



2016

State Policies Impacting CTE:

YEAR IN REVIEW

While career and technical education (CTE) policy stalled on the federal level with an attempted reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006, states continued to take the lead in shaping CTE in 2016. Across the board, lawmakers and education policymakers sought to develop career pathways for learners of all ages and strengthen the workforce pipeline for employers and industries.

This paper is the fourth annual review of CTE and career-readiness policies in the states and territories produced by Advance CTE, formerly known as the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), and the Association for Career and Technical Education (ACTE).

In 2016, 42 states carried out a total of 139 policy actions relevant to CTE, including laws, executive orders, board of education actions, budget provisions and ballot initiatives. This represents an increase over 2015 activity. Several states passed packages of legislation impacting multiple elements of CTE programming, such as *Virginia*, *California*, *Indiana* and *Idaho*, while *Iowa* took a deep dive into redesigning secondary CTE and career development. The governors in several of these states had previously signaled that CTE would be a priority in 2016 in their state of the state addresses, including Gov. C.L. “Butch” Otter of *Idaho* and Gov. Terry McAuliffe of *Virginia*, which helped provide momentum for such reforms.

Key Takeaways

In 2016, funding continued its streak as the top category of state CTE policies for the fourth year in a row. Twenty-eight states took action to financially support CTE activities this past year, including new sources of funding, redirected funds, scholarships and incentives. New grant programs supporting CTE were established in several states, including *California* and *Massachusetts*. *Oregon* created the College and Career Readiness Fund, which calls on the legislature to allocate \$800 per high school student each year for CTE programs as well as dual credit and dropout prevention, while *Utah* started a fund to develop programs of study with industry. In addition, the prior year’s cuts to CTE in *Arizona* were restored.

The second most popular category is policy related to industry partnerships and work-based learning, with 26 states working in this area by supporting or incentivizing collaboration between industry and education and work-based learning opportunities. *Oklahoma*, for example, authorized districts to

enter into work-based learning relationships with businesses, while *North Carolina* waived tuition for high school students participating in Registered Apprenticeships in documented programs of study at postsecondary institutions. Many of these policies also feature a funding component. For instance, tax incentives will be made available for businesses that participate in work-based learning through *Alabama’s* Apprenticeship Tax Credit Act.

Also noteworthy are policies related to dual and concurrent enrollment, articulation and early college (21 states), as well as policies supporting the attainment of industry-recognized credentials (20 states).

The former includes policies to increase dual credit attainment in high school (*Idaho*, *Kentucky* and *Missouri*), and in *Virginia* it includes required articulation agreements that enable students to pass a high school equivalency exam and earn a recognized postsecondary credential. In the

Policy Area <i>Note: A single bill or policy can address multiple policy areas</i>	Number of States Addressing Policy Area	States
Funding	28	AL, AZ, AR, CA, CO, FL, ID, IL, IN, IA, KY, MA, MI, MN, MO, NE, NC, ND, OR, RI, SC, SD, TN, TX, UT, VA, WA, WI
Industry Partnerships and Work-based Learning	26	AL, AZ, AR, CA, CO, CT, DE, FL, GA, ID, IL, IN, IA, KY, MA, NE, NV, NC, OK, SC, TX, UT, VA, WA, WV, WI
Dual and Concurrent Enrollment, Articulation and Early College	21	AL, CA, GA, ID, IL, IN, KY, LA, ME, MA, MN, MO, NC, OK, OR, RI, TN, TX, UT, VA, WA
Industry-recognized Credentials	20	CO, FL, GA, ID, IN, IA, KS, KY, MN, MT, NY, NC, OK, PA, RI, SC, TN, UT, VA, WI
Data, Reporting and/or Accountability	19	AZ, CA, CO, IL, IN, IA, LA, MI, NE, NY, NC, OK, RI, SC, TX, UT, VA, WA, WV
CTE Teacher Certification and Development	18	AZ, AR, CA, CT, ID, IL, IN, IA, MN, MT, NY, NC, OK, OR, SD, UT, VA, WI
Governance	18	AZ, CA, CO, CT, DE, IL, IA, MA, MI, MN, MO, NV, SC, SD, TN, TX, UT, WA
Career and Academic Counseling	13	AR, ID, IL, IA, KY, MN, MO, NV, NY, NC, OR, TN, TX
Graduation Requirements	13	CA, GA, IL, IN, ME, MO, NJ, NY, OK, PA, SC, VA, WA
STEM	11	AR, ID, IA, MA, NV, OK, TX, UT, VA, WA, WI
Access and Equity	9	AR, CA, FL, IA, MA, OR, TN, WA, WI
CTE Standards and Accreditation	9	CA, CO, FL, ID, IN, IA, ME, VA, WA

industry-recognized credentials category, *Colorado* and *North Carolina* created incentives for school districts and CTE teachers, respectively, when students earn industry-recognized credentials. Plus, a new memorandum of understanding in *Tennessee* between the Tennessee Colleges of Applied Technology and the Department of Education allows industry certifications to count for postsecondary credit.

This past year saw an increase in policies related to data, reporting and accountability, due in part to preparations for the implementation of the Every Student Succeeds Act (ESSA), as well as growing intentionality around using data and research to inform decision making. Nineteen states enacted policy in this category, including data sharing among state agencies to facilitate the evaluation of student education and employment outcomes, as

in *Arizona*, *California* and *South Carolina*, as well as the inclusion of career-readiness indicators in state accountability systems. Further, several state legislatures have commissioned studies on CTE and career-readiness topics and asked for related policy recommendations.

In addition to expanding dual credit opportunities for high school students, some states initiated policies impacting postsecondary articulation and transfer. Both *Alabama* and *Washington* are requiring higher education institutions to develop reverse transfer policies to enable students in four-year degree programs to apply accumulated credits toward a two-year degree.

Eighteen states took action to address certification and professional development of CTE teachers, the sixth most popular category. A number of states

authorized policies to expand the pipeline for CTE teachers (*Arizona, Minnesota, Montana, New York, North Carolina, Oklahoma, Utah, Virginia and Wisconsin*). Meanwhile, *Idaho* is allocating an additional \$3,000 to school districts for each CTE staff member holding an occupational specialist certificate in his or her content area.

Finally, 18 states passed policies related to governance. This includes *Nevada*, which established the new Office of Workforce Innovation to spur collaboration and innovation in developing career pathways, and *Delaware*, which launched a 14-member steering committee to advise Gov. Jack Markell's Delaware Pathways to Prosperity initiative. Postsecondary policy in 2016 also addressed changes to the governance structure for technical colleges by either focusing the Board of Regents' control over the community and technical college system (*Tennessee*) or enabling the technical colleges to be governed separately altogether (*South Dakota*).

Federal and State Policy Intersections

The 2016 calendar year saw significant ongoing federal activity, driven by momentum from two successful bipartisan reauthorization efforts in the workforce development and education policy space. States responded in kind, taking advantage of opportunities in new federal legislation to align programs, engage cross-sector stakeholders and work strategically in support of high-quality CTE.

Although the Workforce Innovation and Opportunity Act (WIOA) was enacted in 2014, final regulations were just issued in 2016. WIOA offers states opportunities to align workforce programming and funding sources with secondary and postsecondary CTE delivery systems. Specifically, WIOA encourages states to use common performance measures across core programs and to share data, coordinate career pathway development and leverage workforce development boards to set the workforce development and training agenda at the state level. Continuing a trend from 2015, some states passed legislation or policies to enact or align with

components of this federal legislation. These efforts can also be examined in further detail in states' WIOA plans, which are posted [here](#).

California, for example, passed legislation encouraging data sharing between the California Community Colleges Chancellor's Office and the Department of Consumer Affairs to better evaluate employment outcomes for students in CTE programs. Further, the bill encourages the chancellor to align performance accountability measures with WIOA indicators.

Similarly, the *Nebraska* legislature enacted a bill that, in addition to empowering the Nebraska Department of Labor to administer WIOA, identifies and encourages opportunities to streamline workforce training and education delivery, particularly related to CTE. Specifically, the legislation encourages state and local workforce development boards to engage and collaborate with K–12, community college and adult CTE programs to support sector strategies and strengthen career pathways to fill critical skills gaps.

Additionally, ESSA—the most recent reauthorization of the Elementary and Secondary Education Act—was signed into law in December 2015, spurring state education agencies to spend much of 2016 gathering stakeholder input and planning how best to implement the law. State plans for ESSA are due to the U.S. Department of Education in either April or September 2017, though many states have already released draft plans to the public as part of the law's ongoing implementation.

One notable area where states are beginning to leverage ESSA to advance career readiness is through the law's newly structured state accountability system. ESSA requires states to adopt at least five accountability indicators at the high school level, including a measure of school quality or student success, to be determined by the state. Several states are considering measures of postsecondary or career readiness, including



West Virginia, which adopted an A–F school grading system in June. The system includes a college- and career-ready indicator, weighted at 10 percent of the total score, which credits high schools for the percentage of 12th-grade students concentrating in state-approved CTE programs of study. Likewise, the *Oklahoma* Board of Education, spurred by the legislature, approved a new accountability system in December that includes a 10 percent weight for “postsecondary opportunity” at the high school level.

In terms of federal CTE policy, the U.S. House of Representatives overwhelmingly passed HR5587, which would reauthorize Perkins, by a margin of 405–5. Despite widespread support, the bill stalled in the Senate. All the same, the breadth and substance of CTE-related state policies in 2016 indicate that states are taking the lead to strengthen and expand high-quality CTE programming for all students.

This paper was prepared by [Advance CTE](#) and the Association for Career and Technical Education ([ACTE](#)), and provides an overview of CTE-related state policies enacted in 2016.

While many of the highlighted state actions may have positive implications for CTE, the inclusion of policies within this publication does not imply an endorsement by ACTE, Advance CTE or state CTE leaders. The policy table provides a high-level overview of the trends found in this year’s roundup of relevant state CTE policies. This table is not exhaustive and, therefore, not every state policy identified is included.

Alabama

The state legislature passed an [education budget](#) for Fiscal Year 2017, including an increase in pay for community college employees of 4 percent, as well as \$343 million in funding for the community college system, an increase of 5.5 percent. There were no changes in funding for CTE operation and maintenance.

In addition, the [Apprenticeship Tax Credit Act of 2016](#) provides a tax credit to Alabama businesses of \$1,000 each for up to five apprentices, with a limit of \$3 million annually. The tax credit will be available starting in 2017 and goes through the 2021 tax year, unless the legislature acts to extend the program.

Finally, the Alabama Community College System, the state public universities and Huntingdon College announced in 2016 a [new agreement](#) that will allow students to reverse transfer credits from four-year institutions back to two-year colleges to help them complete an associate degree.

Alaska

No relevant CTE policy was adopted in 2016.

Arizona

Important legislation in Arizona removes reductions made the prior year to joint technical education district (JTED) funding, restoring approximately \$28 million of \$30 million in cuts. This funding was included in the budget. The bill also establishes requirements for JTED reporting and administration; creates the CTE Task Force to study, among other things, increasing uniformity in course offerings; and calls for a special audit of JTEDs. [SB1525](#) also requires JTED programs to spend a majority of instructional time in a laboratory, field-based and/or work-based learning environment; to fill an industry need; and to include performance indicators in achievement profiles and letter-grade classifications.

The state passed several other pieces of legislation relevant to CTE:

- [SB1322](#) establishes a 0.3 weight for postsecondary CTE courses, in order to determine a community college's expenditure limit.
- [HB2707](#) makes small modifications to student enrollment reporting requirements and enables a student under the age of 21 to complete a JTED program, even if the student has already graduated from high school or completed another program. This last provision applies retroactively to July 1, 2015, and goes through the end of FY 2017.
- [SB1430](#) modifies the state's annual A–F report cards, called "achievement profiles" in the state, to include progress toward college and career readiness, and directs the State Board of Education to use research-based methods to determine criteria for each indicator.
- [SB1502](#) provides for an additional specialized standard teaching certificate in CTE for applicants who demonstrate expertise in the subject matter, have a minimum of five years' related work experience, and comply with fingerprinting and background check requirements.
- [HB2666](#) empowers the governor's Office of Economic Opportunity to provide unemployment insurance (UI) wage data to support evaluation of the state's workforce and education programs, as well as to develop labor market information for eligible entities such as the Arizona Department of Economic Security, the state Department of Education and postsecondary institutions. Requesting entities must show that they have privacy and security safeguards in place, and they cannot disclose information that might identify individuals or employers.

Arkansas

In December, Gov. Asa Hutchinson announced a [new state grant program](#) to pay tuition for traditional, home school and nontraditional students in Arkansas to attend community and technical colleges. Students must enroll in a high-demand course of study, meet regularly with a mentor and commit to working in Arkansas for three years after graduation. Money for the grant program was made available by repurposing \$8.2 million in general revenue funds from the Workforce Improvement Grant and GO! grant programs.

The governor also signed a two-year [memorandum of understanding](#) with tech giant Microsoft, formalizing a public-private partnership to strengthen digital literacy, entrepreneurship and youth involvement in science, technology, engineering and math (STEM) education. Through the partnership, the state Department of Education and Microsoft will join forces to provide resources and training to students and teachers, including expanding Microsoft's TEALS Initiative, which pairs computer science professionals with teachers to improve computer science instruction.

In addition, Arkansas voters passed a [ballot initiative](#) to legalize medical marijuana, using 60 percent of the state sales tax revenue generated to support skills development and CTE. Specifically, 10 percent of revenue will be added to the Skills Development Fund to be used exclusively for developing and implementing workforce development programs. An additional 50 percent of revenue will be used to create the Vocational and Technical Training Special Revenue Fund for grants to technical institutes and vocational-technical schools. The ballot measure also calls upon the General Assembly to create the Vocational and Technical Training Special Revenue Fund by law no later than July 1, 2017.

California

[AB1602](#) authorizes the Strong Workforce Program, based on recommendations from the Task Force on Workforce, Job Creation and a Strong Economy. The program includes a noncompetitive grant that community colleges can receive by joining regional cross-sector partnerships with education and workforce leaders. The grant, which is awarded based on unemployment rates and CTE enrollment in the community, is designed to ensure that CTE and workforce development programs in community colleges are responsive to employer and worker needs, encourage cross-sector collaboration, and engage employer and labor leaders in developing and aligning programs to workforce needs.

The new Strong Workforce Program was allocated \$200 million in the [2016–2017 budget](#). The budget also appropriates a one-time increase of \$48 million to the CTE Pathways Program, which supports local linkages between education and workforce development from middle school through community college.

In other funding news, California voters approved [Proposition 51](#), which authorizes \$500 million for facilities for CTE programs and \$2 billion for community college facilities.

The Golden State passed additional CTE-related legislation in 2016:

- [SB1123](#) extends the option to take a CTE course to fulfill the high school graduation requirement for a course in visual or performing arts, or a foreign language, until July 1, 2022.
- [AB1741](#) establishes the California College Promise Innovation Grant Program. It authorizes the California Community Colleges Chancellor's Office to provide grants, upon appropriation by the legislature, to the governing boards of community college districts to support the establishment of regional programs that aim to increase college preparation and attainment of postsecondary degrees

and CTE certificates, particularly for underrepresented and transfer students. These provisions will be repealed on January 1, 2021.

- [AB2329](#) requires the superintendent to convene an advisory panel by September 2017 to develop and submit recommendations for a computer science strategic implementation plan, including content standards. The plan developed must be submitted to the legislature by January 2019.
- [SB66](#), a measure supported by the California Community College Association for Occupational Education, requires the Department of Consumer Affairs to provide the California Community Colleges Chancellor's Office with employment outcomes data for students participating in CTE programs in community colleges. It would also urge the chancellor to align performance outcome accountability measures with WIOA.
- [AB2364](#) exempts dual-enrolled students who do not have state residency, such as undocumented students, from paying out-of-state tuition rates if that dual enrollment coursework is offered through a College and Career Access Pathways partnership between school districts and community colleges.

Finally, the California Board of Education approved a [new accountability system](#), adopting a college- and career-readiness indicator. The indicator allows schools to count students completing a CTE pathway, although the overall score will not differentiate these students from those meeting other college and career-readiness indicators such as earning a passing score on an Advanced Placement exam. The Board of Education has yet to define criteria for achieving a "well-prepared" score on the college- and career-readiness indicator.

Colorado

[HB1082](#) changes references to area vocational schools to area technical colleges in the Colorado Revised Statutes, reflecting updated terminology. The bill also adds a representative of an area technical college to the concurrent enrollment advisory board and the state workforce development council.

To encourage apprenticeship and pre-apprenticeship, [HB1287](#) requires the Department of Labor and Employment to study barriers to the use of these programs by Colorado businesses and make recommendations. These recommendations must be provided to the Colorado Workforce Development Council for inclusion in the annual Colorado talent report.

Standardizing industry competencies is the goal of [HB1288](#), which creates the Industry Infrastructure Grant program within the Colorado Workforce Development Council. It requires partnerships between the council and eligible nonprofit entities to develop and maintain industry competency standardization to support businesses in their implementation of work-site training programs. A matching fund will pay for the program, consisting of \$900,000 from the general fund transferred over three years, plus gifts, grants or donations received.

Lastly, [HB1289](#) creates a pilot program with \$1,000 bonuses awarded to school districts for each high school student who either earns an industry certification related to an in-demand occupation, finishes a rigorous workplace training program linked to industry need or successfully completes a computer science AP course.

Connecticut

[HB5423](#) calls for the establishment of a committee, a manufacturing program catalog and partnerships between the commissioner of education and the manufacturing industry in order to encourage middle and high school students to consider careers in manufacturing. The committee must report on whether programs are meeting workforce needs.

Relatedly, [HB5468](#) establishes a task force to examine issues in recruiting manufacturing teachers and provide recommendations to the General Assembly no later than January 1, 2017.

District of Columbia

No relevant CTE policy was adopted in 2016.

Delaware

By [executive order](#), Gov. Jack Markell created the Delaware Pathways Steering Committee. The committee is meant to provide recommendations on the work related to Delaware Pathways to Prosperity, which was announced last year, and ensure that program offerings are aligned with workforce demand. Members of the committee come from across education, industry and related agencies such as health and social services.

Florida

[HB1365](#) creates the Competency-based Education Pilot Program to allow students to advance to higher levels of learning upon demonstrating mastery of concepts and skills. The bill authorizes the commissioner of education to waive State Board of Education rules relating to pupil progression and the awarding of credit.

Students with disabilities are supported through [SB672](#), the Florida Postsecondary Comprehensive Transition Program Act, which aims to connect students with disabilities to postsecondary education and employment opportunities through Florida Comprehensive Transition Programs at eligible institutions. Approved programs must identify an associated credential and outline a plan for students to participate in work-based learning, including internships. The law also appropriates \$8 million from the General Revenue Fund to support program start-up grants, scholarships for students and coordination of the program.

[HB799](#) enables active duty members of the U.S. Armed Forces to waive out-of-state fees for state universities, Florida College System institutions, career centers and charter technical career centers.

Finally, the Florida State Board of Education adopted [statewide standards](#) for computer science education.

Georgia

[HB402](#) amends the state code relating to the regulation of insurance rates and workers' compensation so as to encourage employers to provide work-based learning opportunities for students age 16 and older.

Lt. Gov. Casey Cagle launched the [Georgia Consortium of Advanced Technical Training initiative](#), offering high school apprenticeships through a partnership between the German American Chamber of Commerce of the Southern U.S., the Technical College System of Georgia and eight Coweta County manufacturing companies. Apprenticeships will run from 10th through 12th grade, with students increasingly spending more time at the worksite and earning more in wages. By graduation, they will have earned a high school diploma, a German apprenticeship certificate and an associate degree in Industrial Mechanics through West Georgia Technical College. The program is only operational in Coweta County, but there are plans to expand it across the state.

Hawaii

No relevant CTE policy was adopted in 2016.

Idaho

The state of Idaho was very active in CTE-relevant policy this past year. [S1210](#) changes all references in Idaho code from professional-technical education to career technical education, and changes the name of the Division of Professional-Technical Education to the Division of Career Technical Education, reflecting updated nomenclature.

An appropriations bill for CTE, [H625](#) funds the Division of Career & Technical Education at \$71,849,200 for FY 2017—a 10 percent increase in CTE’s budget overall. Meanwhile, [H630](#) allocates to school districts an additional \$3,000 for each CTE instructor holding an occupational specialist certificate in the area he or she is teaching. The estimated fiscal impact runs at \$1.7 million. The legislature also established the Industry Partner Fund through [SB1332](#) to allow professional-technical colleges to quickly develop programs that respond to skills gaps. The fund, consisting of legislative transfers, appropriations and other sources, will be administered by the Idaho Technical College Leadership Council and the administrator of the Division of Career & Technical Education. Colleges can submit proposals for funding, with preference given to those that incorporate some kind of cash or in-kind contribution.

The importance of college and career advising is recognized in [S1290](#), which amends existing law to require all school districts and charter schools to offer college and career advising to students in grades eight through 12. The legislature appropriated an additional \$5 million through [H618](#), which is targeted at increasing career and college advising for high school students.

The state’s various advanced opportunities laws were combined into one program through [H458](#), which provides up to \$4,125 to students in grades seven through 12 for overload courses, dual credits, college credit-bearing examinations, professional examinations and industry certifications.

Relatedly, [H477](#) develops a scholarship program for students who have earned college credits in high school, provided that students secure matching funds from industry and pursue postsecondary education in state. The state scholarship money increases in relation to the number of credits earned: students who earn 10 to 19 college credits will qualify for \$2,000 from the state; students who earn 20 to 59 credits will qualify for \$4,000; and students who earn associate degrees will qualify for \$8,000.

Also, several bills in 2016 addressed STEM issues:

- [H379](#) amends prior law to create the Computer Science Initiative for Public Schools, including adopting computer science content standards, providing professional development to teachers for computer science education, creating an online repository of instructional resources and developing opportunities for employer partnerships. In particular, the state’s STEM Action Center, the Division of Career Technical Education and industry are instructed to collaborate to create secondary and postsecondary CTE programming related to computer science workforce needs.
- [S1279](#) establishes the STEM Education Fund to support the state’s STEM programs and priorities. The STEM education fund may accept private contributions, money from public agencies and money from other sources.
- [S1425](#) funds the STEM Action Center with \$2,421,700 for FY 2017. The STEM Action Center was authorized during the 2015 legislative session and was designed to develop unique grant, training, professional development and student opportunities aligned to Idaho’s workforce needs from kindergarten through career.

Illinois

The state passed major CTE-related legislation in 2016 with the [Postsecondary and Workforce Readiness Act](#), which charges state agencies—including the State Board of Education, the Community College Board, the Board of Higher Education and the Student Assistance Commission—to develop model programs, professional development and other supports for school districts to use in ensuring that all students have the opportunity for career exploration, as well as to reduce the need for remediation, investigate competency-based learning assessments and improve students' understanding of college financial aid. Particular provisions of interest include college and career pathway endorsements on diplomas, which feature a career-focused instructional sequence, professional learning activities and opportunities to earn college credit. These endorsements are developed in partnership with the private sector. The legislation is an outgrowth of recommendations from a task force formed by 2015 state legislation.

[HB4983](#) recognizes skills for a connected world by amending the school code to establish the State Global Scholar Certification Program for public high school graduates who have attained global competency relevant for college or a career. The State Board of Education must adopt rules to establish the criteria for the certification, including credits earned in globally focused courses, service learning experiences, global collaboration and dialogue, and completion of a capstone project demonstrating global competency.

[HB5561](#) develops the Accelerate College pilot program, authorizing a community college district board of trustees to enter into partnership with any school district in that community college service area to offer high school students the opportunity to take community college courses tuition-free. Credits earned will be transferrable to postsecondary institutions in the state.

Two pieces of legislation in the state relate to specific CTE areas of study. [SB2975](#) creates the Agricultural Education Teacher Grant Program to help school districts hire agriculture education instructors. In addition, the State Board of Education is required to establish a Task Force on Computer Science Education through [HB5720](#), in order to analyze the current state of computer science education in Illinois and other states and to make recommendations.

Indiana

Two pieces of legislation in Indiana in 2016 focused on teacher development. [HB1005](#) addresses several initiatives related to teacher effectiveness and professional growth, including the System for Teacher and Student Advancement (TAP) program or a similar program that creates teacher career pathways, with opportunities for ongoing professional development and performance-based compensation. In addition, a dual-credit teacher stipend matching grant fund will provide matching stipends of up to \$2,000 for dual-credit teachers who have or are pursuing master's degrees, when school corporations commit to contribute up to the same amount for each teacher stipend.

Relatedly, [HB1370](#) requires that the Commission for Higher Education study ways to ensure that secondary students can earn college credits while in high school, and that the commission provides incentives for high school teachers to obtain the needed credentials to teach dual-credit courses. This legislation and HB1005 respond to requirements from the Higher Learning Commission that dual-credit teachers must have master's degrees that include 18+ graduate credits in their content areas.

Diploma options are addressed in [HEA1219](#), which requires all school corporations in Indiana to offer all types of diplomas awarded by the state, including the General, Core 40, Core 40 with Academic Honors and Core 40

with Technical Honors diplomas. Additionally, students with disabilities do not have to complete locally required credit-bearing coursework outside the state-approved diploma requirements.

[SB301](#) required the Indiana Department of Workforce Development (DWD) to prepare an occupational demand report on the expected workforce needs of employers for the next 10 years, and the training and education required to meet those needs, by July 2016. In addition, the DWD must identify any discrepancies between CTE and certification courses, and workforce projections, and make recommendations on how to address those gaps. The legislation also calls on Ivy Tech Community College to annually report on the connection between postsecondary certificate programs and related third-party industry certifications.

Using discretionary funds from the governor's office, former Gov. Mike Pence announced, and received applications for, the new [Governor's Work Ethic Certificate](#), created among business, community-based organizations and postsecondary institutions to help students develop and demonstrate employability skills. Grants of between \$25,000 and \$50,000 will support 18 months of planning and implementation. The program connects employers to their local school districts through a College- and Career-readiness Advisory Council designed to create a collaborative partnership that benefits the community.

Indiana updated its [standards](#) for course sequences in manufacturing, robotics and industrial technical maintenance. Industry teams helped develop the updated standards, which focus on high-tech and employability skills and are more closely aligned than before with Manufacturing Skill Standards Council guidelines. In addition, the Indiana State Board of Education adopted [new computer science standards](#) for kindergarten through eighth grade.

Iowa

There was major legislation in Iowa that redesigned secondary CTE. [HF2392](#):

- Renames the "core curriculum plan" as the "career and academic plan" and creates a locally driven approach to helping students develop these plans starting in eighth grade, with an emphasis on work-based learning.
- Realigns the service areas with the Career Clusters, resulting in six new areas: agriculture, food and natural resources; arts, communications and information systems; applied sciences, technology, engineering and manufacturing, including transportation, distribution, logistics, architecture and construction; health sciences; human services; and business, finance, marketing and management.
- Establishes regional CTE planning partnerships among districts, community colleges, business and industry, and other community stakeholders.
- Expands the duties of the Board for CTE to include adopting rules prescribing standards for service areas, secondary CTE program approval and review, CTE planning partnerships, career academies and regional centers.
- Changes references in Iowa Code from vocational education to CTE.
- Refocuses middle school CTE toward career exploration and development.

As the first step in implementing HF2392, the State Board of Education (SBOE) adopted [rules](#) through an emergency rulemaking process, so that SBOE could begin work immediately on changes for the 2016–2017 school year while public comments are being solicited. The board rules:

- Require that all students have an individualized career and academic plan that outlines their career/education goals and identifies the courses and programs needed to meet those goals.
- Require school districts to report annually on student progress toward meeting core curriculum and individualized career goals.

- Direct school districts to support student self-understanding; provide students with career information; and support career exploration, postsecondary exploration and career/postsecondary decision-making activities.
- Require districts to develop a district plan and designate a team for implementing the district plan.
- Direct the state Department of Education to develop a process for reviewing and approving vendor-provided career information and decision-making systems and to describe the minimum functions of these systems.

HF2392 and its subsequent rules were based on recommendations from the state’s Secondary CTE Task Force.

[Executive Order 88](#) creates the Future Ready Task Force Alliance and gives the alliance until October 31, 2017, to develop a strategic plan for meeting the Future Ready Iowa goal that 70 percent of the state’s workforce will have education or training beyond high school by the year 2025. The alliance also will select metrics and set benchmarks to show progress toward the 70 percent goal, including progress toward closing equity gaps, progress toward increased credential attainment, how well credentials align with in-demand jobs and job placement rates. Alliance membership may include representatives from business and industry, labor, education, workforce development, other state agencies and nonprofit organizations, among others.

Iowa’s [education budget bill](#) for FY 2016–2017 allocates a total of \$204 million in state general aid to Iowa’s 15 community colleges, approximately \$3 million more than the previous year. In addition, the bill provides for the following:

- \$5.2 million for the Iowa governor’s STEM Advisory Council housed at the University of Northern Iowa. Funds will be used for creating STEM professional development programs for community college instructors; a public-private technology education partnership for high schools, career academies and community colleges; and other initiatives supported by the council.
- \$2.6 million to the Department of Education for reimbursement of certain CTE expenditures to school districts.
- \$15.1 million for the Workforce Training and Economic Development Fund, an important source of financing for community college new program innovation, development and capacity building, particularly for CTE.
- \$1.5 million for the statewide Work-based Learning Intermediary Network, which supports activities that connect business and the education system by offering relevant work-based learning activities to students and teachers.

[HF2455](#), another appropriations bill, doubles funding to the state Economic Development Authority for internships with eligible employers for students pursuing STEM fields. These work-based learning experiences will be funded by \$1 million in FY 2016–2017, and the money will now come from the Iowa Skilled Worker and Job Creation Fund rather than the General Fund.

Kansas

The Kansas State Board of Education adopted a [new definition of college and career readiness](#), stating that “a successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry-recognized certification or in the workforce, without the need for remediation.”

Kentucky

Kentucky Gov. Matt Bevin launched the [“Kentucky Trained. Kentucky Built.” campaign](#) in fall 2016, which is designed to raise awareness and expand Registered Apprenticeships. It is designed to enable the Labor Cabinet to better identify and help potential sponsors create a local apprenticeship pipeline.

A 2016–2018 budget was signed in Kentucky, with K–12 education funding maintained. In particular, [HB303](#) appropriates \$15 million in 2017–2018 for the creation of dual-credit scholarships, supporting the Kentucky Dual Credit Scholarship Program, which was formally launched in June when Gov. Bevin issued [Executive Order 2016-378](#). The program allows any high school senior in the commonwealth to pursue dual credit for up to two courses, at no cost to the student, in general education and in CTE courses in state-approved pathways leading to an industry-recognized credential. Following suit, the Kentucky Community and Technical College System launched a similar [dual-credit scholarship](#) for Kentucky public high school juniors, allowing them to access a dual-credit class and earn high school and college credit at the same time.

In addition, the budget authorizes the [Kentucky Work Ready Skills Initiative](#), a \$100 million statewide bond program awarding public-private partnerships, including high schools, technical centers and postsecondary institutions, for activities that build the Kentucky workforce. Eligible projects include construction and equipping of a new facility for the purpose of providing workforce training and education; renovation or upgrade of an existing facility; and purchase of new or upgraded equipment, software and furnishings. Funds became available in December 2016.

Louisiana

[SB446](#) calls on the Board of Regents, in collaboration with the Department of Economic Development and the Louisiana Workforce Commission, to assess and report on whether the state’s postsecondary education is fulfilling its workforce and economic development needs.

Continuing this focus on evaluation, [SR182](#) requests the state superintendent of education, in consultation with local and state officials, to study and develop recommendations for creating a more seamless system of secondary and postsecondary education.

Finally, [HCR141](#) requests the commissioner of higher education and the state superintendent of education to jointly report to the legislature on expanding dual-enrollment programs.

Maine

[LD1627](#) phases in new high school graduation requirements enacted in 2012, giving students more time to meet the new requirements. For the class of 2020–2021, students must meet requirements in English, math, science and social studies. Each subsequent year, students phase in one additional content area of their choosing—art, foreign language, health and physical education, and career and education development—until all eight content areas are required by 2024–2025. The legislation also allows multiple pathways to proficiency and graduation, including completing a state-approved CTE program of study, demonstrating proficiency in meeting state standards and either 1) meeting third-party-verified national or state industry standards; or 2) earning six or more CTE dual-enrollment credits. Finally, LD1627 permits local flexibility and innovation in developing standards, and it recognizes the presence of core academic standards within CTE.

Maryland

Beginning in the 2018–2019 school year, [SB770](#) encourages each county board of education to implement an agriculture science curriculum in at least one public high school or career tech center per county. The curriculum must be chosen from existing curricula developed by the State Department of Education, or if developed by a county board, must be approved by the department.

Massachusetts

An emergency economic development bill, [H4569](#), funded the new [Workforce Skills Capital Grant Program](#) at \$45 million over three years to support CTE and training equipment purchases that connect individuals to economic opportunities in high-demand industries. The grant program was initially created by consolidating two separate programs—the former Manufacturing Training Equipment grants (administered by the Executive Office of Housing and Economic Development) and the Vocational Opportunity Challenge grants (formerly administered by the Executive Office for Administration and Finance)—before receiving additional funding from the legislature. The first round of grants awarded \$9.3 million to 35 high schools, community colleges and training providers.

Gov. Charlie Baker announced the [Commonwealth Commitment](#) in spring 2016 to support transfer students by freezing tuition and fees and providing a 10 percent rebate per completed semester. Students must earn an associate degree at one of the commonwealth’s 15 community colleges in two and a half years with a GPA of 3.0, and transfer to a state university in no more than two years.

Additionally, in November the Baker-Polito Administration committed \$100,000 to an [expanded initiative](#) to connect high school students to STEM internships across Massachusetts. The STEM Advisory Council will work with the Massachusetts’ School to Career Connecting Activities program to identify and develop STEM internship opportunities, with a goal of placing more students in STEM internships in spring and summer 2017.

In appropriations, the [budget](#) includes \$250,000 for a grant program through the School to Career Connecting Activities Program to support STEM programs at vocational technical high schools. The grants may be used to support partnerships with industry and employers, postsecondary institutions and other stakeholders to increase access for underrepresented students to careers and entrepreneurial opportunities in the innovation technology sectors. The grants will be awarded competitively through a process developed by the Department of Elementary and Secondary Education, with preference given to districts that serve a large percentage of high-needs students.

Michigan

Gov. Rick Snyder created the 21st Century Education Commission through [Executive Order 2016-6](#) to study high-performing education systems nationwide and make recommendations to restructure Michigan’s education system. Gov. Snyder has said that CTE representatives should serve on the commission.

CTE is supported in the [education budget](#) signed this year in Michigan, which includes \$58 million for CTE programming and equipment; a boost of \$4.4 million, or 1.4 percent, for community colleges; and \$500,000 for the FIRST Robotics programs.

Minnesota

Minnesota’s omnibus supplemental budget bill, [HF2749](#):

- Calls for the creation of a 10-member Career and Technical Educator Licensing Advisory Task Force to provide recommendations for changing licensure requirements and increasing access for school districts to licensed CTE teachers. The task force’s [report](#) was due to the legislature by January 15, 2017.
- Establishes the Northwest Regional Partnership Concurrent Enrollment Program, funded with a onetime appropriation of \$3 million, to help eligible teachers earn the graduate credits necessary to meet qualifications for teaching dual-credit courses to secondary students. This is in direct response to the Higher Learning Commission’s decision in 2016 to increase its education requirements for dual-credit faculty. The partnership is to provide funding for course development, scholarships for eligible teachers and criteria for awarding per-credit stipends to incentivize participation.
- Enables the Board of Teaching to provide one-year waivers for individuals who seek to become CTE teachers if they hold a bachelor’s degree from an accredited postsecondary institution, demonstrate three years of full-time work experience in their occupation and participate in an alternative preparation program. The bill also directs the Board of Teaching to encourage teacher preparation institutions throughout Minnesota to develop alternative pathways to earning CTE teaching licensure that demonstrate content knowledge, classroom experience and pedagogical practices, as well as draw on occupational testing, professional certification and past work experience.
- Requires the Minnesota State Colleges and Universities System to provide alternative preparation programs, and develop standards, pedagogy and curriculum to prepare qualified individuals to earn a CTE teaching certificate.
- Calls on the commissioner of education, the Governor’s Workforce Development Council and the P–20 Education Partnership to establish and publish a list of qualified CTE certificates based on occupational demand.
- Appropriates \$12 million for the new Support Our Students Grant Program, which provides six-year matching grants to expand student support services personnel in districts with limited capacity. The purpose of this program is to address shortages in student services and ensure students receive appropriate college and career guidance from K–12th grade. The new resources are now helping 77 schools across Minnesota add school counselors, school psychologists, social workers, chemical dependency counselors and school nurses for the next six years.

Mississippi

No relevant CTE policy was adopted in 2016.

Missouri

In Missouri, Gov. Jay Nixon signed a joint bill, [SB620/582](#), directing the Board of Education to establish requirements for a CTE certificate that students can earn in addition to their high school diploma. Starting with those entering high school in 2017–2018, students will be able to earn the certificate through programs of study and course offerings at their local school. The legislation also modifies the composition of the state’s Career and Technical Education Advisory Council and permits the commissioner of education to appoint members.

Additionally, [SB997](#) creates several programs designed to increase access to and success in postsecondary education. The bill establishes the Dual Credit Scholarship Fund, which is designed to reimburse eligible students for up to 50 percent of tuition, not to exceed \$500 annually. The bill includes other initiatives to encourage students to pursue and persist in postsecondary education, including the 15 to Finish Act, which directs the Coordinating Board for Higher Education to define and support on-time college completion, and

the Guided Pathways to Success Act, which creates a pilot program to provide structured postsecondary educational pathways and supports. The legislation further streamlines the ability to transfer credits between two-year and four-year institutions of higher education by creating a concurrent enrollment pilot program and requiring the Coordinating Board for Higher Education to work in conjunction with an advisory committee to create a 42-credit core of postsecondary coursework that is transferable between postsecondary institutions.

Finally, [SB638](#) allows students entering their ninth-grade year to develop a personal plan of study that includes graduation requirements, career or postsecondary goals, programs of study aligned with those goals, grade-appropriate and career-relevant opportunities and coursework, and associated assessments and student inventories.

Montana

The Office of Public Instruction updated Montana’s CTE teaching license requirements to enable individuals with industry experience to receive a CTE teacher endorsement without having to meet additional educational requirements. A class [4B teaching license](#) requires an industry credential and five years of work experience in a given field.

Nebraska

Nebraska passed [LB1110](#), which empowers the Department of Labor to administer requirements under WIOA and establishes guiding principles for state workforce investments. The legislation also adopts the Sector Partnerships Program Act, which appropriates \$250,000 for the Department of Labor and the Department of Economic Development to conduct labor availability and skills gap studies, as well as to provide direct technical assistance to local sector partnerships. This investment aims to help launch and expand sector partnerships across the state, with CTE as a key driver.

Nevada

In Nevada, Gov. Brian Sandoval signed an [executive order](#) to create the Office of Workforce Innovation. The purpose of the office is to provide leadership in creating career pathways strategies in the fields of technology, advanced manufacturing, education and health care, and to spur collaboration and alignment across all workforce development initiatives. The governor’s executive order also establishes a nine-member, cross-sector executive committee to advise the state Workforce Development Board.

Additionally, Gov. Sandoval signed a [proclamation](#) in September declaring the 2016–2017 school year to be the “Year of STEM.” The campaign is designed to raise awareness about careers in STEM fields and promote student resources such as Nevada’s career exploration website www.stemhub.nv.gov, the Nevada K–12 STEM Challenge and the STEM School Seal to be awarded to exemplary schools. Each month during the Year of STEM will have a dedicated theme connected to a STEM industry sector. The Office of Science, Innovation and Technology also plans to host monthly events across Nevada that will feature local companies, local schools, institutions of higher education and career pathways.

New Hampshire

No relevant CTE policy was adopted in 2016.

New Jersey

The New Jersey legislature passed [AB2597](#), which will allow ninth-grade students to count an AP computer science course toward graduation requirements in math, beginning in the 2016–2017 school year.

New Mexico

No relevant CTE policy was adopted in 2016.

New York

Gov. Andrew Cuomo signed [S7967](#) into law, requiring the Department of Labor to provide school districts, community colleges, co-op boards and agricultural and technical institutes with bimonthly data on current and projected employment opportunities in the state, such as geographic location and required training or experience.

Meanwhile, the Board of Regents approved [an amendment](#) establishing a Career Development Occupational Studies (CDOS) pathway to graduation for all students. The CDOS credential was originally created in 2013 as an alternative pathway for students with disabilities. Beginning June 2016, the credential was made available to all New York students and can serve as a substitute for one of the five regents' assessments.

The Board of Regents also approved [Regulation 80-3.5](#), which establishes three new pathways to earn a transitional CTE teaching certificate. Under the new policy, individuals with industry experience or credentials have additional pathways to become certified to teach CTE subject matter.

North Carolina

The North Carolina legislature had a very active year in 2016. One notable piece of legislation that emerged this cycle was [SB536](#), also known as the Know Before You Go Bill. The legislation directs the State Education Assistance Authority to build a website that draws on economic and labor outcomes data to provide students with information regarding salary, completion rates, average loan date and employment rates associated with various majors and institutions of higher education. The website is expected to be available in April 2017.

Additionally, North Carolina's [2016 Appropriations Act](#) included the following provisions related to CTE:

- Authorizes the State Board of Community Colleges to [waive tuition](#) for high school students participating in Registered Apprenticeships in a documented program of study, beginning with the fall 2016 term.
- Directs the State Board of Education to develop minimum criteria for hiring part-time [adjunct CTE teachers](#). To qualify, applicants must teach no more than 10 hours a week, pass a background test and complete pre-service training. In response, the State Board of Education approved policy TCP-C-023 in October 2016, which requires individuals interested in serving in an adjunct teaching position to either 1) meet requirements for work experience and education for licensing of alternative entry faculty; 2) have a current teaching license in a related program area; 3) have previously held a teaching license; or 4) be employed at an institution of higher education in a related subject area. The rule also requires adjunct instructors to hold industry certifications.
- Creates the [Industry Certifications and Credentials Teacher Bonus Pilot Program](#), which aims to reward CTE teachers with either \$25 or \$50 for each student who goes on to obtain an industry-recognized credential, depending on the academic rigor and employment value of each earned credential. The reward is capped at \$2,000 per teacher. In November, the State Board of Education approved a list of [95 credentials](#), sorted into three tiers—74 of which would be eligible for a bonus. According to the legislation, bonuses are scheduled to be paid in January 2017 and January 2018.

North Dakota

In response to a projected budget shortfall and mandatory budget cuts from the governor's office, the North Dakota legislature convened a special legislative session in 2016. During this session, the legislature passed [SB2379](#), issuing budget cuts totaling 6.5 percent from the biennium general fund. The budget amendment reduces funds for the Department of Career and Technical Education by \$2.21 million, a 5.5 percent cut for the 2015–2017 biennium.

Ohio

No relevant CTE policy was adopted in 2016.

Oklahoma

The Oklahoma legislature had a busy session in 2016, passing several pieces of legislation to advance work-based learning, teacher licensure and more. [HB2535](#), also known as the Apprenticeships, Internships and Mentorships (AIM) Act of 2016, authorizes districts to enter into agreements with private business to provide apprenticeship, internship or mentorship opportunities for students.

To expand pathways for individuals pursuing teaching licensure, [HB3025](#) amends the State Board of Education's alternative teacher licensure policies, allowing individuals with terminal degrees, qualified work experience in a corresponding area of certification or vocational-technical certificates to receive an alternative placement teaching certificate. The law also allows the state board to determine additional professional development requirements for prospective teachers.

[SB1269](#) creates a college and career endorsement to recognize student coursework in career pathways related to STEM, business and industry, public services, arts and humanities, and multidisciplinary studies. The bill directs the State Board of Education to identify specific curriculum requirements associated with each pathway endorsement.

Oklahoma also worked to develop and approve a new assessment and accountability framework under the federal Every Student Succeeds Act. In response to this law, the Oklahoma legislature passed [HB3218](#), which calls for a statewide system of student assessments that comply with the federal law and are aligned with the Oklahoma Academic Standards. The law also requires the system to be developed in consultation with the State Board of Career and Technology Education and the secretary of education and workforce development, among others.

In response to this law, the State Board of Education voted in December to approve a new [accountability and assessment framework](#) that includes a 10 percent weight for "postsecondary opportunity" at the high school level. This indicator measures student participation in AP, International Baccalaureate or dual-credit classes, as well as internships, apprenticeships and industry certifications.

Additionally, the Oklahoma legislature passed [SB929](#), also known as the 2016 Workforce Oklahoma Academic High School Diploma Recognition Act, which recognizes students for completing graduation requirements and participating in an approved program of study leading to a recognized career and/or postsecondary education pathway.

Oregon

The Oregon legislature amended the Oregon Promise program through [HB4076](#) to enable community colleges to provide additional support services for first-year students receiving the last-dollar tuition scholarship. Grants, funded at \$1.6 million for the second half of the 2015–2017 biennium, will be distributed to community colleges to provide student support services through first-year experiences, student success teams and professional development for faculty and staff.

Additionally, the Oregon Youth Development Council, which operates under the Department of Education, announced a new \$300,000 community-based grant program called [Youth & Innovation: Entrepreneurship and Career Readiness](#). The program will provide grants of up to \$60,000 each to support and pilot innovative programs helping disconnected youth between the ages of 16–24 develop soft skills and entrepreneurship experience. Grants are supported by existing funds identified by the Oregon Youth Development Council.

Furthermore, Oregon voters passed [Measure 98](#), also known as the High School Graduation and College and Career Readiness Act, to establish a college- and career-readiness fund. The measure calls on the state legislature to allocate \$800 per pupil to be used to establish and expand CTE programs, college-level educational opportunities (including dual-credit programs) and dropout prevention programs in high schools.

Pennsylvania

In Pennsylvania, the legislature passed [SB880](#) to delay the use of the state’s end-of-course Keystone examinations as a graduation requirement until the 2018–2019 school year. Before the legislature intervened, the state was on course to execute the policy beginning with the class of 2017. The legislation also requires the Department of Education (DOE) to investigate alternative opportunities to assess student proficiency, ensuring that no student is discouraged from participating in the state’s vocational-technical programs as a result of the graduation requirements. This legislation spurred the DOE to [recommend](#) four options to demonstrate postsecondary readiness, including using NOCTI or the National Institute for Metalworking Skills (NIMS) skills assessments for students concentrating in CTE pathways.

Rhode Island

In 2016, Rhode Island made steps to streamline alignment between secondary and postsecondary educational pathways and experiment with new funding formulas for community colleges. [H8308](#) directs the State Board of Education to study the alignment of core curricula from secondary to postsecondary education and develop recommendations for creating a unified approach and curriculum that meets the objectives of the state colleges and universities.

Meanwhile [S2392](#), or the Performance Incentive Funding Act of 2016, changes the funding formula for the Community College of Rhode Island to include performance-based funding components such as the number and percentage of students earning associate degrees, the number and percentage of students earning industry-recognized certifications and other measures to be determined. While the complete set of measures and their weights are yet to be finalized, the new funding formula is scheduled to be in place by FY 2017. In FY 2018, a similar performance-based funding formula is scheduled to be implemented at the Rhode Island College and the University of Rhode Island. The formula will include the number and percentage of students earning degrees in high-demand, high-wage industry sectors.

South Carolina

Affirming the State Board of Education's approval in 2015, the legislature passed [Act 195](#) in 2016 to adopt the [Profile of the South Carolina Graduate](#) as the standards and achievement goals for high school students in the state. The standards are designed to help students develop life and career characteristics and learn world-class knowledge and skills they need to be successful in college and careers. The profile was developed by the South Carolina Association of School Administrators and approved by the State Board of Education in 2015.

Additionally, [Act 252](#) establishes the Coordinating Council of Workforce Development, a cross-sector council charged with assessing workforce needs in the state and providing recommendations to increase access to and incentivize workforce training programs.

South Carolina's [2016–2017 budget](#) also includes some notable provisions:

- The budget requires the Department of Employment and Workforce (DEW) to integrate employment and training data in the state's workforce database system. The legislation requires the DEW to develop data-sharing agreements with various training agencies, including the Department of Education and the Commission on Higher Education, in order to evaluate longitudinal student employment outcomes.
- The budget also allocates \$3 million to compensate school districts for in-demand industry certification examinations administered in the previous school year.

South Dakota

South Dakota this year passed legislation to increase salaries for secondary and postsecondary educators. [HB1182](#) levies a half-cent sales tax to increase salaries for K–12 teachers and reduce the general education property tax burden across the state. Additionally, 3 percent of the revenues generated through the sales tax will be used to increase salaries for postsecondary technical education instructors to competitive levels. This was reflected in South Dakota's [appropriations bill](#), which allocates \$3 million to postsecondary technical institutes for the purpose of increasing instructor salaries to competitive levels. The South Dakota Board of Education implemented [Administrative Rule 24:10:49](#) to govern the use of the funds and to set statewide wage ranges for all full-time technical institute instructors. Under the rule, the department is directed to consult the Department of Labor & Regulation and the Bureau of Human Resources every three years to set a wage range and market value for each instructor position.

The legislature also passed [SB172](#), approving an additional tuition buy-down of \$5 per credit for students enrolled at the state technical institutes. The buy-down will keep state tuition at \$109 per credit for the third year in a row.

Further, [SB132](#) increased the Workforce Education Grant fund, which was established in 2013, from \$1.5 million to \$2.5 million to fund new and existing secondary CTE programs. Of that amount, \$250,000 can be distributed to private, nonprofit entities providing specialized CTE services.

At the ballot box, South Dakota voters narrowly passed a measure to amend the state constitution and allow the four institutions in the state's technical college system to be governed separately from the Board of Regents. Under [Constitutional Amendment R](#), the legislature must now determine a new governance structure for the state's four technical institutes.

Tennessee

In 2016, Tennessee state policymakers continued recent efforts under the Drive to 55 initiative to increase access and success in postsecondary education:

- [SB2569](#), or the FOCUS Act, establishes local governing boards for Tennessee’s six state universities while maintaining control of the 13 community colleges and 27 colleges of applied technology with the Board of Regents. The FOCUS Act also empowers the Higher Education Commission to provide policy and planning leadership across the entire higher education system.
- Gov. Bill Haslam’s 2016–2017 budget includes \$2.45 million to support a college advisory program called [Advise TN](#). The program aims to provide college counselors to 30 public high schools, serving 10,000 students, who would help students identify the postsecondary option where they will be most likely to succeed in earning a degree or credential.
- The Tennessee Department of Education and the Tennessee Colleges of Applied Technology entered into a memorandum of understanding allowing for promoted capstone industry certifications to count for credit in the related postsecondary program. This agreement turned industry certifications into early postsecondary credit for students looking to continue their postsecondary education in their aligned career.

Additionally, the state legislature passed [HB1879](#), or the Course Access Program Act, which is designed to provide supplemental virtual learning opportunities to students in school districts with limited course options. Beginning in the 2017–2018 school year, eligible students will be able to enroll in up to two state courses and can use credits earned in the program to meet high school graduation requirements. Vocational or technical course providers are eligible to offer courses through the platform.

And finally, the Tennessee Department of Education revised [school counseling standards](#) to include specific standards on career development. This comprehensive framework and standards will govern the day-to-day activities of all professional school counselors working with students from kindergarten to 12th grade. This revision includes alignment to national standards, as well as the input of hundreds of practicing Tennessee school counselors. This revised model and standards will go into effect for the 2017–2018 school year.

Texas

In Texas, Gov. Greg Abbot launched the [Tri-Agency Workforce Initiative](#), led by the Texas Education Agency, the Texas Higher Education Coordinating Board and the Texas Workforce Commission, to assess workforce challenges and opportunities, and to provide recommendations to build workforce skills that meet the state’s economic needs.

The task force released a [report](#) in November 2016 with four key recommendations: identify statewide initiatives preparing students for success in targeted fields; strengthen student’s core academic knowledge in PK–12 to ensure they graduate college and career ready; build a cross-agency partnership focused on achieving Texas’ postsecondary attainment goal; and identify and promote employment and training services to help veterans re-enter the workforce.

As part of the Tri-Agency Workforce Initiative, Gov. Abbot later announced the [Industry Cluster Innovative Academies](#) grant program in September. The program is funded with \$7.2 million in grants from the Texas Workforce Commission, the Texas Education Agency and the Texas Higher Education Coordinating Board. Grants will be awarded to partnerships between high schools, institutions of higher education and industry

partners, and are designed to support high school programs that enable students to earn postsecondary credit and experience learning opportunities related to in-demand industry sectors.

Utah

2016 was a big year for Utah, which passed a number of bills related to STEM learning, competency-based education and more.

[HB45](#) updates legislation regarding Utah’s STEM Action Center to ensure that the Action Center governing board includes representation from the Department of Workforce Services and more intentionally engages business and industry stakeholders to promote activities that are aligned with the needs of the workforce.

With [SB93](#), the legislature allocated \$400,000 to provide grants to school districts or charter schools to give incentives for an educator to earn a computer science endorsement. Various partners will collaborate to develop and implement a computer science initiative.

Utah also created a Competency-Based Education Grant program through [SB143](#) to provide planning and implementation grants to school districts that aim to promote personalized, blended and extended learning opportunities such as work-based learning. Grant recipients will be able to petition the Board of Education for a waiver from any regulations that inhibit the successful implementation of a competency-based program.

Additionally, [SB103](#) creates a \$1.5 million fund to support the development of programs of study that are developed with input from an industry advisory group, lead to in-demand technical jobs and culminate in a stackable credential. Eligible grant recipients must include at least two of the following: a college of applied technology, a school district or charter school, or an institution of higher education within the same region. The legislation also calls on the governor’s Office of Economic Development to produce a biannual report detailing the in-demand technical jobs that will contribute to Utah’s growing economy.

Finally, the Utah State Board of Education approved [Rule 277-511](#) to adopt a new academic pathway to teaching. This alternative certification pathway reduces the requirements to obtain a teaching license by allowing individuals to obtain a teaching license if they have a bachelor’s degree and receive a passing score on an exam in their subject area. It has been seen as an avenue for individuals with industry experience to obtain a teaching credential.

Vermont

No relevant CTE policy was adopted in 2016.

Virginia

Spurred by Gov. Terry McAuliffe—who, in his 2016 [state of the commonwealth address](#) asserted that “we will put greater emphasis on hands-on learning, internships, early college courses and industry credentials, rather than classroom seat-time”—Virginia passed an education reform package designed to expand career-readiness opportunities for students in the commonwealth. This legislative package included:

- [HB66](#), also known as the New Economy Workforce Credential Grant Program, will cover up to two-thirds of the cost of a noncredit workforce training program, with the student paying the remaining third. Students must pass the credential examination before the institution receives its share of the grant. The legislation also requires the Board of Workforce Development to maintain a list of credentials and noncredit workforce training programs in high-demand fields on its website and

encourages participating institutions to award academic credit for credentials earned if they are related to the student's degree.

- [SB336](#) directs the Board of Education to create a Profile of a Virginia Graduate, based on input from education, business and community stakeholders, that identifies the core knowledge and skills students must learn to be successful post-graduation. The law also removes existing provisions related to standard and advanced studies diplomas and standard and verified units of credit in order to establish different pathways to college and career readiness that include opportunities such as internships, externships and credentialing. The Profile of a Virginia Graduate and the policies adopted in this legislation are scheduled to be in effect beginning with each student who enrolls in high school as a freshman after July 1, 2018.
- Two bills related to alternative certification for CTE teachers: [HB682](#) permits school divisions to apply for and receive a waiver to hire trade and industrial education instructors, as long as those instructors have received or are working toward an industry-recognized credential in their program area and have more than 4,000 hours of relevant and professional work experience. Similarly, [HB279](#) allows the Board of Education to issue three-year part-time licenses for CTE teachers in specific subject areas who meet specific requirements.
- [HB831](#) directs the State Board of Education to add computer science and computational thinking, including computer coding, to the state's core educational standards, known as the Standards of Learning. The bill also instructs local boards of education to include computer science in their programs of instruction.
- [SB245](#) requires comprehensive community colleges to enter into articulation agreements with local school districts to enable students to enroll in career pathways programs that prepare them to pass a high school equivalency exam and earn a postsecondary credential, certification or license offered by the comprehensive community college.
- [SB246](#) makes available a STEM Competition Team Grant, funded at \$100,00 for the first year and \$200,000 the second year, for the purposes of providing grants for STEM education competition teams at qualified schools. Grants may not exceed \$5,000 each and may include project-based learning team competitions.
- [HB961](#) allows colleges and universities to reduce fees and tuition for first-time, incoming undergraduate freshmen who enroll in degree programs leading to high-demand fields in the region. The State Council of Higher Education for Virginia is also directed to develop recommendations regarding financial incentives and benefits that might be offered to public institutions of higher education that offer alternative tuition and fee structures.

Additionally, Virginia's [2016–2018 biennial budget](#) appropriates \$4 million over two years to update vocational-technical equipment. Of that amount, \$1.4 million each year is to be provided for vocational-technical equipment in high-demand, high-skill and fast-growth industry sectors. The remaining \$600,000 per year is to be awarded based on competitive innovative program grants for high-demand and fast-growth industry sectors. Additionally, \$500,000 each year will be provided to pay for credentialing tests and materials for high school students and professional development for CTE teachers. Separately, the budget increased funds for industry certifications by approximately \$500,000, to a total of \$1.8 million.

The 2016 General Assembly also renewed funding for the [Innovation Planning Grants](#) program, which provides funding to school divisions to support personalized learning, alignment to workforce needs and college and career readiness. Gov. McAuliffe [announced](#) that five new counties would receive planning grants of \$50,000 each, while four counties that earned grants in 2015 would receive implementation grants.

Washington

The Washington State Board of Education approved new [course credit equivalency frameworks](#) for the Core Plus instructional model, allowing students to earn credit for math, science and language arts. This is in addition to 21-credit equivalency frameworks that the board approved in 2015, and is the first time the State Board has allowed language arts-credit equivalency for a CTE course or program.

Additionally, Washington State Superintendent of Public Instruction Randy Dorn approved statewide [computer science standards](#) designed to improve digital literacy and prepare students for jobs in the computer science field. The standards span from grades K–12 and build upon competencies developed in the prior grade level. They will be implemented over the course of four to five years.

Meanwhile, the Washington State legislature passed [SB6354](#), which calls for universities and colleges to work with the State Board for Community and Technical Colleges to develop reverse transfer plans to facilitate the transfer of academic credits from four-year to two-year institutions. The legislation requires such plans to be available by December 31, 2017.

The legislature also passed amendments to the 2015–2017 biennial budget through an [Operating Supplemental budget](#). The amended budget:

- Allocates an additional \$450,000 (for a total of \$860,000) to expand the Mathematics, Engineering, and Science Achievement (MESA) program in 2017. MESA supports underrepresented students to pursue education in STEM fields at both the K–12 and postsecondary levels.
- Authorizes \$6 million for the Opportunity Expansion Program to increase the number of baccalaureate degrees produced in fields and programs of study with high employer demand.
- Allocates \$100,000 to be disbursed over two years for a summer internship pilot program. The program will support a total of 20 high school juniors each year from urban high schools to participate in a five-and-a-half-week summer internship, provided through the port of Seattle and manufacturing and maritime employers. Funds are required to be matched with money from non-state sources.
- Provides \$182,000 for the Student Achievement Council, the Workforce Training and Education Coordinating Board and the Department of Licensing to conduct a study of private career schools and provide recommendations to improve oversight and accountability of these institutions.
- Provides \$75,000 for the Workforce Training and Education Coordinating Board to develop a plan for a Career and College Ready Lighthouse program. The plan must provide students with the opportunity to explore career opportunities through applied learning, engage with industry mentors and plan for career and college success. According to the proviso, the board was required to submit a plan to the education committees of the legislature by January 1, 2017.

West Virginia

After four years of piloting the Simulated Workplace program, the West Virginia State Board of Education passed [Policy 2510](#), which now requires all state-approved four-course CTE programs of study to adopt the Simulated Workplace classroom model for the third and fourth concentration courses. These courses are required to implement the state’s 12 protocols for Simulated Workplaces.

Additionally, the West Virginia State Department of Education adopted an A–F standards-based accountability system through [Board Rule 126-13](#). The system is designed to satisfy state and federal requirements and includes a college- and career-readiness indicator that factors the percentage of 12th-grade CTE concentrators into the school’s final score.

Wisconsin

In Wisconsin, the state legislature passed [Act 259](#), which modifies an experience-based alternative certification program created in Wisconsin's 2015–2017 biennial budget, expanding the program to vocational teachers. The program would allow public schools to hire individuals who have relevant professional experience, but not a traditional teaching license, to teach CTE courses. Prospective teachers can qualify for a license based on a point system that takes into account a bachelor's degree in STEM or relevant subject fields, industry certification and/or work experience, as well as if they have participated in an internship, mentorship and/or apprenticeship.

Wisconsin also passed a college affordability legislative package, which included:

- [Act 281](#) is designed to annually increase the need-based funding known as Wisconsin Grants for Technical College Students by \$500,000. It is estimated that an additional 1,000 technical college students could receive these grants over the next two years.
- [Act 282](#) provides \$320,000 of funding annually for emergency grants of up to \$500 per year to assist technical college students with unanticipated expenses such as vehicle repair or medical expenses that endanger their ability to complete their education. Eligibility for such grants is limited to students with an expected family contribution of less than \$5,000.

Wyoming

No relevant CTE policy was adopted in 2016.

Methodology

The policy activities included in this report were compiled through a comprehensive national scan, drawing on information from numerous sources. Policies were identified and catalogued using government websites and media stories, and they were augmented by compilations such as those prepared by the Education Commission of the States. 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.¹

For the purposes of this report, policy activity was defined to be an action by state policymakers, including the state legislature, the board of education, the state education agency, the higher education authority, the governor's office or any other state-level agencies. As 2016 was an election year, statewide ballot initiatives were also included. Although several national career-readiness initiatives, such as [New Skills for Youth](#), are currently underway across the states, involvement in these initiatives was not included unless it spurred notable policy change.

To be included in this report, policies must have been passed during the 2016 calendar year, have statewide impact and be related to career readiness or CTE within the state. This report is designed to be value-neutral. Inclusion of a specific policy or action is for informational purposes and does not reflect any judgment regarding the quality or strength of that policy. Policies that were implemented in 2016, but passed in prior years, were not included. For example, a piece of legislation passed in 2015 with a July 1, 2016, effective date would not have been selected, but any legislation signed into law in 2016 was included.

This report includes a few slight changes to the methodology for categorizing state activities from previous years. In this year’s publication, policies calling for studies or reports were tagged as “Data, Reporting and/or Accountability,” whereas in past years these policies were tagged as “Governance.” This decision was made to better reflect the intentional use of research and data to inform decision making. Additionally, this report contains a new policy category, “Access and Equity.” This category describes policies designed to increase access to underserved students, such as through virtual learning, scholarships, etc. Note that some policies did not fall into any category but are still included in this report.

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

Finally, policies were tagged as “Funding” if they authorized new or increased funding, or if they decreased funding to a specific program. Policies were not included if they were implemented this year, but were authorized in prior years. In a few cases, policies were included if they repurposed existing funds for a new initiative.

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

About the Association for Career and Technical Education

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

About Advance CTE

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

¹ With the exception of Ohio, all states reviewed and provided input on the contents of this report.