2018 Two-minute Roundup

Spring Meeting 2019

Advance CTE: State Leaders Connecting Learning to Work | www.careertech.org



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Summary

In 2018, state Career Technical Education (CTE) leaders continued efforts to develop and refine effective systems and supports for all learners. States continued to put the principles of *Putting Learner Success First: A Shared Vision for the Future of CTE* into action and their efforts have helped to promote high quality CTE for each learner.

The *Advance CTE Two-Minute Roundup Survey* is a tradition for the organization and its members, providing an annual benchmark for the successes and challenges each state faces. This year, the responses showed how state leaders continue to work with industry partners to provide high-quality CTE and work-based learning opportunities, collaborate across agencies to create a coordinated system that supports each learner, and provide professional development and alternative certification/licensure opportunities to foster a CTE instructor pipeline.

**Successes**

*Industry Partnerships/Work-based Learning:*

**New Jersey** established the Office of Apprenticeship at the New Jersey Department of Labor and Workforce Development (NJLWD) to spur the creation and expansion of quality apprenticeship opportunities, particularly in non-traditional occupations. NJLWD has fostered strong collaboration between NJLWD and the New Jersey Department of Education (NJDOE), resulting in an announcement that the NJDOE intends to include apprenticeship as a positive placement for students on the 2019-2020 school performance reports. Additionally, NJLWD and NJDOE are closely collaborating on grant initiatives that will expand the opportunities for secondary students to participate in pre-apprenticeship and youth apprenticeship opportunities that lead seamlessly to postsecondary opportunities. In **Washington,** the legislature established the Work-Integrated Learning Initiative (Initiative) to promote work-integrated learning experiences for students at participating schools. The Office of the Superintendent of Public Instruction (OSPI) is authorized to contract with a qualifying statewide nonprofit organization to establish a matching grant program to fund projects implemented at schools selected to participate in the Initiative.

*Governance/Interagency Collaboration/Staffing:* In **Hawai’i,** the State CTE Office has established two staff positions to support the state's WIOA/ESSA/CTE Career Pathway System: one to develop the framework and coordinate a statewide plan for work-based learning, and another to work within the State Longitudinal Data System team specifically focused on CTE and workforce data. In **Ohio**, the Department of Education worked with CTE stakeholders around the state, the Ohio Department of Higher Education, and the Governor's Office of Workforce Transformation to develop a plan to update and expand Ohio's Career-Technical Education Report Card. Important changes include the expansion of the Career and Postsecondary Readiness indicators to include learning and leadership experiences, work-based learning, and military readiness indicators. CTE report cards will also be created for every school district in the state, in addition to the 91 career-technical planning districts.

*CTE Teacher Certification/Development:* **Alaska** created professional development grants for districts who had the capacity to offer statewide professional development for CTE teachers. **Oregon** developed multiple pathways for CTE teacher licensure through collaboration with Teacher Standards Practices Commission (TSPC) and postsecondary partners, leading to over 400% growth in CTE endorsements and licenses.

**Challlenges**

*CTE Teacher Certification/Development:* While many states cited successes with CTE teacher certification/development, this area continues to be a challenge for many states. State CTE Directors cited challenges with recruiting and retaining CTE instructors, as the nationwide CTE teacher shortage continues. Multiple states mentioned that it is difficult to recruit instructors from industry due to lack of awareness and lower base salaries.

*CTE Perception:* Despite the increasing profile of CTE as an option for relevant, real-world educational skills, numerous states identified CTE’s public perception as a continuing challenge. State CTE Directors cited challenges with CTE awareness among students, parents and employers. States grappled with the public not viewing CTE as a viable option for students to achieve their college and career goals.

Alabama

What were your state’s top accomplishments in CTE?

* I have been on the job since August of 2018. Since coming on board, our greatest accomplishment would be creating an advisory council of CTE directors across Alabama. We were careful to align the council with each of our seven workforce regions.

* The council immediately determined the need for a plan for recruitment and retention of CTE teachers. Work has begun on devising a marketing plan to achieve this task.
* We have begun the arduous task of rewriting our Course of Study. This has been broken down into a five year cycle with a minimum of three cluster areas, annually.

Please share your CTE-related challenges.

* Teacher recruitment and retention.
* Determining credentials of value.
* Working with the timelines on writing the transition plan for Perkins V.

Alaska

What were your state’s top accomplishments in CTE?

* Incorporated CTE as a key component in statewide initiatives to increase student engagement and increase graduation rates.

* Began work coordinating our Career and Technical Student Organization leadership in order to build more robust programs across the state.
* Created professional development grants for districts who had the capacity to offer statewide professional development for CTE teachers.

Please share your CTE-related challenges.

* Most of our districts are very small and isolated in rural areas of the state. These sites struggle to keep/retain teachers with CTE expertise.

American Samoa

What were your state’s top accomplishments in CTE?

* Career Readiness – The American Samoa Department of Education administered the NOCTI Job-Ready Assessments (NOCTI-JRA) to senior CTE students to assess students' readiness for entry-level work. The JRA measures students' cognitive and psychomotor skills. This has been the third year of testing and we have seen an increase in the number of students passing the National Criterion-Referenced Cut Scores in the psychomotor performance assessments in the area they were tested. Students who pass earn a nationally-recognized Workforce Competency Credential from NOCTI.

* Career Awareness - Eighth Grade Career Fairs were conducted twice in 2018. Close to 900 eighth graders were given the opportunity to interact, listen, ask questions, and learn about various careers from local government and private sector agencies. Presenters/Employers talked about educational requirements (secondary and post-secondary levels), career ladders, career interests related to specific careers, and some conducted interactive activities and visual displays for students.
* CTE Teachers' Summer Internship Program - During the 2018 Summer Break, CTE teachers engaged in 120 hours of paid internships for a broader understanding of the industry and to help them see how they can better prepare their students for the workplace. With the limited number of qualified CTE teachers on the island, teachers need additional training or professional development to help them become more effective in delivering the curriculum to students.

Please share your CTE-related challenges.

* Recruitment of qualified CTE teachers- Many of our CTE teachers were hired either without prior teaching experience or industry work-experience. Industry workers do not find the teacher salary attractive at all.
* Lack of career pathways implemented in the secondary schools.
* Lack of support from, involvement, and collaboration/alignment with stakeholders (legislature, industry, education institutions) in the implementation of CTE programs in the schools.

Arkansas

What were your state’s top accomplishments in CTE?

* Governor Asa Hutchinson’s initiative focusing on Computer Science and STEM-related careers has brought more attention to these fields. The Arkansas Department of Career Education has partnered with the Arkansas Department of Education, the Arkansas STEM Coalition, AdvanceEd, and the Little Rock Air Force Base to promote STEM-related careers to secondary students. More than 13,000 students attended the STEM Fest at the Little Rock Air Force Base this fall. STEM camps are also offered across the state to raise awareness of the careers in these fields.
* CTE courses are being considered for academic graduation credits by the Arkansas Department of Education. STEM courses, Agricultural CASE curriculum courses, Project Lead the Way courses and other CTE courses are being reviewed by curriculum specialists in the Department of Education to identify academic standards that are met in these CTE courses.
* Arkansas’ CTE students continue to receive recognition for their achievements. Ashley Turner from Maumelle High School was recognized as a U. S. Presidential Scholar in CTE. Zachary Andrews from Camden Fairview High School was also a semi-finalist for the U. S. Presidential Scholars in CTE.

Please share your CTE-related challenges.

* Arkansas’ CTE programs are not perceived as viable career options for students. Many of Arkansas students are focusing on four-year college degrees that do not lead to a long-term career path in our state. Administrators, counselors, parents and industry are not aware of the benefits of the CTE programs and courses offered in secondary and postsecondary schools. An extensive marketing campaign is needed, but CTE does not have the staff or resources to develop such a campaign.
* All Arkansas students do not have access to quality and/or in-demand CTE programs. Geographic areas of the state provide many opportunities while others struggle to offer very basic, foundational programs and courses.
* Arkansas curriculum frameworks need revision in order to become more aligned with national standards and best practices. Although a curriculum frameworks revision schedule has been in place, industry changes occur much quicker than revisions can take place.

California

What were your state’s top accomplishments in CTE?

* Dedicated ongoing funding for K-12 CTE programs. $314 million is split between the CTE Incentive Grant and K-12 Strong Workforce.
* Joint study administered between the CA Teaching Commission and California Department of Education (CDE) to create recommendations to address the statewide CTE Teacher Shortage. Report will be final in December 2019 <https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-09/2018-09-3d.pdf?sfvrsn=2>
* Expansion of statewide College/Career Indicator to include additional CTE elements <https://www.cde.ca.gov/ta/ac/cm/cci.asp>

Colorado

What were your state’s top accomplishments in CTE?

* Colorado Career and Technical Education, through the support of the Siemens Foundation and Advance CTE, produced four CTE awareness building videos - one for the general public, one for parents, one for school counselors, and one for students. In addition, our awareness campaign supported elementary school counselors in gaining an understanding of CTE.
* Colorado Career and Technical Education has focused efforts around work-based learning resources this year, in particular, employer engagement resources: <http://coloradostateplan.com/educator/employer-engagement/>. This was based on resource requests we heard as we conducted our work-based learning regional meetings last fall.
* Colorado Career and Technical Education revamped our fact sheets to match our CTE Learning that Works for Colorado branding and messaging. Our Director of Accountability also included a how to read your data technical assistance document that was released at our Colorado Association for Career and Technical Education (CACTE) summer conference.

Please share your CTE-related challenges.

* Helping programs make data driven decisions in a culture of CTE being seen as electives - aka random acts of CTE - versus a program.
* Data systems in anticipation of Perkins V.
* Accessibility for rural districts to multiple program areas.

Connecticut

What were your state’s top accomplishments in CTE?

* The Connecticut State Board of Education approved the Agriculture, Food and Natural Resources Frameworks. It appears that this is the first time the Board has ever approved a set of CTE standards or frameworks.
* CT was able to post a new CTE Consultant position. The position has closed and hopefully the new staff member will start in early 2019.
* Provided Connecticut Technology Education Teachers the National Institute for Metalworking Skills (NIMS) training so that they can provide NIMS certification to their students.

Please share your CTE-related challenges.

* Shortage of personnel working in CTE at the state level.

Delaware

What were your state’s top accomplishments in CTE?

* Alignment of cross-agency state plans, e.g. ESSA and WIOA, in addition to the alignment of the state education accountability system across both pieces of legislation.
* Alignment of in-school youth programs under WIOA to the state's career pathway system and Promise communities in addition to the alignment of supports for youth with disabilities across the Departments of Education, Labor, and Health and Social Services.
* Receipt of a $3.25 million dollar grant from Bloomberg Philanthropies to expand the state's career pathway system for youth and adults, building from the JPMorgan Chase New Skills for Youth initiative.

Please share your CTE-related challenges.

* Scaling high quality work-based learning opportunities for all youth.
* Seeking state support to continue the employer intermediary at Delaware Technical Community College.
* Developing incentives to further engage employers in scaling work-based learning, expanding summer youth employment programs, and on-boarding youth into the workforce.

Florida

What were your state’s top accomplishments in CTE?

* In the 2017-18 school year, 105,131 Career and Professional Education, CTE (CAPE) participants earned 121,240 certifications with a passing rate of 70.4 percent.
* In academic year 2017-18, 1,786 high school career and professional academies were registered in Florida, and 1,507 (84.4 percent) of these academies reported student enrollments.
* Increased the number of statewide articulation agreements in 2018. The list by clusters can be found at the following link: <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements>.

Please share your CTE-related challenges.

* Marketing of CTE continues to be the biggest challenge in Florida. We do not have a source of funding to dedicate to this item. We need to have more information available to parents and business/industry across the state on the programs that are available to students.
* The loss of performance funding for our postsecondary technical colleges for the 2017-18 year. Funding was restored by the legislature, however, for the 2018-19 school year.

Georgia

What were your state’s top accomplishments in CTE?

* The Georgia Department of Education's CTAE Division released their new five-year strategic plan. The strategic plan details the strategies and objectives for FY19 and FY23.
* The Economic Development Program (EDP) distinction was awarded to five school districts in October 2018. EDP is a partnership between the Georgia Department of Education (GaDOE) and the Georgia Economic Developers Association (GEDA) and seeks to promote improved relationships between local school districts and business/industry. In participating school districts, district leaders complete economic development training courses. Local CTE directors, CTE teachers, and school counselors complete a business externship every five years. Participating districts also review local Career Pathway offerings for alignment to in-demand careers and must display evidence of business and community partnerships.
* Georgia CTE is working to enhance the career domain for school counselors. Changing career conversations by talking and working with industry partners through “trade talks” is off to a good start in 2018.

Please share your CTE-related challenges.

* Georgia's first CTE-related challenge is listed as priority #1 of the strategic plan: the perceptions of career-focused programs. See Georgia's Five-Year Strategic Plan for details: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/CTAE-Strategic-Plan.PDF>
* Georgia's second CTE-related challenge is listed as priority #2 of the strategic plan: quality career counseling and development throughout grades K-12.
* Georgia's third and fourth CTE-related challenges are listed as priority #3 and #4 of the strategic plan: increase teacher and counselor recruitment, retention, and professional development efforts; expand CTE opportunities and teach employability skills throughout K-12.

Guam

What were your state’s top accomplishments in CTE?

* Guam Community College (GCC) implemented the Future Builders of Guam Boot Camp program in response to the federal restriction on the H2B worker visa program, which had previously permitted employers to hire foreign workers, primarily in the construction field, to address the military build-up on Guam. Successful completers acquired knowledge and skills (e.g., Basic Blueprint Reading, Industrial Safety), a National Career Readiness Certificate (NCRC) – an assessment-based credential that measures the essential work skills needed for success in jobs across industries and occupations, and a Basic First Aid & CPR Certification.
* The GCC-Early Middle College (GCC-EMC) was launched to enable high school students to graduate with two credentials: a high school diploma and a postsecondary certificate or associate degree in the Architecture & Construction Career Cluster. Through an intrusive and deliberate wraparound intervention service, a team primarily of faculty and counselors provides participants with continuous guidance as they transition from high school to college-level courses and expectations. The GCC-EMC pilot includes the following construction concentrations: carpentry, masonry, reinforcing metalworker, electricity, HVAC, plumbing, and welding.
* The development of a strategic master plan has begun to effectively prepare and transition GCC's career and technical and adult education students for the 21st century's world of work in terms of acquiring transferable skills, cross-curricular skills, or stackable credentials for jobs that have yet to be created.

Please share your CTE-related challenges.

* Ability to provide relevant and continuous professional development to retain and retrain faculty, counselors, and administrators.
* Ability to successfully place a graduate/completer in his or her program of study.
* Ability to effectively implement an enrollment management process that meets established institutional goals.

Hawai’i

What were your state’s top accomplishments in CTE?

* Through a partnership with our P-20 office, all the high school CTE program planning sheets have been revised. They reflect what we've learned through research about the most appropriate academic courses to take for each Pathway while in high school. The sheets reflect dual credit/Early College opportunities: The University of Hawai’i Community Colleges (UHCC) system and the Department of Education (DOE) have shifted focus so that CTE courses will be supported with Early College funds. Finally, they have been incorporated into the State's Sector and Career Pathway website: [uhcc.hawaii.edu/workforce/index.php](file:///C:\Users\Ashleigh\Downloads\uhcc.hawaii.edu\workforce\index.php). Training and professional development sessions are being held for all parties. Audience appropriate media is being created.
* Our early attempts at high school apprenticeships have been successful. Kapiolani Community College has registered 17 health apprenticeships with the State in the past 15 months. The pharmacy technician program was delivered to 17 high school seniors at Waipahu High School in summer/fall 2018. Ten additional Waipahu High School seniors will participate in the program in spring 2019, along with ten students from Farrington High School. In addition, discussions are ongoing with Waipahu High School and Campbell High School regarding bringing the registered optometry assistant apprenticeship program to the schools, along with the Community Health Worker pre-apprenticeship program.
* The State CTE Office has provided two positions to support the state's WIOA/ESSA/CTE Career Pathway System: one to develop the framework and coordinate a statewide plan for work-based learning; the other works within the State Longitudinal Data System team specifically focused on CTE and Workforce data. This reflects a cross-agency collaboration. The positions, identified by the CP core team as highest need, actually work within the P-20 offices. This ensures their efforts align with the work of other education initiatives.

Please share your CTE-related challenges.

* Communicating among the various parties: the students/clients/audiences of our work; the behind-the-scenes; front-line personnel who work with our students; and clients across agencies; and the top level decision-makers.
* Maintaining momentum around the implementation of the state's Career Pathway System.
* Turnover in personnel continues to be a challenge.

Indiana

What were your state’s top accomplishments in CTE?

* Our Governor has made CTE one of his priority agenda items, and it continues to be a priority in 2019.
* Increased emphasis on CTE through high school graduation requirements.
* Completed the first phase of defining the industry certifications that have value in our state and aligning industry certifications to the appropriate program, so that we can begin backwards design when developing programs of study.

Please share your CTE-related challenges.

* Defining for locals what work-based learning is or is not, developing training plans for locals to use (not completed).
* Work-based learning has become synonymous with state earn-and-learn programs or work release.
* Managing the “extra” attention to CTE and setting a new vision and approach to CTE.

Iowa

What were your state’s top accomplishments in CTE?

* Full implementation for the 2016 CTE Redesign legislation (known as House File 2392: Since H.F. 2392 was signed into law in 2016, much work was done by school district leaders and educators, community college leaders, and other key education and workforce stakeholders. As part of the statewide system of Regional Planning Partnerships (RPPs), community colleges, school districts, area education agencies, representatives of economic and workforce development organizations, and business and industry are working together to ensure students graduate from high school ready career and college ready. State CTE reimbursement funds are available to the RPPs for eligible uses, including:
  + Convening, leading, and staffing the regional CTE planning partnership;
  + Offering regional CTE professional development opportunities;
  + Coordinating and maintaining a career guidance system; and
  + Purchasing equipment on behalf of school districts and community colleges.
* Future Ready Iowa: Governor Kim Reynolds signed House File 2458, the Future Ready Iowa Act, into law at the close of the Future Ready Iowa Summit in Des Moines on April 3. The law aims to strengthen workforce development and expand work-based learning opportunities for students. In particular, the legislation calls for the establishment of a registered apprenticeship development program, a volunteer mentoring program, a summer youth intern program, summer postsecondary courses for high school students that align with high-demand career pathways, an employer innovation fund, and a skilled workforce scholarship and grant program. CTE in Iowa continued to play a central role in helping meet the Future Ready Alliance Goal of having at least 70 percent of all Iowans achieve some post-secondary credential of economic value by the year 2025. Currently Iowa has achieved a 58 percent level of the adult labor force having some form of post-secondary credential.
* Iowa Condition of Secondary CTE Report: The Iowa Department of Education recently released the Condition of Secondary Career and Technical Education report, which represents the first longitudinal statewide overview on the trends in secondary CTE courses, programs, student characteristics, and instructors. Additionally, the report identifies three emerging areas of focus addressed in House File 2392 (HF2392). Those areas include integration with career and technical student organizations (CTSOs), holistic career guidance, and development of regional centers to provide equitable access to capital-intensive, high-quality CTE programs. The evidence of the growing integration of secondary CTE data into the wider department data and accountability efforts can be seen in the inclusion of CTE data into the Every Students Succeeds Act (ESSA) accountability framework, specifically the postsecondary readiness indicator.

Please share your CTE-related challenges.

* As part of HF2392, for the first time, all CTE programs are to be approved based on language set within the law. With very little precedence for many school districts, completing the steps within the entire program approval process would require significant organization of resources, time, and budget. The CTE Bureau is making every effort to guide school districts through the process and early efforts by the 15 CTE RPPs appear promising.
* While the work already under way as a result of implementing CTE Redesign (HF2392) should provide a solid basis for Perkins V planning, managing the two efforts separately, even with a reorganized CTE Bureau, will be a formidable challenge. In addition, district-level perceptions around the Carl Perkins legislation and HF2392 will need changing if the state has to take full advantage of the Perkins V requirement of size, scope, and quality.
* The heightened policy interest in work-based learning, specifically with regard to apprenticeships, has brought CTE programs of study much more into focus. Making the connection between high quality CTE programming and apprenticeships has been a challenge. This is especially true among those who seen the relationship as extrinsic, not intrinsic to the CTE enterprise. Specifically, what remains a challenge is creating a culture wherein work-based learning should be seen as an extension of high quality CTE, not separate from it.

Kansas

What were your state’s top accomplishments in CTE?

* Cross agency collaboration on CTE between the Kansas Board of Regents, Kansas State Department of Education, Kansas Department of Commerce, Kansas State Department of Labor and U.S. Army/Army University.
* A state funding model for technical education as it provides variances in monetary support based on the cost to deliver the course.
* Providing the field with substantive documents integrating social-emotional growth and development with employability skills, while also leading conversations around school redesign related to the development of CTE skills.

Please share your CTE-related challenges.

* Increasing equity in career pathway and work-based learning opportunities for students in rural areas.
* Increasing evaluation and application of data to improve student outcomes.
* Negative impact on faculty eligible to teach due to increasing requirements of the Higher Learning Commission.

Maine

What were your state’s top accomplishments in CTE?

* The establishment of a new funding formula that supports CTE at the secondary level in Maine.
* Funding support from the legislature to establish middle school CTE program pilots throughout the state. The legislature has committed to funding these pilots for three years which will allow for data collection that can guide future program development.
* An updated statewide memorandum of understanding between the community college system and the Maine Department of Education- CTE (MDOE-CTE) schools that can provide an opportunity for students to earn college credits while in high school CTE programs.

Please share your CTE-related challenges.

* With the recent promotion of including CTE with the new construction of high schools, there has been no consistent data collected on facility requirements for CTE programs.
* A rewrite of the certification requirements for CTE teachers across the state.
* Developing a plan for Perkins reauthorization while also going through an administration transition with a new governor and education commissioner.

Maryland

What were your state’s top accomplishments in CTE?

* Apprenticeship Maryland: A New Model CTE Program of Study. Apprenticeship Maryland is a youth apprenticeship program for students, ages 16 and up, that is designed to lead to sustainable employment and further education based on career pathways in manufacturing and STEM occupations. It was founded in 2015 as a two-year pilot program in Frederick and Washington Counties, and is a partnership between the Maryland State Department of Education (MSDE); the Department of Labor, Licensing and Regulation; and the Department of Commerce. Additional success was garnered when MSDE applied for and received a Pathways to STEM Apprenticeship for High School Career and Technical Education Students Grant from the United States Department of Education to support the statewide expansion of the Apprenticeship Maryland CTE program. Funds from this $600,000 grant will be used to support school systems in establishing an infrastructure to implement Apprenticeship Maryland, and funds will also be used to support community colleges in developing and identifying courses that provide apprentices with college credit toward a lower division certificate or an associate’s degree. The first statewide Apprenticeship Maryland Conference will be held in April of 2019 to provide professional development and share promising practices as the program is being implemented statewide.
* Computer Science: In 2017, the Governor issued an executive order highlighting the importance and need for more computer science education due to the information technology workforce and economic development needs in the state. Since the release of the order, Maryland developed K-12 Computer Science standards were reviewed by the Computer Science Teachers’ Association (CSTA) in August of 2018 and approved by the State Board of Education in September of 2018. With regard to the CTE programs in the Information Technology (IT) Cluster, MSDE staff members worked with industry representatives to update the IT Networking – Cisco CTE program to include additional pathways in cybersecurity which is a serious workforce need in the state. This expansion led to a partnership with the University of Maryland, Baltimore County (UMBC) Training Center. UMBC recently started a new registered apprenticeship program that will bridge the gap between apprenticeship and a college education. The new model will allow apprentices to earn college credit toward specific bachelor’s degree programs, while simultaneously receiving the benefits of a traditional apprenticeship.
* Teacher Academy of Maryland: The Teacher Academy of Maryland (TAM) is a state CTE program of study that is offered in 22 of Maryland’s 24 local school systems. One additional school system will be implementing the program in 2020. The four course, four-credit program consists of Human Growth and Development through Adolescence, Teaching as a Profession, Foundations of Curriculum and Instruction and the Education Academy Internship. Local school systems have articulation agreements with their corresponding local community colleges. TAM students can earn from three to six credits, depending upon the local agreement. In addition, TAM has statewide articulation agreements with nine baccalaureate teacher-education programs across the state with both public and private colleges and universities. These statewide articulations offer from three to four postsecondary credits, depending upon the institution. Five of these agreements also include scholarships ranging from $500 to $1,500 per semester for TAM high school graduates who major in education. Currently, six local school systems are offering incentives for TAM graduates who have earned their teacher education degree. If the TAM high school graduate agrees to return to the local school system where they graduated the incentives range from paying a specified amount annually for college tuition as a teacher education major, guaranteeing a teaching position (open contract) in the school system, placing the TAM college graduate higher on the pay scale for new teachers than for other non-TAM new teachers, providing bonus pay for critical shortage areas as defined by the Maryland Teacher Staffing Report, and other related benefits.

Please share your CTE-related challenges.

* Expansion of CTE Programs: Local school systems are limited in their ability to expand Maryland’s CTE Programs due to many of them being at capacity. Some CTE programs could easily expand to additional sections, and also to additional schools or community college campuses; however, many facilities are at capacity, finding qualified faculty is difficult, and there is a lack of funding necessary to support expansion. Some programs have waiting lists of substantial numbers; thus, many students are missing the opportunity to benefit from a CTE program of study.
* Pipeline of Teachers: Several strategies have been implemented to recruit teachers, especially at the secondary level. Over the past four years, the Maryland General Assembly has enacted legislation to establish workgroups and task forces to address Maryland’s teacher shortage. The state imports over 60 percent of its teachers, and some positions remain unfilled with long-term substitutes. The Minority Teacher Recruitment Task Force, the Teacher Induction, Recruitment and Advancement workgroup, and the Recommendations on Excellence and Innovation in Education, have all made recommendations to recruit and retain teachers. A new workgroup called The Digital Teacher Recruitment Task Force will be examining ways to recruit potential teachers using digital technology.
* Succession Planning: Local school systems and community colleges are often assigning the responsibility for CTE as an add-on responsibility to other administrative functions. This makes succession planning difficult because the responsibility for CTE is often reassigned as people retire or leave their positions. When a person is assigned a responsibility that is outside their area or expertise, it tends not to get the importance that it deserves.

Massachusetts

What were your state’s top accomplishments in CTE?

* The addition of two new High Quality College and Career Pathways. Information on Innovation and Early College Pathways can be found at: <http://www.doe.mass.edu/ccte/ccr/hqccp/>
* The development and promulgation of seven regional blueprints to identify labor market priorities and needs across the Commonwealth to inform new programming in the High Quality College and Career Programming space. These blueprints can be found at: <https://www.mass.gov/service-details/view-your-regions-blueprint>
* The development of a statewide career pathways map that identifies all CTE programming across the state to help in the strategic planning of High Quality College and Career programming. The map can be found at: <http://massconnecting.org/pathwaymapping/>

Please share your CTE-related challenges.

* Finding qualified licensed teachers for Chapter 74 programs.
* Meeting student demand for CTE programming across the state.
* Meeting facilities and equipment needs for emerging career pathways.

Michigan

What were your state’s top accomplishments in CTE?

* The Michigan Department of Education developed and distributed the K – 12 Michigan Career Development Model, including learning targets by grade level bands.
* Local school districts received an extension allowing a student’s successful completion of a State Approved CTE program to meet a student’s second year of foreign language high school graduation requirements.
* The Marshall Plan for Talent invests $100 million to create, expand and support educators and businesses who create innovative programs for high-demand, high-wage careers. The Marshall Plan for Talent is a revolutionary approach to prepare students and adults for the careers of today and tomorrow. But more, it’s about building partnerships – real, sustainable, meaningful partnerships between business and education. Michigan’s future success depends on businesses and all education providers working together to ensure a stronger future for us all.

Please share your CTE-related challenges.

* Obtaining a listing of the national association initiatives that impact CTE in Michigan and thoughts surrounding how to select the best opportunities. For example, AIR Work-Based Learning, CCSSO Career Readiness Initiative and the Career Pathways Leadership Certification 2019 Winter Institute, to mention a few.
* Seeking examples of models of collaboration between state education and state workforce development agencies.
* Looking for effective strategies to identify new and emerging CTE programs.

Minnesota

What were your state’s top accomplishments in CTE?

* Minnesota facilitated the completion of the *Career and College Resource Guide: Data Inquiry; Program Planning Guide; Domains and Competencies and Introductory Materials*. In addition, professional development was provided for the overview and the utilization of the resource materials.
* The state team worked to develop a new vision, mission, principles and strategic directions for our CTE work. In addition we created resources for the consortia to use in communication with their local partners, administrators, and teachers/faculty. Our new state CTE Vision: Advancing Career and Technical Education empowers every learner to realize a rewarding career.
* Approximately 1/3 of our local leadership is new again this year. We are very proud of the mentor/mentee program we have in place to provided training, networking opportunities, and support for our new leaders.
* Increased the profile of CTE in Minnesota. We have leveraged Perkins V to provide the opportunity to revise our vision, mission, and strategic directions. Raising the profile has involved our legislators, our administrations, our economic development groups and agencies.
* Equity and inclusion remains a need and an accomplishment. We have, as a state, raised our performance for recruiting and successfully completing learners in non-traditional occupations. We are beginning an Intercultural Development Inventory (IDI) project with our Adult Basic Education and Minnesota Department of Education partners as well as campus Equity and Inclusion directors is happening. The continued success of the Office of Civil Rights team approach to complete campus visits is also a success.

Please share your CTE-related challenges.

* Providing equitable access to quality programming for all career and technical students across the state.
* Providing the correct guidance, communication, data, templates and "presence" so that our local consortia are empowered to move forward with the Comprehensive Needs Assessment requirements of Perkins V.
* CTE teacher education programs remains a challenge. We lack specific programs in health occupations. In general our career and technical teacher preparations are in need of help for recruitment of teachers, for infusion of new curriculum development, and for supporting industry-specialists who want to teach. Navigating the tiered licensure transition of the Professional Education License and Standards Board (PELSB) for secondary teacher licensure, while it was intended to add some security and flexibility for CTE teachers, continues to be challenging
* We continue to strategize about helping our smaller rural consortium. This ranges from the lack of funding for transportation- of students, of faculty, of all personnel for professional development opportunities; the lack or qualified teachers and faculty, the lack of critical mass of students to be able to conduct a class, the lack of resources to begin new programs that the community or region might need. We just struggle with equitable access.
* We need ta resource that brings together the analysis of all the data point of labor market information and student profiles. Data exists everywhere. However, the skills to analyze and make recommendations drawn from that data that support consortium is not always present.

Missouri

What were your state’s top accomplishments in CTE?

* CTE Advisory Council - The CTE Advisory Council finalized their Strategic Plan for Missouri CTE during their October 22, 2018 meeting. Three strategic focus areas were identified and are as follows:
  + Student Achievement
  + Marketing, Image, and Partnership
  + Business and Financial Operations
* CTE Base and Performance Funding - The new CTE Base and Performance Funding went into effect on July 1, 2018. The CTE Base and Performance Funding was restructured as a result of input that was received from a stakeholder committee two years ago.
* Common Criteria and Quality Indicators (CCQI) – the Common Criteria and Quality Indicators (CCQI) process went live in the Tiered Monitoring System in October. All CTE programs are being locally evaluated using the common criteria and quality indicators that were developed with significant input from the field in 2016. The CCQI will eventually be used to determine whether a CTE program is eligible for CTE Base and Performance Funding.

Please share your CTE-related challenges.

* Perkins V State Plan Development and Implementation.
* Computer Science standards development and implementation.
* Development and inclusion of career readiness measures in the Missouri School Improvement Program (MSIP).

Montana

What were your state’s top accomplishments in CTE?

* The announcement of the One-Two-Free Dual Enrollment program.
* Total restructuring of Montana’s pathway program, resulting in statewide Montana Career Pathways.
* Montana saw dual enrollment in CTE areas grow from 25 percent to 32 percent. Several CTE dual enrollment programs now include industry recognized credentials including EMT, phlebotomy, CAN, AWS, Serv-Safe, Microsoft and Adobe.

Please share your CTE-related challenges.

* CTE awareness with high school students and their parents – four-year college is still pushed as the “best” option even though it doesn’t align with the workforce needs in our state.
* Shortage of secondary CTE teachers, especially in Montana’s rural areas.
* Equity in CTE programs, especially for our rural and tribal populations.

Nebraska

What were your state’s top accomplishments in CTE?

* Launched the revised Career Development toolkit which includes an updated Career Development Model (focusing on self-awareness, career exploration, and career planning & management). The toolkit includes resources on program planning, including lesson plans, transitions for all students, family engagement, and more.
* Refined the new Nebraska Workplace Experiences website and resources, including our continuum of workplace experiences, and delivered professional development on implementation around the state.
* Concerted focus on championing equity in CTE.

Please share your CTE-related challenges.

* Providing high-quality CTE in small, rural schools.
* Access to high-quality, standards aligned CTE instructional materials, including curriculum.
* Addressing teacher shortages, especially in Skilled and Technical Sciences and in rural areas.

New Hampshire

What were your state’s top accomplishments in CTE?

* NH Robotics Education Development Fund greatly expanded the accessibility of robotics to K-12 education throughout NH.
* The second annual NH-CTE Summer Conference held in Plymouth, NH during August 2018. This three day professional development opportunity brought together CTE administrators, school counselors, CTE instructors and industry partners to build a sense of community and provide targeted content to improve CTE across NH.
* The NH Sector Partnership Initiative has launched five industry sectors: Healthcare, Technology, Manufacturing, Hospitality, and Construction. Each of these sectors has identified a month that will be dedicated to sector outreach. These opportunities will allow for the sharing of career pathway information and opening industry sites to middle and high school students throughout the state.
* The NH-CTE administrators worked closely with the NH Department of Education Bureau of Credentialing and Professional Standards Board to adjust the credentialing process for incoming educators in the area of CTE. These changes will assist in streamlining the process of bringing new talent from industry into CTE classrooms throughout NH.

Please share your CTE-related challenges.

* Although we are looking forward to the opportunity, the development of the Perkins V State Plan will require additional time and resources.
* The recruitment and retention of highly effective CTE administrators and instructors is a priority for the state.
* Gathering reliable data beyond secondary program completion continues to be a challenge. Limitations exist in the ability to collect data due to technology challenges and legislative restrictions. These issues do not always allow us to follow students from secondary CTE completion to postsecondary programs/ careers and beyond.

New Jersey

What were your state’s top accomplishments in CTE?

* The New Jersey Department of Education (NJDOE) launched a Pathway in Technology Early College High School (P-Tech) initiative that will allow students in low socioeconomic status districts to complete the program with an associate degree and a high school diploma, supported by business and industry through mentorship and internship opportunities.
* NJDOE launched the CTE Teacher Pathway Initiative, offering districts support in creating co-teaching opportunities for industry experts to become CTE teachers and opportunities for academic teachers to become CTE teachers.
* STEM Dual Enrollment and Early College High School Piloted for Typically Underrepresented Youth: New Jersey selected three comprehensive high schools to pilot implementation of the P-Tech model. Participating students at the three P-Tech Schools will begin the program in the 2019-2020 school year and graduate with a high school diploma, associate degree and workplace experiences such as mentorships and internships within six years. These pathways will focus on competitive STEM fields. Each P-Tech school is partnering with industry partners and a county college to develop and deliver a STEM curriculum that is academically rigorous and economically relevant.
* “Computer Science for All” Initiative Announced by Governor’s Office: Governor Phil Murphy announced a “Computer Science for All” initiative in grades K-12, including $2 million in funding from the FY2019 budget to increase the number of public high schools that offer advanced computer science courses. In 2018, the NJDOE released a grant opportunity and selected 25 districts to provide professional development for teachers and develop advanced computer science courses that either result in postsecondary college credit or an industry-valued credential.
* Renewed Focus on Apprenticeship Initiatives: New Jersey established the Office of Apprenticeship at the New Jersey Department of Labor and Workforce Development (NJLWD) to spur the creation and expansion of apprenticeship opportunities, particularly in non-traditional occupations. This office has fostered strong collaboration between NJLWD and NJDOE, resulting in an announcement that the NJDOE intends to include apprenticeship as a positive placement for students on the 2019-2020 school performance reports (released in Winter 2020). NJLWD and NJDOE are closely collaborating on grant initiatives that will expand the opportunities for secondary students to participate in pre-apprenticeship and youth apprenticeship opportunities that lead seamlessly to postsecondary opportunities.

Please share your CTE-related challenges.

* Equal distribution of funding among districts is a perceived challenge.
* The career pathways system in New Jersey is organized into distinct silos, including county vocational school districts, comprehensive high schools, and county colleges. The current organizational structure and climate promote competition for students, industry partners and funding. There is a need for counties to map the landscape of career pathways so these entities are incentivized to work collaboratively to better meet the needs of all students.
* Filling the pipeline with staff qualified to serve as CTE teachers and coordinators for work-based learning experiences continues to be a challenge. Although New Jersey is working to increase the supply of teachers through the CTE Teacher Pathway Initiative and will be making changes to administrative code to support these pathways in the upcoming year, districts in New Jersey continue to struggle with retirements and an already existing shortage of qualified staff.
* Equitable access to New Jersey’s CTE programs is another challenge. Some of New Jersey’s brightest and best students graduate from CTE programs and go on to make outstanding contributions in their fields. Nevertheless, the demand for these programs exceeds the capacity and many interested and deserving students are not offered admission.

New York

What were your state’s top accomplishments in CTE?

* New York Middle-level Requirement Updated to Increase Flexibility: A change in Commissioner’s Regulations created more options by allowing teachers of any CTE content area to deliver the middle-level requirement. Once approved by the Board of Regents, theme and content modules were developed by members of CTE professional associations, NYSED, and the CTE Technical Assistance Center.
* Middle-level Teacher Certification Extension: amended Part §80-4.3 of the Commissioner’s Regulations to allow CTE teachers in grades 7-12 to be eligible for an extension to teach in specific CTE certificate titles in grades 5 and 6. This revision enables teachers who hold particular CTE certificate titles (Business Management and Administration titles, Family and Consumer Science titles, Agriculture titles, any Trade or Technical titles, and Health Occupations) in grades 7-12 to teach courses in grades 5 and 6 that satisfy the middle level CTE requirement. The extension would provide school districts with flexibility to schedule the unit of study requirements in buildings with different grade-level configurations.
* CTE Teacher Certification Option for Emerging Occupations: A new option was added to the Transitional Certification route to allow persons who have completed a bachelor's degree in the subject area or a closely related subject area and have one year of work experience, have completed the required workshops, and have fingerprint clearance to gain a Transitional A certificate. This option is designed to meet the need for teachers in emerging occupations where it is difficult to find individuals with multiple years of experience who want to teach instead of work in a technical field.

Please share your CTE-related challenges.

* Mapping the work required to improve how we target Perkins funds requires addressing many moving parts with few people. Our major concerns relate to the design and development of the local needs assessment and application to drive change.
* Data and finding the best way to report on CTE success.
* Finding ways to infuse meaningful CTE learning experiences into a wider range educational improvement efforts.

North Dakota

What were your state’s top accomplishments in CTE?

* Transition of leadership - Wayne Kutzer retired and was replaced by Wayde Sick in May 2018.
* Development of a Social Media presence for the first time on Twitter and Facebook.
* New board members. North Dakota has a 9 person board. In September 2018, four new board members were appointed by the Governor.

Please share your CTE-related challenges.

* Instructor shortages.
* Access in rural areas.
* Development of quality online/digital CTE programming.

Ohio

What were your state’s top accomplishments in CTE?

* Ohio worked with CTE stakeholders around the state, the Ohio Department of Higher Education, and the Governor's Office of Workforce Transformation to develop a plan to update and expand Ohio's Career-Technical Education Report Card. This plan was adopted by the State Board of Education in December, 2018. Important changes include the expansion of the Career and Postsecondary Readiness indicators on the report card to include learning and leadership experiences, work-based learning, and military readiness indicators. CTE report cards will also be created for every school district in the state, in addition to the 91 career-technical planning districts.
* With the goal of further integrating CTE and real-world content into all Ohio classrooms, Ohio engaged educators around the state to identify areas alignment between career-technical content standards and academic content standards in ELA, math, science, and social studies. The Department then created guidance for schools on integrating coursework.
* Ohio rolled out a new process to support struggling CTE programs in developing and implementing improvement plans. The process, driven by the program's outcome data, pulls together the teacher for the program, school and district leaders, and counselors to do a root cause analysis and develop a plan for improvement. The Ohio Department of Education staff supported nearly 200 programs around the state through this new program improvement process.

Please share your CTE-related challenges.

* Communicating about industry-recognized credentials, and how they should be used in CTE programs, has been challenging. We continue to see administrators around the state cutting programs that don't have credentials attached to them, thinking they aren't valuable. Communicating that credentials are only valuable to students when employers value them, and not all industries use them to validate knowledge and skill, has been a challenge.
* We continue to struggle to find effective ways to communicate with CTE stakeholders around the state, and ensure that all voices are heard.
* Ohio continues to experience large amounts of change, including agency reorganization and a gubernatorial transition. Leading through change, and ensuring that CTE remains a priority throughout, is a challenge.

Oklahoma

What were your state’s top accomplishments in CTE?

* Certified staff and state employee pay raises were a substantial step forward for education.
* CareerTech teachers being given an opportunity for another certification option as industry individuals look to enter the field of education.
* Statewide recognition for work-based learning opportunities to be increased was passed by the legislature.

Please share your CTE-related challenges.

* The challenge of individuals understanding the advancements of CTE and recognizing the vitality it brings to the economy.
* Continued challenge of CTE being recognized positively as a portion of graduation requirements.
* It is a challenge to recruit individuals with industry experience into the field of education.

Oregon

What were your state’s top accomplishments in CTE?

* Growth in programs of study in all six Career Learning Areas.
* Re-establishment of the Oregon ACTE professional organization, which supports CTE teachers statewide in program growth and industry connections.
* Development of multiple pathways for CTE teacher licensure through collaboration with the Teacher Standards and Practices Commission (TSPC) and post-secondary partners, leading to over 400% growth in CTE endorsements and licenses.
* Expansion and collaboration of CTE Network to include CTE Regional Coordinators, STEM hub directors, dual credit coordinators and CTE deans in order to promote connection and consistency of messaging as well as synergistic momentum.

Please share your CTE-related challenges.

* Balance of funding for urban/rural schools.
* How to include Middle School programs with the same funding structure in order to promote growth into high school programs of study.
* Developing communications to highlight the connection and overlapping goals of CTE and STEM as parallel rather than separate entities.

Puerto Rico

What were your state’s top accomplishments in CTE?

* Educational Reform Act includes a chapter on CTE.
* Important memorandum of understanding with ORACLE Academy (15,000 certification for students), Microsoft (MOS Certification for 17,000 students) and CISCO.
* Work-based learning - 8,452 students in work-based learning in the private sector, NOG, public sector (which is paid with State, WIOA and Voc Reh funds). Articulation agreements with the University of Puerto Rico and Private Universities was also a success.

Please share your CTE-related challenges.

* Budget and the Puerto Rico Fiscal State Board.
* Implementing the reform bill.
* Turnover (teacher and school principals).

Rhode Island

What were your state’s top accomplishments in CTE?

* Rhode Island took steps to strengthen student access and participation to high quality work-based learning as part of CTE programming. This included:
  + Partnership with the Governor’s Workforce Board to develop and implement statewide standards for high quality work-based learning.
  + Launched the PrepareRI Internships program in Summer 2018 to train and place162 Rhode Island youth in paid summer internships across the state with a range of employers. The program is a joint project of the Rhode Island Department of Education and the Governor's Workforce Board, and is managed by a new statewide career readiness intermediary, Skills For RI’s Future.

* In 2018, Rhode Island revised CTE funding policies to match other student tuition models in the state. The revised policy establishes a common funding formula that allows inter-district enrollment in CTE, in which money follows the student. This also increases transparency for sending districts.
* In 2018, the RI Department of Education (RIDE) established a new/revised role at every high school in the state, Career Coordinator. These individuals serve as the primary contact for the statewide career readiness intermediary, employers, and other career pathway communications. They meet regularly as a group for professional development and informational sessions facilitated by RIDE.

Please share your CTE-related challenges.

* RIDE has identified data collection and accuracy as a core challenge in supporting and promoting high quality programming. A team at RIDE with the support of a state wide data-related entity, DataSpark, have been partnering in the development of revised policies and procedures that will lead to better data.
* RIDE and the Office of the Postsecondary Commissioner have identified concerns in higher education admissions and credit policies as a barrier to student participation in CTE programs. Efforts are underway to better align related policies, including: 1) CTE Board Standards for CTE programs often involve dual/concurrent enrollment (and were developed in consultation with employers); 2) Rhode Island is working on setting up statewide articulation agreements, so that CTE pathways culminate in college credit.
* In an effort to ensure consistent, transparent information is available for program and policy decisions, as well as student and family decision making, RIDE is rolling out a publicly facing program accountability system in 2019.

South Carolina

What were your state’s top accomplishments in CTE?

* A total of 17,154 students in grades 9-12 were completers in grades of a CTE program.
* Over 92 percent of all completers graduated on time.
* There were a total of 119,336 work-based learning experiences, including youth apprenticeships, which is an increase of approximately 43 percent.

Please share your CTE-related challenges.

* Preparing students with industry credential attainment for high-demand and high-wage jobs.
* Increasing the number of students participating in CTE programs.
* Implementing our new 9-12 Computer Science Standards.

South Dakota

What were your state’s top accomplishments in CTE?

* In 2018, South Dakota completed the process of revising and unpacking CTE standards for all 16 Career Clusters®. In addition to tackling updating all clusters, South Dakota also passed standards for the Capstone Experience, allowing work-based learning to count for high school credit. Previously, this course only could count for elective credit, as it had only a framework attached, not standards.
* New high school graduation requirements were adopted by the South Dakota Board of Education Standards. The new requirements provide students with additional flexibility in which courses they can take to earn a diploma depending on their academic and career interests. This includes allowing CTE courses to count for academic credit. Additionally, the new requirements call out CTE more specifically by creating a mechanism for students to earn an advanced career endorsement above and beyond their high school diplomas. The endorsement signals a concentrated experience in a specific Career Cluster based on academic and workplace experiences and the attainment of a related-industry recognized credential.
* The Division of Career and Technical Education, housed within the state's Department of Education (DOE), increased constructive collaboration with the state's Department of Labor and Regulation (DLR). This collaboration resulted in placement of 12 new FTE in schools to provide surge capacity on career advising, greater access for students to WIOA Title I funds, and better communication about work-based learning, including registered apprenticeships. This relationship will set the DOE and DLR in good stead as we look ahead to writing our separate, but complementary, WIOA and Perkins state plans.

Please share your CTE-related challenges.

* Perkins V: As we look ahead to the "Be Bold" concepts we want to include as part of our Perkins State Plan, we are looking at how to ensure we have stakeholder and political buy-in, as well as sheer manpower to accomplish those initiatives.
* With a new governor, we hope to achieve political buy-in for collaboration across state agencies to move the needle in a coordinated fashion on workforce development and career education. There are many disparate initiatives within our state that would have greater impact if we have one "convener" to herd all the interested parties.
* In July 2017, South Dakota stood up a separate governance structure for the state's four public technical institutions. As they continue to find their feet, and as we look towards writing a new Perkins state plan, we will look for ways to collaborate more smoothly with the institutions and the board itself.

Tennessee

What were your state’s top accomplishments in CTE?

* Fully expended $15 million in CTE equipment funds for 2017-18 allocated from state budget by Governor and general assembly. Funds focused on Advanced Manufacturing, Health Science, and Information Technology Programs.
* The Governor joined us to launch a rebranded and expanded Tennessee Pathways initiative, grounded in high-quality CTE programs of study linking to postsecondary pathways and industry need. Nine regional pathways coordinators were hired and deployed across the state to provide technical assistance to districts beginning in fall 2018. A new "Certified Pathways" program will begin in spring 2019.
* The department added several industry certifications to the department recognized list, including them in the state's accountability model and continuing to expand the focus on students earning certifications in quality CTE programs.

Please share your CTE-related challenges.

* Quality data collection for industry certifications. Tennessee is hoping to collect student information directly from certifying agencies rather than relying on self-reported data; however, this is a challenge to develop relationships, gather data, clean data, and match to our longitudinal data system.
* Recruiting and retaining high-quality CTE teachers, particularly in the areas of health science, information technology, and advanced manufacturing.
* Expanding dual enrollment relationships with our technical colleges.

Texas

What were your state’s top accomplishments in CTE?

* Completed a review of the current CTE state offerings and revised the program of study design process to reflect high-skill, high-wage, and in-demand occupations. This process included specific definitions for high-skill, high-wage, and in-demand based on WIOA, as well as state labor market information reflecting labor projections, real-time labor data, and regional labor data.
* Revised the state's list of industry-based certifications recognized in the state's accountability system. Established a set of criteria to hold industry-based certifications accountable to and vetted a list of 1,100 certifications through Texas employers to garner their recognition and value of each.
* Completed a review of CTE landscape and analysis data to determine the quality and effectiveness of CTE data collected in the state.

Please share your CTE-related challenges.

* CTE data collection is a challenge. Texas is not currently able to drill down to the program of study level.
* Work-based learning is not clearly defined and there are challenges with current policies in place that restrict access to capstone work-based learning experiences.
* Seamless transfer of postsecondary credit from CTE courses into associate and bachelor degree programs.

Utah

What were your state’s top accomplishments in CTE?

* K-12 Computer Science - the Utah State Board of Education created a Computer Science Task Force representing a variety of stakeholders to focus on improving computer science education. Six recommendations came out of that task force including development and implementation of a statewide K-12 framework, engaging students early at the elementary level, developing a communication strategy, building capacity and ensuring statewide access. Our ultimate vision is that each student will have access to robust and varied computer science exposure and courses by 2022. We have exceptional support from stakeholder groups and will continue to put emphasis and effort in this area moving forward.
* Standards Rating Tool - the Utah State Board of Education approves course standards each year for use at the secondary level by secondary programs. Each local education agency (LEA) chooses what pathways and courses to teach, but they must follow the state standards when they teach a state-approved pathway/course. In order to facilitate a broad and more diversified review of those standards by business/industry we have partnered with a vendor to develop and implement an electronic tool that is available to any stakeholder who would like to provide feedback about course standards. This effort has given us opportunities to improve our standards as well as the opportunity to educate our stakeholders about the value of CTE and the value of the courses and pathways students are being educated in at the secondary level.
* CTE Data Transparency - Utah publishes an annual one page (double sided) At-A-Glance document that briefly highlights important data for secondary programs, which ultimately highlights the value that CTE brings to education. In addition, our post-secondary systems offices annually publish a report that highlights information and data of value specific to their programs. This data sharing in a quick, concise way has given Utah CTE an important way to share data that communicates the value of our programs and the benefit to students.

Please share your CTE-related challenges.

* CTE teacher shortages continue to be a challenge in Utah. Finding qualified teachers in nearly every CTE area is difficult despite recent increases in teacher pay in many of the LEAs. Industry experience and a broad understanding of the programs are often lacking and often translate to less than quality instruction to students.
* High-quality work-based learning needs to be a focus in 2019 for Utah. We have a state-approved definition and understand what needs to be happening and what needs to change in our schools. However, implementing and shifting the paradigm in this important area will take focused effort and collaboration with multiple state agencies and LEAs. Data collection and understanding what is actually happening (vs what should be happening) is an obstacle we will need to deal with.
* Preparing to implement Perkins V. We have greatly appreciated the resources and information from Advance CTE and ACTE around Perkins V. There will be a great deal of time and effort put in to moving us forward - and it will be good…but it will be a lot of work!

Vermont

What were your state’s top accomplishments in CTE?

* Vermont completed a strategic visioning process with assistance from Advance CTE and multiple stakeholders. The strategic vision will assist in revision of State Board of Education rules and in communicating funding priorities to lawmakers.
* Vermont was able to take steps towards changing the funding and/or governance structures of CTE. Act 189, Section 6: <https://legislature.vermont.gov/assets/Documents/2018/Docs/ACTS/ACT189/ACT189%20As%20Enacted.pdf>
* As part of our career pathways/program of study development work, Vermont endorsed NCCER curriculum for construction trades programs. Vermont held state-wide advanced manufacturing employer engagement sessions. Vermont became deeply involved in the National Initiative for Cybersecurity Education as part of our efforts to implement computer science programs across the state that connect to a cybersecurity program of study.

Please share your CTE-related challenges.

* CTE teacher recruiting and licensing. The General Assembly is concerned that the state's utilization of Praxis I for teacher licensure tests, among others, presents a barrier for professionals from industry to make the transition to the CTE classroom.
* A policy shift to personalized learning, proficiency-based graduation requirements, and implementation of work-based learning in high schools has led to a concern that students are being told they don't need to go to a technical center. Lack of clarity or understanding among school personnel about the role of work-based learning in a student's educational programming is a factor in this challenge.
* In a small state, a number of initiatives are looking to CTE to "fix" the problem of employers not being able to find qualified candidates, which is actually caused by low unemployment rates and not enough people in the job market.

Washington

What were your state’s top accomplishments in CTE?

* Governor Inslee kicked off a blue-ribbon task force on expanding access to career-connected learning activities, which offered their recommendations in early 2018. Subsequently, the Governor's Office has organized an extensive stakeholder engagement process that has achieved extremely broad recognition of the value of career-connected learning among policymakers and the business community in Washington.
* Washington’s community and technical colleges are using Guided Pathways to help students make better course selections, minimize achievement gaps, and increase the number of students who graduate with a high value certificate or degree. It simplifies and clarifies career and course choices. Clear pathways are designed through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study. Students get intensive, targeted advising to choose a path, support to stay on the path and learn what they need for graduation, seamless transfer and the workforce.
* The legislature established the Work-Integrated Learning Initiative to promote work-integrated learning experiences for students through programs at schools selected to participate in the Initiative. The Office of the Superintendent of Public Instruction (OSPI) is authorized to contract with a qualifying statewide nonprofit organization to establish a matching grant program to fund projects implemented at schools selected to participate in the Initiative. New statutes establish duties and reporting requirements for schools selected to participate in the Initiative. OSPI is also convening a temporary Work Integrated Learning Advisory Committee.

West Virginia

What were your state’s top accomplishments in CTE?

* Leveraging state CTE dollars to impact the economy in WV through Simulated Workplace.
* Establishing a point system for Industry specific credentials earned by students.
* Implementation of a formal statewide accountability and targeted professional development system that includes program specific technical assessments and program specific data profiles.

Please share your CTE-related challenges.

* Public knowledge of CTE value for students.
* Public knowledge of the "hiring value" of high-level industry recognized credentials.
* Developing "working" instead of "meeting" relationships with higher education.

Wisconsin

What were your state’s top accomplishments in CTE?

* Postsecondary - This past year, each district within the Wisconsin Technical College System (WTCS) completed the Community College Resource Center's Scale of Adoption. The system office hosted a webinar to share the results from all 16 WTCS colleges. The presentation included an overview of methods colleges used to complete the assessment; a visual representation for each of the 19 essential practices, illustrating the System’s progress in implementing the pathways model; and insights from CCRC’s Davis Jenkins and Hana Lahr on how WTCS assessment results compare to colleges around the nation. As a result of this work, all 16 WTCS colleges have created action plans based on their individual Scale of Adoption Results and existing strategic goals. The grant action plans have been compiled by the WTCS Student Success Center and are being used to plan future professional development opportunities.
* In conjunction with the New Skills for Youth (NSFY) work, building state endorsed regional career pathways in high skill, high demand sectors.
* Secondary - CTE data migration from standalone collection to part of state data warehouse.

Please share your CTE-related challenges.

* Ensuring equity in programming and resource allocations across all levels of CTE in Wisconsin. The Department of Public Instruction has been working to infuse equity through the state ESSA plan. The Diversity, Equity and Inclusion work-group of the WTCS and colleges has created the first system-wide Equity Report.

* Postsecondary - Finding or maintaining the balance of competition and collaboration with our higher education partners at the four-year institutions.
* Secondary - competing as one of many programs within the state agency for K-12 education.

Wyoming

What were your state’s top accomplishments in CTE?

* Wyoming has added computer science and computational thinking to state education requirements. Students may use a computer science course towards their high school graduation requirements. These courses may also be used as a science course or math course in the state's postsecondary scholarship program.
* The initiative to implement computer science in all Wyoming schools, Boot Up Wyoming 2022 was launched this year. The initiative will help the state to determine the resources needed to meet the new computer science requirements including cost, equipment, teacher training, and standards development.
* Many of Wyoming's local school districts have increased the number of industry-recognized credentials offered to and earned by their students.

Please share your CTE-related challenges.

* Building a state pipeline of CTE teachers still remains Wyoming's biggest CTE-related challenge in 2018, especially since the University of Wyoming CTE teacher prep program will end in May of 2019.
* Mark Gordon will be Wyoming's new governor in January 2019, which may result in a large turnover in state agencies, councils, and committees. The challenge is to ensure that in-coming governor's staff, legislators, agency directors and other personnel are fully briefed on the value of CTE and the opportunity for innovation afforded by the new Perkins V legislation.
* Wyoming struggles with silos between state agencies concerning career technical education.