



State Policies Impacting CTE: 2020 Year in Review

March 2, 2021

Agenda

- Examine state policy trends from 2014 to 2020
- Review **key findings and policy activity** from Advance CTE and ACTE, with research support from Education Commission of the States', report *State Policies Impacting CTE: 2020 Year in Review*
- Examine CTE policy introduced in 2021
- Hear about new CTE policy developments from Indiana and Michigan
- Q&A

Our Panelists

- **Hannah Neeper**, Policy Research Associate, Association for Career and Technical Education (ACTE)
- **Dan Hinderliter**, Policy Associate, Advance CTE
- **PJ McGrew**, Executive Director of the Governor's Workforce Cabinet
- **Dr. Brian Pyles**, State Director for the Office of Career and Technical Education, Michigan Department of Education

State Policies Impacting CTE: The Report

- Eighth annual review of state CTE policy
- Includes legislation, executive orders and budget provisions



Key Takeaways

- 67 policies
- 31 states
- In 2019, 46 states enacted or passed 208 policy actions
- Format change

2020
YEAR IN REVIEW

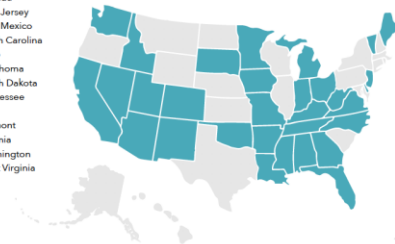
The 2020 report marks the eighth annual review of CTE and career readiness policies from across the United States conducted by Advance CTE and the Association for Career and Technical Education (ACTE).

Policy research support from the Education Commission of the States was provided for the second year. This year, Advance CTE and ACTE modified the format to enhance usability. Unlike past reports, this year's report does not describe every policy enacted within each state but instead focuses on policy trends across states. Readers looking for specific state policies can visit the online state policy tracker and filter by state; system level; and/or analysis tags such as funding, industry-recognized credentials or work-based learning.⁴

[CLICK HERE](#)
to view all 2020
State Policies
[2020 State
Policy Tracker](#)

THE 31 STATES that enacted policy related to CTE in 2020 were:

Alabama
Arizona
Arkansas
California
Colorado
Delaware
Florida
Georgia
Idaho
Indiana
Iowa
Kentucky
Louisiana
Maine
Michigan
Minnesota
Mississippi
Missouri
Nevada
New Jersey
New Mexico
North Carolina
Ohio
Oklahoma
South Dakota
Tennessee
Utah
Vermont
Virginia
Washington
West Virginia

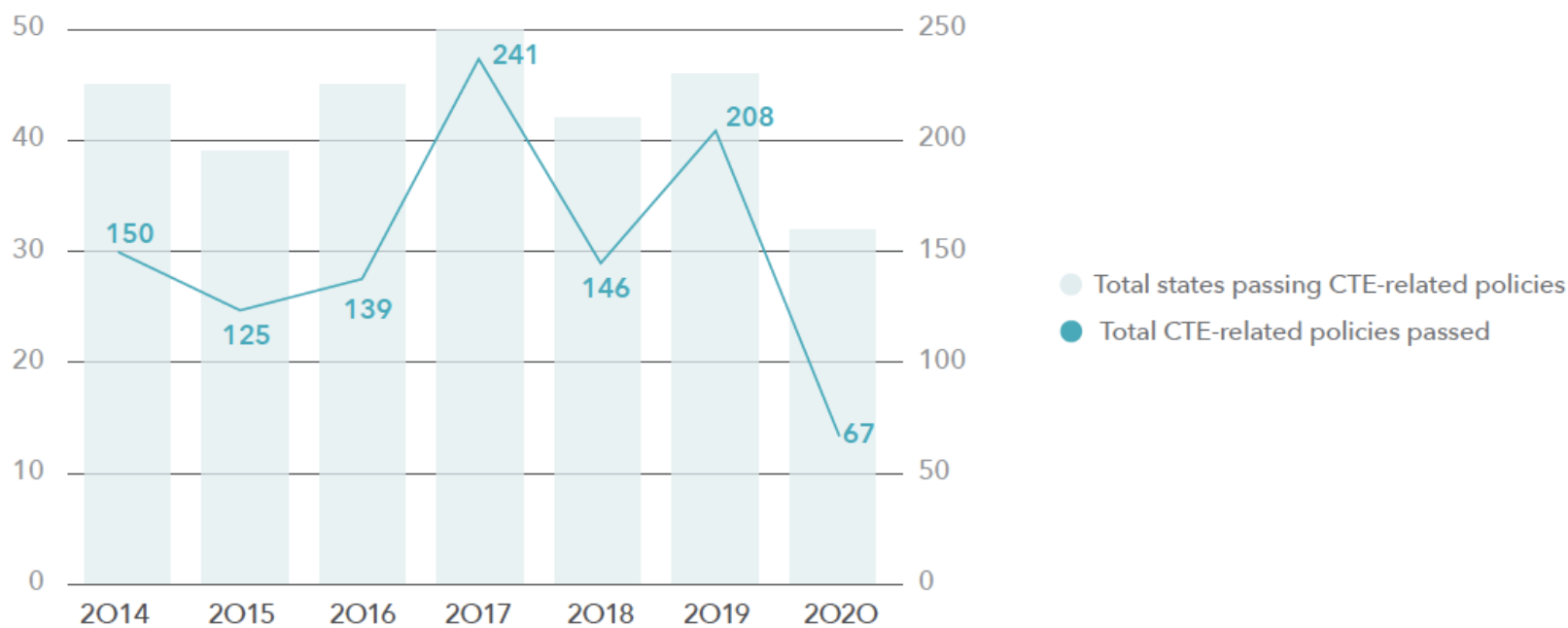


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3

State Policy Trends, 2014- 2020



Number of States Passing CTE-related Policies and Number of CTE-related Policies Passed, (2014 - 2020)



State Policy Trends, 2014-2020

- Funding has been the top policy area of focus for states eight years in a row
- The following policy areas were one of the top five areas of focus for states for the past two years:
 - Funding;
 - Industry partnerships and work-based learning; and
 - Access and equity.

2020 State Policy Trends

- 
- 
1. Funding
 2. Industry partnerships/work-based learning
 3. Access and equity
 4. Dual/concurrent enrollment, articulation and early college
 5. Data, reporting and/or accountability

Funding

- **Louisiana** appropriated \$10 million in new funding for Workforce Training Rapid Response.
- **Arizona** directed \$5 million in new funding toward the Arizona Industry Credential Program.

Industry Partnerships/Work-based Learning

- **Mississippi** established the Mississippi Learn to Earn Act.
- **Ohio** created an Individual Microcredential Assistance Program; The law also created a grant program to support industry sector partnerships and sector partnership networks.

Access and Equity

- **Kentucky** amended an existing law with the goal of increasing participation in computer science courses for under-represented groups.
- **New Mexico** created a grant program that is designed to increase diversity in the teacher workforce, fill high-need teaching positions, and include both academic coursework and a guided apprenticeship for aspiring teachers.

Dual/Concurrent Enrollment, Articulation and/or Early College

- **Utah** created two certificates for individuals who complete courses through concurrent enrollment and meet other requirements.
 - The LAUNCH certificate
 - The DISCOVER certificate
- **Virginia's** Legislature directed the state Board of Education to include in its standard diploma graduation requirements the option for learners to complete a dual enrollment course or high-quality work-based learning experience.

Data, Reporting, and/or Accountability

- **Florida** amended the state's high school accountability system to include the percentage of secondary students who complete 300 hours or more of career dual enrollment during high school.
- **Louisiana** directed the state Department of Education, the Louisiana Workforce Commission, the Board of Regents, and the Louisiana School Boards Association to prepare a report to evaluate the state's Jump Start program.

Spotlight on COVID-19

- Most legislation and budgets were passed before COVID-19
- Five states enacted policies specifically addressing COVID-19 and CTE programs

Tennessee

- The Legislature provided wraparound supports such as high school learners in dual/concurrent enrollment will continue to receive guidance, resource and other opportunities that would have been provided pre-COVID-19.
- CTE programs were also granted flexibility, allowing for a waiver of end-of-the-year assessments and similar requirements during the pandemic.

Introduced CTE Policy in 2021

- At least 200 policies relating to CTE have been introduced in at least 42 states.
- Topics:
 - Apprenticeships and work-based learning.
 - Funding.
 - Access.
 - Industry partnerships.

2021 Predictive Trends

- Expecting significant budget cuts for secondary, higher ed programs
- Expansion in work-based learning, upskilling reskilling programs
- Expansion in reduced cost or free postsecondary education

2021 State of the State Addresses

- As of February 19, 24 governors addressed CTE in some capacity
- Funding- IA, MO, ND, NM, SC, SD, TN, UT, WA
- WBL at all learner levels
- Workforce Development programs for incumbent and displaced workers

Questions?

- What new state policies are *directly* impacting your program/school/district?
- How has COVID-19 impacted policies in your state?
- How do you advocate for policies on the state level?
- What other information/resources can ACTE and Advance CTE provide around state policy?

Thank you!

Questions or comments please contact us:

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State Policies Impacting CTE: 2020 Year in Review

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Indiana 2020 Policy Overview

- 1. Next Level Programs of Study Pilot**
- 2. Back on Track Plan and Summer Bridge**
- 3. Re-entry Guidance and COVID-19 Assistance Funding**
- 4. Next Level Program of Study Course Approval**

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Next Level Programs of Study Pilot 2020 - 2021

- Released planning grant application – January 2020
- Selected 36 planning grant recipients – March 2020
- Transitioned to online workshop format - March through May
- Selected 12 grant recipients - June 2020
- Continued online TA support - June through December
- Planning site visits before the end of 2020 – 2021 School Year

Next Level Programs of Study Pilot Programs

School / Career Center - Pathway

Blue River Career Programs Automation & Robotics	Hamilton Heights HS Civil Construction	North Lawrence CC Early Childhood Education
Perry Central High School Construction Trades	West Central Indiana CTE Welding	Winchester Comm HS Precision Machining
Manchester Comm Schools Business Administration	South Harrison CSC Cert. Clinical Medical Asst.	COSMOS Healthcare Spec/Construction
Indianapolis Public Schools Healthcare Spec/Pre-Nursing	Heartland Career Center Precision Agriculture	MSD of Warren County Precision Agriculture

“Back on Track” Plan

- Convened working group of K-12 CTE Directors, Postsecondary campus leaders, K-12 Principals, State Board of Education, Commission for Higher Education, Department of Education, Governor’s Workforce Cabinet (Office of CTE), and Department of Health
- Tasked with determining a way to bring CTE students back for a Summer Bridge Program
- Released guidance in early June for Summer Bridge
- Continued to work through June to develop guidance for 2020 – 2021 SY

Summer Bridge

- **Goal:** Allow students (primarily 2020 graduates) to complete required hands-on instruction for dual credits, WBL, & industry certification exams.
- Utilization of protocols developed by “Back on Track” team
 - Instruction could take place at any location nearest student
- Made available \$1M for coordinated effort across secondary and postsecondary Perkins eligible recipients
 - 22 sites, 1300 students, and 23 programs
- Began first full week after school shutdown was lifted (July 6th)

Re-entry Guidance 2020 – 2021 SY

- Leveraged “Back on Track” working group and lessons learned throughout Summer Bridge
- Guiding principles:
 - Maintaining credentialing is critical to benefit students
 - Many courses have hands-on requirements that cannot be replicated or recreated in a virtual environment.
 - Postsecondary Alignment
 - Equity and Access

Re-entry Guidance 2020 – 2021 SY

- Reviewed all secondary CTE courses for appropriate delivery model against 6 criteria:
 - Standards/Competencies
 - Hands-on Activity Requirements
 - Facilities and Equipment
 - Dual Credits
 - Industry Certifications
 - Level of Course
- Determined funding availability based upon adherence

Re-entry Guidance 2020 – 2021 SY

- Released Re-entry guidance July 9th
- Worked with schools on re-entry plans
- Provided COVID-19 Assistance grants to support additional transportation and hybrid delivery
- Adherence to course delivery models required to be place by enrollment count date (October 23)
- Only 10% enrollments via online format

Next Level Programs of Study Re-Design Principles

- Aligned to 1-yr credential programs at postsecondary Perkins eligible institutions
- Logical Pairs of Courses-Pathway Specific Course
- Postsecondary Courses not on Dual Credit Crosswalk embedded in Capstone course
- Consistent delivery of content
- Focus on credential attainment while in high school

NLPS Course Sequence

Architecture and Construction: Construction Trades - Carpentry

Principles	Concentrator A	Concentrator B	Capstone
Principles of Construction Trades 2 credits	General Carpentry 2 credits	Carpentry Framing & Finishing 2 credits	Construction Trades Capstone 2-6 credits
Introductory and Related Courses		Academic Courses	
Preparing for College and Careers Introduction to Construction		Technical Math Communications/Speech English Composition	

Dual Credit - Each 2 credit course is aligned to up to 6 dual credits.

Certifications – Where appropriate, each course will be aligned to industry recognized certifications.

Next Level Programs of Study

- Developed 150+ new courses
- Launched Career Guide
- Identified funding levels
- Identified licensure requirements
- Finalizing standards now
- Developing new dual credit policies for better alignment

Next Level Programs of Study

INDIANA IS RETHINKING CAREER AND TECHNICAL EDUCATION!

With Next Level Programs of Study, CTE can provide both exploration and preparation for a future career.

What is a Program of Study?

A more comprehensive and structured approach to offering CTE that includes stronger course sequences, greater career resources, improved professional development for instructors, and direct connections between secondary and postsecondary education.

Next Level Programs of Study Features:

Improved Course Offerings:
Next Level Programs of Study will improve the quality of CTE course sequences through updated, relevant course standards aligned to post-secondary certificate programs. Courses have also been restructured to increase the consistency of CTE course delivery. This format will help ensure that all students have the opportunity to master the same skills regardless of where or how they complete a course.

Direct Alignment:
Next Level Programs of Study directly aligns secondary courses to postsecondary courses to ensure dual credits students earn in high school will count toward a postsecondary credential.

Career Resources:
Students and families will have more complete career advising and guidance resources, such as this Career Guide, to help make informed decisions that maximize a student's opportunities while in high school.

STUDENTS CAN COMPLETE ONE YEAR'S WORTH OF COLLEGE AND EARN POSTSECONDARY CERTIFICATES WHILE IN HIGH SCHOOL.

TURN TO PAGES 50-51 FOR A FULL LIST OF NEXT LEVEL PROGRAMS OF STUDY.

16 | INDIANA CAREER GUIDE

Next Level Programs of Study - NSRN

- Indianapolis selected to participate in the JPMorgan Chase New Skills Ready Network
- Cross-sector initiative including: Indianapolis Public Schools, EmployIndy (area workforce board), Ivy Tech Community College, Indiana University-Purdue University Indianapolis, Commission for Higher Education, Governor's Workforce Cabinet
- Focused on improving CTE programming through high-quality implementation of NLPS

Lessons Learned

- Communication is key
- Utilize diverse stakeholder group
- Leverage broader statewide goal
- Articulate the need and benefit

Questions

Contact:

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State Policies Impacting CTE: 2020 Legislative Year in Review

Brian Pyles, Ph.D.

State Director

Office of Career and Technical Education




The logo for Michigan's TOP 10 Strategic Education Plan. It features the words "Michigan's" and "Strategic Education Plan" in black text. The word "TOP" is in large, bold, blue letters, and "10" is in large, bold, blue numbers. A stylized orange silhouette of a person sitting and reading is positioned within the "10". A horizontal orange bar is placed below the "TOP" and "10". The entire logo is set against a white background.

Goals Specific to Career and Technical Education:

- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage

[Source: Michigan's Top 10 Strategic Education Plan website](#)



MISSION
Support learning and learners

VISION
Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

GUIDING PRINCIPLES

1. All students have access to high-quality instruction regardless of their gender, sexual orientation, ethnicity, race, economic status, native language, or physical, emotional, and cognitive abilities to close the student achievement and opportunity gaps that currently exist.
2. All educators are encouraged to be creative and innovative. All educators are adequately compensated and respected for their professionalism, and have the resources, support, and training needed to educate students.
3. All students are encouraged to express their creativity, have voice in their own learning, feel connected to their schools, and have authentic, meaningful relationships with educators.
4. All students are provided every opportunity to achieve the broadest range of life dreams.
5. Families and communities are essential partners of teachers, support staff, and administrators in the education of students.
6. In support of students and their achievement, the Michigan Department of Education is coordinated, aligned, and properly resourced, and collaborates with school districts and a wide range of partners and stakeholders.


GOALS

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding

METRICS
Metrics are a critical component of the Top 10 Strategic Education Plan. Metrics have been identified for each goal and will be reviewed and reported annually.

CONTRIBUTIONS
To support the implementation of the Top 10 Strategic Education Plan, a three-pronged approach has been developed. First, the education community is encouraged to share their contributions to each of the goals on the MDE website. The online repository provides the opportunity for hard work to be viewed and replicated. Additionally, educator convenings related to each goal will be held to discuss best practices, identify the research that supports the practice, and discuss the positive effects of the practice on student outcomes. Furthermore, a series of written documents will be developed and shared online that highlight best practices for each goal area.

To learn more about how your organization can contribute to the success of the strategic education plan, or how MDE can support your efforts, visit the MDE website.



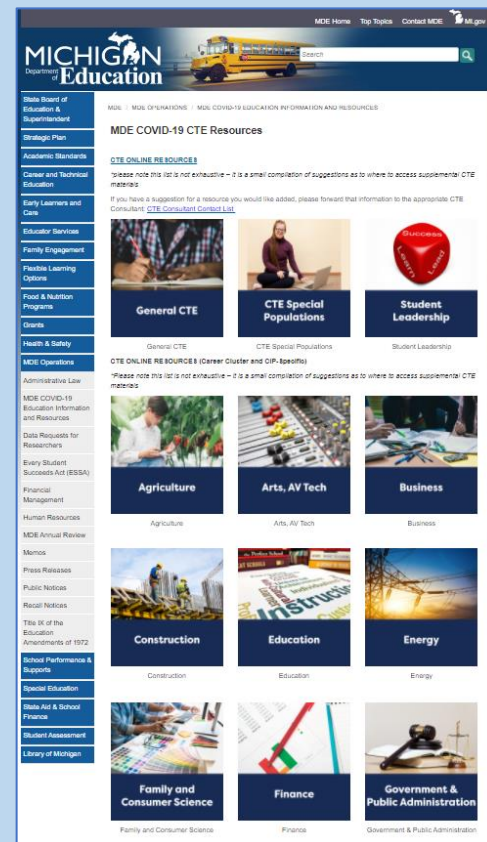
COVID Support 2019 - 2020

- Perkins V
 - Extended the Perkins Academic Year to August 31, 2021
- State Categorical Funding
 - Section 61a.1 – CTE Added Cost Funding extended to August 31, 2021
- Policy
 - CTE Advisory Committees
 - Student Leadership
 - Work Based Learning

[Source: COVID-19 Office of Career and Technical Education Guidance 2019 - 2020](#)

COVID Support 2020 - 2021

- Instructional Support
 - [CTE Virtual Delivery Guidance](#)
 - [CTE Online Resources](#)
 - General CTE
 - CTE Special Populations
 - Student Leadership
 - Career Clusters
- Work Based Learning
 - [CTE Virtual WBL Opportunities](#)
 - [State of Michigan WBL Resources](#)



COVID Support 2021 - 2022

- Proposed Changes to the State Determined Levels of Performance
 - [Perkins Core Performance Indicator - 3S1: Post-Program Placement](#)
 - [Proposed State Determined Levels of Performance Information Sheet](#)
 - [Public Comment Survey to Mail](#)
 - [Public Comment Survey Link](#)
 - [Hearing Schedule](#)
- Instructional Guidance
 - [Career and Technical Education \(CTE\) Roadmap: Return to Learn Guidance](#)

Governor Whitmer's Sixty by 30

- Goal: Increase the number of working-age adults with a skill certificate or college degree from 45% today to 60% by 2030.
 - **Close the skills gap** that poses the single greatest threat to the success of our businesses and our state's prosperity. Jobs requiring skilled employees today, as well as jobs on the horizon, demand greater education and training than ever before. Increasingly, the best jobs require more than a high school diploma.
 - **Increase opportunity** and Michiganders greater access to the education and skills that create opportunities for better jobs and bigger paychecks.
 - **Make Michigan more competitive** for inclusive economic growth.

[Source: Sixty by 30](#)

Michigan Reconnect

Michigan Reconnect Eligibility

- Be at least 25 years old when you apply
- Have lived in Michigan for a year or more
- Have a high school diploma
- Have not yet completed a college degree (associate or bachelor's)

Source: [Over 40,000 apply for Michigan Reconnect in first two weeks](#)

Michigan Reconnect

Within the first two weeks, over 40,000 Michiganders submitted applications to take advantage of the Michigan Reconnect program on their path to pursuing an associate degree or skills certificate through their local, in-district community college

Source: [Over 40,000 apply for Michigan Reconnect in first two weeks](#)

Michigan's Current Legislative Landscape

- Michigan Categorical Funding
 - Section 61a.1 – CTE Added Cost
 - Section 61b – CTE Early Middle Colleges
 - Formula
 - Planning Grants
 - Section 61d – CTE Per Pupil Incentive

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