

ECS- Additional CTE Education

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50-State Comparison: Secondary Career and Technical Education

Key Findings

- At least 38 states + D.C. place their CTE Director in the K-12 Education System.
- At least 28 states fund secondary CTE using a Student-Based Funding Model.
- Over 20 States provide a CTE Diploma or CTE Diploma Endorsement.
- At least 43 States provide students with the opportunity to receive High School Credit AND Post-Secondary Credit via Dual and Concurrent Enrollment.
- 5 States have identified more than one of the Perkins V Measures to identify the quality of Secondary CTE Programs.
- At least 25 States + D.C. utilize Work-Based Learning Participation as the Primary Measure of Quality.
- At least 31 States Include CTE Coursework or Work-Based Learning in their College and Career Readiness Indicators.

Topics Covered in 50-State Comparisons

State CTE Directors

CTE Directors reside in either the K-12 Education System, Post-Secondary Education System, Workforce System, or Independent CTE Agencies.

Funding Models

States Fund CTE using Federal, State and Local monies, which can be classified into four categories (Student-Based, Resource-Based, Cost-Based and Hybrid).

Approval of CTE Programs

CTE Program Establishment and Approval is typically governed by State Boards of Education, State Superintendents of Schools, Local Education Agencies, or CTE Specific Boards.

Criteria Used for Approval of CTE Programs

States establish criteria for approving CTE programs that range from detailed descriptions of curriculum content to student achievement data.

Certification/Licensure of Teachers Delivering CTE Courses

Certification/License requirements vary depending upon whether the CTE subject area requires specialized certification/license or if it is based on prior education/work experience.

Diplomas/Designations for Completing CTE Coursework

States issue diplomas/designations to students who complete required CTE coursework.

Dual Enrollment Opportunities

All but a few states allow students to take post-secondary CTE courses through state wide dual/concurrent enrollment.

Measures of Secondary CTE Program Quality in Perkins V Plans

Each State may select one, two, or all three of the secondary CTE quality measures in their Perkins V plan. This tracks/measures how well high schools prepare students for the workforce.

These include:

Recognized Postsecondary Credential Attainment

Tracks the percentage of CTE graduates who earn formal qualifications.

This includes industry certifications, state or federal licenses, completion of apprenticeship resulting in a completion certificate, or a degree (bachelor, associate).

Postsecondary Credit Attainment

Tracks graduates who earn college level credits while still in high school. This is earned through dual or concurrent enrollment.

Work- Based Learning Participation

Monitors the number of students who participate in sustained Internships, apprenticeships, job shadowing, service learning, or simulated work experience.

Measures of College and Career Readiness

More than half of the states have chosen a College and Career Readiness Indicator that may include CTE Coursework or Work-Based Learning.

50 State CTE Data Points.

<https://reports.ecs.org/comparisons/secondary-career-and-technical-education-2023>

ECS Report- Lessons on Expanding Quality CTE and Work-Based Learning

<https://www.ecs.org/lessons-on-expanding-quality-cte-and-work-based-learning/>

Recent Legislation:

- **Passed Into Law- Kansas** (HB 2466, 2023): New CTE licensure pathways are established requiring the State Board of Education to annually approve high-value and standard industry-recognized credentials; a pilot program is created for high school students who have documented accommodations, and the state department is required to survey high schools regarding their CTE offerings.
- **Passed Into Law- Connecticut** (HB 5436, 2024): The validity period for initial educator certificates is extended from three years to ten years; provisional certificates are eliminated, and flexible certification paths are created through preparation or alternate programs that have been approved.
- **Passed Into Law- Ohio** (HB 432, 2024): New standards for Career Technical Educator Licenses are established in Ohio, which permits individuals with a high school diploma and relevant work experience to qualify for a CTE license; a renewable two-year CTE license is created for all existing teachers with relevant work experience.
- **Passed Into Law- New Hampshire** (HB 354, 2025): An alternative certification path for CTE instructors is introduced which would allow candidates with three

years of paid professional experience and a current, department-approved industry credential to qualify for a certificate without passing a traditional academic test.

- **Passed Into Law**- Texas (HB 3920, 2025): The Texas Department of Licensing and Regulation is directed to establish standards for recognizing CTE programs including establishing standards for issuing credit, instructor eligibility and program requirements
- **Passed Into Law**- California (AB 2245) Provides CTE Educators with a permanent status while allows for same due process rights as other K-12 educators.
- Pennsylvania (Act 41) Creates a pathway for veterans with 8000 hours in a occupational role while serving.
- Virginia (HB 332 / SB 203 / SB 576): Mandates the Board of Education to issue three-year teaching licenses to higher-education instructors specifically for CTE and dual enrollment courses.

(HB 613): Launches a Mentorship Pilot Program where high-performing school superintendents advise those in divisions with high teacher vacancy rates.

- New Jersey (S4515): Caps CTE teacher preparation programs at 200 hours (one academic year) to lower entry barriers and prevent candidate burnout.

(S2597): Creates a four-year CTE Partnership Grant Program to fund technical programs through collaborations between school districts and external entities.

- Vermont (S 313): Overhauls the state CTE system to guarantee universal access for all high schoolers and establishes a student-centered funding model.

(H 532): Repeals an aging statute that allowed colleges to enforce mandatory retirement at age 70 for professors.

- Florida (SB 182): Formalizes a Teacher Mentorship Program offering \$2,000 stipends to mentors and requiring districts to provide co-teaching opportunities.

(HB 23): Mandates mass casualty incident training for adjunct certificate holders and other educators as a requirement for certification.

(HB 561): Directs the Florida Center for Educator Recruitment to provide free professional development for teachers renewing or reinstating their certificates.

- Illinois (HB 5397): Establishes the Shortage Differential Salary Incentive, offering grants to teachers in high-need locations or special education.

(SB 3663): Grants a \$4,000 annual stipend to National Board Certified Teachers and funds mentorship for those pursuing the certification.

(HB 4713): Creates a Computer Science endorsement that requires only 8 graduate credit hours, making it easier for current teachers to qualify.