



# ANNUAL REVIEW OF CTE OFFERINGS

## Model Policy

ExcelinEd Policy Toolkit - 2019

This document contains a model policy for an annual state review of career and technical education (CTE) offerings in K-12 education. [Download this model policy as an editable Microsoft Word document.](#)

### SUMMARY

The Annual Review of Career and Technical Education (CTE) Programs allows the state to ensure proper alignment of CTE programs with workforce demand, emphasize the type of CTE programs that will help students learn the skills needed for middle- and high-wage careers as well as inform the public that CTE programs are delivering on the federal, state and local investments to produce the skilled workforce needed for economic growth.

### MODEL POLICY - ANNUAL REVIEW OF CAREER AND TECHNICAL EDUCATION OFFERINGS ACT

Be It Enacted by the Legislature of the (state):

#### Section 1.

(1) The (State Education Leader) shall conduct an annual review of career and technical education offerings in K-12 and the (state technical/community college system), in consultation with the (Workforce and Innovation Opportunity Act board, workforce agencies/departments), leaders of business and industry, the (governing board of higher education), school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications. The review shall identify career and technical education offerings that are linked to occupations that are in high-demand by employers, require high-level skills, and provide middle- and high-level wages. The review shall include analyses of:

(a) Participating students and their outcomes, including the following:

- i. Academic achievement;
- ii. Attainment of industry certifications;
- iii. Program completion;
- iv. Applied learning experiences;
- v. College credit attainment through the career and technical education program, including dual enrollment or articulation;
- vi. Postsecondary enrollment and credential attainment, including enrollment in 4-year degree programs for state College System students; and
- vii. Employment outcomes, including wages;

(b) Demographics of participating students by pathway and credential attainment;

(c) Educational settings of the courses;

(d) Alignment with high-growth, high-demand and high-wage employment opportunities;

(e) Current and projected economic, labor and wage data on the needs of the state, regional and global economy and workforce.

(f) Alignment with certificate or degree programs offered at the postsecondary level or professional industry certifications;

(h) Employment outcomes, including wages, by career and technical education program offerings;



- (i) Apprenticeship and pre-apprenticeship offerings;
- (j) Qualifications and specialized knowledge and expertise of instructors and the opportunities for these educators to upskill in the latest in-demand skills of employers; and
- (k) Extent to which federal, state and local funding is used to foster career and technical education program success and program efficiency.

(2) Using the findings from the annual review in subsection (1), *(the State Leader of Education)* shall phase out K-12 career and technical education offerings that are not aligned with the needs of employers or do not provide program completers with a middle- or higher-wage job. Additionally, the *(the State Leader of Education)* shall encourage school districts and the *(state technical/community college system)* institutions to offer new programs that are in demand by employers but are not offered by school districts or the *(state technical/community college system)* institutions.

(3) By December 1 of each year, the *(the State Leader of Education)* shall provide to the Governor, the President of the Senate, and the Speaker of the House of Representatives a report summarizing the following:

- (a) The review's findings pursuant to subsection (1);
- (b) A list of existing career and technical education programs by school or institution that are not aligned to employer demand or do not provide students with an opportunity to earn a living wage;
- (c) A list of in-demand knowledge, skills and competencies by employers that are currently not being met through existing career and technical education program offerings;
- (d) The *(the State Leader of Education)*'s recommendations to improve the operational efficiency and student success in the state's career and technical education program offerings.

(4) The *(State Board of Education/rulemaking authority)* shall adopt rules pursuant to *(sections)* to implement this section.

## Section 2.

This act shall take effect upon becoming a law.