

STATE POLICIES IMPACTING CTE

2013 Year in Review

2013 was a major year for career and technical education (CTE)! All but three states had legislative or regulatory action in the 2013 calendar year that impacted one or more elements of CTE. This level of engagement by state legislatures, state boards of education, governors' offices and state agencies can be attributed to the growing awareness that CTE is key to engaging learners at all levels, closing the skills gap and bolstering America's competitiveness advantage.

Prepared by the National Association of State Directors of Career Technical Education Consortium ([NASDCTE](#)) and the Association for Career and Technical Education ([ACTE](#)), this paper will provide both an overview and a state-by-state review of CTE-related policies that were enacted in 2013.

Overview

Looking across all 50 states and Washington D.C., a few trends emerged. Surprisingly, the most common form of activity was funding for CTE. Thirty-one states directed additional funds to support new and existing CTE initiatives, through such mechanisms as competitive grants to scale or replicate best practices (such as *California, Alabama* and *New York*), capital investments (such as *Arkansas* and *Massachusetts*) or adjustments to the state's funding formula (such as *Georgia* and *Arizona*). It is particularly noteworthy that so many states worked to find new sources of revenue for secondary and postsecondary CTE, given how tight resources are around the country.

Another major trend was around governance. Several states reorganized their state agencies or clarified regulatory authority for CTE.

In addition, a number of states launched statewide task forces or councils to coordinate efforts to increase participation in CTE (such as *Indiana*), to ease transitions between secondary and postsecondary education (such as *Arkansas* and *Iowa*) and/or to meet statewide goals related to workforce development (such as *Tennessee* and *Oregon*).

There were also significant changes in regard to states' graduation requirements. A handful of states passed legislation or initiated efforts to allow students to advance by demonstrating proficiency (rather than seat time), including *Colorado, Iowa, Oklahoma* and *Vermont*. While not all of these states have made CTE explicit in their policies, competency-based education graduation requirements certainly open the door to more academic and technical integration. *Arizona, Washington* and *Wisconsin* expanded policies to allow CTE courses to count toward academic requirements. In addition, a number of states developed CTE-focused endorsements for their high school diplomas, including *Florida, Texas, North Carolina* and *Wisconsin*.

Finally, several states addressed expanding access to dual/concurrent enrollment by launching new task forces focused on this goal (such as *Louisiana, Maine* and *Rhode Island*), facilitating credit-transfer policies (such as *Kentucky* and *Maryland*) or creating centralized inventories (such as *Indiana*).

This review also identified 11 states that addressed science, technology, engineering and math (STEM) in some way, often in concert with other policies. As this review did not focus on all STEM-related policies, but rather CTE policies, it is likely there were other state-level STEM activities that were not captured in this analysis.

Policy Area <i>Note: A single bill or policy can address multiple policy areas</i>	Number of States Addressing Policy Area in 2013	States
Funding	31	AL, AZ, AK, CA, CT, DE, DC, GA, HI, ID, IL, IA, LA, ME, MD, MA, MI, MN, MT, NV, NY, NC, ND, OH, OR, PA, SD, TN, UT, WA, WI
Governance	14	AK, AR, DE, GA, IL, IN, IA, KY, LA, MO, ND, OR, VA, WA
Dual/Concurrent Enrollment	13	HI, IN, KY, LA, ME, MD, OR, RI, TX, UT, VT, VA, WA
Graduation Requirements/ Competency-based Education	13	AZ, CO, FL, IA, MN, NV, NC, OK, TX, VT, WA, WI, WY
STEM	11	AZ, GA, IA, ME, MD, ND, OR, SD, TN, TX, WA
Data, Reporting and/or Accountability	9	AZ, FL, GA, NJ, NC, OH, OK, SD, TX
Partnerships/Consortia	7	MN, MO, NY, OR, TN, VT, VA
Assessments/Industry Certifications	6	CO, FL, KS, NV, NC, WI
CTE Standards	6	AR, CA, NE, NV, TN, WV
CTE Teacher Quality/Certification	4	AL, CA, ID, MD
Career/Academic Counseling	3	AR, OR, VT

*The above table provides a high-level overview of some of the trends found in **State Policies Impacting CTE: 2013 Year in Review**. This table is not exhaustive and, therefore, not every state policy found is included.*

It is important to note that while many of the state actions approved in 2013 have positive implications for CTE, that is not universally true. Inclusion of policy activities in this report does not imply an endorsement by ACTE, NASDCTEc or state CTE leaders.

Alabama

In March 2013, the state of Alabama issued a new rule regarding CTE teacher certificates. An educator is now required to achieve passing scores on the basic skills assessments of the Alabama Educator Certification Testing Program (AECTP) in order to obtain an initial Specialty Area Career and Technical Certificate.

In addition, in May, Alabama passed a \$50 million bond issue to support technology and CTE programs. Ten million will be divided among schools based on the technology programs offered; \$20 million will be distributed based on the number of CTE students at each school; and the final \$20 million is to be distributed through grants. This has a direct positive impact on CTE program across the state, and all students will benefit from a new investment in technology.

Alaska

In April 2013, the Alaska legislature established the Taskforce on Sustainable Education in [HR8](#). The group is charged with examining the efficiency and effectiveness of public education delivery. Specifically, the task force will be reviewing the ability of Alaska’s public school system to “adequately prepare students for various rewarding careers,” among other issues.

Arizona

In June 2013, the Arizona legislature made a significant change regarding funding for CTE students in [SB1447](#). This bill changed the funding formula in effect for charter school students wishing to take advantage of CTE programs to make it equal to the formula used for other public school students. It also added Joint Technical Education Districts to the state's student accountability information system.

Community colleges have also been granted funding for STEM workforce programs by [HB2265](#). The funds may be used for partnerships with businesses and educational institutions; additional faculty for improved and expanded classroom instruction and course offerings; technology, equipment and technology infrastructure; student services such as assessment, advisement and counseling; and property, new construction, remodeling or repair of buildings or facilities.

[SB1449](#) required the State Board to add personal finance to the state social studies standards. While no separate course is required, the Act allows districts to create courses or integrate personal finance instruction, including content on career choices, into existing courses.

In addition, the State Board approved a policy allowing students who complete programs in Automotive Technologies, Business Management and Administrative Services, or Software Development to count this toward their fourth required math credit for graduation.

Arkansas

In April, the Arkansas legislature authorized the "College and Career Coaches Program" (CCCP) in [HB2039](#). CCCP was created (in 2009) to assist middle level and secondary students with preparation for higher education, as well as with workforce opportunities upon graduation, and was approved in formal legislation this year. The "coaches" assist school counselors and career instructors by providing resources related to college and job applications, hosting parents' meetings to discuss options and directions, and creating individualized plans for students on an annual basis.

A council on Postsecondary Education and Career Readiness was formed by [HB1838](#). This council will facilitate the collaboration of kindergarten, elementary, secondary and postsecondary educational institutions in Arkansas in developing college- and career-ready standards that align school curriculum and graduation standards with postsecondary education requirements and business community expectations for employability.

Postsecondary institutions have also benefited from the 2013 legislative session through [HB1071](#). The Department of Career Education was allocated \$250,000 for capital improvement of area technical institutes. There were also some beneficial technical changes to capital funding for community college facilities in [SB4](#). Community colleges are allowed to levy a millage for additional funding, and the legislature made the technicalities and processes a bit clearer to understand and follow.

Finally, the Arkansas legislature council requested an [interim study](#) on the creation of a K-12 school focused on agriculture and technology to determine the potential costs, enrollment figures and benefits of such a school.

California

California's [budget](#) for 2013-14 featured \$250 million to establish the California Career Pathway Trust. The funds are being distributed in the form of competitive CTE grants to K-12 districts, charter schools and community colleges, including Regional Occupational Centers and Programs (ROCPs) and Partnership Academies. The grants are intended to promote CTE across the state, as well as encourage new and ongoing partnerships between schools and businesses. The grants will fund partnerships between secondary, postsecondary and business entities to develop robust career pathways aligned with the regional economy. Priority is being given to programs that secure matching funds from industry partners and that are aligned to high-need and high-growth industries.

Partnership Academies received \$21.4 million in dedicated funds, but ROCPs will no longer receive dedicated funding. In addition, Linked Learning received [\\$7 million](#) in new funding from private and public sources.

The State Board of Education adopted newly revised [CTE Model Curriculum Standards](#), designed to prepare students to be both career- and college-ready, in January 2013. The revised standards were created with input from more than 300 representatives from business and industry, labor, and postsecondary and secondary education. The new standards lay out 58 pathways to graduating ready for careers and college within 15 Industry Sectors. In April and May 2013, over 500 CTE educators and administrators participated in a Train the Trainer professional development activity on the revised CTE Model Curriculum Standards. The trainers committed to providing a minimum of two staff development trainings at the local and regional level.

In addition, the following bills were signed into law:

- AB1019: Requires goals for CTE in corrections education
- SB118: Creates a California Industry Sector Initiative that will accomplish specified tasks, including aligning and leveraging federal, state and local Workforce Investment Act funding streams; identifying specified industry sectors and clusters; providing skills-gap analysis; and establishing specified eligibility criteria for the Workforce Investment Act eligible training provider list
- AB457: Adds career exploration to the list of possible activities that may satisfy the academic assistance element for a high school after-school program

Colorado

In May 2013, the Colorado State Board of Education [revised](#) the state's graduation requirements, putting in place competency-based requirements, which hinge on students' mastery of content rather than seat time. The state created "graduation guidelines," outlining ways in which students can demonstrate mastery in the four major content areas (English, math, social studies and science), such as earning a certain score on the ACT, Partnership for Assessment of College and Career Readiness (PARCC) or statewide assessment; passing a concurrent/dual enrollment course; or passing an AP/IB exam. Starting in 2015-16, the state will allow certain capstone experiences to count, and by the end of the 2013-14 school year, the state will develop a list of potentially eligible industry-based credentials that may count toward competency in various content areas. Local education agencies are expected to set their own district-level requirements in alignment with the state policy.

In addition, the Colorado legislature also passed two CTE-related bills. [HB13-1165](#) directs the State Board for Community Colleges and Occupational Education, with K-12 and postsecondary partners, to design a career pathway for students in the manufacturing sector. The pathway must include stackable industry-validated credentials, as well as multiple entry and exit points, and allow a student to earn income while progressing through the pathway.

[HB13-1005](#) created a pilot program to develop integrated basic education and skills training. This bill grants authority to the State Board for Community Colleges and Occupational Education to design new certificate programs to allow unemployed or underemployed adults to obtain a CTE certificate in 12 months or less. It requires each certificate program to consist of courses integrating information- and math-literacy development programs with career and technical training.

Connecticut

In June 2013, [SB868](#) was approved to better identify postsecondary non-degree programs aligned to workforce shortages. The Connecticut Office of Higher Education was tasked with developing a list of non-degree certificate programs and technical training courses offered by the regional community-technical colleges that directly correlate with workforce shortage areas in the state, to establish which programs and courses would be deemed eligible for the \$1 million scholarship appropriated by the Connecticut legislature in support of students in these courses.

Delaware

In July 2013, [SB103](#) was signed into law, which specifies that, for the purposes of the Carl D. Perkins Career and Technical Education Act, the State Board of Education is the “eligible agency” responsible for the supervision of the administration of CTE. This was primarily a technical change.

In addition, the [budget](#) for the state of Delaware for 2013 allocated \$3.2 million to support CTE programs within the state, which is a significant increase from \$2.6 million for 2012.

District of Columbia

Mayor Vincent Gray and Interim State Superintendent of Education Emily Durso [announced](#) the approval of nine applications for career academies at six District of Columbia Public Schools campuses and two public charter schools, to be developed by the National Academy Foundation (NAF). The Gray Administration is providing \$2.8 million for this project, with the goal of preparing students for three of the District’s critical and fast-growing sectors: information technology, engineering and hospitality. The academies will open in the 2014-15 school year.

Florida

During its spring legislative session, the Florida legislature passed [SB1076](#), a major education reform bill that went into effect on July 1. SB1076 includes provisions that:

- create a pathway to a diploma meaningful for students going on to college or a career by demonstrating the skills required for high school graduation, including earning national industry certifications;
- require financial literacy to be taught in schools;
- give bonuses to teachers that provide direct instruction toward the attainment of industry certification; and
- direct the Board of Governors and the State Board of Education to create metrics that let Floridians know how well state universities and colleges are doing.

The bill restructured the state’s graduation requirements. Under the new requirements, to impact the graduating class of 2014, students can choose a career pathway that would allow them to be waived from Algebra II, Chemistry and Physics courses, as well as the end-of-course assessments in those subjects, and take more CTE courses or other work-based learning experiences in their place. The Florida State Board of Education will determine which courses will be allowed to substitute for the waived academic courses. If students complete the new minimum requirements and earn one or more industry certifications, they will receive a “merit” designation on their diploma. If they complete the current graduation requirements, students can earn a “scholar” designation.

Georgia

The 2013 Georgia legislative session produced two significant bills related to CTE. [SB100](#), which became Act 212, re-establishes the Career and Technical Education Advisory Commission, made up of members appointed from the House of Representatives and Senate as well as the Governor and State School Superintendent. The commission shall periodically review the conditions, needs, issues and problems related to CTE programs, issue annual reports to the General Assembly and recommend actions or legislation.

[HB283](#), which became Act 335, adjusts funding weights for educational programs, including CTE, and changes the wording in state law from “vocational education” to “career, technical and agricultural education,” known as “CTAE” in Georgia. CTE program weighting is increased from 1.1847 FTE to 1.1916 within the Quality Basic Education Formula. In addition, while CTE funds were cut slightly in the state budget, this cut was at a much smaller percentage than cuts to other areas of the state budget, due to legislative support for CTE.

Finally, Georgia [unveiled the first results](#) from its new statewide accountability system, the College- and Career-Ready Performance Index (CCRPI). This system is replacing Adequate Yearly Progress (AYP) under Georgia’s Elementary and Secondary Education Act (ESEA) waiver. Each school is now rated on a 100-point scale, informed by a wide array of performance indicators beyond statewide assessment scores.

Specifically, at the high school level, the CCRPI takes a number of CTE-related activities and indicators into account, including the percentage of students completing a CTE pathway; CTE pathway completers earning an industry-recognized credential or passing a state-recognized end-of-program technical assessment; graduates earning dual credit; and graduates completing a career-related work-based learning program or capstone project. All together, the set of “post high school readiness” indicators accounts for up to 21 points. Schools can also get additional points for earning a science, technology, engineering and math (STEM) program certification or enrolling students in a college and career academy. To see results at the state, district or school level, go [here](#).

Hawaii

Three bills were passed in Hawaii during 2013 that impact CTE. The first two related to the legislature’s continued support for the Jump Start program. Jump Start students enroll full-time in college courses that meet the requirements for a two-year CTE degree as well their high school diploma. [SR62](#) and [SCR96](#) commended the program, encouraged expansion of the program to other high schools and community colleges, including on the islands of Maui and Hawaii, and requested the department of education and the University of Hawaii Community Colleges to continue their support of the program.

Finally, [SB757](#) appropriated \$75,000 for fiscal year 2013-14 to the Department of Education to implement and operate the FFA program to educate and support youth in agricultural careers.

Idaho

Two key CTE-related bills were passed in Idaho during the 2013 legislative session. [S1199](#), which became Session Law Chapter 338, establishes competitive technology pilot projects designed to improve academic growth. A total of \$3 million was awarded in July 2013 as part of the pilot program. While not all funded projects were specifically related to CTE, key initiatives included one-to-one projects on various tablets and computers, piloting digital textbooks and libraries, expanding the Career Information System, training for teachers on technology and instruction and developing a website portfolio system to track and share students’ academic growth.

[HB65](#), which became Session Law Chapter 340, corrects budget repeals of funding for additional math and science credits, for technology and related professional development and for students to participate in dual-credit opportunities.

Illinois

The Illinois legislature established the [Career Tech Ed Task Force](#) through HJR0039. This is a 12-member committee, which is appointed by elected officials and charged with studying the funding of area career/vocational centers and CTE programs, and considering possible legislative changes to funding.

HB1868 addressed a change to endorsements of CTE [educator licenses](#). There are new requirements for obtaining a license both as a full-time and part-time CTE educator. Previously there were only requirements for full-time educators.

Additionally, HB0208 [allocated](#) \$18.5 million for CTE and related programs in addition to the base funding of \$55 million to the State Board of Education for CTE.

Indiana

[HE1005](#) outlined a plan to assist struggling students achieve graduation. The steps to address remediation were updated and revised, including a requirement that failing students in grade 11 must take a career readiness exam to determine what steps need to be taken to get them to graduation.

[SB465](#) created the Indiana Works Council to help the state expand opportunities for high school students to engage in CTE. Specifically, the Council may develop an alternative career, technical or vocational educational curriculum for secondary students in a specific region in order to accommodate students whose interests fall outside the present curriculum.

[SB406](#) redefined certain criteria related to graduation and further education. This Act defined a dual-credit course as a course taught by a high school faculty member, a college faculty member or a college adjunct faculty member that a high school student may take to earn both high school and college credits. It also established a statewide core transfer library. Any courses placed in this category are required to be transferable to other state educational institutions.

[HB1314](#) addressed regulations for proprietary institutions. The Office for Career and Technical Schools is now in charge of the responsibilities regarding out-of-state degree-granting institutions, a position previously held by the state workforce council. [HB1427](#) redefined the geographic boundaries of the regional works councils in the state. The geographic boundary of an education service center's region must (to the extent possible) be aligned with the boundary of a regional works council's region.

Iowa

[HF604](#) allocated \$1.5 million to a fund to support the Statewide Work-Based Learning Intermediary Network Program to connect business and the education system and to offer relevant, work-based learning activities to students and teachers across the state. The education appropriations bill also requires the Department of Education to convene a task force to review current secondary CTE programming offered by community colleges and make recommendations to reduce skill shortages, enhance economic growth and ensure students have access to high-quality, globally competitive programs.

[HF215](#) created the Competency-Based Instruction Task Force, which will award grants to up to 10 school districts annually for purposes of developing, implementing and evaluating competency-based education pilot and demonstration projects. While the Competency-Based Instruction Task Force is not charged, explicitly, to address CTE, there is the possibility that the work may impact CTE at the K-12 or postsecondary level.

In addition, [HF454](#) created the District to Community College Innovative Sharing Project, allowing schools to assign extra weighting for students enrolled in high school courses that use an activities-based, project-based and problem-based learning approach that is offered through a partnership with a nationally recognized provider of STEM curriculum for schools. [HF533](#) allows for schools to establish an entrepreneurial education fund, with the intent to encourage students to develop and practice entrepreneurial skills.

Kansas

Kansas postponed the termination date of the Postsecondary Technical Education Authority until 2017, a program that was set to expire in 2013. While doing so, the legislature also created the [CTE Incentive](#) Program. A school district will receive a \$1,000 per-student incentive for every student that graduates, or obtains within six months of graduation, an industry-recognized credential.

Kentucky

Governor Steve Beshear signed a [bill](#) that united the commonwealth’s two CTE systems under the guidance of Kentucky’s Department of Education. Under the former system, the Kentucky Board of Education, Department for Workforce Investment and Kentucky Community and Technical College System set policies around CTE that were sometimes complementary and sometimes redundant. The legislation also establishes a CTE Advisory Committee that will provide guidance in the design and implementation of programs that give all students the best possible opportunity for career preparation in a unified system.

The unification was originally approved through an executive order by the Governor in August 2012 but now has gone through a more traditional legislative approval process.

Kentucky also incentivized early graduation for high school students. Within their [dual enrollment program](#), if high school students graduate in grade 11, they will be eligible to receive a scholarship to a participating community college.

Louisiana

In 2013, Louisiana [created a board](#) that will establish a process to recognize the academic content embedded in CTE and industry-based certification courses. This board will award college-level credit for this content, and guarantee the transfer of such credit to any public state community college. The legislature also [authorized](#) the issuance of bonds to finance capital improvements for the Louisiana Community and Technical Colleges System.

Maine

The Maine legislature [authorized](#) \$15.5 million in bonds to be used for the improvement of the Maine community college system, with the directive that the funds be used on STEM laboratories and facilities.

Maine passed [legislation](#) creating a collaborative board—with representatives from secondary and postsecondary CTE—to implement a program by 2014-15 that will enable more CTE high school students to earn college credit through dual enrollment. Specifically, the state defines “dual enrollment career and technical education program” as a non-duplicative learning pathway that begins in junior year, extends over a three-year period, includes summer career academies and a college freshman seminar experience, meets national concurrent enrollment standards, includes college-level coursework that supports an associate degree and concludes at the end of the summer following the student’s senior year. While the agreements are made between institutions, there are opportunities for credits to be accepted across the state.

In 2013, a new [policy](#) went into effect requiring school administrative units and private schools approved for tuition purposes to establish regional school calendars, in coordination with their local secondary CTE schools.

Maryland

Maryland passed “[The College and Career Readiness and College Completion Act of 2013](#)” formalizing the Governor’s postsecondary degree goals (55 percent of adults will have an associate degree by 2025) and requiring statewide transfer agreements between the state’s two- and four-year institutions of higher education. Specifically, the bill calls on the Maryland Higher Education Commission to develop and implement a transfer agreement where, by 2016, at least 60 credits earned by a student at any community college toward an associate degree will be transferable to any public higher education institution for credit toward a bachelor’s degree. Also required is a reverse-transfer agreement where at least 30 credits earned by a student at a four-year institution will be transferable to a community college. Under the law, dually enrolled students who meet requirements can receive tuition reductions for up to four college courses, with more possible, depending on locally agreed upon provisions between the local school system and the institution of higher education.

The Maryland legislature also funded Governor O'Malley's \$2 million [Early College Innovation Fund](#) to incentivize early college access programs for students pursuing CTE and/or STEM disciplines. Specifically, the Maryland State Department of Education awarded competitive grants to fund partnerships of local school systems and higher education institutions to create early college high schools or other forms of early college access. Priority was given to proposals that provide students with credentials (in the form of degrees, certificates and certifications, as appropriate) in fields for which there is high demand in Maryland.

The Maryland State Board of Education adopted [regulations](#) changing the name of "Trades and Industrial" Education to "Professional and Technical" Education (PTE), reducing the number of credits needed to earn initial conditional teacher certification, reducing the number of years of required experience and allowing candidates to use a current industry-recognized credential to substitute for one year of required experience. All PTE teacher candidates, degreed or non-degreed, must also present qualifying scores as established by the State Superintendent of Schools on one of the basic skills teacher certification tests (Praxis I, SAT, ACT or GRE).

The Division of Career and College Readiness updated the [Policies and Procedures for the Development and Continuous Improvement of CTE Programs of Study](#), which guides the development of high-quality CTE Programs of Study at both the state and local levels.

Massachusetts

In May 2013, the commonwealth announced 25 recipients for the inaugural year of [Vocational Equipment grants](#), totaling \$1.1 million. The grants provide funding to qualifying institutions to purchase equipment to help prepare their students for the workforce. The grants are part of the Patrick Administration's Five-Year Capital Investment Plan, published in 2012, which included \$5 million for a competitive grant program to benefit Massachusetts vocational programs. To further support these programs, approximately \$1.9 million in matching funds and in-kind donations will be leveraged.

Michigan

Governor Snyder included \$1 million in the School Aid Act for districts to work on the integration of academics into CTE instructional programs. Ten grants were awarded and recipients are working on various projects, which will last until September 30, 2014.

Minnesota

In 2013, the Minnesota legislature restructured the levy/revenue system for district CTE programs through [HF630](#). This Act also established career readiness benchmarks and mandated that students must achieve all benchmarks for an academic standard to satisfy that academic standard. It is also clarified that CTE pathway coursework can fulfill some science requirements for graduation.

In addition, [HF677](#) created the Greater Minnesota Internship Program. The most relevant CTE section of this bill states that the work experience from an internship can satisfy vocational education requirements.

Mississippi

No relevant CTE policies were adopted in Mississippi in 2013.

Missouri

Missouri passed [HB542](#), establishing a Career and Technical Education Advisory Council within the Department of Elementary and Secondary Education (DESE). This Advisory Council will consist of 11 members, including a current CTE

center administrator; an administrator from a school offering CTE; two business representatives, one from industry and one from an association/coalition; representatives from a technical college, a community college and a state university; a current participant in an apprenticeship program; and three CTE educators who have served as advisers to career and technical student organizations. The Advisory Council also will include three ex-officio members from the DESE guidance and counseling division, the director of workforce development and a representative from the higher education coordinating board.

Missouri passed [SB381](#) establishing the Innovation Education Campus Fund, supporting partnerships between high schools or K-12 districts, public or private four-year institutions of high education, public two-year institutions of higher education, and/or Missouri-based businesses. The campuses engaging in such partnerships are eligible to receive funds if they are actively working to lower the cost of a degree and shorten the time to earning a degree, provide applied and project-based learning in consultation with business and industry partners, graduate students with direct access to career opportunities, and engage in active partnerships in ongoing program development and outcome reviews.

Montana

In April 2013 the Governor signed into law [HB86](#), which creates a state-level program for strengthening career and technical student organizations (CTSOs). According to the [Montana Office of Public Instruction](#), HB86 allocated \$1 million over the biennium to enhance student access to CTOS by increasing the staffing capacity of the six state organizations and providing financial support for student activities.

Nebraska

In January 2013, the Nebraska Department of Education and Partnerships for Innovation, in cooperation with business and industry and Nebraska postsecondary institutions, announced revised [CTE standards](#), benchmarks and performance indicators for school year 2013-14. The revision process included developing the appropriate sequence of courses to be included in state model Programs of Study. The CTE course standards and benchmarks have been crosswalked with Nebraska's academic standards and the Common Core State Standards.

[Rule 47](#), in response to legislation requiring the Department of Education to adopt a definition of career academies, as well as standards of operation and evaluation, was passed by the Nebraska State Board of Education and signed by the Governor in November 2013.

Nevada

The 2013 Nevada State Legislature approved [SB328](#), which amended Nevada Revised Statutes (NRS) by adding provisions to govern the allocation and distribution of state general funds authorized to support CTE. The provisions stipulate that up to 7.5 percent of the funds can be used for state leadership activities and up to 5.0 percent of the funds can be used to support career and technical student organizations. No less than 30 percent of the funds must be awarded through a competitive grant process that includes an application review involving representation from the nine state-approved industry sector councils; and the remainder of the funds must be distributed to school districts and charter schools through a per-CTE-student allocation process. The bill included an additional provision that unspent funds may carry forward to the following fiscal year. Approximately \$3.5 million is available for these purposes.

The Department of Education developed and launched a new credential, called the State Certificate of Skill Attainment, for CTE program completers who meet the following criteria: (1) earn a GPA of 3.0 or higher in the core CTE course sequence (generally 3 credits); (2) pass the state end-of-program technical assessment aligned to the state standards for the core course sequence; and (3) pass the state assessment for employability skills. The Certificate of Skill Attainment was presented to the State Board of Education in January 2013 and awarded to students in May and June 2013.

Finally, in 2013, state standards were adopted by the State Board of Education for 20 CTE programs. The development and revision of state CTE standards has been a priority for the last three years to support the full development of the state's end-of-program assessment system.

New Hampshire

No relevant CTE policies were adopted in New Hampshire in 2013.

New Jersey

New Jersey enacted a [law](#) requiring all school districts to provide pupil directory information (i.e., students' names and addresses) to the state's county vocational districts upon request, with the goal of increasing students' awareness of and access to the county vocational schools.

In October, the New Jersey State Board of Education updated the state [Administrative Code](#). The only significant update for CTE was the inclusion of language about "Programs of Study."

New Mexico

The legislature in New Mexico created the [Technology Research Collaborative](#), whose purpose is to establish advanced technology centers. This collaborative will partner with higher education in the state, and intends to create an adequately trained workforce in the mining and technology fields.

New York

New York invested approximately \$28 million (from a variety of funding sources, including Perkins) to expand the Pathways in Technology Early College High School (P-TECH) to additional sites in New York State. While the initial proposal was to fund 10 new sites, based on the model in New York City, developed in partnership with IBM, the state selected [16 regional partnerships](#) in 2013. Each of the 16 new P-TECH partnerships features a three-way alliance that includes a local public school district or consortium of districts, a local business or group of businesses, and one or more state two- and/or four-year public institutions of higher education. Each P-TECH school will have a specific industry focus, such as clean technology, manufacturing or health care.

North Carolina

North Carolina took some financial burden off of students who are seeking industry certifications and credentials. Under [SB402](#), students enrolled in public schools and in CTE courses are exempt from paying fees for one administration of an exam that leads to an industry certification or a credential. Also under this bill, schools will now receive one point per student (toward the School Achievement Score) enrolled in CTE coursework who earns a Silver, Gold or Platinum level on a national work readiness assessment, although this still needs to be reviewed by the General Assembly in collaboration with the Department of Public Instruction and is subject to change.

The North Carolina State Board of Education [approved a set of endorsements](#) for their high school graduation requirements, first mandated under legislation that passed in early 2013. Specifically, students can earn the Career Endorsement, one of two College Endorsements and/or the Academic Scholars Endorsement.

All four endorsements require students to complete the Future-Ready Core requirements in math (which are aligned to the Common Core State Standards) and earn at least a 2.6 GPA (which guarantees graduates' placement into credit-bearing courses at the state's community colleges). Students earning a Career Endorsement must complete a CTE concentration, earn an industry-recognized credential and take a fourth year of math aligned to their post-high school plans. Students earning the first College Endorsement option must take a fourth year of math aligned to their post-high

school plans. Students earning the second College Endorsement option must take a fourth unit of math that meets the minimum requirements for UNC universities, two years of world language and three years of science. Students may earn more than one endorsement, and the endorsements are not required to earn a diploma.

North Dakota

With regards to funding, [HB1228](#) appropriated \$160,000 to the Department of Career and Technical Education for the purpose of facilitating and coordinating science, technology, engineering and math initiatives through establishment of a ND STEM Network.

[SB2019](#) provides a general fund appropriation of \$32.2 million to the State Board for Career and Technical Education to provide funding support to districts offering approved CTE programming. Specifically, the bill provided funds to create a pilot distance-delivered welding program between multiple rural schools; additional funds to create a new virtual Area Career and Technology Center, bringing the total number of Area Centers to eleven (five traditional and six virtual); and funds for districts that teach a sequence of either Engineering by Design or Project Lead the Way courses. The bill also included funding to expand existing CTE programs (19 districts to date) and to start new CTE programs (24 schools to date). In addition, the bill requires a report regarding the availability of STEM programs, the number of students involved and the number of businesses involved.

[SB2200](#) provides a funding mechanism for institutions of higher education, which in North Dakota includes public two-year campuses. This mechanism establishes a base funding rate and takes into account credit-hours, weighted credit-hours (CTE rate factor is 2.0), the number of completed credit-hours and institutional size.

With regards to scholarships, [HB1258](#) makes accommodations for recipients of North Dakota academic scholarships and CTE scholarships who require fewer than 15 credits to graduate. [HB1291](#) makes North Dakota academic scholarships and CTE scholarships available to home-schooled students.

Finally, [HB1103](#) gave the State Board for Career and Technical Education regulatory authority over "postsecondary career schools," i.e., private, vocational, technical, home study, business, professional or other entities providing educational services at or below the associate degree level.

Ohio

Ohio's [budget](#) (FY2014-FY25) contains several changes focused on governance and funding for CTE. Secondary funding allocations are based on program connections to industry needs (i.e., studies for careers in higher demand receive more state dollars). The 91 designated career-tech leadership districts have added responsibilities for STEM schools, community schools, GED testing and overall approval of secondary programs. Adult career-tech programs receive \$500,000 more a year over the two years of the budget.

The State Board of Education unanimously approved an [Ohio Career-Technical Education Report Card](#)—the first, official accountability resource to exceed federal Perkins requirements. The main components are: achievement (e.g., technical skill assessments); graduation (four- and five-year graduation rates); post-program outcomes (industry credentials, postsecondary enrollment); and preparation for success (e.g., students earning college credit while in high school). What separates this from federal reporting is that Ohio is building these indicators into its statewide accountability system—and assigning grades to schools based on their performance. The state may add additional indicators to the CTE report card over time.

The Ohio legislature also passed [HB127](#) designating the month of March as "Career-Technical Education and Skilled Workforce Development Month" to increase public awareness of the "importance of career and technical education systems and skilled workforce development programs to the strength and vitality of Ohio's economic future."

Oklahoma

Oklahoma [updated](#) its graduation requirements, broadening each of the content-area course requirements to be met by “units” completed or “competencies” demonstrated by students. As such, students can receive course credit for demonstrated proficiency, rather than just instructional time, moving forward. Additionally, [HB1989](#) prohibits the P-20 Data Coordinating Council from releasing student data to organizations outside the state of Oklahoma without written consent of students' parents or guardians.

Oregon

The Oregon legislature made some sweeping changes during the 2013 session. [HB3232](#) created the “Connecting to the World of Work Program.” Under this program, the Oregon Education Investment Board will provide investments to school districts to strengthen and develop CTE and connections between secondary and postsecondary education. Funds will be targeted to activities such as developing consortia of secondary and postsecondary institutions to provide innovative and flexible pathways, creating regional networks, and establishing new magnet schools.

Oregon passed [HB2913/SB498](#) to maintain the CTE Revitalization Grant Program, first established in 2011, which provides grants to CTE programs across the state. The new bill also requires the establishment of a committee to set goals for the program, develop grant criteria, review all grant applications and make recommendations related to the awarding of grants, with representation from business, industry, labor and education providers. Priority will be given to programs that represent a diversity of students and strong partnerships between business and education (with or without funding commitments from business). The Grant Program was funded at [\\$7.5 million](#).

[HB2958](#) created the Community College Outreach program, which assists high school juniors and seniors. The Department of Community Colleges and Workforce development will make available to 11th- and 12th-grade public school students academic programs and services provided at the college level, recommendations for successful completion of programs and any other information deemed to be a factor in success at community colleges by the State Board of Education.

[HB2970](#) created a task force which will create processes designed to evaluate and make recommendations for the development of associate transfer degrees. This includes degrees earned through dual enrollment programs. [HB2689](#) established a program that provides students with meaningful job training and workforce development by partnering with youth job organizations.

Oregon also established an Accelerated Learning Committee, comprised of the Chief Education Officer and appointees selected by the Governor, President of the Senate and Speaker of the House, and charged with examining methods to encourage and enable students to earn more college credit while enrolled in high school. The focus will be on the alignment of funding, assessments and policies between high schools and institutions of higher education. [SB222](#) also requires every community college district to implement and make available at least one two-plus-two, dual-credit and/or other accelerated college credit program to every K-12 district within each community college district by 2015.

Oregon passed [HB2912](#) requiring representatives from the Department of Education, the Department of Community Colleges and Workforce Development and the Bureau of Labor and Industries to meet at least four times each year to promote collaboration between the agencies on issues related to CTE. The Advisory Committee is tasked with making sure CTE programs are available in public schools; developing regional centers that create partnerships between K-12, community colleges, public universities and business/unions; encouraging the establishment of local advisory committees; and addressing barriers to CTE students transitioning to postsecondary education and the workforce. This bill also establishes the Career and Technical Student Organization (CTSO) Grant Program within the Department of Education, allotted at \$500,000 over two years, to encourage student participation in CTSOs.

Lastly, Oregon created a STEM Investment Council [via HB2636](#) to help develop and oversee a long-term, statewide

science, technology, engineering and math (STEM) strategy. The legislation notes that a STEM Investment Grant Account will be established in the State Treasury, separate and distinct from the General Fund, but no amount is noted or appropriated in this bill. Specifically, the Council and grant program are focused on helping the state meet these two goals by 2024-25: Doubling the percentage of fourth- and eighth-grade students who are proficient or advanced in math and science (e.g., via NAEP) and doubling the number of students who earn a postsecondary degree requiring proficiency in science, technology, engineering and/or math.

Pennsylvania

While no specific CTE legislation was approved in 2013, the Pennsylvania legislature [appropriated \\$3 million](#) for CTE for fiscal year 2013.

Rhode Island

Rhode Island passed the [Dual Enrollment Equal Opportunity Act](#) requiring the State Board of Education to create regulation establishing statewide dual enrollment. The regulation must allow students to enroll in courses at postsecondary institutions that satisfy academic credit requirements at both the secondary and postsecondary level (it is unclear at this time if CTE courses will fall under this distinction of “academic credit”). The State Board of Education is expected to convene a work group to help establish such a policy, including its impact on funding, and then school districts (including charter schools and CTE schools) will have to adopt the policy by June 2015.

South Carolina

No relevant CTE policies were adopted in South Carolina in 2013.

South Dakota

In 2013, \$1.5 million was allocated to [fund new and existing](#) CTE programs for secondary institutions. Also in 2013, a trio of bills passed, largely focused on postsecondary CTE:

- [SB3](#) requires technical institutes to report on the licensure success of their students on an annual basis.
- [SB4](#) set a new requirement for the Department of Labor and Regulation stipulating that the department will determine certain job placement outcomes for graduates of all public postsecondary education institutions in the state.
- [SB5](#) identified the public purpose and goals of postsecondary education, many of which connect CTE and the economy. Also included in this bill was a special emphasis placed on STEM degrees; half of the new performance funding will be awarded to higher education institutions that improve their STEM programs and award more degrees in the STEM disciplines.

Tennessee

In 2013, Governor Haslam announced the [Drive to 55 program](#). This program aims to have 55 percent of Tennesseans with an associate degree or higher by 2025.

The Governor's Tennessee Forward plan is designed to make Tennessee the No. 1 location in the Southeast for high-quality jobs through economic development efforts, education reform, a more efficient and effective state government and improved public safety. Another plan of the Governor's, the [Tennessee STEM Innovation Network](#), was created to promote STEM, including non-selective STEM Platform Schools and Regional STEM Innovation Hubs.

[Pathways Tennessee](#)—an interagency, collaborative initiative led by the Tennessee Department of Education, Tennessee Department of Economic and Community Development, Tennessee Department of Labor and Workforce Development

and Tennessee Higher Education Commission—launched regional initiatives in the Southeast and Upper Cumberland regions, while identifying Northwest, Southwest and East Tennessee as the next three regions for Pathways Tennessee expansion. These regional initiatives, which are facilitated by local intermediaries, bring industry and education stakeholders together to develop strong 7-16th grade pathways that prepare students with the knowledge and skills necessary to enter careers in industries in which the region has a strategic, competitive advantage. During the 2013-14 school year, seventh-grade students in the Upper Cumberland region will participate in Health Science and Advanced Manufacturing modules that are designed to increase awareness of and interest in careers within these fields, as well as build a foundation of knowledge and skills used in careers across these industries.

Tennessee is also [revising](#) the state’s CTE standards, with Phase I—statewide implementation of 16 Career Clusters® with revised Programs of Study to increase flexibility and reduce duplication—commencing over the 2013-14 school year. Phase II was approved by the State Board of Education in 2013, and includes the development of new and revised course standards aligned with Common Core State Standards in literacy and technical subjects for 50 courses in several Career Clusters. These specific courses and others will be approved in 2014 by the State Board and implemented in 2014-15 and 2015-16.

Tennessee Technology Centers were rebranded as Tennessee Colleges of Applied Technology (TCAT), still under the purview of the Tennessee Board of Regents. Finally, the 2013-14 [budget](#) appropriated \$16.5 million for equipment related to CTE at TCATs and the state’s community colleges.

Texas

Under [HB5](#), students will now need to take only five end-of-course examinations for graduation, down from the previous requirement of 15. The bill also changes Texas’ high school graduation requirements. Under the new system, students entering ninth grade in 2014-15 will be automatically enrolled in the “Foundation” High School Program, requiring four credits of English; three credits in math (including Algebra I and Geometry), science (including Biology and Chemistry or Physics) and social studies (including U.S. History and Economics); two credits in the same language (including computer programming languages); five elective credits; and one fine arts credit.

Students can then pursue CTE-focused endorsements in STEM, Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies. Except for Arts and Humanities, the endorsement areas include a CTE-focused option as well as an option to earn the endorsement using both CTE and other courses. To earn an endorsement, students must also complete a fourth year of math and science (or advanced CTE courses that meet the math or science requirements), two additional elective credits and some concentration of CTE courses, which is largely undefined in the legislation.

Students can also graduate with a “distinguished level of achievement” by completing the Foundation High School Program requirements plus a fourth year of math (including Algebra II), a fourth credit of science and an endorsement. Importantly, only students who graduate at the “distinguished” level will be able to take advantage of the automatic state college admissions under the top 10 percent rule. Finally, students may earn performance acknowledgements by completing specific requirements, including earning postsecondary credit, completing specific bilingual and/or biliteracy requirements, achieving a specific score on pre-placement and placement exams and earning a nationally or internationally recognized business or industry certification.

HB5 also incorporates [HB2201](#), which allows students to substitute their third and fourth years of math and science courses with “advanced career and technical course[s] designated by the State Board of Education as containing substantively similar and rigorous and academic content.” Additionally, this bill directs the State Board to establish a process for reviewing and approving applied science, technology, engineering and math (STEM) courses to count toward students’ math and science requirements, after they have completed Algebra I and Biology.

SB441 launches the Texas Fast Start program, which requires the Texas Higher Education Coordinating Board to identify and develop models to support “fast start” programs at Texas’ junior colleges, state public colleges and public technical institutions that effectively enable students to obtain postsecondary certificates and degrees at an accelerated pace.

[HB3662](#) establishes the Texas Workforce Innovation Needs Program to provide districts and institutions of higher education opportunities to create and offer innovative programs designed to prepare students for high-demand careers. The awarded programs must focus on student engagement through competency-based learning anchored in the goal of students earning postsecondary certificates or degrees and must incorporate CTE dual enrollment or early college opportunities.

[HB842](#) clarifies and broadens the state’s current dual enrollment policy to allow students to earn concurrent academic credit for a course or activity, including an apprenticeship or another training program, that leads to an industry-recognized credential, certificate or associate degree and is approved by the Texas Higher Education Coordinating Board.

[HB809](#) requires the Texas Education Agency to provide employment projection data to school districts in support of CTE planning based on data received on a quarterly basis from the Texas Workforce Commission.

Utah

[HJR20](#) created a study of the CTE funding model. The purpose of the study is to determine whether to require that new funding generated by the value increase in the weighted pupil unit for the Career and Technical Education District Add-on Program should be targeted to certain types of CTE courses.

[HB344](#) requires that a representative of a charter school submit an application to the State Charter School Board when that charter school employs new and creative methods to meet the unique learning styles and needs of students, including a charter school whose focus is in CTE.

[SB162](#) allows a postsecondary institution to charge a student partial tuition for technology-intensive concurrent enrollment courses and for gateway CTE courses; previously students were not charged for concurrent enrollment, according to the [State Higher Education Policy Database](#). The bill also removes a provision allowing the waiver of partial tuition when a student elects not to receive postsecondary credit and eliminates a provision allowing a student to pay a reduced partial tuition rate for each subsequent concurrent enrollment course after the student has paid partial tuition for the first concurrent enrollment course.

Vermont

[S130](#), signed into law in June 2013 as Act 77, creates a Flexible Pathways Initiative within the Agency of Education to expand opportunities for secondary students to complete high school and achieve postsecondary readiness. Among other things, the Act provides the opportunity for each high school student to enroll in two dual enrollment courses at no expense to the student, authorizes the development of additional early college programs through which students complete 12th grade entirely on a college campus and removes the upper age limit for participation in the High School Completion Program. In addition, the bill calls for applied or work-based learning opportunities, including internships. It also requires career exploration and the development of personal learning plans for all students beginning in seventh grade.

Virginia

The Virginia legislature made some significant changes to CTE in 2013. [HB2101](#) directs the Board of Education to develop guidelines for the establishment of High School to Work Partnerships, whereby each local school division's CTE administrator works with the guidance counselor office of each public high school to partner with local businesses to

create apprenticeships, internships and job shadow programs in a variety of trades and skilled labor positions. In relation to career opportunities, [HB1858](#) specifies that any entity that provides career and technical occupational experience to a public secondary school student shall be entitled to the same immunity as a local school board in any civil action or proceeding for damages or injury to the participating student. This Act also provides that the Board of Education shall develop a model waiver form.

There was also a push by the legislature to increase innovation and opportunities for secondary students. [SB846](#) requires the State Board for Community Colleges to develop policies directing community colleges to offer any open seat in any career or technical course that is not at full capacity to students enrolled in public high schools that are located in the region served by the community college.

[SB1195](#) creates the Entrepreneur-in-Residence Program. The objectives of the program are to strengthen coordination and interaction between state government and the private sector on issues relevant to entrepreneurs and small business concerns, and to make state government programs and operations simpler, easier to access, more efficient and more responsive to the needs of small business concerns and entrepreneurs.

In addition, [SB1177](#) gives the Virginia Workforce Council the power to provide recommendations on the policy, plans and procedures for secondary and postsecondary CTE activities authorized under the federal Carl D. Perkins Career and Technical Education Act to ensure alignment with the state's plan for coordinating programs authorized under Title I of the Workforce Investment Act of 1998 and under the federal Wagner-Peyser Act.

Washington

[HB2051](#) established a legislative task force on career education opportunities in the state of Washington. This law also established the education legacy trust, supported by excise real estate taxes, to be used to improve career education opportunities for K-12 until 2019. While improving CTE opportunities, [HB1642](#) encourages each school district to adopt an academic acceleration policy for secondary students. The law urges districts to adopt a policy to automatically enroll a student who meets the standard on the high school state assessments in the next-most-rigorous advanced course in that subject, with the objective being that students eventually enroll in dual-credit courses. The law also provides incentive awards to high schools based on student performance in specified dual-credit courses, and provides a program to allocate one-time grants to expand the availability of dual-credit courses. [SB5624](#) also tackles dual-credit programs, by aligning high-demand secondary STEM and CTE programs with applied baccalaureate programs.

STEM was another big legislative focus of 2013. [HB1872](#) created a comprehensive initiative with the objective of increasing learning opportunities and improving educational outcomes in STEM. The STEM Education Innovation Alliance is also established by this law, with the task of advising the Governor and providing vision, guidance, assistance and advice to support the initiative.

Finally, Governor Inslee signed a [bill](#), [HB1472](#), allowing an AP Computer Science course to count toward students' math or science requirements for graduation. Washington already allows districts to adopt course equivalences for CTE high school courses toward a full or partial academic credit; this bill requires districts to allow AP Computer Science courses to count as math or science courses. For the computer science course to count toward a math credit, however, the student must have already completed or be currently enrolled in Algebra II.

West Virginia

In March 2013, West Virginia's State Board of Education [updated Policy 2520.13](#), governing CTE standards, to formally adopt the Common Career Technical Core, becoming the first state in the nation to do so. In addition, [Executive Order 3-13](#), signed in April, replaces the existing 21st Century Jobs Cabinet and the West Virginia Workforce Planning Council with a newly reconstituted Workforce Planning Council to plan and deliver a comprehensive workforce strategy.

Wisconsin

On March 13, 2013, [Assembly Bill 14](#) was signed into law as Wisconsin Act 9. This new law creates a workforce training program to be administered by the Department of Workforce Development (DWD). The department will award grants to public and private organizations for development of workforce training programs. The new law appropriates \$7,500,000 in each of fiscal years 2013-14 and 2014-15 to DWD for grants under the program.

In addition, in December 2013, [Act 59](#) (Senate Bill 331) was enacted, establishing a \$3 million incentive grant program for school districts participating in CTE. Each year, the Department of Public Instruction will consult with the state Department of Workforce Development and the Wisconsin Technical Education System to identify industries facing a shortage of adequately trained, entry-level workers. Incentive grants will then be awarded to school districts in the amount of \$1,000 per student who earns a diploma and completes an approved industry-recognized certification program linked to one of the shortage areas.

Finally, in December 2013, [Act 63](#) was signed into law, mandating three years of both math and science for graduation (up from two years of each). The bill also allows for more flexibility in how math and science requirements can be met; a computer science course, for example, can count as a math credit and certain other CTE courses may apply toward either content area as well. Wisconsin already had a process in place for awarding academic credit for technical courses (the "[CTE equivalency credit](#)"), which is now being expanded.

Wyoming

[HB177](#), which was passed in 2013 and went into effect July 1, 2013, expands the curriculum requirements for the Hathaway student scholarship program. Beginning in the 2015-16 school year, requirements for the scholarship allow for two years of fine and performing arts or career-vocational education to be substituted for foreign language credits.

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 in 2013—not merely initiated or implemented. For example, a piece of legislation passed in 2012 with a July 1, 2013, effective date would not have been selected, but all legislation signed into law in 2013 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. ACTE and NASDCTEc would like to thank Brian Kelleher from the University of Delaware for the initial research that provided the foundation of the project.

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 Alisha Hyslop (ahyslop@acteonline.org) or Kate Blossveren (kblossveren@careertech.org)

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