# State Policies Impacting CTE: 2018 YEAR IN REVIEW

On the federal and state levels, 2018 was a significant year for Career Technical Education (CTE). On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law, which reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The reauthorization of Perkins signaled a federal commitment to and a recognition of the promise and value of high-quality CTE.

On the state level, in the 2018 calendar year, 42 states and Washington, D.C., passed a total of 146 policy actions related to CTE and career readiness, including legislation, executive orders, board of education actions, budget provisions and ballot initiatives. While roughly 100 fewer policies were passed in 2018 than in 2017, this past year's policies still reflect a commitment from state leaders to advance CTE. Most states have taken action relevant to CTE each year since this annual review was launched (see Chart 1). However, the number and content of specific policies ebbs and flows in response to the state and federal policy environment and to policies passed in prior years. A decrease in the number of CTE policies passed compared to previous years should not be misinterpreted as an indication that CTE is not a priority for states. In fact, at least 16 governors identified modernizing CTE as a priority for their states during their 2018 State of the State Addresses.[1]

The higher level of activity in 2017 in comparison to 2018 can, in part, be attributed to K-12 accountability requirements that were new in 2017 under the Every Student Succeeds Act (ESSA), many of which concerned career readiness. In addition, four state legislatures did not meet in 2018, affecting the policy total.

The policy areas that states focused on in 2018 were similar to previous years. States most frequently addressed the following priorities:

- Funding;
- Industry partnerships/work-based learning;
- Dual/concurrent enrollment, articulation and early college;
- Industry-recognized credentials, tied with graduation requirements; and
- Access/equity.

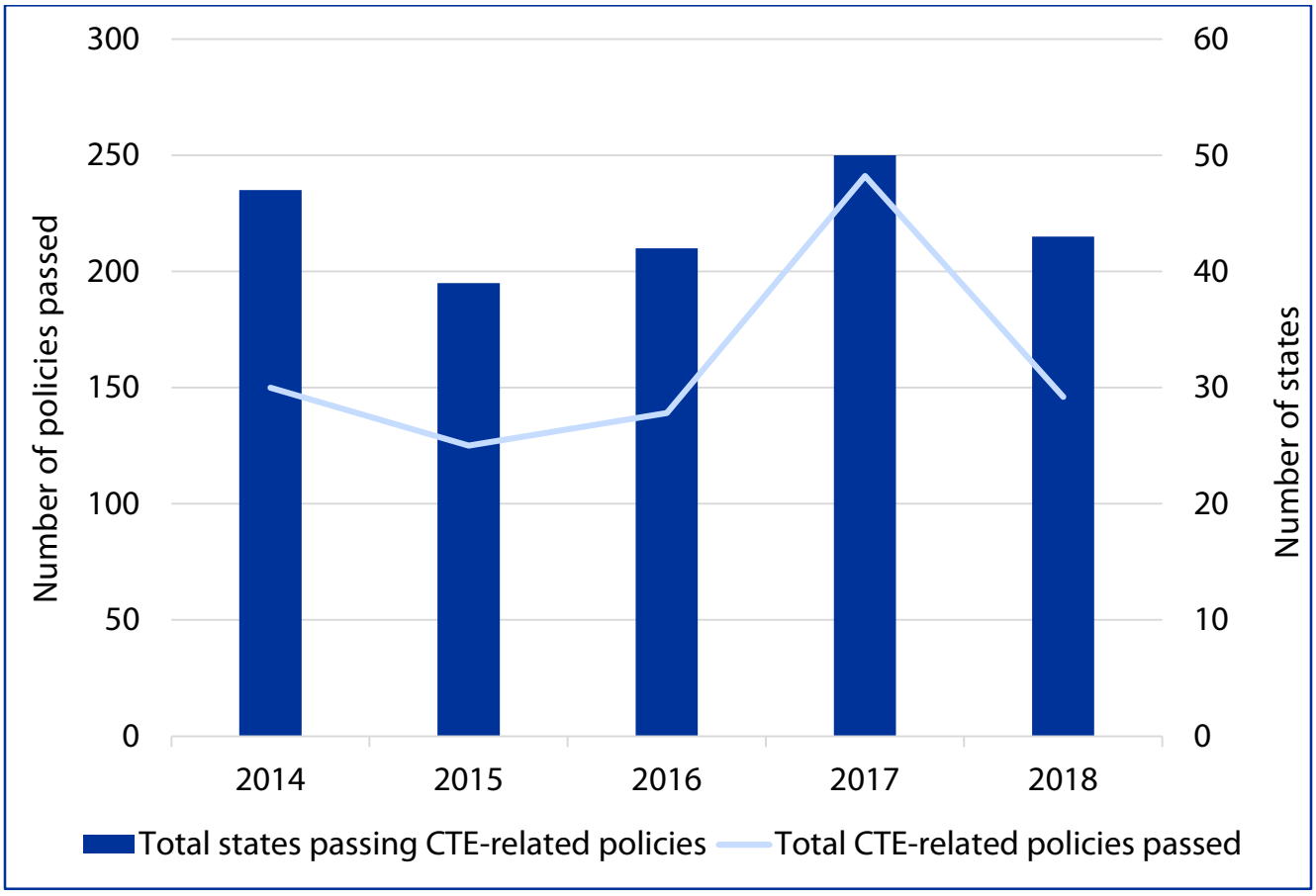


*Chart 1: Number of states passing CTE-related policies and number of CTE-related policies passed, 2014-18*

This report from Advance CTE and the Association for Career and Technical Education (ACTE) is the sixth annual review of CTE and career readiness policies across the United States. It represents the most 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.

ACTE ADVANCE CTE
State Leaders Connecting Learning to Work

| **Policy Category**<br>*Note: A single bill or policy can address multiple policy categories.* | **Number of States Addressing Policy Category** | **States** |
|---|---|---|
| **Funding**<br>*Policies address significant changes in CTE funding, such as increasing or decreasing allocations, creating a scholarship or grant program, or investing in a pilot program.* | 30 | AL, AK, CA, CO, CT, GA, ID, IL, IN, IA, KS, MD, MA, MI, MO, MT, NH, NJ, NY, NC, OK, PA, SD, TN, TX, UT, VT, VA, WA, WI |
| **Industry Partnerships/Work-Based Learning**<br>*Policies address engaging industry to drive student learning through work-based learning or other means.* | 26 | CO, FL, GA, HI, IN, IA, KY, MD, MA, MI, MO, NV, NJ, NY, NC, OK, OR, PA, RI, SD, TN, UT, VT, VA, WA, WI |
| **Dual/Concurrent Enrollment, Articulation and Early College**<br>*Policies address student transition to the next level of education through dual/concurrent credit attainment, credit transfer agreements and early college programs.* | 20 | CO, GA, ID, IL, IN, IA, KS, KY, MD, MA, MT, NV, NM, NY, OH, OK, TN, VT, VA, WA |
| **Industry-Recognized Credentials**<br>*Policies address attainment of credentials recognized by industry, including micro-credentials, such as badges, and educational degrees.* | 18 | AL, AZ, CA, CO, FL, GA, ID, IA, KS, MI, MO, NV, OK, SD, TN, VA, WA, WI |
| **Graduation Requirements**<br>*Policies address CTE as an optional or required avenue for earning academic credit and/or meeting high school graduation requirements, including diploma endorsements and seals.* | 18 | GA, ID, IN, KY, ME, MD, MI, NV, NH, OH, OK, PA, SD, TN, VA, WA, WI, WY |
| **Access/Equity**<br>*Policies address access to CTE as well as strategies that support success within CTE for specific populations.* | 17 | CA, FL, GA, ID, IL, IA, MD, MI, MO, NJ, NY, NC, OK, OR, VT, VA, WA |
| **CTE Teacher Certification/Development**<br>*Policies address the recruitment, preparation, certification and professional development of CTE faculty and staff.* | 15 | HI, IL, IN, IA, MD, MI, MO, NC, OH, OK, OR, PA, TX, VT, WY |
| **Career/Academic Counseling**<br>*Policies address career awareness, exploration and guidance and counseling, including academic and career planning and career awareness activities.* | 14 | AL, CO, ID, IN, MI, MO, NV, OH, OK, OR, TN, VT, VA, WA |
| **Governance**<br>*Policies address responsibility within the state for CTE, including new committees or task forces and transfers of authority.* | 13 | AL, IL, IN, MO, NH, NM, NY, OK, UT, VT, VA, WA, WI |
| **CTE Standards/Accreditation**<br>*Policies address defining the knowledge and skills developed by CTE, including curriculum standards, standards for work-based learning and postsecondary accreditation.* | 11 | GA, HI, IA, MO, NY, OH, OK, PA, TN, VA, WY |
| **Data, Reporting and/or Accountability**<br>*Policies address data and research activities that support CTE, including the use of labor market information and the inclusion of career readiness within accountability systems.* | 10 | DC, FL, MD, MA, MO, NH, OH, VA, WA, WY |
| **STEM**<br>*Policies explicitly address Science, Technology, Engineering and Mathematics (STEM) education.* | 10 | AL, HI, ID, IA, MD, MO, OK, PA, VA, WA |

*Table 1: Number and postal abbreviations of states adopting new CTE-related policies in 2018, by policy category*

## Key Takeaways

In total, 30 states enacted policies in 2018 that affected CTE funding, making funding the most popular policy category for the sixth year in a row. **California** directed $150 million to make permanent the Career Technical Education Incentive Grant program, which supports new or expanded high-quality K-12 CTE programs, while voters in **New Jersey** approved a ballot initiative for $500 million in state bonds to expand secondary and postsecondary CTE programs, among other activities. A number of states, including **California, Iowa, Maryland, Michigan, Missouri, New Jersey** and **North Carolina,** directed funding toward the needs of under-represented, low-income or otherwise disadvantaged populations. **Washington** established a scholarship program to support foster and homeless youth entering postsecondary education or pursuing an apprenticeship, among other policies that supported access and equity, and **New York** is funding 15 early college high school programs aligned with in-demand industries in communities with low rates of graduation or postsecondary transition. Several states, including **Indiana, Maryland** and **Pennsylvania,** directed funds toward providing more computer science education and related professional development for teachers.

The second most popular policy category was industry partnerships and work-based learning, with 26 states taking action in this area. This category includes business-education partnerships overall and work-based learning as a primary strategy for connecting students with businesses. **Missouri** created a one-year teaching certificate for visiting scholars from industry who are part of a business-education partnership and have relevant education credentials, while legislation in **Indiana** and **Iowa** calls on consortia of business and education stakeholders to expand work-based learning opportunities. **Oklahoma** created a state work-based learning program to coordinate opportunities through the state labor market and labor exchange systems and to develop industry-specific standards as well as standards for equity and access in work-based learning.

Within work-based learning, apprenticeships were specifically targeted by a number of states. **Iowa** funded a program to encourage small and medium-sized businesses to develop registered apprenticeships, while **Maryland** expanded statewide its Apprenticeship Maryland Program, which provides youth apprenticeships associated with career pathways in manufacturing and science, technology, engineering and math (STEM). **Oregon, Pennsylvania** and **Washington** also acted to expand or promote apprenticeships, pre-apprenticeships or youth apprenticeships.

The third-ranked policy category was dual/concurrent enrollment, articulation and early college, with 20 states passing policies in this category. **Montana** announced a program to offer high school students two free dual enrollment courses through the Montana University System, while **Idaho** is aligning 15 CTE programs to enable seamless transition from secondary to postsecondary education. New legislation in **Virginia** calls for the development of quality standards for dual enrollment courses and a process for determining the type of credit that will be awarded for successful completion of these courses. In addition, several states modified eligibility for dual and concurrent enrollment programs. **Illinois** passed legislation to allow students to take an unlimited number of dual enrollment/dual credit courses, while **Oklahoma** expanded the number of credits for which students can use tuition waivers. On the other hand, **Ohio** added restrictions to its College Credit Plus program to help ensure student success and

prevent the state from paying for coursework that does not result in credit attainment.

Two policy categories share the next position, with 18 states taking action related to industry-recognized credentials and 18 states passing policies that address CTE as part of graduation requirements. Within the industry-recognized credentials category, new legislation in **Missouri** authorizes schools to incorporate industry certification exams when developing CTE pathways, and **Virginia** now permits local school divisions to waive the 140-clock-hour requirement for earning a standard unit of credit if a student has completed the course curriculum and relevant end-of-course assessment and is working toward an approved industry certification. In addition, **Colorado** extended its incentive program that provides up to $1,000 to school districts for each high school student who earns an industry-recognized credential or completes an Advanced Placement (AP) computer science course or work-based learning experience.

Policies in the graduation requirements category include CTE and CTE-related options for demonstrating career and college readiness, as well as diploma endorsements that recognize CTE participation, as in **Georgia, Indiana, Kentucky** and **Nevada.** Under new requirements in **Indiana,** high school graduates must exhibit employability skills through project-based, service-based or work-based learning and demonstrate postsecondary readiness through participating in an apprenticeship or reaching CTE concentrator status, among other options. **Georgia**'s Career Ready Diploma Seal is endorsed by business partners and recognizes students for a variety of CTE-related activities, including completion of a state-recognized soft skills program; completion of a Career, Technical and Agricultural Education pathway; and participation in career and technical student organizations. States also took action to recognize CTE, and computer science courses in particular, for core academic credit, as in **New Hampshire, Ohio, Oklahoma, Pennsylvania, South Dakota, Washington** and **Wyoming.** For instance, students in **New Hampshire** can now meet mathematics requirements by completing three math courses and an approved CTE course that integrates math knowledge and skills. In addition, **Maryland** and **Wisconsin** created policies to award credit for work-based learning.

Rounding out the top policy categories, 17 states enacted policies related to CTE access/equity. Several policies that support access and equity for disadvantaged populations are described in the funding section above. In addition, legislation in **Florida** enables the state Department of Corrections to partner with local school districts and the Florida College System to provide prisoners with postsecondary CTE, while **Virginia** now requires the state Department of Education to establish a list of testing accommodations available to English language learners for assessments that satisfy the CTE credential graduation requirement.
**Iowa** and **Oregon** took action to provide work-based learning experiences for disadvantaged or non-traditional students.

## Spotlight on State CTE Computer Science Policy

Digital literacy and computer science skills are increasingly necessary for success in today's workforce, even in fields that are not directly related to information technology. State leaders are recognizing the role that a robust computer science education strategy plays in preparing learners for their future careers.

National initiatives have emerged to help states promote computer science education to prepare learners for the labor market. Fifteen governors have joined the Governors for K-12 Computer Science initiative, which focuses on increasing access to K-12 computer science education.[2] Additionally, the Southern Regional Education Board established the Commission on Computer Science and Information Technology to help states expand access to challenging educational experiences in the fields of computer science, information technology and cybersecurity.[3]

Given the national and state focus on computer science, unsurprisingly, numerous states passed policies related to computer science during their 2018 legislative sessions. In total, 13 states passed 16 policies related to computer science in 2018. Of the 16 policies that were enacted, seven were related to computer science standards, five were related to providing professional development to teachers or creating a talent pipeline to increase the number of teachers qualified to teach computer science, and four directed states or districts to develop and implement computer science curriculum or courses.

For instance, in **Hawai'i,** the Legislature passed H.B. 2607, which requires the state Department of Education to develop and implement statewide computer science curricula plans for K-12 students and ensure that by the 2021-22 school year each public high school offers at least one computer science course in each school year.

In **Indiana,** the Legislature passed S.B. 172, which establishes the Next Level Computer Science Fund and Next Level Computer Science Grant Program to help eligible entities implement professional development programs for teaching computer science. The bill also requires public schools and charter schools to offer a computer science course as an elective course by 2021.

| Year | Policies | States |
|---|---|---|
| 2018 | 16 | HI, IN, IA, MD, MO, NY, OH, OK, PA, SD, TN, VA, WY |
| 2017 | 7 | CO, ID, KY, MD, NV, NC, VA |
| 2016 | 11 | AR, CA, CO, FL, ID, IL, IN, NJ, UT, VA, WA |

*Table 2: Computer science policies, 2016-18*

## Systems Affected by Policy Developments

For the second year in a row, this report categorizes policies by the systems affected: secondary education, postsecondary education, workforce development and adult education. A single policy can address multiple systems.

In 2018, states passed 120 policies related to secondary education, 54 policies relevant to postsecondary education, 26 policies affecting workforce development, and 13 policies related to adult education.

As in 2017, more policies affected the secondary system than any other systems. However, roughly one out of every four policies in 2018 were relevant to multiple systems. While this percentage is a decrease from the prior year, in which roughly one out of every three policies were relevant to multiple systems, it still indicates a continued pattern of collaboration between and across education levels and state agencies.

| System | Policies |
|---|---|
| Secondary education | 120 |
| Postsecondary education | 54 |
| Workforce development | 26 |
| Adult education | 13 |

*Table 3: 2018 state CTE-related policies, by system. A single policy can address multiple systems.*

*This paper was prepared by Advance CTE and the Association for Career and Technical Education (ACTE), and provides an overview of CTE-related state policies enacted in 2018.*

*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

H.B. 175, for the fiscal year ending on September 30, 2019, appropriates $5.46 million for CTE initiatives, including appropriations for the following:

- $1.70 million to expand the Career Coaches Program, which increases youth awareness of career opportunities by pairing students with career coaches who help them explore the 16 Career Clusters®;
- $400,000 to expand the Agribusiness Education Program; and
- $794,372 to support Imagine Academy, which allows students to earn industry-recognized STEM credentials in high school.

H.B. 170 revises the Alabama Workforce Council membership qualifications and adds the State CTE Director as a non-voting member of the Council.

## Alaska

Alaska's Fiscal Year (FY) 2019 budget decreases allocations for the Alaska Vocational Technical Center by $171,900.

## American Samoa

No relevant CTE policy was adopted in 2018.

## Arizona

At the direction of Gov. Doug Ducey, a team with representation from the Arizona Office of Economic Opportunity, Arizona Commerce Authority and Department of Economic Security introduced the Arizona Career Readiness Credential. The Arizona Career Readiness Credential is an employer-recognized credential that job seekers can earn by validating the following foundational skills via assessments: applied mathematics, workplace reading, workplace data and graphics, effective communication, critical thinking and problem solving, teamwork and collaboration and attitude. The credential is targeted toward recent high school graduates and those between the ages of 35 and 44.

H.B. 2526 replaces "joint technical education program" language with "career technical education" language in state definitions in relation to education districts.

## Arkansas

No relevant CTE policy was adopted in 2018.

## California

California's FY 2018-19 budget includes:

- $164 million in ongoing Proposition 98 funding to establish a K-12 component within the Strong Workforce Program, an initiative that aims to improve CTE programs and increase the number of learners enrolled in CTE programs that culminate in high-wage, in-demand jobs;
- $6.70 million in general funds to offer 338 additional CTE programming slots and to expand CTE to 13 additional sites in California;

- $1.50 million in general funds for related CTE equipment replacement in correctional facilities;
- $100 million in one-time and $20 million in ongoing Proposition 98 general funds to establish a statewide online community college; and
- $150 million in ongoing Proposition 98 general funds to make permanent the Career Technical Education Incentive Grant, which encourages the creation and expansion of high-quality CTE programs during local education agencies' implementation of the Local Control Funding Formula.

The budget also adopts a new funding formula that provides funding to districts for each student who meets certain student success metrics, which include completion of a degree or certificate, and provides supplemental funding to districts that serve low-income students.

## Colorado

Existing law requires schools and districts to notify students and their parents of concurrent enrollment opportunities. New legislation, H.B. 1005, requires the notification to include information pertaining to local education providers' timelines that affect students' ability to take postsecondary concurrent enrollment courses and a statement on the financial, academic and career benefits of taking concurrent enrollment courses.

H.B. 1086 allows community colleges to offer a bachelor of science degree in nursing with the state board for community colleges and occupational education's approval. This bill passed without the governor's signature.

The FY 2019 budget increases appropriations for CTE by $510,789 for a total appropriation of $16.68 million.

H.B. 1266 extends the repeal date another five years for the career development success program, which provides up to $1,000 to school districts for each high school student who completes an industry certificate, AP computer science course, internship or pre-apprenticeship program. The bill places a limit on the amount of funds a school district can receive for each student who completes an industry certificate and requires participating school districts to explain the program to all high school students.

## Connecticut

Connecticut's FY 2019 budget increases the annual state grant for each student enrolled in an Agricultural Science and Technology Education Center from $3,200 to $4,200.

## Delaware

No relevant CTE policy was adopted in 2018.

## District of Columbia

B. 22-0401 requires the District's Workforce Investment Council to detail the District's spending on adult and workforce development education programs, as well as the performance outcomes of those programs, in a public report. The performance outcomes information will include employment rates, median earnings, credential attainment and completion rates.

## Florida

H.B. 1201 allows the Florida Department of Corrections to partner with local school districts and the Florida College System to provide prisoners with postsecondary education and vocational training.

The Florida Excellence in Higher Education Act of 2018, S.B. 4, directs each state university to use data-driven gap analyses to identify industry mentorship, internship, certification and employment opportunities for students at their institutions.

## Georgia

S.B. 186 makes students pursuing an associate degree at a branch of the Technical College System of Georgia eligible for a HOPE grant if they received a high school diploma through the completion of a technical college diploma program and all postsecondary education and training prerequisites for an occupational certification or licenses required to work in the field. Students are also eligible if they completed at least two technical college certificate of credit programs in a career pathway and all postsecondary education and training prerequisites for an occupational certification or licenses required to work in the field. The HOPE grant can be used to cover up to 30 degree hours of an associate degree.

S.B. 3 amends the Creating Opportunities Needed Now to Expand Credentialed Training (CONNECT) Act to require the State Board of Education to prescribe a minimum course of study in career education for grades 6-12 rather than K-12. The law outlines experiences that include career-oriented learning and requires the State Board of Education to ensure that career-oriented learning includes industry credentialing. The law requires the State Board of Education to establish industry-required content standards in consultation with business/industry, the Technical College System of Georgia and the University System of Georgia that align with postsecondary opportunities. The law directs the State Board of Education to establish a competitive grant program for the purchasing of equipment to enhance programs that have or are in the process of achieving industry certification.

The Georgia Department of Education approved a series of gold seals, the Georgia Career Ready Diploma Seals, to be provided to high school graduates who complete a series of accomplishments and engage in activities, courses and experiences that encourage career readiness such as completion of a state-recognized soft skills program; completion of a Career, Technical and Agricultural Education pathway; and participation in career and technical student organizations. The seals are endorsed by business/industry partners and include the following versions: Employability/Soft Skills Seal, Distinguished Employability/Soft Skills Seal, Pathway Skills Seal, Distinguished Pathways Skills Seal, Leadership Skills Seal and Distinguished Leadership Skills Seal.

S.B. 330, the Georgia Agriculture Education Act, directs the state Department of Education to develop curriculum and standards for the agricultural education program provided to students in grades 6-12. The law dictates that the program be based on a three-component model of school-based agricultural education: daily instruction in an organized classroom and lab environment; hands-on, experiential learning through a supervised agricultural experience; and leadership and learning opportunities through participation in the Georgia FFA Association, the National FFA Organization and agricultural education. The law also authorizes the Department of Education to establish a pilot agricultural education program in elementary schools,

beginning in the 2019-20 school year. The law directs the Department of Education and local school systems to collaborate to develop the curriculum for each elementary agricultural education program. The Department of Education must evaluate the pilot programs at the end of their third year and provide the results to House and Senate committees.

## Guam

No relevant CTE policy was adopted in 2018.

## Hawai'i

The Hawai'i Board of Education adopted the national Computer Science Teachers Association's K-12 Computer Science Standards.

S.B. 2051 allows schools or career pathways, programs or academies operated within a school to engage in commercial enterprises related to their primary educational purpose.

H.B. 2607 requires the Department of Education to develop and implement statewide computer science curricula plans for public school students in kindergarten to grade 12 and ensure that by the 2021-22 school year each public high school offers at least one computer science course in each school year. The law also allows the Department of Education to enter into a contract with entities to develop and implement a computer science teacher development program.

## Idaho

S.B. 1222 creates a section in the Idaho Code to provide quality program funding for CTE secondary programs in business management and marketing, engineering and technology, family and consumer sciences, health sciences, and skilled and technical sciences areas. The bill directs the Division of Career Technical Education to provide technical assistance funding to the aforementioned programs. Additionally, the bill establishes the Career Technical Education Program Quality and Workforce Readiness Incentive Program, which requires the Division of Career Technical Education to develop criteria to award incentive funding directly to secondary CTE teachers based on the number of secondary CTE concentrators who demonstrate workforce readiness upon completion of their CTE program.

S.B. 1279 expands the Idaho Opportunity Scholarship to benefit adult learners. The scholarship originally benefitted only recent Idaho high school graduates, but the bill will allow the State Board of Education to direct up to 20 percent of scholarship funds to Idaho adult residents striving to finish a degree or certificate.

S.B. 1212 revises terminology related to CTE and specifies that "CTE" is defined to include courses or programs taught in grades seven and eight. Until this legislation passed, CTE in Idaho started in the ninth grade. The goal of the expanded CTE middle school program will be to focus on career exploration.

S.B. 1267 establishes a STEM diploma and specifies the required coursework students must complete to obtain the diploma.

Idaho's FY 2019 budget:

- Appropriates an additional $2 million for college and career counseling at Idaho high schools;
- Appropriates $300,000 to expand funding to secondary CTE programs that go beyond the statutorily authorized agricultural and natural resources education programs to include business management and marketing, engineering and technology, family consumer sciences, health sciences, and/or skilled and technical sciences;
- Provides funding for an additional 15 CTE programs to assist CTE students in transitioning directly from secondary to postsecondary programs;
- Transfers funds from CTE and appropriates funds to the newly formed College of Eastern Idaho, which is now a community college and was previously Eastern Idaho Technical College;
- Appropriates $1.68 million for six postsecondary institutions in the state to build CTE training capacity;
- Provides $70,000 to develop four online courses through the Idaho Digital Literacy Academy to continue efforts to develop online CTE classes;
- Appropriates $176,900 to fund two positions within the Idaho Division of Career Technical Education to develop a middle school career exploration program; and
- Appropriates $750,000 to provide additional administrative support for Workforce Training Centers.

## Illinois

S.B. 2838 creates a Dual Credit Committee, which includes representation from the Illinois Community College Board and the State Board of Education, to develop a Model Partnership Agreement for dual credit partnerships between community colleges and school districts. The law directs a community college district to enter into a partnership agreement with a school district to offer dual credit coursework upon the request of a school district within the community college district's jurisdiction. The law outlines the requirements of the partnership agreement and stipulates that if the school district and community college district cannot enter into a partnership agreement within 180 days of the school district's initial request, then they must implement the Model Partnership Agreement. This law prevents a school district from entering into a dual credit contract with an out-of-state institution without first offering the local community college district an opportunity to enter into a dual credit contract.

In addition, the law outlines the standards that institutions offering dual credit must meet, which include that a CTE instructor must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction. Finally, the law directs the Illinois Community College Board, subject to appropriation, to award community college districts funds to expand their services and lower costs for high school students who want to take dual credit courses.

S.B. 2527 allows students to take an unlimited number of dual enrollment/dual credit courses and earn high school and college credit.

## Indiana

The Indiana State Board of Education approved pathway requirements that outline three criteria students must meet to graduate high school: (1) demonstrate college or career readiness through a pathway established by the State Board, in consultation with the Department of Workforce Development and the

Commission for Higher Education; (2) meet the Core 40 course and credit requirements adopted by the State Board; and (3) meet any additional requirements established by the governing body. These criteria mean that students must earn a high school diploma; learn and demonstrate employability skills, which they can do through participating in project-based learning, service-based learning or work-based learning; and demonstrate postsecondary-ready competency, which they can accomplish by earning an honors diploma, earning dual credit, participating in an apprenticeship and reaching CTE concentrator status, among other options.

H.B. 1398 allows the State Board of Education to approve a Coalition of Continuous Improvement School Districts that consists of four to eight districts that will form partnerships with businesses, industry, higher education institutions or community members in an effort to establish work-based learning programs.

S.B. 50 establishes the Governor's Workforce Cabinet, which must include a representative from high school CTE directors who is appointed by the governor in consultation with the Indiana ACTE Districts; the president of Ivy Tech Community College; and a representative appointed by the governor who is an apprenticeship coordinator approved by the U.S. Department of Labor, Employment and Training Administration's Office of Apprenticeship. This law also directs the Governor's Workforce Cabinet to design a comprehensive career navigation and coaching system for implementation by July 1, 2018; evaluate college and career funding; and study the advisability of establishing real-world career readiness programs. The comprehensive career navigation must provide information on careers, labor market supply and education requirements associated with careers, as well as establish strategies to deliver career navigation to middle school, high school, postsecondary and adult learners. The law dictates that all high schools in Indiana must participate in a career coaching program established under the law.

H.B. 1002 requires that when the Department of Education establishes an apprenticeship as a graduation pathway requirement, it establishes only programs that are registered under the National Apprenticeship Act or another federal apprenticeship program under the U.S. Department of Labor. The law allows the Department to allocate up to $10 million dollars from the fiscal year appropriation for CTE innovation and advancement for the Next Level Jobs Employer Training Grant Program, which provides free training for Indiana residents and reimbursements for Indiana employers to train employees in in-demand fields. This bill also requires the Legislative Services Agency to evaluate the state's workforce programs.

S.B. 172 establishes the Next Level Computer Science Grant Program and corresponding Next Level Computer Science Fund. The bill, which goes into effect July 1, 2018, directs the Board of Education to administer and develop guidelines for awarding funds under the program, which will provide grants to help eligible entities implement professional development programs for teaching computer science. The bill also requires public schools and charter schools to offer computer science as an elective course by 2021.

## Iowa

H.F. 2458, the Future Ready Iowa Act, aims to strengthen workforce development and expand work-based learning opportunities for students. The legislation calls for the establishment of programs to support students and help them to succeed in college and careers. In particular, the legislation establishes a registered

apprenticeship development program, a volunteer mentoring program, a summer youth intern program, summer postsecondary courses for high school students that align with high-demand career pathways, an employer innovation fund, and a skilled workforce scholarship and grant program.

- Last Dollar Scholarship Program: Provides financial assistance to students enrolled in postsecondary programs linked to high-demand occupations.
- Summer College Credit Program (SCCP): Expands access to concurrent enrollment opportunities during the summer months. SCCP is focused on CTE programs aligned to high-demand occupations.
- Registered Apprenticeship Development Program: Establishes a program under the Iowa Economic Development Authority to incent small and medium-sized employers to sponsor apprenticeships.
- Iowa Employer Innovation Fund: Promotes business and community engagement around the goal of increasing credential attainment at the state and local levels. Based on the availability of funds, the Iowa Employer Innovation Fund could provide support for projects that increase high school student access to industry-recognized credentials aligned with high-demand occupations.
- Summer Youth Internship Pilot: Subject to funding, establishes a competitive grant for the provision of internship opportunities to at-risk, low-income and/or non-traditional students.

S.F. 2145, which provides education appropriations, provides an additional $1.32 million in funding for regional CTE planning partnerships for a total of $2.63 million. The CTE planning partnerships consist of districts, community colleges, business and industry and other community stakeholders and assist in providing delivery of high-quality secondary CTE. This law also provides an additional $299,098 in funding for CTE administration for a total of $598,197.

H.F. 2493:

- Appropriates $1 million for FY 2018-19 to fund a registered apprenticeship development program designed to encourage small and medium-sized businesses to start or grow registered apprenticeships;
- Appropriates $1 million, an increase of $500,000 from the previous year, to fund internships with eligible Iowa employers for students studying in STEM; and
- Appropriates $250,000 to fund a summer youth intern pilot program that will help students at risk of not graduating high school explore and prepare for high-demand careers through summer work experience.

Gov. Kim Reynolds recognized the recent launch of the Work-based Opportunity Regional Referral Consortium, a partnership of the Iowa Community Colleges and the Iowa Association of Business and Industry (ABI) to expand and improve work-based learning in the state. The 15 Iowa Community Colleges and more than 1,500 member companies represented by the ABI will partner to increase the number of work-related learning opportunities, such as internships and apprenticeships, available to learners. According to ABI, the partnership aims to:

- Introduce work-based learning opportunities to students and future employees to careers in high-demand areas;
- Reduce student debt;
- Accelerate learning; and

- Reinforce the pipeline of talent for Iowa's employers.

The Consortium will work in partnership with Gov. Reynold's Future Ready Iowa initiative.

The Iowa Board of Education adopted voluntary computer science standards from the Computer Science Teachers Association, and the state is offering a $1 million state fund for teacher training.

## Kansas

S.B. 423 uses the current year's data for the CTE funding weights and repeals the July 1, 2019, sunset for the CTE funding weights. Additionally, the bill appropriates $2.80 million from the State General Fund to provide students enrolled in grades 9-12 the ACT and the three ACT WorkKeys assessments required to earn a national career readiness certificate.

The FY 2019 budget:

- Adds $55,000 for CTE incentive payments;
- Adds $650,000 for CTE transportation;
- Adds $695,000 for technical education incentive payments to school districts; and
- Provides $7.30 million (for a total of $27.55 million) for FY 2018 and $8.30 million (for a total of $28.85 million) for FY 2019 to cover tuition for the Excel in Career and Technical Education Program, which aims to help more learners enter high-wage, high-demand careers by providing funding for industry-recognized credentials and allowing secondary students to access CTE dual enrollment opportunities.

## Kentucky

H.B. 3 directs each district in Kentucky to create an essential workplace ethics program for all K-12 students beginning in the 2019-20 school year. The law requires that K-12 students receive essential workplace ethics instruction in adaptability, diligence, initiative, knowledge, reliability, remaining drug free and working well with others. The law directs each local school board to collaborate with the local workforce investment board in conjunction with local economic development organizations to recommend to school districts best practices that may be used to implement an essential workplace ethics program and to create a seal, card or certificate that recognizes students who have successfully met the essential workplace ethics indicators. The law requires superintendents to provide a report to the commissioner of education and the Kentucky Workforce Innovation Board on their district's essential skills program by September 1, 2019, and every two years after that.

The Kentucky Board of Education unanimously approved new graduation requirements that, among other items, direct students entering high school in the 2020-21 school year to choose one of eight Graduation Qualifiers, which are criteria that students must meet to graduate high school. The criteria include experiences to prepare students for postsecondary education and the workforce, such as earning three or more postsecondary credits through approved dual credit courses or completing two years of an approved pre-apprenticeship or apprenticeship.

## Louisiana

No relevant CTE policy was adopted in 2018.

## Maine

H.B. 1666 delays the phase-in of the implementation of proficiency-based diplomas by one year.

## Maryland

S.B. 978, the Career Preparation Expansion Act, authorizes the Maryland State Department of Education to adopt regulations that require students to be awarded credit toward high school graduation requirements for time spent in certain apprenticeship programs. This act also requires the Maryland Higher Education Commission to collect data related to licensing and certification and to share those data with the Maryland Longitudinal Data System (MLDS) so that MLDS may link licensing and certification data with workforce data to determine outcomes.

The Maryland State Department of Education and the Maryland Department of Labor, Licensing and Regulation announced that the Apprenticeship Maryland Program will be implemented statewide after reviewing the results of pilot programs in two county schools. The Apprenticeship Maryland Program is designed to provide youth apprenticeships associated with career pathways in manufacturing and STEM for students ages 16 and up.

S.B. 842 provides scholarships to students attending one of Maryland's 16 community colleges. Students must enroll in a Maryland community college within two years of graduating high school or obtaining a GED diploma and meet certain household income requirements to be eligible for the state financial aid.

H.B. 281 requires each public high school to offer at least one high-quality computer science course by the 2021-22 school year. The law also establishes the Maryland Center for Computing Education in the University Center of Maryland to expand access to computer science education in K-12. The Center must establish a plan by July 1, 2019, to create a sustainable pipeline of computer science teachers and identify activities to establish partnerships for funding, mentorship and internships for teachers. The Center must also administer a competitive grant program to support professional development in computer science education. The law establishes a fund to support the activities of the Center and dictates that the governor must appropriate at least $1 million in FY 2020 and FY 2021 for this fund.

H.B. 1415 establishes the Career and Technology Education Innovation Grant, which funds partnerships consisting of at least one local education board, community college and industry partner to develop and implement a CTE curriculum framework or pathway. The law outlines grant eligibility and dictates that the governor must appropriate at least $2 million annually for the grant program.

The FY 2019 budget appropriates $2 million to Innovation Programs to support CTE innovation.

## Massachusetts

The FY 2019 budget includes $1.80 million in new funding to establish high-quality early college pathways and $5 million for the Connecting Activities initiative, which provides work-based learning opportunities for high school students.

H. 4549 directs the departments of Housing and Economic Development, Education and Workforce Development and the Massachusetts School Building Authority to conduct a study and develop a report on access to high-quality CTE. The report must include a list of current schools and their capital needs, a list of advanced manufacturing programs in institutions, equipment needs of schools, current funding for CTE, and the impact future employment demands will have on funding needs.

## Michigan

S.B. 0941 amends the State School Aid Act, also known as the Marshall Plan for Talent. The bill appropriates $100 million in FY 2017-18 from the Talent Investment Fund to improve the state's talent pool. Funds appropriated are considered a work project appropriation, and unspent funds will be carried into FY 2018-19 with the work project estimated to be completed by the end of FY 2021-22. The bill allocates:

- $36.49 million for the expansion of K-12 education programs that focus on creating competencies and earning credentials in high-demand fields;
- $29.94 million for a competitive grant program for districts to expand or create student experiences that result in competencies and credentials in high-demand fields;
- $18.50 million for competitive grants for districts to purchase or lease equipment for use in educational programs that build a skilled workforce in high-demand fields and result in credentials;
- $25.50 million for the Michigan Talent Pledge Scholarship Program, which provides scholarships for low-income students to obtain a degree or credential in a high-demand field, funding to postsecondary institutions for coaches and mentors, and funding for incentive grants to districts and administration;
- $4 million to expand a web-based career preparation platform;
- $10.50 million for competitive grants to districts that are members of a talent consortium and to hire career navigators; and
- $4 million for an innovative educator program to support educators in deploying innovative instructional programs for replication, dissemination and expansion in Michigan.

H.B. 5676 amends the State School Aid Act to specify that a student cannot be considered less than full time because of the effect of his or her engagement in an internship or work experience on the number of class hours the district provides to the student.

H.B. 4106 allows high school credit to be awarded to students who complete an internship or work experience in grades 9-12 and specifies the requirements students must meet to earn credit.

H.B. 5145 requires that by January 1, 2019, the superintendent of public instruction collaborate with the Department of Talent and Economic Development and individuals representing stakeholders to promulgate

rules to allow time spent engaging with local employers or technical centers to count toward professional development or continuing education for educators and administrators.

H.B. 5139 requires the Michigan Department of Education, in collaboration with the Department of Talent and Economic Development, to develop and adopt a career development model program of instruction by January 1, 2019, that, among other things, embeds career development within core instruction and includes strategies for engaging community business and industry and parent interests. This bill also requires that by the 2019-20 school year, the board of a school district ensures that the school district's curriculum includes grade-appropriate instruction on career development for grades K-12.

H.B. 5141 allows non-certified, non-endorsed individuals to teach in State (Perkins) Approved and elective CTE programs and industrial technology programs as long as the individuals meet certain requirements, such as having two years of professional experience in the relevant subject matter during the past 10 years, among other requirements.

S.B. 685 specifies that a school improvement plan must include a requirement that each school provide students with a variety of age-appropriate career information resources in grades K-12. The plan must also provide the opportunity for students in grade levels the board of the school district deems appropriate to engage in one or more experiences in the field of a student's interest and the opportunity for students in grades K-12 to meet with a school counselor to discuss career interests, options and preparations. The plan must provide pupils in grades 6-12 work-based learning activities that ensure that those pupils make connections with workers or experts in a variety of fields.

S.B. 684:

- Specifies that a student must create an education development plan, based on high school readiness scores and a career pathways program or career exploration program and under the supervision of a school counselor or other designee;
- Specifies that during the education development plan process, students must be made aware that many of the curricular requirements specified in the school code may be satisfied via CTE;
- Specifies that the education development plan must provide students with information on careers and projected openings in Michigan, an opportunity to engage in career exploration, and an opportunity to develop a talent portfolio that includes a record of a student's experiences, certificates and accomplishments; and
- Directs the Department of Education to collaborate with the Department of Talent and Economic Development to develop model materials that districts can use to meet the aforementioned requirements.

## Minnesota

No relevant CTE policy was adopted in 2018.

## Mississippi

No relevant CTE policy was adopted in 2018.

## Missouri

H.B. 1415:

- Authorizes schools to rely on technical coursework and skills assessments developed for industry-recognized credentials and certificates when developing CTE pathways;
- Allows teachers to count externships hours with local businesses as professional development hours; and
- Modifies the composition of the Career and Technical Education Advisory Council to include the director of the Department of Economic Development or his or her designee and requires the Council to annually recommend a list of industry certifications, state-issued professional licenses and occupational competency assessments.

H.B. 1606:

- Requires the Department of Elementary and Secondary Education to handle career and technical student organization funds;
- Allows a school board or charter school to develop an academic and career counseling program in collaboration with parents and the local community;
- Directs the Department of Elementary and Secondary Education to develop a process to recognize a school district's academic and career counseling program;
- Requires high schools to provide students with information about salaries, careers, education and finding a job;
- Directs the Coordinating Board for Higher Education and the Department of Economic Development to provide information to public institutions about employment trends for credentials offered and the estimated tuition associated with the credentials;
- Directs public institutions to publish this information on their websites and course catalogs;
- Establishes the Career Readiness Course Task Force to explore developing a course for eighth or ninth graders that would focus on career and educational opportunities; and
- Establishes focus areas of the course and dictates that the course demonstrate that graduation from a four-year college is not the only pathway to success.

H.B. 1665 creates a one-year visiting scholars certificate to employ individuals as part of a business-education partnership initiative to strengthen career pathways for high school students. To participate, individuals must have a bachelor's degree, occupational license or industry-recognized credential, complete an application for the certificate and pass a background check.

H.B. 1465 modifies statute to empower the Coordinating Board for Higher Education to authorize community and technical colleges to offer bachelor's degrees when the requirements for licensure in the field call for additional years of education.

H.B. 3 creates the STEM Awareness Program to increase STEM career awareness among students in grades six through eight. The law also directs the Department of Elementary and Secondary Education to convene a work group to recommend academic performance standards related to computer science.

The FY 2018-19 budget appropriates $1.50 million to support a program to assist adults over the age of 23 with placement in career training programs and obtaining a high school diploma and $750,000 to the Fostering Futures Scholarship Program for youth who are transitioning from foster care to attend college, including CTE institutions.

## Montana

In 2018 Gov. Steve Bullock and Montana Commissioner of Higher Education Clayton Christian announced One-Two-Free, a new initiative to offer high school students two free dual enrollment courses through the Montana University System. The average student will save $1,190 in tuition and fees through this program.

## Nebraska

No relevant CTE policy was adopted in 2018.

## Nevada

To help achieve Nevada's goal of 55,000 students engaged in work-based learning opportunities by 2020, the Governor's Office of Workforce Innovation, supported by funding from the U.S. Department of Labor and National Governors Association Center for Best Practices, launched LifeWorksNV.org, a work-based learning hub for in- and out-of-school youth and young adults statewide. Users can find internships, apprenticeships, on-the-job training and CTE programs, as well as learn about in-demand occupations and skills. This activity is part of the broader LifeWorks initiative, a strategic partnership of Nevada government agencies, K-12 public education, business and industry leaders, and the Nevada System of Higher Education, working in collaboration to promote relevant and effective career pathways for all Nevada students, with support from JPMorgan Chase.

Effective with the graduating class of 2018, the Nevada State Board of Education has prescribed criteria for the new high school diploma: the College and Career Ready (CCR) High School Diploma. In response to 2017 legislation, the Department of Education worked with secondary and postsecondary local education agencies, as well as Nevada businesses, to develop regulations that prescribe the criteria for a pupil to receive the new CCR Diploma. Built upon the foundation of Nevada's Advanced Diploma, the CCR Diploma includes a total of 24 units of credit, including required credits in advanced coursework, dual credit, CTE and/or work-based learning. The CCR Diploma also requires a pupil to obtain a College-Ready Endorsement and/or Career-Ready Endorsement. To gain the Career-Ready Endorsement, students must demonstrate proficiencies on the State Board's approved career readiness assessments (ACT National Career Readiness Certificate or Armed Services Vocational Aptitude Battery), or obtain a CTE Skills Attainment Certificate or industry-recognized credential.

In addition, effective with the graduating class of 2022, the Nevada State Board of Education revised the criteria for the Standard High School Diploma, which includes a total of 23 units of credit, including two required college- and career-ready FLEX credits. These FLEX credits can be fulfilled through a myriad of choices, including CTE concentrator and/or completer courses, a third year of science, a fourth year of mathematics, or a third year of social science.

## New Hampshire

S.B. 349 allows high school students to meet mathematics requirements for graduation by completing three math courses and an approved CTE course that integrates math knowledge and skills.

S.B. 437 adds criteria to an existing robotics education development program that define eligibility for grants to schools. The bill also provides for additional grants in the event that funds are remaining after all initial requests have been met.

H.B. 1100 establishes a commission to review and evaluate workforce and job training programs in New Hampshire and make recommendations on consolidating education and job training programs, including secondary CTE, adult education and apprenticeship training, into one comprehensive program.

## New Jersey

In its FY 2019 budget, New Jersey is funding up to $25 million for Community College Opportunity Grant (CCOG) awards. Students at participating colleges with adjusted gross incomes of less than $45,000 who take six or more credits in the spring 2019 semester will be eligible for grants to cover tuition and fees remaining after applying other federal or state grant aid received. The CCOG program will be piloted at 13 county colleges in spring 2019. In addition, the budget funds $400,000 for STEM Dual Enrollment and Early College High School programs. With this funding, three New Jersey high schools will implement the P-TECH (Pathway in Technology Early College High School) model, co-developed by IBM. Participating students at the three P-TECH schools will graduate within six years with a high school diploma, an associate degree in a competitive STEM field and workplace experiences such as mentorships and internships. In addition, $2 million is allocated for grants for high schools to offer advanced computer science courses and to support teachers' professional development, as part of Gov. Phil Murphy's Computer Science for All initiative.

In November, New Jersey voters approved the Securing Our Children's Future Bond Act authorizing $500 million in state bonds to expand county vocational-technical and county college CTE programs, enhance K-12 school security, and repair contaminated school drinking water systems. Projects will receive priority for CTE grant funding if they offer stackable credentials, partner across secondary and postsecondary systems, or partner with employers to train current or potential employees.

The New Jersey Department of Labor and Workforce Development established an Office of Apprenticeship and announced a $4.50 million grant opportunity to spur the creation of apprenticeship opportunities in non-traditional business sectors in the state. The Growing Apprenticeships in Nontraditional Sectors (GAINS) grants will offset costs for businesses that invest in their workers through quality on-the-job training and classroom instruction.

## New Mexico

H.M. 46 calls on the Higher Education Department and Public Education Department to convene a dual credit program task force to develop recommendations to expand the dual credit program, including dual credit CTE courses.

## New York

Among its many provisions, A. 9506 establishes the New York state teacher loan forgiveness program to provide grants of up to $5,000 to teachers with education loans who agree to teach in the state in a shortage subject area or a hard-to-staff school district. CTE has been identified as a teacher shortage area in New York, according to a report from the U.S. Department of Education. The legislation also creates a working group to develop computer science standards for grades K-12.

The state's FY 2019 budget includes $9 million to create 15 early college high school programs aligned with in-demand industries in communities with low rates of graduation or postsecondary transition. In addition, $175 million is set aside to establish a workforce initiative that uses consolidated funding to support regional strategies, including talent pipelines and apprenticeship opportunities.

## North Carolina

Gov. Roy Cooper in 2018 announced NC Job Ready, a set of priorities aimed at skill development statewide. Two particular initiatives were launched during the year: the NCWorks Local Innovation Fund and Finish Line Grants. The NCWorks Local Innovation Fund supports community efforts to meet workforce challenges through a competitive grant process. Grants of $100,000 or $400,000 are available for community projects that increase educational attainment, develop talent pipelines, address under-served populations, or bring together diverse community organizations. The Fund is administered by the NCWorks Commission, designated as the state workforce development board under the Workforce Innovation and Opportunity Act (WIOA).

In addition, Finish Line Grants help community college students experiencing financial crises pay for course materials, housing, medical needs, dependent care or other needs. Students can receive up to $1,000 per semester and must have completed three-quarters of their degree or credential program to be eligible. The grants come out of $7 million in WIOA funds.

The North Carolina Legislature's 2018-19 budget, passed over the governor's veto, includes up to $200,000 for the North Carolina Hospitality Education Foundation of the North Carolina Restaurant and Lodging Association. The funds are directed to nationally certified CTE programs in hospitality, including instructor and student training and student testing. The Foundation must provide a 1:1 match of state funds.

## North Dakota

No relevant CTE policy was adopted in 2018.

## Ohio

"Each Child, Our Future" is Ohio's strategic plan for ensuring that each student is challenged, prepared and empowered for his or her future through PK-12 education. Approved by the State Board of Education in 2018, the plan includes a goal to increase annually the percentage of high school graduates who have enrolled in postsecondary education, including CTE programs or an apprenticeship, or are serving in a military branch; earning a living wage; or engaging in a meaningful, self-sustaining vocation. In addition, one of 10 strategies

for achieving this goal addresses the importance of multiple pathways through high school and into further education and the workforce, including CTE and early college programs.

H.B. 98 requires school districts to provide at least two opportunities a year for students to hear career information from employers, postsecondary institutions and CTE providers. It also replaces the professional CTE teacher license with two alternatives: an initial (two-year) license and an advanced (five-year) license. Both can be earned without a bachelor's degree and can be used to teach CTE classes in grades 4-12.

S.B. 216 also addresses teacher licensing. The legislation requires the State Board of Education to establish rules for supplemental teaching licenses that temporarily allow a certified or licensed teacher to teach a subject area other than the one for which he or she is licensed, under certain conditions. It also calls for the adoption of rules for initial licenses to teach grades 7-12 at an early college high school and requires the Ohio Department of Education to conduct a study on the effectiveness of the College Credit Plus program.

Restrictions to the Ohio College Credit Plus program were implemented in 2018 to help ensure student success and prevent the state from paying for coursework that does not result in credit attainment. These restrictions include new course classifications. Level 1 courses can be in general education or CTE but must be entry level and readily transferable between institutions. After earning 15 credit hours in Level 1, students will be eligible to take more advanced Level 2 courses. In addition, students must now maintain a 2.0 grade point average (GPA) in their college courses. If they drop below this threshold, they will be allowed to take only one course the following semester. If their GPA continues to lag, they can be removed from the program. However, students can appeal to be readmitted.

H.B. 170 requires the State Board of Education to adopt content standards and a model curriculum for computer science. It also permits students to use computer science in place of a unit of math or science and authorizes school districts and schools to establish funds to support computer science programs and professional development.

On the postsecondary side, the Ohio Department of Higher Education has approved three Ohio community colleges to be the first in the state to offer applied bachelor's degrees.

## Oklahoma

Oklahoma's FY 2019 budget appropriates $120.39 million to the State Board of Career and Technology Education, an increase of $12.21 million compared to the prior year's budget. In other funding-related legislation, S.B. 1604 directs the State Board of Career and Technology Education to use $12.10 million of appropriated funds for the purpose of increasing compensation for certified personnel and support employees.

S.B. 1171 creates a state work-based learning program under the Office of Workforce Development, in partnership with the Department of Career and Technology Education, among other entities. The program aims to increase the number of state-registered or federally registered apprenticeships and internships available in Oklahoma to 20,000 by December 2020 by:

- Coordinating work-based learning opportunities through the state labor market and labor exchange systems;
- Setting standards for equity of access to work-based learning for all Oklahomans;
- Promoting quality work-based learning;
- Developing industry-specific standards; and
- Prioritizing paid work-based learning experiences.

Computer science and STEM education were addressed in S.J.R. 72 and S.B. 880. With S.J.R. 72, the Oklahoma Legislature approved statewide K-12 computer science standards adopted by the State Board of Education. S.B. 880 moves oversight for the subcommittee that designates state STEM Communities and STEM Regions from the Coalition for the Advancement of Science and Mathematics Education in Oklahoma to the Department of Career and Technology Education.

In addition, Oklahoma passed the following policies in 2018:

- S.B. 1196 modifies the concurrent enrollment program, increasing the number of credits for which high school seniors can receive a tuition waiver from six credits per semester to 18 credit hours in their senior year. It also allows, subject to the program being fully funded, high school juniors to receive a tuition waiver for up to nine credit hours in their junior year. The legislation also removes the requirement that the State Regents establish criteria prioritizing applicants based on need or other factors and requires the program to issue a report annually.
- S.B. 1370 increases the options for fulfilling high school graduation requirements in mathematics to include completion of one year of a full-time, three-hour CTE program leading to an industry credential or college credit. The State Board of Career and Technology Education is directed to develop a list of industry-endorsed or -aligned credentials that will be reviewed annually and updated at least every three years.
- H.B. 3220 directs the State Board of Education and the State Board of Career and Technology Education to disseminate rules for a competency-based teacher certification system for teachers and instructors in technology center school districts.
- H.B. 2911 makes changes to statute related to Individual Career and Academic Plan (ICAP) implementation to clarify that ICAPs can be used to explore postsecondary opportunities that include military careers, apprenticeship programs, and CTE programs leading to certification or licensure.

## Oregon

In 2018, Gov. Kate Brown launched Future Ready Oregon, a statewide initiative focused on closing the skills gap for Oregon's youth and adults by providing the skills and job training they need to obtain good, family-sustaining jobs. Strategies include:

- Expanding CTE and other career-connected learning to every high school student in Oregon;
- Expanding NextGen Apprenticeships in five growing industries by 2020, including new industries;
- Adding 1,000 Summer Work Experience Programs for under-engaged Oregon youth in jobs with a clear career path to high-wage opportunities;
- Connecting high schools to Oregon's WorkSource Centers and launching career coaching pilots in three communities;

- Creating training pathways in health care industries;
- Making industrial and agricultural work more accessible to young people; and
- Investing in communities and populations that encounter significant systemic barriers to economic prosperity.

H.B. 4012 extends to June 30, 2023, the sunset for provisions enabling retirees in the Public Employees Retirement System to be re-employed as CTE teachers without losing their retirement benefits.

## Palau

No relevant CTE policy was adopted in 2018.

## Pennsylvania

Pennsylvania's 2018-19 budget increases education funding across the board, including a $10 million increase for CTE. It also allocates $30 million for the new PAsmart initiative, a cross-agency effort to support education and workforce development through STEM and computer science education, work-based learning and job training. Specifically, PAsmart will:

- Provide more STEM and computer science education for K-12 students;
- Increase the number of STEM and computer science educators;
- Expand job training through STEM and computer science "boot camps" for adults;
- Expand apprenticeships, including youth pre-apprenticeships and registered apprenticeships; and
- Build on the Department of Labor and Industry's Industry Partnerships program, which connects businesses with education and economic development partners for job training.

Gov. Tom Wolf directed more than $2.80 million to local summer internships in the commonwealth in 2018. The program funded paid summer internship opportunities by directing WIOA funds to 18 local workforce development boards across Pennsylvania.

In 2018 the State Board of Education endorsed the Computer Science Teachers Association's K-12 standards. The standards will enable Pennsylvania to develop its Computer Science Certifications Pathways and will provide guidance for how students can apply a computer science course toward a math or science graduation credit.

## Puerto Rico

No relevant CTE policy was adopted in 2018.

## Rhode Island

In summer 2018, Rhode Island piloted the PrepareRI Internships program and placed 160+ high school students in paid summer internships across the state with a range of employers including CVS, Amgen, Citizens Bank, Hasbro and others. The program is a joint project of the Rhode Island Department of Education and the Governor's Workforce Board, and will be managed by a statewide career readiness intermediary.

## South Carolina

H.B. 4931 authorizes South Carolina public two-year institutions to offer applied baccalaureate degrees in advanced manufacturing technology that have been approved by the Board for Technical and Comprehensive Education and Commission on Higher Education, as long as new state general funds are not appropriated for this purpose.

## South Dakota

New high school graduation requirements were adopted by the South Dakota Board of Education Standards. The new requirements provide students with additional flexibility with regard to the courses they can take to earn a diploma, depending on their academic and career interests. This includes allowing CTE courses to count for academic credit. Additionally, the new requirements call out CTE more specifically by creating a mechanism for students to earn an advanced career endorsement above and beyond their high school diploma. The endorsement signals a concentrated experience in a specific Career Cluster based on academic and workplace experiences and the attainment of a related industry-recognized credential.

S.B. 81 amends existing language in a law that provides incentive grants for a wide range of projects across the state, including new secondary CTE programs. S.B. 81 repeals language related to the continual appropriation of funds and amends the processes for how funds are dispersed to state agencies. Language related to the funding for new secondary CTE programs is not significantly changed, and $1.50 million dollars will be awarded in early 2019.

## Tennessee

In 2018, then Gov. Bill Haslam announced an expansion and rebranding of Pathways Tennessee to Tennessee Pathways and an investment of almost $2 million in regional coordinators, who will provide technical assistance to school systems and guidance on increasing the number of pathway opportunities available to students. In addition, Tennessee Pathways will recognize exemplary districts and schools through a competitive designation process based on three indicators:

- Kindergarten through career advisement;
- Cross-sector collaboration across K-12, postsecondary programs, employers and community organizations; and
- Early college and career experiences.

H.B. 1569 enables any local education agency in the state to use the career academy or smaller learning community model to extend CTE class sizes in grades 9-12 through a waiver from the commissioner of education. Even with the waiver, CTE class sizes will not exceed the maximum class size set for general education classes in grades 7-12.

The Tennessee State Board of Education approved computer science standards for grades K-8, which will be implemented in the 2019-20 school year.

S.B. 1649 creates a liability framework for an employer participating in work-based learning coordinated through a local education agency. The legislation specifies that an employer will not be liable unless through gross negligence and that the local education agency must maintain liability insurance coverage. In addition, the employer may choose to provide workers' compensation insurance coverage. S.B. 1649 also establishes a $500 tax credit to the employer for each participating student.

Through S.J.R. 597, the Tennessee General Assembly commended the Tennessee Work Ethic Diploma, a workforce readiness credential, on its success in Northeast Tennessee and strongly encourages its expansion into every school system in the state. Students who earn the diploma and meet job-related qualifications are guaranteed an interview with participating companies.

## Texas

Twenty-five school districts, universities and education service centers in the state have been awarded a Texas Education Agency Grow Your Own grant during the grant program's inaugural year. Grow Your Own grants encourage high school students to consider teaching as a career and help paraprofessionals and teacher aides pursue certification. Grants also assist recipients in providing support to student teachers during their year-long clinical teaching.

## Utah

The state's FY 2019 budget includes a new appropriation of $3.30 million for Utah System of Technical Colleges "market demand" programs that meet a documented need by one or more Utah employers.

In other postsecondary policy, H.B. 300 amends provisions for technical college boards of directors. It defines who can serve on a technical college board of directors and creates term limits. It also removes the requirement for the board of trustees to consult the technical college board of directors before appointing a technical college president.

S.B. 131 creates the Talent Ready Utah Center within the Governor's Office of Economic Development to advance education and industry alignment in the state by coordinating among agencies, promoting industry-education partnerships, developing stackable credential programs, determining efficiencies among workforce providers and identifying high-wage workforce programs. The Center will be supported by the Talent Ready Utah Board, which will consist of representatives from industry and education, including the commissioner of technical education.

S.B. 103 expands the definition of an eligible partnership, for the purposes of strategic workforce investment, to include not only local partnerships among CTE secondary and postsecondary providers but also regional and statewide partnerships.

S.B. 176 broadens protection from liability under the State Risk Fund to all student interns.

## Vermont

H. 919 sets the stage to develop a strategic vision and to restructure and align the workforce development systems. This comprehensive legislation requires a cross-agency approach to establish the strategic vision and create alignment across multiple agencies and initiatives regarding resource allocation and prioritization of state and federal funds. The legislation:

- Expands on the federal WIOA definition of "career pathways" to include specific mentions of K-12 educational activities that relate to connecting students to career pathways. It articulates a process for developing career pathways that considers labor market needs, industry input and alignment across learner levels, including opportunities for dual enrollment and credential attainment.
- Encourages the development of introductory CTE programs and career exploration programs for middle school students and, by 2020, requires the Agency of Education to report to the Legislature on the status of introductory courses and middle grades collaboration. The report must include student-centered policies for CTE foundational and exploratory programs for students in grades 9-10.
- Permits up to four additional pilot projects in a variety of CTE settings. The pilot projects will propose and study novel approaches to how CTE is funded and how it is governed. The Agency of Education is required to select and support the pilots and to report findings to the General Assembly by 2020.
- Requires adult CTE programs offered at regional CTE centers to be aligned with labor market needs and creates a stronger relationship between adult CTE programs and the Department of Labor.

H. 919 codifies a number of recommendations made by a workforce education working group authorized in 2017 legislation.

Vermont's FY 2019 budget includes just over $3 million appropriated or transferred from the Next Generation Initiative Fund for (a) the Vermont Workforce Education and Training Fund, including $350,000 for competitive grants for internships, and (b) adult CTE programs at regional technical centers and high schools. In addition, $740,000 is set aside for dual enrollment programs. The Department of Labor, in consultation with other agencies, including the Agency of Education, must recommend to the governor how to improve workforce education and training, particularly for under-represented populations. The legislation also directs the Vermont Standards Board for Professional Educators to review and consider revising the licensure endorsement rules for teachers in CTE centers.

H. 923 creates a pilot equipment grant program for adult CTE and appropriates $400,000 to the Department of Labor, in consultation with the Agency of Education, to support adult technical education equipment purchases.

## Virgin Islands

No relevant CTE policy was adopted in 2018.

## Virginia

The commonwealth passed a large number of CTE-related policies in 2018. H.B. 1006 requires the Virginia Board of Workforce Development to develop an online dashboard showing state and regional labor market

conditions, workforce supply and demand, workforce program outcomes and employment projections. The legislation also transfers responsibility for determining and publishing a list of high-demand jobs, trades and professions from the Virginia Employment Commission to the Board of Workforce Development.

H.B. 1530 requires the state Board of Education to recommend to the Legislature strategies for eliminating stigma associated with CTE and related fields, such as computer science and robotics, as well as approaches for consolidating the standard and advanced diplomas into one diploma with multiple endorsements that recognize student achievement in specific subject areas.

Several other pieces of legislation addressed graduation requirements:

- H.B. 167 requires the state Board of Education to establish criteria for awarding a diploma seal for STEM on Board of Education-approved diplomas. This legislation expands the scope of the diploma seal, which previously referred only to advanced mathematics and technology.
- H.B. 329 amends high school graduation requirements to allow students to exceed a full course load when taking postsecondary courses that lead to a credential.
- S.B. 664 permits local school divisions to waive the requirement to receive 140 clock hours of instruction in a course in order to earn a standard unit of credit, if a student has completed the course curriculum and relevant end-of-course assessment and is working toward an approved industry certification.

Gov. Ralph Northam announced $600,000 in competitive grants to 16 high schools and technical centers to upgrade equipment for CTE programs. Each school or technical center will receive $37,500 to purchase new equipment and make other necessary improvements.

H.B. 442 requires the state Department of Education to develop a catalog of testing accommodations available to English language learners for assessments that satisfy the CTE credential graduation requirement and requires local school boards to notify English language learners of these accommodations.

H.B. 632 requires the state Board of Education to establish content standards and curriculum guidelines for career investigation courses in elementary, middle and high school and to develop materials that ensure that students can further explore CTE in middle and high school. It also requires middle school students to take at least one course or alternative program of instruction in career investigation.

Work-based learning was another topic of policy in 2018:

- H.B. 544 permits local school boards to establish High School to Work Partnerships between high schools and local businesses to create opportunities for high school students to participate in work-based learning experiences. The school board can delegate the authority to establish partnerships to local CTE administrators, in collaboration with guidance counselors. In addition, the state Board of Education, the Department of Labor and Industry, and the State Board for Community Colleges are directed to identify High School to Work Partnerships that may be eligible for exemptions from federal and state labor laws and regulations and to develop procedures to obtain those exemptions.

- H.B. 399 requires school boards to notify students and parents about the availability of work-based learning experiences and programs leading to credentials, industry certification and licenses.
- H.B. 129 modifies the worker retraining tax credit to allow credit to manufacturers that provide manufacturing orientation, instruction and training for students in grades 6-12 that is coordinated with the local school division, certified as qualified for tax credit by the Virginia Economic Partnership Development Authority, and conducted either at a manufacturing facility or at a public middle or high school. The credit equals 35 percent of the manufacturer's direct costs in providing the program, up to $2,000 per year. The legislation also lowers the amount of tax credits that the Department of Taxation is authorized to issue each year from $2.50 million to $1 million.

H.B. 3 requires the State Board for Community Colleges, in coordination with the State Council of Higher Education for Virginia, the Department of Education and the Virginia Association of School Superintendents, to develop quality standards for dual enrollment courses and a process for determining what type of course credit will be awarded for successful completion of dual enrollment courses.

Other legislation relevant to postsecondary CTE in the commonwealth included:

- H.B. 919 calls on the Virginia Community College System to develop a 15-credit-hour Passport Program and a 30-credit-hour Uniform Certificate of General Studies Program to be offered at each comprehensive community college. The courses will be transferable to state institutions of higher education, which would be required to develop pathway maps to show community college students the courses needed for a four-year degree in a particular field of study. The legislation also requires the Virginia Community College System to create an online repository for transfer and dual enrollment agreements and directs the State Board for Community Colleges to implement an annual review process for each community college.
- In November, Gov. Northam announced that the Virginia Community College System will be redesigning career pathways to start with skills-based courses, rather than general education courses. Colleges will compete for grants of $100-$500,000 each, up to $5 million overall, in federal workforce funds to support this redesign.
- Virginia's 2018-20 biennial budget provides an additional $2 million in grant funding each year for the New Economy Workforce Credential Grant Program. This program, created in 2016, covers up to two-thirds of the cost of a non-credit workforce training program, requires the Board of Workforce Development to maintain a list of credentials and non-credit workforce training programs in high-demand fields, and encourages participating institutions to award academic credit for credentials earned.

## Washington

S.B. 6032, a supplemental appropriations bill, includes a provision requiring the state superintendent to ensure that CTE courses are aligned with high-demand, high-wage jobs, including removing from the approved list any courses that do not meet this criterion. In addition, the Office of the Superintendent of Public Instruction (OSPI) must make recommendations on the best methods to provide and fund vocational funding enhancement for CTE and career-connected learning through alternative learning experience courses, incorporating input from the online learning advisory committee. Funding is also set aside for

statewide implementation of the policy approved in S.B. 6133, which expands the development of CTE course equivalency frameworks from equivalency for content in STEM subject areas to all academic subject areas.

S.B. 6544 creates the Future of Work Task Force to recommend mechanisms and structures for sustainable industry-sector partnerships and to develop a policy framework for a talent development pipeline. Under the direction of the Task Force, the Workforce Training and Education Coordinating Board must research best practices, gather input from employers and non-profit organizations, identify metrics, and recommend a possible dashboard for tracking industry and talent data.

H.B. 2685 calls on OSPI, the State Board for Community and Technical Colleges, and the State Apprenticeship and Training Council to promote recognized pre-apprenticeships and registered youth apprenticeships to high school students. OSPI must report to the Legislature on secondary and postsecondary CTE alignment, including recommendations for developing course equivalencies, and on increasing awareness and use of pre-apprenticeships and youth apprenticeships.

H.B. 1600 also addresses work-based learning by creating the Work-Integrated Learning Initiative to provide students with work-based learning opportunities and to create a framework for developing and replicating successful work-integrated learning approaches throughout the state. The legislation allows OSPI to contract with a state non-profit organization for a related matching grant program. To be eligible for funding, schools must provide academic curricula in a work-integrated and career-contextualized manner, with an external mentor for each student; demonstrate local business and community collaboration; reflect local labor market need; and comply with graduation requirements and High School and Beyond individualized graduation plans. In addition, OSPI is directed to convene a work-integrated learning advisory committee to analyze practices and make recommendations to increase college and career readiness statewide. The committee must include representatives from K-12 CTE programs and state community and technical colleges.

H.B. 2686 expands the minimum requirements for students' individual High School and Beyond Plans to include dual credit opportunities, College Bound Scholarship information, and alternatives for satisfying graduation requirements.

Access and equity was addressed in the following 2018 policies:

- The state budget established a CTE grant program. District recipients are required to demonstrate the need for the equipment and their commitment to maintaining school facilities, including participating in the asset preservation program. Districts with a high percentage of students eligible for and enrolled in the free and reduced-price meals program will receive priority consideration. No individual grant can exceed $100,000.
- S.B. 6274 establishes the Passport to Careers program to provide financial support for foster and homeless youth to pursue postsecondary education and training. The program has two pathways: the Passport to College Promise program and the Passport to Apprenticeship Opportunities program.
- H.B. 1452 expands the Washington State Opportunity Scholarship (WSOS) to include low- and middle-income students working toward a STEM or health care professional-technical certificate or degree

approved by the State Board for Community and Technical Colleges. Previously, the WSOS program was limited to students pursuing bachelor's degrees.

## West Virginia

No relevant CTE policy was adopted in 2018.

## Wisconsin

A.B. 745 enables a high school senior to begin the first year of an apprenticeship during his or her final year of high school, if the school district certifies that the student is on track to graduate and that the proposed training schedule will not delay the student's completion of graduation requirements. In addition, the district must award credit for the hours of instruction and on-the-job training completed during the academic year.

The University of Wisconsin (UW) System's plan to restructure UW Colleges and UW-Extension was approved by the Higher Learning Commission. The 13 two-year campuses formerly known as UW Colleges will transition to being branch campuses of seven of the UW System's four-year comprehensive or research institutions. The UW Colleges will cease to operate as an independently accredited institution, and UW-Extension, a non-accredited entity within the UW System, will be dissolved as a separate operational unit. Restructuring will take place from 2018 to 2020.

A.B. 872 expands the criteria for CTE incentive grants to include public safety programs that prepare firefighters and emergency medical personnel. Previously, incentive grants of $1,000 for each student who attained a high school diploma and completed an approved industry certification program were available only for programs in occupations in which Wisconsin faces workforce shortages.

## Wyoming

S.F. 29 adds computer science and computational thinking to the state educational program. A computer science course may now count as a science course for high school graduation requirements and may count as either a science course or an additional math course for the Hathaway Success Curriculum scholarship program. Standards must also be developed, approved and implemented by the 2022-23 school year.

Relatedly, the Wyoming Department of Education launched Boot Up Wyoming 2022, an initiative to implement computer science in all Wyoming schools. Boot Up Wyoming 2022 will assess the needs and costs of offering computer science, ensure teacher training and professional development, and facilitate the development of statewide standards.

## 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 to State CTE Directors for review, and any feedback received was included in this final report.[4]

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, or a ballot initiative approved by voters. 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 2018 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 2018 but were passed in prior years were not included. However, if a state took meaningful action to implement in 2018 a policy passed earlier — for instance, a state board action approving new graduation requirements in 2018 in response to legislation enacted in 2017 — that 2018 action was included.

Policies tagged as STEM are those that reference science, technology, engineering and math education explicitly. While several states passed policies in 2018 related to computer science education, which is sometimes classified 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 for a specific program. Funding policies were not included if they were implemented in 2018 but were authorized in prior years, unless those policies repurposed or restructured existing funds in a way that affected CTE and career readiness. Policies that funded one or a small group of local programs or institutions with limited reach were not included.

Please note that some policies did not fall into any category but are still included in the state-by-state section.

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 Brianna McCain (bmccain@careertech.org) or Catherine Imperatore (cimperatore@acteonline.org).

[1] Whinnery, E., & Pompelia, S. (2018). Governor's top education priorities in 2018 State of the State Addresses. Education Commission of the States. https://www.ecs.org/wp-content/uploads/Governors__Top_Education_Priorities_in_2018_State_of_the_State_Addresses.pdf
[2] Governors for K-12 Computer Science. https://www.governorsforcs.org/
[3] Southern Regional Education Board Commission on Computer Science and Information Technology. https://www.sreb.org/commission-computer-science-and-information-technology
[4] The following states did not provide feedback on the accuracy of state policies: Alaska, Guam, Mississippi, New Mexico, North Carolina, Palau, Puerto Rico and Virginia.

*About the Association for Career and Technical Education*
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

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