



State Policies Impacting CTE: 2019 YEAR IN REVIEW

On the federal and state levels, 2019 was an important year for Career Technical Education (CTE). States have been creating their four-year state CTE plans for the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), responding to increased emphasis in the law on ensuring quality CTE opportunities and expanding access for all students. These plans will be submitted in spring 2020, and their contents will likely have an impact on state legislation in coming years.

In the 2019 calendar year, at least 45 states and Palau enacted or passed at least 208 policy actions related to CTE and career readiness, including legislation, executive orders, board of education actions and budget provisions. States passed approximately 60 more policies in 2019 than 2018. Most states have taken action relevant to CTE each year since this annual review was launched (see Chart 1), which shows a continuing commitment to making CTE a priority in states. As a further indication of states' commitment to CTE, more than 20 governors celebrated or prioritized advancing CTE in their states during their State of the State Addresses.¹

The policy areas that states focused on in 2019 were similar to previous years. States most frequently addressed the following topics:

- **Funding;**
- **Industry partnerships and work-based learning;**
- **Industry-recognized credentials;**
- **Governance; and**
- **Access/equity.**

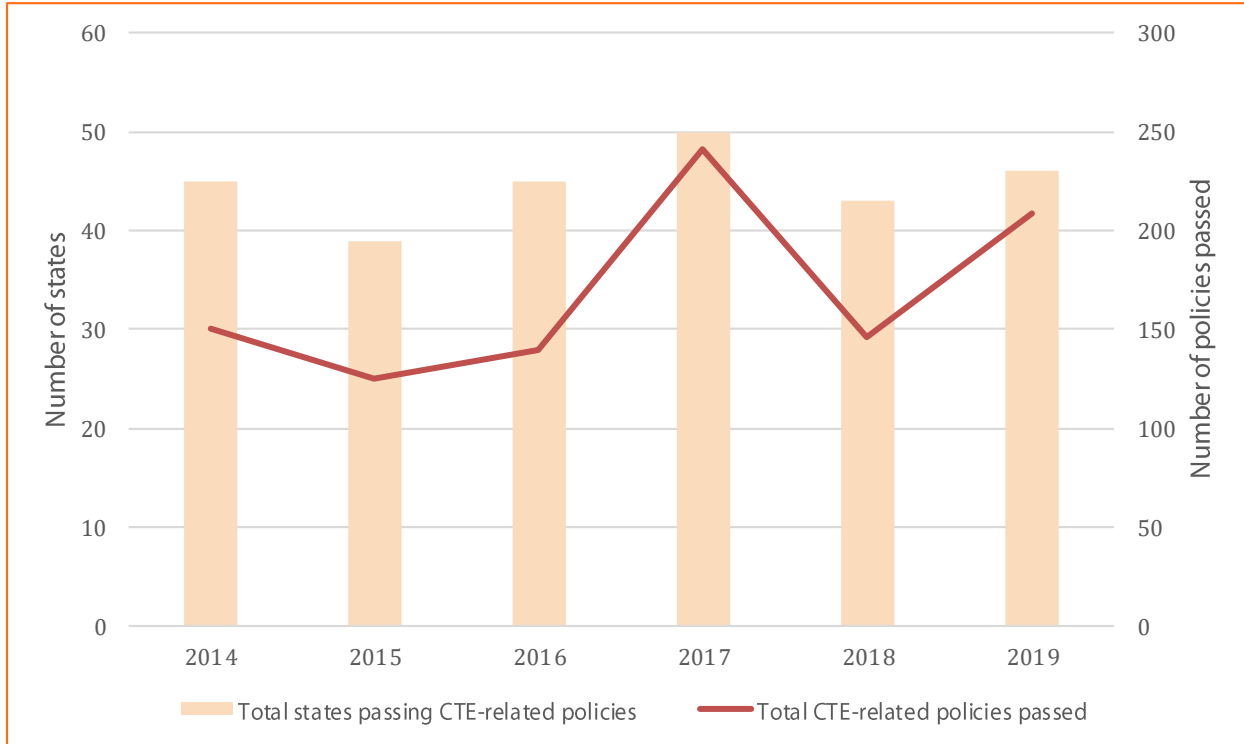


Chart 1: Number of states passing CTE-related policies and number of CTE-related policies passed, 2014-19

This report is the seventh annual review of CTE and career readiness policies across the United States, and it marks the first year that Advance CTE and the Association for Career and Technical Education (ACTE) are joined in this endeavor by Education Commission of the States (ECS), a nonpartisan organization that serves state education policymakers. This enhanced collaboration will help ensure that this report continues to provide a comprehensive national snapshot of state activity related to CTE and career readiness and a critical opportunity for state and national leaders to reflect on national trends and consider future directions.

Policy Category <i>Note: A single bill or policy can address multiple policy categories.</i>	Number of States Addressing Policy Category	States
Funding <i>Policies address significant changes in CTE funding, such as increasing or decreasing allocations, creating a scholarship or grant program, or investing in a pilot program.</i>	41	AL, AZ, AR, CA, CO, CT, DE, FL, GA, ID, IL, IN, IA, KY, LA, ME, MD, MA, MN, MS, MO, MT, NE, NV, NH, NJ, NM, ND, OK, OR, PA, RI, TN, TX, UT, VT, VA, WA, WV, WI, WY
Industry Partnerships/Work-Based Learning <i>Policies address engaging industry to drive student learning through work-based learning or other means.</i>	35	AL, AZ, AR, CA, CO, CT, DE, FL, ID, IL, IN, IA, KY, LA, MD, MA, MO, MT, NE, NH, NJ, NM, NC, OK, OR, PA, RI, TN, TX, UT, VT, VA, WA, WV, WI
Industry-Recognized Credentials <i>Policies address attainment of credentials recognized by industry, including micro-credentials, such as badges, and educational degrees.</i>	28	AL, AZ, AR, CO, ID, IN, IA, KS, KY, LA, ME, MN, MS, MT, NE, NH, NJ, NM, NC, ND, TN, TX, UT, VT, VA, WA, WV, WY
Governance <i>Policies address responsibility within the state for CTE, including new committees or task forces and transfers of authority.</i>	25	AL, AZ, AR, CA, CO, CT, FL, IL, IN, KY, LA, MT, NH, NJ, NM, OK, OR, PA, TN, TX, UT, VA, WA, WV, WY
Access/Equity <i>Policies address access to CTE as well as strategies that support success within CTE for specific populations.</i>	25	AL, AZ, AR, CA, CO, GA, ID, IL, IN, IA, KY, MN, MS, MT, NC, ND, OK, OR, TN, UT, VT, VA, WA, WV, WI
CTE Teacher Certification/Development <i>Policies address the recruitment, preparation, certification and professional development of CTE faculty and staff.</i>	22	AL, CT, GA, ID, IN, IA, ME, MS, MO, NV, NJ, NM, NC, ND, OK, OR, RI, TN, TX, VA, WA, WV
Data, Reporting and/or Accountability <i>Policies address data and research activities that support CTE, including the use of labor market information and the inclusion of career readiness within accountability systems.</i>	21	AL, AZ, AR, CO, DE, FL, IL, IN, KS, MT, NH, ND, OR, TN, TX, UT, VT, VA, WA, WV, WY
Dual/Concurrent Enrollment, Articulation and Early College <i>Policies address student transitions to the next level of education through dual/concurrent credit attainment, credit transfer agreements and early college programs.</i>	20	AL, CO, FL, IL, IA, KS, MT, NE, NH, NM, NC, OR, RI, TN, TX, UT, VT, VA, WA, WV
STEM <i>Policies explicitly address science, technology, engineering and mathematics (STEM) education.</i>	12	ID, IA, MO, MT, NV, NH, NJ, NM, OR, UT, VA, WA
Graduation Requirements <i>Policies address CTE as an optional or required avenue for earning academic credit and/or meeting high school graduation requirements, including diploma endorsements and seals.</i>	10	AL, FL, IL, ME, NV, NM, OR, VA, WA, WV

Table 1: Number and postal abbreviations of states adopting new CTE-related policies in 2019, by policy category

Key Takeaways

Among many of the priorities that were observed in policies passed this year, the top five were funding, industry partnerships and work-based learning, industry-recognized credentials, governance, and access and equity. In total, at least 41 states enacted policies in 2019 that affected CTE funding, making funding the most common policy category for the seventh year in a row. **Illinois** increased funding for CTE programming by \$5 million, while **Massachusetts** and **Delaware** both invested in work-based learning programs. **Massachusetts** increased funding for Connecting Activities, which aims to support college and career readiness by establishing public-private partnerships to connect schools and businesses. **Delaware** created the Learning for Careers Program to expand employer participation in youth employment programs and increase the number of youth in secondary and postsecondary work-based learning. In addition, **Nebraska** directed funding toward high-quality early college and dual enrollment programs to increase college and career readiness. **Nebraska** and **West Virginia** each allocated funds to support adult education.

The second most common policy category was industry partnerships and work-based learning, with at least 35 states taking action in this area. This category includes business-education partnerships generally and work-based learning as a primary strategy to connect students with businesses. **Vermont** increased the allocation to the Vermont Training Program by 10 percent each year for the next two years. This program is aimed at increasing the number of employees who participate in a registered apprenticeship and

providing training funds to businesses with 50 or fewer employees. **Virginia** established the Innovative Internship Fund and Program, which permits any public institution of higher education to propose an innovative proposal for a performance pilot by addressing work-based learning and industry partnerships, among other requirements. **Illinois** required its Community College Board to establish and administer a manufacturing training grant program; to qualify for the grant, a community college district and a public high school must establish a collaborative regional partnership with workforce development organizations, regional economic development organizations, economic development officials and businesses in the region.

Within work-based learning, apprenticeships were of interest to a number of states.

Alabama established the Alabama Office of Apprenticeship to oversee apprenticeship and pre-apprenticeship programs. This office will create a competency-based apprenticeship framework based on regional and statewide in-demand fields. **Colorado** launched a statewide resource directory for apprenticeships.

Arkansas extended eligibility for apprenticeships to all high school students, which will allow students to connect apprenticeship experiences with postsecondary learning.

At least 28 states took action related to industry-recognized credentials, the third most common policy area. Policy changes in this category included incentivizing industry-recognized credentials, creating industry certification lists and providing career readiness credentials. **Kansas** established the Accelerating Opportunity: Kansas (AO-K)

program, in which adults over the age of 21 will earn a high school equivalent credential and an industry credential through an approved career pathway. **Louisiana** expanded its Jump Start Summers program, which provides students the opportunity to earn industry-based credentials, gain academic credit and engage in work-based learning. **Mississippi** created an incentive for school districts to encourage students to earn industry-recognized credentials by giving a \$600 grant to the school district for every student who earns a qualifying industry credential.

The fourth most common policy category was governance, with at least 25 states taking action in this area. In this category, policy changes were associated with new committees, development of new rules, and transfers of authority to new or existing CTE departments. **Arkansas** restructured state agencies, consolidating 42 executive-level agencies into 15 cabinet-level agencies. The law creates the Arkansas Department of Education as a cabinet-level agency by transferring several state entities, including the Department of Career Education and the Department of Higher Education, into the purview of the Department of Education. In **Tennessee**, the Tennessee Department of Education has the authority to accept and administer federal funds that are appropriated to CTE. The law designated the Tennessee

Department of Education as the State Board for Career and Technical Education. **Indiana** directed the Indiana Commission for Higher Education to establish a dual credit advisory council to ensure that teachers of dual credit courses meet accreditation requirements. **Texas** created a computer science strategic advisory committee to increase computer science instruction and participation in public schools.

In a tie with governance, at least 25 states took action related to access and equity. For this category, states implemented policy changes that will expand access to CTE for students, which may include special populations such as students with disabilities, economically disadvantaged families, participants in fields of study that are non-traditional for their gender, single parents and out-of-workforce individuals. **Kentucky** established the Work Ready Kentucky Scholarship to help Kentuckians who have not yet earned a postsecondary degree gain affordable access to a certificate, a diploma or an associate degree. **Virginia** requires local workforce development boards to develop strategies to engage 16- to 24-year-olds and place them on pathways to education, training and careers. **Washington** created a career-connected learning cross-agency work group to provide a range of activities to support the expansion of apprenticeships, summer programs, and equitable access to dual credit.

Spotlight on Apprenticeships

Since 2014, the Year in Review report has tracked the number of career-ready and CTE-related policies affecting industry partnerships and work-based learning. Over that time, industry partnerships and work-based learning has consistently been one of the top five policy areas of focus for states. For CTE learners, work-based learning allows them to develop technical and real-world skills and reinforce and deepen their classroom learning.

Within this policy category, state leaders have increasingly turned to apprenticeships as a strategy to address the skills gap.² In 2018, eight governors specifically referenced apprenticeships as a workforce development strategy in their State of the State Addresses.³ Additionally, the overall number of registered apprentices nationwide has increased steadily since 2013.⁴

Given this focus on apprenticeships, it is not surprising that at least 35 policies related to apprenticeships were enacted in 2019. Many of the enacted policies focused on expanding access to apprenticeships and making learners aware of opportunities. In **Colorado**, the Legislature passed [S.B. 19-171](#) to require the Colorado Department of Labor and Employment to create a statewide apprenticeship resource directory that includes, among other information, a description of the professional license, certification or other qualifications that one would receive from the program and the average compensation of enrollees who complete the program.

Other enacted policies focus on integrating apprenticeships into existing career pathways or creating new career pathways for learners. In **Connecticut**, [S.B. 607](#) was enacted to require the Connecticut Department of Labor and the Board of Regents for Higher Education to jointly establish non-traditional pathways to earning a bachelor's degree through apprenticeships.

However, most apprenticeship-related policies in 2019 focused on funding. Out of the 35 apprenticeship-related state policies enacted in 2019, at least 15 focused on funding. In **Virginia**, the Legislature enacted [H.B. 2185](#) to establish the Virginia Rural Information Technology Apprenticeship Grant Fund and Program, which awards grants to small, rural information technology businesses to establish 18-month apprenticeship programs.

Year	Policies	States
2019	35	AL, AR, CA, CO, CT, FL, ID, IL, IN, KY, MD, MO, NH, NJ, OR, PA, TX, UT, VA, WA, WV, WI
2018	22	CO, IN, IA, KY, MD, NV, NH, NJ, NY, OH, OK, OR, PA, WA, WI
2017	25	AR, HI, ID, IN, KY, MD, MT, NV, NY, NC, OH, OK, OR, PA, SC, VT, VA, WA, WV, WI

Table 2: CTE and career-ready policies related to apprenticeship, 2017-19

Systems Affected by Policy Developments

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

In 2019, states passed at least 133 policies related to secondary education, 91 policies

relevant to postsecondary education, 29 policies affecting workforce development, and 20 policies related to adult education.

As in past years, more policies affected the secondary system than any other system. However, roughly one out of every three policies in 2019 were relevant to multiple systems. This number is an increase from 2018, when roughly one in four policies affected multiple systems.

System	Policies
Secondary education	133
Postsecondary education	91
Workforce development	29
Adult education	20

Table 3: 2019 state CTE-related policies, by system. A single policy can address multiple systems.

This paper was prepared by [Advance CTE](#), the [Association for Career and Technical Education](#) (ACTE), and [Education Commission of the States](#) (ECS). It provides an overview of CTE-related state policies enacted in 2019.

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 Advance CTE, ACTE, ECS or state CTE leaders.

Alabama

[H.B. 216](#) specifies that beginning with the class of 2021, a computer science course will be equivalent to one mathematics credit or one science credit for the purposes of high school graduation requirements and for satisfying math or science freshman admission requirements for a public institution of higher education in the state.

[H.B. 570](#) establishes that upon completing an apprenticeship and meeting established requirements, a participant can be granted an occupational license. The standards and testing requirements must be uniform for all applicants. The law amends existing apprenticeship policy for in-school youth apprentices to allow their participation in additional work settings.

[S.B. 199:](#)

- Appropriates \$4.73 million for education and training programs to prepare special populations for entry in the workforce through pre-employment skills training and CTE training;
- Appropriates \$600,000 of Industry Certification Initiative funds for career coaches;
- Appropriates \$200,000 for the Smart Career Workforce Pilot Project, which aims to promote smart careers, support soft skill development through engagement opportunities for youth, develop and implement a smart career awareness campaign, and implement a national recruitment campaign to attract talent;
- Appropriates \$1 million to the Alabama Workforce Council on Credentialing and Career Pathways to fund the fees associated with assessments necessary to obtain credentials that are listed on the Alabama Compendia of Valuable Credentials and to pay the tuition and fees of dual enrollment courses that are associated with the completion of a course aligned to an in-demand career pathway;
- Directs the Alabama Workforce Council on Credentialing and Career Pathways to submit annually to the Alabama Legislature a report indicating the number of students who have earned credentials and dual enrollment course credit through the Governor's Career Pathways initiative and the employment of these students one and five years after program completion;
- Appropriates \$5 million for career tech operations and maintenance;
- Appropriates \$8.11 million for the Career Tech Initiative, which aims to expand career tech learning opportunities for learners and student-organized activities throughout the state; and
- Appropriates \$2.4 million for teacher professional development training, a portion of which shall be used to train career tech teachers to offer standalone Computer Science courses.

[S.B. 295:](#)

- Establishes the Alabama Office of Apprenticeship as part of the Workforce Development Division of the Department of Commerce. Requires the office to:
 - Determine if an apprenticeship conforms with all state regulations and act as the registering body for pre-apprenticeships, youth apprenticeships and registered apprenticeships in the state;

- Establish policies and procedures for the registration of pre-apprenticeships, youth apprenticeships and registered apprenticeships; and
- Establish a competency-based apprenticeship framework based on regional and statewide in-demand fields.
- Requires the Alabama Office of Apprenticeship, in consultation with numerous state and local education and workforce partners, to:
 - Align apprenticeship program-required technical instruction and on-the-job training to regional and statewide lists of in-demand career pathways credentials and to the two-pronged career pathways model created by the Alabama Workforce Council Committee on Credentialing and Career Pathways; and
 - Develop the Alabama Industry Recognized and Registered Apprenticeship model that will be aligned to regional and statewide lists of in-demand career pathways, regional and statewide lists of valuable credentials, and the two-pronged career pathways model created by the Alabama Workforce Council Committee on Credentialing and Career Pathways.

Alaska

No relevant CTE policy was adopted in 2019.

American Samoa

No relevant CTE policy was adopted in 2019.

Arizona

Arizona's [FY 2020 budget](#) adds a footnote requiring the auditor general to: (1) identify by January 1, 2020, in collaboration with the Arizona Commerce Authority and business, industry and higher education leaders, the industry certifications earned by CTE students that are most associated with multi-year CTE programs that successfully prepare students for jobs in high-demand technical fields; and (2) evaluate by December 1, 2020, the effectiveness of CTE districts in preparing students for jobs in high-demand technical fields.

[H.B. 2303](#) ensures that the application process established by the Arizona Department of Education for grants from the Computer Science Professional Development Program fund shall prioritize rural schools and schools in which at least 60 percent of enrolled students are eligible for free and reduced-price lunches.

[H.B. 2749](#) establishes the Arizona Industry Credentials Incentive Program. The Arizona Commerce Authority, in collaboration with the Arizona Department of Education CTE division, identified five high-need industry sectors that will qualify for the incentive; only programs within the sectors of business, construction, health, information technology and manufacturing will qualify. The program provides \$1,000 awards to CTE departments in school districts, charter schools, and career and

technical education districts for each high school student who completes a CTE program and graduates from high school with a qualifying credential, certificate or license.

Arkansas

[H.B. 1763](#) restructures state agencies, consolidating 42 executive-level agencies into 15 cabinet-level agencies. The law creates the Arkansas Department of Education as a cabinet-level agency by transferring several state entities, including the Department of Career Education and the Department of Higher Education, into the purview of the Department of Education. The law also:

- Amends the name of the Department of Career and Technical Education to the Division of Career and Technical Education;
- Amends the responsibilities of the State Board of Education to include general oversight of CTE;
- Transfers the supervision and administration of the Arkansas Workforce Development Board from the Department of Career Education to the Department of Commerce;
- Transfers duties and responsibilities for technical institutes and lifelong learning centers from the Career Education and Workforce Development Board to the Arkansas Higher Education Coordinating Board;
- Revises certain duties and responsibilities of the Arkansas Higher Education Coordinating Board as they relate to career and workforce development; and
- Revises the membership of the coordinating board to include additional representatives of business and industry.

[S.B. 56](#) revises the composition of the Arkansas Higher Education Coordinating Board by eliminating three positions for current or recent board members of colleges or universities and adding three positions for members from business, industry, education, etc.

[S.B. 135](#) revises the funding model for CTE. The law directs the Division of Career and Technical Education to establish a tiered funding structure for the vocational center aid for each full-time student. The tiered system must be approved by the Career Education and Workforce Development Board.

[S.B. 140](#) extends eligibility in apprenticeship programs to all high school students. Through the program, high school students can engage in a three- or four-year process that connects their apprenticeship experience with one or two years of postsecondary learning. The law permits students to be charged fees associated with the apprenticeship. It also directs the Department of Career Education to allocate funds to an apprenticeship program sponsor. The law requires that all apprenticeship training programs must be registered with the Office of Apprenticeships in the U.S. Department of Labor and amends the non-voting membership on the Career Education and Workforce Development Board to replace the representative from the Arkansas Association of Public Universities with a representative from a four-year supported institution of higher education.

[S.B. 199](#) creates the School Counseling Improvement Act. The law requires districts to develop and implement a comprehensive school counseling program. It also requires districts to have a written plan for a comprehensive school counseling program that is implemented by a state-certified counselor, uses state and nationally recognized frameworks, is reviewed and updated annually, is systematically aligned to kindergarten through 12th grade, and contains components of a comprehensive school counseling program that are specified in the law.

[S.B. 478](#) allows the Arkansas Department of Education, in collaboration with the Department of Career Education, to approve a CTE course for weighted credit if the course exceeds the curriculum standards for non-weighted classes and leads to an approved industry-recognized certification.

[S.B. 522](#):

- Adds a representative from the following agencies and organizations as a non-voting member of the Career Education and Workforce Development Board: Department of Human Services, Department of Corrections, Arkansas Economic Developers and Chamber Executives, and Division of Career and Technical Education;
- Amends the powers and duties of the Office of Skills Development and the Career Education and Workforce Development Board by requiring both entities to collaborate with the Department of Higher Education, Higher Education Coordinating Board and Department of Education to bring together business, education, state agency and workforce development stakeholders to develop a strategic plan for future workforce demands by July 2020;
- Requires the Office of Skills Development and the Career Education and Workforce Development Board to develop and report annually to the Senate and House Committees on Education on a catalog of nationally recognized credentials and related programs of instruction at each high school, community college or technical institute; and
- Requires the Office of Skills Development and the Career Education and Workforce Development Board to collaborate with the Department of Higher Education, Higher Education Coordinating Board and Department of Education to bring together business, education, state agency and workforce development stakeholders to develop and oversee an apprenticeship office that serves as the hub for all stakeholders who want to establish an apprenticeship program.

[S.B. 659](#) allows a state-supported two-year institution of higher education to market and provide services to any individual, regardless of the service area in which the individual resides.

California

[A.B. 74](#) appropriates \$4.13 million for the Agricultural Career Technical Education Incentive Grant.

[A.B. 1303](#) provides an additional \$150 million to K-12 programs under the California Career Technical Education Incentive Grant Program: Strong Workforce Program.

[A.B. 595](#) allows students enrolled in a community college class or classes pursuant to an apprenticeship training program or an internship program to use an individual tax identification number for purposes of any background check required by the class or program if they do not have a Social Security number.

[A.B. 1019](#) adds the director of rehabilitation and the executive director of the State Council on Developmental Disabilities as ex officio members of the Interagency Advisory Committee on Apprenticeships.

[S.B. 586](#) requires the governing board of a community college district and the governing board of a school district that provide CTE pathways under existing College and Career Awareness Pathways partnerships to consult with the appropriate local workforce development board to determine the extent to which the career pathways are aligned with regional and statewide employment needs. This law extends the operation of these partnerships for five years.

Colorado

[H.B. 19-1008](#) allows Career and Technical Education Capital Construction Grants to be made under the Building Excellent Schools Today Act. Accepted applications must support capital projects related to a professional field that is deemed a key industry in the most recent Colorado Talent Report by the Colorado Workforce Development Council.

[H.B. 19-1153](#) revises the role and mission of Colorado Mountain College from authorizing no more than five baccalaureate degree programs to authorizing a limited number of baccalaureate degree programs, as determined by the college's board of trustees. The law directs the college to confer with regional education providers to determine the feasibility of cooperative delivery of new bachelor's degree programs in adjacent localities.

[H.B. 19-1236](#) creates a workforce diploma pilot program in the Colorado Department of Education to award completion payments to qualified providers for the attainment of certain outcomes achieved by eligible students enrolled in the courses or programs, including earning high school diplomas, course credits or industry-recognized training certificates.

[H.B. 19-1294](#) requires the Colorado Community College System to convene a working group to determine the best way to transfer construction industry registered apprenticeship program credit to college credit. If possible, the working group must include representatives of community colleges, area technical schools, local district colleges, relevant four-year institutions, and applicable union and non-union labor organizations. The group must gather information from subject matter experts and must consider: (1) how best to align construction industry apprenticeship curriculum with existing community college courses; (2) the possibility of apprenticeship program coursework culminating in significant progress toward a degree; (3) how best to clarify the differences between a registered apprenticeship program and a work-study program as well as the requirements for different

programs; and (4) whether it is feasible for all community colleges to offer registered apprenticeship programs.

[H.B. 19-1277](#) creates a computer science education grant program in the Colorado Department of Education. The program will provide money to public schools or school districts to increase the enrollment or participation of traditionally under-represented students in computer science education activities. The law appropriates \$250,000 each year for FY 2020-21, FY 2021-22 and FY 2022-23.

[S.B. 19-097](#) creates the Area Technical College Grant Program. The law directs the Department of Higher Education to administer the grant program and develop an application process. The grant program will provide up to \$4 million each fiscal year for capital construction and equipment purchases. The law requires area technical colleges that receive funds to submit a report on the expenditure of the funds and its impact on students to the department by August 1 of the budget year following any expenditure of money from the grant. Finally, the law establishes a provision that the grant program will be repealed on July 1, 2026.

[S.B. 19-171](#) requires the Colorado Department of Labor and Employment to create a statewide resource directory for apprenticeships and to update the directory annually. The directory must contain information about the program, such as the qualifications one would receive from the program and the average compensation of enrollees who complete the program. The law also requires the department to promote public awareness of the directory and apprenticeship programs, and it appropriates \$25,507 to the department for staff capacity to create the directory and carry out the provisions of the law.

[S.B. 19-176](#) establishes that beginning in FY 2020-21, local education providers that enroll high school students must offer concurrent enrollment, including enrollment in academic and career and technical courses. The law requires the Colorado Department of Education, with input from the Concurrent Enrollment Advisory Board, to launch a concurrent enrollment website by July 1, 2020. Additionally, this law creates the Concurrent Enrollment Expansion and Innovation Grant Program in the Colorado Department of Education to provide grants beginning in the 2020-21 school year to partnerships between local education providers and institutions of higher education that create or expand concurrent enrollment opportunities. The law requires the Colorado Department of Higher Education to coordinate with the Colorado Department of Education to review applications, make award recommendations and compile a report that must be submitted to the General Assembly by February 1, 2022, and each year thereafter.

Connecticut

Connecticut's [FY 2020-21 budget](#) increases the allocation for the Connecticut Career Resource Network, the state counterpart of the Perkins Collaborative Resource Network, by \$5,000 for a total of \$116,000. This budget also reallocates Connecticut Technical Education and Career System (CTECS) funding and 1,631 positions from the State Department of Education to the new separate CTECS agency.

[S.B. 356](#) establishes the Connecticut Apprenticeship and Education Committee. The committee will coordinate and identify potential pre-apprenticeship and apprenticeship training programs and leverage funding to identify CTE programs within high schools and higher education institutions for careers in various industries.

[S.B. 607](#) requires the Connecticut Department of Labor and the Connecticut Board of Regents for Higher Education to jointly establish non-traditional pathways to earning a bachelor's degree through apprenticeships.

[S.B. 854](#):

- Requires local and regional school district boards of education to establish goals for career placement for students who are not pursuing an advanced degree immediately after high school graduation; and
- Requires each student success plan to provide evidence of career exploration, including but not limited to careers in manufacturing, in each grade beginning in the sixth grade.

[S.B. 957](#) directs the Connecticut Office of Higher Education, with the approval of the commissioner of education, to develop an alternative certification route for computer science teachers. The law establishes that public school instruction must include computer science.

Delaware

Delaware's [FY 2020 budget](#) appropriates \$500,000 to the Delaware Department of Labor's Division of Employment and Training for the creation of the Learning for Careers Program. The purpose of the program is to expand employer participation in youth employment programs and increase the number of youth served through secondary and postsecondary work-based learning opportunities. The Delaware Workforce Development Board will use the funds to engage employer groups, chambers of commerce and associations in creating paid work experiences for youth. By the end of the fiscal year, the board must report to the General Assembly summary data on the awards granted through the funds. The budget also increases the appropriation for the Delaware Advisory Council on Career and Technical Education by \$4,000 for a total of \$339,800.

[H.B. 225](#) appropriates \$84.87 million to the Delaware Technical Community College.

[S.B. 50](#) gives the Delaware Technical Community College's Board of Trustees the authority to issue bonds to finance the cost of major and minor capital improvements, deferred maintenance, and the acquisition of related equipment and educational technology, and it establishes the Community College Infrastructure Fund to pay the principal and interest on such bonds. Any promissory notes or bonds must be approved separately prior to issuance by the General Assembly in a bond and capital improvement act.

[S.B. 138](#) amends the membership of the Delaware Advisory Council on Career and Technical Education to add representatives from an institution of higher education, school boards, career technical student organizations, and the Delaware National Guard as well as a member of the public. The law outlines a process for monitoring and reporting on school CTE programs.

District of Columbia

No relevant CTE policy was adopted in 2019.

Florida

Florida's [FY 2019-20 budget](#) decreases the appropriation for workforce education by \$6.6 million for a revised total of \$81.4 million. The budget appropriates \$200,000 to the Flager County School Districts Classroom to Careers Flagship program, which provides learners in grades K-12 college and career readiness education aligned with Career Clusters[®]. The budget also appropriates \$250,000 for the West Tech Education Center adult vocational training programs.

[H.B. 7071:](#)

- Requires the commissioner of education, in consultation with the Department of Education, CareerSource Florida Inc., leaders of business and industry, the Board of Governors of the State University System, the community college system, school districts and other stakeholders, to annually review CTE course offerings. The commissioner must evaluate the alignment of CTE offerings with existing employer demand, postsecondary degrees or certificate programs, and professional certification. This law requires the commissioner to phase out CTE programs that are not aligned.
- Creates a Career and Technical Education Graduation Pathway.
- Requires the Department of Education to publish an annual report on apprenticeships and pre-apprenticeships to increase awareness of opportunities for students.
- Requires school districts to collaborate with local workforce development boards, economic development agencies and postsecondary institutions to develop a strategic three-year plan to address local and regional workforce needs.

[S.B. 190](#) requires the Florida College System institutions and state universities to execute agreements to establish "2+2" targeted pathway programs. Students in the program spend two years at a state or community college to earn their associate degrees before transferring to state universities to complete the last two years of four-year degrees.

[S.B. 2500](#) appropriates \$3.23 million for the Florida Student Assistance Grant — Career Education, which is an increase of \$2.96 million from the 2018-19 allocation. The Florida Student Assistance Grant — Career Education is a need-based grant for Florida residents enrolled in certificate programs at participating career centers or community colleges.

Georgia

Georgia's [FY 2020 and amended FY 2019 budget](#):

- Increases funds for middle school coding labs in rural or high-poverty school districts by \$500,000 to help them build teacher capacity around computer science education;
- Changes the name of the Audio-Video Technology and Film Grants to the Grants for Career, Technical and Agricultural Education (CTAE), and Technology, which are grants to provide CTAE equipment and film and audio-video equipment to local school systems. The budget decreases the appropriation for these grants by \$500,000 for a total of \$2 million;
- Increases the appropriation for technology/career education by \$1.55 million for a total of \$71.18 million; and
- Increases funds to expand CTAE programs at five secure campuses in the juvenile justice system by \$384,242.

[S.B. 108](#) provides a definition of computer science courses and content and outlines the following computer science course requirements:

- Beginning in the 2022-23 academic year, each local school system and each state charter school serving high school and middle school students must offer a computer science course. Additionally, each local system and state charter serving elementary school students may provide instruction in exploratory computer science.
- Beginning in the 2023-24 academic year, each local school system must ensure that at least 50 percent of the high schools in its system offer a computer science course.
- Beginning in the 2024-25 academic year, each local school system must ensure that all high schools offer a computer science course.
- The law also allows for grants, subject to appropriations, for professional development programs for teachers providing instruction in computer science.

Georgia implemented new [K-8 computer science standards](#), which recommend that schools teach students in kindergarten through grade two the basics of how to use computers before progressing to more complex topics, such as creating websites and debugging computer programs, in the middle grades.

Guam

No relevant CTE policy was adopted in 2019.

Hawai'i

No relevant CTE policy was adopted in 2019.

Idaho

Idaho's [FY 2020 budget](#):

- Appropriates \$7 million in one-time dedicated funds to increase the money available for Idaho's Opportunity Scholarship program, which supports adults and recent high school graduates striving to finish a degree or credential;
- Appropriates \$1 million from the General Fund to the STEM Education Fund for the promotion and support of the computer science initiative;
- Appropriates \$200,000 for workforce readiness incentive grants, which will award funds to CTE teachers based on the number of secondary learners who complete all the requirements of a program and demonstrate workforce readiness at the completion of their CTE programs; and
- Appropriates \$4.32 million for a three-year Job Corps demonstration project aimed at increasing access to and enrollment in education and work-based learning for out-of-school and at-risk Idaho youth.

[S. 1025](#) appropriates an additional \$1 million to the STEM Action Center from the STEM Education Fund for FY 2019.

[S. 1105](#) expands eligibility for the Advanced Opportunities Fund to permit students to use \$1,000 per year toward CTE workforce training courses, which can include federally registered apprenticeships. The Idaho State Department of Education is required to work with the Division of Career & Technical Education to maintain a list of eligible training courses and costs. The training courses must meet the following criteria: (1) be provided by an Idaho public technical college; (2) lead to an industry-recognized credential; (3) be in a regionally in-demand occupation; (4) be courses that are not available at the student's high school; and (5) allow high school-aged students to participate.

[S. 1106](#) permits approved public charter schools with approved CTE programs to receive the same additional funding as schools within a district. This law requires the Idaho State Board of Education, Division of Career & Technical Education to review and approve CTE programs that meet existing criteria for approval at charter schools, including virtual charter schools. It also allows the Division of Career-Technical Education to partner with the Idaho Digital Learning Academy to develop and implement statewide virtual CTE course delivery. The Division of Career & Technical Education must maintain a list of secondary CTE pathways that are available in a traditional school setting, blended learning environment or entirely online. The division must also develop a methodology for funding all career pathway types.

Illinois

Illinois' [FY 2020 budget](#) increases funding for CTE programming by \$5 million.

[H.B. 2822](#) adds the percentage of students who participated in workplace learning experiences and whether or not the school offers CTE opportunities to the list of student outcomes and information reported on school report cards.

[H.B. 2868](#) defines work-based learning as an education strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. The law requires the Illinois State Board of Education to develop a work-based learning database to help facilitate relationships between school districts and businesses to expand work-based learning in the state.

[H.B. 5247](#) requires the State Board of Education to adopt rules to allow students who are 16 years of age or older to participate in registered apprenticeship programs. The rules must include a waiver of all non-academic graduation requirements that may prevent a student from participating in a registered apprenticeship program.

[H.R. 0371](#) encourages the Illinois State Board of Education, the Illinois Community College Board, and the Department of Commerce and Economic Opportunity to work with community colleges, business and industry, school districts and other organizations to ensure alignment among Perkins and Workforce Innovation and Opportunity Act plans.

[S.B. 1525](#) requires the Illinois Department of Children and Family Services to provide eligible youth an apprenticeship stipend to cover costs associated with entering an apprenticeship. The law requires the Department of Children and Family Services to develop outreach programs to ensure that qualifying youth are aware of the availability of the apprenticeship stipends.

[S.B. 1694](#) allows high schools to offer a course in workplace preparation and allows the school board to determine the minimum amount of instructional time for course credit.

[S.B. 1919](#) requires the Illinois Community College Board to establish and administer a manufacturing training grant program. To qualify for a grant, a community college district and a public high school located in that district must jointly establish a collaborative regional partnership with workforce development organizations, regional economic development organizations and economic development officials in the district, along with manufacturers, health care service providers and innovative technology businesses that have a presence in the district, to provide a manufacturing training program. The law also requires the Illinois Community College Board to establish an advisory board for the program.

[S.B. 2024](#) requires the Illinois Department of Labor to conduct a study and produce a report on the potential expansion of apprenticeship programs in Illinois. The law requires the department to submit its report with findings and recommendations to the governor and the General Assembly on or before June 1, 2020.

[S.J.R. 22](#) directs the Illinois Board of Higher Education and the Illinois Community College Board to work with the Illinois State Board of Education and each public institution in the Illinois Articulation Initiative to educate and inform high school counselors across the state on the workings of the Illinois

Articulation Initiative as well as the General Education Core Curriculum and its course transferability processes and procedures.

[Executive Order 2019-03](#) directs the Illinois Department of Commerce and Economic Opportunity to examine targeted growth industries and develop a plan to align workforce resources to support disenfranchised communities.

Indiana

[H.B. 1001](#) requires that the Indiana Department of Workforce Development designate each CTE program as one of the following: an apprenticeship program; a work-based learning program; high-, moderate- or less-than-moderate value program; a planning for college and career course; or an introductory program. The categories of the courses determine the amount of state funding the school receives for each student enrolled. The law establishes a \$130 million cap on state funding for secondary CTE courses.

[H.B. 1002:](#)

- Designates the Governor's Workforce Cabinet (GWC) as the receiver and distributor of all Perkins federal funds for CTE.
- Permits school districts to employ up to 50 percent of their CTE instructors without a license if the teachers meet occupational and training requirements established by the state.
- Allows school districts to include postsecondary-level CTE courses in their high school curriculum. Historically, a high school that was a member of a CTE consortium had to obtain permission from the District CTE Director to offer a new course if the school wanted to partner with an employer or postsecondary institution to offer a CTE program. This law allows high schools to form Joint Programs of CTE without permission from the District CTE Director, as long as they have an employer partnership.
- Defines a work-based learning course as a program, delivered in an employment relationship, that provides a worker with paid or meaningful work experience and corresponding classroom instruction.
- Allows the GWC to authorize Industry Collaboration Organizations (ICOs), entities that support CTE and workforce development in the state. In collaboration with the GWC, ICOs are required to share best practices and conduct an annual survey of businesses, education and community organizations that engage with ICOs.
- Establishes the Let Indiana Work for You program, which requires that the Indiana Commission for Higher Education, in collaboration with the Indiana Department of Workforce Development and the Indiana Economic Development Corporation, provide colleges and universities with information on workforce opportunities in the state and the benefits of working in the state.
- Requires secondary teachers to acquire 15 of the 90 required professional growth points for license renewal through an externship or career-related professional development.
- Adds CTE instructors to the list of hard-to-find teachers who are eligible to receive supplemental pay.

[H.B. 1400](#) urges the legislative council to require the Interim Study Committee on Education, during the 2019 through 2022 interims, to review certain provisions relating to professional development, development of policies, reporting requirements and curriculum requirements of schools, including provisions related to career awareness and development.

[H.B. 1629](#) requires a CTE center to provide a charter school or state-accredited non-public school student admission to the center as long as the enrollment does not result in the denial of a placement for a student enrolled in the school corporation. Beginning with the 2022-23 cohort, this law expands EARN Indiana, the state's work-study program, to include secondary school students.

[S.B. 438](#) directs the Indiana Commission for Higher Education to establish a dual credit advisory council, which will review and update the requirements under the Higher Education Act that ensure that a teacher who currently teaches a high school dual credit course can meet accreditation requirements by July 1, 2022. The law specifies that the council shall review and update gaps in credentialing a dual credit teacher; make recommendations for closing the gaps, including considering programs that incentivize dual credit teachers to pursue additional coursework, identifying potential funding mechanisms for additional coursework, and ensuring that additional coursework is accessible; make funding recommendations; and report on findings and recommendations.

Additionally, the law decreases the total relevant occupational experience clock hour requirements for individuals to be eligible for the career specialist permit. The law also creates a workplace specialist license for applicants who meet relevant occupational experience clock hour requirements and who: (1) complete a state-approved occupational competency exam in the career and technical occupational area; (2) hold an associate, baccalaureate or graduate degree from a postsecondary educational institution in the career and technical occupational area; or (3) complete an approved apprenticeship or internship program that is a regular part of the training for the career and technical occupational area.

Iowa

[H.F. 758](#), the law that appropriates education funding:

- Increases the appropriation for CTE by \$322,325 for a total of \$2.95 million;
- Increases the appropriation for the STEM collaborative initiative by \$1 million for a total of \$6.45 million, with a requirement that \$500,000 must be used to provide technology education to high school, career academy and community college students through public-private partnerships;
- Appropriates \$1 million for payments to community colleges for the concurrent enrollment of accredited non-public school students;
- Permits the Iowa Department of Education to use no more than \$50,000 of its appropriation to provide support for work-based learning for secondary learners; and

- Increases the appropriation to the Iowa Department of Education by \$50,000, for a total of \$300,000, to support the creation of a statewide clearinghouse related to work-based learning as part of the Future Ready Iowa Initiative.

[S.F. 245](#) adds a provision that allows students who are currently receiving the Skilled Workforce Shortage Tuition Grant to continue to receive the funds until they earn an associate degree, even if the field in which they are earning their degree is no longer considered high demand by the community college or department of workforce development.

[S.F. 603](#) permits an accredited non-public school to enter into an agreement with a community college for the purpose of providing CTE to high school students. The law determines the weighting of accredited non-public school students enrolled in concurrent enrollment courses for the purpose of appropriating funds.

Kansas

[H.B. 2144](#) requires the board of trustees of community colleges to prominently display on each community college's website the courses that transfer to all state educational institutions.

[S.B. 16](#) requires the Kansas State Department of Education to provide the ACT college entrance exam and the three ACT WorkKeys assessments required to earn a National Career Readiness Certificate to each student enrolled in grades 11 and 12 at no charge to the student.

[S.B. 71](#) requires that the Postsecondary Technical Education Authority report annually to the Kansas State Board of Regents on its responsibilities and progress toward administering postsecondary CTE in the state.

[S.B. 199](#) establishes the Accelerating Opportunity: Kansas (AO-K) program. In the program, adults over the age of 21 will earn a high school equivalent credential and an industry credential through a State Board of Regents-approved career pathway.

Kentucky

[H.B. 61](#) permits students to use Kentucky Educational Excellence Scholarships toward qualified workforce training programs. To be eligible, students must be enrolled in a registered apprenticeship program or a qualified workforce training program. A qualified program is a program that is one of the top five high-demand work sectors as determined by the Kentucky Workforce Innovation Board.

[H.B. 392](#) places the Division of the Carl D. Perkins Vocational Training Center under the Office of Vocational Rehabilitation.

[S.B. 98](#) establishes the Work Ready Kentucky Scholarship with the goal of ensuring that Kentuckians who have not yet earned a postsecondary degree have affordable access to a certificate, a diploma or an associate degree. The program begins with the 2019-20 academic year, and the law limits high

school student use of the award to two approved dual credit courses per academic year. It also establishes that the scholarship shall be created as a trust fund in the State Treasury.

[Executive Order 2019-011](#) creates the Kentucky Workforce Collaborative to ensure the implementation of the Kentucky Workforce Innovation Board's strategic plan. The collaborative consists of 18 members, including the commissioner of the Department of Education and the convener for the Council of Post-Secondary Education Conference of Presidents.

Louisiana

[S.B. 203](#) amends the GO-Youth Challenge Program to permit students to use grant funds to support the pursuit of a certificate, a diploma, or an associate or baccalaureate degree for a high-demand, high-skill, high-wage career. The law changes program oversight and authority from the Louisiana Student Financial Assistance Commission to the Board of Regents, Office of Student Financial Assistance.

The Louisiana Board of Elementary and Secondary Education [voted to expand Jump Start Summers](#), which provides students the opportunity to earn industry-based credentials, gain academic credit and engage in work-based learning. The board approved 15 additional providers, bringing the total number of programs available to 166.

Maine

[L.D. 138](#) directs the Maine Department of Education to study and develop a state plan for computer science instruction and professional development for educators.

[L.D. 985](#) allows CTE students, consistent with the approval of the commissioner of the Maine Department of Education and the local school board, to satisfy instructional requirements through separate or integrated study within the CTE school curriculum.

[L.D. 1001](#) provides a one-time allocation of \$2.58 million for FY 2019-20 for CTE education centers or CTE regions to increase appropriations to the FY 2018-19 level.

[L.D. 1240](#) establishes that a graduate of a secondary CTE electrical program is credited with 1,000 work hours of experience in electrical installation and is qualified to sit for the certification examination.

Maryland

[H.B. 100](#) increases the appropriation for the Division of Career and College Readiness in the Maryland State Department of Education by \$281,077 for a total of \$2.53 million.

[S.B. 260](#) expands eligibility for the Maryland Community College Promise Scholarship to participants in an apprenticeship program through the community college system.

Massachusetts

The Massachusetts [FY 2020 budget](#) includes an additional \$462,000 for the Connecting Activities work-based learning program; \$500,000 for planning and implementation grants to expand existing and develop new CTE programs; and an additional \$750,000 (for a total of \$2.5 million) for the development and implementation of high-quality early college programs.

Michigan

No relevant CTE policy was adopted in 2019.

Minnesota

Minnesota's [FY 2020-21 budget](#) authorizes non-public school students in 10th grade to participate in postsecondary enrollment options CTE courses. These options allow 10th-, 11th- and 12th-grade students to earn college credit while still in high school through enrollment in and successful completion of college-level courses.

[S.F. 2415](#) adds programs in early childhood as an eligible and high-demand field in the Workforce Development Scholarship program. The law also amends provisions of the Workforce Development Scholarship program to include as eligible recipients students returning from the workforce who are looking to enter high-demand occupations upon graduation. The law increases the per-student lifetime cap under the scholarship from \$5,000 to \$7,500.

Additionally, this law requires the commissioner of the Minnesota Office of Higher Education to create the MN Reconnect Program, which is a credential completion program for adult learners between the ages of 25 and 62 who have previously earned at least 15 credits in a certificate or degree program but have not completed the program. Under the MN Reconnect Program, students who meet these and other income and enrollment criteria are eligible for \$1,000 grants per semester, and participating institutions are eligible for grants to support student advising, resolving financial holds, and improving services to eligible students. The law permits state two-year institutions to apply to participate in the program.

Mississippi

Mississippi's [FY 2020 budget](#) appropriates \$81.55 million for vocational and technical education, an increase of \$414,764.

[H.B. 1643](#) appropriates \$500,000 toward career and technical education grants, including \$300,000 for computer science education for middle and high school students in both academic and career and technical courses.

[S.B. 2447](#) requires the Mississippi Department of Education to pay school districts a career and technical education incentive grant of \$600 per student for each student who earns a qualifying industry certification, based on a list provided by the State Workforce Investment Board. The school

district may use the funds for certification exam fees, professional development for CTE teachers, and student instruction that leads to an industry certification.

[S.B. 3014](#) appropriates \$50.83 million toward workforce education and industrial training programs.

[S.B. 3015](#) appropriates \$6.75 million to support workforce development centers and advance training centers to defray start-up costs for programs and to provide for the replacement of obsolete equipment at community and junior colleges. This law also appropriates \$3 million to the Mississippi Community College Board to enroll low-skill adults in career pathways that combine high school equivalency, skills training and workforce credentials.

Missouri

[H.B. 3](#) appropriates \$500,000 for cost-free education, training and apprenticeships for computer programming and \$1.8 million for the Missouri Southern State University STEM workforce initiatives.

[H.B. 2](#) appropriates \$250,000 for the STEM Career Awareness fund and \$450,000 to provide teacher professional development programs related to computer science.

Montana

[H.B. 387](#) creates the Montana Advanced Opportunity Act to expand personalized opportunities for students to access college and career pathways in middle and high school. The law directs the Montana Board of Public Education to develop an application process, establish application deadlines, and report on the progress and outcomes of the program. To reduce the financial burdens for families, advanced opportunity aid is given to districts to support and develop advanced opportunity programs that ensure equality of educational opportunity for all students and hands-on learning experiences for students in grades six through 12. Beginning in 2021, districts may spend the funds on: (1) dual enrollment tuition; (2) fees for exams, including industry credential exams; (3) other fees and costs associated with industry credentials; and (4) fees and out-of-pocket expenses for businesses providing work-based learning. Any remaining funds may be spent on K-12 CTE.

[H.B. 619](#) adds a requirement for the superintendent of public instruction to match student-level K-12 data with higher education and workforce data. The law allows the superintendent to release student-level information to the commissioner of higher education and Montana's Department of Labor and Industry for the purpose of ensuring that the K-12 education system meets the expectation of Montana's university system and the workforce needs of the state. Within the law are established guidelines and a timeline for data sharing agreements.

[H.B. 631](#) creates a pilot program for public-private partnerships to help workers in targeted industries, with a focus on job readiness. The program is intended to create strategic industry partnerships, particularly for high-demand occupations. Each partnership must have representation from local government, a secondary or postsecondary school system and target industries.

[H.B. 657](#) establishes a bipartisan subcommittee of the Legislative Finance Committee to study: (1) K-12 special education funding; (2) the community college funding formula; and (3) postsecondary CTE credit values.

[H.B. 662](#) permits K-12 CTE funding to be allocated to CTE student organizations for grants.

[H.B. 754](#) creates a study commission to examine the state's two-year higher education system. The law charges the commission with examining the reasons why the technical education system is housed in the two-year system, the impact of restructuring the two-year institutional system, and the governance and institutional structures of the university system, among other tasks. The law also appropriates \$57,000 to the commission for its activities and terminates the commission on June 30, 2021.

[S.B. 60](#) creates three types of financial aid programs: (1) an incentive program for STEM; (2) a merit aid program funded through waivers and discounts; and (3) a need program funded by foundations. Funds will be provided for students pursuing degrees that will help fill current and future workforce needs in the state. The law revises several aspects of the Montana STEM Scholarship Program by changing funding sources, redefining the goals of the program, extending the timeline to receive the scholarship, creating eligibility and funding criteria, changing procedures if funds are insufficient, and setting a schedule for distribution for 2020 through 2024.

Nebraska

The [FY 2019-20/FY 2020-21 biennial budget](#) restores funding at \$300,000 to the Nebraska Information Technology Initiative, which will allow teachers and students to receive software training, online resources and industry certification. The budget increases the appropriation to adult education by \$9,016 for a total of \$214,664, and it appropriates \$3.5 million to the Vocational and Life Skills Program to partner with community agencies to provide skills to those who are incarcerated, on parole or under probation supervision. Finally, the budget appropriates \$1.1 million to the Access College Early Scholarship, which allows high school students to enroll in college courses through either dual enrollment or early enrollment agreements with colleges or universities.

Nevada

[S.B. 313](#) requires the Nevada Department of Education to establish an Internet repository for providing computer science instruction to all students. The law also authorizes a person studying to become a teacher to request a reimbursement for the cost of the coursework required to obtain an endorsement to teach computer literacy or computer science. Within the State General Fund, the law creates the Account for Computer Education and Technology to be used for training in computer literacy and computer science. The law also adds the requirement of a regional training program to provide training on methods to teach computer literacy or computer science. Finally, the law authorizes the Board of Regents of the University of Nevada to apply for a grant to establish curriculum and standards for the training of teachers in computer literacy and computer science.

[S.B. 314](#) requires the superintendent of public instruction to establish a State Seal of Financial Literacy Program that recognizes students who graduate from a public high school with a high level of proficiency in financial literacy. The law also requires teachers who teach a financial literacy course to obtain a corresponding endorsement and establishes a program of study offered by the Nevada System of Higher Education so that teachers can obtain this endorsement. Finally, the law requires that local school boards include business and marketing education in addition to courses related to financial literacy in their approved CTE programs.

[S.B. 402](#) revises provisions related to the promotion and recognition of educational programs that teach STEM. In addition, the law appropriates \$500,000 to the Office of Science, Innovation and Technology (OSIT) to fund programs in elementary schools to promote equitable access and increase the quality of programs relating to STEM, and it appropriates an additional \$600,000 to the OSIT to create a grant program for awarding grants through regional advisory boards in each of the three regions of the state to fund activities and programs to increase awareness of and create STEM programs.

New Hampshire

The [FY 2019-21 budget](#) appropriates \$3.6 million for the renovation of the Rochester CTE center, \$100,000 for pre-engineering technology, and \$14.45 million for the renovation of the Hudson CTE center.

[S.B. 270](#) provides tax credits for donations to CTE centers. A school can accept up to 50 percent of the cost of a training or apprenticeship program; up to 50 percent of salaries for interns, apprentices and trainees; and tangible personal property for a related use by an educational program.

[S.B. 276](#) creates pathways for students to earn career-ready credentials and requires the Advisory Council on Career and Technical Education to report on the progress of the department of CTE regarding creating a systematic transcript structure for work-based learning credentials, establishing requirements for a New Hampshire career readiness certificate, establishing annual reporting metrics for dual and concurrent course enrollment, establishing annual reporting metrics for completion of career readiness credentials, and expanding dual and concurrent enrollment down to grade 10.

New Jersey

New Jersey's [FY 2019-20 budget](#) includes:

- \$4.86 million in state aid for vocational education, including up to \$367,000 available for transfer from Direct State Services for vocational education administration.
- \$25 million in funding for Community College Opportunity Grants, which is an increase of \$20 million from the prior year, as well as changes in eligibility for the grants. In addition, \$5 million is appropriated for providing capacity-building grants to all community colleges for outreach and student success initiatives that support the goals of the Community College Opportunity Grants program.

- \$2 million to maintain funding for the K-12 Computer Science Education Initiative, which will be used for the expansion and support of professional development for teachers and for advanced computer science course offerings.
- \$650,000 in funding for STEM dual enrollment and early college high schools, which is a decrease of \$250,000.
- \$6 million in funding for the creation of the UPSKILL: NJ Incumbent Worker Training Grant to incentivize employers to provide training to their employees to meet changing needs in the field.
- \$34.5 million in funding for employment and training services to fund workforce-related initiatives.

[S. 372](#) requires the New Jersey commissioner of education, in consultation with the commissioner of labor and workforce development, to develop guidelines for use by high school counselors to coordinate services with New Jersey State Building and Construction Trades Council representatives to encourage student participation in apprenticeships and raise awareness of apprenticeship opportunities. The law also requires the commissioner of education to make the guidelines available on the New Jersey Department of Education's website and update the information annually.

New Mexico

New Mexico's [FY 2019-20 budget](#) appropriates a net increase of \$2.5 million for CTE, including a new pilot program as well as cuts to funding for college preparation, career readiness and dropout prevention programs. Specifically, the budget appropriates:

- \$3 million in reoccurring funds for a new seven-year CTE pilot (created in H.B. 91) to provide grants to schools for CTE programs and training;
- \$2 million in non-reoccurring funds for CTE programs, including an online supplemental learning system;
- \$5 million to a job incentive program; and
- \$1.5 million for public school support, which reimburses educational institutions for dual credit instruction materials.

[H.B. 44](#) requires the New Mexico Public Education Department to develop a framework that includes guidelines for integrating CTE content into academic instruction and for funding professional development for CTE teachers and educational assistants. The professional development standards and benchmarks for CTE teachers and assistants should align with all other teacher professional development standards and benchmarks. The New Mexico Public Education Department and school districts are directed to use all available funding sources, including Every Student Succeeds Act Title II funding, to provide professional development for CTE teachers and assistants.

[H.B. 91](#) creates a seven-year Career and Technical Education Pilot Project and the Career Technical Education Fund. The pilot program and fund are to support high-quality CTE and measure the effects of the CTE programs on student outcomes. The New Mexico Public Education Department is charged with creating the program in consultation with the Higher Education Department and the

Department of Workforce Solutions. The Public Education Department will supply school districts and charter schools with grants from the Career Technical Education Fund to establish CTE programs at schools. Funded programs should include: (1) alignment between secondary and postsecondary; (2) pathways to postsecondary education; (3) dual credit courses; (4) a focus on STEM competencies; (5) training in soft skills; (6) opportunities to earn industry-recognized credentials; (7) partnerships among high schools, postsecondary institutions and the business community; and (8) data collection. The Public Education Department is also required to provide professional development to current and new CTE teachers.

[H.B. 275](#) amends the Teacher Loan Repayment program and creates the new Teacher Preparation Affordability Act modeled after the College Affordability Act. The bill prioritizes loan repayment for teachers with a degree or endorsement in certain fields, including STEM and CTE.

[H.B. 664](#) allows students to count CTE courses or approved work-based training toward one of the four credits required in English, one of the four credits required in mathematics, or one of the three credits required in science for high school graduation.

[S.B. 576](#) permits local school boards to collaborate with other local boards to form area vocational high schools. The New Mexico Public Education Department will approve plans that demonstrate sufficient funding to support the program, an appropriate number of students who could attend the program, and compliance with the state vocational education plan. To meet the financial requirement, local boards may elect to have a special levy.

New York

No relevant CTE policy was adopted in 2019.

North Carolina

[S. 366](#) allows some freshman and sophomore high school students to take college classes in an academic transition pathway or for a college transfer certificate.

[S. 391](#) creates an exemption for students between the ages of 16 and 18 to participate in supervised experiences with employers in fields that may be detrimental to their health.

[S. 399](#) allows former educators to return to the classroom in high-need schools without negatively affecting retirement benefits, and it includes a specific pay scale for STEM educators.

[My Future NC](#) is an initiative launched by state education, business and government leaders with a goal for 2 million North Carolinians between 25 and 44 years old to earn a high-quality postsecondary degree or credential by 2030.

North Dakota

North Dakota's [H.B. 1019](#) budget includes:

- \$40.06 million in funding for CTE, which is a slight increase and includes \$1.15 million for new and expanded programs in high school CTE and area CTE centers and \$1 million to maintain funding rates to secondary CTE programs; and
- \$9.35 million for the Center for Distance Education, which was recently transferred to the Department of CTE. The department must develop a new fee structure for the center that will make the distance learning program sustainable.

[H.B. 1171](#) creates a skilled workforce loan repayment program to be administered by the state board of higher education and appropriates \$3 million annually to fund the program through 2021. Furthermore, the law creates a skilled workforce scholarship, which is also appropriated \$3 million annually through 2021. The Department of Higher Education must provide a report to the Legislature on both initiatives biennially.

[S.B. 2013](#) provides continuing education grant funding for educators pursuing a certificate in career development facilitation or a school counselor credential.

[S.B. 2171](#) permits the superintendent of public instruction to adopt rules governing the issuance of credentials for teachers of computer and cyber science.

[S.B. 2182](#) expands eligibility for the North Dakota Career and Technical Education Scholarship to include students who complete two units of an education pathway, which may include coursework in the teaching profession and educational methodology, child development and child-related careers.

Ohio

[H.B. 166](#) requires the governing authority of each community school to report on the number of students who are enrolled in CTE.

Oklahoma

[H.B. 1364](#) directs the Oklahoma Department of Commerce, in cooperation with the Oklahoma State Department of Education, to review and approve career readiness assessments and credentials. The approved assessments must measure skills in applied mathematics, workplace documents, graphic literacy, or critical thinking and leadership collaboration. Completion of the approved assessments will lead to nationally recognized work readiness certificates or credentials for students who demonstrate proficiency. Assessments must be available and provided to districts by the 2019-20 school year and must be no cost to the student.

Oklahoma's [H.B. 2765](#) budget includes an overall appropriation of \$19.09 million for the Oklahoma Department of Career and Technology Education, which is an increase of \$2.8 million. This appropriation includes:

- \$11.8 million to fund the health benefit allowance for Oklahoma Technology Centers;
- \$5.2 million in funds for career and technology education programs within K-12 public schools; and
- \$2.09 million in funds for technology center-certified personnel and state employee salary increases across the state.

[S.B.593](#) requires the Oklahoma State Department of Education to develop a rubric for implementing quality computer science programs in elementary, middle and high schools by December 31, 2019. The measure also directs the State Board of Education to allocate \$1 million — subject to legislative appropriations — to develop and implement high-quality professional learning opportunities for computer science courses that align with the rubric and the Oklahoma Academic Standards for Computer Science. Regarding professional development, the law authorizes the State Department of Education to create a grant program to provide computer science professional development opportunities to school districts and other learning providers, such as technology center schools overseen by the Oklahoma State Board of Career and Technology Education.

Oregon

Oregon's [FY 2019-21 budget](#) includes:

- \$7.01 million for CTE Revitalization Grants;
- \$484,362 to the For Inspiration and Recognition of Science and Technology (FIRST) program, which engages leaders and innovators to help students become leaders in science and technology through a mentored robotic program;
- \$3.91 million to the Klamath Community College Apprenticeship and Industrial Trades Center, which will include shop space for apprenticeship programs such as electrical, plumbing and industrial occupations along with CTE programming space for fire sciences and emergency medical operations;
- \$8 million to Mt. Hood Community College to host the college's western district workforce training, certificate and degree programs;
- \$8 million to Oregon Coast Community College for new construction to support workforce development academic programs; and
- \$2.7 million for Southwestern Oregon Community College remodeling, which will expand and modernize CTE programs and create space for future instructional needs.

[H.B.2263](#) directs the Oregon Department of Education and the Oregon Higher Education Coordinating Commission to administer the Accelerated College Credit Planning Partnership Grant Program, which encourages partnerships between school districts and postsecondary institutions of education to offer accelerated college credit programs, as well as to administer the Accelerated College Credit Partnership Enhancement Grant Program. The law requires education or training for teachers who provide instruction in accelerated college credit programs. Finally, the law requires the Teacher Standards and Practices Commission to consult with educator preparation program providers to determine whether providers should provide accelerated learning specialization. This law was passed, but it was not funded.

[H.B. 2444](#) directs the Oregon Department of Education to collaborate with the Oregon FFA Association to enroll students in agricultural programs in the national FFA program, provide financial support for leadership development, host statewide competitive events, and work with the Oregon State Fair to plan and coordinate participation from FFA members. The law requires the Oregon Department of Education to appropriate \$1.43 million to support the aforementioned activities. The law establishes and provides \$600,000 for a grant program administered by the Department of Education to fund school districts to manage summer agricultural programs.

[H.B. 2457](#) requires a series of evaluations for the purpose of increasing the number of teachers in math, science and CTE programs in grades nine through 12. The evaluations include a Teachers Standards and Practices Commission evaluation of licensing requirements that may be waived or modified to more closely match requirements in Idaho and make educator positions in the region more competitive with similar positions in Idaho; a commissioner of education and the Oregon Department of Education joint evaluation of methods for promoting career advancement and mentorship for new teachers; and an Office of Child Care evaluation of a process to improve the availability of in-home and family care.

[H.B. 2876](#) requires each local education agency to provide a comprehensive school counseling program and allows licensed school counselors, school social workers, and others designated by the state board to implement the program.

[H.B. 3427:](#)

- Establishes a student investment account for the purpose of distributing grant funds to address the mental and behavioral health needs and increase the academic achievement of student groups that have historically experienced academic disparities. The use of grant funds also includes academic counseling focused on college and career options and an early warning system to assist with high school graduation.
- Establishes a commercial activity tax (CAT) on Oregon businesses and establishes the Fund for Student Success, which is separate from the General Fund. The CAT is estimated to generate \$1.6 billion in the 2019-21 biennium.
- Requires the Youth Development Division to develop and administer a youth re-engagement system to provide educational opportunities and access to services for eligible youths. The law establishes eligibility requirements and criteria for the Oregon Department of Education, as well as requirements for funding distribution.
- Requires the Oregon Department of Education, the Educator Advancement Council and other stakeholders to develop a plan to provide effective professional development for K-12 educators, funded by the Statewide Education Initiatives Account.

[S.B. 3](#) permits community colleges to offer applied baccalaureate degree programs under specified conditions and upon receiving approval from the Higher Education Coordinating Commission.

Palau

[S.B. 10-99](#) expands the Skilled Palauan Workforce Investment Act to increase additional economic opportunities for graduates and businesses by expanding the vocational skills certification program to include information technology, tourism, hospitality and other related fields.

Pennsylvania

Pennsylvania's [FY 2019-20 budget](#) appropriates \$99 million for CTE, which is an increase of \$7.5 million compared to the previous budget. The budget also allocates \$5.55 million for CTE equipment grants, an increase of \$652,680. For the program New Choices/New Options, which provides free career decision-making and development services for displaced homemakers, single parents and people in work transitions, the budget appropriates \$750,000, which is an increase of \$37,500. Finally, \$37.9 million was appropriated to job training and education programs, an increase of \$747,024.

[H.B. 265](#) requires that schools provide at least one opportunity per year for representatives from skilled trades, priority occupations in the state, area CTE schools, community colleges and higher education institutions to provide information on employment, employment training and education opportunities. The law also requires the creation of occupational advisory committees at the district level and for an occupational advisory committee to be established for each CTE program or Career Cluster. The committees must advise the school district boards on curriculum, instructional materials, safety requirements and program evaluation.

Puerto Rico

No relevant CTE policy was adopted in 2019.

Rhode Island

Rhode Island's [FY 2019-20 budget](#) includes:

- \$4.5 million to career and technical schools;
- \$615,843 to the Davis Career and Technical Center to help provide aid for high school education programs in occupational areas for students in grades nine through 12;
- An increase of \$500,000 to the dual and concurrent enrollment program for a total of \$2.3 million;
- \$298,808 for the higher education and industry centers to fund three new teaching positions;
- \$170,610 to the Best-at-Work (Walmart) grant, which establishes career pathways for populations facing barriers to employment and will implement integrated basic education and skills training to increase workers' skills; and
- \$9.5 million to the Metropolitan Career and Technical School, a reduction of \$398,101.

[S.B. 863](#) requires the commissioner of education to develop a curriculum framework that encourages real-world application and multi-disciplinary problem-solving through integrated academic, CTE curriculum, project-based learning and work-based learning opportunities. This law requires the

curriculum to promote alignment with postsecondary curriculum, including the expansion of dual enrollment opportunities.

South Carolina

No relevant CTE policy was adopted in 2019.

South Dakota

[S.B. 191](#) appropriates \$24.6 million to postsecondary vocational education and \$3.1 million to postsecondary (vocational) instructor salary enhancements.

Tennessee

Tennessee's [FY 2019 budget](#) includes:

- \$17.6 million to college, career and technical education;
- \$290.7 million to Tennessee community colleges;
- \$75.4 million to Tennessee Colleges of Applied Technology;
- \$4.6 million to adult basic education to allow adults to earn a degree or a certificate from community or technical colleges;
- \$900,000 to the Tennessee STEM Innovation Network for the continuation of an innovation hub in West Tennessee;
- \$660,000 for the Tennessee dual credit program;
- \$300,000 for adult education;
- \$250,000 to the Ready to Reconnect Program, which awards grants to adult learners to return to higher education to gain skills, advance in the workplace, and complete a credential or a degree;
- \$1.9 million for Governor's Schools, which are summer programs providing early credit and postsecondary experiences at four-year institutions across Tennessee in various career pathways;
- \$1.8 million for a college and career readiness testing retake; and
- \$200,000 for a one-time allocation to the Tennessee Council for Career and Technical Education for operational expenses and statutory duties related to CTE.

[H.B. 353](#) authorizes a person who received certified CTE training in high school, after high school or as a prisoner to be eligible to receive equivalent credit toward an occupational license relating to the training received.

[H.B. 1339](#) requires the Tennessee Department of Education to develop a state plan for computer science in kindergarten through grade 12. The state plan must set strategic goals and make recommendations to: (1) ensure that high school students have access to a computer science course; (2) integrate computer science into elementary education; (3) allow computer science course completion to count as a core admission requirement at state institutions of higher education; (4) develop educator preparation program standards and requirements for computer science; (5) increase

the number of under-represented student groups earning college credit in computer science while still in high school; and (6) ensure opportunities for educators to earn a computer science endorsement.

[S.B. 63](#) extends CTE to students in grades 6 through 12. The law requires the Board of Career and Technical Education to review CTE facilities and develop a facilities plan for comprehensive CTE training for middle school students. The law permits middle school CTE programs to be conducted in existing middle school or high school facilities. The law also extends counseling on CTE to the sixth grade.

[S.B. 801](#) requires the Tennessee Department of Education to report annually to the Senate Education Committee and the House Education Committee on school districts offering a CTE program in agriculture, food and natural resources and on students enrolled in the program. The law also creates the Agriculture Education and Youth Participation Task Force which is tasked with analyzing and making recommendations related to agricultural education in Tennessee, emerging technologies and integrating agricultural career readiness goals into the Tennessee Pathways Initiative.

[S.B. 805](#) initiated the Governor's Investment in Vocational Education (GIVE) program, which prioritizes learning opportunities in rural counties and enhances CTE statewide. The General Assembly approved \$25 million to incentivize collaboration among higher education institutions, K-12 schools and economic development partners for projects that use local data to identify workforce needs and develop a sustainable plan incorporating equipment, work-based learning experiences or recognized industry certifications to increase the state's competitiveness and meet postsecondary attainment goals, with priority given to economically distressed and at-risk counties. The initiative also expands the fully funded dual enrollment credits that high school juniors and seniors can earn from two to four fully funded credits. S.B. 805 specifies that financial assistance received for all dual enrollment courses attempted after the fourth course reduces any subsequent award of the Tennessee HOPE scholarship.

[S.B. 808](#) states that the Tennessee Department of Education has the authority to accept and administer federal funds that are appropriated to CTE. The law designates the Tennessee Department of Education as the State Board for Career and Technical Education. The law also requires the Tennessee Department of Education to administer an occupational educator scholarship program for prospective educators seeking a Tennessee occupational teaching license that requires an agreement to teach CTE courses for a specified time. Finally, for colleges governed by the Board of Regents, the board is given the sole authority to administer CTE programs.

[S.B. 1259](#) designates the Tennessee Higher Education Commission as the agency to administer work-based learning grants and requires the commission to submit an annual report to the Department of Labor and Workforce Development on labor-education alignment and academic credit attainment for participants in work-based learning. Local education agencies that implement work-based learning programs will be required to maintain student accident insurance coverage. Finally, the law requires the Tennessee Department of Education, in coordination with the Department of Labor and

Workforce Development, the Bureau of Workers' Compensation, and the Department of Economic and Community Development, to make information available to employers and local education agencies on the application of labor laws and insurance.

The [Future Workforce Initiative](#) was launched to strengthen career pathways into the technology sector. The goals are: (1) develop 100 new middle school programs and triple the number of STEM-designated schools by 2020; (2) grow the number of teachers qualified to teach work-based learning and computer science; and (3) expand access to STEM dual credit, Advanced Placement and dual enrollment. Initial state grant funding of \$750,000 was awarded to support middle school STEM and CTE program start-up. Grant applications were capped at \$10,000 per school, and funds were awarded to support programs at 99 middle schools. Additional funding was allocated to support the remaining initiatives.

Texas

[H.B. 3](#) provides funding for college, career and military outcomes bonuses, which is meant to further the goal set under the state's master plan for higher education for at least 60 percent of all adults ages 25 to 34 in Texas to achieve a postsecondary degree or workforce credential by 2030. Funding is also provided for students to take the ACT and SAT and for students to earn industry-based certifications. In addition, the law funds technology applications courses with CTE state-weighted funding, which allows districts to receive 35 percent more funding for CTE students than for regular students. The law allows CTE state-weighted funding to be generated for high school courses taught in middle school down to grade seven. The law requires funding for transportation of students to work-based learning programs, CTE and dual credit courses outside of their campus. The law provides \$50 per student enrolled in a Pathways in Technology Early College High School (P-TECH) or on a campus that is a member of the New Tech Network that focuses on project-based learning and work-based education, and it requires local school boards to adopt goals on college, career and military readiness measures. Finally, the law requires the Texas Education Agency to conduct a study on alternative career readiness measures.

[H.B. 114](#) requires school counselors to provide public high school students with information on the availability of college credit for military experience, education and training.

[H.B. 963](#) requires the State Board of Education to review the essential knowledge and skills of the CTE curricula and combine existing technology courses with CTE courses by March 1, 2020. It also requires the board, through the consolidation process, to eliminate duplicative courses and ensure that certifications are aligned with each individual course.

[H.B. 2784](#) creates an industry-recognized apprenticeship grant program that requires apprenticeships to provide on-the-job training, guarantee employment, provide a wage, and require participants to advance their skills to at least a credentialed, performance-verified mid-level status in their career field.

[H.B. 2984](#) creates a computer science strategic advisory committee to increase computer science instruction and participation in public schools, and it requires the State Board of Education to adopt essential knowledge and skills in coding, computer programming, computational thinking and cybersecurity for students in grades K-8.

[S.B. 25](#) mandates that all junior colleges must report to the coordinating board and the Legislature on courses taken by students who transferred to a general academic teaching institution or received an associate degree, including dual credit courses. The law also states that each student, including dual credit students, must submit a degree plan if he or she is enrolled in an associate or bachelor's degree program. Each higher education institution must also develop at least one recommended course sequence for each certification or degree program being offered. Finally, the law states that junior colleges, public state colleges or public technical institutes can enter into an articulation agreement with general academic teaching institutions to receive transfer credits for a certificate or degree program.

[S.B. 502](#) also relates to reporting on transfer credits. Specifically, institutions are required to report any courses for which transfer credit is not granted. The report must indicate the course name and type, which institution of higher education provided academic credit for the course, and the reason why the receiving institution did not grant academic credit for the course.

[S.B. 1055](#) directs the Texas Workforce Commission and the Texas Education Agency to establish and administer a workforce diploma pilot program under which eligible high school diploma-granting entities may be reimbursed for successfully assisting adult students in obtaining a diploma and developing career readiness skills. The law establishes eligibility requirements, reimbursement requirements and performance standards, and it requires the commission to publish an annual report and list of providers.

[S.B. 1276](#) outlines requirements for a memorandum of understanding or an articulation agreement between a school district and public institution of higher education. The law requires the agreements to include advising strategies related to dual enrollment and college readiness; provides for the alignment of endorsements; and mandates the development of tools to assist school counselors, students and families in selecting endorsements offered by the district and dual credit courses offered under the agreement.

Utah

Utah's [FY 2020 budget](#) includes:

- \$300,000 to scholarships for CTE;
- An increase of \$2 million to CTE programs at Utah State University Eastern for a total of \$3.5 million;
- \$500,000 to Dual Immersion Transition to College; and
- \$2.9 million for three years of implementation of the Student Credential Account Enhancement to CTE Career Skills Certification.

[H.B. 45](#) directs the Utah State Board of Regents to establish policies that award students credit for prior learning. The policies must address standards for accepted forms of prior learning assessments (PLAs); transferability of PLA credits between institutions; transcription requirements; consistency; communication to faculty, advisors and students; and required training for faculty and advisors. Accepted forms of PLAs include nationally standardized exams and locally developed exams.

[H.B. 227](#) creates the Computer Science for Utah Grant program for improving computer science course offerings. Every local education agency seeking a grant must provide a written computer science plan and must include commitments to offer at least one computer science course in every middle and high school, as well as to integrate computer science education into the curriculum of each elementary school.

[H.B. 280](#) creates the commissioner of apprenticeship programs within the Office of Apprenticeship in the Utah Department of Workforce Services. The commissioner is appointed based on the recommendation of the State Workforce Development Board. The commissioner is charged with: (1) promoting and educating the public, high school guidance counselors and students about apprenticeship programs offered in the state; (2) coordinating and working with the Utah System of Technical Colleges, labor unions, the Office of Apprenticeship, the Utah State Board of Education, the Utah System of Higher Education, the Utah Department of Commerce, and the Governor's Office of Economic Development (GOED) to promote apprenticeships in the state; and (3) providing an annual written report to the Business, Economic Development and Labor Subcommittee and the Higher Education Subcommittee on the number of apprenticeship programs in the state, the number of participants in the programs, student completion rates, the cost of each program, and recommendations for improving apprenticeship programs.

[S.B. 4](#) allocates \$1.75 million in one-time funding for the Adobe Create Utah initiative, which includes a statewide agreement with Adobe to provide its Creative Suite software for every Utah student in grades 7-12 and all Utah public school faculty/staff.

[S.B. 14](#) requires the Utah System of Technical Colleges Board of Trustees to report annually to the Education Interim Committee on CTE issues. The state superintendent must report to the governor, Education Interim Committee, and the public education appropriation subcommittee about CTE needs, program access, and the progress of the hospitality and tourism management CTE pilot program.

[S.B. 136](#) creates a scholarship for individuals to enroll in CTE programs at a higher education institution leading to a certificate in a field that is deemed as high demand. The scholarship funds will be distributed by the higher education institution to eligible students for two years.

[S.B. 138](#) creates an apprenticeship pilot program for students in grades 11 and 12. The Talent Ready Utah Center must partner with local businesses and the State Board of Education to create

apprenticeships that are based in career competencies and provide opportunities for stackable credentials. The Utah Department of Education must work with the center to ensure that the apprenticeships meet competency-based standards. The center is responsible for ensuring that employers provide students with: (1) a wage; (2) meaningful work; (3) a nationally recognized credential; and (4) a full-time position or subsidized education opportunities upon completion of the apprenticeship. Regarding workforce partnerships, the law amends the membership on the Talent Ready Utah Board by adding the chair of the State Board of Education and the director of the Division of Occupational and Professional Licensing as members.

[S.B. 172](#) moves oversight of the STEM Action Center from GOED to the Utah Department of Heritage and Arts, and it moves STEM education endorsements from GOED to the Utah State Board of Education.

Vermont

[H. 533](#) directs the Agency of Commerce and Community Development to increase its allocation to the Vermont Training Program by 10 percent each year for the next two years, with requirements to report on the number of trainees who receive credentials of value or participate in a registered apprenticeship and on the amount of training funds given to businesses with 50 or fewer employees.

It also:

- Mandates coordination and consultation with the commissioner of labor to increase the availability of training programs that lead to credentials in health care, construction, manufacturing and child care, with particular attention to underserved learners;
- Creates a postsecondary credential attainment goal of 70 percent by 2025;
- Appropriates \$275,000 to the Vermont Department of Labor to expand apprenticeships, training and postsecondary CTE and \$200,000 to Vermont Technical College to study how to best deliver all or a portion of fully accredited college associate degree programs at CTE centers in Vermont;
- Requires an examination and report on the design, implementation and cost of an integrated postsecondary CTE system; and
- Directs the Vermont Department of Labor to work with the Vermont National Guard and employers to design and implement a recruitment program for service members leaving active service.

[H. 542](#) includes:

- \$70,000 to the Vermont Department of Labor to design a coordinated plan for an integrated postsecondary CTE system and to provide services and supports for new Americans.
- \$350,000 for infrastructure and grants for internships through the Vermont Internship Program.
- \$400,000 for grants to regional technical centers and high schools to provide adult CTE. Each of the 17 regional CTE centers that provides adult CTE programs will be awarded a base grant of \$20,000 to support CTE staff, scholarships for eligible CTE students, or curriculum

development for adult CTE courses. The remaining \$60,000 is to support the coordination and organization of the state's regional adult CTE programs.

- \$75,000 to support workforce education and training activities for inmates that lead to an industry-recognized credential.
- \$277,310 to support demand-driven trainings or programs aimed at meeting employment needs.
- \$850,000 transferred to the Vermont Student Assistance Corporation for a need-based stipend for students in dual enrollment or early college programs, as part of the Flexible Pathways Initiative.

The State Workforce Development Board created a [training and credentialing committee](#) that will oversee the approved credentials of value list for the state and manage the process for the eligible training provider list under the Workforce Innovation and Opportunity Act.

Virgin Islands

No relevant CTE policy was adopted in 2019.

Virginia

[H.B. 1700](#) includes:

- \$1.3 million per year to support high school and career and technical center students to pursue industry certifications in information technology. The funds can also be used to support teachers in gaining certification in information technology.
- \$289,021 to Career and Technical Education Resource Centers to provide vocational curriculum support to school districts.
- \$2.1 million for grants, scholarships and incentive payments to attract, recruit and retain high-quality teachers and fill critical teacher shortage disciplines in public schools.
- \$708,000 for a teacher scholarship fund to support undergraduate students to enter the teaching profession and ultimately teach in the state.
- Funds for a new internship pilot program through the state's postsecondary institutions, as well as goals for the program and provisions for the allocation of funds to institutions.
- \$300,000 to implement a pilot program for Virginia Western Community College, Roanoke City Public Schools and local industry partners to create a Career and Technical dual track program to allow high school students the opportunity to complete high school with both a diploma and a workforce credential/certificate.
- \$250,000 to a pre-hire immersion training program.
- \$60,000 to support veterans to earn credit for prior learning.
- \$104,950 to support CTE at Lord Fairfax Community College's Luray-Page County Center, with a focus on health care and medical programs.
- \$300,000 to implement a pilot program for Virginia Western Community College, Botetourt County Public Schools and local industry partners to meet the need for mechatronic technicians.

- \$10 million for the Virginia Community College System to support the equipment needs of workforce development activities, including those in the New Economy Industry Credential Assistance Training Grant Program.
- \$1.3 million biennially to provide grants to nine Regional Career and Technical Centers to expand workforce readiness education and industry-based skills.
- \$978,000 to expand dual enrollment courses with a STEM focus by implementing the SySTEMic Solutions initiative through Northern Virginia Community College to increase opportunities to earn industry-aligned certifications, professional development opportunities for STEM teachers, part-time employment and internship opportunities for students in STEM programs, and collaborative projects between community colleges and schools.

[H.B. 1871](#) creates the Virginia Initiative for Employment Not Welfare (VIEW) for transitional child care. The law allows VIEW participants whose Temporary Assistance for Needy Families financial assistance is terminated to receive child care assistance for up to 12 months after termination. The individual must be enrolled in an accredited public institution of higher education or other postsecondary school that is licensed or certified by the Board of Education or the State Council of Higher Education for Virginia and must be taking courses as part of a curriculum that leads to a postsecondary credential, such as a degree or an industry-recognized credential, certification or license.

[H.B. 1920](#) requires the State Council of Higher Education for Virginia to award grants under the New Economy Workforce Credential Grant Program and give priority to institutions that offer non-credit workforce training programs in high-demand fields where current workforce demand is not being met.

[H.B. 2020](#) requires the Virginia Community College System, in consultation with the Virginia Department of Labor and Industry, to develop and deliver uniform, related instruction for registered apprenticeships that are in high-demand occupations, as determined by the Virginia Board of Workforce Development and the Virginia Employment Commission, and for which coursework is not available otherwise. The law requires instruction to be available statewide and to be delivered in face-to-face, online or blended format.

[H.B. 2123](#) permits each local school board to enter into College and Career Access Pathways Partnerships with community colleges, public institutions of higher education, or educational institutions that offer a CTE curriculum. It requires the partnerships to: (1) specify the options for students to take courses as part of the CTE curriculum that lead to course credit or an industry-recognized credential, certification or license concurrent with a high school diploma; (2) specify the credit, credentials, certifications or licenses available for those courses; and (3) specify available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges, concurrent with the pursuit of a high school diploma, and to receive college credit and high school credit for successful completion of a program.

[H.B. 2185](#) establishes the Virginia Rural Information Technology Apprenticeship Grant Fund and Program, administered by the Southwest Virginia Higher Education Center. The grants are awarded to small, rural information technology businesses in 20 counties in the southwest and southside regions of Virginia to establish 18-month apprenticeship programs for full-time employees at small technology companies. The program is to combine mentorship and on-the-job training to enhance the experience and skills of employees.

[H.B. 2217](#) permits the Virginia Department of Education to establish a micro-credential program to permit any public elementary or secondary school teacher who holds a renewable or provisional license, or any individual who participates in any alternate route to licensure program, to complete additional in-person or blended coursework and earn micro-credentials in STEM endorsement areas, including computer science, for which there is a high need for additional qualified teachers. The law requires the Department of Education to direct the Advisory Board on Teacher Education and Licensure to create a work group to align micro-credentials with certification and endorsements in STEM areas.

[H.B. 2662](#) directs the Virginia Board of Education, in establishing high school graduation requirements, to require students to complete a senior capstone project, portfolio, performance-based assessment or structured experiment that relates to a work-based learning, service learning or community engagement activity. The provisions will not become effective unless re-enacted by the 2020 session of the General Assembly. The law also directs the Board of Education, in consultation with stakeholders representing a variety of local school divisions, industries and education organizations, to develop guidelines for implementing a senior capstone project, portfolio, performance-based assessment or structured experiment.

[H.B. 2726](#) requires each local workforce development board to develop focused strategies for engaging individuals between the ages of 16 and 24 and placing them on pathways to education, training and careers. The law requires local workforce development boards to develop performance measures for evaluating the results of the implementation of these strategies. Local workforce development boards are required to submit the measures annually to the governor's chief workforce development advisor.

[S.B. 1434](#) requires the Virginia Board of Education, with input from a diverse group of businesses and community stakeholders, to review and revise the state's Career and Technical Education Work-Based Learning Guide. The review should consider the need for local flexibility in providing opportunities for students to earn credit for graduation through high-quality work-based learning experiences, as well as the needs of industries within the state.

[S.B. 1575](#) requires the Advisory Board on Teacher Education and Licensure to report to the Virginia Board of Education and the chairs of the House Committee on Education and the Senate Committee on Education and Health on recommendations relating to licensure qualifications for higher education employees who teach CTE courses and dual enrollment courses in a high school setting. The board

must provide for the issuance of a three-year license to individuals who are employed by an institution of higher education and teach in the specific CTE or dual enrollment subject areas.

[S.B. 1628](#) establishes the Innovative Internship Fund and Program, which allows any public higher education institution to submit a proposal for a performance pilot that advances the objectives of the Virginia Higher Education Opportunity Act of 2011, along with a six-year plan. The program will select six performance pilots per year, which must address questions related to issues students face when deciding to attend or attending a higher education institution and issues relating to internships.

[S.B. 1746](#) directs the Virginia Department of Education to encourage school boards of school divisions that have a significant number of enrolled military-connected students to partner with the National Math and Science Initiative to provide such students with the tools and resources necessary to advance STEM learning opportunities and career readiness.

[Executive Order 36](#) establishes the Virginia STEM Education Commission. The commission is tasked with developing a State STEM Plan to identify goals and strategies to ensure equitable access to STEM opportunities and to encourage partnerships between state agencies and non-governmental agencies to inform state and local policy.

Washington

[H.B. 1109](#) includes:

- \$1.89 million to address the state's teacher shortage through grants, repayment options and programs;
- Adjustments to the per-student full-time allocation for exploratory and preparatory CTE programs to \$1,562.98 in 2019-20 and \$1,562.11 in 2020-21;
- \$2.05 million for secondary CTE grants, of which \$1.07 million goes toward robotics programs in grades 4-12;
- \$86,000 to support the Office of Superintendent of Public Instruction (OSPI) to implement a CTE course equivalency framework for math and science. The allocation requires that a portion of the funds allocated to OSPI must be used to align CTE courses with high-demand, high-wage fields; and
- \$12.8 million for FY 2020 and \$12.9 million for FY 2021 for professional development related to mathematics and science curriculum and instructional strategies aligned with the Common Core State Standards and Next Generation Science Standards.

[H.B. 1424](#) amends provisions for CTE course equivalencies. School districts must now provide high school students with the opportunity to access at least one CTE course that is considered a statewide equivalency course. The law also allows high schools and school boards to adopt additional course equivalencies for CTE courses that are not on the superintendent's approved list of course equivalencies.

[H.B. 1577](#) requires each school district to submit a report for the preceding academic year to OSPI that includes the following: (1) the total number of computer science and related math programs offered in each school; (2) the number and percentage of students enrolled in a computer science program; and (3) the number of computer science instructors at each school. The law requires OSPI to post that information on its website.

[H.B. 1599:](#)

- Changes the statewide high school assessment in science to a comprehensive assessment including science and engineering practices. Students who meet or exceed the state standard will be eligible for enrollment in advanced courses in science.
- Requires the Legislature to provide a system that allows students to work with teachers, counselors and parents or guardians to identify the best ways to demonstrate readiness to further students' career and college goals.
- Establishes that a student with an individualized education program must have High School and Beyond plan that is updated in alignment with a transition plan. All options for different education pathways should be available to the student.
- Requires the superintendent of public instruction to collect information on available graduation pathways and the number of students using each and to conduct a survey of which graduation pathways might be added to the list and of barriers to implementation of graduation pathways.
- Requires OSPI to facilitate the creation of a list of available electronic platforms for the High School and Beyond plan, subject to the availability of funds appropriated for this purpose.

[H.B. 1893](#) creates a grant program for community and technical colleges to provide monetary assistance to students experiencing unforeseen emergencies or situations. The law requires the Department of Social and Health Services to seek waivers and to identify programs and options for federal exemptions that would allow certain students to be eligible for the federal Supplemental Nutrition Assistance Program (SNAP) benefits and to use SNAP benefit cards on campus. The law also defines work-study provisions for the purposes of work requirements for SNAP eligibility.

[H.B. 1973](#) establishes the Washington Dual Enrollment Scholarship Pilot Program to provide scholarships and textbook vouchers to low-income students enrolled in Running Start or College in the High School Programs. The law also requires the K-12 school districts to provide documentation of a student's low-income status directly to institutions of higher education for the purpose of the Running Start fee waiver.

[H.B. 2140](#) amends the Career Connected Learning Grant Program to require that sufficient funding be provided from the program to OSPI for district employees who support the expansion of career-connected learning opportunities.

[H.B. 2158](#) creates a career-connected learning cross-agency workgroup to scale and expand high-quality career-connected learning opportunities across the state. The work group is charged with providing and supporting apprenticeship, summer programs, equitable access to dual credit and

other programs. The law also establishes the Career Connected Learning Grant Program to support activities such as career awareness and exploration, career preparation and career launch programs.

[S.B. 5088](#) authorizes school districts, beginning in the 2019-20 school year, to award academic credit to students for computer science based on a competency examination. The law requires a school district that operates a high school, beginning no later than the 2022-23 school year, to provide an elective computer science course to all students.

[S.B. 5874](#) requires that rural satellite skills centers report direct enrollment and receive direct funding if the center: (1) is located in a remote area or serves two or more school districts; (2) is solely responsible for hiring staff and providing facilities, equipment and supplies; (3) has demonstrated the ability to build local business partnerships, and (4) receives support from the CTE Advisory Committee and local school district boards.

West Virginia

West Virginia's [FY 2019-20 budget](#) includes:

- \$63.14 million to Professional Student Support Services, an increase of \$24.46 million, which will allow for more guidance counselors to support career readiness;
- \$78,691 to the Wood Products — Forestry Vocational Program, an increase of \$4,976, to prepare students for sustainable jobs in this industry sector;
- \$132,123 to Albert Yanni Programs of Excellence in Vocational-Technical Education, which provide high-quality CTE to students pursuing advanced education and/or career readiness training;
- \$24 million to Vocational Aid, which is an increase of \$758,490;
- \$5.2 million to adult basic education, which is an increase of \$300,521;
- \$6 million to Jim's Dream, a plan to offer free vocational training to all West Virginia adults;
- \$265,294 to the Pre-Engineering Academy Program; and
- \$18.79 million to the West Virginia Council for Community and Technical College Education, which includes:
 - \$34,293 to Transit Training Partnerships to provide training to current transit workers,
 - \$2.79 million to community college workforce development programs,
 - \$3.12 million to the West Virginia Advance workforce development program,
 - \$1.8 million to Technical Program Development, which provides funding for certificate of applied science or associate degree programs that target high-demand occupations and provide students with general education and technical skill competencies for high-skill, high-wage occupations,
 - \$10.03 million to West Virginia Invest, which is a financial aid program that covers tuition and fees for certificate or associate degree programs in specific high-demand fields, and
 - \$278,222 to the College Transition Program.

[H.B. 2004](#) requires the State Board of Education, the West Virginia Council for Community and Technical Colleges Education, and the West Virginia Department of Commerce to coordinate the

collection and dissemination of information for parents and students on CTE programs. The law also requires the State Board of Education to publicize rules that adopt a program of instruction in general workforce and career preparedness. The program must have guidelines for schools to communicate the common skills and attributes sought by employers. Regarding applicants for certification or licensure, students will be permitted to apply their training hours from a public school CTE program, apprenticeship or employer-sponsored training program toward requirements for certification or licensure. Finally, the law creates the community and technical college/career education consortia. The consortia consist of representatives from community and technical colleges, public CTE centers, and postsecondary institutions offering associate degrees that must assess the workforce needs of the district and region and work to address the gaps that exist in those communities through training and education.

[S.B. 1](#) creates the WV Invests Grant program to support students who are pursuing a certificate or associate degree in a field that has been identified by the State Department of Commerce as an area of need in the state. The grant provides last-dollar funding for tuition not already covered by scholarships, grants or other funding and may not exceed the average cost of tuition and fees at community and technical colleges. In addition, the law creates the Advanced Career Education (ACE) program to ensure greater access to career education. ACE creates a partnership between secondary schools and a community and technical college, or a public four-year college or university that provides associate degrees, to provide more opportunities for students to earn postsecondary college credits, certifications and associate degrees.

[S.B. 267](#) requires the State Board of Education to adopt a policy detailing the appropriate level of computer science instruction available to students at each programmatic level and to develop and offer professional development opportunities in computer science instruction. It also allows the West Virginia Department of Education to partner with high-quality computer science professional learning providers in developing and offering professional development opportunities.

[S.B. 673](#) eliminates the requirement for a statewide higher education master plan by the West Virginia Higher Education Policy Commission and West Virginia Council for Community and Technical Colleges Education and replaces references to institutional and statewide report cards with the statewide data reporting system and annual reports.

Wisconsin

Wisconsin's [FY 2019-20 budget](#) appropriates:

- \$3 million for CTE Incentive Grants for school districts, which is a decrease of \$500,000 from the previous year;
- \$500,000 for Technical Education Equipment Grants annually;
- \$2.7 million to provide Local Youth Apprenticeship Grants for partnerships of employers, school districts, technical colleges, labor, and other training or non-profit organizations;
- \$250,000 annually to Project SEARCH, which provides training and education to support integrated employment for youth with disabilities; and
- \$1 million to employee training grants to shipbuilders for the training of new and current employees.

[A.B. 189](#) expands the list of universally accepted general education courses from a minimum of 30 credits to a minimum of 72 credits and requires a joint report to the Legislature on program-to-program articulation agreements from the University of Wisconsin and Wisconsin Technical College System.

Wyoming

[S.F. 111](#) authorizes Wyoming community colleges to offer applied baccalaureate programs. The law requires the Wyoming Community College Commission to approve new applied baccalaureate programs offered at a community college and allows eligible students enrolled in a community college applied baccalaureate program to use the Hathaway scholarship for the equivalent of eight semesters. The commission must report annually to the Legislature on the status of implemented or planned applied baccalaureate programs and, in consultation with community colleges, must evaluate the financial impacts of this law on community colleges and the state.

[S.F. 122](#) establishes the Wyoming Works program through the Community College System. The program will provide grants to students and community college programs that meet labor and economic development needs. The grants are intended to support students in pursuing credentials through the Community College System.

Methodology

The policy activities included in this report were compiled through a comprehensive national scan, drawing on information from numerous sources. Policies were identified and catalogued using government websites and media stories and were augmented by compilations such as those prepared by the Education Commission of the States and the National Association of State Budget Officers. Once compiled, the information was distributed for review to State CTE Directors, and any feedback received was included in this final report.⁵

For the purposes of this report, policy activity was defined to be an action by state policymakers, including the state legislature, the board of education, the state education agency, the higher education authority, the governor's office or any other state-level agencies, or a ballot initiative approved by voters. Although several national career readiness initiatives, such as New Skills for Youth, were underway across the states, involvement in these initiatives was not included unless it spurred notable state policy change.

To be included in this report, policies must have been passed during the 2019 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 only and does not reflect any judgment regarding the quality or strength of that policy. Policies that went into effect in 2019 but were passed in prior years were not included. However, if a state took meaningful action to implement in 2019 a policy passed earlier — for instance, a state board action approving new graduation requirements in 2019 in response to legislation enacted in 2018 — that 2019 action was included.

Policies tagged as STEM are those that reference science, technology, engineering and math education explicitly. While several states passed policies in 2019 related to computer science education, which some might consider to qualify as STEM education, these policies were tagged separately.

Policies were tagged as funding if they authorized new or increased funding or if they decreased funding to a specific program. Funding policies were not included if they were implemented in 2019 but were authorized in prior years, unless those policies repurposed or restructured existing funds in a way that affected CTE and career readiness.

Some policies did not fall into any specific category but are still included in the state-by-state section.

While we made extensive efforts to verify the completeness and accuracy of this report, should discrepancies be noted, we would be happy to correct them at any time. Please contact Brianna McCain (bmccain@careertech.org), Hannah Neeper (hneeper@acteonline.org) or Tom Keily (tkeily@ecs.org).

¹ Education Commission of the States. (n.d.). 2019 State of the State Addresses education-related proposals. Retrieved from <https://b5.caspio.com/dp.asp?AppKey=b7f93000b0e9099e2a6f45b49689&yr=2019>

² Wogan, J. B. (2018). Can apprenticeships train the workforce of the future? States hope so. Governing. Retrieved from <https://www.governing.com/topics/mgmt/gov-work-study-student-debt-apprenticeships.html>

³ Ross, M., & Hauge, K. (2018). States equip employers to drive apprenticeship. Brookings. Retrieved from <https://www.brookings.edu/blog/the-avenue/2018/04/23/states-equip-employers-to-drive-apprenticeship/>

⁴ United States Department of Labor, Employment and Training Administration. (n.d.). Registered apprenticeships national results fiscal year (FY) 2018. Retrieved from https://www.doleta.gov/oa/data_statistics.cfm

⁵The following states and U.S. territories did not provide feedback on the accuracy of state policies: Alabama, Alaska, American Samoa, Guam, Idaho, Mississippi, Puerto Rico, Rhode Island and Virginia.

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>.

About the Association for Career and Technical Education

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

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