



State Policies Impacting CTE: 2017 Year in Review

January 31, 2018

Agenda

- Review **key findings and policy activity** from Advance CTE and ACTE's report *State Policies Impacting CTE: 2017 Year in Review*
- Examine **state policies trends** from 2013 through 2017
- Hear about **new CTE policy developments in Arkansas**

Our Panelists



- **Dr. Charisse Childers**, state CTE director, Arkansas Department of Career Education
- **Catherine Imperatore**, research manager, ACTE
- **Austin Estes**, policy associate, Advance CTE

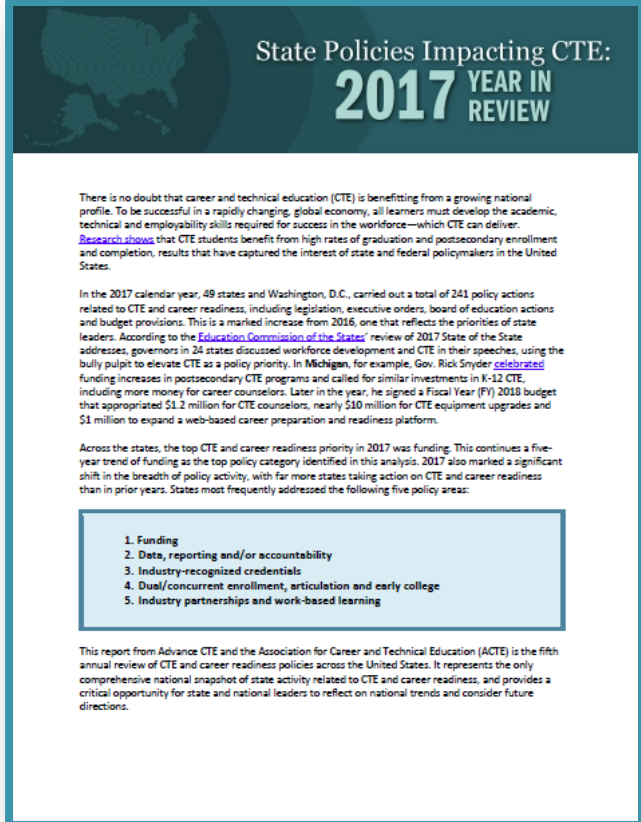
Looking Back on 2017

- Federal activity
- National career readiness initiatives



State Policies Impacting CTE: The Report

- Fifth annual review of state CTE policy from ACTE and Advance CTE
- Includes legislation, board rules, executive actions and more



State Policies Impacting CTE:
2017 YEAR IN REVIEW

There is no doubt that career and technical education (CTE) is benefiting from a growing national profile. To be successful in a rapidly changing, global economy, all learners must develop the academic, technical and employability skills required for success in the workforce—which CTE can deliver. [Research shows](#) that CTE students benefit from high rates of graduation and postsecondary enrollment and completion, results that have captured the interest of state and federal policymakers in the United States.

In the 2017 calendar year, 49 states and Washington, D.C., carried out a total of 241 policy actions related to CTE and career readiness, including legislation, executive orders, board of education actions and budget provisions. This is a marked increase from 2016, one that reflects the priorities of state leaders. According to the [Education Commission of the States'](#) review of 2017 State of the State addresses, governors in 24 states discussed workforce development and CTE in their speeches, using the bully pulpit to elevate CTE as a policy priority. In [Michigan](#), for example, Gov. Rick Snyder [celebrated](#) funding increases in postsecondary CTE programs and called for similar investments in K-12 CTE, including more money for career counselors. Later in the year, he signed a Fiscal Year (FY) 2018 budget that appropriated \$1.2 million for CTE counselors, nearly \$10 million for CTE equipment upgrades and \$1 million to expand a web-based career preparation and readiness platform.

Across the states, the top CTE and career readiness priority in 2017 was funding. This continues a five-year trend of funding as the top policy category identified in this analysis. 2017 also marked a significant shift in the breadth of policy activity, with far more states taking action on CTE and career readiness than in prior years. States most frequently addressed the following five policy areas:

1. Funding
2. Data, reporting and/or accountability
3. Industry-recognized credentials
4. Dual/concurrent enrollment, articulation and early college
5. Industry partnerships and work-based learning

This report from Advance CTE and the Association for Career and Technical Education (ACTE) is the fifth annual review of CTE and career readiness policies across the United States. It represents the only comprehensive national snapshot of state activity related to CTE and career readiness, and provides a critical opportunity for state and national leaders to reflect on national trends and consider future directions.

State Policies Impacting CTE: Key Takeaways

- 241 policies passed in 2017
- 49 states and DC
- More than 100 additional policies passed in 2017 than in the year before

State Policies Impacting CTE:
2017 YEAR IN REVIEW

There is no doubt that career and technical education (CTE) is benefiting from a growing national profile. To be successful in a rapidly changing, global economy, all learners must develop the academic, technical and employability skills required for success in the workforce—which CTE can deliver. [Research shows](#) that CTE students benefit from high rates of graduation and postsecondary enrollment and completion, results that have captured the interest of state and federal policymakers in the United States.

In the 2017 calendar year, 49 states and Washington, D.C., carried out a total of 241 policy actions related to CTE and career readiness, including legislation, executive orders, board of education actions and budget provisions. This is a marked increase from 2016, one that reflects the priorities of state leaders. According to the [Education Commission of the States'](#) review of 2017 State of the State addresses, governors in 24 states discussed workforce development and CTE in their speeches, using the bully pulpit to elevate CTE as a policy priority. In Michigan, for example, Gov. Rick Snyder [celebrated](#) funding increases in postsecondary CTE programs and called for similar investments in K-12 CTE, including more money for career counselors. Later in the year, he signed a Fiscal Year (FY) 2018 budget that appropriated \$1.2 million for CTE counselors, nearly \$10 million for CTE equipment upgrades and \$1 million to expand a web-based career preparation and readiness platform.

Across the states, the top CTE and career readiness priority in 2017 was funding. This continues a five-year trend of funding as the top policy category identified in this analysis. 2017 also marked a significant shift in the breadth of policy activity, with far more states taking action on CTE and career readiness than in prior years. States most frequently addressed the following five policy areas:

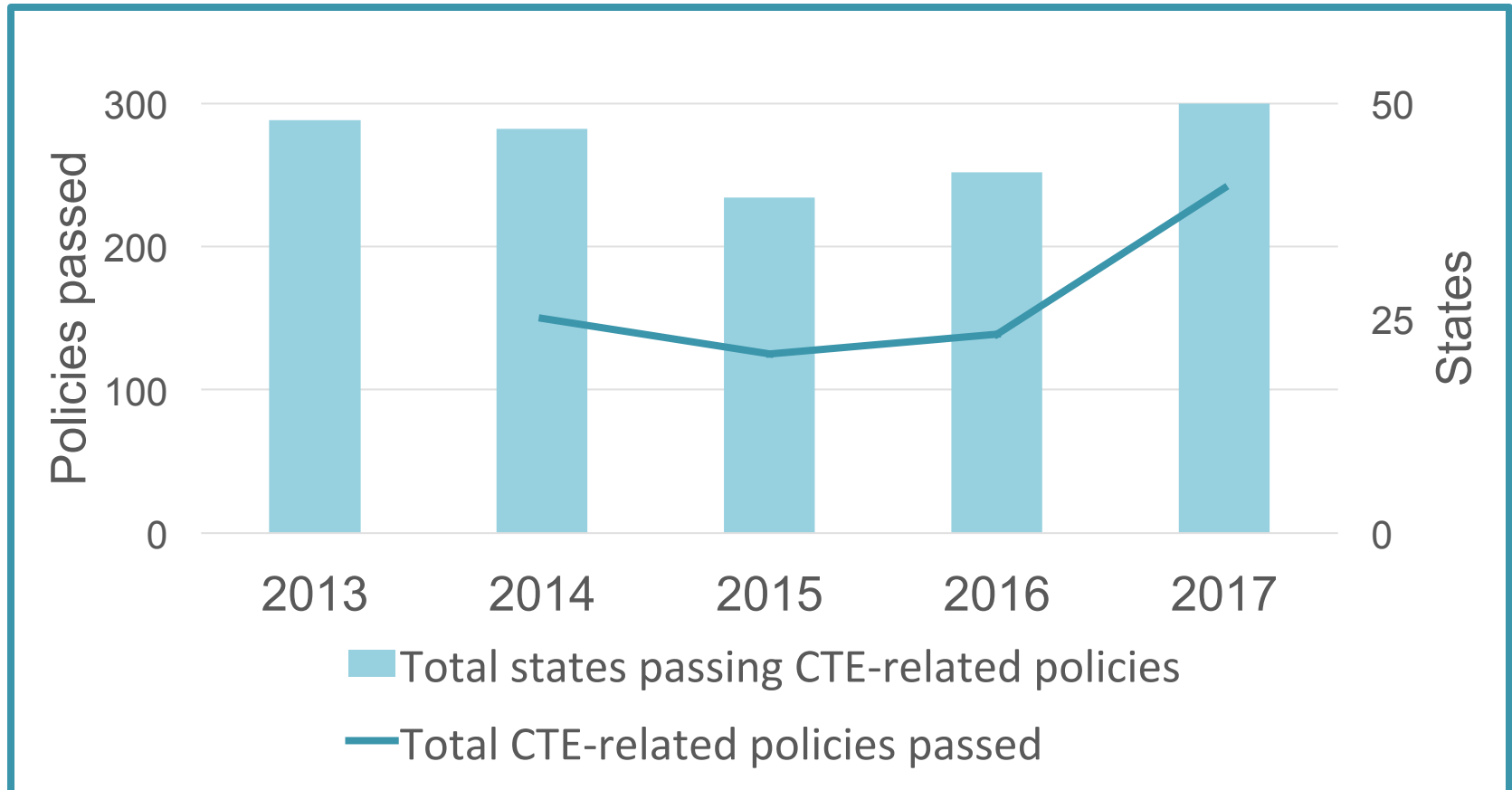
1. Funding
2. Data, reporting and/or accountability
3. Industry-recognized credentials
4. Dual/concurrent enrollment, articulation and early college
5. Industry partnerships and work-based learning

This report from Advance CTE and the Association for Career and Technical Education (ACTE) is the fifth annual review of CTE and career readiness policies across the United States. It represents the only comprehensive national snapshot of state activity related to CTE and career readiness, and provides a critical opportunity for state and national leaders to reflect on national trends and consider future directions.

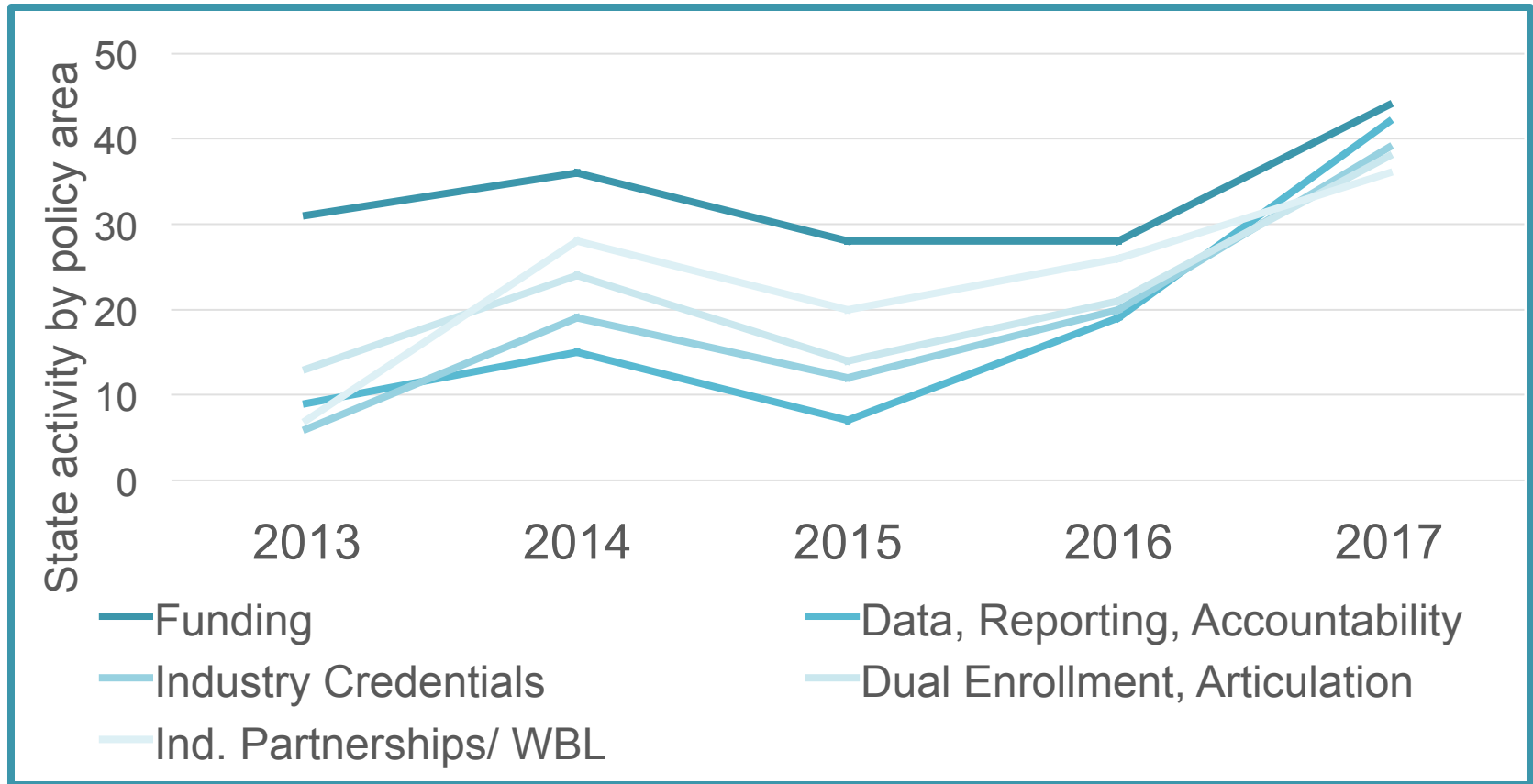
2017 State Policy Priorities

Policy Category	Number of States
Funding	44
Data, Reporting and/or Accountability	42
Industry-recognized Credentials	39
Dual/Concurrent Enrollment and Articulation/Early College	38
Industry Partnerships/Work-based Learning	36

State Policy Trends, 2013-2017



State Policy Priorities, 2013-2017



Policy Area	Number of States	States
Funding	44	AL, AK, AZ, AR, CA, CO, CT, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MT, NV, NH, NJ, NY, NC, OH, OK, OR, PA, RI, SD, TN, TX, UT, VT, VA, WA, WV, WI
Data, Reporting and/or Accountability	42	AL, AZ, AR, CA, CO, CT, DE, FL, GA, ID, IL, IN, KS, KY, LA, ME, MD, MA, MI, MS, MT, NV, NH, NM, NY, NC, ND, OH, OK, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY
Industry-recognized Credentials	39	AL, AZ, AR, CO, DE, FL, GA, HI, ID, IL, IN, KY, LA, ME, MD, MI, MN, MS, MO, MT, NV, NH, NJ, NM, NY, NC, ND, OH, OK, PA, RI, SC, TN, TX, UT, VT, VA, WI, WY
Dual/Concurrent Enrollment, Articulation and Early College	38	AL, AZ, AR, CA, CT, DC, DE, FL, GA, HI, ID, IL, IN, KY, LA, MD, MA, MI, MN, MS, MT, NV, NH, ND, OH, OK, OR, RI, SC, SD, TN, TX, UT, VT, WA, WV, WI, WY
Industry Partnerships and Work-based Learning	36	AZ, AR, CA, CT, DE, GA, HI, ID, IL, IN, KY, LA, MD, MI, MN, MS, MO, MT, NV, NJ, NY, NC, ND, OH, OK, OR, PA, SC, TN, TX, UT, VT, VA, WA, WV, WI
Graduation Requirements	23	CO, CT, DE, IL, IN, IA, KY, LA, MD, MI, MS, MO, NV, NY, OH, OK, PA, SC, TN, TX, VA, WA, WV
Career/Academic Counseling	23	AL, AR, CA, CO, ID, IL, IN, KY, MI, MN, MO, MT, NV, NH, NJ, NC, OH, OK, OR, PA, TX, VT, WA
Governance	23	AL, AR, CO, CT, DE, ID, IL, IN, IA, LA, ME, MD, MA, MI, MO, NV, NC, SC, SD, TN, UT, VT, VA
Science, Technology, Engineering and Mathematics (STEM)	22	AL, AZ, AR, CO, CT, ID, IN, KY, LA, ME, MD, MA, MI, MO, NV, NH, NM, NC, OH, TX, UT, WA
Access/Equity	18	AZ, IL, KY, ME, MD, MA, MN, NH, NY, NC, OH, OR, TN, TX, VT, VA, WA, WI
CTE Teacher Certification/Development	17	CA, CO, ID, IL, KY, LA, MD, MI, MN, NV, NC, ND, TX, VA, WA, WI, WY
Technical/		

Funding

- **Indiana:** Restructured funding for CTE programs to incentivize high-value programs
- **Kentucky:** Established an outcomes-based funding model for the higher education system, including technical and community colleges
- **Tennessee:** Provided scholarships to adult learners at community colleges and TCATs, plus a one-time \$16.25 million increase for secondary CTE equipment
- **Washington:** Raised the administrative multiplier for CTE

Data, Reporting and/or Accountability



- ***Maryland:*** Directed its longitudinal data system to improve measurement of apprenticeship participation
- ***North Dakota:*** Included CTE pathway GPA, career-ready practices, work-based learning, TSA and more in ESSA accountability plan
- ***South Carolina:*** Created a state longitudinal data system and required school report cards to document college and career preparedness

Industry-recognized Credentials

- **Arizona:** Approved a validation process for industry credentials using industry advisory committees, the Career and Technical Quality Commission and the State Board of Education
- **Texas:** Directed agencies to collaboratively develop and publish a list of industry credentials for high school CTE students
- **Vermont:** Announced a postsecondary attainment goal of 70 percent by 2025

Dual/Concurrent Enrollment, Articulation and Early College

- ***Hawai'i:*** Appropriated \$1 million each year of the biennium to expand early college programs
- ***Maryland:*** Established a pilot to help adults earn an equivalency diploma, postsecondary credits and/or an industry credential
- ***Nevada:*** Required districts to offer dual credit in high school and enabled students in workforce development programs to apply credits toward a postsecondary credential

Industry Partnerships/ Work-based Learning

- **Maryland:** Encouraged apprenticeship through scholarships, tax credits and data
- **Tennessee:** Directed the development of work-based learning curricula and extended immunity from liability to employers providing work-based learning
- **Virginia:** Required community colleges to develop policies for awarding credit for registered apprenticeship

Additional Trends



- Middle school CTE
- Computer science education
- Governance

Deep Dive: Arkansas



Arkansas' Vision for CTE

- Our agency's mission is to prepare a job-ready, career-bound workforce to meet the needs of Arkansas employers.
- In 2017, Arkansas addressed 9 of the 12 areas identified as important CTE policy areas.
- Goals include improving:
 - CTE Frameworks
 - Program Development
 - College and Career Readiness
 - Support Services

State Policy Developments

K-12 Education

- Technical Skills Assessments
- Student Success Plans
- ESSA Accountability Plan

State Policy Developments

Postsecondary Education



- Productivity Index
- AR Future Grant
- AR Workforce Challenge Scholarship

State Policy Developments

Workforce Education and Training



- **Workforce Development Centers**

**No relation to WIOA workforce boards or centers*

- **Taskforce on Workforce Education Excellence**
- **Apprenticeship Tax Credits**

College and Career Readiness



- Supportive legislation, local resources, and administrative policies
- Partnerships with educators, businesses, and other community stakeholders
- Professional development opportunities for administrators and teachers
- Accountability and evaluation systems and strategies
- Clear content standards

Arkansas' Initiatives in 2018



- Perkins Authorization
- Elementary & Middle School CTE
- Flex Credit
- New Funding Models
- Work-based Learning
- CTE Education and Awareness

Questions?

- Submit questions in the Q&A box



Thank You

- Follow us!



- Don't forget to take the survey



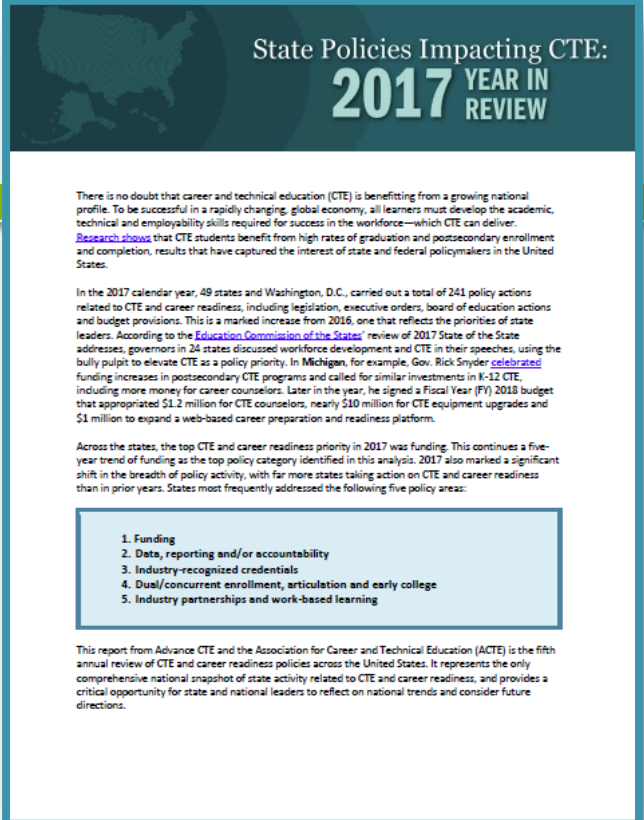
@ARCareerEd

@CTEWorks

@actecareertech

Thank You

- **Charisse Childers**
Charisse.Childers@arkansas.gov
- **Catherine Imperatore**
cimperatore@acteonline.org
- **Austin Estes**
aestes@careertech.org



State Policies Impacting CTE: 2017 YEAR IN REVIEW

There is no doubt that career and technical education (CTE) is benefiting from a growing national profile. To be successful in a rapidly changing, global economy, all learners must develop the academic, technical and employability skills required for success in the workforce—which CTE can deliver. [Research shows](#) that CTE students benefit from high rates of graduation and postsecondary enrollment and completion, results that have captured the interest of state and federal policymakers in the United States.

In the 2017 calendar year, 49 states and Washington, D.C., carried out a total of 241 policy actions related to CTE and career readiness, including legislation, executive orders, board of education actions and budget provisions. This is a marked increase from 2016, one that reflects the priorities of state leaders. According to the [Education Commission of the States'](#) review of 2017 State of the State addresses, governors in 34 states discussed workforce development and CTE in their speeches, using the bully pulpit to elevate CTE as a policy priority. In Michigan, for example, Gov. Rick Snyder [celebrated](#) funding increases in postsecondary CTE programs and called for similar investments in K-12 CTE, including more money for career counselors. Later in the year, he signed a Fiscal Year (FY) 2018 budget that appropriated \$1.2 million for CTE counselors, nearly \$10 million for CTE equipment upgrades and \$1 million to expand a web-based career preparation and readiness platform.

Across the states, the top CTE and career readiness priority in 2017 was funding. This continues a five-year trend of funding as the top policy category identified in this analysis. 2017 also marked a significant shift in the breadth of policy activity, with far more states taking action on CTE and career readiness than in prior years. States most frequently addressed the following five policy areas:

1. Funding
2. Data, reporting and/or accountability
3. Industry-recognized credentials
4. Dual/concurrent enrollment, articulation and early college
5. Industry partnerships and work-based learning

This report from Advance CTE and the Association for Career and Technical Education (ACTE) is the fifth annual review of CTE and career readiness policies across the United States. It represents the only comprehensive national snapshot of state activity related to CTE and career readiness, and provides a critical opportunity for state and national leaders to reflect on national trends and consider future directions.

Download the report at
<https://careertech.org/resource/2017-state-policies-impacting-cte>