

State Policies Impacting CTE

2014 Year in Review

Although this is only the second annual *State Policies Impacting CTE: 2014 Year in Review*, a clear pattern is emerging. For the second year in a row, a significant number of states have developed and implemented new policies and programs to advance career and technical education (CTE) at the secondary and postsecondary levels.

Just as we found in the [2013 Year in Review](#), nearly every state had CTE-related activity this past year, with state legislatures and regulatory bodies approving roughly 150 policies across 46 states and the District of Columbia in 2014.

This continued spike in CTE-related policies indicates a growing awareness and interest in using CTE as a means to increase postsecondary credential attainment, provide students with real-world experience and prepare a workforce with the knowledge and skills necessary to maintain the nation's competitive edge.

Key Takeaways

For the second year in a row, funding has snagged the top spot, with 36 states providing additional funding for CTE in some form. Notable were *California*, which formalized a \$250 million investment in its Career Pathways Trust Grant, and *South Dakota* with its new \$50 million Build Dakota scholarship program for students entering high-need workforce programs. These investments reflect state leaders' recognition that students need to be both college and career ready and employers need a prepared and adaptable workforce.

Some other funding bumps came in the form of tax-incentivized donations (*Alabama*) and grants (*Iowa*) in

an effort to increase business-education collaboration. In fact, public-private partnerships were more prominent in 2014 policies than in the prior year. Twenty-eight states passed legislation and approved policies designed to accelerate employer engagement with CTE to help align programs with labor market demands and offer work-based learning opportunities for students.

Consistent with last year, legislation and policy directed at earning postsecondary credit in high school and articulating credit across institutions was the third most common activity. This is not surprising given that education and training beyond high school is the new norm.ⁱ In 2014, this topic garnered attention from state legislative and regulatory bodies in 24 states. For example, the *Nevada* State Board of Education and Board of Regents approved a new policy to develop statewide articulation agreements for all CTE programs of study.

Continuing the trend of policies focused on business engagement and workforce preparation, industry-recognized credentials received a significant amount of attention. In 2014, 19 states approved measures or funds to accelerate credential attainment (*Kansas* and *Tennessee*), inform parents about the return on investment (ROI) for certain credentials (*Florida*), and establish grant programs that would provide training for critical industries like manufacturing (*Illinois* and *Delaware*). In *Kansas*, for example, the state's 2012 [Excel in CTE](#) legislation, which aimed to accelerate secondary students' credential attainment, stimulated so much interest that lawmakers had to appropriate an additional \$9.25 million to cover costs.

High school graduation requirements in core academic courses have increased over time, sometimes limiting students' opportunities to pursue CTE pathways. In 2014, 15 states made changes to their high school graduation requirements to further incorporate CTE in some way. In a handful of states, CTE is now recognized as a separate, comparably rigorous pathway to graduation, recognized through policies for earning a state-approved industry-recognized credential (*Ohio*), obtaining a career diploma that is equal to a standard

diploma (*Louisiana*) or successfully completing a state-approved CTE pathway (*New York*). Other states expanded requirements to allow select CTE courses to qualify as math and science credits toward graduation.

While several of the policy areas that were active in 2013 were also prominent in 2014, there were a few exceptions, notably governance. Fewer states made changes to CTE governance structures or clarified regulatory authority in 2014 than in the year prior.

Policy Area <i>Note: A single bill or policy can address multiple policy areas</i>	Number of States Addressing Policy Area in 2014	States
Funding	36	AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, ID, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, NE, NJ, NM, NY, OH, OR, SD, TN, UT, VT, WA, WV, WI
Industry Partnerships/Work-based Learning	28	AL, AK, AR, CA, CO, CT, DE, GA, IL, IN, IA, LA, ME, MD, MI, MN, MO, NH, NJ, NY, OH, OR, RI, SD, TN, VT, WV, WI
Dual and Concurrent Enrollment/Early College/Articulation	24	AL, AK, CT, DE, FL, GA, ID, IL, IN, KS, KY, LA, ME, MD, MA, MS, MO, NV, NJ, OH, OR, SD, TN, TX
Industry-recognized Credentials	19	AZ, CA, DE, FL, GA, ID, IL, IN, KS, LA, MI, MN, MS, MO, OH, RI, TN, UT, WV
Graduation Requirements	15	AZ, FL, IL, IN, LA, MI, MN, MS, MO, NY, OH, OK, SC, VA, WA
Data/Reporting/Accountability	15	CA, CO, CT, FL, IN, IA, KY, LA, ME, MI, MN, MO, NJ, UT, VA
STEM ⁱⁱ	10	AZ, DC, IA, NH, NY, OK, OR, UT, VT, WA
CTE Standards/Accreditation	10	CO, FL, ID, LA, MN, NJ, OK, TN, WA, WY
Technical/Employability Assessments	7	AZ, MS, MO, NV, NY, OH, SC
CTE Teacher Certification/Development	7	IL, ME, NJ, ND, RI, TN, VA
Career/Academic Counseling	6	AL, AR, CA, KY, OH, RI
Governance	5	AL, NM, OR, RI, UT

This paper was prepared by the National Association of State Directors of Career Technical Education Consortium ([NASDCTEc](#)) and the Association for Career and Technical Education ([ACTE](#)), and provides an overview of CTE-related state policies enacted in 2014. 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, NASDCTEc or state CTE leaders. The table above provides a high-level overview of the trends found in this year's roundup of relevant state CTE policies. This table is not exhaustive and, therefore, not every state policy found is included.

Alabama

[SB184](#), signed in April 2014, appropriates \$5 million for dual enrollment for CTE programs. The funds are to be distributed by the chancellor of the Alabama Community College System, who is directed to work with industry partners to identify workforce needs. The bill also appropriates \$4.3 million in workforce development funds, including \$600,000 for career coaches and up to \$200,000 to develop regional goals and plans for education-workforce alignment.

Another piece of legislation, [HB384](#), establishes a scholarship program for CTE dual enrollment, intended to be funded by private donations from businesses and individuals, who in turn receive a tax credit equal to 50 percent of their donations. Businesses that donate to the program can direct up to 80 percent of their contributions to a particular CTE program. HB384 also clarifies that the Department of Postsecondary Education may annually allocate up to \$200,000 of the funds received pursuant to this act for qualifying educational expenses for administrative costs of the CTE dual-enrollment program.

In addition, [SB217](#), signed into law in February 2014, establishes the Alabama Workforce Council to collaborate across P–12, postsecondary, and business and industry, and to serve as an advisory body in formulating policies and developing innovative educational workforce programming.

Alaska

In May 2014, the governor signed [HB278](#), which modifies the Technical Vocational Education Program (TVEP) related to dual enrollment by requiring institutions receiving funding, including the University of Alaska, Iñiaḡvik College and various technical centers, to have a dual-credit articulation agreement or risk having 20 percent of their funding withheld. It also requires that institutions receiving funds submit copies of articulation agreements, a description of each CTE course offering dual credit and the number of students who earned dual credit in the previous year as part of annual expenditure and performance reports. In addition, the legislation enables high school students to earn credit in their core courses through an exam of mastery, extends TVEP to June 2017 and raises the employee contribution to 0.16 percent.

The legislature also passed [HB266](#), which appropriates funds for TVEP receipts and funds for business partnerships at career and technical centers, at the Alaska Construction Academy and for rural apprenticeships.

Arizona

School districts and charter schools can now approve a computer science course to meet math requirements for graduation if the course is taught by a qualified teacher and includes sufficient math content, per [HB2265](#), which was signed into law in April 2014. Also in 2014, the State Board of Career and Technical Education approved several CTE programs that are eligible for local governing boards to grant embedded academic credit in math, science or economics, including accounting, advanced construction technologies, engineering sciences, welding technologies, architectural drafting and mechanical drafting. A full list is available [online](#).

In addition, the [state budget](#) for fiscal year (FY) 2015 includes \$1 million for Microsoft IT certification programs; \$2.4 million to the community colleges for STEM and workforce programs; \$1.5 million to fund large Joint Technical Education Districts (JTEDs), which provide CTE across adjoining school districts, at 94.5 percent; and \$500,000 for JTED Performance Pay, which is appropriated on a pro rata basis based on the actual costs incurred to secure industry credential assessments and examinations for JTED students.

Arkansas

[HB1093](#) appropriates \$38.9 million for the Department of Career Education for FY 2015, including \$10,000 for the High-Tech Scholarship Program, \$1.6 million for the apprenticeship program and \$60,000 for grants and aid for career

coaches. In addition, a newly authorized appropriation in the amount of \$1,007,000 supports the operation of the career coaches program.

California

Major CTE legislation in the Golden State in 2014 included [SB858](#), which formally establishes the Career Pathways Trust Grant, originally funded in last year's budget. It requires the Department of Education, contingent upon appropriations, to administer the California Career Pathways Trust as a competitive grant program for the development of career pathways programs. Grant recipients must ensure pathway programs lead to a degree or certification in a high-skill, high-wage and high-growth or emerging field, as well as foster collaboration, provide articulated pathways, prioritize work-based learning and leverage existing funding and programs. In the state's [2014–15 budget](#), \$250 million was appropriated to support a second cohort of Career Pathways Trust Grants, bringing the total to \$500 million since the grant program was launched in 2013.

The budget also increased community college program funding by \$594 million, including a \$50 million Proposition 98 General Fund dedicated to developing and expanding CTE aligned to labor market needs. In addition, in 2015–16 there will be an increase in the funding rate for career development non-credit courses. Resolution [ACR119](#) requests stakeholders take until April 2015 to collaborate on and present to the legislature a list of options for how to sustainably fund CTE and other workforce programs in the community college system.

Several other pieces of CTE-relevant legislation were passed in 2014:

- [SB850](#) authorizes a statewide pilot program for community colleges to award bachelor's degrees.
- [SB1028](#) modifies the Cal Grant C program for occupational and technical training by requiring the student aid commission to prioritize certain programs and industry clusters for the Cal Grant C program and by directing the commission to share information on public job search and placement services with students receiving awards.
- [AB2148](#) requires the creation of an annual workforce metrics dashboard with information on credential attainment and earnings.

Colorado

Colorado passed a plethora of bills in 2014 related to CTE and workforce development. Several were particularly relevant for postsecondary education:

- [HB1319](#) requires the Colorado Commission on Higher Education to develop a new base funding formula that incorporates student outcomes.
- [SB001](#) increases funds for higher education by \$100 million, including \$891,849 to the Division of Occupational Education for area vocational school support.
- [SB149](#) requires private occupational schools to meet all statutory standards; accreditation is not a substitute for meeting standards.
- [SB004](#) allows community colleges to offer applied science bachelor's degrees.

On the P–12 level, [SB15](#) creates a grant program for secondary hospitality programs. In addition, [SB205](#) directs education and workforce state agencies to collaborate on the Talent Pipeline Working Group, discuss and determine the most effective way to use sector partnerships and develop an annual Colorado talent report.

Connecticut

[HB5597](#) requires the Connecticut Employment and Training Commission to develop, in collaboration with regional workforce development boards, a statewide plan and funding proposal for contextualized-learning programs, career certificate programs, and middle- and early-college programs. It also allows eligible corporations to earn tax credits for

employing apprentices in the manufacturing, plastics, plastics-related or construction trades, and increases the per-pupil grant to districts operating agricultural science and technology education centers.

In addition, [HB5375](#), approved in May 2014, requires the Connecticut Technical High School System (CTHSS) superintendent to collaborate to expand information provided to the relevant state committees about graduates or students who complete an approved CTHSS program of study, including completion, employment and earnings. [HB5434](#) requires CTHSS, as well as the state Departments of Education and Labor, the Board of Regents for Higher Education and industry and business representatives, to develop a plan for using technical high school manufacturing centers during off hours for career-readiness programs and instruction related to manufacturing apprenticeships.

Connecticut also announced [Go Back to Get Ahead](#), launched by the Board of Regents, to help Connecticut residents with some college education return to school by matching each course they pay for with a free course, up to three free courses.

Delaware

This year, the state invested in the [Accelerated Career Path](#) opportunity, a two-year comprehensive program in manufacturing technologies for Delaware high school juniors and seniors resulting in national manufacturing certifications and college credit. In addition, the [state budget](#) appropriated \$900,000 for a competitive grant program for public-private partnerships between employers and schools and \$1.5 million for college access programs, including dual enrollment.

District of Columbia

STEM education was a priority in the District this year. The DC [budget for the 2014–15 school year](#) includes funds for establishing a STEM academy at Woodson High School. In addition, Lockheed Martin and District of Columbia Public Schools (DCPS) [announced](#) in 2014 a multi-million dollar, multi-year grant to support the expansion of STEM programs for all schools in the DCPS system through the Project Lead the Way curriculum.

Florida

During the 2014 Florida legislative session, major legislation relevant to CTE was passed: [SB850](#), an all-encompassing education bill, included several provisions related to industry certifications and Digital Tool certificates, expanding on the 2007 [Career and Professional Education \(CAPE\) Act](#). The law:

- requires district school boards to make CAPE Digital Tool certificates available in pre-kindergarten through middle school, and include skills such as word processing, spreadsheets, presentations, digital arts, cybersecurity and coding
- provides eligibility for additional full-time-equivalent funding for students earning Digital Tool certificates and industry certifications, including in the middle grades
- states that a grade in a course level 3 or above and leading to an industry certification will receive the same weight as a grade in an honors course
- requires districts to notify parents with ROI information about industry certification articulated to postsecondary credit and to include ROI data in the Department of Education's annual report

[SB850](#) also requires every school in the Florida College System, which includes the state's public community colleges, to develop a collegiate high school program in every district it serves, providing opportunities for students to earn industry certifications and postsecondary credit.

Additional legislation includes [HB7031](#), which specifies that students in grades six through 12 are eligible for dual enrollment; requires that standards for instructional materials prioritize materials aligned with the Next Generation

Sunshine State Standards and include instructional objectives within CTE and adult education curriculum frameworks; amends provisions for charter technical career centers; and extends the Adults with Disabilities Workforce Education Pilot Program. [HB5101](#) directs high schools to give opportunities for computer science courses and related industry certifications to fulfill graduation requirements. In addition, [HB487](#) provides an additional pathway through the Florida Department of Agriculture for certifications for farm occupations (occupations related to the science, business, marketing or technology of agriculture) to be included on the Industry Certification Funding List.

The 2014–15 [state budget](#) included:

- \$5 million for District Workforce Education programs on the postsecondary level
- \$1,000 to school districts and colleges for each industry certification that a postsecondary student attains in a targeted occupational area

Georgia

In April 2014, the governor signed into law [HB766](#), which authorizes work-based learning for students over age 16, incorporating student release time and opportunities to earn postsecondary credit. In addition, [HB697](#) creates a version of the Zell Miller Scholars program, awarding full tuition to technical college students with a GPA of 3.5 or higher. This idea was introduced in Gov. Nathan Deal's State of the State address, and was funded at \$7.3 million in the FY 2015 [budget](#).

The budget act, [HB744](#), also funded almost \$600,000 for industry certifications and technology on the secondary level, and provided funds to annualize increases from the FY 2014 amended budget for the extended day/year, which is meant to provide students additional support services and allow teachers to carry on activities which require time to be spent over and above the regular school day. In addition, the budget included:

- an additional \$5 million for the Strategic Industries Workforce Development Grant to provide financial assistance above what is covered by the traditional HOPE Grant for students pursuing high-demand certificate or diploma programs, for a total of \$11.5 million supporting seven Technical College System of Georgia program areas
- \$2.2 million for dual-enrollment initiatives for high school students to help with fees, books or tuition not covered by the HOPE Grant
- \$500,000 to develop replicable pilot programs in soft skills employability training and career aptitude testing for College and Career Academy students or other dual-enrollment students

Deal also launched the [Governor's High Demand Career Initiative](#), convening technical college and workforce development leaders with industry to learn about employer needs.

Hawaii

No major CTE policy was adopted in 2014.

Idaho

Idaho passed several bills relevant to P–12 education this past year:

- [SB1275](#) directs the Board of Professional-Technical Education to adopt quality program standards for agricultural and natural resource education programs, establishes an incentive grant program for instructors of these programs and creates the Agricultural and Natural Resource Education Program Start-Up Grant Fund to begin or re-establish such programs.
- [SB1229](#) defines various postsecondary enrollment options during high school and expands eligibility to all secondary students.

- [SB1233](#) clarifies that industry certifications are eligible for advanced-opportunities programs, in addition to dual credit and advanced placement (AP). It also creates a credit of \$200 for high school juniors and \$400 for seniors to help students cover costs related to dual credit and professional-technical certifications.

On the postsecondary level, [HCR53](#) directs the convening of a working group to develop a proposal, including recommended legislation, to strengthen the linkage between Idaho's public educational systems and state workforce needs. The state also [funded](#) \$2.75 million for Idaho's four-year colleges and universities to help achieve the goal of 60 percent of Idahoans ages 25-34 having a college degree or professional-technical certification by 2020, as well as more than \$1.33 million for the Postsecondary Advanced Manufacturing Initiative.

Illinois

Approved by the governor in August 2014, [HB3695](#) allows AP computer science to substitute for a required math course, as long as the student has completed Algebra II or an integrated math course with Algebra II content. Advanced manufacturing education at community colleges is supported by [HB4910](#), which encourages the creation of a board of public and private stakeholders for this purpose. The board will, among other activities, define at least four programs of study in advanced manufacturing technology, encourage secondary-postsecondary alignment and dual-credit opportunities, and offer the Certified Production Technician credential from the Manufacturing Skill Standards Council.

In addition, [SB587](#) changes CTE educator endorsement requirements by removing the need for an applicant for a CTE educator endorsement to pass a basic skills test on an Educator License with Stipulations. Now, passage of a basic skills test will be required for licensure renewal with a CTE educator endorsement.

Indiana

Several laws relevant to CTE were signed in 2014. [HB1213](#) directs the development of a subcommittee to review Core 40 diploma requirements and make recommendations on the need for a CTE diploma, as well as to review mathematics, English/Language Arts and CTE offerings. It also requires dual-credit students to earn a grade of at least a 2.0 to continue with dual-credit courses in the same subject.

[HB1003](#) enables districts to receive grants for work-based learning in high-wage, high-demand jobs that require industry certification and grants tax credits for businesses that employ those students. It also renames the state workforce data system as the Indiana Network of Knowledge and requires state agencies to provide data. [HB1064](#) requires a study of the ROI in CTE in Indiana, while [HB1181](#) adds CTE centers to the list of those eligible for "safe school" funds and requires CTE centers to have a safe schools committee.

Finally, [SB330](#) awards grants to part-time postsecondary students who are financially independent and pursuing a program of study leading to a high-wage, high-demand job, and it authorizes data and research about these students.

Iowa

Two appropriations bills with CTE-related provisions were signed into law in May 2014. [HF2460](#) creates an apprenticeship training program and invests it with \$2.75 million to start. Each community college must submit an annual report documenting job-training programs funded and providing information on the community college training fund during the previous fiscal year. In addition, \$1 million is appropriated for STEM internships.

[SF2347](#) appropriates funds for many postsecondary CTE-related initiatives:

- \$6 million for accelerated career education program capital projects at community colleges
- \$5 million for the Pathways for Academic Career and Employment (PACE) fund, which enables eligible participants to acquire effective academic and employment training

- \$1.5 million for the statewide work-based learning intermediary network fund
- \$5 million for the Kibbie Skilled Workforce Shortage Tuition Grant Program, which supports students in targeted for-credit community college CTE programs
- \$2.6 million for reimbursement for CTE education expenditures made by secondary schools
- \$15.1 million for deposit in the workforce training and economic development funds
- Funding for student loan repayment for those studying in health-care fields

Kansas

In Kansas, [HB2506](#) supplemental budget legislation restored \$2.1 million from the State General Fund for the tiered technical formula to community and technical colleges. It also increased funding to cover free college tuition for high school students taking approved technical courses at state technical and community colleges, part of the governor's [Excel in CTE](#) initiative (passed in 2012 as SB155), in order to respond to rising participation in the program. This brings the total for FY 2015 to \$18 million for tuition and \$1.5 million for \$1,000 incentives to school districts for each high school student who graduates with an industry-recognized credential in a high-need occupation.

Kentucky

Data and reporting are the focus of [HB87](#), which directs the Kentucky Center for Education and Workforce Statistics to work with the Council on Postsecondary Education and the Department of Education to provide information on the employment and earnings of public postsecondary school graduates. This data must be made available on state agency and postsecondary websites and be provided to high school career guidance counselors.

The [state's biennial 2014–16 budget](#) funds a Statewide IT Academy at \$800,000 for FY 2016, provides \$250,000 for a Regional Collaborative Career Academy in FY 2015 and appropriates \$3,000,000 each fiscal year for additional staffing at area technology centers.

Late in the year, a joint working group presented [recommendations](#) proposing a new dual-credit policy that would streamline credit transfers at affordable costs for students, enabling students to have greater access to dual-credit opportunities.

Louisiana

The state was very active in CTE-related legislation last year. Signed by the governor in June 2014, [HB944](#) calls for the creation of a career diploma, earned through a career major program and of equal status with a standard diploma. It also requires schools to collaborate with business, economic development agencies and postsecondary education; raises CTE course credits required for a career major from seven to nine; and allows career diploma students to use the higher score between ACT and WorkKeys for accountability purposes. This legislation aligns with [Jump Start](#), a state initiative launched in 2014 fostering CTE courses, work-based learning and the attainment of industry-recognized credentials through a pathway to a career diploma.

[SB126](#) changes the TOPS and TOPS-Tech scholarship program, allowing CTE courses to fulfill requirements. It also amends the TOPS-Tech Early Start Award for CTE dual-enrollment tuition assistance to state that the award applies to courses that lead to an industry-based certification, a certificate of applied science or a certificate of technical sciences, including courses offered at a nonpublic institution (see eligible training providers [here](#)), and it removes the need for passing scores on English and math portions of the graduation exam for eligibility. Another piece of legislation related to dual enrollment is [SB191](#), which gives dual-enrollment credit equal status with International Baccalaureate® and AP courses for school performance reporting.

On the postsecondary level, [HB1033](#) incentivizes higher-education institutions to graduate more workers trained in high-demand fields through industry partnerships, offering \$40 million per year, subject to appropriations. Colleges competing for money from the Workforce and Innovation for a Stronger Economy (WISE) Fund must secure a private match of 20 percent or higher. The WISE Council will also prepare a gap analysis for workforce demand.

In addition, the state passed the following laws:

- [SR144](#) directs a study of state articulation and transfer policies, to be completed by February 2015.
- [SB125](#) establishes the Department of Education's Agricultural Education Commission to evaluate agricultural education programs and provide guidance on standards and the integration of industry certifications. It also creates a pilot program for agricultural education immersion programs that include work-based learning, dual enrollment and opportunities for industry certifications.
- [SB179](#) aligns the provisions of Course Choice and Supplemental Course Allocations, which support students' opportunities to take courses beyond high school, including dual enrollment and career training.

The [state budget](#) this year invests \$3.5 million for continued access to CTE courses, AP courses, core academic and test preparation courses and other college credit courses for students attending schools without these programs, or for those attending C-, D- or F-rated schools.

Maine

[HP1253](#) creates the State Education and Employment Outcomes Commission, which is directed to develop procedures on maintaining and disseminating education and workforce data. In addition, one-time funds were allocated in the [state budget](#) for the second year of the comprehensive early college program, in the amount of \$650,000 for 2014–15.

The state also announced [a resource for applied learning for K–8 students](#), a response to [LD370](#), which was passed in 2013. Teacher certification will be impacted by the revised [Rule for Certification, Authorization and Approval of Education Personnel](#), in response to a 2012 directive to review Maine's certification regulations. Changes for CTE educators include replacing the content knowledge exam with industry credentials or industry-related exams, and replacing the pedagogical skills and knowledge assessment with a series of four pedagogical courses. It also requires a CTE orientation program for new teachers within the first year of employment.

In addition, the Maine Department of Labor has adopted changes to the [Rules Governing Hazardous Occupations for Minors Under the Age of Eighteen in Non-Agricultural Employment](#), allowing students enrolled in approved CTE programs to train on specific equipment, located at a business, that is necessary for their course of study.

Maryland

The Maryland Technology Internship Program was created in May 2014 by [HB1317](#). It links postsecondary students and recent graduates with small high-tech businesses. The bill establishes many provisions for operating the program, including an online site for internship opportunities and intern stipends with reimbursement for participating businesses.

In addition, the [state budget](#) includes \$1.4 million for the Early College Innovation Fund, introduced in 2013, to expand early college access programs that provide accelerated pathways for students, as well as \$4.5 million to fund the Employment Advancement Right Now (EARN) program for the second consecutive year. This competitive workforce development grant program prepares Maryland's workforce to succeed in key 21st-century industries. The budget also includes \$900,000 to expand state CTE programs of study in biomedical sciences. It is the fourth year in a row that funds were provided for this purpose.

Massachusetts

Signed in August 2014, [H4377](#) funds \$2.5 million for the Massachusetts Workforce Competitiveness Trust Fund, including \$1 million for stackable credentials in fields with workforce demand. The legislation also directs the assessment of stackable credentials offered at postsecondary institutions to identify best practices, establish standards and guidelines, and disseminate information about stackable credentials, with a priority on IT and advanced manufacturing. In addition, \$12.3 million is allocated for an Advanced Manufacturing, Technology and Hospitality Training Trust Fund to address talent shortages in these areas; \$750,000 for competitive grants to develop early college high school programs; and \$150,000 for an employment training program for unemployed young adults with disabilities.

Michigan

Several laws passed in 2014 relate to secondary CTE. [SB66](#) encourages the establishment of CTE programs that lead to credit toward an industry-recognized credential. It also requires the Department of Education to make available to districts information on CTE programs that fulfill graduation requirements, while also requiring the Department to post CTE information online, including graduation requirements, successful programs and business partnerships.

Two bills impacting graduation requirements were approved in June 2014. Changes under [HB4465](#) and [HB4466](#) include:

- The Algebra II requirement and the requirement for a fourth credit of math can be met by CTE.
- Anatomy, computer science, agriscience and other approved CTE courses can fulfill science credits.
- One foreign language credit can now be waived for CTE or art credit.

On the postsecondary level, minority students in health-care programs will receive grants through [SB649](#) in exchange for working in the state for as many years as the grant was given.

Signed this past summer, the Michigan [budget](#) includes a 3 percent increase in operations funding for community colleges and \$2 million for the FIRST Robotics program. In addition, the state has funded \$50 million for the [Community College Skilled Trades Equipment Program](#) (CCSTEP). Community colleges can apply for up to \$4.8 million from the CCSTEP program. Each award requires the community college to come up with a 25 percent match of the total equipment cost.

The state also [funded](#) \$10 million for the Skilled Trades Training Fund, which offers grants to 25 Michigan Works! agencies that award funding to Michigan companies for providing on-the-job training, as well as \$1 million to support the Michigan Advanced Technician Training program, which combines classroom instruction with paid work experience in a three-year, no-cost program in the fields of mechatronics, IT and technical product design.

Minnesota

Several Minnesota statutes from 2014 are relevant to CTE:

- [120B.024](#) modifies graduation requirements, stating that an agriculture science or CTE credit may fulfill the required credit in chemistry or physics, or the elective science credit. In addition, a CTE credit may fulfill a mathematics or arts credit requirement.
- [124D.34](#) creates the Minnesota Foundation for Student Organizations to promote career and technical student organizations (CTSOs) and applied leadership opportunities in Minnesota public and non-public schools through public-private partnerships.
- [124D.4531](#) states that CTE programs are eligible for CTE revenue equal to 35 percent of approved expenditures, in the fiscal year in which a levy is certified, and includes other provisions related to revenue, aid and allocations. In addition, it directs each district and cooperative center to report data for all CTE programs as required by the department to implement the career and technical revenue formula.

- [41D.01](#) establishes the Minnesota Agriculture Education Leadership Council to review agriculture education programs, develop a grant program and connect agriculture education programs across various levels of education and with agribusiness.

[HF3172](#), the state's omnibus supplemental appropriations bill, includes a one-time appropriation of \$250,000 to the Department of Labor and Industry for establishing competency standards for advanced manufacturing, health-care services, IT and agriculture programs; \$300,000 for IT education partnerships leading to certification on the secondary level; and a one-time appropriation of \$100,000 for the CTE program inventory program. It also amends a previous statute that directs that there be uniform outcome measures for adult workforce-related programs funded in whole or in part by the workforce development fund.

Mississippi

The [Mississippi Scholars Tech Master program](#) was announced by the Mississippi Economic Council in 2014. It recognizes high school seniors that meet a number of criteria, including a four-course CTE program of study. The state also provided funding for a series of [Innovative High School models](#) to be piloted through Mississippi's Career and Technical Office, including career academies, expanded dual-credit/dual-enrollment courses and early high schools.

[State Board Policy 3804](#) in 2014 provides options for students to meet high school graduation requirements for passing end-of-course tests through approved alternate measures. Among these alternatives are earning a C or higher in a relevant dual-credit course; earning a particular Armed Services Vocational Aptitude Battery Armed Forces Qualification Test score, as well as a particular Career Planning and Assessment System (CPAS) score or an approved industry certification; and earning a particular WorkKeys score, as well as a particular CPAS score or an approved industry certification.

In addition, signed into law in April 2014, [SB2572](#) establishes a middle school dropout prevention pilot, among other education provisions. Dropout prevention strategies include CTE and blended learning.

Missouri

Legislation in Missouri in 2014 touched on dual credit, IT certification, accountability and graduation requirements. [SB492](#) instructs the Department of Higher Education to develop a college credit program leading to IT certification for students enrolled in high schools that have an articulation agreement with a Missouri postsecondary institution, with a grant program to support school districts and postsecondary schools that offer the program. In addition, the bill requires postsecondary performance measures of graduation rates, job placement and more.

Data was also the focus of [SB701](#), which revises the school scoring guide to give points for districts that partner with education institutions and business to provide opportunities for career pathways, work-based learning and industry certification attainment. It also allows workplace employability-skill exam scores to count for college- and career-readiness standards in the Missouri School Improvement Program, and contains language stating the state Department of Education cannot penalize districts if CTE program completers are not placed in related employment within six months of graduation.

As a result of [HB1189](#), the department must allow certain CTE and agriculture courses to substitute for graduation requirements in communication arts, mathematics, science or social studies.

Montana

No major CTE policy was adopted in 2014.

Nebraska

In 2014, Nebraska's [reVISION](#) effort received an important infusion of funding to continue supporting schools that are working to align their CTE programs of study with labor market needs and state economic priorities. Specifically tapped to help schools implement their newly aligned programs, the unicameral legislature appropriated \$335,000 to be used during the 2014–15 school year and another \$350,000 for FY 2015.

Nevada

Articulated credit for CTE underwent many changes in 2014. The State Board of Education and the Board of Regents approved a new state policy governing the development and implementation of articulated credit for secondary CTE students. Rebranding it "CTE College Credit," the change is meant to incentivize CTE program completion and accelerate students' attainment of postsecondary credentials.

The policy authorizes the development of statewide articulation agreements for CTE programs. Now, each college will develop a single statewide agreement for each CTE program. The first articulation agreements under this new system will be developed in the spring of 2015.

Additionally, any student who earns the State Certificate of Skill Attainment will also be awarded articulated credit. To earn this rigorous certificate, students must maintain a 3.0 GPA in their CTE core course sequence, pass the state technical skills assessment and pass the state's employability skills exam.

New Hampshire

Through [SB335](#), the state legislature established a commission to study CTE and make recommendations about increasing industry partnerships, creating potential tax credits for monetary or in-kind donations to regional vocational centers and more.

Gov. Margaret Hassan also issued an [executive order](#) to establish the Governor's Task Force on STEM Education to examine STEM efforts at the secondary and postsecondary levels, including existing and potential graduation requirements, applied math pathways and integration into other academic subjects. The report was [released](#) in early 2015.

New Jersey

In November, Gov. Chris Christie signed five bills to improve CTE and career readiness in the Garden State. The legislation was part of a larger eight-bill package championed by the newly formed [New Jersey Employer Coalition for Technical Education](#), a partnership of employers and an association that represents the New Jersey County Vocational-Technical Schools, which enrolls more than a third of the state's secondary CTE students.

Although Christie [vetoed two bills](#) that would have required funding, the approved bills are:

- [A3334](#) adds student career-readiness indicators to the New Jersey School Report Card.
- [A3335](#) requires teacher and school counselor preparation programs to include coursework to support improved student career readiness.
- [A3337](#) establishes a grant program in the State Department of Education to increase partnerships among the County Vocational-Technical Schools and local schools and colleges.
- [A3338](#) increases dual-enrollment opportunities by requiring public colleges to set up agreements with high schools.
- [A3339](#) eases state regulations for a CTE program from a County Vocational School District that is taught in an off-site industry setting.

In October, the State Board of Education [adopted](#) the new 21st Century Life and Careers CTE standards, which are divided into two parts: academic standards for CTE programs and career-ready practices that apply for all K–12 students.

New Mexico

In March, Gov. Susana Martinez signed [HB182](#), which moved the state’s Apprenticeship Assistance Program from the Department of Public Education to be administered by the state’s workforce development agency.

Some New Mexico secondary schools benefited from the [2014 Work New Mexico Act](#), which uses funds from severance tax bonds. Ranging from \$25,000 to \$226,000, the schools received money to purchase new equipment for CTE programs and college- and career-readiness centers.

New York

In October, the New York State Board of Regents [preliminarily approved](#) multiple high school [graduation pathways](#), including in CTE and STEM. These new regulations, which will be formalized in early 2015, allow students to replace one of the five required Regents exams with a comparably rigorous technical, arts or other assessment. The change will take effect beginning with the graduating class of 2015.

The state’s 2014 [budget](#) included a STEM Incentive Program first proposed by Gov. Andrew Cuomo during his State of the State address. High school students graduating in the top 10 percent of their class wishing to pursue [STEM-related careers](#) are eligible for an undergraduate [scholarship](#) to any institution within the State University of New York or City University of New York systems.

In November, Cuomo [announced](#) a second round of 10 new public-private educational partnerships for the New York State Pathways in Technology Early College High School (P-TECH) program. Earlier in the year, the legislature approved \$5 million in the FY 2015 [budget](#) for the additional schools. The new partnerships will focus on high-skill fields in technology, manufacturing and health care. Now with a total of 26 schools across the state, the initiative was first launched in 2013 in partnership with IBM, which helped create the P-TECH program and will provide tools, training and support to each school.

North Carolina

No major CTE policy was adopted in 2014.

North Dakota

In North Dakota, the state’s Department of Career and Technical Education, as well as its Education Standards and Practice Board made changes in 2014 affecting CTE teachers.

First, the department adopted a new policy to streamline the certification process for postsecondary trade and industry instructors wishing to be licensed at the secondary level. Under the new policy, postsecondary instructors must have completed the North Dakota [Transition to Teaching](#) program, have five years of teaching experience, have taken an introductory course for secondary education and be enrolled in a teacher mentoring program.

The state’s teacher licensing body also established a new policy that impacts CTE. Now, teachers who have two years of experience and have successfully passed a Praxis exam in another content area or grade level may be certified to teach in that area. Both policies are helping the state address CTE teacher shortages by using additional alternative teacher certification processes.

Ohio

CTE in Ohio got a big boost this year when lawmakers overhauled the state's high school graduation requirements with the passage of [HB487](#). Starting with those who enter high school after July 1, 2014, students must take seven end-of-course academic exams and meet one of the three following criteria:

- earn a cumulative passing score on those end-of-course exams
- earn a "remediation-free" score on a nationally recognized college admission exam such as ACT or SAT
- earn a state-approved industry-recognized credential or a state-issued license for practice in a career, and achieve a score that demonstrates workforce readiness and employability on a job-skills assessment

The same bill also created the [College Credit Plus program](#), which is the state's new transcribed [dual-enrollment](#) program that will begin during the 2015–16 school year. It replaces the Postsecondary Enrollment Option program.

[HB393](#) aims to better inform high school students and their parents about career planning, job opportunities and online education resources available through the state's [Ohio Means Jobs](#) website. The bill also requires high schools to promote the site's career planning tools to parents and students annually.

The Ohio Board of Regents awarded nearly \$14 million in grants to the state's colleges, universities and technical centers through two separate initiatives designed to expand co-op and internship opportunities, as well as [purchase equipment](#) for workforce development education and training programs. The \$11 million [work-based learning](#) initiative requires institutions to match 100 percent of their grant with private funds.

Oklahoma

[SB1653](#) adds STEM-related courses to the list of eligible courses meeting the mathematics and science competencies that can be taught at the state's comprehensive high schools or technology centers. The bill also expands eligibility to allow sophomores to take courses at the state's CTE technology centers, along with juniors and seniors.

[SB1422](#) directs the State Board of Education to approve an AP computer science course to meet course competency requirements during a student's senior year.

Oregon

[SB1566](#) modernizes the State Workforce Investment Board and promotes as state policy a coordinated vision of education, employment, economic development and job-training services. The bill also requires community colleges and universities to be included the Workforce Board's activities.

[SB1574](#) expands the grades eligible to participate in dual-credit programs to include students from grades nine through 12. [HB4058](#) adds registered apprenticeship programs to the state's postsecondary attainment strategy, known as the 40-40-20 Education Goals. Under this new law, apprenticeship programs registered with the State Apprenticeship and Training Council are now included in the state's education goals—which specify that 40 percent of adult Oregonians will have earned an associate degree, postsecondary credential or completed an apprenticeship by the year 2025. The two remaining goals are: 40 percent will earn a bachelor's degree and the remaining 20 percent will have earned a high school diploma or equivalent.

Oregon lawmakers [approved](#) an additional \$2 million to the state's [CTE Revitalization Grants](#), which first started in 2011 and were given a \$7.5 million cash infusion during the 2013 legislative session. In January, the state Department of Education [awarded](#) that \$7.5 million to schools with a focus on STEM or CTSOs.

Pennsylvania

No major CTE policy was adopted in 2014.

Rhode Island

Rhode Island's legislative session kicked off with a workforce development initiative from the Senate Democrats called [Rhode to Work](#). Nine of the 12 bills cleared the legislature including [S2863](#), which directs the Community College of Rhode Island to work with the Governor's Workforce Board to review and expand its industry-recognized credential offerings to help combat the state's projected "middle skills" gap.

[H8204Aaa](#) established the 15-member state CTE Board of Trustees, who will be responsible for a comprehensive and coordinated CTE system within the state. Members will include employers, labor, secondary and postsecondary CTE, and state education officials. The bill also authorized the Rhode Island Career and Technical Education Trust. This permanent, non-profit corporation is charged with creating partnerships with various employers for work-based learning opportunities, advising the CTE Board of Trustees, raising funds to provide grants and loans, and more. The bill became law without Gov. Lincoln Chafee's signature.

[S2947](#) and [H8327](#) encourage every school district to provide professional development opportunities for school counselors that focus on best practices in business and industry collaborations to create internships and apprenticeships for students.

South Carolina

In April, Gov. Nikki Haley signed a [new law](#) replacing the state's 30-year-old high school exit exam. The law, which first affects the graduating class of 2015, requires all first-time 11th grade students to take the ACT college-readiness exam, as well as the ACT WorkKeys assessment.

South Dakota

In December 2014, Gov. Dennis Daugaard announced a \$50 million full-ride scholarship program called [Build Dakota](#), a public-private partnership between the state and philanthropist T. Denny Sanford, who donated \$25 million to the effort. An estimated 300 scholarships will be awarded over five years to students entering high-need workforce programs at South Dakota's technical institutes. Recipients must agree to live and work in the state in their field of study for three years following graduation.

[SB182](#) extends eligibility for dual-enrollment programs to ninth grade students, and specifies that a school district or the state may pay all or part of the participant's tuition and fees.

Tennessee

Hoping to spur Tennesseans' postsecondary credential attainment, lawmakers [passed](#) the [Tennessee Promise](#), a last-dollar scholarship program that inspired President Barack Obama to [propose](#) a similar program in early 2015. The Tennessee program grants students free tuition to attend any of the state's 13 community colleges, 27 Colleges of Applied Technology or other eligible institutions. Student recipients are also provided a mentor. The scholarship aims to help the state reach the governor's [Drive to 55](#) goal that 55 percent of Tennesseans will obtain a postsecondary credential by 2025.

Building on a [2013 bill](#), the Tennessee Higher Education Commission launched a \$10 million grant competition for the [Labor Education Alignment Program](#) (LEAP), which created a statewide comprehensive career pathways system for students at the state's Colleges of Applied Technology and community colleges. With grant awards up to [\\$1 million](#), local

collaborations of secondary, postsecondary and community partners will develop and implement employer-driven career pathways by:

- enhancing, expanding or creating a postsecondary academic program that fills a critical local workforce need
- acquiring equipment for a secondary or postsecondary facility to develop new workforce competencies
- developing and implementing collaborative apprenticeship or training programs that prepare workers for rapid entry into the workforce or provide industry-recognized certifications

The state's regulatory bodies had a busy year as well. The Tennessee Board of Regents modified its dual-enrollment policy and the State Board of Education approved changes affecting work-based learning, dual enrollment, occupational teacher licensure and CTE course standards.

- In September, the Regents changed the amount of funding students could receive through the state's [Dual-Enrollment Grant](#) to allow the first two dual-enrollment courses to be free. Rates vary for subsequent dual-enrollment courses. In December, the Regents established a system-wide [admissions policy](#) for dually enrolled students, stating that students should be enrolled in one of three areas: courses in the general education core, a Tennessee Transfer Pathway leading to a degree or a CTE program leading to an academic award.
- In [January](#), the state board approved rule changes for the Tennessee Apprentice Occupational License to provide teacher applicants additional flexibility to account for industry experience.
- In [October](#), the state board established a work-based learning framework that provides greater flexibility to the Department of Education to expand such opportunities for students. The board also approved revised standards for a work-based learning capstone course. The framework, capstone course and an implementation guide are being used in a pilot during the 2014–15 school year, with the intention of implementing statewide during the 2015–16 school year.

Texas

Although Texas' legislature did not meet in 2014, the Texas Higher Education Coordinating Board launched the [CTE Early College High Schools initiative](#), which was authorized under [HB5](#) in 2013. The program will allow students to earn a high school diploma and a postsecondary credential simultaneously, as well as stackable credentials.

Utah

[SB150](#) created the Education Task Force and charged the group with making recommendations on education issues including:

- roles and responsibilities of the legislature and other governing entities on public and higher education and CTE
- appropriate outcome measures
- breaking down silos within the state's education system

[HB150](#) calls for the state's [STEM Action Center](#) to award \$5 million in competitive grants to fund national industry-recognized certification training programs with a STEM focus for high school students.

Vermont

[S220](#) creates the Vermont Strong Scholars and Internship Initiative as part of a larger economic development bill that will provide tuition loan forgiveness to graduates who stay in Vermont and work in STEM fields, which will be administered by the secretary of commerce and community development. Lawmakers also added \$250,000 in the FY 2015 budget to expand internship opportunities.

Virginia

[HB887](#) directs the State Board of Education to develop model criteria and procedures for establishing a jointly operated CTE high school to be recommended for funding as a Governor's Career and Technical Education School. If approved, the school would join the list of [Governor's schools](#) across the state and would be the first with a CTE focus.

Through [HB1054](#), lawmakers added computer science courses to the list of approved science, mathematics or CTE credits required for graduation.

[HB758](#) requires teachers seeking an initial license with a CTE endorsement to also have a related industry credential, by passing a state-approved industry certification exam, by being issued a state professional license or by successfully completing an occupational competency exam. The [change](#) became effective January 14, 2015.

[HB886](#) mandates that the State Council of Higher Education publishes and disseminates a web link with postsecondary education and employment data to each public high school and higher-education institution.

Washington

The Evergreen State's [FY 2014–15 supplemental budget](#) boosts CTE funding including:

- \$600,000 to launch programs in aerospace and manufacturing at four skill centers
- \$500,000 for advanced Project Lead the Way grants at 10 high schools
- \$24,000 to revise curriculum and model frameworks for high school CTE courses to incorporate standards of cultural competence, new research on teacher preparation and more
- \$25 million for the Washington State Opportunity Scholarship to support middle- and low-income students pursuing degrees in high-demand fields

[SB6552](#) directed the superintendent of public instruction to develop curriculum frameworks for a selected list of STEM-related CTE courses that are considered equivalent in full or in part to the science and math courses required for high school graduation. The frameworks must be developed and approved by the State Board of Education before the 2015–16 school year. School districts must also provide high school students with access to at least one CTE course considered equivalent to a math or science course.

[SB5969](#) requires public colleges and universities to award academic credit for veterans' military training.

West Virginia

In July, the West Virginia Department of Education [announced](#) a partnership with Microsoft's IT Academy to give the state's high school students the opportunity to graduate with an IT certification.

The [FY 2015 budget](#) included \$2.1 million to fund one math and English teacher in every career and technical center.

Wisconsin

[AB2](#) appropriated \$35.4 million to expand the state's [Fast Forward](#) program, which provides grants to technical colleges to serve high-demand occupations, and it supports projects among school districts, technical colleges and businesses.

Wyoming

Capping a three-year process, the Wyoming State Board of Education approved [newly revised](#) CTE content and performance standards. Signed by Gov. Matt Mead in December, the standards incorporate and adapt the Common Core State Standards for Literacy in Science and Technical subjects and reference the Common Career Technical Core's Career Ready Practices. The standards will be fully implemented in school districts by the 2017–18 school year.

Methodology

The policy activities in this report were compiled from a thorough review of a number of sources, including state government websites, media stories and compilations such as those prepared by the Education Commission of the States. Policy actions were only included in this report if they were finalized, or in some cases implemented, in 2014—not merely initiated. For example, a piece of legislation passed in 2013 with a July 1, 2014, effective date would not have been selected, but any legislation signed into law in 2014 was included.

Once compiled, the information was distributed for review to State CTE Directors and ACTE state association leaders, and any feedback received was included in this final report.

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

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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 counselors 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. www.acteonline.org

About the National Association of State Directors of Career Technical Education Consortium

The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) was established in 1920 to represent the state and territory heads of secondary, postsecondary and adult career technical education (CTE) across the nation. NASDCTEc, through leadership, advocacy and partnerships, aims to support an innovative CTE system that prepares individuals to succeed in education and their careers, and poises the United States to flourish in a global, dynamic economy. www.careertech.org

ⁱ Carnevale, A. P., Smith, N., Stone III, J. R., Kotamraju, P., Steuernagel, B., & Green, K. A. *Career Clusters: Forecasting Demand for High School Through College Jobs, 2008–2018*. Washington, D.C.: Georgetown University: Retrieved from: <http://careertech.org/sites/default/files/Georgetown-CareerCluster-HSthroughCollege-2008-2018.pdf>

ⁱⁱ For the purposes of this analysis, legislation referencing activity using the term science, technology, engineering and mathematics (STEM) was considered for the STEM category. Policies addressing fields of study that could be included within STEM, such as manufacturing or information technology, but not using STEM terminology, were not counted.