



State Policies Impacting CTE: 2017 YEAR IN REVIEW

There is no doubt that career and technical education (CTE) is benefitting from a growing national profile. In a rapidly changing, global economy, all learners must develop the academic, technical and employability skills required for success in the workforce—skills that 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.

Policy Area <i>Note: A single bill or policy can address multiple policy areas</i>	Number of States Addressing Policy Area	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, VA, 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/Employability Assessments	15	AL, AZ, AR, KY, MN, MI, MO, NV, NY, NC, ND, PA, SC, VA, WY

Table 1: Number of states adopting new policies in 2017 by policy area.

Key Takeaways

In total, 44 states passed policies in 2017 related to CTE funding. Several states developed grant programs and scholarships to help students attain credentials in high-demand fields. For instance, **Arizona** allocated \$1 million for Joint Technical Education District (JTED) completion grants designed to help students complete at least 50 percent of a JTED program in high school and finish the program after graduation. **Maryland** created the Workforce Development Sequence Scholarship to provide up to \$2,000 each for students enrolled in certain programs that include job preparation or apprenticeships, licensure or certification

opportunities, or job skill enhancement courses. Meanwhile, **Michigan, Tennessee, Washington** and **Wisconsin** provided funds specifically for CTE equipment and facilities, while **Pennsylvania** cut money for this purpose. In other funding reductions, **Arkansas** amended the Arkansas Medical Marijuana Amendment of 2016, which was passed by popular vote the year before, and redirected marijuana sales tax revenues from vocational and technical training to a different fund.

Data, reporting and accountability was another top policy priority in 2017, with 42 states enacting policy on these issues. Within this

category, [35 states](#) took advantage of new flexibility under the Every Student Succeeds Act (ESSA) to adopt measures of career readiness in their federal accountability systems. Common accountability measures include industry-recognized credential attainment, dual credit

and work-based learning. Additionally, **Connecticut, Massachusetts and South Carolina** established state longitudinal data systems to support evaluation of education and workforce programs, while **Maryland, Nevada, Utah** and **Virginia** transferred, replaced or

Spotlight on State CTE Funding Policy

Funding for CTE is a perennial issue impacting program sustainability, effectiveness, scope and innovation. In each year that this report has been published, funding rose to the top as a priority area for state policymakers. The types of policies included in this category include changes to general funding levels for CTE, one-time competitive grant programs, adjustments to funding formulas and tax credits.

Looking across the past five years of this report, emerging trends in CTE funding include:

- **Tuition-free community college:** “Promise Programs,” which provide last-dollar tuition scholarships for students to attend two-year institutions, have been growing in popularity in recent years. Perhaps the most well-known program is **Tennessee Promise**. First authorized in 2014, Tennessee Promise helps Tennessee residents pay for community and technical colleges in the state, [resulting in a notable increase](#) in FAFSA completion, student enrollment and persistence in postsecondary education. In 2017, Gov. Bill Haslam expanded the scholarship through the Reconnect Act to include adult students. Other states that passed similar programs in 2017 include **Arkansas, California, Montana, Nevada, New York** and **Rhode Island**.
- **Recognizing CTE in funding formulas:** A well-designed funding formula can be used as a policy lever to maintain program quality and scale CTE programs in high-wage, high-demand industries. Over the past five years, states have made minor adjustments to the way CTE is valued within K-12 education funding formulas, including **Georgia**, which increased the weight for CTE students in the Quality Basic Education formula in 2013. Recently, **Missouri** adopted a new framework for funding CTE programs that values student performance in career centers and comprehensive high schools. And in 2017, the **Indiana** legislature codified new funding classifications for CTE programs to ensure high-wage, high-demand programs receive the most support.
- **Performance-based funding in higher education:** Many states are exploring ways to use performance-based funding to hold postsecondary institutions accountable for student success rather than funding institutions based on student enrollment. States like **South Dakota, Wisconsin** and **Rhode Island** have adopted such policies in recent years. In 2017, the **Arkansas** Higher Education Coordinating Board adopted a Productivity Index, which includes measures of credential attainment, progression, transfer success and gateway course success. Underperforming institutions will be flagged for assistance from the Arkansas Department of Higher Education to develop an improvement plan. Other states passing legislation related to performance-based funding in 2017 include **Alabama, Kentucky** and **Utah**.

States Adopting Policies
Related to CTE Funding



modified their longitudinal data systems. Other states—including **California, Indiana** and **North Dakota**—permitted or required agencies to share data. In addition, **Maryland** directed its Longitudinal Data System Center to enhance data capabilities for registered apprenticeship participation, specifically for CTE students, and the **Utah** Data Research Center was directed to create a public online data visualization portal with aggregated and de-identified data.

The third most-popular policy category was industry-recognized credential attainment, which was a priority for 39 states. Twenty-five of those states adopted related measures in their federal accountability systems. In addition, **Colorado, Florida, New Jersey** and **Vermont** announced statewide goals for postsecondary credential attainment by 2025 (66 percent, 55 percent, 65 percent and 70 percent of adults, respectively), while **Maine** amended statute to require the State Workforce Investment Board to measure progress toward the state’s credential attainment goal. Also, new policy in **Arizona** requires the Career and Technical Quality Commission and the State Board of Education to work with industry advisory committees to identify and validate credentials. And in **Texas**, new legislation directs the Texas Workforce Commission, the Texas Higher Education Coordinating Board and the Texas Education Agency to develop, review and publish a list of industry-recognized credentials.

Policies that sought to facilitate earning postsecondary credit were enacted in 38 states in 2017, fueled by the inclusion of dual-credit opportunities in ESSA plans and accountability systems. In addition, **Connecticut** and **Massachusetts** moved to expand early college programs, while **Kentucky** established a dual-credit scholarship program. **Texas** called for the development of student outcome goals for dual-credit coursework, which must be incorporated into articulation agreements. In **Nevada**, new legislation allows credits earned through an institution’s workforce development programs to count toward a relevant credential.

Within the 36 states that took action in the industry partnerships category, the majority of policies enacted were related to work-based learning. In particular, a number of states passed policies related to apprenticeships, from creating or expanding tax credits to businesses that employ apprentices in **Arkansas, Maryland, Montana, New York** and **West Virginia**, to designating apprenticeship authority in **Maryland, Nevada** and **North Carolina**. Many states also incorporated work-based learning, or apprenticeships in particular, into their ESSA plans and accountability systems. In addition, **Connecticut, Ohio** and **Virginia** passed legislation to enable students to earn credit toward high school graduation for work-based learning experiences.

Systems Impacted by Policy Developments

This year, for the first time, policies were also categorized by system impacted: secondary education, postsecondary education, workforce development and adult education (see Table 2). In 2017, 180 policies were passed with relevance to the secondary education system, 111 policies relevant to the postsecondary education system, 53 policies impacting workforce development and 32 policies with import for adult education. Additionally, two out of every three policies passed in 2017 were relevant to multiple systems, a positive sign of collaboration between and across education levels and state agencies. For instance, the More Jobs for Marylanders Act of 2017 describes a multi-pronged approach to promoting apprenticeship and youth

System	Policies
Secondary education	180
Postsecondary education	111
Workforce development	53
Adult education	32

Table 2: 2017 state policies by system. A single policy can address multiple systems.

apprenticeship, incorporating the secondary and postsecondary education systems; the Division of Workforce Development and Adult Learning; and the Department of Labor, Licensing and Regulation. Similarly, **Nevada** passed legislation enabling high school students to access dual-credit opportunities and ensuring that adult students completing workforce development programs at postsecondary institutions can apply credits earned toward a related credential. In addition, **New Jersey's** 19 community colleges and the Department of Labor and Workforce Development initiated a partnership to expand the Career Connections network, with the potential to impact youth and adults participating in multiple education levels and systems throughout the state.

Federal and State Policy Intersections

A look across 2017's CTE state policy activity illuminates the growing profile of career preparation within states and across the nation. Last year marked the 100th anniversary of the Smith-Hughes National Vocational Education Act of 1917, the federal government's first major investment in CTE. While CTE has evolved significantly since then, Smith-Hughes kicked off a century of sustained commitment and support for CTE from both the federal government and states.

Today, enthusiasm for CTE among federal and state policymakers is as strong as ever. In February 2017, the U.S. Senate introduced and agreed to a [resolution](#) recognizing February as CTE Month, celebrating the 100-year anniversary of Smith-Hughes, and re-affirming the value and necessity of CTE in preparing learners for success in the 21st-century economy. Speaking from the Senate floor, Senator Tim Kaine (D-VA), co-chair of the Senate CTE Caucus, [praised CTE as](#) "a critical component to every student's education, creating diverse pathways into further education and developing careers."

Later in the year, the U.S. House of Representatives followed suit by passing an

updated version of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins). This bipartisan bill, [HR2353](#), also called the [Strengthening Career and Technical Education for the 21st Century Act](#), was passed by voice vote without objection in the House on June 22, 2017. As of January 2018, the bill has yet to be passed by the Senate, although momentum is building to bring it across the finish line. In the meantime, states have been taking the lead to support, expand and innovate in CTE.

Federal and state policy were directly linked in 2017 through states' notable progress on ESSA implementation, particularly related to career readiness. ESSA was signed into law in 2015 and renewed the federal government's primary investment in K-12 education. ESSA's priority focus is ensuring equity and supporting low-performing schools, and the law provides states increased flexibility and opportunities to align supports across different systems, including CTE, higher education and workforce development. All states were required to submit plans in 2017 to the U.S. Department of Education detailing how they will implement the law. Overall, these plans indicate a significant step forward for career readiness in the states, with 49 states identifying strategies to support career readiness and 35 selecting specific career readiness measures [in their state accountability systems](#). This is a watershed moment for states, one that could have lasting impacts for CTE, and ultimately for learners.

It may be too early to forecast what lies ahead, but if the past five years provide any indication, CTE will remain a priority for state and federal policymakers in 2018. In December, the House Committee on Education and the Workforce passed HR4508, the Promoting Real Opportunity, Success and Prosperity through Education Reform (PROSPER) Act, on a party-line vote. The bill [updates the Higher Education Act](#) and includes new efforts to align postsecondary education and workforce development. For example, the bill expands the eligibility requirements for receiving federal

student aid to cover short-term programs (which would include many postsecondary CTE programs), but falls short of adopting mechanisms to ensure program quality. The PROSPER Act is expected to go before the full U.S. House of Representatives for a vote in 2018. It is also likely that the Senate will unveil its own proposal in 2018. Paralleling this work, state policy around industry credentials, business engagement and alternative postsecondary funding streams is shaping higher education around the country.

Conclusion

National enthusiasm for CTE continued through 2017, with movement on major pieces of legislation. However, there is no question that states continue to lead the way on advancing career readiness and CTE. In 2017, 49 states and the District of Columbia passed new policies related to CTE and career readiness, the highest number recorded in the history of this report.

This is an exciting time for CTE. Evidence shows that CTE is an effective strategy for preparing learners for career success. We hope the growth in state activity documented in this report will result in positive outcomes for learners across the country. All the same, a distinction must be made between the quantity of policies passed and the quality of their implementation. Each new year brings new challenges, and state leaders have demonstrated wisdom by continuously evaluating, revising and improving their CTE systems. We encourage state leaders to follow through on the policy commitments made in 2017 by sustaining funding for critical programs, identifying and adopting policies to ensure CTE quality, and taking time to evaluate the implementation and effectiveness of existing policies. A better, stronger future for CTE is within reach.

This paper was prepared by [Advance CTE](#) and [ACTE](#) and provides an overview of CTE-related state policies enacted in 2017.

While many of the highlighted state actions may have positive implications for CTE, the inclusion of policies within this publication does not imply an endorsement by ACTE, Advance CTE or state CTE leaders.

Alabama

[HB163](#) allows the Alabama Community College System (ACCS) to function as a corporation, much like the state's four-year universities, under the governance of the ACCS Board of Trustees. Previously, ACCS operated as a government agency. The law also specifies that community and technical college faculty can continue to participate in the teachers' retirement system of Alabama and the state health insurance program.

In other postsecondary policy, [SJR85](#) establishes a seven-member Alabama Community College Advisory Council on Outcome-Based Funding to develop an outcomes-based funding model for the state's community and technical colleges. The resolution directs the council to submit recommendations to the legislature and the governor to align the state funding model with statewide goals and student success, as well as incentivize credential attainment in high-demand fields, including STEM.

Gov. Kay Ivey announced a [partnership of the ACCS and the Manufacturing Skill Standards Council](#) to offer industry-approved credentials at two-year colleges across the state. Gov. Ivey also launched an initiative called [Strong Start, Strong Finish](#) designed to support education pathways from Pre-K to the workforce. As part of the initiative, Gov. Ivey created an advisory council to make recommendations for expanding computer science education.

Alabama's [FY 2018 budget](#) appropriates \$5.9 million for industry certification initiatives (an increase of nearly \$3 million) administered by the ACCS Board of Trustees. Of this appropriation, \$2.75 million is to be used for workforce development initiatives and \$600,000 is to be used for career coaches.

Finally, Alabama adopted a [new accountability system under ESSA](#) that measures ACT WorkKeys, dual credit and industry certification.

Alaska

Through [HB141](#), the Alaskan legislature reauthorized the Alaska Technical Vocational Education Program (TVEP), which was passed in 2000 and set to expire in 2017. The bill extends the program to 2020 and describes how funds will be distributed across various institutions serving youth and adults. TVEP is a non-competitive grant program that provides funds for supporting and expanding CTE programs that are aligned with industry needs.

Arizona

In April, the Arizona Board of Education voted to approve a [college and career readiness indicator](#), weighted at 20 percent of the high school score, in the state's accountability system. The indicator credits schools for students who complete a CTE sequence, meet benchmarks for ACT WorkKeys, earn an industry-recognized credential, complete 120 hours of work-based learning and more. Schools can also receive bonus points for meeting or increasing benchmarks for the percent of graduating students who enroll in postsecondary education and/or military service.

Relatedly, the Arizona State Board of Education approved a [new process to identify and validate the industry-recognized credentials](#) that will be measured in the state's federal accountability system. Under the policy, industry-recognized credentials will be identified by industry advisory committees, examined against a quality rubric to determine their value, reviewed by the Arizona Career and Technical Quality Commission and ultimately approved by the State Board of Education.

[HB2545](#) establishes the rural STEM program fund to be administered by the Arizona Department of Education. The law directs the department to develop grant application guidelines and criteria and ensure that content delivered through benefitting programs is aligned with board-approved STEM standards. STEM is also part of [HB2388](#), which re-establishes the Private Postsecondary Education Grant Program, a program that had expired after the authorizing legislation lapsed in 2016. Under the program, state residents can receive tuition grants to pursue two-year or four-year degrees in STEM-related fields at accredited private institutions.

In addition, the state passed several policies related to JTEDs:

- [HB2229](#) makes minor changes to legislation passed in the 2016 session ([HB5125](#)) reauthorizing funding for Arizona's JTEDs. Specifically, the policy removes the requirement that JTED programs lead to certification or licensure so that programs without relevant or accessible industry credentials may be supported.
- Arizona's [2017-2018 General Appropriations Act](#) appropriates \$1 million to be used for JTED completion grants designed to help students who complete at least 50 percent of a JTED program in high school and go on to complete their program after high school. The budget also includes \$100,000 for a Jobs for Arizona Graduates program to help at-risk students complete high school and secure jobs.
- [HB2248](#) changes state statute to allow JTEDs to enroll adult students over the age of 22 in order to meet federal requirements for student financial assistance under the Higher Education Act. Previously, adult students could only enroll in JTED programs for the purposes of skill building or retraining. Under the new legislation, adult and secondary students are also permitted to receive college-level credit for JTED courses administered at the postsecondary level as long as they are authorized through an articulation agreement with an accredited college.

Arkansas

[HB1209](#) directs the state Higher Education Coordinating Board to design a productivity-based funding formula for state colleges and universities. After months of development, the Arkansas Higher Education Coordinating Board approved a [funding model](#) for the state's colleges and universities in October. Under the formula, postsecondary institutions will be measured based on effectiveness (which is weighted at 80 percent and measures credential attainment, progression, transfer success and gateway course success), affordability (which is weighted at 20 percent and includes time to degree and credits at completion), and adjustments and efficiency (collectively rated at +/- 2 percent of the formula).

[HB1426](#) establishes the Arkansas Future Grant Program to provide last-dollar scholarships to help students pursuing an associate degree or certification in STEM fields (including computer science) or regional high-demand fields. Scholarship recipients are required to receive monthly mentoring, complete at least 15 hours of community service every semester and commit to working in the state for three consecutive years after graduating. The funding was re-allocated from the Workforce Improvement Grant and the Higher Education Opportunities Grant programs. Another scholarship, the Arkansas Workforce Challenge Scholarship Program, was established through [SB528](#). This scholarship pays up to \$800 per academic year to cover tuition, textbooks and equipment for Arkansas residents pursuing an associate degree or certificate in selected programs in industry, health care or information technology.

[HB1369](#) amends the Arkansas Medical Marijuana Amendment of 2016, an initiative that was passed by voters to regulate the sale of medical marijuana. The amendment originally established a Vocational and

Technical Training Special Revenue Fund, which would be credited 50 percent of funds generated through the taxation of medical marijuana sales. Instead, this amended act eliminates the fund and directs any revenues collected through the taxation of medical marijuana to the Arkansas Medical Marijuana Implementation and Operations Fund to be managed by the Chief Fiscal Officer of the State. However, the Act does direct the General Assembly to consider redirecting funds to workforce education during its 2019 general session.

Arkansas approved a [new ESSA accountability system](#) that includes ACT WorkKeys, concurrent enrollment and, to be implemented at a future date, access to high-quality career preparation, work-based learning completion and industry credential attainment.

[SB647](#), the Arkansas Educational Support and Accountability Act, requires all students beginning in the 2018-2019 school year to develop a student success plan by the end of eighth grade that guides them along pathways to graduation and includes college- and career-planning components. The Act directs school districts to use information from student success plans to help learners prepare for college and career success, including providing supports to increase the attainment of career credentials or certificates. The student success plan is to be updated annually in collaboration with parents and students. Additionally, the Act describes a process for identifying and supporting schools identified for support and improvement under ESSA.

Arkansas also passed the following legislation related to CTE and workforce development:

- [SB423](#) directs the Department of Career Education to review and provide a list of third-party industry-recognized assessments.
- [SB288](#) enables the creation of workforce development center authorities—including school districts, postsecondary schools, cities and counties—which are authorized to issue bonds, buy land and set up individual workforce development centers to deliver technical training.
- [SB441](#) creates the Legislative Task Force on Workforce Education Excellence to research ways to improve and align CTE and workforce development programs for greater economic impact. The task force is directed to submit a written preliminary report of the activities, findings and recommendations to the governor and legislature by February 1, 2018, with the final report due by September 2018.
- Under the [Revenue Stabilization Law](#), the Department of Higher Education received an additional \$8 million for Workforce Grants.
- [SB505](#) merges the state's Youth Apprenticeship and apprenticeship programs by expanding eligibility for apprenticeship income tax credits to include individuals at least 16 years of age. Under the program, employers can qualify for the lesser of \$2,000 or 10 percent of the apprentice's annual salary.

California

[AB1336](#) permits the State Department of Education to share confidential information with the California Workforce Development Board for the purposes of analyzing labor market outcomes and creating a workforce metrics dashboard. The bill also clarifies that the board can determine its own approach to measuring labor market impacts.

California's FY [2018 budget](#) appropriates the following:

- \$150 million in one-time grants for community colleges to develop and implement guided pathways programs.

- \$25 million in Proposition 98 general funds for a Community College Completion Grant Program aimed to help students with financial need complete a two-year degree.
- An increase of \$1.7 million for the Cal Grant C program, which provides financial aid for CTE students attending community colleges, increasing the award per student from \$547 to \$1,094.
- \$15.3 million for the CTE Initiative Fund to support California Partnership Academies, career and technical student organizations (CTSOs) and CTE professional development.

[AB19](#) establishes the California College Promise program, which would provide, upon appropriation by the legislature, tuition-free community college to first-time students who are enrolled full time and complete a FAFSA form. The program is to be operated by the chancellor of the California Community College System.

[AB398](#) directs the California Workforce Development Board to assess and report on the need for increased education, CTE and workforce development resources to prepare the California workforce for a transition to reach reduction goals for greenhouse gas emissions.

California's [ESSA state plan](#) includes a Career and College Indicator that measures dual enrollment and CTE pathway completion.

Colorado

[SB297](#) repeals a requirement that the Colorado Commission on Higher Education define and create criteria for postsecondary academic or CTE programs and review and approve new programs. Instead, institutions of higher education are permitted to create, modify or discontinue academic and CTE programs so long as they are aligned with the institution's mission. The legislation also repeals a performance-based funding plan for postsecondary institutions.

In addition, the Colorado Commission on Higher Education released an [update to the 2012 Master Plan](#), identifying strategies to improve postsecondary credential attainment and setting a postsecondary credential attainment goal of 66 percent of adults by 2025.

[HB1041](#) requires public school boards and charter institutions to raise awareness about career pathways and military enlistment opportunities by integrating them into students' individual career and academic plans, which are developed at the beginning of ninth grade.

[HB1184](#) directs the State Department of Education to create and maintain a publicly available computer science resource bank to house course standards, lesson plans, learning resources and materials for professional development. The resource bank can be funded by gifts, grants or donations from public or private sources.

[HB1201](#) allows students to receive a STEM endorsement on their high school diploma if they complete 12 credit hours in STEM and a capstone project.

[SB272](#) requires the State Board of Education to set minimum achievement standards for high school graduates to demonstrate college and career readiness and requires public schools and districts to collect and report information on the number of students achieving those standards.

Connecticut

[HB5590](#) has numerous provisions related to CTE:

- Establishes a P-20 Workforce Information Network in Connecticut to be used for linking education and workforce data and enabling audits and evaluations of state and federal education programs.
- Directs the Employment and Training Commission, the Connecticut state colleges and universities, the State Department of Education and regional workforce development boards to develop a new plan for expanding early college high school opportunities, specifically through the Connecticut Early College Opportunity Program model. The plan is due to the General Assembly by September 1, 2018.
- Directs the president of the state colleges and universities to hire an outreach coordinator to liaise between employers and education institutions and coordinate the establishment of early college opportunity programs.
- Establishes a Workforce Training Authority to develop industry advisory councils to provide guidance on labor market trends and make connections with the business community.
- Establishes a Workforce Training Authority Fund to support training assistance.

[SB1026](#) revises Connecticut's graduation requirements such that students graduating in 2023 will be required to complete 25 credits (up from 20), including nine credits in humanities, nine credits of STEM and a one-credit mastery-based diploma assessment. The bill also allows school boards to grant credit for students demonstrating content mastery through pathways such as CTE, virtual learning, work-based learning, service learning, dual enrollment and early college, and more.

[HB7271](#) converts the Connecticut Technical High School System to a separate executive state agency that is no longer operated under the State Department of Education. The bill sets up a three-year transition plan that allows the technical high school system to be independent by the 2019-2020 school year. In addition, [SB1502](#) adopts a number of conforming elements to help transition Connecticut's technical education system out of the State Department of Education. Specifically, the law requires the State Department of Education to review all system admissions policies, not just those for enrollment of students with disabilities, as was required in existing law. The law also requires CTE standards to be aligned with professional certification requirements, directs the CTE system superintendent to partner with regional community-technical colleges and local or regional boards of education, and directs the State Board of Education to hire a consultant to help develop a transition plan. The law is scheduled to take effect on July 1, 2019.

[Connecticut's ESSA accountability plan](#) includes CTE participation and postsecondary enrollment.

District of Columbia

[B22-0244](#) formally gives the Office of the State Superintendent of Education the authority to issue grants to increase access to postsecondary and career education opportunities, including CTE, dual enrollment and more.

Delaware

[HB15](#) requires all public schools to offer at least one computer science course by the 2020-2021 school year. The law also directs the State Department of Education to create computer science course standards and, with the exception of Algebra I, Geometry and Algebra II, states that computer science courses can be used to satisfy math graduation requirements.

[HB275](#) eliminates the Delaware Tech Prep consortium and transfers staff to the State Department of Education, with responsibility for expanding articulation agreements and dual-enrollment coursework for CTE programs.

[Delaware's ESSA accountability plan](#) includes dual-credit attainment, industry credential attainment and work-based learning.

Florida

The Florida Higher Education Coordinating Council set a statewide postsecondary credential attainment goal of 55 percent of adults by 2025 and launched an initiative called [Rise to 55](#) to achieve that goal.

\$85 million was appropriated in the [FY 2018 budget](#) to the Florida Job Growth Grant Fund to pay for economic development projects that enhance community infrastructure or develop workforce training programs. Florida's public postsecondary institutions that offer workforce training programs are eligible recipients of these funds.

[Florida's ESSA state plan](#) includes dual enrollment and industry certification as measures of college and career readiness.

Georgia

Gov. Nathan Deal announced an [expansion of the HOPE career grant](#) to cover tuition for students pursuing diplomas or certificates in five additional high-demand industries: construction, aviation, electrical line work, logistics and automotive technology. This move, which took effect in January 2017, increases the total number of programs covered under the grant to 17. While Georgia's HOPE scholarship provides tuition support for students pursuing associate and bachelor's degrees, the HOPE career grant covers diplomas or certificates.

[Georgia's ESSA accountability plan](#) includes measures of dual enrollment; Career, Technical and Agricultural Education completion; industry credential attainment; and work-based learning.

Guam

No relevant CTE policy was adopted in 2017.

Hawai'i

[SR85](#) calls on the State Department of Education to create a Live, Learn, Work and Play program to encourage Hawai'i students to gain workforce skills in high school. The program would include a workforce component in partnership with the University of Hawai'i and employers to enable students to graduate with industry-recognized credentials; participate in pre-apprenticeships; and participate in high school, dual-credit and certificate programs informed by industry needs. Under the program, the State Department of Education would also be instructed to implement an academy school initiative to provide integrated academic and career course offerings.

Under [HB100](#), the General Appropriations Act of 2017, the Hawai'i state legislature appropriated \$1 million each year for FY 2018 and FY 2019 to expand early college programs through the state's Early College High School Initiative.

Idaho

In February 2017, Gov. “Butch” Otter launched a [Higher Education Task Force](#) of students, college presidents, senators, representatives, business leaders and representatives from the State Board of Education to examine and make recommendations to improve the state's higher education system. In the fall, the task force released recommendations related to:

- Rewriting and resetting Idaho’s 60 percent postsecondary credential attainment goal.
- Outcomes-based funding.
- A K-20 guided pathways program.
- A competency-based education system.
- Partnering with industry.
- Allowing students to receive postsecondary credits for workforce training.

Gov. Otter also launched the Governor's Workforce Development Task Force in January 2017. The task force was composed of 17 industry leaders in different priority sectors in the state and was assigned to develop recommendations for strengthening the Idaho workforce, specifically looking into partnerships, capacity building, career advising and communications. In June 2017, the [task force finalized its recommendations](#), including, among others, increasing the role of an industry-driven workforce development council, establishing a workforce development training fund, strengthening K-through-career pathways, strengthening career advisement and expanding CTE programs and apprenticeships.

[Idaho's ESSA accountability plan](#) includes measures of industry credential attainment, dual enrollment and participation in state-recognized apprenticeships.

[HB295](#) increases appropriations for the Idaho Division of Career-Technical Education by 4 percent to \$74.8 million, including:

- \$1.9 million to expand postsecondary capacity at 11 postsecondary CTE programs across the state.
- \$250,000 to expand adult basic education.
- \$196,000 in one-time funds to expand online course options and align secondary and postsecondary programs.

In other legislation:

- [SB1029](#) makes a technical change to existing law to require public schools to provide counseling services to students on opportunities to earn postsecondary CTE credit and ensure students can receive dual credit for postsecondary CTE courses.
- [HB262](#) increases the public school funding formula for school counselors. Under the formula, school districts and charters with more than 100 students in grades eight through 12 will receive at least \$14,000 (up from \$10,000) and districts and charter schools with fewer than 100 students will receive at least \$7,000 (up from \$5,000).
- [HB298](#) funds the STEM Action Center at \$6.6 million, a 45.8 percent increase from FY 2017. This includes \$2 million in one-time funds for instructor education, industry outreach and computer science projects.

Illinois

[HB2470](#) amends Illinois' CTE teacher certification policy so that individuals are eligible to receive a CTE endorsement if they have completed a minimum of 60 credit hours from an accredited trade and technical institution (instead of just an institution of higher education). The bill also allows CTE teachers

to renew their endorsement more than one time. In addition, [HB3820](#) permits individuals holding CTE endorsements on an Educator License with Stipulations to substitute teach in CTE classrooms and waives a requirement that provisional CTE endorsed teachers undergo 20 semester hours of coursework to renew their license.

Teachers are also the focus of [SB1991](#), which creates a task force to study and provide recommendations to address the agriculture teacher shortage. The task force is required to provide recommendations to the General Assembly by January 1, 2019, on strategies to recruit and retain agriculture education teachers and leverage federal programs to support such strategies.

[Illinois' ESSA accountability plan](#) includes a college and career readiness indicator for high schools that includes work-based learning, industry credential attainment, employment, community service and dual-credit completion.

Pursuant to requirements in 2016's [Postsecondary and Workforce Readiness Act](#), the Illinois State Board of Education and other state agencies developed the [Postsecondary and Career Expectations \(PaCE\) guidelines](#) to describe which career preparation activities and competencies learners should complete at each grade level. The voluntary framework is designed as a tool to support local education agencies and local instructors as they prepare students for life after high school. The framework includes three types of activities: career exploration and development; financial aid and literacy; and postsecondary education, exploration, preparation and selection.

[SB1947](#), an omnibus education bill, updates Illinois' school funding formula. Among other provisions, the law establishes a Professional Review Panel tasked with reviewing the implementation and effect of the evidence-based funding formula and making recommendations for its improvement. Specifically, the panel is directed to study and provide recommendations for funding college and career acceleration strategies by the beginning of the 2021-2022 school year. Recommendations should identify strategies to improve secondary and postsecondary outcomes, including college and career pathway systems.

Illinois' 39 community colleges entered into an [agreement](#) to allow students to take and receive credit for CTE courses at other campuses that are not available at their enrolled school.

Illinois also passed the following CTE-related policies in 2017:

- [HB2527](#) provides for the establishment of alternative pathways for adults to earn a secondary diploma. Such programs are to be operated by eligible colleges, service centers, school districts or nonprofits partnering with regional superintendents. Under the legislation, programs must include CTE courses leading to industry certification in high-growth, high-demand industry sectors or dual credit.
- [HB2794](#) requires school districts to notify 11th- and 12th-grade students about any dual-enrollment or dual-credit opportunities.

Indiana

[SB198](#) addresses CTE and career readiness through multiple provisions:

- Establishes a three-tiered system for categorizing CTE programs based on industry demand and wage, to go into effect in July 2018, and directs the Department of Workforce Development (DWD) to set the wage threshold biannually. Also authorizes the DWD, subject to approval from the State

Board of Education, to review and classify the types of CTE programs offered in the state and determine which programs are eligible for funding.

- Restructures funding for CTE programs to incentivize "high-value" programs, providing \$680 per pupil per credit for "high-value" programs, \$400 for "moderate-value" programs and \$200 for "less than moderate value programs." This change is expected to result in a 4.3 percent increase in CTE funding, from \$117.3 million to \$122.4 million.
- Authorizes a pilot program to train 15 schools to use the web-based Indiana Career Explorer platform for all grade eight students and requires all school corporations to integrate use of the Career Explorer (or an alternative system) into the eighth-grade curriculum beginning in 2018.
- Requires the State Board of Education to draw on data from the DWD to develop and implement CTE plans and to make recommendations related to improving the secondary CTE system.
- Reduces per-pupil funding for apprenticeships and work-based learning by half (to \$150).
- Makes changes to the eligibility and determination of the adult student grant fund and establishes a high-value, workforce-ready, credit-bearing grant to support students earning credentials in high-value industries.
- Directs the governor's office to develop a comprehensive workforce development plan to align secondary, postsecondary and adult training programs to better meet the needs of Indiana employers.

[HB1281](#) allows eligible postsecondary students to use certain grants to pay for approved prior learning assessments and count credit earned toward part-time or full-time attendance requirements. The legislation also creates a Tuition and Fee Exemption Reimbursement Fund.

[HB1001](#) sets the expiration date of the Indiana Works Councils for July 1, 2018, and includes \$1 million for STEM program alignment to improve coordination among STEM initiatives and support cross-sector work to increase access to standards-based K-12 STEM education.

[Indiana's ESSA accountability plan](#) includes measures of industry certification and dual-credit attainment.

[HB1003](#) empowers the State Board of Education, in consultation with the DWD and the Commission for Higher Education, to create new graduation pathways for Indiana students. After months of study, the Indiana State Board of Education approved [new graduation requirements](#) in December 2017. Under the new rule, high school graduates will need to meet three requirements: 1) earn a high school diploma; 2) demonstrate employability skills, including project-based, service-based and work-based learning; and 3) demonstrate postsecondary-ready competencies, such as earning an industry-recognized credential, completing an internship or concentrating in a CTE program. The requirements will go into effect starting with the class of 2023.

Iowa

[SF274](#) creates a Computer Science Professional Development Fund. The bill also directs the State Department of Education to establish a Computer Science Education Workgroup to develop a plan to expand computer science education, including examining graduation requirements, integrating computer science into CTE pathways, identifying different delivery settings and developing K-12 computer science pathways. The workgroup submitted [recommendations](#) to the governor, the State Board of Education and the General Assembly in early November 2017.

[HF473](#) provides the State Department of Education authority to adopt additional pathways for attainment of a high school equivalency diploma. The State Board of Education is developing rules to implement the provisions of HF473, which are expected to go into effect in spring 2018.

Due to lower than expected revenue during FY 2017, the Iowa Legislature implemented a mid-year spending reduction through [SF130](#). The bill directly reduced community college state general aid by \$3 million and directed the Iowa Department of Management to identify an additional \$11.5 million in reductions. As a result, community college state general aid was reduced by an additional \$1.75 million. In total, state community college aid for FY 2017 was reduced from the initial allocation of \$204 million to \$199 million.

Separately, the [FY 2018 education appropriations bill](#) appropriates \$1.6 million for community college state general aid. From the reduced FY 2017 appropriation of \$199 million, community colleges will receive a total state general aid amount of \$201 million for FY 2018.

Kansas

[SB19](#) codifies the CTE weighting in the state's school funding formula so that school districts receive an additional 50 percent of FTE funds for each full-time CTE student. This is set to expire on July 1, 2019. It also directs the State Department of Education to study the cost of CTE programs and report to the governor and legislature by early 2018. After the completion of a cost study, it is expected that the 50 percent funding will continue.

Kentucky

[SB1](#) addresses accountability, standards and industry-recognized credentials. Specifically, the legislation:

- Requires the Kentucky Department of Education to review academic standards every six years, beginning in 2017-2018, to ensure standards and assessments align with postsecondary readiness and CTE standards.
- Removes eligibility to take the WorkKeys assessment and qualify for a Kentucky Employability Certificate.
- Adds a Postsecondary Readiness indicator to the state's accountability system to credit students for earning a passing score on a college entrance exam, completing college credit or articulated college credit, participating in an apprenticeship or earning an industry-recognized credential. Industry credentials in high-demand industries are to be weighted based on a list produced by local workforce investment boards and released annually by the Workforce Innovation Board and the Department of Education.
- Requires the Kentucky Department of Education to pay certification examination expenses for students who complete at least two career pathway sequence courses.

In June, the Kentucky Board of Education adopted a five-point grading scale to measure schools under the new accountability system. The state's [final ESSA state plan](#) includes measures of industry certification attainment, dual-credit attainment, CTE completion, apprenticeships, access to CTE and more.

[SB153](#) establishes a comprehensive outcomes-based funding model for Kentucky's higher education system, including technical colleges, community colleges and research universities. Under the formula:

- 35 percent of resources will be distributed based on student outcomes (including credentials awarded and STEM/health degree production, among other measures).

- 35 percent of resources will be distributed based on the number of credit hours earned.
- 30 percent of resources will be distributed to support campus operations.

The Kentucky Council on Postsecondary Education launched a statewide program called [Project Graduate](#) to help adult learners with 80 or more college credits complete a degree. The initiative is part of Kentucky's efforts to increase the population of Kentucky adults with a credential to 60 percent by 2030. Under the program, campuses offer a range of services for adult near-completers, including credit for prior learning, personalized advising and more.

Kentucky Commissioner of Education Stephen Pruitt announced a [statewide initiative](#) to strengthen computer science pathways and expand opportunities for students to earn industry-recognized credentials. Under the initiative, the Department of Education will work to develop state-based computer science standards; expand student industry certifications; and provide professional development opportunities for math, science and CTE teachers to earn computer science credentials. Additionally, students will be able to apply computer science coursework—such as the Advanced Placement (AP) Computer Science Principles course, which the state aims to expand to at least 150 additional high schools—to meet science credit graduation requirements. The Kentucky Department of Education is also working closely with districts to further expand computer science career opportunities. Interested districts complete a computer science implementation plan and will receive professional development, instructional materials, stipends for teacher summer learning experiences, access to mentorship networks and funds to cover AP Computer Science examinations. Thirty-three districts and seven area technology centers were selected to participate in the initiative during the 2017-2018 school year.

[HB206](#) establishes a dual-credit scholarship program for high school students to cover the cost of tuition for postsecondary coursework. It also extends the Kentucky Educational Excellence Awards scholarship to include students enrolled in a registered apprenticeship program.

Louisiana

In response to several years of budget cuts in the higher education system, the Louisiana Community and Technical College System [announced](#) an effort to consolidate campuses to cut costs. Through the effort, eight campuses will be shifted under the control of neighboring campuses by 2018.

[SB102](#) establishes the Louisiana Educational Workforce Training Fund to help Louisiana citizens earn credentials at public community and technical colleges in order to prepare for high-wage, high-skill, high-demand career fields. Funds are to be distributed, contingent on appropriations by the legislature, to the Board of Supervisors of Community and Technical Colleges to support workforce training programs.

[HCR14](#) urges the State Board of Elementary and Secondary Education to devise a plan to allow computer science courses to satisfy high school graduation requirements for science.

[Louisiana's ESSA accountability plan](#) includes measures of dual enrollment, industry certification and access to career pathways.

[SB225](#) establishes the Louisiana STEM Advisory Council with a mandate to create a comprehensive STEM plan for the state, coordinate all STEM education programs, connect resources and programs regionally,

provide high-quality professional development for STEM teachers and establish competitive grants for STEM learning opportunities. The legislation also establishes a STEM Education Fund to support student-focused, project-based programs and competitions related to STEM subjects and directs the State Board of Elementary and Secondary Education to create a STEM diploma endorsement.

In addition, the Louisiana State Board of Education approved an expansion of the Jump Start initiative to include [eight new STEM pathways courses](#) connected to four-year postsecondary institutions, part of the state's work under the New Skills for Youth initiative. The hybrid curriculum can be applied to both of Louisiana's diploma tracks. Courses will be piloted on a small scale, serving 200 students in the Baton Rouge area, before being scaled statewide.

Maine

[LD1638](#) updates the responsibilities of the State Workforce Investment Board to include supporting and tracking progress toward a 60 percent postsecondary credential attainment goal by 2025.

In July, the Maine legislature passed a [biennial budget](#) that allocates \$10 million for a Community College System Strategic Workforce Initiative, which is designed to provide jobs training and work skills development.

[LD1576](#) allows middle school students in grades six through eight to participate in CTE classes.

[LD398](#) directs the STEM council to form a Computer Science Education Task Force to devise a framework for integrating computer science education into K-12 education pathways. The task force is directed to provide recommendations by early 2018.

In addition to making changes to Maine statute to conform with the Workforce Innovation and Opportunity Act (WIOA), [LD1360](#) also designates the Center for Workforce Research and Information as the body responsible for annually identifying a list of occupations that provide opportunity for high-wage employment. This list is approved by the Workforce Board and the governor.

Maryland

[SB317](#), also called the More Jobs for Marylanders Act of 2017, includes several programs and provisions to increase the preparedness of and opportunities for the Maryland workforce. The law creates a scholarship called the Workforce Development Sequence Scholarship to provide up to \$2,000 for each eligible student enrolled in Workforce Development Sequence Programs, which can include job preparation or apprenticeship, licensure or certification, or job skill enhancement courses. The scholarship can be used to pay for tuition, fees and other costs. The legislation directs the governor to appropriate at least \$1 million annually for this program.

Additionally, the law requires the State Board of Education to establish annual career readiness performance goals, specifically for the percentage of high school students who complete a CTE program, earn industry-recognized credentials or complete a registered or youth apprenticeship program. To further support high school career readiness, the law directs the State Board of Education to develop a method to measure the attainment of certain credentials or participation in an approved apprenticeship as equivalent to earning a score of three or higher on an AP exam in the state accountability system. The law also does the following:

- Creates the Partnership for Workforce Quality Program to provide tax credits for eligible businesses to hire and train new employees and calls on the governor to appropriate at least \$1 million annually for the program.
- Names the Division of Workforce Development and Adult Learning to help identify and promote registered apprenticeship opportunities.
- Enables eligible employers to claim up to a \$1,000 credit against their income taxes for each approved apprentice in their employ.
- Directs the Department of Labor, Licensing and Regulation (DLLR) to find ways to combine the Youth Apprenticeship Pilot program with the Apprenticeship and Training Program.
- Directs the DLLR to work with the Maryland Longitudinal Data System (MLDS) Center to find ways to enhance data capabilities related to registered apprenticeship participation, specifically for CTE students.

In addition, [HB680](#) extends the amount of time that the MLDS can use student and workforce data from five to 20 years after the exit date from an educational institution in the state.

Gov. Larry Hogan signed an [executive order](#) directing the Task Force on Cybersecurity and Information Technology to study opportunities to grow the information technology sector in Maryland, including strengthening career pathways and encouraging underrepresented minorities and women to enter the field. The task force's report is due to the governor by June 1, 2018. This is part of the governor's new computer science initiative called ACCESS (Achieving Computer Science Collaborations for Employing Students Statewide). Through the initiative, Gov. Hogan plans to allocate \$5 million for teacher training and professional development, advocate for updated computer science standards through the state legislature and encourage young girls to pursue careers in STEM through a partnership with Girls Who Code.

[HB1381](#) establishes an adult high school pilot program operated by the State Department of Education in consultation with the DLLR to help adult learners earn a high school equivalency diploma, postsecondary credits and/or an industry-recognized credential. The departments are authorized to approve six pilot programs and are directed to submit an evaluation to the governor and general assembly by December 1, 2020, detailing the academic and career gains of learners involved in the program. At that point, the legislature will determine whether or not to scale the program based on the effectiveness of the pilots.

[HB978](#) establishes a state accountability system that must include at least three school quality indicators, including school climate surveys. Other options for indicators include opportunities to participate in AP, International Baccalaureate (IB), CTE or dual enrollment. This law was vetoed by Gov. Hogan, but his veto was overridden by the legislature. Maryland's [final submitted ESSA accountability plan](#) includes CTE concentration, dual enrollment, youth apprenticeships and industry credentials.

The State Board of Education adopted [regulations](#) to expand the occupational experience requirements for CTE teacher certification to include teaching experience in the career area to be taught. The regulations also change the requirements for a work-based learning coordinator endorsement by reducing the number of hours of work experience needed from 1,500 to 1,000.

The state also passed the following legislation:

- [SB908](#) establishes the Maryland Education Development Collaborative with the purpose of studying and making recommendations to promote 21st-century learning in the state. Specifically, the Collaborative will help identify evidence-based practices and provide technical assistance to help agencies and local systems provide a "world-class education" to Maryland students, including "a highly effective, intellectually rigorous system of CTE."
- [SB319](#) establishes a Pathways in Technology Early College High (P-TECH) program in the state of Maryland and creates a P-TECH planning grant to help local districts plan and develop P-TECH schools. P-TECH is an early college model designed to connect learners with industry mentors and work-based learning opportunities. Under this legislation, schools are required to reserve half of their seats for low-income students.
- [HB810](#) designates the Division of Workforce Development and Adult Learning within the DLLR as the state apprenticeship agency and directs the division to approve apprentices, apprenticeship programs and standards registered in other states.

Massachusetts

A [Memorandum of Understanding](#) was signed between the Massachusetts Office of Education, Department of Early Education and Care, Department of Elementary and Secondary Education, Department of Higher Education, Executive Office of Labor and Workforce Development, Department of Unemployment Assistance and Department of Career Services to establish a state longitudinal data system for the purposes of studying, evaluating and conducting analytical projects to improve education and training programs.

Massachusetts' [finalized budget for FY 2018](#) includes \$4.25 million for STEM Starter Academy programs in community colleges.

The [Commonwealth Commitment](#) was expanded in 2017 to include a total of 40 different major pathways. The program was launched in 2016 to ease credit transfer and reduce the cost of tuition for students attending community colleges in Massachusetts. The aim of the program is to facilitate transfers from two-year to four-year institutions and allow students to access more postsecondary transfer pathways. In the first year, the program only covered six majors.

The Massachusetts State Board of Education established an [Early College Joint Committee](#) to develop and coordinate the administration of an early college high school program. The committee—comprised of the Secretary of Education, the chair of the Board of Higher Education, the chair of the Board of Elementary and Secondary Education and other appointed members—developed a plan for expanding early college opportunities in Massachusetts, part of its [High-quality College and Career Pathways Initiative](#) through New Skills for Youth. High-quality college and career pathways can include both early college and innovation pathways and must align to five principles: 1) equitable access, 2) academic pathways, 3) robust student supports, 4) connections to career and 5) high-quality and deep partnerships. In the fall, the committee issued a request for proposals to identify and designate high-quality early college and innovation pathways programs and plans to announce the award recipients in early 2018.

Michigan

In response to Gov. Rick Snyder's [Career Pathways Alliance recommendations](#), which were released in June 2017, State Superintendent Brian Whiston directed the State Department of Education to take action and begin [implementing some of the recommendations](#), including:

- Requiring Education Development Plans to be a part of School Improvement Plans.
- Requiring schools to integrate career exploration in their School Improvement Plans.
- Keeping professional trades instructors on the critical shortage list and allowing CTE teachers to keep their certification for up to 10 years.
- Promoting non-taxable deductions for professional trade instructors and courses.
- Allowing externships to qualify as professional development for teachers.
- Providing technical assistance to local education agencies to integrate career programs and extracurricular activities into the Michigan Merit Curriculum.
- Requiring state-funded CTE programs to lead to an industry-recognized credential, as identified by the state through discussions with employers.
- Developing a book of best practices for CTE programs.
- Establishing a network of technical assistance teams (called Rising Tide) to support professional trades programs.

[HB4313](#) makes the following appropriations for FY 2018:

- \$9.6 million (up from \$3.2 million in FY 2017) for career education planning districts to upgrade CTE equipment in the five highest-ranked Career Clusters® under the skilled trades initiative.
- \$1.2 million for CTE counselors.
- \$1 million for a three-year competitive grant to provide information technology education in K-12 schools, CTE centers and career academies, and community colleges and universities.
- \$1 million to expand a web-based career preparation and readiness platform.
- \$500,000 in competitive grants for districts to participate in computer science and robotics competitions.

In addition, the legislation allocates \$250,000 to support the creation of a STEM network (known as MiSTEM) to create industry partnerships and provide STEM education and services to learners across the state. The budget bill also allocates \$75,000 from the FY 2017 general funds to hire a transitional executive director to help launch the network. Further, the bill appropriates a total of \$6.2 million (up from \$3 million in FY 2017) from the school aid fund to support MiSTEM programs, and \$1.4 million to the MiSTEM network regions, which will replace the existing math and science centers, to help cover startup costs and prepare the networks to begin operating by April 1, 2018.

[SB133](#) amends Michigan's FY 2018 budget. The bill further increases the funds allocated for CTE equipment upgrades from \$9.6 million to \$12.5 million. Of these funds, \$500,000 are to go to mechatronics programs and \$5 million are to be used for CTE equipment and innovation competitive grants. This item was funded at \$3.2 million the year before, representing a \$9.3 million total increase. The budget also increases funds for a competitive IT grant competition from \$1 million to \$2.3 million.

In addition:

- Gov. Snyder launched the second phase of Michigan's [Going PRO](#) campaign to address outdated perceptions of CTE and encourage more students to seek opportunities to learn skills in high-wage, high-demand career fields. As part of the campaign, Gov. Snyder unveiled a new website called www.Going-PRO.com as well as a career exploration tool called Pathfinder.
- [HB4181](#) requires school counselors to complete at least 25 hours of professional development addressing college preparation and selection counseling and 25 hours of professional development addressing career counseling in order to renew their licenses.

- [Michigan's proposed accountability plan under ESSA](#) includes measures for students successfully completing dual enrollment, early college high school and CTE.

Minnesota

[SF943](#) establishes the Workforce Development Scholarship pilot program to provide scholarships of \$2,500 a year to support students studying advanced manufacturing, agriculture, health care services or information technology at a two-year college in the Minnesota State Colleges and Universities System. The program is funded at \$1 million in FY 2019 and is scheduled to go into effect July 1, 2018. Preference will be given to students with financial need. The legislation also allocates \$100,000 to develop materials to increase awareness of career opportunities in senior care and provides a total of \$680,000 between FY 2018 and FY 2019 to develop new concurrent enrollment courses that satisfy elective standards for CTE and expand existing programs at postsecondary institutions.

[HF2](#), an omnibus education finance bill, accomplishes the following:

- Establishes an Innovative Delivery of CTE Programs initiative allowing groups of school districts to partner with postsecondary, community and other partners to provide integrated academic and CTE programs and activities, provide embedded professional development, use performance assessments to measure student technical skill gain and share resources. Eligible partnerships must be approved by the commissioner of education after meeting certain qualifications.
- Establishes a rural CTE consortium grant, funded at \$1.5 million a year in FY 2018 and FY 2019, to help expand access to CTE programs in rural areas. School districts, postsecondary institutions and others can form consortia to apply for funding to develop new courses and programs, improve access to CTE programs for rural students, increase awareness of the availability of CTE opportunities, provide capital start-up costs, provide incentive funding and training for CTE teachers, and provide transportation reimbursement grants to rural students.
- Allows CTE teacher candidates to receive a Tier 1 teaching license if they have an associate degree, a professional certification or five years of relevant work experience in a relevant content area. For CTE teachers, the license can be renewed without limitation.
- Directs the Professional Educator Licensing and Standards Board to adopt rules creating specialized teaching licenses, credentials and endorsements for career development, work-based learning, early college, CTE and more.

[SF1456](#) is an omnibus economic development appropriations bill for the 2018-2019 biennium, which creates a Youth Skills Training Program to provide work-based skills for students age 16 and above. Programs are to be approved and overseen by the commissioner of labor and industry with the goal of graduating at least 80 percent of student participants with a high school degree and helping at least 60 percent of student participants earn an industry-recognized credential. The bill appropriates \$200,000 in FY 2018 for the commissioner to develop youth skills competencies and \$500,000 in FY 2019 to award up to five grants to eligible providers. In addition, the legislation amends language regarding Minnesota's dual-training program to require the commissioner to convene industry experts to develop competency standards for dual-training programs.

Mississippi

In September the Mississippi State Board of Education approved [new graduation requirements](#) for students entering ninth grade in the 2018-2019 school year. Under the changes, students will now be required to complete one unit of college and career readiness and select an endorsement prior to the ninth grade. Under the new policy, students can earn one of three endorsements on their diploma: a

CTE endorsement, an academic endorsement and a distinguished endorsement. In addition to completing their core academic curriculum, students earning a CTE endorsement must complete four units of CTE electives, earn an overall GPA of 2.5, earn a silver level on the ACT WorkKeys assessment, earn two additional Carnegie units (for a total of 26) and complete one of the following: 1) one CTE dual-credit course, 2) an industry-based work experience or 3) a state-approved national credential.

[SB2432](#) eliminates the modified occupational diploma and Career Track pathways to graduation. Such pathways were duplicative under the State Board of Education's revised graduation requirements.

[Mississippi's ESSA accountability plan](#) includes measures of dual credit and industry certification.

Missouri

To address revenue limitations, Gov. Eric Greitens issued a [FY 2017 budget restriction](#) in January 2017, cutting \$11.9 million from core funding for community colleges. The [FY 2018 budget](#) that was signed in June further reduces funding for higher education by 9 percent from FY 2017.

Missouri's 12 community colleges formed a new partnership called the [Missouri Community College Workforce Development Network](#) to share resources, curriculum and faculty to meet businesses' workforce development needs.

The State Board of Education approved requirements for a [CTE graduation certificate](#), which was authorized in 2016 through [SB620/582](#). Under the new requirements, students entering high school in 2017 can earn a CTE certificate if they:

- Meet all graduation requirements.
- Qualify as a CTE concentrator.
- Maintain a 3.0 grade-point average (on a 4.0 scale) in the CTE area of concentration.
- Pass an approved technical skill assessment and/or earn an approved industry-recognized credential or certificate.
- Complete at least 50 hours of work-based learning aligned with their CTE area of concentration.
- Maintain at least a 95-percent attendance record overall for grades nine through 12.
- Demonstrate soft skills/business skills.
- Achieve a score at or above the state standard on any state-approved measure of college and career readiness.

[HB2](#) provides \$100,000 for a STEM career awareness program for students in grades six through eight, to be implemented by the Department of Secondary and Elementary Education. Implementation of this program is stalled due to issues with appropriations.

Montana

[HB185](#), the Montana Promise Act, creates a grant program for students enrolled at least half-time at Montana's community colleges, two-year colleges or tribal colleges and taking courses that lead to transfer, degrees or professional credentials. Grants will be awarded at \$75 per credit or for the tuition remaining after other grants and waivers are applied, whichever is larger. Priority will be given based on a list of participant characteristics, including enrollment in programs leading to a credential in a high-demand field.

[HB308](#) creates an apprenticeship tax credit for employers that provides \$750 for each apprentice in a state-registered apprenticeship program and \$1,500 for each apprentice who is a military veteran. This legislation also requires providing information about apprenticeship to high schools.

[Montana's ESSA accountability plan](#) includes measures of CTE concentration and dual enrollment.

Nebraska

No relevant CTE policy was adopted in 2017.

Nevada

[SB516](#) codifies the Office of Workforce Innovation (OWINN), which was created by executive order in 2016; moves responsibility for managing Nevada's P-20W longitudinal data system to OWINN; and establishes OWINN as the registering agency for apprenticeships in the state. It also directs the governor to appoint a state apprenticeship director to report to the executive director of OWINN. Relatedly, [SB458](#) abolishes the P-20W Advisory Council and establishes instead a P-20W Research Data System Advisory Committee tasked with developing a statewide P-20W longitudinal data system, helping the executive director of OWINN manage the system and developing a plan for collaborative research.

[AB7](#) aims to align Nevada's education law with ESSA. Additionally, the legislation directs the State Board of Education to specify requirements for students to earn a career-ready endorsement on their high school diploma that indicates students are qualified for and prepared to enter postsecondary education or training in high-demand occupations. Pending appropriations, the State Board of Education is also permitted to award incentive grants for students earning career-ready endorsements, reimburse schools for costs incurred in helping students receive certification and run a public awareness campaign about the diploma options.

The Nevada State Board of Education approved [regulations for the college and career diploma](#) established in AB7. Students can earn a college-ready endorsement, a career-ready endorsement or both. To receive a career-ready endorsement, students must complete the ACT National Career Readiness Certificate at silver level or above, score 50 or above on the Armed Services Vocational Aptitude Battery (ASVAB), earn a CTE skills attainment certificate or earn an industry-recognized credential.

[SB391](#) establishes a Nevada Promise program to award last-dollar scholarships for students attending two-year community colleges and appropriates \$3.5 million for the program. Eligible students must be enrolled in at least 12 credit hours, complete community service and maintain a GPA of 2.5. Scholarship recipients are also matched with a mentor and required to meet with their mentor at least twice to renew the scholarship. The program is scheduled to begin in 2018.

[SB19](#) requires all school districts and charter districts to enter into agreements with institutions of higher education to offer dual-credit opportunities to high school students. Additionally, the bill states that a student completing a workforce development program at a postsecondary institution must be able to apply credits earned toward a related credential, certificate or degree from that institution.

Secondary CTE was also addressed in the following pieces of legislation:

- [AB482](#) calls on the State Board of Education to define criteria for awarding CTE grants based on recommendations from the state's Industry Sector Councils. CTE grants must be aligned with high-priority, in-demand, regionally-specific CTE programs.
- Beginning with the 2018-2019 school year, [SB241](#) requires the Superintendent of Public Instruction to recognize students who excel in STEM through a "State Seal of STEM" program. To receive a State Seal of STEM, students must maintain a GPA of 3.25; earn at least nine credits in STEM-related coursework, which may include CTE; and demonstrate proficiency in math and science through such means as AP exams, college-credit-bearing coursework and the ACT National Career Readiness Certificate. The legislation also establishes a State Seal of STEAM to recognize students excelling in fine arts as well as STEM coursework.
- [SB66](#) authorizes school districts or charter schools to provide work-based learning opportunities, upon approval by the State Board of Education, and allows students to earn one or more credits for a work-based learning experience. The law also allows school districts and charter schools to apply for funding to develop new work-based learning programs and sets requirements for such programs.
- [SB200](#) requires all public schools to provide a state-approved computer science course and amends graduation requirements to allow students to receive a fourth credit of mathematics or a third credit of science for certain approved computer science courses. The law also requires school districts to integrate computer science education into professional development for STEM teachers. Finally, SB200 creates a Computer Science Subcommittee under the state Advisory Council on STEM to develop recommendations about curriculum and materials for computer science courses.

New Hampshire

New Hampshire approved a [state accountability plan under ESSA](#) that would value graduating seniors who complete dual enrollment, earn a credential or complete a career pathways program.

[SB101](#) expands CTE course enrollment to sophomores. It also establishes a dual- and concurrent-enrollment program for high school and CTE center students. Students may take up to two dual- and concurrent-enrollment courses in grade 11 and two courses in grade 12 in STEM and STEM-related fields that support postsecondary success and New Hampshire's workforce needs. The state will reimburse community colleges up to \$250 per student per course. In addition, each high school must designate a coordinator to address registration, program evaluation, counseling and support services.

New Jersey

Former Gov. Chris Christie announced a partnership with the state's 19 community colleges to [expand the Department of Labor and Workforce Development's Career Connections network](#) by 1) launching an expanded New Jersey Career Connections initiative, 2) building career pathways at community colleges that include work-based learning and lead to industry-valued credentials and 3) partnering with employers to ensure alignment with the needs of the business community. The Career Connections initiative is built around a career planning website used in education and workforce development programs across the state, with additional supports offered at One-Stop Career Centers and some community colleges.

New Jersey set a goal to increase the number of state residents with postsecondary credentials and degrees to 65 percent of the population by 2025. The goal was issued jointly between the Office of the Secretary of Higher Education, the State Department of Education and the State Department of Labor and Workforce Development. To meet this goal, the state launched the [65 by '25: Many Paths, One](#)

[Future campaign](#), which will reimburse employers 50 percent of wages paid to new interns, up to \$1,500 per student. Awards are available for up to 1,000 students interning in one of New Jersey's key industries: advanced manufacturing; construction and utilities; financial services; health care; life sciences; retail, hospitality and tourism; technology; or transportation, logistics and distribution. The Lumina Foundation awarded New Jersey a \$100,000 grant to help with the initiative.

New Jersey's Department of Labor and Workforce Development is investing \$8.4 million into [expanding the state's talent development centers](#), which create partnerships between industries and state colleges to offer training and employment opportunities. The current talent development centers focusing on advanced manufacturing, health care and logistics will be joined by new centers for life sciences, financial services, hospitality and tourism, and construction and utilities.

New Jersey's [FY 2018 budget](#) appropriates \$3 million for the County Vocational School District Partnership Grant Program, up from \$1 million in the prior year's budget. Funds are to be allocated for grants to county vocational school districts to partner with business, other school districts, county colleges and other entities to create high-quality CTE programs in existing facilities.

New Mexico

[New Mexico's ESSA plan](#) was one of the first plans approved by the U.S. Department of Education and includes a number of strategies to strengthen CTE and career readiness. Notably, the plan adopts a new accountability system, to be implemented in the 2018-2019 school year, that measures industry credential attainment and STEM readiness.

New York

New York's [FY 2018 budget](#) includes tuition-free college at two- and four-year institutions for families making up to \$125,000 per year. Eligible students must be enrolled full-time, maintain a specific GPA and stay in-state for the number of years they receive the scholarship.

[A3009](#) creates the Empire State Apprenticeship Tax Credit, which provides up to \$10 million (appropriated in the budget bill) annually to employers who hire apprentices. Employers engaged with in-demand occupations or regional growth industry sectors, including clean energy, health care and technology, may receive preference. The tax credit increases for apprentices further along in their programs, and for disadvantaged youth.

[A7971](#) directs chancellors of large city school districts to study and make recommendations concerning the feasibility of expanding the number and types of CTE schools and programs.

[New York's ESSA accountability system](#) will measure students graduating with a CTE endorsement, receiving industry-recognized credentials or passing a CTE exam.

North Carolina

The [budget for the FY 2018-2019 biennium](#) includes a number of provisions related to CTE:

- Directs the State Board of Community Colleges, State Board of Education and Board of Governors of the University of North Carolina to report to the state legislature on the success of students participating in the Career and College Promise Program.

- Establishes a \$400,000 Preparing Future Workforce in Coding and Mobile App Development Grant program to design curricula and purchase equipment related to computer science, coding and mobile application development for middle and high school students.
- Establishes a CTE Grade Expansion Program to extend CTE programs to grades six and seven and funds the grant program at \$700,000 for FY 2018 and up to \$1 million in the following years.
- Requires local boards of education to offer at least two work-based learning opportunities related to CTE instruction.
- Changes all references in existing law from "vocational technical education" to "career technical education."
- Requires local boards of education to establish a business advisory council and provide assurances about ongoing consultation before programs are approved. Business advisory councils are required to have at least nine members composed of education, business and community leaders.
- Encourages local school boards to implement career awareness programs for fifth-grade students.
- Expands the Industry Certifications and Credentials Teacher Bonus Pilot Program and increases the maximum award to \$3,500 per teacher in any given school year.
- Directs the State Board of Community Colleges to study the cost of workforce training programs and evaluate the statewide apprenticeship program to determine strategies to integrate and jointly deliver apprenticeship and workforce training programs. The board is required to submit recommendations to the state legislature by September 1, 2018.
- Establishes a Community College High-Cost Workforce Program Grant funded at \$2.5 million for FY 2019 to provide startup funds for community colleges to launch high-cost workforce courses.
- Establishes a 10-member Board of Postsecondary Credentials tasked with providing recommendations to better prepare learners of all socioeconomic backgrounds for the workforce.
- Transfers the apprenticeship program from the Department of Commerce to the Community College System, provides for the hiring of an ApprenticeshipNC director and specifies provisions for appointing an Apprenticeship Council.
- Reauthorizes the North Carolina Teaching Fellows Program, which provides forgivable loans to students studying to teach in STEM and special education.

[North Carolina's ESSA accountability system](#) includes measures of CTE students earning a silver or higher designation on the ACT WorkKeys exam.

North Dakota

The career-ready element of [North Dakota's ESSA choice-ready accountability framework](#) includes students earning a 2.8 GPA or higher in a CTE pathway, demonstrating career-ready practices, completing work-based learning, earning dual credit and earning a passing score on a technical skills assessment or an industry credential.

[SB2186](#) allows the superintendent of public instruction to waive curriculum and testing requirements to enable local school districts to adopt innovative educational strategies that improve the delivery and administration of education, expand opportunity and increase student success. Educators expect this flexibility will allow for increased use of alternative and competency-based assessments.

The State Board of CTE updated [secondary teacher licensing requirements](#) to include new policies for alternative licensure. Among other requirements, an individual pursuing alternative licensure must have an offer of employment; have a relevant bachelor's degree, as determined by the CTE state supervisor for that area of study, with consideration for work experience taken into account when determining

relevance of the bachelor's degree; and complete courses on the philosophy of CTE and how to manage a CTSO during the provisional period.

[SB2104](#) codifies existing practice allowing the state's information technology department to share unemployment insurance data for approved uses, including research on education and workforce development outcomes, with a memorandum of understanding.

Ohio

HB49, [Ohio's budget for FY 2018-2019](#), includes a number of provisions to support CTE:

- Excludes CTE and associated services from funding cap gains for city, local and village school districts as well as joint vocational school districts.
- Permits integrated academic content, allowing a student to receive credit for two subject areas integrated into one course, and requires the State Department of Education, in consultation with the State Department of Higher Education and the Governor's Office of Workforce Transformation, to develop guidance on granting integrated credit.
- Requires the State Department of Education to develop a framework for granting credit to students who demonstrate subject area competency through work-based learning.
- Requires the departments of Education and Job and Family Services to establish a pre-apprenticeship program that prepares students for registered apprenticeship.
- Exempts minors in an approved STEM program or taking eligible classes through the College Credit Plus Program from state law restricting employment of minors in certain occupations.
- Requires the Superintendent of Public Instruction, in collaboration with the Governor's Office of Workforce Transformation and business representatives, to establish a committee to develop and update a list of industry-recognized credentials and licenses for high school graduation and state report card purposes, removing this responsibility from the State Board of Education.
- Directs the Superintendent of Public Instruction to establish the OhioMeansJobs-Readiness Seal to demonstrate the professional skills required for success in the 21st-century workplace.
- Requires the Governor's Office of Workforce Transformation, the State Department of Education and the chancellor of higher education to develop a regional workforce collaboration model to provide career services to students.
- Requires the chancellor to work with state and industry partners to develop a program to increase the number of high school students pursuing certificates or degrees in advanced technology and cybersecurity.
- Directs the Superintendent of Public Instruction, in consultation with the Governor's Executive Workforce Board, to establish standards for the operation of local business advisory councils.
- Authorizes the creation of STEAM schools and programs of excellence.
- Requires an annual report on progress toward the state goal of increasing the percentage of adults with a postsecondary degree, certification or credential to 65 percent by 2025.

HB49 also makes changes to graduation requirements for the class of 2018 only, following concerns that almost half of students were not on track to graduate under new graduation pathways. The bill allows these students to demonstrate readiness for graduation by satisfying certain requirements, including completing a 12th-grade capstone project, completing a CTE program or earning industry-recognized credentials.

In addition, the Ohio Department of Education announced in December requirements for the [new OhioMeansJobs-Readiness Seal](#) (created in HB49) to identify graduates who have demonstrated the

professional skills necessary for the workforce. The seal includes a list of 15 industry-validated skills, such as work ethic, teamwork and critical thinking, that must be confirmed by three experienced mentors. The seal will be available beginning with the graduating class of 2018.

[Ohio's ESSA accountability plan](#) measures industry credential attainment and dual-credit attainment.

Oklahoma

[HB1693](#) updates Oklahoma statute to comply with ESSA. It also changes school grading from A-F measures of proficiency and growth to a multiple-measures approach that includes statewide assessments, graduation rates and, for high schools, a measure of postsecondary opportunity that includes dual and concurrent enrollment, work-based learning and industry certifications. Oklahoma later approved an [ESSA accountability system](#) that includes dual enrollment, work-based learning and programs leading to industry certification.

[HB2155](#) requires the State Board of Education to adopt a system of career and academic planning into statewide graduation requirements. Under the system, all students must complete an Individual Career Academic Plan (ICAP) to qualify for a standard diploma. The plan must include career- and college-interest surveys, career and college goals, course sequences related to such goals, a record of the student's academic progress, and service-learning or work-based learning experiences. The ICAP system is to be piloted in the 2017-2018 and 2018-2019 school years and rolled out statewide in 2019-2020.

Facing a funding shortfall, Oklahoma approved a [budget for FY 2018](#) with significant cuts to CTE. The Department of Career and Technology Education received \$108 million from the General Revenue Fund and \$3.8 million from the Oklahoma Education Lottery Trust Fund, and \$500,000 revolving funds were authorized as necessary for the State Board of CTE to perform duties imposed by law. The reduction to CTE was 5.9 percent, or \$6.7 million, from general revenue.

Gov. Mary Fallin filed Executive Order 1017-34 to establish [Earn & Learn Oklahoma](#). The order implements a new goal to increase the number of paid internships and apprenticeships in Oklahoma to 20,000 each year by 2020, a goal that has been reflected under the Oklahoma Works strategic plan. Currently, there are approximately 15,000 work-based learning placements in Oklahoma each year.

In addition, [Launch Oklahoma](#), which was created by executive order on December 29, 2016, released its strategic plan in 2017. Launch Oklahoma established the state's goal to increase the number of Oklahomans 25-64 years old with education or training beyond high school to 70 percent by 2025. The strategic plan focuses on increasing awareness, ensuring access and college and career readiness, and engaging employers.

Oregon

[HB2246](#) amends the [High School Graduation and College and Career Readiness Act](#), a ballot measure that was passed in 2016 through Measure 98 and called on the state legislature to appropriate \$800 per student to support CTE, college credit and dropout prevention activities. The changes direct school districts to use their funds for either one, two or all three of these goals, depending on the amount the district receives, and allow school districts to use up to 15 percent for eighth-grade opportunities. The bill also expands eligibility to include the Oregon School for the Deaf and educational programs under the Youth Corrections Education Program or the Juvenile Detention Education Program.

Relatedly, the High School Graduation and College and Career Readiness Fund was only funded at \$170 million, approximately 60 percent of its authorized level, in [Oregon's FY 2018-2019 biennial budget](#). The legislature also reduced funding for the Oregon Promise scholarship program from \$48 million to \$40 million. The [Expected Family Contribution limit](#) for 2017-2018 applicants is \$20,000.

[HB3340](#) directs the State Department of Education to work with the Apprenticeship and Training Division of the Bureau of Labor and Industries to provide information regarding apprenticeship opportunities to high school students.

Palau

No relevant CTE policy was adopted in 2017.

Pennsylvania

Gov. Tom Wolf announced a new plan to [expand pre-apprenticeships and apprenticeships](#) registered through the Department of Labor and Industry's Apprenticeship and Training Office. Grants will be made available for employers, workforce development boards, economic development organizations, labor organizations, career and technology centers, community colleges and community organizations to defray the cost of salaries, training materials and other services for apprenticeships. Funding for the grants will be redirected from businesses and organizations that received state support and failed to meet their obligations.

The governor also awarded \$270,000 total in [mini-grants](#) to 64 school districts to expand career learning opportunities. Examples of activities funded include placing students in apprenticeships, designing classroom instruction to prepare students for in-demand careers and building partnerships between education and business.

In addition:

- [HB202](#) permits CTE concentrators, in lieu of meeting proficiency targets on Keystone Exams, to demonstrate proficiency through grades and alternate assessments or relevant industry-recognized certifications. Keystone Exams will be required beginning in 2019.
- [Pennsylvania's ESSA accountability plan](#) measures students who complete career awareness and exploration activities.
- The commonwealth's [FY 2018](#) budget funds CTE equipment grants at \$2.55 million, down from \$3 million in 2016-2017.

Puerto Rico

No relevant CTE policy was adopted in 2017.

Rhode Island

The major provision in [Rhode Island's FY 2018 budget](#) with relevance to CTE is \$2.8 million to pilot free tuition for in-state students attending the Community College of Rhode Island. The budget also appropriates new funds to cover dual-enrollment fees.

[Rhode Island's ESSA accountability system](#) will measure students who earn industry-recognized credentials and complete dual credit.

South Carolina

[HB3969](#) directs the state's Revenue and Fiscal Affairs Office, in collaboration with other agencies, to develop and maintain a state longitudinal data system that includes information necessary to evaluate students' college and career readiness. It also creates a competency-based education accountability pilot program, codifies the Profile of the South Carolina Graduate in the vision for the state's performance-based accountability system, eliminates requirements to offer the WorkKeys assessment in exchange for a "career readiness" assessment and requires school report cards to document college and career preparedness of high school graduates.

[South Carolina's ESSA plan](#) includes measures of dual credit earned, completion of a Career and Technology Education program with a nationally-recognized credential, completion of an Apprenticeship Carolina youth apprenticeship and more.

South Dakota

The South Dakota State Board of Education approved a [\\$5 per credit tuition increase](#) for students at the state's four technical colleges, equating to about \$150 in additional costs per year for full-time students, and adopted [new CTE standards](#) for six Career Clusters: Agriculture, Food and Natural Resources; Arts, Audio-Video Technology and Communications; Finance; Health Science; Human Services; and Manufacturing. The standards were developed by workgroups of secondary CTE teachers, postsecondary faculty, industry representatives and others. Standards are in development for Business Management and Administration; Government and Public Administration; Hospitality and Tourism; Marketing; and Transportation, Distribution and Logistics.

[SB65](#) establishes the South Dakota Board of Technical Education, defines board membership and revises certain provisions regarding CTE and postsecondary technical institutes. This legislation is in response to [Constitutional Amendment R](#), approved by the voters in 2016, which called for a separate body for the technical college system. The board will have authority over program development, curriculum, tuition and bonds for new facilities, while local governing boards will continue to oversee daily operations.

[South Dakota's ESSA accountability plan](#) includes measures of CTE coursework, dual credit and more.

The state's [FY 2018 budget](#) provides a small 0.3 percent increase for education, including an increase in salaries for K-12 teachers and technical institute instructors.

Tennessee

[SB1231](#) directs the Board of Regents, with input from the Higher Education Commission, to develop curricula for work-based learning within the state's Labor Education Alignment Program (LEAP). LEAP was passed into law in 2013 to facilitate technical education for students in Tennessee Colleges of Applied Technology (TCATs) and community colleges, developed with input from area employers. This bill also extends immunity from liability to employers providing work-based learning to TCAT and community college students, absent willful or gross negligence.

The Tennessee Board of Regents approved a new policy establishing a [one-year warranty](#) for associate degrees, diplomas and technical certificates offered through Tennessee community colleges and TCATs. If it is determined that a graduate lacks the competencies needed to meet employer needs, he or she is eligible to receive additional training at no cost at the institution where he or she graduated.

The Tennessee Reconnect Act, [HB531](#), a core piece of the governor's 2017 State of the State address, provides tuition scholarships for adult learners to access one of the state's many community colleges and TCATs. Scholarships will be available to eligible non-degree-holding adult students who are admitted into qualifying postsecondary institutions beginning in the fall of 2018. The Tennessee General Assembly Fiscal Review Committee estimates that 9,572 additional part-time students and 4,102 full-time students will be eligible to receive the grant award in FY 2019, at an estimated cost of \$8.5 million.

The [final budget for FY 2018](#) includes a one-time increase of \$16.25 million for College, Career and Technical Education, to be used for CTE equipment in secondary education. The commissioner announced that the funds for equipment will be allocated to nearly 94 percent of the districts in the state. Additionally, the budget includes a \$1.7 million, or 7 percent, increase for the community college system and a \$4.8 million, or 7.9 percent, boost for TCATs.

In addition:

- [Tennessee's ESSA accountability system](#) includes measures of students completing early postsecondary opportunities, which include industry certification, dual enrollment, local dual credit and statewide dual credit.
- [SJR107](#) requests the State Department of Education and the State Board of Education to study and report on the best practices of other states for funding career preparation and postsecondary opportunities, as part of leveraging flexibility allowed under ESSA.
- [HB1161](#) adopts the Tennessee Tri-Star Scholar designation to recognize students who graduate from high school with a composite score of 19 or higher on the ACT, or an equivalent score on the SAT, and a state-approved capstone industry certification.
- [SB102](#) extends the Tennessee Council for CTE for four years, to June 30, 2021, while [SB1418](#) increases the size of the Tennessee Council for CTE and changes the council's administrative attachment from the State Department of Education to the Board of Regents.

Texas

[HB22](#) modifies Texas's A-F accountability system that was adopted in 2015 around three domains: student achievement, school progress and closing the gaps. For high schools, the student achievement indicator will be based on a number of metrics, including dual-credit attainment, military enlistment, industry certification attainment and admittance into a postsecondary industry certification program. These indicators were also included in the [state's ESSA plan](#). Additionally, HB22 calls on the commissioner to study the feasibility of adopting an indicator for extracurricular and co-curricular student activities. Under this legislation, school districts will get their first grades in August 2018 and individual schools will be graded in 2019.

Data is also addressed in [SB719](#), which expands the requirement that the Texas Higher Education Coordinating Board (THECB) collect data on students with intellectual and developmental disabilities in for-credit programs to include workforce continuing education programs. It also establishes a pilot project to study these students' outcomes, program expenses and student attainment of milestones measured in an existing performance funding formula. In addition, [SB2105](#) directs the Texas Workforce Commission to provide the Texas Education Agency (TEA) with county- or region-level information about CTE partnership opportunities with business and industry as well as work-based learning and externship opportunities available to students and teachers. Prior to the bill's passage, the Workforce Commission provided current and projected employment opportunities to TEA to support local districts in the planning and implementation of CTE programs.

[SB276](#) eliminates the cap of 150 students for the adult high school diploma and industry certification charter school pilot program to accommodate some of the hundreds on the wait list. It also requires the commissioner to develop and adopt performance metrics, including the percentage of students who complete CTE courses and gain industry certification and the percentage who reap a significant earnings increase from the program.

The Texas education code is amended in [HB136](#) to emphasize the role that career preparation plays in the state public education system. Specifically, the law adds "employment and enrollment in institutions of higher education" as a success outcome for a well-balanced curriculum and adds a new objective that the State Board of Education, TEA and the commissioner will assist school districts and charter schools in providing CTE to students.

[HB2729](#) directs the Texas Workforce Commission, THECB and TEA to jointly develop and annually review a list of industry-recognized credentials that can be earned by high school CTE students. Each agency is directed to post the list on their respective websites, along with the associated Career Cluster, the awarding entity, education level required to complete the certification, any associated fees and the average salary related to each credential. The list must be completed and published no later than September 1, 2018.

[HB3593](#) amends state graduation requirements to let local districts offer graduation credit for approved cybersecurity courses and exempts districts from getting state approval for cybersecurity courses that are developed in partnership with postsecondary institutions that offer undergraduate degree programs in cybersecurity. Additionally, the law directs the State Board of Education to adopt five technology applications courses that can be included in a cybersecurity pathway on a STEM graduation endorsement and provides a subsidy for instructors to gain certification in cybersecurity. The law also updates the state high school accountability system to include a state-approved practicum or internship in the high school performance evaluation framework.

Effective September 2017, [SB22](#) establishes a statewide P-TECH program. P-TECH schools will be open to all interested high school students and will allow learners to graduate in six years with an associate degree or two-year postsecondary certificate and work-based learning experience. School districts and open enrollment charter schools can apply to the commissioner of education to establish a P-TECH school and receive grant funding, up to \$5 million across grantees, provided they meet certain criteria set by the commissioner.

The Lone Star State also adopted the following policies in 2017:

- [HB728](#) requires the State Board of Education to develop rigorous computer science curricula and standards, and allows students to apply computer science credit to their graduation plans as a substitute for either advanced math or science.
- [SB826](#) changes course requirements, enabling an advanced CTE course to substitute for the third and fourth mathematics credits or the third and fourth science credits if the content is similar in substance and rigor.
- [HB639](#) is designed to reduce the risk involved in offering work-based learning activities. The legislation permits school districts and charter schools to purchase insurance to cover students participating in CTE programs and provides CTE students with immunity from liability.

- The Department of Family and Protective Services and related entities such as technical colleges and workforce development boards are directed by [SB1220](#) to help current and former foster care youth gain high school diplomas, industry certifications and career guidance.
- Public junior colleges are empowered through [SB2118](#) to address workforce shortages by expanding the number of these institutions that can offer bachelor's degrees in applied science, applied technology and nursing.
- [HB2431](#) allows public state colleges to be eligible to participate in the Jobs and Education for Texans (JET) grant program, in addition to public junior colleges, public technical institutes and independent school districts. The JET grant program allocates \$10 million each biennium to defray start-up costs associated with the development of CTE programs.
- [Texas's budget for the FY 2018-2019 biennium](#) raised the investment in higher education by 1.6 percent, including \$28.8 million for community colleges. It also requires that the Perkins reserve fund distribution criteria include the percentage of a school district's CTE courses that meet a regional labor market need as defined by the Local Workforce Development Board.
- [HB3349](#) amends current law to develop an abbreviated educator preparation program leading to probationary and standard certification in trade and industrial workforce training. About \$200,000 for each fiscal year was appropriated in the budget to implement this legislation.
- [HB2010](#) enables school districts to develop a workplace safety training program, including giving educators access to information on workplace safety training and encouraging educators to include workplace safety training in the curriculum of appropriate courses for students in grades seven through 12.
- [SB802](#) directs THECB to conduct a study identifying best practices in ensuring that courses transferred to a postsecondary institution for course credit apply toward a degree program at that institution.
- [HB1638](#) requires the establishment of goals for dual-credit coursework, including for early college high schools and CTE programs. Memoranda of understanding or articulation agreements between school districts and postsecondary institutions should incorporate specific goals aligned with these statewide goals, as well as information on course equivalency, academic supports and funding sources.
- [SB1091](#) amends current law to clarify that a dual-credit course offered under a college credit program must be either 1) in the core curriculum of the public postsecondary institution providing credit, 2) a CTE course or 3) a foreign language course. The bill also states that this requirement does not apply when the dual-credit course is offered as part of an early college program.

Utah

[SB238](#) changes the name of the Utah College of Applied Technology to the Utah System of Technical Colleges. The Utah System of Technical Colleges is also addressed in [SB117](#), which modifies current law to extend performance funding to these institutions. The technical colleges must develop a performance funding formula that includes certificates; short-term occupational training completion; secondary student completion; placement in related employment, military service or continuing education; and institutional efficiency.

[SB194](#) establishes the Utah Data Research Center (UDRC), replacing the Utah Data Alliance as the state's longitudinal data system. The UDRC will be advised by a cross-agency board that includes CTE representatives. Under the legislation, the State Board of Education, the State Board of Regents, the Utah System of Technical Colleges, the Department of Workforce Services and the Department of Health

are required to contribute data. The bill also calls on the UDRC to create a public online data visualization portal with aggregated and de-identified data.

[SB190](#) develops the Computing Partnerships Grants program, administered by the STEM Action Center, to provide comprehensive K-16 computing partnerships, which include outreach, instruction, work-based learning, industry engagement, stacked credentials, competency-based learning and secondary-postsecondary collaboration. The program will incentivize public schools and school districts to work with the STEM Action Center, the Utah State Board of Education, Talent Ready Utah, industry representatives and secondary partners to design and implement the partnerships.

[SB263](#) moves the CTE Board from the Department of Workforce Services to the Governor's Office of Economic Development and amends board membership. The legislation also requires the board to study and make recommendations about successful work-based learning programs in other states, the potential benefits and challenges of a statewide work-based learning program in high schools, and the opportunities and challenges for cooperation between government agencies and industry.

Additionally, the following policies were enacted:

- The Utah Legislature passed a [FY 2018 budget](#) with a \$5 million increase for CTE, bringing the total appropriation for the year to \$94,297,300—a 5.6 percent increase. The budget also requires the State Board of Education to report on the percentage of CTE career pathway concentrators and completers.
- [Utah's ESSA accountability system](#) includes dual enrollment and CTE career pathway completion.
- [SB34](#) creates a fund to compensate local education agencies for students who graduate early through a competency-based education program.

Vermont

[S135](#), legislation focused on economic development, includes the following provisions:

- Creates a working group to study Vermont's workforce education system and identify strategies to improve workforce education delivery, focusing on CTE for high school students and adults.
- Expands the Workforce Education and Training Fund for school districts to develop career education and planning programs beginning in middle school.
- Establishes a career pathways coordinator position within the Agency of Education to serve as a point person for interagency efforts to develop curriculum and design statewide career pathways models.
- Establishes a public-private partnership called the Heating Fuel and Service Workforce Training Pilot Project to provide education and training to fill open jobs in the heating and fuel industry. The partnership will involve the State Department of Labor, CTE centers, adult technical education providers and the Vermont Fuel Dealers Association.
- Directs the University of Vermont and the Vermont State Colleges to partner with regional CTE centers to facilitate dual-enrollment opportunities.

In addition, Vermont's [FY 2018 budget](#) appropriates \$450,000 for the Vermont Academy of Science and Technology, an early college program, and \$1.7 million for other early college programs. The budget also creates the Apprenticeship and Youth Mentoring program to provide paid and unpaid work-based learning experiences and requires that the Vermont State Colleges report on enrollment, completion and debt.

[Vermont's ESSA accountability system](#) includes industry certifications as part of a college- and career-ready measure and college or trade school enrollment as part of an outcome measure.

Vermont announced a [new postsecondary attainment goal of 70 percent by 2025](#). The goal requires 30,000 more Vermonters to earn a postsecondary degree or certificate, which state leaders aim to achieve through the following:

- Identifying and eliminating barriers to postsecondary access and success for youth and adults.
- Strengthening pathways between education and employment.
- Changing the narrative to ensure public recognition of postsecondary education and college and career readiness as a shared value.
- Aligning state policy with the 70×2025 goal.

The program is funded with \$250,000 from the Vermont Student Assistance Corporation, the Lumina Foundation and the Nellie Mae Education Foundation.

Virginia

[HB1981](#) permits local school boards to apply for and establish School Divisions of Innovation (SDIs) that provide students with alternative, evidence-based opportunities to improve learning and performance. The State Board of Education is directed to establish SDI regulations that address goals and performance targets for college, career and citizenship readiness; work-based learning opportunities and exposure to content experts; and professional development.

The composition of the Virginia Board of Workforce Development is changed in [HB2106](#) to conform to requirements of WIOA, specifically by adding representatives from an apprenticeship program and a private career college. The bill also removes the Career Readiness Certificate from a list of industry credentials that align with high-demand occupations and substitutes "a credential that determines career readiness."

The Virginia State Board of Education established [statewide computer science standards](#), as required under [HB831](#) (2016), that identify the essential components of computer science education at each grade level. The standards are in the process of being implemented, but teachers are already permitted to begin incorporating the topics into their classrooms. Relatedly, [HB1663](#) requires Northern Virginia Community College, in consultation with the State Department of Education and with support from an advisory committee, to contract for computer science training and related teacher professional development for the purpose of improving computer science literacy.

[HB1592](#) requires community colleges to develop policies and procedures for awarding academic credit for successful completion of a state-approved registered apprenticeship credential. Meanwhile, [SB1032](#) expands tuition grants to Virginia community college students who were in foster care or Department of Social Services custody, or were considered a special needs adoptee, and are enrolled in noncredit workforce credential training programs. Previously the grant had only been available for for-credit programs.

Additionally, Virginia adopted the following policies in 2017:

- The commonwealth [adjusted its biennial FY 2017-2018 budget](#) to account for revenue shortfalls. In particular, \$300,000 was cut from the state's initiative to use general funds for students and teachers pursuing industry certifications in information technology.

- Through [HB1770](#), local school boards are permitted to waive certain licensure requirements for CTE educators seeking initial licensure or renewal of a license with a CTE endorsement.
- [SB1159](#) enables completion of the ASVAB to satisfy the requirement for earning a CTE credential, in addition to industry certification, a state licensure examination, a national occupational competency assessment or the Virginia workplace readiness skills assessment.
- [HB1664](#) transfers authority for managing the Virginia Longitudinal Data System to the State Council of Higher Education for Virginia (SCHEV), enables SCHEV to collaborate with federal agencies to acquire wage data relevant to Virginia's federal workforce, and requires the council to annually publish postsecondary and employment outcomes for each program and degree offered in Virginia colleges and universities.

Virgin Islands

No relevant CTE policy was adopted in 2017.

Washington

CTE was established as a categorical fund in [HB2242](#), creating a more predictable funding stream. The state invested more than \$510 million in CTE in the four-year budget to:

- Reduce class sizes, creating an additional \$200 million investment in CTE staffing over the next four years.
- Fully fund teacher compensation to compensate for the part of CTE teacher salaries that districts currently pay locally, thereby freeing up funds. Further, the budget appropriates \$5.3 billion for state salaries in the next four years, including ongoing cost-of-living adjustments and three professional development days a year.
- Increase supply money to \$1,472.01 per student, which generates about \$8.25 million additional dollars for the next school year.
- Raise the administrative multiplier for CTE from 1.45 percent in 2016-2017 to 12.29 percent in 2017-2018 and the Skills Center multiplier from 17.31 percent to 17.61 percent, providing additional funding for CTE Directors in all districts.
- Decrease the amount districts can charge on CTE enhancement funding for overhead to 5 percent, down from 15 percent, which is projected to drive over \$46 million additional dollars directly to CTE programs next year.
- Increase CTE grant funding for equipment purchases through the Office of Superintendent of Public Instruction (OSPI).
- Direct and protect CTE funding through a new allowable expenditures list, which disallows compensation unrelated to CTE programs, delivering more funding to CTE classrooms.
- Fund OSPI to continue developing course equivalencies for CTE programs.
- Allow districts to pay up to 10 percent additional salary for STEM teachers.
- Fund Core Plus, First Robotics, Jobs for America's Graduates–Washington and other CTE programs.

[HB2224](#) allows students who do not meet graduation standards on math or English language arts assessments to use a passing score on a locally developed assessment, pursuant to state board review. This includes CTE and dual-enrollment courses that meet statewide course equivalency standards for English and math. Students who have graduated or will graduate in the classes of 2014 through 2018 are eligible to appeal for a waiver to certain graduation requirements if they demonstrate completion of a college-level class in the relevant subject area, admission to a higher education institution or career preparation program, receipt of a scholarship or military enlistment. Additionally, the law requires all

students to complete and regularly update a High School and Beyond Plan, to include career and skills interest survey results, high school assessments, and academic and career goals.

Gov. Jay Inslee announced an initiative called [Career Connect Washington](#). This new initiative includes a task force comprised of public and private partners dedicated to accelerating career-connected learning. It continues the work of the National Governors Association Policy Academy on Work-based Learning. In addition, through public-private partnerships, the Career Connect Washington Fund will create a statewide career-readiness system with a focus on youth from low-income backgrounds, those living in rural communities and youth of color. The Governor's Office has identified \$7 million in federal WIOA Governor's Statewide Activities funding to support the first round of grant funding.

In addition, [Washington's ESSA plan](#) includes measures of students completing dual enrollment and CTE tech prep coursework, and [SB5069](#) allows community and technical colleges to provide associate workforce degrees in correctional facilities to address recidivism.

West Virginia

West Virginia approved [college- and career-ready standards for technology and computer science](#) to promote proficiency in foundational technology skills, digital literacy and citizenship, and computer science. These standards replace the 21st-Century Learning Skills and Technology Tools and Content Standards and Objectives for West Virginia Schools. The standards adopt a new numbering system to make it easier for students and families to navigate their options at each grade level, and add one new middle school and three new high school courses. Counties can use CTE courses or create their own computer science courses, and students will be able to substitute one required math and one required science course with computer science.

[West Virginia's ESSA accountability system](#) includes students completing college credit or a four-course, state-approved CTE program of study.

[HB2555](#) enables more employers to qualify for tax credits for hiring registered apprentices in construction trades by removing a requirement that the apprenticeships be administered by labor and management trustees.

Wisconsin

Wisconsin's FY [2018-2019 biennial budget](#) contains the following items relevant to CTE:

- Amends the state accountability system for high schools (which is separate from Wisconsin's federal accountability system) to include measures of students participating in youth apprenticeships, AP courses offered and credits earned, and the number of students earning industry-recognized credentials.
- Increases appropriations for workforce training grants to \$26 million in FY 2018 and \$13.6 million in FY 2019 (an increase of \$18.9 million from the previous biennium).
- Modifies the permitted uses of workforce training grants to include grants for collaborative projects to improve high school credential attainment, training for dual-enrollment teachers, efforts to increase student internships, a nursing training program for middle and high school students, building modifications for CTE programs and a program to develop mobile laboratories for training incarcerated individuals re-entering the workforce.
- Establishes a Technical Education Equipment Grant program, under the funds appropriated for workforce training grants, funded at \$500,000, to help school districts purchase new equipment

related to advanced manufacturing. Grant awards can be up to \$50,000 per school district and must be matched 2:1.

- Increases funding for CTE incentive grants, under the workforce training grant fund, to school districts from \$3 million to \$3.5 million each fiscal year to help students earn industry-recognized credentials.
- Requires institutions of higher education to recognize military service members' postsecondary credits as recommended by the American Council on Education.

State Superintendent of Public Instruction Tony Evers approved [K-12 computer science education standards](#) for Wisconsin in June. The standards were developed by a committee, which included secondary CTE teachers, postsecondary instructors and administrators, and were subject to public review. School districts will have the option to adopt them in full, adopt them in part or create their own.

Wyoming

[Wyoming's ESSA accountability system](#) will count students who earn dual credit, complete a CTE pathway and earn a passing score on a CTE exam or industry certification exam.

The CTE teacher education program at the University of Wyoming, the only in the state, is closing due to low enrollment. The decision followed listening sessions and a public comment period.

Methodology

The policy activities included in this report were compiled through a comprehensive national scan, drawing on information from numerous sources. Policies were identified and catalogued using government websites and media stories and were augmented by compilations such as those prepared by the Education Commission of the States and the National Association of State Budget Officers. Once compiled, the information was distributed for review to State CTE Directors, and any feedback received was included in this final report.¹

For the purposes of this report, policy activity was defined to be an action by state policymakers, including the state legislature, the board of education, the state education agency, the higher education authority, the governor's office or any other state-level agencies. Although several national career-readiness initiatives, such as New Skills for Youth, are currently underway across the states, involvement in these initiatives was not included unless it spurred notable state policy change.

To be included in this report, policies must have been passed during the 2017 calendar year, have statewide impact and be related to career readiness or CTE within the state. This report is designed to be value-neutral. Inclusion of a specific policy or action is for informational purposes and does not reflect any judgment regarding the quality or strength of that policy. Policies that went into effect in 2017 but were passed in prior years were not included. However, if a state took meaningful action to implement in 2017 a policy passed earlier—for instance, a state board action approving new graduation requirements in 2017 in response to legislation enacted in 2016—that 2017 action was included.

For the first time, in addition to the categories in Table 1, policies were also categorized based on the state systems impacted by each policy, including secondary, postsecondary and adult education as well as workforce development.

Policies tagged as STEM are those that reference science, technology, engineering and math education explicitly. While several states passed policies in 2017 related to computer science education, which some might consider to qualify as STEM education, these policies were tagged separately.

Policies were tagged as Funding if they authorized new or increased funding, or if they decreased funding to a specific program. Funding policies were not included if they were implemented in 2017 but were authorized in prior years. In a few cases, policies were included if they repurposed existing funds for a new initiative. Policies that funded one or a small group of local programs or institutions with limited reach were not included.

In the Industry-recognized Credential category, we counted all new state attainment goals for postsecondary attainment. In prior years, we had only counted state goals that specifically included industry-recognized credentials within that target. However, as states have made significant strides toward incorporating non-degree credentials into their objectives and policies, we decided to count all new postsecondary attainment goals for the Industry-recognized Credential category for this and future reports.

Note that some policies did not fall into any category but are still included in this report.



While we made extensive efforts to verify the completeness and accuracy of this report, should discrepancies be noted, we would be happy to correct them at any time. Please contact Catherine Imperatore (cimperatore@acteonline.org) or Austin Estes (aestes@careertech.org).

¹ Responses were received from all states except Georgia, Minnesota, Montana, New York, Ohio, Palau, Puerto Rico, the U.S. Virgin Islands and Wisconsin.

About ACTE

The Association for Career and Technical Education (ACTE) is the nation’s largest not-for-profit association committed to the advancement of education that prepares youth and adults for successful careers. ACTE represents the community of CTE professionals, including educators, administrators, researchers, guidance and career development professionals, and others at all levels of education. ACTE is committed to excellence in providing advocacy, public awareness and access to resources, professional development and leadership opportunities. Learn more by visiting <http://www.acteonline.org>

About Advance CTE

Advance CTE: State Leaders Connecting Learning to Work is the longest-standing national non-profit that represents State Directors and state leaders responsible for secondary, postsecondary and adult CTE across all 50 states and U.S. territories. Established in 1920, Advance CTE supports visionary state leadership, cultivates best practices and speaks with a collective voice on national policy to promote academic and technical excellence that ensures a career-ready workforce. Learn more by visiting <https://careertech.org>