

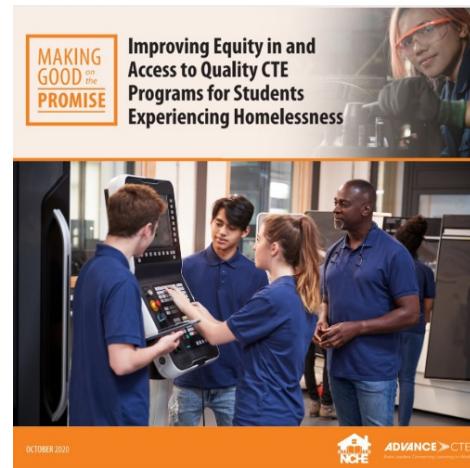


Without Limits: A Shared Vision for the Future of Career Technical Education (CTE Without Limits) establishes a bold vision for an equitable and learner-focused career preparation system. The second principle of this vision articulates the need for each learner to feel welcome in, be supported by and have the means to succeed. To achieve this vision, state leaders must identify and dismantle the institutional and systemic barriers that limit access, opportunity and outcomes for learners of color, learners from low-income communities, learners with disabilities, English language learners, female learners and other historically marginalized populations. This month's CTEWorks newsletter features resources related to equity — a central component of *CTE Without Limits*.

[Read the vision](#)

Learning that Works Resource Center

- **The Making Good on the Promise Series** confronts negative aspects of the Career Technical Education (CTE) legacy and defines the key challenges learners face today, providing promising solutions to help state leaders close equity gaps in CTE.
- **Perkins V Expands Commitment to Equity** discusses the mechanisms in The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) dedicated to closing equity gaps and addressing the individualized needs of each learner. This resource also provides examples of how states are successfully approaching this work.
- **Connecting Every Learner: A Framework for States to Increase Access to and Success in Work-Based Learning** provides a five-step framework to address equity gaps in work-based learning by building a statewide infrastructure that enables cross-agency collaboration and prioritizes relationship building, data and accountability, quality, and extending social and cultural capital.



- **Case Study: Ohio's Perkins V Equity Labs** supports element six of Advance CTE's *Career Readiness Data Quality and Use Policy Benchmark Tool*. This case study examines Ohio's Perkins V Equity Labs and how data is used effectively to promote quality and equity.
- **Communicating Career Technical Education: Learner-centered Messages for Effective Program Recruitment** provides insights on what families value in their education; elevates what aspects and messages about CTE most resonate; identifies the go-to messengers for information about these programs; and identifies equity gaps and corresponding messages tailored to reach each learner.
- **Broadening the Path: Design Principles for Middle Grades CTE** aims to support state and local leaders as they work to develop or strengthen middle grades CTE policies, programs and practices.

From our Partnering Organizations

- Research/Report — Community College Resource Center — *Strategies for Improving Postsecondary Credential Attainment Among Black, Hispanic, and Native American Adults*
- Research/ Report — Education Trust — *Re-imagining Outcomes-based Funding: Using Metrics to Foster Higher Education Equity*
- Research/Report — Chicago Women in Trades National Center for Women's Equity in Apprenticeship and Employment — *Here to Stay: Black, Latina, and Afro-Latina Women in Construction Trades Apprenticeships and Employment*
- Research/Report — Urban Institute — *Racial and Ethnic Equity Gaps in Postsecondary Career and Technical Education*
- Research/Report — National Education Policy Center — *Tracking and the Future of Career and Technical Education: How Efforts to Connect School and Work Can Avoid the Past Mistakes of Vocational Education*

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

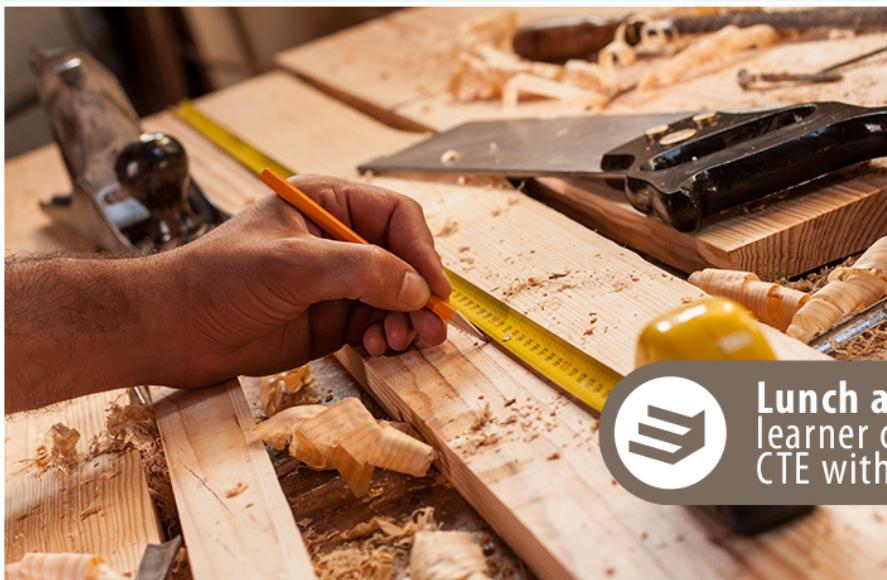


The Fall Meeting is designed to support each leader in Meeting CTE's Moment, to meet the enormous and historic opportunity to transform systems to be responsive, flexible and cohesive for each learner to achieve success at every stage of their career journey.

The Fall Meeting agenda is now live! Our sessions will share the latest research, promising practices, and resources centered in quality, equity and leadership to ensure the renewed spotlight on CTE translate into shared, meaningful steps to deliver CTE without limits for each learner and stakeholder.

[View the agenda](#)

Upcoming CTE Without Limits Lunch and Learn



**WITHOUT
LIMITS**
A Shared Vision for
the Future of Career
Technical Education

Lunch and Learn: Each learner can access CTE without borders



ADVANCE CTE
State Leaders Connecting Learning to Work

Lunch & Learn: Each learner can access CTE without borders

Date: August 31, 2021

Time: 2:00 PM ET

This session is the final session in Advance CTE's Lunch & Learn series focused on exploring each of the principles from *CTE Without Limits*. Attendees will be introduced to the fifth principle of the vision, "Each learner can access CTE without borders" and the role each stakeholder has in accomplishing this principle. Attendees will have a chance to discuss this principle in small groups and will leave this session with an increased awareness of the aspirations of this principle and strategies to apply it to their own work.

Speakers:

- Stephen Pruitt, President, Southern Regional Education Board (SREB)
- Dale Winkler, Vice President, School Improvement, SREB
- Christina Sedney, Director of Policy Initiatives and State Authorization, Policy Analysis and Research, Western Interstate Commission for Higher Education (WICHE)

Moderator:

- Kate Kreamer, Deputy Executive Director, Advance CTE

[Register here](#)

Get to Know Advance CTE!

Meet Stacy Whitehouse! Stacy is the Senior Associate for Communications and State Engagement at Advance CTE and supports strategic communications for the organization's initiatives. Stacy oversees the organization's media relations strategy and provides communications guidance to states



through technical assistance. She serves as the project lead for Advance CTE's most recent round of communications research on **communicating CTE to families and learners**, supported by the Siemens Foundation.

Q: Recently, Advance CTE released new research that tested messages for attracting students and families to CTE, particularly those from historically marginalized communities. How was this research conducted with equity in mind?

A: The most recent release of our communications **research** followed up on similar work released in 2017. For the second round of research, we intentionally designed the national survey to elevate equity considerations by disaggregating all questions and oversampling Black and Latinx families and families experiencing low income. The COVID-19 (coronavirus) pandemic forced all focus groups into a virtual environment, allowing for a more equitable pool of participants to be sampled.

The research analysis matters as much as the research design. Our research analysis didn't shy away from finding and elevating existing equity considerations both in message tailoring and in identifying equity and access gaps. Overall, we were pleased to see that many of the findings and messages resonated across race, ethnicity, gender, income and participation in CTE.

[Read more](#)

