



Career Readiness & the Every Student Succeeds Act: Mapping Career Readiness in State ESSA Plans

The Every Student Succeeds Act (ESSA) presented states with a significant opportunity to design their K-12 education systems to prepare all students for college and careers. States used this occasion to set and execute a vision that provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value.

The U.S. Department of Education set two deadlines for state ESSA plan submissions — April and September 2017. Sixteen states and the District of Columbia elected to submit a plan in “round 1” and 34 states submitted a plan in “round 2.” Advance CTE and Education Strategy Group reviewed all state plans to examine and document the extent to which states took advantage of the ESSA opportunity to improve career readiness in grades K-12.¹

Key Takeaways from ESSA State Plans

- Forty-nine states include at least one strategy to expand career readiness in their ESSA plans.
- States used the accountability provisions as the most direct — and most leveraged — vehicle for incorporating career readiness in their plans. Thirty-five states included a career-focused measure in their high school accountability rating systems, with another seven states including a measure in their public reporting systems or committing to explore such a measure for accountability in the near future.
- More than half the states set a vision of college and career readiness for their students. Yet only 13 connected the aspirational vision to the reality of their long-term goals.
- Thirty-six states signaled that a well-rounded education should include, and that federal funds should be used locally to support, CTE and career readiness through Title IV. However, only 15 states described specific state-level activities to support career readiness; Science, Technology, Engineering and Mathematics (STEM); and/or dual enrollment under Title IV, Part A Student Support and Academic Enrichment Grants.
- Twenty states identified career readiness as an explicit priority for the 21st Century Community Learning Centers competitive funding under Title IV, Part B.
- Eleven states highlighted opportunities under Title II, Part A to attract qualified professionals, support professional development activities related to career readiness, and develop “grow your own” teacher pathways in high school. However, only seven states specified that they would use Title II, Part A funding for these activities.
- Only two states plan to leverage the Title I direct student services set-aside to expand CTE, AP and IB pathways.
- Connections between career readiness and academic standards and assessments were not explicitly identified in any state plans.

Looking across the 51 state plans, there is no question that more states are planning to leverage ESSA to advance career readiness than in the past, especially through their accountability systems. This is a significant shift in state policymaking that, if implemented equitably and in high-quality ways, has the potential to benefit millions of students. But it is too soon to declare victory. For one, states left many of the opportunities offered throughout ESSA to support career readiness on the table. In addition, developing a plan is only the first part. States must now turn their plans into reality, and that means partnering with districts and schools to confront issues of access, professional development, and alignment of pathways across K-12 and postsecondary education. Ensuring every student is ready to succeed in college and careers will take further commitment. The time is ripe for action.

Background

Since the last reauthorization of the Elementary and Secondary Education Act in 2001, the education landscape has changed dramatically and the idea that all students should leave school fully prepared for their next step has taken root. To achieve success in tomorrow's workforce, all students need more opportunities to gain the knowledge, skills and experiences necessary to be college and career ready, and they need to attain some education or training beyond high school. State leaders recognize this shift and are devoting significant attention to increasing the number of high school graduates that are college and career ready.

In particular, state commitment to improve career readiness for all students has grown in the past few years. Through efforts to align high-quality secondary and postsecondary Career Technical Education (CTE) pathways, collaborate with business and industry to expand work-based learning experiences, integrate academic and technical standards, and hold schools accountable for their progress, greater numbers of students are exposed to and prepared for life beyond high school.

ESSA sets the stage for states to strengthen and expand this work. States and districts have broad autonomy to experiment and innovate. While state ESSA plans do not entail the full breadth of state work in any particular area, they do send a powerful message about the priorities of the state. This brief can be a critical resource for examining state efforts to expand career readiness through ESSA.

Key Opportunities and Actions

The following provides a summary of key opportunities within ESSA for states to expand and improve career readiness and highlights states that took advantage of these opportunities in the first round of ESSA state plan submissions. The analysis covers five critical areas:

- Title I long-term goals;
- Title I standards alignment;
- Title I school accountability rating system;
- Title II teacher professional development; and,
- Title IV student supports for a well-rounded education.

The counts provided below represent proposals from all 50 states and the District of Columbia. Within each section, the brief highlights promising practices from the round 2 plans. Additional highlights from round 1 plans can be found [here](#). A full analysis of the career readiness strategies in ESSA plans can be found in the [Appendix](#).²

Title I - Goals

ESSA required states to set long-term goals and interim targets based on proficiency on assessments, high school graduation and English-language proficiency; however, states were able to go beyond the minimum requirements to expand their goals to better align with their existing or newly developed strategic visions for

² For the full overview of opportunities for integrating career readiness and CTE, see <https://careertech.org/resource/cte-essa-intersections-opportunities>

education. Across the state plans, we observed two themes: a majority of states established an aspirational vision for college and career readiness for all students, and yet, very few operationalized that vision through their required long-term goals.

Twenty-eight states included specific college- and career-ready language in their vision for students. For instance, **South Carolina's** plan is grounded in its Profile of a South Carolina Graduate, which outlines the world-class knowledge, world-class skills, and life and career characteristics necessary for students to be successful in the global economy. By 2035, the state seeks to have 90 percent of graduates meeting that definition.

While a number of these states defined a college- and career-ready graduate, similar to South Carolina, only 13 states actually connected their long-term goals to that vision. This is a missed opportunity for bringing alignment across K-12 and postsecondary education. Leading examples from round 2 include:

- **Alabama** aspires to have prepared graduates and create multiple pathways to careers and higher education. To meet those aspirations, the state set a goal that all students in the classes of 2021-24 will meet at least one college or career readiness indicator, and that all students in the classes of 2025-30 will meet at least one college-readiness indicator and one career readiness indicator.
- **Oklahoma** aims to improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities. The state set two goals to better prepare students for success beyond high school. It seeks to (1) reduce by 50 percent the need for remediation after high school and (2) ensure that 100 percent of students in grades 6 through 12 develop a useful and meaningful Individual Career Academic Plan.
- **Pennsylvania** identifies a number of critical benchmarks to monitor as it works to promote college and career readiness for all students. For instance, the state seeks to increase annual enrollment in state-approved CTE programs by 5 percent annually.
- **South Carolina** connects its goals to the Profile of a South Carolina Graduate. First, by 2035, the state seeks to have 90 percent of graduates meeting that definition. Second, beginning with the graduating class of 2020, South Carolina aims for the state, each district, and each high school to annually increase the percentage of students who graduate ready to enter postsecondary education without remediation by 5 percent.

Long-term goals communicate the state's vision for K-12 student success to students, parents, educators, policymakers and the public. It is paramount that the vision clearly articulates college and career readiness and that states work to ensure that their vision is more than just an aspiration. It should become a reality so that all students have the knowledge and skills to succeed beyond high school, regardless of their chosen path.

Title I – Standards

ESSA required that states align their “challenging academic standards” with state CTE standards and with entrance requirements for credit-bearing coursework in higher education.³ This provided a significant opportunity to bring together academic and technical educators, higher education faculty, and business and industry representatives to ensure rigorous expectations for all students.

Despite this, no state explicitly outlined its efforts to align academic and technical standards in either submission round. While standards are the anchor for all other K-12 activities, the U.S. Department of Education plan template did not require states to address alignment to CTE standards or higher education expectations, and so states did not. This is a significant missed opportunity.

Regardless, states can and should still identify opportunities to encourage and support blending the instruction of academic and technical content, especially in high school. And states should revisit their career standards on an ongoing basis to ensure they represent the most up-to-date knowledge and skills and are aligned to workforce needs. For instance, **Kentucky's** ESSA plan describes how the commonwealth recently initiated an extensive standards revision process. Computer science and career studies standards are in the priority group

³ Sec.1111(b)(1)(D)(i)

and will be revised in 2017 and then every six years afterwards on a rotating cycle. Advisory panels will include business and industry professionals as well as higher education representatives. This is an important lever to ensure alignment throughout the education system.

Title I – Accountability

The most direct opportunity for states to infuse career readiness into their K-12 systems under ESSA is through the law’s accountability provisions. States have broad flexibility to define the measures and methods used to determine school performance in ESSA. Specifically, states are responsible for determining measure(s) for an indicator of “school quality or student success.”⁵ This is a key opportunity for states to inspire and support increased numbers of students to be ready for college and careers.

Destination Known: Valuing College AND Career Readiness in State Accountability Systems, from Education Strategy Group and the Council of Chief State School Officers, provides a roadmap of the measures states can use in an accountability system to support all students in achieving success after high school, as well as strategies for putting that accountability system into practice.⁴

While accountability is not a silver bullet, research suggests educators and students respond to clear goals, transparent data and systems that highlight success and identify underperformance.⁶ In particular, accountability information can lead to critical actions such as strengthening the quality of CTE pathways, expanding opportunities for students to experience the world of work and earn industry-recognized credentials, and offering targeted student supports to meet college- and career-ready expectations on assessments that are validated by higher education and industry.

Thirty-five states identified measures of career readiness in their federal accountability systems. In comparison, 20 states previously included some measure of career readiness in their separate state accountability systems, which do not necessarily hold weight under ESSA.⁷ In each of these states, students are provided with a variety of opportunities to demonstrate their college and career readiness. Many states placed significant weight on these measures for high school accountability. Weighting for college and career readiness measures ranged from 5 to 40 percent of the total high school accountability score, with the average weight around 20 percent. This is a powerful signal to high schools to focus on preparing students for success beyond graduation.

For instance, **New Hampshire** proposed to hold schools accountable for the percentage of high school seniors who have met specific benchmarks on two of the following measures: dual enrollment, SAT, ACT, Advanced Placement, International Baccalaureate, industry-recognized credential, career pathway completion, or ACT career readiness certificate. Other states, including **New York** and **South Dakota**, provided a similar broad set of measures to demonstrate college and career preparation.

Building upon its long history of considering college and career readiness in accountability, **Kentucky** expanded its focus to include indicators of both access and success. The commonwealth’s “Opportunity and Access” indicator will measure four dimensions: rich curriculum, equitable access, school quality and whole child supports. At the high school level, required measures of rich curriculum include students completing a career pathways in a CTE program of study and students demonstrating essential skills by earning a bronze or higher on a work ethic certification that is under development by the Kentucky Department of Education (KDE).

⁴ Education Strategy Group and the Council of Chief State School Officers. (2017). *Destination Known: Valuing College AND Career Readiness in State Accountability Systems*. Retrieved from <https://careertech.org/resource/destination-known>

⁵ Sec.1111(c)(4)(B)(v)

⁶ Edwin Locke and Gary P. Latham, “Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey,” *American Psychologist* 57(9) (2002). See also, Gerard H. Seijts and Gary P. Latham, “The Construct of Goal Commitment: Measurement and Relationships with Task Performance,” in *Problem and Solutions in Human Assessment*, eds. Richard D. Goffin and Edward Helmes (New York, N.Y.: Springer, 2000), 315–332. Martin Carnoy and Susanna Loeb, “Does External Accountability Affect Student Outcomes? A Cross-State Analysis,” *Educational Evaluation and Policy Analysis* 24 (2002), No. 4, pp. 305–331, <https://cepa.stanford.edu/sites/default/files/EPAaccountability.pdf>.

⁷ Advance CTE and Achieve. (2016). *How States are Making Career Readiness Count: A 2016 Update*. Retrieved from <https://careertech.org/resource/making-career-readiness-count-2016-update>

Figure 1: Kentucky's High School Transition Readiness Indicator

High School Diploma AND Meeting Requirements of ONE Type of Readiness		
Academic Readiness	Career Readiness	Military Readiness
<ul style="list-style-type: none"> ✓ Achieve benchmarks determined by the Council on Postsecondary Education on a college admissions exam; <u>OR</u> ✓ Earn a grade of B or better on 6 or more hours of Kentucky Board of Education-approved dual credit; <u>OR</u> ✓ Earn a score of 3+ on exams in at least 2 or more AP courses; <u>OR</u> ✓ Earn a score of 5+ on at least 2 or more exams for IB courses; <u>OR</u> ✓ Achieve benchmarks on at least 2 Cambridge Advanced International exams. 	<ul style="list-style-type: none"> ✓ Achieve benchmarks on Workforce Innovation Board-approved Industry Certifications; <u>OR</u> ✓ Earn Kentucky Occupational Skills Standards Assessments (KOSSA) as appropriate for articulated credit; <u>AND</u> ✓ Earn a score of B or better on 6+ hours of approved CTE dual credit courses; <u>OR</u> ✓ Compete 2 CTE credits and enroll in the next credit in a CTE program of study; <u>OR</u> ✓ Complete a KDE/Labor Cabinet-approved apprenticeship; <u>OR</u> ✓ Complete a KDE-approved alternate process to verify exceptional work experience. 	<ul style="list-style-type: none"> ✓ Meet the benchmarks on the Armed Forces Qualifications Test of the Armed Services Vocational Aptitude Battery exam; <u>AND</u> ✓ Enlist in a branch of military service; <u>OR</u> ✓ Compete two certificates of training and enroll in the third credit within a Junior Reserve Officers' Training Corps (JROTC) program.

Additionally, the Commonwealth's "Transition Readiness" indicator measures the college, career and military readiness of high school students (Figure 1).

It is worth noting that four of the states that did not include a career-focused measure in their proposed high school accountability system did indicate that they plan to do so in the future when more data are available, with many of the remaining states identifying ways in which they currently publicly report or plan to publicly report on career-focused indicators. Additionally, **Hawaii** plans to incorporate career readiness indicators in its separate state accountability system, which carries no weight under ESSA, at a future date. Taken as a whole, this is a watershed moment for career readiness in K-12 education, and should be celebrated.

Regardless of the specific measures included today or in the future, it is important to recognize that significant work remains to ensure high-quality implementation. Without rigorous expectations, broad access, and meaningful data quality mechanisms in place, the push to recognize students' preparation for college and careers will not have its intended impact. And, equally important, states must publicly report the full range of indicators included within their systems to maximize transparency, especially considering that most states are using a "meta-indicator," which allows students to demonstrate their college and career readiness in a variety of ways.

Title II, Part A – Supporting Effective Instruction

ESSA provides specific funding for states and districts to support professional development opportunities for teachers, leaders and administrators. States can use these funds to prepare educators to integrate academic and CTE strategies, understand and use labor market information for improving pathways, and support student transitions to postsecondary education and the workforce. Very few states took advantage of this flexibility. Only

eleven states mentioned expanding the teacher workforce or improving teacher preparation and support for CTE educators, and of those, only Hawaii, Indiana, Mississippi, Pennsylvania, Washington, West Virginia and Wisconsin explicitly highlighted using Title II, Part A funds to support the work.

Washington plans to use the funds to support professional development on integrating CTE content into academic instructional practices. The state may also include training on regional workforce needs and supporting student transitions into postsecondary education and the workforce. **Pennsylvania** aims to use the funds to provide technical assistance to implement career exploration curriculum focused on the teaching profession. The commonwealth is also encouraging districts to use their local funds to help teachers get the credentials they need to teach dual and concurrent enrollment courses.

Indiana will use Title II, Part A resources to increase the number of educators certified to teach dual enrollment courses. Funding will specifically support these educators in attaining 18 credit hours in master's level courses in the applicable subject area(s). This can be an important lever for increasing access to rigorous CTE pathways for students. Nearly one-third of all dual enrollment courses are in the technical fields, and as states work to increase the quality of pathways to ensure they result in opportunities to gain early postsecondary credit or an industry-recognized credential, that number will likely rise.⁸

There are two likely reasons why the majority of states did not address professional development to support academic and CTE integration. First, the ESSA plan template did not require states to provide significant detail about the use of funds. Second, a significant amount of Title II, Part A funds pass directly to districts, thus the state has limited authority for directing how those funds are spent. Regardless, if college and career readiness is truly a priority, providing meaningful professional development where academic and CTE teachers collaborate and learn how to reinforce each other's content is critically important and a worthy investment.

Mississippi's state plan describes a different approach to using Title II, Part A funds to support CTE programs and strengthen the teacher pipeline. The state plans to use federal funds to support "grow-your-own" teacher programs in high schools, including Educators Rising and high school CTE teacher academies.

Title IV, Part A – Student Support and Academic Enrichment Grants

ESSA consolidated programs across Title IV into a new block grant for states. The grants are intended to ensure students receive a "well-rounded education," improve school learning conditions, and enhance the use of technology to support student achievement. Allowable expenditures include, among others, expanding accelerated learning programs — such as dual enrollment courses in academic or technical subjects — and CTE courses; supporting partnerships with postsecondary institutions and employers; improving STEM instruction and engagement; and strengthening college and career guidance, counseling and exploration activities. Further, states may use these funds to coordinate with other federal funding streams, such as The Carl D. Perkins Career and Technical Education Act of 2006, to promote student learning.

While the majority of Title IV, Part A funds flow to districts, states are allowed to set aside 5 percent of the funds. Additionally, states can influence district spending in two ways. First, districts must conduct a "needs assessment" as part of the application for the funds. States are responsible for developing that application, and may choose to ask specific questions about student access to advanced coursework, including CTE courses, or expanding career guidance and advisement activities. Second, the state can create specific incentives for the use of funds in certain areas. For instance, it can identify particular activities, if implemented by a district, for which the state would contribute matching funds to help enhance or scale up the activity.

⁸ National Center for Education Statistics. (2013). Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2010–11. Retrieved from <https://nces.ed.gov/pubs2013/2013001.pdf>

Strengthening Career Readiness in Low Performing Schools

ESSA requires states to identify the lowest performing 5 percent of schools and offer strategies for improvement. Each identified school is required to conduct a needs assessment and submit a plan for improvement to their district. While districts are largely in charge of school improvement activities under ESSA, states do have the authority to create the needs assessment rubric and offer supports as appropriate. In the round 2 state plans, five states identified expansion of CTE or career pathways as a critical support opportunity for low-performing schools. For instance, **Ohio** plans to encourage low-performing high schools to implement CTE as part of their school improvement plans. In **Idaho**, a member of the state's Division of CTE sits on the State Technical Assistance Team, which is tasked with coordinating supports for identified schools. **Rhode Island** plans to distribute half of the state's school improvement funds through competitive School Improvement Innovation grants, which are designed to help districts increase student access to pathways and learning opportunities that prepare students for success beyond high school. As the technical assistance provided to low-performing schools and districts is largely contingent on the needs assessment, this is an area where states have a lot of room to support career readiness activities in the future.

In round 1 and 2 state plans, the majority of states encouraged districts to use the Title IV, Part A funds to support college and career readiness — often reiterating the allowable uses of funds to expand course opportunities for students. Yet, only 15 states committed any specific Title IV, Part A funds to such activities. The promoted activities represented two general strategies: expanding advanced coursework and promoting college and career advising. For example, **New York** plans to use the state set-aside funds and other resources to increase the number of schools that provide multiple, personalized pathways to graduation, including career-related coursework. **Mississippi** will use the funds to promote access to accelerated learning opportunities,

including AP, IB, dual/concurrent enrollment and early college high schools. The state also plans to update the state's counselor handbook to include a new section on transitions. A number of other states described existing activities and initiatives that support well-rounded education and career readiness, but did not explicitly articulate how, or if, they would be supported through Title IV, Part A.

While not a Title IV flexibility, states did have one other related opportunity to prioritize funding for career readiness through the Direct Student Services (DSS) flexibility in Title I. Across both rounds, only two states took advantage of the DSS flexibility to design competitive funding programs to support college and career readiness.

Career Readiness in Other Titles

While ESSA includes additional programs to support specific student populations, this report focuses on statewide activities. Many states did identify CTE and/or career readiness strategies as key pillars in their work under Title I, Part C (Education of Migratory Children); Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk); and the McKinney-Vento Homeless Assistance Act.

Title IV, Part B – 21st Century Community Learning Centers

ESSA supports 21st Century Community Learning Centers, which are intended to supplement the K-12 education experience during non-school hours. These competitively-funded centers are required to support a multitude of programs and activities that support a “well-rounded education,” including CTE.

Most states simply focus this funding stream to support at-risk youth, without any direct connection to career readiness or CTE. Yet, 20 states did propose aligning grant requirements for the 21st Century Community Learning Centers with other statewide priorities related to career readiness. For instance, three out of **Pennsylvania's** five state priorities for Title IV, Part B are related to career preparation. These include: STEM/STEAM education; workforce, career readiness and college readiness; and planning for transitional vocational/technical services. STEM programs will receive additional points under **Maryland's** prioritization

system for 21CCLC grants. **Wyoming** plans to prioritize STEM; college, career and military readiness; and middle and high schools that partner with business, industry, and/or postsecondary providers to offer workplace and internship experiences.

Conclusion

There were clear opportunities for states through ESSA to bring the “career” in college and career readiness to life for all students. ESSA provided broad autonomy for states to shape their K-12 education systems to meet their long-term goals. With that autonomy comes great responsibility to help all students prepare for success beyond high school.

It is a positive sign that nearly every state either included or plans to include some measure of career readiness in their accountability system. This is a significant movement forward in state education policy that, if implemented in high-quality ways, should have positive repercussions for years to come. Students will benefit from increased opportunities to earn postsecondary credit in high school, gain industry-recognized credentials that have value in the labor market, and experience hands-on learning in work-based settings.

However, accountability aside, most states did not fully leverage ESSA’s flexibility to improve their career readiness systems. Too few states truly anchored their ESSA plans in their vision for college and career readiness. This was particularly evident in how few states aligned their long-term goals to their vision for success. And there were significant gaps in the number of states that specified their approaches to integrate academic and technical instruction and expand access to rigorous CTE pathways in the areas of standards, professional development and well-rounded education.

This may in part be a result of increased federal flexibility. In March 2017, the Trump Administration revised the U.S. Department of Education’s existing ESSA plan template to eliminate certain requirements and provide additional leeway for states. As such, many chose to provide the minimum amount of details required in their ESSA plans, even though more detailed strategies were discussed during the stakeholder engagement process.

It is important to remember that ESSA plans are still just plans. Over the next few months and years, states will need to translate the words on paper to policies, programs and supports that affect the day-to-day operations of schools and classrooms. States and districts have numerous opportunities to strengthen and scale career readiness activities through implementation, such as:

- Providing professional development to better integrate academic and technical content;
- Reviewing gaps in access to and participation in high-quality career pathways, and offering resources and assistance to close those gaps;
- Ensuring that equitable provision of career pathways is a key component of any needs assessment or comprehensive plan;
- Establishing business rules to ensure the high-quality measurement and collection of career readiness data;
- Expanding the public reporting of college and career readiness measures; and
- Deepening focus on student transitions through school improvement and student support funding streams.

We encourage states to draw on stakeholder input — which often surfaced a desire for stronger systems of career preparation — to design and implement more concrete strategies related to career readiness. Through clear goals, directed guidance, tailored supports and strong accountability for performance, K-12 leaders can promote college and career readiness for all. State leaders must harness this opportunity to truly provide all students with meaningful pathways to success beyond high school.

State	Submission Round	CR language in Vision/ Goals	CR indicator in accountability system	CR indicator publicly reported	Plans to adopt future CR indicator	Discussion of Title II, Part A activities	Explicit plans to use Title II, Part A	Use of Title IV to support CR encouraged	Explicit use of state funds to support CR through SSAE	Prioritization of career readiness through 21CCLC	Title I DSS set-aside used to support CR
Alabama	2	X	X								
Alaska	2										
Arizona	1		X	X							
Arkansas	2	X	X		X			X		X	
California	2		X		X						
Colorado	1	X			X			X		X	
Connecticut	1		X					X	X		
DC	1							X		X	
Delaware	1	X	X	X				X			
Florida	2	X	X								
Georgia	2		X					X			
Hawaii	2	X		X		X	X				
Idaho	2	X	X	X				X	X		
Illinois	1	X	X					X			
Indiana	2		X			X	X	X	X		
Iowa	2				X						
Kansas	2	X									
Kentucky	2	X	X			X		X		X	
Louisiana	1		X		X			X		X	X
Maine	1	X			X	X					
Maryland	2		X					X	X	X	
Massachusetts	1	X						X	X		
Michigan	1		X					X		X	
Minnesota	2	X			X						
Mississippi	2		X			X	X	X	X	X	
Missouri	2							X	X		
Montana	2		X		X			X		X	
Nebraska	2	X						X		X	
Nevada	1							X	X		
New Hampshire	2	X	X					X	X		
New Jersey	1			X				X		X	
New Mexico	1	X	X		X			X	X		X
New York	2	X	X	X	X			X	X	X	
North Carolina	2	X	X		X						
North Dakota	1	X	X					X		X	
Ohio	2		X					X		X	
Oklahoma	2	X	X	X	X			X	X		
Oregon	1	X		X				X		X	
Pennsylvania	2	X	X	X		X	X	X		X	
Rhode Island	2	X	X		X			X		X	
South Carolina	2	X	X	X	X						
South Dakota	2	X	X					X	X		
Tennessee	1	X	X	X		X		X	X		
Texas	2	X	X					X			
Utah	2		X					X		X	
Vermont	1		X								
Virginia	2							X	X		
Washington	2		X			X	X	X		X	
West Virginia	2		X			X	X				
Wisconsin	2					X	X				
Wyoming	2	X	X			X		X		X	
		28	35	11	14	11	7	36	15	20	2

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