Career and Technology Education Policy Analysis

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Overview

- Members of MCTA were asked to provide policies or links related to career and technical education (CTE) from the MHEC region

- 34 were reviewed and analyzed

- Approximately 80,500 pages of text were explored

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Framing Questions

- Who is responsible for carrying out the policy?
- Who is responsible for oversight of the policy?
- What age did the policy focus?
- What was the specific focus area(s) of the policy?

- Did the policy mention concurrent enrollment?
- Was funding provided to carryout the policy?
- Did the policy mention industry certifications and/or standards?
- Was a report required to inform on policy progress?

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Note

Some policies did not have an answer to each of the framing questions while others had multiple responses for the same question.

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Responsible for Carrying Out Policy

1. Other
   - Employers
   - Special boards
   - Organized labor
   - Multi-sector partnerships

2. School districts
3. Community colleges
4. Secondary education institutions
5. Colleges/universities (4-year) and Employment/Workforce Development Agency
6. State board of education and State Higher Education Executive Office

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Responsible for Policy Oversight

1. Other
   - Special boards
   - State board for career and technical education

2. State board of education

3. State higher education executive office

4. Employment/workforce development agency

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Age and Concurrent Enrollment

Age the Policy Focuses
- Youth: 20
- Adult: 17

Mentioned Concurrent Enrollment
- No: 27
- Yes: 5

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Specific Policy Focus Areas

1. High demand jobs
2. Other
   - High skill
   - Potential high growth
   - Regional workforce needs
   - Early intervention career programs for elementary and middle school students
3. Equity
4. High wage

Funding and Industry Standards

Provides Funding/Grants
- Yes: 24
- No: 8

Mentions Industry Certifications and/or Standards
- Yes: 23
- No: 9

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Requires a Report

- Yes: 27
- No: 10

- Information in the required report varied
- The organization from where the report originated and to whom it was sent also differed

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Similarities

- Have a comparable definition of CTE
- Studies have been conducted to help stakeholders move forward with CTE policies and updates
- Increase of and modifications to CTE policies within the last 5 years
- More conversations and collaborations with key players such as employment/workforce development agencies, employers, and education institutions

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Differences

- Addressed state authorization reciprocity agreements
- Military-connected individuals, spouses and dependents were mentioned
- Policies for CTE are scattered throughout different chapters in state statutes/codes

Summary

- Additional policy analysis needs to be completed and verified.
- What is the impact of these policies? What does the data tell us?
- Are there additional research questions that need to be asked?