and industry needs.

Building a career preparation ecosystem that serves every learner will require statewide, cross-agency commitment; deeper public-private partnerships; and supportive funding and accountability models that reinforce the ecosystem by valuing collaboration, equity and innovation. CTE sits at the nexus of K-12, postsecondary, adult education, workforce development and industry, making it uniquely positioned to serve as a catalyst for a learner-centered career preparation system.

This principle includes the following actions:

1. Establish shared, statewide goals for a cohesive career preparation ecosystem.
2. Ensure that all CTE programs of study are flexible and responsive.
3. Expand data and accountability models that value collaboration, equity and innovation.
4. Design equitable funding models that direct funding to where it is needed most.

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: Establish shared, statewide goals for a cohesive career preparation ecosystem.

Full implementation of this action requires states to:

- ✓ Adopt shared goals that recognize the need for more coherence across education and workforce systems;
- ✓ Increase coherence across education and workforce systems through:
 - Shared goals and coordinated programs and strategies embedded within federal plans,
 - Adoption of shared metrics,
 - Aligned data systems and public reporting, and
 - Braided funding models;
- ✓ Encourage the removal of silos between academic and career-focused instruction and credit and non-credit programs;
- ✓ Ensure that each part of the education and workforce systems understands its specific roles; and
- ✓ Develop clear protocols and processes for engagement across 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?

Based on input from key stakeholders, including local education and workforce leaders, practitioners, learners and families, what are the greatest barriers or inefficiencies within or across state education and workforce systems?



ACTION 1: Establish shared, statewide goals for a cohesive career preparation ecosystem.

Current Policy and Practice

Is there a shared, statewide vision for education and workforce in your state? If yes, what is it?

What shared goals or objectives are embedded within your state’s federal plans, including the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Workforce Innovation and Opportunity Act (WIOA), Every Student Succeeds Act (ESSA) and other plans?

How does CTE fit into statewide goals, such as attainment goals or economic development goals?

What statewide structures are in place for collaboration and coordination across K-12, postsecondary and workforce development to support a career preparation ecosystem?

Does the state have any shared, statewide metrics for education and workforce? If so, how are these metrics shared with key stakeholders?

Does the state have any braided funding models that support a cohesive career preparation ecosystem?

What policies (including approval, funding and incentives) support alignment between academic and career-focused instruction at the secondary and postsecondary levels?

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: Establish shared, statewide goals for a cohesive career preparation ecosystem.

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



ACTION 1: Establish shared, statewide goals for a cohesive career preparation ecosystem.

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

- ✔ Compare your state’s plans for Perkins V, WIOA, ESSA and other key federal policies to identify the greatest areas of alignment and misalignment.
- ✔ Map the metrics used for state and federal policies to identify where more common definitions and measurement approaches can be used.
- ✔ Convene key stakeholders to define what a “cohesive, flexible and responsive career preparation ecosystem” means in your state.
- ✔ Review existing policies that enable or limit integration of academic and career-focused instruction and credit and non-credit programs.

Key Policy and Practice Changes

- ✔ Launch or expand statewide advisory councils (or the equivalent) focused on supporting the career preparation ecosystem.
- ✔ Develop statewide, measurable goals around key career preparation outcomes, with a focus on equity.
- ✔ Develop a statewide dashboard for all career preparation-related metrics.
- ✔ Anchor postsecondary attainment goals in the broader career preparation ecosystem.
- ✔ Identify one priority area to support through braided funding (e.g., braiding Perkins and WIOA Title I to support work-based learning for in-school youth).

Sample Policies and Resources

- Tennessee: [Drive to 55](#)
- Massachusetts: [Workforce Skills Cabinet](#)
- Rhode Island: [PrepareRI](#)
- [Delaware Pathways](#)
- National Skills Coalition: [Investing in Postsecondary Career Pathways](#) (Braided funding models)
- American Institutes for Research: [Developing a College- and Career-Ready Workforce: An Analysis of ESSA, Perkins V and WIOA](#)



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: Ensure that all CTE programs of study are flexible and responsive.

Full implementation of this action requires states to:

- ✓ Develop robust state approval processes that fund only programs of study that:
 - Have well-articulated on- and off-ramps,
 - Are anchored in credentials of value,
 - Include opportunities for work-based learning, and
 - Align with high-skill, high-wage and in-demand careers;
- ✓ Align the career preparation ecosystem with talent pipeline strategies;
- ✓ Involve industry as partners to identify and validate credentials of value; and
- ✓ Develop and implement high-quality and equitable work-based learning systems in partnership with industry.

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 high-quality, industry-aligned CTE programs of study? Where are there gaps?

Which learners have access to and are completing high-quality, industry-aligned work-based learning experiences? Where are there gaps?

Which learners have access to and are completing industry-aligned credentials of value? Where are there gaps?



ACTION 2: Ensure that all CTE programs of study are flexible and responsive.

Current Policy and Practice

Do your CTE programs of study consistently provide on- and off-ramps for secondary and postsecondary learners? If not, where are the gaps?

What processes, policies or strategies are in place to ensure equitable access to and success in high-quality programs of study across the state at the secondary and postsecondary levels?

What processes, policies or strategies are in place to ensure equitable access to and success in high-quality work-based learning across the state at the secondary and postsecondary levels?

How is your state leveraging federal and state funding to promote quality programs, including transforming, scaling down or defunding programs that are not meeting quality benchmarks?

Does your state have shared definitions or constructs for “high-wage,” “high-skill” or “in-demand” jobs? If so, which agencies or systems used those shared definitions?

Is there a state or regional structure or process in place that regularly convenes K-12, postsecondary education, industry and workforce development to review labor market information and establish priorities for programs of study?

What role do industry partners currently play in reviewing, approving and/or validating CTE programs of study and credentials at the secondary and postsecondary levels?

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*
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- 2 = *Minimally align*
- 1 = *Do not align*



ACTION 2: Ensure that all CTE programs of study are flexible and responsive.

**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?	<p>4 = <i>Strong capacity/commitment</i></p> <p>3 = <i>Some capacity/commitment</i></p> <p>2 = <i>Minimal capacity/commitment</i></p> <p>1 = <i>No capacity/commitment</i></p>
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Overall, what is the potential impact of advancing this action in your state?	<p>4 = <i>Strong impact</i></p> <p>3 = <i>Some impact</i></p> <p>2 = <i>Minimal impact</i></p> <p>1 = <i>No impact</i></p>
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ACTION 2: Ensure that all CTE programs of study are flexible and responsive.

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 align with the key elements within this action.
- ✔ Compile all existing sources of labor market information and convene partners to explore ways to streamline the sources.
- ✔ Compile all current lists of credentials allowed or funded within your state and the incentives tied to each of them and convene partners to explore where there are overlaps or gaps.
- ✔ Review all work-based learning allowed or funded within your state and the outcomes tied to each of them and convene partners to explore where there are gaps or areas for improvement.

Key Policy and Practice Changes

- ✔ Require all state and federal funds to support only high-quality CTE programs of study.
- ✔ Update program approval and/or review policies and processes to align with the key elements within this action.
- ✔ Develop shared definitions of “high-skill,” “high-wage” and “in-demand” jobs that are adopted by K-12, postsecondary, workforce development and economic development.
- ✔ Develop a shared list of credentials of value that is adopted by K-12, postsecondary, workforce development and economic development.
- ✔ Provide seed funding to support the seamless alignment of programs of study and career pathways.
- ✔ Leverage a regional Comprehensive Local Needs Assessment process that includes a specific focus on the region’s talent pipeline strategies.
- ✔ Develop or update, in partnership with industry, a shared definition and continuum of work-based learning.

Sample Policies and Resources

- Florida: [Career and Professional Education Act](#)
- Washington: [Core Plus](#)
- Kentucky: [CTE Employer Connector Tool](#)
- Iowa: [Statewide Work-Based Learning Intermediary Network](#)
- Advance CTE: [Raising the Bar: State Strategies for Developing and Approving High-Quality Career Pathways](#)
- ExcelinEd: [Auditing a State Career and Technical Education Program for Quality](#)
- Advance CTE: [Aligning to Opportunity: State Approaches to Setting High Skill, High Wage and In Demand](#)
- Center for Law and Social Policy: [Career Pathways in Career and Technical Education](#)



ACTION 2: Ensure that all CTE programs of study are flexible and responsive.

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: Expand data and accountability models that value collaboration, equity and innovation.

Full implementation of this action requires states to:

- ✓ Focus K-12 and postsecondary accountability systems and structures on equitable outcomes in priority areas, including career success;
- ✓ Ensure that K-12 and postsecondary accountability systems value competencies and skills, not just seat time;
- ✓ Develop and implement state- and institution-level metrics that measure the full continuum of CTE, from the middle grades through high school and postsecondary and into adult CTE; and
- ✓ Create publicly reported equity indices to better design and evaluate interventions and supports for marginalized learners.

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?

Are you able to reliably collect and report on key outcomes disaggregated by special population status? If not, where are the gaps in data collection or reporting?



ACTION 3: Expand data and accountability models that value collaboration, equity and innovation.

Current Policy and Practice

Do you currently collect and/or publicly report metrics that measure the full continuum of CTE, starting in the middle grades through high school and postsecondary and into adult CTE?

What role does equity play in the design of your state’s accountability models, beyond required disaggregation?

How do your current accountability models incentivize or drive equitable, career-focused outcomes at the K-12 level? At the postsecondary level?

How do your current accountability models enable or limit competency-based models at the K-12 level? At the postsecondary level?

How do your current accountability models enable or limit local innovation in the design and delivery of CTE programs of study and learner supports?

How is outcome data shared with key stakeholders, including learners, families, policymakers, practitioners and industry/community partners?

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: Expand data and accountability models that value collaboration, equity and innovation.

**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?	<p>4 = <i>Strong capacity/commitment</i></p> <p>3 = <i>Some capacity/commitment</i></p> <p>2 = <i>Minimal capacity/commitment</i></p> <p>1 = <i>No capacity/commitment</i></p>
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ACTION 3: Expand data and accountability models that value collaboration, equity and innovation.

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

- ✔ Complete the [Career Readiness Data Policy Benchmark Tool](#) to conduct a thorough audit of your state's career readiness data policies and practices.
- ✔ Map the metrics used for state and federal policies to identify where common or more aligned definitions can be used.
- ✔ Convene key stakeholders to identify which metrics are the most meaningful and what data they most want or need access to.

Key Policy and Practice Changes

- ✔ Identify key metrics to collect, at a minimum, from middle grades through postsecondary/adult education, with a focus on ensuring that there are multiple measures at each learner level.
- ✔ Develop a statewide dashboard for all career preparation-related metrics.
- ✔ Create appeals processes (i.e., accountability waivers) for districts (or colleges) adopting innovative CTE delivery models.
- ✔ Provide professional development around data literacy for practitioners and other key stakeholders.

Sample Policies and Resources

- Maryland: [Longitudinal Data System Center](#)
- North Dakota: [Data Dashboards](#)
- Kentucky: [Kentucky Center for Statistics and Department of Education Data Partnership](#)
- Third Way: [No More "Sink or Swim": Incorporating Subgroup Accountability into the Higher Education Act](#)
- Advance CTE, Education Strategy Group, and Council of Chief State School Officers: [Making Career Readiness Count 3.0](#)



ACTION 3: Expand data and accountability models that value collaboration, equity and innovation.

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: Design equitable funding models that direct funding to where it is needed most.

Full implementation of this action requires states to:

- ✓ Identify and leverage flexibilities within federal funding streams to better target and braid resources;
- ✓ Incubate, pilot and scale new state K-12 and postsecondary funding formulas that move away from inequitable practices such as relying on property taxes and credit hours as the main drivers of funding; and
- ✓ Remove limitations on any state financial aid for high-quality, short-term CTE programs and expand learner-focused financial aid systems to ensure that each learner can benefit throughout their career progression.

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, institutions and/or programs have higher per-pupil expenditures, and which have the lowest (drawn from ESSA's fiscal transparency requirements at the secondary level and other fiscal data at the postsecondary level)?

Which districts, institutions and/or programs typically receive the most formula funding from federal or state sources in support of CTE programs?

Which districts, institutions and/or programs typically receive the most flexible funding (e.g., competitive funds offered through grant awards, incentive awards) in support of CTE programs?

Which learners, disaggregated by race, gender and special population status and by program enrollment, are leveraging financial aid?



ACTION 4: Design equitable funding models that direct funding to where it is needed most.

**Current
Policy and
Practice**

What role does equity play in the design of your state's CTE funding formulas at the K-12, postsecondary and workforce development levels?

What outcomes-based funding options does your state offer at the K-12, postsecondary or workforce development levels?

How are flexible pots of funding (e.g., reserve funds, innovation grants) designed to ensure that they reach the institutions and learners who will benefit the most from them?

How do your current funding and accountability models incentivize equitable completion or credential attainment at the K-12 or postsecondary levels?

How equitable is access to financial aid, based on learner demographics and program type?

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: Design equitable funding models that direct funding to where it is needed most.

**Capacity
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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?

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ACTION 4: Design equitable funding models that direct funding to where it is needed most.

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?

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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

- ✓ Determine how current funding formulas were developed (e.g., through status quo, with input from stakeholders).
- ✓ Review the most recent round of innovation or competitive funds to see which institutions, programs and learners they reached.
- ✓ Convene learners and other stakeholders to identify the greatest financial barriers to equitable outcomes and success.

Key Policy and Practice Changes

- ✓ Pilot outcomes-based funding models at the secondary, postsecondary and/or workforce development levels.
- ✓ Provide support and technical assistance to lower-capacity districts and institutions so they are better positioned to access competitive funding.
- ✓ Expand the U.S. Department of Education's new "maintenance of equity" requirement.
- ✓ Pilot new funding formulas that move away from inequitable practices such as relying on property taxes and credit hours.

Sample Policies and Resources

- Washington: [Student Achievement Initiative Funding Formula](#)
- The Education Trust: [Re-Imagining Outcomes-Based Funding: Using Metrics to Foster Higher Education Equity](#)
- Education Commission of the States: [Policy Snapshot: Outcomes-Based Funding](#)
- Research for Action: [Designing Equitable Promise Programs](#)
- Aurora Institute: [State Funding Strategies to Support Education Innovation](#)



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 1. 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 1: Each learner engages in a cohesive, flexible and responsive career preparation ecosystem	DEGREE OF ALIGNMENT	CAPACITY & COMMITMENT	POTENTIAL IMPACT
1. Establish shared, statewide goals for a cohesive career preparation ecosystem.			
2. Ensure that all CTE programs of study are flexible and responsive.			
3. Expand data and accountability models that value collaboration, equity and innovation.			
4. Design equitable funding models that direct funding to where it is needed most.			
OVERALL PRINCIPLE 1 RATING			

ACTION PLANNING

Drawing on the overall assessment of your state’s alignment to **principle 1** 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 collect any measures for middle grades CTE**. To ensure that there are good outcomes related to our investment in middle grades CTE, **we will develop a set of metrics for our district report cards, with input from the field, and a collection process**. The work will be **completed by summer 2023**, and this process **will be led by Wanda Perkins**. Our goal is that **policymakers, districts and families will have access to middle grade metrics to inform investments and interventions 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 1 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