

Empowering educators to deliver high quality CTE programs that ensure all students are positioned for career success

State Policies Impacting CTE: 2018 Year in Review

ACTE and Advance CTE

February 14, 2019

Agenda

- Examine **state policy trends** from 2013 to 2018
- Review **key findings and policy activity** from Advance CTE and ACTE's report *State Policies Impacting CTE: 2018 Year in Review*
- Examine how **Perkins V can be a lever** for 2019 state policies
- Hear about **new CTE policy developments from Michigan**

Our Panelists



Dr. Brian Pyles
State CTE Director
Michigan Department of
Education



Catherine Imperatore
Research Manager
ACTE



Brianna McCain
Policy Associate
Advance CTE

State Policies Impacting CTE: The Report

- Sixth annual review of state CTE policy from ACTE and Advance CTE
- Includes legislation, board rules, executive actions and more



State Policies Impacting CTE: 2018 YEAR IN REVIEW

On the federal and state levels, 2018 was a significant year for Career Technical Education (CTE). On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law, which reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The reauthorization of Perkins signaled a federal commitment to and a recognition of the promise and value of high-quality CTE.

On the state level, in the 2018 calendar year, 42 states and Washington, D.C., passed a total of 146 policy actions related to CTE and career readiness, including legislation, executive orders, board of education actions, budget provisions and ballot initiatives. While roughly 100 fewer policies were passed in 2018 than in 2017, this past year's policies still reflect a commitment from state leaders to advance CTE. Most states have taken action relevant to CTE each year since this annual review was launched (see Chart 1). However, the number and content of specific policies ebbs and flows in response to the state and federal policy environment and to policies passed in prior years. A decrease in the number of CTE policies passed compared to previous years should not be misinterpreted as an indication that CTE is not a priority for states. In fact, at least 16 governors identified modernizing CTE as a priority for their states during their 2018 State of the State Addresses.¹

The higher level of activity in 2017 in comparison to 2018 can, in part, be attributed to K-12 accountability requirements that were new in 2017 under the Every Student Succeeds Act (ESSA), many of which concerned career readiness. In addition, four state legislatures did not meet in 2018, affecting the policy total.

The policy areas that states focused on in 2018 were similar to previous years. States most frequently addressed the following priorities:

- Funding;
- Industry partnerships/work-based learning;
- Dual/concurrent enrollment, articulation and early college;
- Industry-recognized credentials, tied with graduation requirements; and
- Access/equity.

Key Takeaways

- 146 policies
- 42 states and DC
- Fewer policies than prior years, but still a significant amount
- Value neutral



State Policies Impacting CTE: 2018 YEAR IN REVIEW

On the federal and state levels, 2018 was a significant year for Career Technical Education (CTE). On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law, which reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The reauthorization of Perkins signaled a federal commitment to and a recognition of the promise and value of high-quality CTE.

On the state level, in the 2018 calendar year, 42 states and Washington, D.C., passed a total of 146 policy actions related to CTE and career readiness, including legislation, executive orders, board of education actions, budget provisions and ballot initiatives. While roughly 100 fewer policies were passed in 2018 than in 2017, this past year's policies still reflect a commitment from state leaders to advance CTE. Most states have taken action relevant to CTE each year since this annual review was launched (see Chart 1). However, the number and content of specific policies ebbs and flows in response to the state and federal policy environment and to policies passed in prior years. A decrease in the number of CTE policies passed compared to previous years should not be misinterpreted as an indication that CTE is not a priority for states. In fact, at least 16 governors identified modernizing CTE as a priority for their states during their 2018 State of the State Addresses.¹

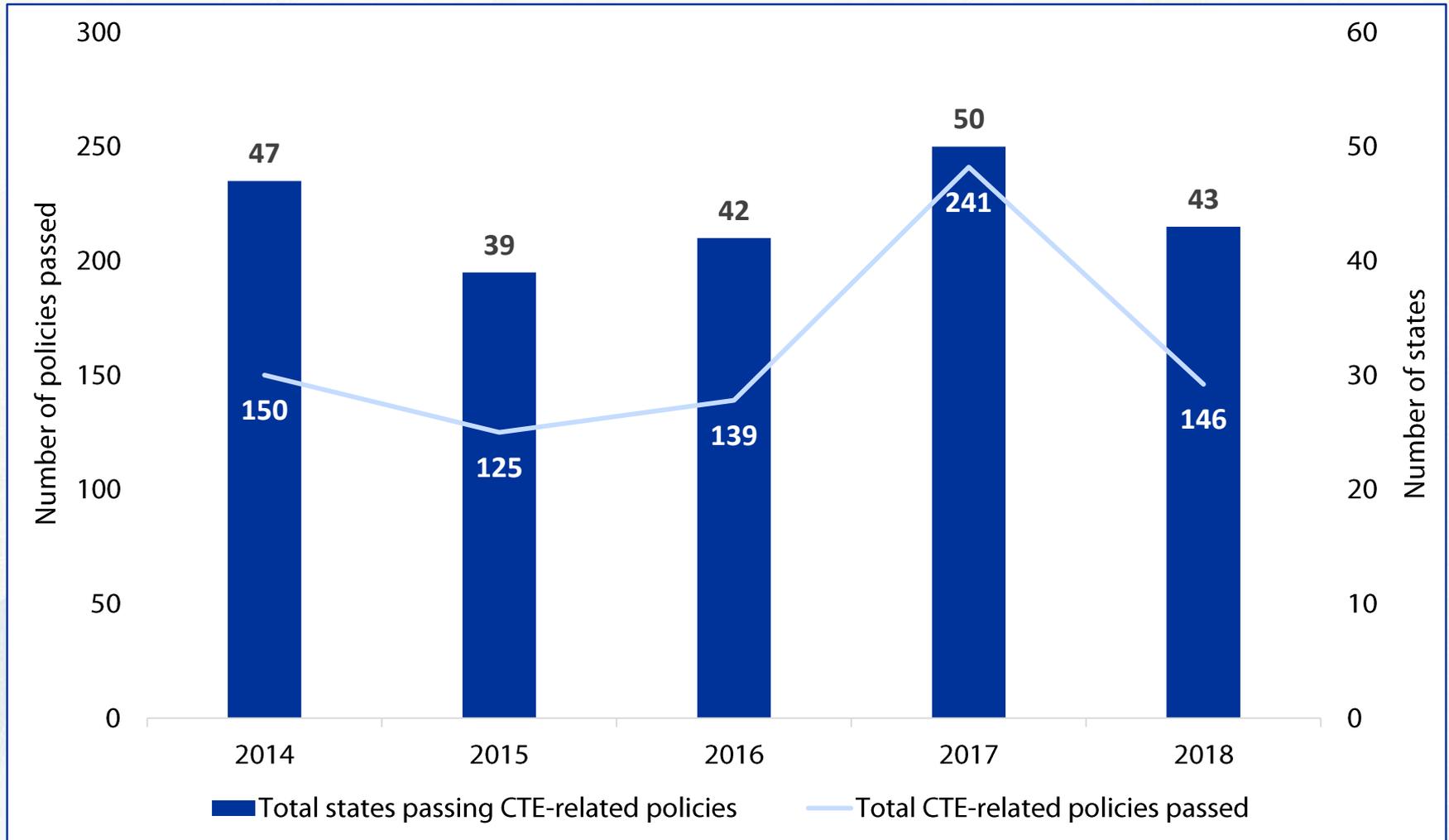
The higher level of activity in 2017 in comparison to 2018 can, in part, be attributed to K-12 accountability requirements that were new in 2017 under the Every Student Succeeds Act (ESSA), many of which concerned career readiness. In addition, four state legislatures did not meet in 2018, affecting the policy total.

The policy areas that states focused on in 2018 were similar to previous years. States most frequently addressed the following priorities:

- Funding;
- Industry partnerships/work-based learning;
- Dual/concurrent enrollment, articulation and early college;
- Industry-recognized credentials, tied with graduation requirements; and
- Access/equity.



State Policy Trends, 2014-2018



2018 Policy Priorities

Funding

Industry partnerships/work-based learning

Dual/concurrent enrollment, articulation and early college

Industry-recognized credentials AND graduation requirements

Access/equity

State Policy Trends, 2013-2018

- Funding has been the top policy area of focus for states six years in a row
- The following policy areas were in the top five areas of focus for states for at least four years:
 - Dual/concurrent enrollment
 - Industry partnerships/work-based learning
 - Industry-recognized credentials

Policy Categories	Number of States	States
Funding	30	AL, AK, CA, CO, CT, GA, ID, IL, IN, IA, KS, MD, MA, MI, MO, MT, NH, NJ, NY, NC, OK, PA, SD, TN, TX, UT, VT, VA, WA, WI
Industry Partnerships/Work-based Learning	26	CO, FL, GA, HI, IN, IA, KY, MD, MA, MI, MO, NV, NJ, NY, NC, OK, OR, PA, RI, SD, TN, UT, VT, VA, WA, WI
Dual/Concurrent Enrollment, Articulation and Early College	20	CO, GA, ID, IL, IN, IA, KS, KY, MD, MA, MT, NV, NM, NY, OH, OK, TN, VT, VA, WA
Industry-recognized Credentials	18	AL, AZ, CA, CO, FL, GA, ID, IA, KS, MI, MO, NV, OK, SD, TN, VA, WA, WI
Graduation Requirements	18	GA, ID, IN, KY, ME, MD, MI, NV, NH, OH, OK, PA, SD, TN, VA, WA, WI, WY
Access/Equity	17	CA, FL, GA, ID, IL, IA, MD, MI, MO, NJ, NY, NC, OK, OR, VT, VA, WA
CTE Teacher Certification/Development	15	HI, IL, IN, IA, MD, MI, MO, NC, OH, OK, OR, PA, TX, VT, WY
Career/Academic Counseling	14	AL, CO, ID, IN, MI, MO, NV, OH, OK, OR, TN, VT, VA, WA
Governance	13	AL, IL, IN, MO, NH, NM, NY, OK, UT, VT, VA, WA, WI
CTE Standards/Accreditation	11	GA, HI, IA, MO, NY, OH, OK, PA, TN, VA, WY
Data/Reporting/Accountability	10	DC, FL, MD, MA, MO, NH, OH, VA, WA, WY
STEM	10	AL, HI, ID, IA, MD, MO, OK, PA, VA, WA

Funding

New Jersey

- Allocating \$500M in state bonds to expand CTE, among other priorities

California

- Appropriating \$150M to make permanent the CTE Incentive Grant

Washington

- Establishing a scholarship program for foster and homeless youth to attend college or participate in an apprenticeship

Indiana

- Launching a grant program and fund to help eligible entities offer professional development in computer science

Industry Partnerships/ Work-based Learning (WBL)

Missouri

- Creating a one-year teaching certificate for visiting scholars from business partnerships

Iowa

- Developing a consortium of community colleges and industry to expand WBL

Oklahoma

- Launching a statewide WBL program to coordinate opportunities and develop standards

Maryland

- Expanding Apprenticeship Maryland, which provides youth apprenticeship in manufacturing and STEM

Dual/Concurrent Enrollment, Articulation and Early College

Idaho

- Aligning 15 CTE programs of study across secondary and postsecondary

Virginia

- Developing quality standards for dual enrollment courses

Illinois

- Allowing students to take an unlimited number of dual enrollment/dual credit courses

Ohio

- Restricting the College Credit Plus program

Industry-recognized Credentials (IRCs)

Missouri

- Authorizing districts to use industry-developed coursework and assessments when creating CTE pathways

Virginia

- Notifying parents and students about programs leading to IRCs

Colorado

- Extending an incentive program that gives \$1,000 to districts per student who earns an IRC, among other options

Graduation Requirements

Georgia

- Establishing a Career Ready Diploma Seal endorsed by business partners

South Dakota

- Counting CTE for academic credit; Advanced Career Endorsement

Wisconsin

- Awarding credit for work-based learning

Access/Equity

Florida

- Enabling the corrections department to partner with schools and the Florida College System to provide postsecondary CTE to prisoners

Virginia

- Developing a list of CTE testing accommodations for English learners

Oregon

- Adding Summer Work Experience programs for under-engaged youth

Additional Trend: Computer Science

Year	Policies	States
2018	16	HI, IN, IA, MD, MO, NY, OH, OK, PA, SD, TN, VA, WY
2017	7	CO, ID, KY, MD, NV, NC, VA
2016	11	AR, CA, CO, FL, ID, IL, IN, NJ, UT, VA, WA

Table 2: Computer science policies, 2016-18

Perkins V as a Lever?

- Setting a vision and attainment goals
- Stakeholder engagement and local needs assessment
- Labor market focus in the law
- Definitions of “quality,” “scope” and other terms
- New concentrator definition

Questions and Discussion

- What new state policies are *directly* impacting your program/school/district?
- Have you experienced unintended consequences from state CTE policies?
- How do you advocate for policies on the state level?
- What other information/resources can ACTE and Advance CTE provide around state policy?

Legislative Year in Review

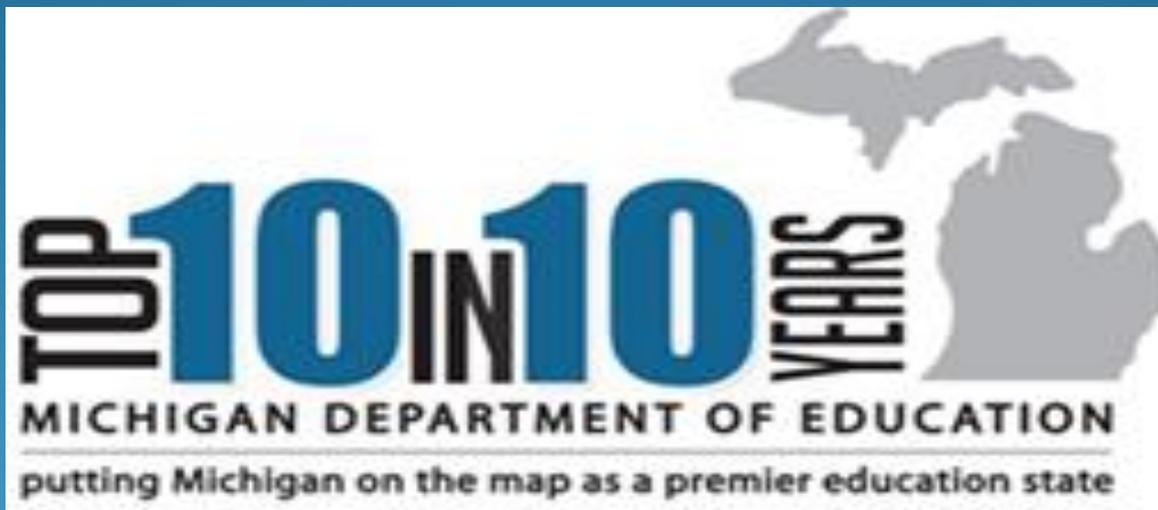
February 14, 2019

Brian Pyles, Ph.D.

State Director

Office of Career and Technical Education

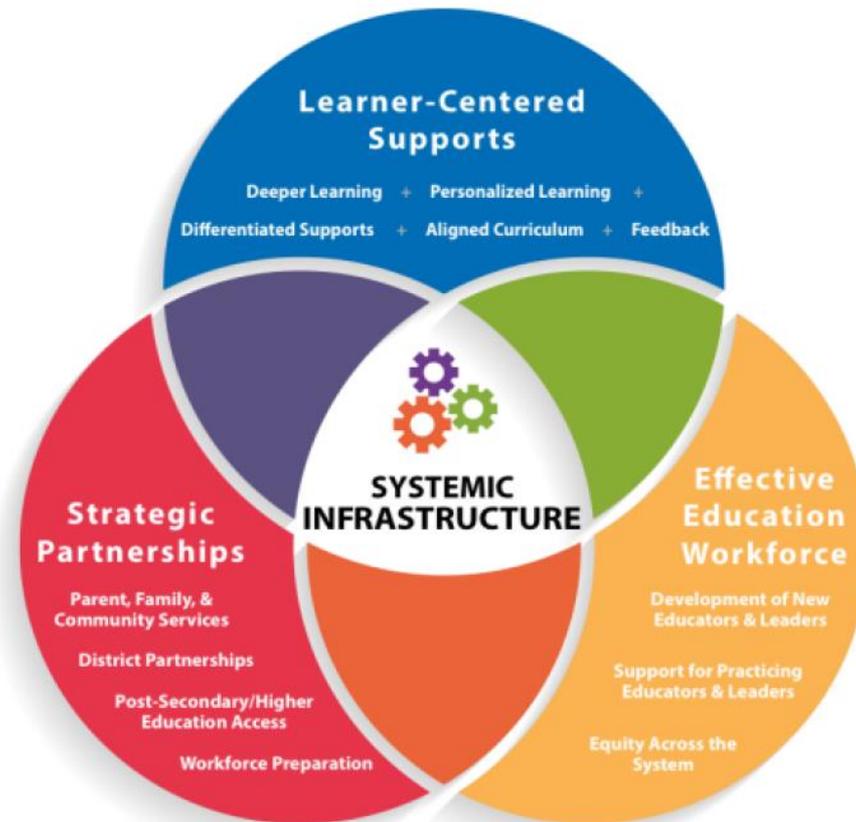




Focus Areas

In an effort to strategically plan the work with this new approach, MDE transferred the seven goals and 44 strategies into four main Focus Areas, as illustrated in the figure below.

TOP 10 IN 10 FOCUS AREAS



How does Career Education support Top 10 in 10?

To realize Michigan becoming a Top 10 education state within the next 10 years, the existing structure and system of education must be challenged and reshaped. Michigan must establish an educational system that grants indelible rights for all stakeholders to succeed – a system focused more on what is best for children and their learning. This is a framework of the strategic goals necessary to move Michigan forward.

STRATEGIC GOALS

- 1 Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education—to maximize lifetime learning and success.
- 2 Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.
- 3 Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.
- 4 Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.
- 5 Ensure that parents/guardians are engaged and supported partners in their child's education.
- 6 Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.
- 7 Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).



putting Michigan on the map as a premier education state

State Agencies

- Michigan Department of Education
- Top 10 in 10
 - Strategic Goal 1: Provide every child access to an aligned, high-quality P-20 system from early childhood to postsecondary attainment through a multi-stakeholder collaboration with business and industry, labor, and higher education—to maximize lifetime learning and success.

State Agencies

- Michigan Department of Education
- Top 10 in 10
 - Strategic Goal 6: Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

Top 10 in 10 Information can be accessed here:

- <https://www.michigan.gov/mde/0,4615,7-140-80635---,00.html>

Legislation

Public Act 227

Marshall Plan for Talent

Marshall Plan for Talent

- Bill appropriates \$100 Million
 - \$36,485,000 Competencies and Credentials in High-Demand Fields
 - \$1,100,000 Cybersecurity Training and Infrastructure
 - \$450,000 Competency-Based Education Models

Marshall Plan for Talent

- Bill appropriates \$100 Million (continued)
 - \$1,000,000 Competency-Based Curriculum Integration
 - \$4,000,000 Innovative Educator Program
 - \$18,500,000 Career and Technical Equipment Grants
 - \$20,000,000 Scholarship and Stipends

Marshall Plan for Talent

- Bill appropriates \$100 Million (continued)
 - \$2,440,000 Postsecondary Institution Coaches for Scholarship Recipients
 - \$2,300,000 Student Stipends and District Bonus Payments
 - \$760,000 Treasury Administration Funding

Marshall Plan for Talent

- Bill appropriates \$100 Million (continued)
 - \$10,500,000 Career Navigators
 - \$4,000,000 Web-based Career Preparation Platform
 - \$2,765,000 Talent Marketing Strategy: Marketing Campaign

Marshall Plan for Talent

- Bill appropriates \$100 Million (continued)
 - \$750,000 Talent Marketing Strategy: Expand Going Pro
 - \$1,500,000 MDE Administration

Marshall Plan for Talent

- 9 Talent Consortia
 - Representing 260 entities
 - Awarded a total of nearly \$15 million

Marshall Plan for Talent

- Talent Consortia
 - 64 School Districts
 - 90 Businesses
 - 33 Postsecondary Institutions
 - 16 Industry Associations
 - 10 Michigan Works! Agencies
 - 47 Non-profit and other Organizations

Marshall Plan for Talent

The funding benefits more than 150,000 students and their communities statewide

Public Acts 229, 230, 231, & 242

- PA 229: Model Program of Instruction in Career Development, K - 12
- PA 230: Educational Development Plans
 - Career Exploration/Information
 - Talent Portfolios

Public Acts 229, 230, 231, & 242

- PA 231: Age appropriate career information resources in grades K – 12
 - Grades 6 – 12 Work-Based Learning (WBL) activities
 - Grade 12 Resume, letter of reference, school record, and talent portfolio

Public Acts 229, 230, 231, & 242

- PA 242: DTMB Posting of In-Demand Occupations



Career Awareness



Career Exploration



Career Preparation



Advanced Training & Employment



MICHIGAN CAREER DEVELOPMENT MODEL

December 2018



State School Aid

- New for 2018-19: Section 61d
 - \$25 per student
 - Additional \$25 per student (high-demand career fields)
 - Funding goes to the district where the student is counted in membership
 - Plan is to distribute funds based on 17-18 enrollments and adjust based on actual 18-19 enrollments

Teacher Certification

- Allows noncertified, non-endorsed individuals to teach in State (Perkins) Approved and elective CTE programs and industrial technology programs as long as they meet certain requirements

Teacher Certification

- Allows time spent engaging with local employers or technical centers to count towards professional development or continuing education

Teacher Certification



Standard CTE Certificate

Valid for up to 5 years, the initial Standard CTE Certificate* is required for teaching in state-approved career and technical education programs in the area specified on the certificate.

Some teacher candidates may be employed while earning the certificate. However, they must meet the qualification requirements set forth in [Career and Technical Education Authorizations](#).

Candidates for initial certification who have completed a CTE education preparation program outside of Michigan must follow the guidance found at [Out-of-State Applicants](#).

Teacher candidates who have not completed an educator preparation program must work with a Michigan [educator preparation institution](#) approved to offer CTE programs and work with the institution to meet all of the following requirements:

1. Hold a bachelor's degree in any area.
2. Hold a major or minor in the field of specialization in which CTE certification is being requested.
3. Document work experience in the CTE area that has been earned within the last 6 years totaling a minimum of 2 years (4,000 hours).
4. Complete a minimum of 6 semester credit hours of professional or CTE education credit.
5. Pass the basic skills examination. Note: Beginning October 1, 2017, the Michigan Department of Education will be using the SAT as the basic skills examination. However, certification candidates should read this [Basic Skills Examinations](#) document BEFORE registering because assessments prior to October 1, 2017 may be accepted for certification.

Applicants apply through the [Michigan Online Educator Certification System \(MOECS\)](#) when program requirements have been met.

**The Standard CTE Certificate replaces the Interim Occupational Certificate pursuant to Administrative Rule 390.1101.*

Teacher Certification



Annual CTE Authorization

Districts seeking qualified individuals from business and industry to instruct in a state-approved Career and Technical Education (CTE) program may do so under an Annual CTE Authorization (formerly an AOA and now ACA). Only the employing district may apply for an ACA through the Michigan Online Educator Certification System ([MOECS](#)).

First year issued ACAs must meet the following conditions:

- Districts must verify they have hired the most qualified, and appropriate candidate for the assignment.
- The individual must possess a high school diploma or GED.
- The district must verify the applicant's work experience meets the recent and relevant requirement of 4,000 hours within ten years from the date of the application. For additional information see the [CTE: Recent and Relevant Experience Requirements](#).
- The individual must be assigned a mentor teacher.
- The ACA must be applied for, approved, and the fee paid prior to the individual entering the classroom.

A district may continue employing this individual if they meet all of the following renewal criteria:

- Verify the individual maintains 4,000 hours of experience. See [CTE: Recent and Relevant Experience Requirements](#).
- Continue with an assigned mentor teacher.
- Teacher has received professional development relevant to developing teaching skills that meet the needs of all learners, including training beyond the local level.
- Teacher has received CTE program-specific professional development consistent with all-aspects of the industry.
- Teacher has received a rating of effective or highly effective through their teacher evaluations.
- The ACA must be applied for, approved, and the fee paid prior to the individual entering the classroom for each school year.

To become a CTE certified instructor, an instructor will need to work with one of the [approved CTE educator preparation institutions](#) to receive a Standard CTE Certificate.

Teacher Certification



CTE: Recent and Relevant Experience Requirements

Districts seeking qualified individuals from business and industry to instruct in a state-approved Career and Technical Education (CTE) program may do so under an [Annual CTE Authorization](#)¹ (ACA). Experience must be recent and relevant to the CTE area for which the ACA is applied. These same guidelines apply when the recommendation for CTE certification is made by a Michigan Department of Education (MDE) approved educator preparation institution.

Recent Experience

Recent experience is that which is earned within the preceding ten-year period from the date of the ACA application or recommendation for CTE certification by an MDE approved educator preparation institution.

Candidates who hold a current and valid State of Michigan licensure or national certification in the CTE program area may include up to 4,000 hours used to obtain their original licensure. Examples include: Cosmetology license, Builders license, Registered Nurse license, Emergency Medical Technician license, Federal Aviation and Aeronautics (FAA) license, Automotive Service Excellence (ASE) certification, American Welding Society (AWS) certification, etc.

Teaching experience earned while employed under the ACA may be accepted by an [MDE approved CTE educator preparation institution](#)² for individuals pursuing a [Standard CTE Certificate](#)³. Educator preparation institutions will be required to document and maintain an individual's work experience in their files.

Relevant Experience

Relevant experience is that which is acquired through business or industry and employment has been directly related to the CTE area. See Career Cluster Frames at [Advance CTE](#)⁴ for examples of job titles. For questions about job titles not listed on the Career Cluster Frame, contact the appropriate [CTE program consultant](#)⁵.

¹ https://www.michigan.gov/documents/mde/AOA_530858_7.pdf

² https://www.michigan.gov/mde/0,4615,7-140-5683_14795---,00.html

³ https://www.michigan.gov/documents/mde/InterimOccupationalCert_530859_7.pdf

⁴ <https://careertech.org/>

⁵ https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

Teacher Certification

COMPLETE LIST OF STATE-RECOGNIZED SECONDARY CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM CIP CODES By Federal Career Cluster and Federal CIP Code

Updated July 2016

Current and Historical CIP Area Endorsements that Can Teach

*** Notates an expanded certification and requires a statement of assurances**

If teacher only has IOC/OEC, they cannot be placed in any classroom other than a Michigan State Approved CTE program.
If local program is not Michigan State Approved CTE, teachers must have a provisional/professional/continuing teaching certificate with appropriate endorsement. Refer to Quick Reference: Courses That Can Be Taught

AGRICULTURE, FOOD & NATURAL RESOURCES CLUSTER

01.0000 AGRICULTURE, AGRICULTURAL OPERATIONS AND RELATED SCIENCES

Instructors with the following CIPs may teach this program - Provisional/Professional/Continuing teaching certificate not required:

Agriculture Science and Natural Resources 02.9999
Agriculture, Agricultural Operations and Related Sciences 01.0000

PLACEMENT OF TEACHER CANDIDATES WITH THE FOLLOWING CIPS MUST BE DISCUSSED WITH MDE/OCTE PRE-PLACEMENT

Agricultural Construction/Maintenance 01.0306
Agricultural Electrification 01.0307
Agricultural Mechanical Skills 01.0305
Agricultural Mechanics & Equip/Machinery Tech 02.0205
Agricultural Mechanics 01.0201 Agriculture Production 01.0301

If appropriately certified teacher not available, an Annual Occupational Authorization may be appropriate. Specialized work experience in CIP area must be within the 6 years prior to the date of the application.

1. IOC/OCE or Annual Occupation Authorization required for all state approved CTE programs. Age of credential will determine language on certificate.
2. If teacher only has IOC/OEC, they cannot be placed in any classroom other than state approved CTE.
3. Contracted programs must apply for Annual Occupational Authorization.
4. University or Community College notifies OCTE in writing annually that post-secondary faculty is teaching the secondary program no AOA required.

Thank you.

Dr. Brian L. Pyles

State Director for Career and Technical
Education

Michigan Department of Education
Office of Career and Technical Education

517-335-5224

Thank You!

- Brianna McCain
bmccain@careertech.org
- Catherine Imperatore
cimperatore@acteonline.org
- Brian Pyles
PylesB@michigan.gov

Download at
<https://careertech.org/resource/2018-year-in-review>



State Policies Impacting CTE: 2018 YEAR IN REVIEW

On the federal and state levels, 2018 was a significant year for Career Technical Education (CTE). On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law, which reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The reauthorization of Perkins signaled a federal commitment to and a recognition of the promise and value of high-quality CTE.

On the state level, in the 2018 calendar year, 42 states and Washington, D.C., passed a total of 146 policy actions related to CTE and career readiness, including legislation, executive orders, board of education actions, budget provisions and ballot initiatives. While roughly 100 fewer policies were passed in 2018 than in 2017, this past year's policies still reflect a commitment from state leaders to advance CTE. Most states have taken action relevant to CTE each year since this annual review was launched (see Chart 1). However, the number and content of specific policies ebbs and flows in response to the state and federal policy environment and to policies passed in prior years. A decrease in the number of CTE policies passed compared to previous years should not be misinterpreted as an indication that CTE is not a priority for states. In fact, at least 16 governors identified modernizing CTE as a priority for their states during their 2018 State of the State Addresses.¹

The higher level of activity in 2017 in comparison to 2018 can, in part, be attributed to K-12 accountability requirements that were new in 2017 under the Every Student Succeeds Act (ESSA), many of which concerned career readiness. In addition, four state legislatures did not meet in 2018, affecting the policy total.

The policy areas that states focused on in 2018 were similar to previous years. States most frequently addressed the following priorities:

- Funding;
- Industry partnerships/work-based learning;
- Dual/concurrent enrollment, articulation and early college;
- Industry-recognized credentials, tied with graduation requirements; and
- Access/equity.