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## Career and Technical Education Recent State Policies and Activities

Compiled by the  
Education Commission of the States

### Comprehensive

State	Measure	Subject
South Carolina	2005 H. 3155 <a href="http://www.scstatehouse.net/sess116/2005-2006/prever/3155_20050519.htm">http://www.scstatehouse.net/sess116/2005-2006/prever/3155_20050519.htm</a>	Education and Economic Development Act: curriculum organized around career cluster system, career guidance program, individualized graduation plan, regional career information centers, colleges of education to include career education in training, articulation between school districts and higher education institutions.
Michigan	2003 H.B. 4401 <a href="http://www.legislature.mi.gov/documents/2003-2004/billenrolled/house/pdf/2003-HNB-4401.pdf">http://www.legislature.mi.gov/documents/2003-2004/billenrolled/house/pdf/2003-HNB-4401.pdf</a>	Development of 3-year regional career preparation plan within boundaries of a workforce development board; plan to include: the role of partners (districts, advance career academies, postsecondary institutions, employers, labor representatives), programs including career exploration, integrated academic and technical curriculum, work-based opportunities, testing, funding; funding ranked by career cluster based on salary data and job opportunity.

### Accountability and Governance

State	Measure	Subject
California	2005 H.B. 1609 <a href="http://www.leginfo.ca.gov/pub/bill/asm/ab_1601-1650/ab_1609_bill_20050927_chaptered.html">http://www.leginfo.ca.gov/pub/bill/asm/ab_1601-1650/ab_1609_bill_20050927_chaptered.html</a>	School accountability report card to include assessment of career-technical education data measures, such as the number of students participating and the percentage of students completing career technical education programs and earning high school diplomas.
Oklahoma	2003 S.B. 628 and H.B. 1068 <a href="http://www2.lsb.state.ok.us/">http://www2.lsb.state.ok.us/</a>	State Board of Career and Technology Education is reconstituted to include appointment of members representing businesses in the state and educational interests.

## Curriculum, Diplomas, Guidance and Planning

State	Measure	Subject
Washington	2006 H.B. 2789 <a href="http://www.leg.wa.gov/pub/billinfo/2005-06/Pdf/Bills/House%20Passed%20Legislature/2789-S2.PL.pdf">http://www.leg.wa.gov/pub/billinfo/2005-06/Pdf/Bills/House%20Passed%20Legislature/2789-S2.PL.pdf</a>	Relates to apprenticeships: requires postsecondary institutions to be information resource; state apprenticeship and training council to coordinate outreach program; development of direct entry programs for graduating secondary students; pilot projects, including collaborations between secondary institutions and apprenticeships, between high schools and technical colleges, and involving small or rural high schools.
California	2004 A.B. 2295 <a href="http://www.leginfo.ca.gov/pub/03-04/bill/asm/ab_2251-2300/ab_2295_bill_20040823_enrolled.pdf">http://www.leginfo.ca.gov/pub/03-04/bill/asm/ab_2251-2300/ab_2295_bill_20040823_enrolled.pdf</a> ; Veto message <a href="http://www.governor.ca.gov/govsite/pdf/vetoes/AB_2295_veto.pdf">http://www.governor.ca.gov/govsite/pdf/vetoes/AB_2295_veto.pdf</a>	Authorizes a school district to provide a pupil with an individualized academic and career exploration plan prior to completion of 9 <sup>th</sup> grade; sequence of academic courses, sequence of career exploration activities, participation in training or work experience; Veto: districts can do this now, therefore unnecessary.
Louisiana	2005 S.B. 355 <a href="http://www.legis.state.la.us/billdata/streamdocument.asp?did=319071">http://www.legis.state.la.us/billdata/streamdocument.asp?did=319071</a>	Tuition Opportunity Program for Students (TOPS)-Tech Early Start Award: assistance may be used for industry-based occupational education credential, career information to be available, eligibility requirements.
Mississippi	2006 H.B. 214 <a href="http://billstatus.ls.state.ms.us/documents/2006/html/HB/0200-0299/HB0214SG.htm">http://billstatus.ls.state.ms.us/documents/2006/html/HB/0200-0299/HB0214SG.htm</a>	Directs the Department of Education to design and implement an alternative high school diploma for students who wish to enter directly into the workforce immediately following graduation.

## Joint Partnerships

State	Measure	Subject
Nebraska	2006 L.B. 690 <a href="http://www.unicam.state.ne.us/pdf/FINAL_LB690_1.pdf">http://www.unicam.state.ne.us/pdf/FINAL_LB690_1.pdf</a>	Career Education Partnership Act: Department of Education will administer a grants programs to support collaboration between two or more school districts and an educational service unit or a public postsecondary education institution, and an advisory group which is an economic development board, a chamber of commerce, or a group specifically designed for the project; grants may be used for developing academic or technical competencies, curriculum, or professional development.
Illinois	2005 H.B. 3646 <a href="http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=094-0220">http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=094-0220</a>	Vocational Academies Act: School district in partnership with community college, local employers and community organizations may establish a vocational academy, which may receive a grant if it is a two-year school organized around a career theme and meets other learning standards.
Arizona	2004 H.B. 2005 <a href="http://www.azleg.state.az.us/Form atDocument.asp?inDoc=/legtext/46leg/2r/laws/0263.htm">http://www.azleg.state.az.us/Form atDocument.asp?inDoc=/legtext/46leg/2r/laws/0263.htm</a>	Allows individuals over age 22 to attend vocational programs in a joint technological education district if capacity remains; programs must be limited to high school curriculum unless offered in conjunction with a community college district.
Virginia	2004 S.B. 553 <a href="http://leg1.state.va.us/cgi-bin/legp504.exe?041+ful+CHAP0256">http://leg1.state.va.us/cgi-bin/legp504.exe?041+ful+CHAP0256</a>	Authorizes school boards to create joint or regional schools offering a specialized curriculum leading to a high school diploma and a postsecondary credential, such as industry certification, career certificate, or degree.
Texas	2003 H.B. 242 <a href="http://www.capitol.state.tx.us/cgi-bin/tlo/textframe.cmd?LEG=78&amp;SESS=R&amp;CHAMBER=H&amp;BILLTYPE=B&amp;BILLSUFFIX=00242&amp;VERSION=5&amp;TYPE=B">http://www.capitol.state.tx.us/cgi-bin/tlo/textframe.cmd?LEG=78&amp;SESS=R&amp;CHAMBER=H&amp;BILLTYPE=B&amp;BILLSUFFIX=00242&amp;VERSION=5&amp;TYPE=B</a>	Broadens the participation of industry and business representatives in educational planning activities; allows recognition of student achievement through awards; allows wealthy school districts to partner with less wealthy districts to create career and technology programs that can serve more than one district.

Source: Education Commission of the States, Recent State Policies/Activities: Career and Technical Education, <http://www.ecs.org/ecs/ecscat.nsf/WebTopicView?OpenView&count=-1&RestrictToCategory=Career/Technical+Education>.

## Graduation Requirements and Options Recent State Policies and Activities

Compiled by the  
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State	Authority	Subject
Indiana	P.L. 1-2005 and P.L. 105-2005 ( <a href="http://www.in.gov/legislative/pdf/acts_2005.pdf">http://www.in.gov/legislative/pdf/acts_2005.pdf</a> ) 511 Indiana Administrative Code 6-7.1 ( <a href="http://www.doe.state.in.us/core40/">http://www.doe.state.in.us/core40/</a> ) and ( <a href="http://www.doe.state.in.us/stateboard/pdf/04-277sboe050505f.pdf">http://www.doe.state.in.us/stateboard/pdf/04-277sboe050505f.pdf</a> )	Core 40 Curriculum requires a student to earn 40 semester credits; academic honors and technical honors diplomas both require a total of 47 credits minimum; recommended in 1994 by representatives from business, industry, labor, higher education and elementary/secondary education; in 2004 Indiana's Education Roundtable passed a series of resolutions endorsing the Core 40 for more students: improving diploma requirements, making Core 40 the default curriculum, adding a Core 40 with Technical Honors, and requiring Core 40 for admission to state higher education institutions; in 2005 the Indiana General Assembly required the Core 40 for all students entering in Fall 2007 with an opt-out provision and a minimum requirement for admission to state universities.
Oregon	H.B. 3129 ( <a href="http://www.leg.state.or.us/05reg/measpdf/hb3100.d/hb3129.en.pdf">http://www.leg.state.or.us/05reg/measpdf/hb3100.d/hb3129.en.pdf</a> ) and Oregon Administrative Rules 581-022-1120 ( <a href="http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_022.html">http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_022.html</a> )	Each student must develop an education plan and build an education profile, demonstrate proficiency through a collection of evidence, demonstrate proficiency in: personal management, problem solving, communication, teamwork, employment foundations, and career development, participate in career-related learning experiences, and achieve specific Certificate of Initial Master performance standards in English, math, and science.
Tennessee	Rules of the State Board of Education Chapter 0520-1-3 ( <a href="http://www.state.tn.us/sos/rules/0520/0520-01/0520-01-03.pdf">http://www.state.tn.us/sos/rules/0520/0520-01/0520-01-03.pdf</a> )	Students are required to complete 14 units of the core curriculum plus either the University Preparation Curriculum or the Technical Preparation Curriculum. University curriculum includes 2 units of foreign language and 1 unit of fine arts. Technical curriculum requires 4 units focusing on a particular technical area.

Washington	Washington Administrative Code 180-51-061 ( <a href="http://apps.leg.wa.gov/WAC/default.aspx?cite=180-51-061">http://apps.leg.wa.gov/WAC/default.aspx?cite=180-51-061</a> )	Students write their High School and Beyond Plan in eighth or ninth grade and continue to revise them as their interests change. They are to include their goals for high school and goals for post-high school. Effective with the Class of 2008, students must complete a culminating project demonstrating learning competencies and preparations relating to various Washington State Learning Goals.
West Virginia	Department of Education Model ( <a href="http://www.wv.gov/Offsite.aspx?u=http://wvde.state.wv.us/">http://www.wv.gov/Offsite.aspx?u=http://wvde.state.wv.us/</a> )	Career Clusters and Career Majors: Students must choose to complete 4 units in a career major according to pathways: professional level careers, skilled level careers, and entry level careers; professional pathway requires a 4 <sup>th</sup> unit of math and science and 2 units of foreign language; skilled pathway requires 4 <sup>th</sup> unit of math and 3 units in a concentration; entry pathway requires 4 units in a concentration; opportunities for career decision-making must be provided in grades 9 and 10.

Source: StateNotes, Education Commission of the States, *Technology, Career/Tech, Oral Communications, Life Management Skills, Community Service and Other Graduation Requirements*, <http://www.ecs.org/html/offsite.asp?document=http%3A%2F%2Fmb2%2Eecs%2Eorg%2Freports%2FReport%2Easpx%3Fid%3D907>.

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