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Effective Pathways

Assessing the
Readiness of State
K-12 Career and
Technical Education
Programs

A National Analysis



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About Insightful Education Solutions

Insightful partners with mission-driven organizations to support the development and strengthening of education-to-workforce systems that expand opportunity and promote long-term economic security for learners.

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PART 1

Executive Summary

An overview of the analysis, its findings, and why it matters

States across the country are increasingly relying on education-to-career pathways as a critical strategy for preparing young people for work and advancing state and regional economic priorities. At the K-12 level, career and technical education (CTE) serves as the primary vehicle through which states organize and deliver education-to-career pathways at scale. Expectations for K-12 CTE have expanded well beyond exposure to careers. Today, policymakers, employers, and families look to CTE pathways to deliver effective preparation, including clear sequences of learning and experiences that lead to postsecondary success, in-demand jobs, and economic mobility.

Yet in many states, it remains difficult to answer a fundamental question: **Which K-12 CTE pathways are students actually pursuing and completing, and do those pathways lead to the outcomes states and employers expect?**

This report presents a national assessment of K-12 CTE program readiness: the foundational conditions states must have in place to credibly assess workforce alignment, pathway quality, and over time, effectiveness. Rather than evaluating individual schools or programs, this analysis examines whether state CTE programs are sufficiently structured, measured, and transparent to understand

student pathway activity, assess alignment with workforce priorities, and support ongoing improvement.

A SYSTEMS-BASED APPROACH TO READINESS

States vary widely in how they define and structure K-12 CTE pathways, what data they collect, and how information is made available to the public. These differences make it challenging to easily evaluate and compare programs across states.

As a result, this analysis adopts a systems-based approach for assessing K-12 CTE program readiness across four interrelated criteria:



Structure: Whether the state clearly organizes CTE programs down to the pathway level



Data: Whether the state collects and reports pathway-level student participation and outcomes data



Workforce alignment: Whether CTE student activity reflects state workforce priorities



Transparency: Whether pathway information and data are easily accessible

Together, these criteria indicate whether a state is positioned not just to offer pathways, but to manage them as an integrated program capable of supporting credible analysis and improvement over time.

KEY FINDINGS

The national analysis of all 50 states and the District of Columbia reveals four major findings:

1. **K-12 CTE pathways are not consistently defined or structured across states.** In some cases, pathways are not clearly distinguished from broad program areas, making it difficult to determine what students are actually pursuing and what completion means.
2. **Pathway-level completion and outcomes data are frequently missing or inconsistent.** Only a limited number of states can fully report pathway-level completion, credential attainment, or work-based learning outcomes, constraining their ability to assess progress, quality, or effectiveness.
3. **Workforce alignment cannot be credibly assessed without clear pathway structures and completion data.** Where pathways are loosely defined or completion is unclear, alignment analyses are limited to high-level industry sectors rather than occupation-aligned pathways.
4. **Public transparency of K-12 CTE pathway information and data is uneven and limited.** No state demonstrates full transparency. In many cases, pathway information and data are difficult to locate, interpret, or use – limiting trust, engagement, and action by employers, educators, and policymakers.

“Education-to-career pathways are increasingly central to preparing learners for in-demand jobs, economic mobility, and long-term workforce competitiveness.”

WHAT THESE FINDINGS MEAN

Taken together, the findings suggest that the lack of K-12 CTE program readiness is a major barrier to understanding and improving pathway effectiveness in many states. The report’s overall readiness ratings reinforce this conclusion, showing that many states are still building the foundational capacity needed to move from assumptions to demonstrated effectiveness. Gaps in program readiness do not typically reflect a lack of commitment or investment, but rather inconsistent definitions, unclear expectations, and limited use of existing data.

This analysis also surfaces an important view of workforce alignment. **Alignment is not always determined by**

whether a state offers pathways connected to priority industries. In practice, it depends on which pathways students are actually pursuing and completing. In some states, misalignment reflects patterns of student pathway activity that diverge from workforce priorities – even when aligned pathways may exist. Addressing this type of misalignment requires states to examine access, advising, incentives, and other practices, not just program offerings.

MOVING FORWARD

The good news is that strengthening state K-12 CTE program readiness is both actionable and achievable. Many states can make meaningful progress without major program redesigns or new data platforms by simply clarifying pathway structure, strengthening completion expectations, improving data practices, and increasing transparency.

By treating readiness as a priority, states can create the conditions needed to assess workforce alignment with confidence, advance pathway quality, and build effective CTE pathways that deliver real value for learners, employers, and communities.

This report establishes a shared national baseline and a practical starting point for that work. We hope it will also serve as a catalyst for collective action, enabling states and their partners to build stronger, more transparent, and more effective K-12 CTE programs.



Introduction

Why K–12 CTE program readiness matters for education-to-career pathways

EDUCATION-TO-CAREER PATHWAYS AND STATE WORKFORCE PRIORITIES

Across the country, states are pursuing education-to-career pathways as a core component of their economic and workforce strategies. Governors, legislators, and employers increasingly emphasize the importance of developing a skilled workforce that can meet current and future employer demand, support key industries, and strengthen long-term economic competitiveness.¹ Preparing learners for productive participation in the labor market and, more pointedly, for success in careers that offer economic mobility and security is central to these efforts.

Within this context, states seek to have learners equipped with both the academic knowledge and career-relevant skills needed to succeed, adapt, and advance in an evolving workforce. Education-to-career pathways – particularly those that feature close partnerships with employers and include opportunities for students to earn college credit, attain credentials of value, and engage in work-based learning opportunities – are increasingly viewed as critical levers for achieving this goal.² Indeed, it is one reason more state policymakers are investing heavily in career preparation and training and adopting

policies to evaluate the return-on-investment (ROI) of these programs. Stakeholders want to ensure that public investments in education and training contribute to state and regional economic priorities.

EFFECTIVE EDUCATION-TO-CAREER PATHWAYS

The expectations for education-to-career pathways have changed significantly over the past two decades. No longer is it sufficient for programs to focus on career exploration or simply provide learners with other experiences beyond traditional college preparatory classes. **Policymakers, state leaders, employers, and families expect these pathways – the sum of learners' education, training, and experiences – to be effective.**

What is an effective pathway?

An effective education-to-career pathway enables learners to build knowledge and skills in a coherent and intentional manner, and to progress toward meaningful postsecondary and career outcomes. While pathways may vary by state and industry, effective pathways generally:

- support mastery of defined knowledge, skills, or competencies in a career field;

- provide opportunities for learners to earn employer-valued credentials;
- prepare students for in-demand, skilled occupations that pay sustainable wages; and
- create clear connections to postsecondary education and training, and continued career advancement.

Effective Pathways = Alignment + Quality

Effective pathways demonstrate both alignment and quality:

- **Alignment** refers to the extent to which pathways are connected to state economic and labor market priorities.
- **Quality** refers to the coursework and training, credentials, experiences, and outcomes associated with pathway participation over time.



In practice, however, neither alignment nor quality can be meaningfully assessed unless state programs are set up to support that analysis. Well organized and articulated pathways, consistent data on student pathway participation and completion, and public access to this information are prerequisites for evaluating whether pathways align with workforce needs or deliver quality outcomes. Without these foundational conditions in place, judgments about alignment or quality can be incomplete and often misleading.

This analysis assesses program readiness: the extent to which programs are sufficiently organized, measured, and transparent to assess workforce alignment and, over time, pathway quality and effectiveness. Rather than evaluating individual schools or programs, this analysis examines whether states have the conditions in place to credibly manage, assess, and improve education-to-career pathways.

STATE K-12 CTE PROGRAMS

In order to assess readiness, this analysis focuses on state K-12 career and technical education (CTE) programs. CTE represents the primary vehicle through which states organize and deliver K-12 education-to-career pathways at scale.³ K-12 CTE programs provide access to career exploration, technical skills development, credentials, and work-based learning experiences across a wide range of

industries and career fields. Nationally, nearly all public school districts offer CTE programs, and the vast majority of high school graduates complete at least one CTE course.⁴ Moreover, research synthesizing multiple studies indicates that high-quality CTE pathways can improve academic outcomes, postsecondary transitions, and future employment prospects.⁵

Because CTE is governed, funded, and reported at the federal and state levels, it offers a consistent and policy-relevant lens for examining readiness. Assessing K-12 CTE program readiness provides critical insight into whether state programs are positioned to evaluate and communicate pathway alignment, quality, and effectiveness more broadly.

CTE PROGRAM READINESS

This analysis adopts a systems-based approach for assessing K-12 CTE program readiness across four interrelated criteria:



Structure: Whether the state clearly organizes CTE programs down to the pathway level



Data: Whether the state collects and reports pathway-level student participation and outcomes data



Workforce Alignment: Whether CTE student activity reflects state workforce priorities



Transparency: Whether pathway information and data are easily accessible

Together, these criteria indicate whether a state is positioned not just to offer pathways, but to manage them as an integrated program capable of producing meaningful

outcomes over time. Based on results in all four criteria, states were then assigned an overall program readiness rating:

-  **High**
-  **Moderate**
-  **Minimal**
-  **N/A** (states that did not respond or provide sufficient information and data)

Importantly, this analysis examines whether state programs are sufficiently organized, measured, and transparent to assess where students are actually concentrating and completing K-12 CTE pathways – and how that student pathway activity aligns with state economic priorities. It does not examine whether all CTE pathways offered in states are aligned to labor market needs.

This distinction matters. Pathway misalignment may reflect gaps in student access, incentives, or advising, not simply the absence of relevant program offerings. As a result, strengthening alignment requires attention not only to what pathways exist, but to why students pursue some pathways over others.

STRUCTURE OF THE REPORT

This report is organized into two parts. Part 1 presents the national narrative, including the study’s approach, key findings, and implications for strengthening CTE program readiness at the state level. Part 2 includes profiles for 47

states and DC, providing a closer look at state K-12 CTE programs, readiness status, student activity in relation to workforce needs, and next steps.

This report is intended for policymakers, program leaders, employers and other stakeholders seeking to understand and strengthen K-12 CTE programs.

WHY IS K-12 CTE PROGRAM READINESS SO IMPORTANT?

When readiness is in place, states can manage and improve pathways intentionally, learners can make informed decisions about which programs to pursue, and employers can trust CTE as a reliable source of future talent.

How do the 4 core criteria contribute to readiness?

- **Structure** | Clear, well-organized pathways provide the foundation for defining expectations, measuring progress, and communicating how pathways should function.
- **Data** | Pathway-level data makes it possible to assess whether pathways are delivering on their intended goals, including completion, credential attainment, and work-based learning.
- **Workforce Alignment** | Workforce alignment ensures pathways are grounded in labor market needs, strengthening the link between education investments and employer needs.
- **Transparency** | Publicly accessible pathway information and results build trust, enabling informed decisions by learners and sustained engagement by employers.

TERMINOLOGY

These definitions are critical to understanding how states track student progression and completion within CTE pathways. This report uses the following terms throughout:

K-12 CTE Program <i>(or CTE Program)</i>	The full suite of K-12 career and technical education opportunities offered by a state.
K-12 CTE Program Area <i>(or Program Area)</i>	A particular industry sector or career field prioritized by the state.
K-12 CTE Pathway <i>(or CTE Pathway)</i>	The dedicated set of courses or course options, training and experiences aligned to one or more occupations.
CTE Concentrator	A student who has completed two consecutive courses in a CTE pathway.
CTE Completer	A student who has completed all required courses (or similar) in a CTE pathway.
Education-to-Career Pathways	Coordinated sequences of education, training, and experiences that span K-12, postsecondary, and workforce systems and are designed to prepare learners for career success and economic mobility.
Industry-recognized Credential	A credential endorsed by an industry or employer group and recognized by the state.
Work-based Learning	A capstone work-based learning course or experience.



Methodology

How the analysis assesses state K-12 CTE program readiness

SCOPE OF THE ANALYSIS

This analysis looks at K-12 CTE programs in all 50 states and the District of Columbia (DC). It examines statewide program structures, data collection, and reporting practices related to K-12 CTE. Locally developed pathways that differ from state-approved pathways were not included in the analysis.

DATA COLLECTION

Student CTE data reflect the 2023-2024 school year, the most recent year for which states were expected to have complete and available data at the time of collection. Data collection followed a consistent, multi-step process across states. First, publicly available state CTE reports, dashboards, and documentation were reviewed to identify relevant information related to program structure, data availability, and transparency. In all cases, data requests were then submitted to the state agency responsible for overseeing K-12 CTE programs – most commonly the state department of education, though governance structures vary by state. Follow-up clarification was conducted via email and through virtual calls or meetings.

For DC, data were requested from and provided by District of Columbia Public Schools (DCPS) for use in this analysis. In two states, Louisiana and Nebraska,

state agency data teams conducted additional internal analyses to generate pathway-level completion data in support of this study.

A total of 47 states and DC responded to Insightful's data requests. States responded based on the data they were able to provide; in some cases, this fully met the study's requests, while for others the information was partial. Three states (Alabama, Alaska, and California) were either unresponsive or declined to provide any usable data.

ASSESSMENT OF CTE PROGRAM STRUCTURE

To assess program structure, the analysis examined whether states clearly and consistently articulated the organization of their K-12 CTE offerings across three levels:

- **CTE Program Area** | A broad industry sector or career field (e.g., Health Science, Information Technology);
- **CTE Pathway** | A discrete, occupationally aligned pathway within a program area (e.g., Nursing, Cybersecurity); and
- **Dedicated Courses (or Similar)** | A defined sequence or set of courses or similar (e.g., competencies) associated with completion of a pathway.

Evidence of program structure was identified through publicly available state CTE documentation, materials provided directly by state agencies, or follow-up clarification. Assessment of structure focused on clarity and consistency of program organization and expectations, not on whether states used a particular model, framework, or instructional approach.

ASSESSMENT OF CTE DATA

The data criterion assessed whether states defined and collected a basic set of pathway-level data elements necessary to understand student concentration and completion, as well as basic outcomes associated with quality. For the purposes of this analysis, Insightful requested that states provide aggregated, state-level data for the 2023–2024 school year for the following elements:

- **CTE Concentrations** | Number of K-12 CTE concentrators by program area and CTE pathway
- **CTE Completions** | Number of K-12 CTE completers by program area and CTE pathway
- **Industry-recognized Credentials** | Number of state-promoted industry-recognized credentials earned by credential name and aligned K-12 CTE pathway

“When readiness is in place, states can manage and improve pathways intentionally, learners can make informed decisions about which offerings to pursue, and employers can trust CTE as a reliable source of future talent.”

- **Work-based Learning** | Number of K-12 students who completed a capstone work-based learning experience (e.g., internship, cooperative education, pre-apprenticeship), as defined by the state

ASSESSMENT OF WORKFORCE ALIGNMENT

Assessment of workforce alignment examined how student concentration and completion in K-12 CTE pathways relate to state and national labor market opportunities. This assessment was conducted as a multi-step process in partnership with Burning Glass Institute (BGI) to ensure consistency, comparability, and analytic rigor across states.

Development of a Common CTE Pathway Framework

States offer many similar CTE pathways, but often use different terminology, naming conventions, and organizational structures to describe them. To enable consistent workforce analysis across states, BGI and Insightful Education Solutions developed a common national framework for CTE pathways (programs of study).

This framework groups substantively similar pathways (despite differences in state-specific titles or descriptions) into a shared set of pathway categories. State-reported CTE pathways were then mapped to this common

WHAT DOES A WELL-STRUCTURED CTE PATHWAY LOOK LIKE?

To illustrate what “In Place” looks like in practice, the table below pairs key structural elements with an existing state example.

Key Element	What This Means	Example: Diagnostic & Therapeutic Services Pathway*
Clearly defined occupational focus	Pathway has a clear purpose and prepares students for a set of occupations within a career field	Health Science career cluster; Diagnostic and Therapeutic Services program of study
Sequenced coursework with increasing rigor	Courses organized so students progress from foundational knowledge to advanced, occupation-specific training	Level 1-4 course sequence options; <i>Principles of Health Science</i> → <i>Anatomy and Physiology</i> → <i>Medical Assistant</i> / <i>EMT-Basic</i> → <i>Practicum in Health Science</i>
Explicit progression and completion expectations	Illustration of how students move through courses and what defines completion	Pathway prerequisites (e.g., biology, chemistry); practicum and career preparation capstones
Embedded applied learning and credentials	Work-based learning and industry-recognized credentials integrated into pathway design	Internships and clinical experiences; EMT - Basic, Certified Cardiographic Technician, Diagnostic Medical Sonographer
Transition to postsecondary education and careers	Connections between high school pathway and future education/employment opportunities	Aligned certificate and degree pathways; Paramedic, Radiological Technician, Physicians Assistant

Adapted from a statewide program of study published by the Texas Education Agency⁶

framework. This step was critical to ensuring that labor market analysis could be conducted in a standardized way, while still reflecting each state's actual program offerings. The use of a common framework made it possible for BGI to associate occupations with CTE pathways both nationally and within each state using consistent definitions and methods.

Identification of Viable Occupations Aligned to CTE Pathways

BGI analyzed labor market data to determine how secondary CTE pathways align with viable employment opportunities. This analysis applied consistent principles of job quality and availability, while accounting for differences in state and regional labor markets.

For the purposes of this analysis, BGI limited occupations to those that CTE students, concentrators, and completers could access within a reasonable period of postsecondary education or training following completion of their CTE experience. As such, the analysis focused on occupations in which at least 30 percent of workers have a high school diploma, some college, or an associate degree. Occupations that typically require a four-year degree were excluded.

To establish pathway-to-occupation connections, BGI first used semantic matching techniques to identify occupations associated with each CTE pathway. These initial matches were then filtered to retain only those occupations determined to reasonably align with the skills and preparation associated with the pathway. Up to 10 occupations were associated with each pathway.

Application of Job Quality and Demand Filters

To identify occupations more likely to offer meaningful employment opportunities following pathway completion, BGI applied a series of national and state-level filters

related to job size, growth, demand, and wages. While no single threshold definitively defines job quality, these filters were applied to identify occupations that offer reasonable prospects for employment stability and earnings:

- **Size (National):** At least 5,000 workers nationally employed in the occupation
- **Size (State):** At least one worker employed in the occupation within the state
- **Growth (National):** Positive 10-year national employment projections
- **Growth (State):** Positive 10-year state employment projections
- **Demand (National):** Positive national employment projections
- **Demand (State):** Job posting volume within the top three quintiles of occupations in the state
- **Wage (National):** National average wage meets or exceeds the lowest state-level living wage for one adult with no children, as defined by the MIT Living Wage Calculator
- **Wage (State):** State average wage meets or exceeds the threshold established by the Bureau of Economic Analysis

National-level filters were applied first to establish an initial list of viable occupations. These occupations were then assessed within each state to account for differences in employment levels, demand, and wages across state labor markets.

Comparison of Student Pathway Activity with Labor Market Opportunities

The final step in the workforce alignment assessment examined the relationship between student activity in CTE pathways and the set of viable occupations identified through the labor market analysis. For states with sufficient program readiness, the share of student

concentration or completion in CTE pathways associated with viable occupations was compared to overall student CTE pathway activity. For consistency, the common national framework was used for the purposes of this comparison. Workforce alignment was evaluated at an aggregate level and is intended to indicate directional alignment, not to suggest causal relationships between individual pathways and labor market outcomes.

Workforce Alignment Thresholds

States were assigned a workforce alignment result based on the proportion of student pathway activity associated with pathways linked to viable occupations, using the following thresholds:

- **Minimally Aligned:** A minority (0-35%) of student activity occurs in pathways aligned with state economic priorities; significant omissions are present.
- **Partially Aligned:** A moderate level (36-65%) of student activity occurs in pathways aligned with state economic priorities.
- **Closely Aligned:** A majority (66% or greater) of student activity occurs in pathways aligned with state economic priorities.

These thresholds were applied consistently across states to support comparative analysis while recognizing differences in state K-12 CTE programs, labor markets, and levels of readiness.

ASSESSMENT OF TRANSPARENCY

The transparency criterion assessed the extent to which K-12 CTE program information and data are publicly accessible, easy to locate, and usable. In addition to reviewing what states publish online, the assessment also considered how readily states could provide pathway-level information and data upon request, including the clarity of request processes, responsiveness, and whether access required payment or special approval. No state met the

RATINGS FOR STATE K-12 CTE PROGRAM READINESS

Previous page: Each state is assessed on four core criteria that reflect how well its statewide K-12 CTE program (and relevant information and data) is organized, measured, connected to state workforce priorities, and how accessible it is to the public. Based on these results, each state is then assigned an overall program readiness rating.

 Overall	 Structure	 Data	 Workforce Alignment	 Transparency
 HIGH The state's K-12 CTE program demonstrates strong readiness across all four categories, including the alignment between CTE pathways and state economic priorities. Pathway level data and information are mostly accessible (or easy to request).	 IN PLACE The state's K-12 CTE program is structured to track and assess student activities and outcomes.	 IN PLACE The state defines and collects data on student completion, activities, and outcomes by CTE pathway.	 CLOSELY ALIGNED Student concentration and/or completion of CTE pathways is closely aligned to state economic and labor market priorities.	 MOSTLY ACCESSIBLE The majority of state CTE program information and data are publicly available, regularly updated, and easy to find and interpret. Additional information is easy to request and requires no special application or payment.
 MODERATE The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state economic priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.	 PARTIALLY IN PLACE The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.	 PARTIALLY IN PLACE The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.	 PARTIALLY ALIGNED Student concentration and/or completion of CTE pathways is partially aligned to state economic and labor market priorities.	 PARTIALLY ACCESSIBLE Some CTE program information and data are publicly available, but data are limited or are difficult to find and interpret. Additional information requires special applications and/or payment to access.
 MINIMAL The state's K-12 CTE program does not meet baseline criteria for readiness. Elements such as clearly structured pathways and/or pathway level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.	 NOT IN PLACE The state's K-12 CTE program is not sufficiently structured to track and assess student activities and outcomes.	 NOT IN PLACE The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.	 MINIMALLY ALIGNED Student concentration and/or completion of CTE pathways is loosely aligned to state economic and labor market priorities.	 NOT ACCESSIBLE State CTE program information and data are not publicly available, incomplete, or require special applications and/or payment to access.
 N/A Insufficient information was made available to assess state CTE program readiness.			 N/A The state was unable to provide pathway-level data for an assessment of workforce	



criteria for full transparency, defined as routinely publishing comprehensive pathway-level CTE information, activity and data. Therefore, the highest result possible for this analysis is “Mostly Accessible.”

OVERALL PROGRAM READINESS RATINGS

Each state received an overall readiness rating of N/A, Minimal, Moderate, or High. Overall ratings reflect a holistic assessment across the four core criteria (Structure, Data, Workforce, and Transparency) and were not mechanically calculated or weighted. In states where foundational elements, particularly structure and data, were not in place, workforce alignment could not be assessed with precision and was interpreted accordingly. Overall ratings are intended to signal program readiness and capacity, not to rank states or evaluate individual programs.

LIMITATIONS

This analysis reflects the best available information provided by states and accessible documentation at the time of data collection. The analysis does not assess instructional quality, overall program effectiveness, or student outcomes; it only assesses whether states have the readiness required to evaluate those outcomes reliably.

Findings

What the analysis shows about state K-12 CTE program readiness

Note: The findings below are based on results from 47 states and DC that provided sufficient information and data to assess one or more readiness criteria.

Finding 1. CTE pathways are not consistently defined or structured across states.

Some states do not clearly articulate what constitutes a pathway or distinguish between broad program areas and discrete, occupationally aligned pathways. For instance, states may not identify the collection of courses (or competencies) and experiences that make up a pathway. Instead, they allow districts and schools to decide from a wide range of options. As a result, many states cannot reliably determine which pathways students are progressing through, what completion represents, or how pathway participation connects to postsecondary or workforce outcomes.

Structure criterion results:

- **23 states have pathway structures In Place**
- **21 states have pathway structures Partially in Place**
- **4 states have a result of Not in Place**

Finding 2: Pathway-level completion and outcomes data are frequently missing or inconsistent.

While all states can report basic information on student participation and concentration in CTE, data on pathway completion and related outcomes are fragmented or reported only at a high level (industry sector or career cluster). This limits many states' ability to distinguish exploratory participation from meaningful pathway completion, assess learner access across pathways, or track how student progress aligns with economic priorities over time.

Data criterion results:

- **6 states have pathway-level CTE data In Place**
- **25 states have data Partially in Place**
- **17 states have a result of Not in Place**

Finding 3: Workforce alignment cannot be credibly assessed without clear structure and completion data. In the absence of structured pathways and completion data, states cannot reliably assess alignment between student activity and workforce demand or distinguish exploratory participation from meaningful pathway completion. As a result, a state's analysis is limited to high-level industry

STATE K-12 CTE PROGRAM READINESS

(47 states and the District of Columbia)

Category	Number of State Ratings	
 Overall	 HIGH	4
	 MODERATE	26
	 MINIMAL	18
 Structure	 IN PLACE	23
	 PARTIALLY IN PLACE	21
	 NOT IN PLACE	4
 Data	 IN PLACE	6
	 PARTIALLY IN PLACE	25
	 NOT IN PLACE	17
 Workforce	 CLOSELY ALIGNED	10
	 PARTIALLY ALIGNED	12
	 MINIMALLY ALIGNED	8
	 N/A	18
 Transparency	 MOSTLY ACCESSIBLE	5
	 PARTIALLY ACCESSIBLE	36
	 NOT ACCESSIBLE	7

sectors rather than discrete pathway-to-occupation connections and cannot credibly inform broader judgments about pathway effectiveness.

Workforce Alignment criterion results:

- **10 states demonstrate student pathway activity Closely Aligned with state economic priorities**
- **12 states are Partially Aligned**
- **8 states are Minimally Aligned**

18 states cannot reliably assess workforce alignment at the pathway level

Finding 4. Public transparency of K-12 CTE pathway information and data is uneven and limited. No state was fully transparent. In many states, information and data are not posted publicly or are difficult to locate and interpret. In others, the public information request process was complicated and lengthy. This limits stakeholders' ability at the state and regional levels (including employers) to understand student pathway activity and take informed action to strengthen local offerings and outcomes.

Transparency criterion results:

- **5 states' CTE program information and data are Mostly Accessible**
- **36 states are Partially Accessible**
- **7 states have a result of Not Accessible**

What the Findings Mean: A Lack of Consistent State K-12 CTE Program Readiness

Taken together, the findings suggest that the lack of K-12 CTE program readiness is a major barrier to understanding and improving pathway effectiveness in many states. The overall ratings illustrate a broad spectrum of readiness, showing that many states are still building the foundational capacity needed to move from intent to demonstrated effectiveness. Readiness gaps do not typically reflect a lack of commitment or investment, but rather inconsistent definitions, unclear expectations, and limited use and communication of existing data.

Overall K-12 CTE Program Readiness:

- **4 states demonstrate High Readiness**
- **26 states demonstrate Moderate Readiness**
- **18 states demonstrate Minimal Readiness**

These overall ratings are not rankings and should not be interpreted as evaluations of individual schools or programs. Rather, they indicate the extent to which a state's K-12 CTE program is positioned to define, measure, and improve over time.

STATE SPOTLIGHTS: CTE PROGRAM READINESS

Hawaii



CTE pathways are clearly organized with program and pathway descriptions that illustrate sequenced pathways and expected learning outcomes.

Pennsylvania



The state can produce pathway-level data on student completion and related activities using clear CTE definitions. Existing data practices support flexible, targeted analysis.

Utah



A majority of student CTE pathway activity is concentrated in pathways tied to state-identified priorities.

Arizona



CTE program and pathway information is easy to find and download from the state website. While not all activity data are posted, files are well organized and a clear public data request process is available.



INDIVIDUAL STATE READINESS: K-12 CTE PROGRAMS

State	 Overall	 Structure	 Data	 Workforce	 Transparency
Alabama	 N/A Insufficient information was made available to assess state CTE program readiness				
Alaska	 N/A Insufficient information was made available to assess state CTE program readiness				
Arizona	 HIGH	 IN PLACE	 PARTIALLY IN PLACE	 CLOSELY ALIGNED	 MOSTLY ACCESSIBLE
Arkansas	 MODERATE	 IN PLACE	 IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
California	 N/A Insufficient information was made available to assess state CTE program readiness				
Colorado	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 CLOSELY ALIGNED	 PARTIALLY ACCESSIBLE
Connecticut	 MINIMAL	 PARTIALLY IN PLACE	 NOT IN PLACE	 N/A	 NOT ACCESSIBLE
Delaware	 MODERATE	 PARTIALLY IN PLACE	 IN PLACE	 CLOSELY ALIGNED	 PARTIALLY ACCESSIBLE
District of Columbia	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
Florida	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
Georgia	 MINIMAL	 IN PLACE	 NOT IN PLACE	 N/A	 NOT ACCESSIBLE
Hawaii	 HIGH	 IN PLACE	 IN PLACE	 CLOSELY ALIGNED	 MOSTLY ACCESSIBLE
Idaho	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
Illinois	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
Indiana	 MODERATE	 IN PLACE	 IN PLACE	 MINIMALLY ALIGNED	 PARTIALLY ACCESSIBLE
Iowa	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 MINIMALLY ALIGNED	 PARTIALLY ACCESSIBLE
Kansas	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
Kentucky	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 CLOSELY ALIGNED	 PARTIALLY ACCESSIBLE
Louisiana	 MINIMAL	 NOT IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
Maine	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 MINIMALLY ALIGNED	 PARTIALLY ACCESSIBLE
Maryland	 MINIMAL	 IN PLACE	 NOT IN PLACE	 N/A	 NOT ACCESSIBLE
Massachusetts	 MINIMAL	 NOT IN PLACE	 NOT IN PLACE	 N/A	 NOT ACCESSIBLE
Michigan	 HIGH	 IN PLACE	 IN PLACE	 CLOSELY ALIGNED	 MOSTLY ACCESSIBLE
Minnesota	 MINIMAL	 IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
Mississippi	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
Missouri	 MINIMAL	 IN PLACE	 NOT IN PLACE	 N/A	 NOT ACCESSIBLE

State	 Overall	 Structure	 Data	 Workforce	 Transparency
Montana	 MINIMAL	 PARTIALLY IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
Nebraska	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
Nevada	 HIGH	 IN PLACE	 PARTIALLY IN PLACE	 CLOSELY ALIGNED	 MOSTLY ACCESSIBLE
New Hampshire	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 MINIMALLY ALIGNED	 PARTIALLY ACCESSIBLE
New Jersey	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 CLOSELY ALIGNED	 PARTIALLY ACCESSIBLE
New Mexico	 MINIMAL	 IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
New York	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 MINIMALLY ALIGNED	 PARTIALLY ACCESSIBLE
North Carolina	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 MINIMALLY ALIGNED	 PARTIALLY ACCESSIBLE
North Dakota	 MINIMAL	 PARTIALLY IN PLACE	 NOT IN PLACE	 N/A	 NOT ACCESSIBLE
Ohio	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 MOSTLY ACCESSIBLE
Oklahoma	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 MINIMALLY ALIGNED	 PARTIALLY ACCESSIBLE
Oregon	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 CLOSELY ALIGNED	 PARTIALLY ACCESSIBLE
Pennsylvania	 MODERATE	 PARTIALLY IN PLACE	 IN PLACE	 MINIMALLY ALIGNED	 PARTIALLY ACCESSIBLE
Rhode Island	 MINIMAL	 PARTIALLY IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
South Carolina	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
South Dakota	 MINIMAL	 PARTIALLY IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
Tennessee	 MINIMAL	 IN PLACE	 NOT IN PLACE	 N/A	 NOT ACCESSIBLE
Texas	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE
Utah	 MODERATE	 IN PLACE	 PARTIALLY IN PLACE	 CLOSELY ALIGNED	 PARTIALLY ACCESSIBLE
Vermont	 MINIMAL	 PARTIALLY IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
Virginia	 MINIMAL	 PARTIALLY IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
Washington	 MINIMAL	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
West Virginia	 MINIMAL	 NOT IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
Wisconsin	 MINIMAL	 NOT IN PLACE	 NOT IN PLACE	 N/A	 PARTIALLY ACCESSIBLE
Wyoming	 MODERATE	 PARTIALLY IN PLACE	 PARTIALLY IN PLACE	 PARTIALLY ALIGNED	 PARTIALLY ACCESSIBLE

Implications and Discussion

What these findings mean for state policy, practice, and near-term action

K-12 CTE program readiness must be treated as a priority. States cannot credibly evaluate or improve K-12 CTE pathways without clear program structure, usable pathway-level data, and public transparency. In many cases, readiness gaps do not reflect a lack of commitment or investment, but rather inconsistent definitions, unclear pathway articulation, or limited expectations for reporting and use of existing data. Addressing readiness is therefore as much a question of policy focus (including “small-p” policy choices) and program management as it is of funding. The distribution of readiness ratings underscores that while many states have made partial progress, only a small number currently demonstrate the full set of conditions needed to credibly assess pathway alignment, quality, and over time, effectiveness.

Closing readiness gaps often does not require full system redesign or major new investments. Across states, many barriers to readiness stem from program practices rather than technical limitations. States can make meaningful progress by clarifying what constitutes a pathway, standardizing completion expectations, improving documentation of existing programs, and setting clearer expectations for how data are collected, analyzed, and reported. In many cases, states already possess relevant data but do not organize or publish it at the pathway level.

In many states, policy ambitions exceed program readiness. This mismatch is evident in the gap between growing expectations for ROI and the limited availability of pathway-level completion and alignment data. When education-to-career pathways delivered through K-12 CTE are expected to function as engines of workforce preparation and economic mobility, readiness becomes a prerequisite. Without addressing these readiness conditions, states risk layering advanced policy expectations onto programs and systems that cannot reliably support them.

Perkins V Act and CTE Program Readiness

The federal Perkins V Act plays an important role in governing and supporting state K-12 CTE programs. Its evolution reflects some meaningful progress, including greater flexibility for states and increased attention to program quality indicators.

At the same time, Perkins V requirements have not shifted substantially to reflect many of the expectations state and regional leaders now have for CTE pathways. Federal reporting focuses largely on concentration and selected performance indicators and does not require states to clearly articulate pathways, consistently track pathway-level

Workforce alignment cannot be assumed; it must be demonstrated through evidence of student pathway activity. Demonstrating alignment requires clarity about where students are actually concentrating and completing pathways, a condition that remains unmet in many states despite the use of labor market analyses. States can begin by documenting how pathways connect to priority occupations, establishing routine processes for reviewing pathways against workforce priorities, and making pathway-level participation and completion data accessible to stakeholders. These steps strengthen

completion, or demonstrate alignment between student pathway activity and workforce demand.

As a result, state compliance with Perkins V does not necessarily equate to K-12 CTE program readiness. Many of the readiness gaps identified in this analysis – unclear pathway definitions, inconsistent data practices, or limited public transparency – fall within state control and can often be addressed through changes in policy priorities and program practices, rather than new federal mandates or major new investments.

For now, Perkins should be viewed as a floor, not a ceiling, for advancing state K-12 CTE program readiness.

alignment through clearer expectations and transparency, not necessarily new analytic tools.

Workforce misalignment often reflects patterns of student pathway participation and completion, rather than the absence of aligned program offerings. This analysis evaluates workforce alignment based on where students are actually concentrating and completing K-12 CTE pathways. In several states, misalignment reflects patterns of student participation that diverge from economic priorities even when aligned pathways exist. As a result, closing workforce alignment gaps requires states to ask different questions:

- Why are students pursuing pathways with weaker labor-market opportunities?
- Are access, scheduling, communications or advising practices shaping pathway choices?
- Do funding formulas, accountability systems, or credential incentives unintentionally reinforce misaligned participation?

Without examining these dynamics, states risk responding to misalignment by adding or rebranding programs rather than addressing the underlying drivers of student decision-making.

States require differentiated, practical strategies based on their program readiness starting point. Wide variation in readiness suggests that one-size-fits-all approaches are unlikely to be effective. Some states are positioned to refine workforce alignment and assess pathway quality, while others can make immediate progress by improving program clarity, data definitions, and transparency. Viewing K-12 CTE program readiness as a continuum within education-to-career pathway systems allows states to pursue realistic near-term improvements while laying the groundwork for longer-term program advancement.

MOVING FORWARD

The good news is that strengthening K-12 CTE program readiness is both actionable and achievable. Many states can make meaningful progress without major system redesigns or new data platforms by clarifying pathway definitions, strengthening completion expectations, improving data practices, and increasing transparency. These steps strengthen the foundation of state education-to-career pathways and enable more effective use of CTE as a workforce strategy.

Conclusion

What this analysis establishes — and what comes next

This national analysis makes one thing clear: a major challenge facing many state K-12 CTE programs is not a lack of offerings or investment, but a lack of readiness to understand how students progress through pathways — and whether these pathways lead to meaningful economic opportunity and outcomes. The good news is that addressing CTE program readiness is both achievable and actionable. In many cases, it begins with establishing clearer pathway structures, more

consistent data definitions and practices, and increased transparency about results.

By treating program readiness as a priority, states can create the conditions needed to credibly assess workforce alignment, improve pathway quality, and ensure that education-to-career pathways delivered through K-12 CTE fulfill their promise for learners, employers, and communities.

“Without CTE program readiness, judgments about pathway alignment or quality risk being incomplete, misleading, or disconnected from student experiences.”

Endnotes

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2. U.S. Department of Education, Fact Sheet: Bolstering Student Attendance, Engagement, and Success Through Career-Connected Learning (Washington, DC: U.S. Department of Education, n.d.). <https://files.eric.ed.gov/fulltext/ED665666.pdf>

3. EdResearch for Action, “Design Principles for Career and Technical Education: Insights from Research and Practice” (Providence, RI: Annenberg Institute at Brown University, 2025). https://edresearchforaction.org/wp-content/uploads/EdResearch_CTE_Design-Principles-2.pdf

4. Ibid.

5. J. Lindsay et al., What We Know About the Impact of Career and Technical Education: A Systematic Review (CTE Research

Network, February 2024). <https://ctereseachnetwork.org/sites/default/files/2024-02/CTE-Systematic-Review-508.pdf>

6. Diagnostic and Therapeutic Services.” Texas Education Agency, CTE Programs of Study (Austin: Texas Education Agency, n.d.), accessed December 2, 2025. <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/hs-diagnostic-and-therapeutic-services-2025.pdf>

PART 2

The State Profiles

HOW TO READ THE STATE PROFILES

The state profile provides a snapshot of states' K-12 CTE program readiness.

Is the state set up to know which CTE pathways students are pursuing and completing – and whether that activity aligns with economic priorities?

What it shows: Whether a state's CTE program can reliably assess pathway activity and outcomes

What it does not show: Whether CTE pathways are high-quality or every pathway is aligned to labor market needs

Note: There are no state profiles for Alabama, Alaska, and California, which were either unresponsive or declined to provide any usable data

HOW IS IT INTENDED TO BE USED?

The profile is a starting point for additional discussion and action, including:

- Decisions about where better data or clearer program structure are needed
- Policy or program changes to strengthen pathways and outcomes
- Dialogue among education, workforce, and employer partners

WHAT INFORMATION IS INCLUDED?

Program Readiness Ratings | Each state is assessed across four criteria of program readiness:

- **Structure:** Whether the state clearly organizes CTE programs down to the pathway level
- **Data:** Whether the state collects and reports pathway-level student participation and outcome data
- **Workforce Alignment:** Whether CTE student activity reflects state workforce priorities
- **Transparency:** Whether pathway information and data are easily accessible

Criteria results roll up into an *overall program readiness rating* (High, Moderate, Minimal, or N/A).

State CTE Program Context | Each profile includes basic information about state programs:

- The state agency responsible for K-12 CTE
- The number of state-recognized career clusters or program areas
- The number of state-approved pathways or programs of study

Workforce Priorities | Each profile lists each state's *identified priority industries or sectors*, as published by the state's department of commerce (or similar agency).

CTE DATA ELEMENTS

Whether the state provided CTE data for:

- CTE concentrators
- CTE completers
- Industry-recognized credential attainment

- Work-based learning completion

Whether these data are reported by:

- Program area (career cluster)
- Pathway (program of study)

Student Activity and Workforce Priorities | Where data were provided (student CTE concentration, completion, or both), profiles highlight:

- Most and least active CTE program areas or pathways in terms of student activity
- Connections between student activity and the state's identified workforce priorities

Note: These findings are intended to show directional alignment at a statewide level, not to predict individual student outcomes or evaluate specific programs.

OVERALL STATEMENT

Each state is assessed on the presence and alignment of four core criteria that reflect how well its statewide K-12 CTE program (and relevant information and data) is organized, measured, connected to state workforce priorities, and accessible to the public. Based on these results, each state is then assigned an overall result.

Arizona

Degree of Readiness: **High**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
ARIZONA DEPT.
OF EDUCATION
CAREER CLUSTERS
8 (2025-2026)
STATE-APPROVED
PATHWAYS
64 (2025-2026)

The state's K-12 CTE program demonstrates strong readiness across all four categories, including the alignment between CTE pathways and state economic priorities. Pathway level data and information are mostly accessible (or easy to request).

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

MOSTLY ACCESSIBLE

The majority of state CTE program information and data are publicly available and updated. Additional information is easy to request and requires no payment.

NEXT STEPS FOR ARIZONA

Refine program structure and data collection to ensure consistent tracking of pathway activity and outcomes statewide.

Ensure workforce alignment is consistent across all pathways (not strong in only a subset).

Enhance public reporting of pathway activity and outcomes to support decisions and continuous improvement.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Hospitality & Tourism | Culinary Arts
Health Science | Sports Medicine
Marketing | Marketing - General
Arts, A/V Technology, & Communications | Graphic Design
Education & Training | Early Childhood Education

Least active programs and their respective workforce sector

Architecture & Construction | Electrical
Architecture & Construction | Building & Facilities Maintenance
Health Science | Public/Community Health
Agriculture, Food, & Natural Resources | Natural Resource Management
Architecture & Construction | Plumbing

State Workforce Priorities: Advanced Business Services; Advanced Manufacturing; Aerospace & Defense; Bioscience & Health; Film & Digital Media; Technology & Innovation

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Aerospace Technician	\$
	Engineering Technician	\$\$
	Industrial Engineering Technician	\$\$
Business Services	Administrative Services Manager	\$\$\$
	Financial Manager	\$\$\$
	Loan Officer	\$
Health/Bioscience	Medical Assistant	\$
	Medical/Clinical Lab Technician	\$
	Registered Nurse	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

Arkansas

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
ARKASAS DEPT.
OF EDUCATION

CAREER CLUSTERS
14 (2025-2026)

**STATE-APPROVED
PATHWAYS**
58 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

✓ Data

Whether states collect and report pathway-level student participation and outcome data

IN PLACE

The state defines and collects data on student completion, activities, and outcomes by CTE pathway.

⦿ Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

⦿ Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR ARKANSAS

Refine how pathways align to state and regional economic priorities and in-demand, sustainable wage occupations.

Establish a regular process for validating workforce alignment using labor market data.

Update and communicate pathway information regularly so it stays current and interpretable.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Agriculture, Food, & Natural Resources <i>Agribusiness</i>
	Education & Training <i>K-12 Teaching</i>
	Health Science <i>Health Science - General</i>
	Agriculture, Food, & Natural Resources <i>Ag Power; Structural & Technical Systems/Mechanics</i>
	Government & Public Administration <i>JROTC (i.e., Air Force, Army, Coast Guard, Marines, Navy)</i>
Least active programs and their respective workforce sector	Manufacturing (Advanced) <i>Precision Machining</i>
	Manufacturing (Advanced) <i>Manufacturing Production/Technician Manu. Prod./Tech</i>
	Manufacturing (Advanced) <i>Industrial Maintenance</i>
	Human Services <i>Barbering &/or Cosmetology</i>
	Arts, A/V Technology, & Communications <i>Fashion Design</i>

State Workforce Priorities: Aerospace & Defense; AgTech & Forestry; Firearms & Ammunition; Food & Beverage; Information Technology; Logistics & Distribution; Metals; Professional Services

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Industrial Engineering Technician	\$\$\$
	Industrial Machinery Mechanic	\$\$
	Machinist	\$
Agriculture, Food, & Natural Resources	Ag Supervisor (Forestry, Farming)	\$
	Ag Technician	\$
	Farm/Heavy Equipment Mechanic	\$
Business	Computer Network Support Spec	\$\$
	General/Operations Manager	\$\$\$
	Sales Representative	\$\$
Transportation, Distribution, & Logistics	Cargo/Freight Agent	\$
	Logistician	\$\$\$
	Supply Chain Manager	\$\$\$

Colorado

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes

● No

CTE Concentrator	●
CTE Completer	●
Industry-recognized Credential Attainment	●
Work-based Learning Course Completion	●

DATA PROVIDED BY STATE

Provided

By Program Area

By Pathway

CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
COLORADO COMM.
COLLEGE SYSTEM (CCCS)
CAREER CLUSTERS
16 (2025-2026)
STATE-APPROVED
PATHWAYS
95 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR COLORADO

Refine program structure and data collection to ensure consistent tracking of pathway activity and outcomes statewide.

Present pathway information and data in clear, comparable formats across program areas.

Update and communicate pathway information regularly so it stays current and interpretable.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Marketing Marketing Management
Hospitality & Tourism Culinary Arts
Agriculture, Food, & Natural Resources Agriculture, Food, & Natural Resources - General
Arts, A/V Technology, & Communications Audio/Visual Technology
Science, Technology, Engineering, & Mathematics Engineering

Least active programs and their respective workforce sector

Energy Energy - General
Health Science Therapeutic/Rehabilitation Services (physical, occupational)
Health Science Dental Assistant
Government & Public Administration Public Administration/Management
Health Science Pharmacy Technician

State Workforce Priorities: Advanced Manufacturing; Aerospace; Bioscience; Creative Industries; Defense & Homeland Security; Electronics; Energy & Natural Resources; Financial Services; Food & Agriculture; Health & Wellness; Infrastructure Engineering; Outdoor Recreation; Technology & Information; Tourism; Transportation & Logistics

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Engineering Technician	\$\$
	Electronic Equipment Assembler	\$
	Robotics Technician	\$\$
Healthcare	Medical Assistant	Below \$
	Physical Therapy Assistant	\$
	Registered Nurse	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	IT Project Manager	\$\$\$
	Information Security Analyst	\$\$\$
Tourism & Recreation	Lodging Manager	\$\$
	Recreational Vehicle Service Tech	Below \$
	Reservation/Transport Ticket Agent	Below \$

Connecticut

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
CONNECTICUT STATE
DEPT. OF EDUCATION

CAREER CLUSTERS
13 (2025-2026)

**STATE-APPROVED
PATHWAYS**
53 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

NOT ACCESSIBLE

State CTE program information and data are not publicly available, incomplete, or require special applications and/or payment to access.

NEXT STEPS FOR CONNECTICUT

Improve pathway-level data collection so completion and outcomes are tracked consistently across program areas.

Integrate pathway data so it can be used to assess workforce alignment and inform program improvement.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Business Management & Administration
Hospitality & Tourism
Information Technology
Architecture & Construction
Finance

Least active programs and their respective workforce sector

Transportation, Distribution & Logistics
Health Science
Agriculture, Food, & Natural Resources
Education & Training
Manufacturing

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Industrial Engineering Technician	\$
	Machinist	\$
	Robotics Technician	\$\$
Financial Services	Financial Manager	\$\$\$
	Insurance Agent	\$\$
	Loan Officer	\$\$
Health/Bioscience	Medical Assistant	Below \$
	Medical/Clinical Lab Technician	\$\$
	Registered Nurse	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Information Security Technician	\$\$\$
	IT Project Manager	\$\$\$

State Workforce Priorities: Advanced Manufacturing; Aerospace & Defense; Bioscience & Healthcare; Film, Television, & Digital Media; Financial Services; Green Energy; Insurance; Technology Innovation

Delaware

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
DELAWARE DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
14 (2025-2026)

**STATE-APPROVED
PATHWAYS**
28 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

IN PLACE

The state defines and collects data on student completion, activities, and outcomes by CTE pathway.

Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR DELAWARE

Improve statewide reporting tools so CTE program and pathway information is easy to find and use.

Present pathway information and data in clear, comparable formats across program areas.

Update and communicate pathway information regularly so it stays current and interpretable.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Hospitality & Tourism <i>Hospitality Management</i>
	Health Science <i>Health Science - General</i>
	Education & Training <i>K-12 Teaching</i>
	Agriculture, Food, & Natural Resources <i>Animal Systems/Science</i>
	Agriculture, Food, & Natural Resources <i>Ag Power, Structural & Technical Systems/Mechanics</i>
Least active programs and their respective workforce sector	Arts, A/V Technology, & Communications <i>Fashion Design</i>
	Architecture & Construction <i>Electrical</i>
	Manufacturing (Advanced) <i>Welding</i>
	Information Technology <i>Networking (wired, wi-fi, public)</i>
	Health Science <i>Health Aide</i>

State Workforce Priorities: BioScience Technology; Business & Financial Services; Education & Healthcare; Food & Agriculture; Manufacturing & Logistics; Science & Technology

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Agriculture & Food	Agricultural Supervisor	\$\$
	Agricultural Technician	\$
	Farm Equipment Mechanic	\$
BioTech/ Chemicals	Chemicals Technician	\$\$
	Engineering Technician	\$\$
	Quality Control Analyst	\$
Business	Financial Manager	\$\$\$
	HR Specialist	\$\$
	Loan Officer	\$\$
Health	Medical Assistant	Below \$
	Medical/Clinical Lab Technician	\$\$
	Registered Nurse	\$\$\$

District of Columbia

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
OFFICE OF THE STATE
SUPERINTENDENT OF ED.
CAREER CLUSTERS
16 (2025-2026)
**STATE-APPROVED
PATHWAYS**
43 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

⦿ Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

⦿ Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

⦿ Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR D.C.

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Science, Technology, Engineering, & Mathematics <i>Engineering</i>
	Health Science <i>Bioscience/Biomedical</i>
	Government & Public Administration <i>JROTC (i.e., Air Force, Army, Coast Guard, Marine, Navy)</i>
	Arts, A/V Technology, & Communications <i>Audio/Visual Technology</i>
	Information Technology <i>Computer Science</i>
Least active programs and their respective workforce sector	Architecture & Construction <i>Architectural Design</i>
	Information Technology <i>Information Technology - General</i>
	Information Technology <i>Networking (wired, wi-fi, public)</i>
	Human Services <i>Barbering &/or Cosmetology</i>
	Transportation, Distribution, & Logistics <i>Automotive: Maintenance & Light Repair</i>

State Workforce Priorities: Hospitality & Tourism; Higher Education & Healthcare; International Business; Retail & Restaurants; Technology & Innovation

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Business (Int'l)	Customs Broker	\$\$
	General/Operations Manager	\$\$\$
	Sales Representative	\$
Health	Medical Assistant	Below \$
	Radiologic Technician	\$\$
	Registered Nurse	\$\$
Hospitality	Chef/Head Cook	\$
	Food Service Manager	\$
	Lodging Manager	\$
Information Technology	Computer Network Support Specialist	\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

Florida

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
FLORIDA DEPARTMENT
OF EDUCATION
CAREER CLUSTERS
17 (2025-2026)
**STATE-APPROVED
PATHWAYS**
53 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

🎯 Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

🎯 Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

🎯 Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR FLORIDA

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Arts, A/V Technology, & Communications <i>Digital Design</i>
	Hospitality & Tourism <i>Culinary Arts</i>
	Health Science <i>Health Science - General</i>
	Business Management & Administration <i>Business Administration/Management</i>
	Information Technology <i>App & Games Design</i>
Least active programs and their respective workforce sector	Hospitality & Tourism <i>Hospitality & Tourism - General</i>
	Law, Public Safety, Corrections, & Security <i>Forensic Science</i>
	Government & Public Administration <i>Public Administration/Management</i>
	Architecture & Construction <i>Plumbing</i>
	Arts, A/V Technology, & Communications <i>Graphic Design</i>

State Workforce Priorities: Aerospace & Aviation; AgTech; Corporate Headquarters; Energy Security; Financial Services; Information Technology; Life Sciences; Logistics; Manufacturing; Maritime; Military & Defense; Research & Development

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Aerospace/Aviation	Aerospace Technician	\$\$\$
	Aircraft Mechanic	\$\$\$
	Airfield Operations Specialist	\$\$
Agriculture	Agricultural Supervisor	\$
	Agricultural Technician	\$
	Geological Technician	\$
Financial Services	Financial Manager	\$\$\$
	Insurance Agent	\$\$
	Loan Officer	\$\$\$
Logistics/Distribution	Cargo/Freight Agent	\$
	Logistician	\$\$
	Transport, Storage, Distribution Manager	\$\$\$

Georgia

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

CTE Concentrator	● Yes, but not usable	●	●
CTE Completer	● Yes, but not usable	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

Provided By Program Area By Pathway

ADMINISTRATOR
GEORGIA DEPARTMENT OF
EDUCATION

CAREER CLUSTERS
17 (2025-2026)

STATE-APPROVED
PATHWAYS
153 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING



Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.



Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.



Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.



Transparency

Whether pathway information and data are easily accessible

NOT ACCESSIBLE

State CTE program information and data are not publicly available, incomplete, or require special applications and/or payment to access.

NEXT STEPS FOR GEORGIA

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Least active programs and their respective workforce sector

STATE DATA
NOT AVAILABLE

State Workforce Priorities: Aerospace; Agribusiness; Arts; Automotive; Corporate Innovation Centers; Defense; Electric Vehicle Manufacturing; Energy; Film & Entertainment; Food Processing; Headquarters; Life Sciences; Logistics & Supply Chain; Manufacturing; Technology; Tourism

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

State Priority

State Priority

State Priority

State Priority

ANALYSIS
NOT AVAILABLE

Hawaii

Degree of Readiness: High

KEY DATA ELEMENTS

● Yes

● No

CTE Concentrator	●
CTE Completer	●
Industry-recognized Credential Attainment	●
Work-based Learning Course Completion	●

DATA PROVIDED BY STATE

Provided

By Program Area

By Pathway

CTE Concentrator	●	●
CTE Completer	●	●
Industry-recognized Credential Attainment	●	●
Work-based Learning Course Completion	●	●

ADMINISTRATOR
HAWAII STATE DEPT.
OF EDUCATION

CAREER CLUSTERS
13 (2025-2026)

**STATE-APPROVED
PATHWAYS**
42 (2025-2026)

The state's K-12 CTE program demonstrates strong readiness across all four categories, including the alignment between CTE pathways and state economic priorities. Pathway level data and information are mostly accessible (or easy to request).

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

✓ Data

Whether states collect and report pathway-level student participation and outcome data

IN PLACE

The state defines and collects data on student completion, activities, and outcomes by CTE pathway.

✓ Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

✓ Transparency

Whether pathway information and data are easily accessible

MOSTLY ACCESSIBLE

The majority of state CTE program information and data are publicly available and updated. Additional information is easy to request and requires no payment.

NEXT STEPS FOR HAWAII

Refine program structure and data collection to ensure consistent tracking of pathway activity and outcomes statewide.

Ensure workforce alignment is consistent across all pathways (not strong in only a subset).

Enhance public reporting of pathway activity and outcomes to support decisions and continuous improvement.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Hospitality & Tourism Culinary Arts
Architecture & Construction Residential &/or Commercial Construction
Transportation, Distribution, & Logistics Automotive: Maintenance & Light Repair
Arts, A/V Technology, & Communications Film/TV Production
Arts, A/V Technology, & Communications Digital Design

Least active programs and their respective workforce sector

Business Management & Administration HR Management
Education & Training Ed. Support Svcs (e.g., school counselor, student advisor, media tech, etc.)
Education & Training Education & Training - General
Health Science Public/Community Health
Manufacturing (Advanced) Electro-Mechanical/Mechanics

State Workforce Priorities: Agribusiness & Food, Creative, Defense & Military, Health & Wellness; Maritime; Professional, Business, & Financial; Small Business & Entrepreneurship; Technology, Travel & Tourism

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Business/ Entrepreneurship	Customs Broker	\$\$
	General/Operations Manager	\$\$\$
	Online Merchant	\$\$
Health	Medical Assistant	Below \$
	Occupational Therapy Assistant	\$
	Registered Nurse	\$\$\$
Hospitality/ Tourism	Chef/Head Cook	\$\$
	Food Service Manager	\$\$
	Lodging Manager	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

Idaho

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
IDAHO DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
6 (2025-2026)

**STATE-APPROVED
PATHWAYS**
59 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR IDAHO

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Business Management & Administration <i>Administrative Assistant/Secretary</i>
	Business Management & Administration <i>Business Administration/Management</i>
	Agriculture, Food, & Natural Resources <i>Ag Power, Structural & Technical Systems/Mechanics</i>
	Agriculture, Food, & Natural Resources <i>Ag, Food, & Natural Resources - General</i>
	Marketing <i>Marketing - General</i>
Least active programs and their respective workforce sector	Architecture & Construction <i>Electrical</i>
	Information Technology <i>Cybersecurity/Network Security</i>
	Manufacturing (Advanced) <i>Precision Machining</i>
	Architecture & Construction <i>Plumbing</i>
	Architecture & Construction <i>HVAC/HVAC-R</i>

State Workforce Priorities: Aerospace; Energy; Food Processing; Manufacturing; Outdoor Recreation; Semiconductor; Technology; Tourism

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Business	Administrative Assistant	Below \$
	HR Specialist	\$\$
	General/Operational Manager	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$
Manufacturing	Engineering Technician	\$\$
	Industrial Machinery Mechanic	\$\$
	Machinist	\$
Tourism	Lodging Manager	\$\$\$
	Recreational Vehicle Service Technician	\$
	Reservation/Transportation Agent	Below \$

Illinois

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
ILLINOIS STATE BOARD
OF EDUCATION
CAREER CLUSTERS
19 (2024-2025)
**STATE-APPROVED
PATHWAYS**
77 (2024-2025)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR ILLINOIS

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Human Services <i>Human Services - General</i>
	Hospitality & Tourism <i>Culinary Arts</i>
	Agriculture, Food, & Natural Resources <i>Agriculture, Food, & Natural Resources - General</i>
	Business Management & Administration <i>Business Mgmt & Administration - General</i>
	Architecture & Construction <i>Architecture & Construction - General</i>
Least active programs and their respective workforce sector	Hospitality & Tourism <i>Tourism Management</i>
	Government & Public Administration <i>Government & Public Administration - General</i>
	Law, Public Safety, Corrections, & Security <i>Pre-Law/Legal Studies</i>
	Human Services <i>Esthetics/Nails/Personal Care Services</i>
	Law, Public Safety, Corrections, & Security <i>Law, Public Safety, & Security - General</i>

State Workforce Priorities: Advanced Manufacturing; Clean Energy Production & Manufacturing; Life Sciences; Quantum Computing, AI, & Macroelectronics; Next Generation Agriculture, Ag Tech, and Food Processing; Transportation, Distribution, & Logistics (TDL)

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	CNC Tool Programmer	\$\$
	Industrial Engineering Technician	\$\$
	Robotics Technician	\$\$
Agriculture	Agriculture Inspector	\$
	Agriculture Technician	Below \$
	Farm Equipment Mechanic	\$
Energy	Biofuels Production Manager	\$\$\$
	Biological Technician	\$
	Engineering Technician	\$\$
Logistics/Distribution	GIS Technician	\$\$\$
	Logistician	\$\$
	Transport, Storage, Distribution Manager	\$\$\$

Indiana

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
INDIANA COMMISSION FOR
HIGHER EDUCATION

CAREER CLUSTERS
14 (2025-2026)

**STATE-APPROVED
PATHWAYS**
72 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

IN PLACE

The state defines and collects data on student completion, activities, and outcomes by CTE pathway.

Workforce

Whether CTE student activity reflects state economic priorities

MINIMALLY ALIGNED

Student concentration and/or completion of CTE pathways are loosely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR INDIANA

Refine how pathways align to state and regional economic priorities and in-demand, sustainable wage occupations.

Establish a regular process for validating workforce alignment using labor market data.

Update and communicate pathway information regularly so it stays current and interpretable.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Human Services <i>Barbering and/or Cosmetology</i>
	Transportation, Distribution, & Logistics <i>Automotive: Maintenance & Light Repair</i>
	Manufacturing (Advanced) <i>Welding</i>
	Architecture & Construction <i>Carpentry</i>
	Health Science <i>Nursing Services</i>
Least active programs and their respective workforce sector	Agriculture, Food, & Natural Resources <i>Agriculture, Food, & Natural Resources - General</i>
	Architecture & Construction <i>Building & Facilities Maintenance</i>
	Architecture & Construction <i>Plumbing</i>
	Information Technology <i>Data Science</i>
	Transportation, Distribution, & Logistics <i>Commercial Driver</i>

State Workforce Priorities: Advanced Manufacturing; AgBioscience; AI; Defense; Life Sciences; Mobility; Semiconductors

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	CNC Tool Programmer	\$\$
	Industrial Engineering Technician	\$\$
	Robotics Technician	\$
Health/Life Science	Medical/Clinical Lab Technician	\$
	Orthotist	\$
	Radiologic Technician	\$\$\$
Semiconductor	Computer Systems Architect	\$\$\$
	Industrial Engineering Technician	\$\$
	Quality Control Analyst	\$\$
Transportation	Automotive Mechanic	\$\$
	Diesel Engine Mechanic	\$\$
	Electronic Engineering Technician	\$\$

Iowa

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
IOWA DEPARTMENT
OF EDUCATION
CAREER CLUSTERS
6 (2025-2026)
**STATE-APPROVED
PATHWAYS**
42 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

MINIMALLY ALIGNED

Student concentration and/or completion of CTE pathways are loosely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR IOWA

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Agriculture, Food, & Natural Resources <i>Agriculture, Food, & Natural Resources - General</i>
	Business Management & Administration <i>Business Management & Administration - General</i>
	Architecture & Construction <i>Residential &/or Commerical Construction</i>
	Human Services <i>Human Services - General</i>
	Human Services <i>Social Services/Family Services</i>
Least active programs and their respective workforce sector	Manufacturing (Advanced) <i>Automation and Robotics</i>
	Education & Training <i>Education & Training - General</i>
	Agriculture, Food, & Natural Resources <i>Ag Power, Structural & Technical Systems/Mechanics</i>
	Architecture & Construction <i>Carpentry</i>
	Arts, A/V Technology, & Communications <i>Film/TV Production</i>

State Workforce Priorities: Advanced Manufacturing; Bioscience; Finance & Insurance; Information Technology

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Industrial Engineering Technician	\$\$
	Machinist	\$
	Robotics Technician	\$\$\$
Bioscience	Agricultural Technician	Below \$
	Chemical Technician	\$
	Clinical Lab Technician	\$
Finance/ Insurance	Financial Manager	\$\$\$
	Insurance Agent	\$\$
	Loan Officer	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Computer Systems Architect	\$\$\$
	IT Project Manager	\$\$\$

Kansas

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
KANSAS STATE DEPT.
OF EDUCATION

CAREER CLUSTERS
15 (2025-2026)

**STATE-APPROVED
PATHWAYS**
32 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR KANSAS

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Health Science <i>Health Science - General</i>
	Business Management & Administration <i>Entrepreneurship</i>
	Arts, A/V Technology, & Communications <i>Audio/Visual Technology</i>
	Hospitality & Tourism <i>Hospitality Management</i>
	Agriculture, Food, & Natural Resources <i>Ag Power, Structural & Technical Systems/Mechanics</i>
Least active programs and their respective workforce sector	Agriculture, Food, & Natural Resources <i>Agribusiness</i>
	Information Technology <i>Networking (wired, wi-fi, public)</i>
	Manufacturing (Advanced) <i>Manufacturing Production/Technician</i>
	Agriculture, Food, & Natural Resources <i>Natural Resource Management</i>
	Hospitality & Tourism <i>Tourism Management</i>

State Workforce Priorities: Advanced Manufacturing; Aerospace & Defense; Agriculture; Animal Health; Bioscience; Corporate & Professional Services; Energy & Natural Resources; Food Processing & Manufacturing; Logistics & Distribution

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Agriculture	Agriculture Supervisor	\$
	Agriculture Technician	\$
	GIS Technician	\$\$\$
Business/ Professional Services	Financial Manager	\$\$\$
	General/Operations Manager	\$\$\$
	HR Specialist	\$\$\$
Energy/ Natural Resources	Biofuels Production Manager	\$\$\$
	Engineering Technician	\$\$
	Wind Turbine Service Technician	\$\$\$
Logistics/ Distribution	Cargo/Freight Agent	\$
	Logistician	\$
	Transportation, Storage, Distribution Manager	\$\$\$

Kentucky

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes

● No

CTE Concentrator	●
CTE Completer	●
Industry-recognized Credential Attainment	●
Work-based Learning Course Completion	●

DATA PROVIDED BY STATE

Provided

By Program Area

By Pathway

CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
KENTUCKY DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
12 (2025-2026)

**STATE-APPROVED
PATHWAYS**
144 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING



Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.



Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.



Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.



Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR KENTUCKY

Improve statewide reporting tools so CTE program and pathway information is easy to find and use.

Present pathway information and data in clear, comparable formats across program areas.

Update and communicate pathway information regularly so it stays current and interpretable.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Business Management & Administration <i>Entrepreneurship</i>
Health Science <i>Health Science - General</i>
Health Science <i>Nursing Services</i>
Manufacturing (Advanced) <i>Welding</i>
Agriculture, Food, & Natural Resources <i>Animal Systems/Science</i>

Least active programs and their respective workforce sector

Transportation, Distribution, & Logistics <i>Aircraft Maintenance</i>
Manufacturing (Advanced) <i>Sheet Metal/Metal Fabrication</i>
Manufacturing (Advanced) <i>Manufacturing Production/Technician</i>
Manufacturing (Advanced) <i>Electronic Technologies</i>
Agriculture, Food, & Natural Resources <i>Veterinary Science</i>

State Workforce Priorities: Aerospace; AgriTech; Automotive; Chemicals; Distribution & Logistics; Food & Beverage; Healthcare; Manufacturing; Plastics & Rubber; Primary Metals

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Agriculture	Agriculture Supervisor	\$
	Agriculture Technician	\$
	GIS Technician	\$\$\$
Chemicals	Chemical Technician	\$\$
	General/Operations Manager	\$\$\$
	Industrial Engineering Technician	\$\$\$
Health	Medical Assistant	Below \$
	Physical Therapy Assistant	\$\$\$
	Registered Nurse	\$\$\$
Logistics/ Distribution	GIS Technician	\$\$\$
	Logistician	\$\$\$
	Transport, Storage, Distribution Manager	\$\$\$

Louisiana

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
LOUISIANA DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
11 (2023-2024)

**STATE-APPROVED
PATHWAYS**
17 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

NOT IN PLACE

The state's K-12 CTE program is not sufficiently structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR LOUISIANA

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Hospitality & Tourism
	Arts, A/V Technology, & Communications
	Business Management & Administration
	Health Science
	Information Technology
Least active programs and their respective workforce sector	Transportation, Distribution, & Logistics
	Law, Public Safety, & Security
	Human Services
	Manufacturing
	Architecture & Construction

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Bioscience/ Life Science	Biological Technician	\$\$
	Cytogenetic Technologist	\$\$
	Medical/Clinical Lab Technician	\$\$
Energy	Chemicals Technician	\$\$\$
	Engineering Technician	\$\$\$
	Industrial Engineering Technician	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$
Logistics/ Distribution	Cargo/Freight Agent	\$
	Logistician	\$\$\$
	Transportation, Storage, Distribution Manager	\$\$\$

State Workforce Priorities: Aerospace & Defense; Agribusiness; Energy & Process Industries; Life Sciences; Logistics; Professional Services; Technology

Maine

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes

● No

CTE Concentrator

DATA PROVIDED BY STATE

Provided

By Program Area

By Pathway

CTE Completer

Industry-recognized Credential Attainment

Work-based Learning Course Completion

ADMINISTRATOR
MAINE DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
15 (2025-2026)

STATE-APPROVED
PATHWAYS
76 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

MINIMALLY ALIGNED

Student concentration and/or completion of CTE pathways are loosely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR MAINE

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

CTE General | No Assigned Sector
Transportation, Distribution, & Logistics | Automotive: Maintenance & Light Repair
Hospitality & Tourism | Culinary Arts
Manufacturing (Advanced) | Welding
Architecture & Construction | Carpentry

Least active programs and their respective workforce sector

Health Science | Bioscience/Biomedical
Agriculture, Food, & Natural Resources | Food Systems/Science or Processing
Architecture & Construction | Masonry
Finance | Finance - General
Hospitality & Tourism | Hospitality and Tourism - General

State Workforce Priorities: Clean Energy; Food/Agriculture; Forest Products; Life Sciences; Manufacturing; Marine/Aquaculture; Outdoor Recreation

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Energy	Industrial Engineering Technician	\$\$
	Solar Power Assessor	\$\$\$
	Wind Turbine Service Technician	\$\$
Life Science/Bioscience	Biological Technician	\$
	Cytogenetic Technician	\$\$
	Medical/Clinical Lab Technician	\$\$
Manufacturing	CNC Tool Programmer	\$\$
	General/Operations Manager	\$\$\$
	Machinist	\$\$
Recreation/Tourism	Lodging Manager	\$\$
	Recreational Vehicle Service Technician	\$
	Reservation/Transport Agent	Below \$

Maryland

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	● Yes, but not usable	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
MARYLAND STATE DEPT.
OF EDUCATION

CAREER CLUSTERS
10 (2025-2026)

**STATE-APPROVED
PATHWAYS**
32 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

NOT ACCESSIBLE

State CTE program information and data are not publicly available, incomplete, or require special applications and/or payment to access.

NEXT STEPS FOR MARYLAND

Improve pathway-level data collection so completion and outcomes are tracked consistently across program areas.

Integrate pathway data so it can be used to assess workforce alignment and inform program improvement.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Least active programs and their respective workforce sector

**STATE DATA
NOT AVAILABLE**

THE WORKFORCE STATEWIDE

Aligned programs with priority industry sectors and occupations meeting criteria for K-12 students (see national report for methodology).

State Priority

State Priority

State Priority

State Priority

**ANALYSIS
NOT AVAILABLE**

State Workforce Priorities: Advanced Manufacturing/Industry 4.0; Aerospace & Aviation; Artificial Intelligence; Creative Economy; Cleantech & Renewable Energy; Cybersecurity & IT; Data Centers; Distribution, Warehouse, & Logistics; Food & Agribusiness; Life Sciences; Quantum Computing; Uncrewed Systems

Massachusetts

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
MASSACHUSETTS DEPT.
OF ELEMENTARY AND
SECONDARY EDUCATION
CAREER CLUSTERS
11 (2025-2026)
**STATE-APPROVED
PATHWAYS**
44 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

NOT IN PLACE

The state's K-12 CTE program is not sufficiently structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

NOT ACCESSIBLE

State CTE program information and data are not publicly available, incomplete, or require special applications and/or payment to access.

NEXT STEPS FOR MASSACHUSETTS

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Least active programs and their respective workforce sector

STATE DATA
NOT AVAILABLE

State Workforce Priorities: Advanced Manufacturing; Artificial Intelligence; Climatech; Defense; Information Technologies; Life Sciences

THE WORKFORCE STATEWIDE

Aligned programs with priority industry sectors and occupations meeting criteria for K-12 students (see national report for methodology).

State Priority

State Priority

State Priority

State Priority

ANALYSIS
NOT AVAILABLE

Michigan

Degree of Readiness: **High**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
MICHIGAN DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
18 (2025-2026)

**STATE-APPROVED
PATHWAYS**
54 (2025-2026)

The state's K-12 CTE program demonstrates strong readiness across all four categories, including the alignment between CTE pathways and state economic priorities. Pathway level data and information are mostly accessible (or easy to request).

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

✓ Data

Whether states collect and report pathway-level student participation and outcome data

IN PLACE

The state defines and collects data on student completion, activities, and outcomes by CTE pathway.

✓ Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

✓ Transparency

Whether pathway information and data are easily accessible

MOSTLY ACCESSIBLE

The majority of state CTE program information and data are publicly available and updated. Additional information is easy to request and requires no payment.

NEXT STEPS FOR MICHIGAN

Ensure workforce alignment is consistent across all pathways (not strong in only a subset).

Assess the quality of CTE pathways by examining student activity and outcomes.

Enhance public reporting of pathway activity and outcomes to support decisions and continuous improvement.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Health Science <i>Health Science - General</i>
	Marketing <i>Sales</i>
	Business Management & Administration <i>Business Administration/Management</i>
	Architecture & Construction <i>Residential &/or Commerical Construction</i>
	Hospitality & Tourism <i>Culinary Arts</i>
Least active programs and their respective workforce sector	Health Science <i>Health Informatics</i>
	Human Services <i>Human Services - General</i>
	Arts, A/V Technology, & Communications <i>Interior Design</i>
	Architecture & Construction <i>Plumbing</i>
	Hospitality & Tourism <i>Hospitality Management</i>

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Construction	Carpenter	\$\$
	Electrician	\$\$\$
	Helper	\$
Energy	Biofuels Processing Technician	\$\$
	Chemicals Technician	\$\$
	Industrial Engineering Technician	\$\$
Health	Medical Assistant	Below \$
	Radiologic Technician	\$\$
	Registered Nurse	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

State Workforce Priorities: Agriculture; Construction; Energy; Healthcare; Hospitality & Outdoor Recreation; Information Technology; Manufacturing; Mobility

Minnesota

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
MINNESOTA DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
14 (2025-2026)

**STATE-APPROVED
PATHWAYS**
72 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

○ Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

○ Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

○ Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR MINNESOTA

Improve pathway-level data collection so completion and outcomes are tracked consistently across program areas.

Integrate pathway data so it can be used to assess workforce alignment and inform program improvement.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Human Services
	Business Management & Administration
	Architecture & Construction
	Agriculture, Food, & Natural Resources
	Finance
Least active programs and their respective workforce sector	Law, Public Safety, & Security
	Hospitality & Tourism
	Education & Training
	Health Science
	Information Technology

State Workforce Priorities: Advanced Manufacturing; Clean Tech & Renewable Energy; Finance & Insurance; Food Production & Agriculture; Life Sciences; Retail; Services Supporting our Ecosystem; Technology & Innovation

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	General/Operational Manager	\$\$\$
	Industrial Engineering Technician	\$\$
	Robotics Technician	\$
Energy	Biofuels Production Manager	\$\$\$
	Solar Assessor	\$\$\$
	Wind Turbine Service Technician	\$
Finance/ Insurance	Financial Manager	\$\$\$
	Insurance Agent	\$\$
	Loan Officer	\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

Mississippi

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
MISSISSIPPI DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
12 (2025-2026)

**STATE-APPROVED
PATHWAYS**
46 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

🎯 Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

🎯 Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

🎯 Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR MISSISSIPPI

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Health Science <i>Health Science - General</i>
	Hospitality & Tourism <i>Culinary Arts</i>
	Architecture & Construction <i>Carpentry</i>
	Business Management & Administration <i>Bus. Mgmt. & Administration - General</i>
	Manufacturing (Advanced) <i>Welding</i>
Least active programs and their respective workforce sector	Health Science <i>Medical Assistant</i>
	Transportation, Distribution, & Logistics <i>Logistics (ops &/or supply chain) Management</i>
	Hospitality & Tourism <i>Hospitality Management</i>
	Transportation, Distribution, & Logistics <i>Truck Repair: Heavy Duty/Diesel</i>
	Manufacturing (Advanced) <i>Precision Machining</i>

State Workforce Priorities: Advanced Manufacturing; Aerospace & Defense; Agriculture, Food & Beverage; Automotive; Chemicals; Distribution & Logistics; Energy; Forestry

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Agriculture	Agricultural Supervisor	\$\$\$
	Agricultural Technician	\$
	Farm Equipment Service Technician	\$
Chemicals	Chemicals Technician	\$\$\$
	General/Operations Manager	\$\$\$
	Industrial Engineering Technician	\$\$\$
Logistics/Distribution	Cargo/Freight Agent	\$\$
	Logistician	\$\$\$
	Supply Chain Manager	\$\$\$
Maritime	Ship Engineer	\$\$\$
	Structural Iron/Steel Worker	\$
	Welder	\$

Missouri

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

Provided By Program Area By Pathway

ADMINISTRATOR
MISSOURI DEPARTMENT
OF ELEMENTARY &
SECONDARY EDUCATION

CAREER CLUSTERS
14 (2025-2026)

STATE-APPROVED
PATHWAYS
72 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

NOT ACCESSIBLE

State CTE program information and data are not publicly available, incomplete, or require special applications and/or payment to access.

NEXT STEPS FOR MISSOURI

Improve pathway-level data collection so completion and outcomes are tracked consistently across program areas.

Integrate pathway data so it can be used to assess workforce alignment and inform program improvement.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Agriculture, Food, & Natural Resources
	Health Science
	Business Management & Administration
	Human Services
	Science, Technology, Engineering, & Math
Least active programs and their respective workforce sector	Law, Public Safety, & Security
	Arts, A/V Technology, & Communications
	Education & Training
	Manufacturing
	Architecture & Construction

State Workforce Priorities: Agribusiness; Biosciences; Construction; Education; Energy Solutions; Financial & Professional Services; Healthcare Science & Services; Hospitality; Information Technology; Manufacturing; Transportation & Logistics

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Construction	Carpenter	\$\$
	Electrician	\$\$\$
	Helper	\$
Financial/Professional Services	Administrative Svcs Manager	\$\$\$
	Financial Manager	\$\$\$
	HR Specialist	\$\$
Logistics/Distribution	GIS Technician	\$\$\$
	Logistician	\$\$\$
	Supply Chain Manager	\$\$\$
Manufacturing	General/Operations Manager	\$\$\$
	Industrial Engineering Technician	\$\$\$
	Machinist	\$\$

Montana

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
MONTANA OFFICE OF
PUBLIC INSTRUCTION

CAREER CLUSTERS
5 (2025-2026)

**STATE-APPROVED
PATHWAYS**
17 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR MONTANA

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Agriculture, Food, & Natural Resources
Business Management & Administration
Architecture & Construction
Manufacturing
Health Science

Least active programs and their respective workforce sector

Education & Training
Human Services
Transportation, Distribution, & Logistics
Finance
Information Technology

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Construction	Carpenter	\$\$
	Electrician	\$\$
	Helper	\$
Health	Cardiovascular Technician	\$\$\$
	Medical Assistant	Below \$
	Registered Nurse	\$\$\$
Hospitality/ Tourism	Food Service Manager	\$\$
	Lodging Manager	\$\$
	Reservation/Transport Agent	Below \$
Information Technology	Computer Network Support Specialist	\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

State Workforce Priorities: Construction; Education; Healthcare Services; Information Technology; Tourism

Nebraska

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes

● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
NEBRASKA DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
15 (2025-2026)

STATE-APPROVED
PATHWAYS
44 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR NEBRASKA

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Manufacturing (Advanced) | Manufacturing - General
Agriculture, Food, & Natural Resources | Animal Systems/Science
Finance | Finance/Financial Management/Investment Management
Manufacturing (Advanced) | Welding
Hospitality & Tourism | Culinary Arts

Least active programs and their respective workforce sector

Business Management & Administration | Bus. Mgmt & Administration - General
Education & Training | K-12 Teaching
Information Technology | Computer Science
Information Technology | Web Development and Design
Health Science | Bioscience/Biomedical

State Workforce Priorities: Agriculture & Food Services; Construction; Health Care/Medical; Manufacturing; Transportation, Distribution, & Logistics

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Agriculture	Agriculture Supervisor	\$
	Agriculture Technician	Below \$
	GIS Technician	\$\$\$
Construction	Carpenter	\$
	Electrician	\$\$
	Helper	\$
Health	Medical Asisstant	\$
	Phlebotomist	Below \$
	Registered Nurse	\$\$\$
Logistics/Distribution	Cargo/Freight Agent	\$
	Logistician	\$\$
	Transport, Storage, Distribution Manager	\$\$\$

Nevada

Degree of Readiness: **High**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
NEVADA DEPARTMENT OF
EDUCATION

CAREER CLUSTERS
14 (2025-2026)

**STATE-APPROVED
PATHWAYS**
53 (2025-2026)

The state's K-12 CTE program demonstrates strong readiness across all four categories, including the alignment between CTE pathways and state economic priorities. Pathway level data and information are mostly accessible (or easy to request).

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

MOSTLY ACCESSIBLE

The majority of state CTE program information and data are publicly available and updated. Additional information is easy to request and requires no payment.

NEXT STEPS FOR NEVADA

Refine program structure and data collection to ensure consistent tracking of pathway activity and outcomes statewide.

Ensure workforce alignment is consistent across all pathways (not strong in only a subset).

Enhance public reporting of pathway activity and outcomes to support decisions and continuous improvement.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Marketing Marketing - General
Education & Training K-12 Teaching
Hospitality & Tourism Culinary Arts
Arts, A/V Technology, & Communications Audio/Visual Technology
Transportation, Distribution, & Logistics Automotive: Maintenance & Light Repair

Least active programs and their respective workforce sector

Agriculture, Food, & Natural Resources Horticulture Design/Floral Design
Agriculture, Food, & Natural Resources Food Systems/Science or Processing
Agriculture, Food, & Natural Resources Ag Power, Structural & Technical Systems/Mechanics
Manufacturing (Advanced) Electronic Technologies
Agriculture, Food, & Natural Resources Agriculture, Food, & Natural Resources - General

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Energy	Biofuels Production Manager	\$\$\$
	Solar Assessor	\$\$\$
	Solar Installer	\$\$
Health	Cardiovascular Technician	\$
	Medical Assistant	Below \$
	Registered Nurse	\$\$\$
Hospitality/Tourism	Food Prep & Server Supervisor	Below \$
	Food Service Manager	\$
	Lodging Manager	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Computer Systems Architect	\$\$\$
	IT Project Manager	\$\$\$

State Workforce Priorities: Aerospace & Defense; Agriculture; Alternative Energy; Health & Medical; Information Technology; Hospitality, Tourism, Sports, & Creative; Logistics & Operations; Manufacturing; Mining; Natural Resources; Water Technologies

New Hampshire

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
NEW HAMPSHIRE
DEPARTMENT OF
EDUCATION
CAREER CLUSTERS
6 (2025-2026)
**STATE-APPROVED
PATHWAYS**
19 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING



Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.



Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.



Workforce

Whether CTE student activity reflects state economic priorities

MINIMALLY ALIGNED

Student concentration and/or completion of CTE pathways are loosely aligned to state economic and labor market priorities.



Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR NEW HAMPSHIRE

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Health Science <i>Health Science - General</i>
Business Management & Administration <i>Business Management & Administration - General</i>
Transportation, Distribution, & Logistics <i>Automotive: Maintenance & Light Repair</i>
Architecture & Construction <i>Residential &/or Commerical Construction</i>
Arts, A/V Technology, & Communications <i>Communications (digital or print)</i>

Least active programs and their respective workforce sector

Transportation, Distribution, & Logistics <i>Heavy Equipment Technician</i>
Architecture & Construction <i>Plumbing</i>
Health Science <i>Emergency Medical Service (EMS/EMT)</i>
Transportation, Distribution, & Logistics <i>Aeronautics/Aviation (pilot)</i>
Architecture & Construction <i>HVAC/HVAC-R</i>

State Workforce Priorities: Advanced Manufacturing; Life Sciences; Technology; Tourism/Hospitality

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	General/Operations Manager	\$\$\$
	Industrial Engineering Technician	\$
	Robotics Technician	\$\$
Bioscience/ Life Science	Biological Technician	\$
	Cytogenetic Technician	\$\$
	Medical/Clinical Lab Technician	\$\$
Hospitality/ Tourism	Food Service Manager	\$\$
	Housekeeping Supervisor	\$
	Lodging Manager	\$
Information Technology	Computer Network Support Specialist	\$\$
	Computer Systems Architect	\$\$\$
	IT Project Manager	\$\$

New Jersey

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
NEW JERSEY DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
16 (2025-2026)

**STATE-APPROVED
PATHWAYS**
72 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR NEW JERSEY

Refine program structure and data collection to ensure consistent tracking of pathway activity and outcomes statewide.

Present pathway information and data in clear, comparable formats across program areas.

Update and communicate pathway information regularly so it stays current and interpretable.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Hospitality & Tourism <i>Culinary Arts</i>
	Health Science <i>Health Science - General</i>
	Science, Technology, Engineering, & Mathematics <i>Engineering</i>
	Human Services <i>Barbering &/or Cosmetology</i>
	Transportation, Distribution, & Logistics <i>Automotive: Maintenance & Light Repair</i>
Least active programs and their respective workforce sector	Transportation, Distribution, & Logistics <i>2- & 4-cycle engine technician</i>
	Hospitality & Tourism <i>Hospitality Management</i>
	Transportation, Distribution, & Logistics <i>Aeronautics/Aviation (pilot)</i>
	Health Science <i>Emergency Medical Service (EMS/EMT)</i>
	Health Science <i>Therapeutic/Rehabilitation Services (physical, occupational)</i>

State Workforce Priorities: Biopharmaceutical & Life Sciences; Construction & Energy; Financial Services; Healthcare; Leisure & Hospitality; Manufacturing; Retail Trade; Technology; Transportation, Distribution, & Logistics;

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	General/Operational Manager	\$\$\$
	Industrial Engineering Technician	\$
	Robotics Technician	\$
Construction	Carpenter	\$
	Electrician	\$
	Helper	\$
Financial Services	Administrative Services Manager	\$\$\$
	Financial Manager	\$\$\$
	Loan Officer	\$\$
Logistics/Distribution	GIS Technician	\$\$\$
	Logistician	\$\$
	Supply Chain Manager	\$\$\$

New Mexico

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

Provided By Program Area By Pathway

ADMINISTRATOR
NEW MEXICO PUBLIC
EDUCATION DEPARTMENT
CAREER CLUSTERS
16 (2025-2026)
**STATE-APPROVED
PATHWAYS**
58 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR NEW MEXICO

Improve pathway-level data collection so completion and outcomes are tracked consistently across program areas.

Integrate pathway data so it can be used to assess workforce alignment and inform program improvement.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Agriculture, Food, & Natural Resources
Law, Public Safety, & Security
Arts, A/V Technology, & Communications
Health Science
Hospitality & Tourism

Least active programs and their respective workforce sector

Finance
Education & Training
Science, Technology, Engineering, & Math
Marketing
Human Services

State Workforce Priorities: Aerospace; Biosciences; Cybersecurity; Film & Television; Global Trade; Intelligent Manufacturing; Outdoor Recreation; Sustainable & Green Energy; Sustainable & Value-added Agriculture

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Electrical/Electronics Technician	\$\$\$
	Industrial Engineering Technician	\$\$\$
	Machinist	\$\$
Aerospace	CNC Tool Programmer	\$\$\$
	Engineering Technician	\$\$\$
	Pilot/Flight Engineer	\$\$\$
Bioscience/ Life Science	Cytogenetic Technician	\$
	Medical/Clinical Lab Technician	\$
	Quality Control Analyst	\$\$
Energy	Biofuels Production Manager	\$\$\$
	Solar Assessor	\$\$\$
	Wind Turbine Service Technician	\$\$\$

New York

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
NEW YORK STATE
EDUCATION DEPARTMENT
CAREER CLUSTERS
7 (2025-2026)
**STATE-APPROVED
PATHWAYS**
UNCLEAR (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

MINIMALLY ALIGNED

Student concentration and/or completion of CTE pathways are loosely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR NEW YORK

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Human Services <i>Barbering &/or Cosmetology</i>
	Hospitality & Tourism <i>Culinary Arts</i>
	Transportation, Distribution, & Logistics <i>Automotive: Maintenance & Light Repair</i>
	Manufacturing (Advanced) <i>Welding</i>
	Law, Public Safety, Corrections, & Security <i>Law Enforcement (police)</i>
Least active programs and their respective workforce sector	Agriculture, Food, & Natural Resources <i>Agribusiness</i>
	Business Management & Administration <i>Retail Management</i>
	Information Technology <i>Data Support Services Technician</i>
	Human Services <i>Nutrition Services</i>
	Agriculture, Food, & Natural Resources <i>Plant Systems/Plant & Soil</i>

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Chemicals Technician	\$
	Industrial Engineering Technician	\$
	Robotics Technician	\$\$
Bioscience/ Life Science	Biological Technician	\$
	Cytogenetic Technician	\$\$\$
	Medical/Clinical Lab Technician	\$\$\$
Construction	Carpenter	\$
	Electrician	\$\$
	Helper	\$
Energy	Biofuels Production Manager	\$\$\$
	Solar Assessor	\$\$\$
	Wind Turbine Service Technician	\$\$

State Workforce Priorities: Advanced Manufacturing & Materials; Biotech & Life Sciences; Cleantech & Renewable Energy; Construction; Electronics & Optics, Photonics, & Imaging (OPI); Film & Television Production & Post-Production; Software & Digital Media

North Carolina

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
NORTH CAROLINA
DEPARTMENT OF PUBLIC
INSTRUCTION
CAREER CLUSTERS
7 (2025-2026)
**STATE-APPROVED
PATHWAYS**
74 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

🎯 Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

🔗 Workforce

Whether CTE student activity reflects state economic priorities

MINIMALLY ALIGNED

Student concentration and/or completion of CTE pathways are loosely aligned to state economic and labor market priorities.

🎯 Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR NORTH CAROLINA

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Health Science | *Health Science - General*
Human Services | *Nutrition Services*
Arts, A/V Technology, & Communications | *Digital Design*
Agriculture, Food, & Natural Resources | *Animal Systems/Science*
Marketing | *Marketing - General*

Least active programs and their respective workforce sector

Health Science | *Dentistry - General*
Government & Public Administration | *Government & Public Administration - General*
Arts, A/V Technology, & Communications | *Audio/Visual Technology*
Manufacturing (Advanced) | *Electro-Mechanical/Mechatronics*
Arts, A/V Technology, & Communications | *Interactive Media Technology*

State Workforce Priorities: Aerospace & Defense; Automotive, Truck & Heavy Machinery; Biotechnology & Pharmaceuticals; Business & Financial Services; Corporate Headquarters; Energy; Food Processing & Manufacturing; Furniture; Information Technology; Plastics & Chemicals; Textiles; Tourism

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Chemicals	Chemical Technician	\$
	Clinical Lab Technician	\$\$
	Quality Control Analyst	\$\$
Financial Services	Financial Manager	\$\$\$
	Insurance Agent	\$
	Loan Officer	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$\$
	Computer Systems Architect	\$\$\$
	IT Project Manager	\$\$\$
Manufacturing	General/Operational Manager	\$\$\$
	Industrial Machinery Mechanic	\$\$
	Machinist	\$

North Dakota

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
NORTH DAKOTA
DEPARTMENT OF PUBLIC
INSTRUCTION

CAREER CLUSTERS
17 (2025-2026)

**STATE-APPROVED
PATHWAYS**
79 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

NOT ACCESSIBLE

State CTE program information and data are not publicly available, incomplete, or require special applications and/or payment to access.

NEXT STEPS FOR NORTH DAKOTA

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Human Services
	Agriculture, Food, & Natural Resources
	Transportation, Distribution, & Logistics
	Business Management & Administration
	Health Science
Least active programs and their respective workforce sector	Education & Training
	Arts, A/V Technology, & Communications
	Hospitality & Tourism
	Architecture & Construction
	Information Technology

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Agriculture	Agriculture Technician	\$
	Farm Equipment Service Technician	\$\$
	GIS Technician	\$\$
Energy	Biofuels Production Manager	\$\$\$
	Solar Assessor	\$\$\$
	Wind Turbine Service Technician	\$\$\$
Information Technology	Computer Network Support Specialist	\$\$
	Computer Systems Architect	\$\$\$
	IT Project Manager	\$\$
Manufacturing	General/Operational Manager	\$\$\$
	Industrial Machinery Mechanic	\$\$
	Machinist	\$

State Workforce Priorities: Advanced Manufacturing; Autonomous Systems; Energy, Technology; Tourism Development; Value-added Agriculture

Ohio

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

ADMINISTRATOR
OHIO DEPARTMENT
OF EDUCATION &
WORKFORCE
CAREER CLUSTERS
15 (2025-2026)
**STATE-APPROVED
PATHWAYS**
43 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

 Structure <i>Whether states clearly organize CTE programs down to the pathway level</i> IN PLACE The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.	 Data <i>Whether states collect and report pathway-level student participation and outcome data</i> PARTIALLY IN PLACE The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.	 Workforce <i>Whether CTE student activity reflects state economic priorities</i> PARTIALLY ALIGNED Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.	 Transparency <i>Whether pathway information and data are easily accessible</i> MOSTLY ACCESSIBLE The majority of state CTE program information and data are publicly available and updated. Additional information is easy to request and requires no payment. NEXT STEPS FOR OHIO Improve statewide reporting tools so CTE program and pathway information is easy to find and use. Present pathway information and data in clear, comparable formats across program areas. Update and communicate pathway information regularly so it stays current and interpretable. NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.
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PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Health Science <i>Nursing Services</i>
	Architecture & Construction <i>Residential &/or Commerical Construction</i>
	Transportation, Distribution, & Logistics <i>Automotive: Maintenance & Light Repair</i>
	Agriculture, Food, & Natural Resources <i>Agribusiness</i>
	Manufacturing (Advanced) <i>Industrial Maintenance</i>
Least active programs and their respective workforce sector	Transportation, Distribution, & Logistics <i>Logistics (ops &/or supply chain) Management</i>
	Manufacturing (Advanced) <i>Automation & Robotics</i>
	Health Science <i>Health Informatics</i>
	Hospitality & Tourism <i>Hotelier/Lodging Services</i>
	Transportation, Distribution, & Logistics <i>General</i>

State Workforce Priorities: Advanced Aerospace & Defense; Advanced Manufacturing; Automotive; Energy & Chemicals; Healthcare; Financial Services; Food & Agribusiness; Logistics & Distribution; Technology

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Aerospace Technician	\$\$\$
	Machinist	\$\$
	Robotics Technician	\$\$
Energy	Biofuels Processing Technician	\$\$
	Chemical Technician	\$
	Industrial Engineering Technician	\$\$
Financial Services	General Manager	\$\$\$
	Insurance Agent	\$\$
	Loan Officer	\$\$
Logistics & Distribution	Cargo/Freight Agent	\$
	Logistician	\$\$\$
	Trans, Storage, & Distribution Manager	\$\$\$

Oklahoma

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
OKLAHOMA STATE
DEPARTMENT EDUCATION
CAREER CLUSTERS
17 (2025-2026)
STATE-APPROVED
PATHWAYS
71 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

MINIMALLY ALIGNED

Student concentration and/or completion of CTE pathways are loosely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR OKLAHOMA

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Health Science <i>Therapeutic/Rehabilitation Services (physical, occupational)</i>
	Arts, A/V Technology, & Communications <i>Interactive Media Technology</i>
	Human Services <i>Social Services/Family Services</i>
	Hospitality & Tourism <i>Restaurant, Food, Beverage Services</i>
	Science, Technology, Engineering, & Mathematics <i>Engineering</i>

Least active programs and their respective workforce sector	Human Services <i>Counseling (mental health)</i>
	Health Science <i>Bioscience/Biomedical</i>
	Transportation, Distribution, & Logistics <i>Logistics (ops &/or supply chain) Mgmt</i>
	Law, Public Safety, Corrections, & Security <i>Law, Public Safety, & Security - General</i>
	Business Management & Administration <i>HR Management</i>

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Aerospace/Unmanned	Aerospace Technician	\$\$
	Airfield Operations Specialist	\$\$\$
	Engineering Technician	\$\$\$
Automotive	Automotive Service Technician	Below \$
	Diesel Engine Specialist	\$
	Robotics Technician	\$\$\$
Energy	Biofuels Production Manager	\$\$\$
	Chemicals Technician	\$\$\$
	Wind Turbine Service Technician	\$\$
Logistics/Distribution	Cargo/Freight Agent	\$
	Logistician	\$\$\$
	Supply Chain Manager	\$\$\$

State Workforce Priorities: Aerospace & Defense; Advanced Air Mobility & Unmanned Systems Sector; Agribusiness; Automotive; Bioscience; Film & Music; Information & Financial Services; Manufacturing; Renewable & New Energies; Traditional Energy; Transportation & Logistics

Oregon

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS	DATA PROVIDED BY STATE		
	● Yes	● No	
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
OREGON DEPARTMENT OF
EDUCATION
CAREER CLUSTERS
16 (2025-2026)
STATE-APPROVED
PATHWAYS
68 (2025-2026)

The state’s K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state’s ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR OREGON

Improve statewide reporting tools so CTE program and pathway information is easy to find and use.

Present pathway information and data in clear, comparable formats across program areas.

Update and communicate pathway information regularly so it stays current and interpretable.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE	
Student activity in CTE programs in 2023-2024 school year.	
Most active programs and their respective workforce sector	Agriculture, Food, & Natural Resources Agriculture, Food, & Natural Resources - General
	Health Science Health Science - General
	Manufacturing (Advanced) Precision Machining
	Hospitality & Tourism Restaurant, Food, Beverage Services
	Arts, A/V Technology, & Communications Digital Design
Least active programs and their respective workforce sector	Agriculture, Food, & Natural Resources Ag Power, Structural & Technical Systems/Mechanics
	Agriculture, Food, & Natural Resources Animal Systems/Science
	Agriculture, Food, & Natural Resources Horticulture Design/Floral Design
	Health Science Emergency Medical Service (EMS/EMT)
	Education & Training K-12 Teaching

State Workforce Priorities: Bioscience; Business Services; Food & Beverages; Forestry & Wood Products; High Technology; Metals & Machinery; Outdoor Gear & Apparel

THE WORKFORCE STATEWIDE		
Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).		
Bioscience	Chemicals Technician	\$
	Clinical Lab Technician	\$\$
	Quality Control Analyst	\$
Business Services	Administrative Services Manager	\$\$\$
	Financial Manager	\$\$\$
	HR Specialist	\$\$
Metals/Machinery	General/Operations Manager	\$\$\$
	Machinist	\$
	Structural Iron/Steel Worker	\$\$\$
Technology	Computer Systems Architect	\$\$\$
	Industrial Engineering Technician	\$\$
	IT Project Manager	\$\$\$

58

Pennsylvania

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
PENNSYLVANIA
DEPARTMENT OF
EDUCATION

CAREER CLUSTERS
14 (2025-2026)

**STATE-APPROVED
PATHWAYS**
78 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

IN PLACE

The state defines and collects data on student completion, activities, and outcomes by CTE pathway.

Workforce

Whether CTE student activity reflects state economic priorities

MINIMALLY ALIGNED

Student concentration and/or completion of CTE pathways are loosely aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR PENNSYLVANIA

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Human Services Barbering &/or Cosmetology
	Transportation, Distribution, & Logistics Automotive: Maintenance & Light Repair
	Hospitality & Tourism Restaurant, Food, Beverage Services
	Health Science Medical Assistant
	Manufacturing (Advanced) Welding
Least active programs and their respective workforce sector	Arts, A/V Technology, & Communications Digital Photography/Commercial Photography
	Manufacturing (Advanced) Sheet Metal/Metal Fabrication
	Education & Training K-12 Teaching (typically reflects elementary & secondary)
	Manufacturing (Advanced) Electronic Technologies
	Marketing Marketing - General

State Workforce Priorities: Agriculture; Energy; Life Sciences; Manufacturing, Robotics, & Technology

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Agriculture	Agriculture Technician	\$
	Agriculture Supervisor	\$
	GIS Technician	\$\$\$
Life Sciences	Clinical Lab Technician	\$\$
	Cytogenetic Technician	\$\$
	Quality Control Analyst	\$
Manufacturing	CNC Tool Programmer	\$\$
	Industrial Engineering Technician	\$
	Structural Iron/Steel Worker	\$\$\$
Robotics/Technology	Engineering Technician	\$\$
	IT Project Manager	\$\$\$
	Robotics Technician	\$\$

Rhode Island

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR

RHODE ISLAND
DEPARTMENT OF
EDUCATION

CAREER CLUSTERS
12 (2025-2026)

**STATE-APPROVED
PATHWAYS**
197 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR RHODE ISLAND

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Arts, A/V Technology, & Communications
Science, Technology, Engineering, & Math
Health Science
Law, Public Safety, & Security
Information Technology

Least active programs and their respective workforce sector

Agriculture, Food, & Natural Resources
Education & Training
Government & Public Administration
Manufacturing
Transportation, Distribution, & Logistics

State Workforce Priorities: Advanced Business Services; Arts, Education, Hospitality, & Tourism; Design & Custom Manufacturing; Food & Beverage; Information Technology, Cyber Physical Systems, & Data Analysis; Life Science; Ocean Economy; Transportation, Distribution, & Logistics

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Business Services	Financial Manager	\$\$\$
	HR Specialist	\$\$
	Insurance Agent	\$\$
Information Technology	Computer Network Architect	\$\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$
Life Sciences	Clinical Lab Technician	\$\$
	Cytogenetic Technician	\$\$
	Orthotist	\$\$
Logistics/ Distribution	Cargo/Freight Agent	\$
	Logistician	\$\$
	Supply Chain Manager	\$\$\$

South Carolina

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
SOUTH CAROLINA
DEPARTMENT OF
EDUCATION

CAREER CLUSTERS
14 (2025-2026)

**STATE-APPROVED
PATHWAYS**
92 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR SOUTH CAROLINA

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Health Science <i>Health Science - General</i>
	Health Science <i>Sports Medicine</i>
	Hospitality & Tourism <i>Culinary Arts</i>
	Human Services <i>Consumer Services</i>
	Business Management & Administration <i>Business Administration/Management</i>
Least active programs and their respective workforce sector	Marketing <i>Marketing - General</i>
	Health Science <i>Health Informatics</i>
	Finance <i>Finance - General</i>
	Arts, A/V Technology, & Communications <i>Interior Design</i>
	Transportation, Distribution, & Logistics <i>Heavy Equipment Technician</i>

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Aerospace Technician	\$\$\$
	Industrial Engineering Technician	\$\$\$
	Robotics Technician	\$\$
Agriculture	Agriculture Technician	Below \$
	Agriculture Inspector	\$
	Farm Equipment Service Technician	\$
Business	Financial Manager	\$\$\$
	HR Specialist	\$\$
	Sales Representative	\$\$\$
Life Science	Clinical Lab Technician	\$
	Cytogenetic Technician	\$
	Biological Technician	\$

State Workforce Priorities: Advanced Manufacturing; Advanced Materials; Aerospace; Agribusiness; Automotive; Distribution & Logistics; Electric Vehicles; Headquarters & Corporate Offices; Life Sciences; Research & Development; Technology

South Dakota

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR

SOUTH DAKOTA
DEPARTMENT OF
EDUCATION

CAREER CLUSTERS
16 (2025-2026)

STATE-APPROVED
PATHWAYS
58 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR SOUTH DAKOTA

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Human Services
	Agriculture, Food, & Natural Resources
	Business Management & Administration
	Architecture & Construction
	Hospitality & Tourism
Least active programs and their respective workforce sector	Marketing
	Transportation, Distribution, & Logistics
	Information Technology
	Education & Training
	Science, Technology, Engineering, & Math

State Workforce Priorities: Bioscience; Cybersecurity; Livestock Development; Manufacturing; Precision Agriculture; Value-added Agriculture

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Agriculture	Agriculture Technician	Below \$
	Farm Equipment Services Technician	\$\$
	GIS Technician	\$\$\$
Bioscience	Biological Technician	Below \$
	Clinical Lab Technician	\$\$
	Cytogenetic Technician	\$\$
Information Technology/Cyber	Computer Network Architect	\$\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$
Manufacturing	CNC Tool Programmer	\$\$
	General/Operations Manager	\$\$\$
	Machinist	\$

Tennessee

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
TENNESSEE DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
14 (2025-2026)

STATE-APPROVED
PATHWAYS
59 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

NOT ACCESSIBLE

State CTE program information and data are not publicly available, incomplete, or require special applications and/or payment to access.

NEXT STEPS FOR TENNESSEE

Improve pathway-level data collection so completion and outcomes are tracked consistently across program areas.

Integrate pathway data so it can be used to assess workforce alignment and inform program improvement.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Health Science
	Agriculture, Food, & Natural Resources
	Human Services
	Business Management & Administration
	Law, Public Safety, & Security
Least active programs and their respective workforce sector	Government & Public Administration
	Finance
	Education & Training
	Information Technology
	Hospitality & Tourism

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and K-12 CTE Career Clusters meeting criteria for K-12 students (see national report for methodology).

Trade, Transport & Logistics	GIS Technician	\$\$
	Logistics Analyst	\$\$
	Truck/Diesel Engine Specialist	\$\$
Health Services	Medical Assistant	Below \$
	Radiologic Technician	\$\$
	Registered Nurse	\$\$\$
Business	Administrative Services Manager	\$\$\$
	HR Specialist	\$\$
	Sales Representative	\$\$
Manufacturing	CNC Tool Programmer	\$\$\$
	First Line Supervisor	\$\$\$
	Industrial Machinery Mechanic	\$\$

State Workforce Priorities: Education & Health Services; Government; Leisure & Hospitality; Manufacturing; Professional & Business Services; Trade, Transportation, & Utilities

Texas

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

DATA PROVIDED BY STATE

Provided	By Program Area	By Pathway
●	●	●
●	●	●
●	●	●
●	●	●

ADMINISTRATOR

TEXAS EDUCATION AGENCY

CAREER CLUSTERS

14 (2025-2026)

STATE-APPROVED PATHWAYS

66 (2025-2026)

The state’s K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state’s ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

✔ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state’s K-12 CTE program is well-structured to track and assess student activities and outcomes.

🎯 Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

🎯 Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

🎯 Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR TEXAS

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE	
Student activity in CTE programs in 2023-2024 school year.	
Most active programs and their respective workforce sector	Health Science <i>Therapeutic/Rehabilitation Services (physical, occupational)</i>
	Health Science <i>Diagnostic Svcs. (EKG tech, lab asst., phlebotomist, radiology tech, etc.)</i>
	Agriculture, Food, & Natural Resources <i>Agriculture, Food, & Natural Resources - General</i>
	Arts, A/V Technology, & Communications <i>Digital Design</i>
	Hospitality & Tourism <i>Culinary Arts</i>
Least active programs and their respective workforce sector	Manufacturing (Advanced) <i>Industrial Maintenance</i>
	Transportation, Distribution, & Logistics <i>Transportation, Distribution, & Logistics - General</i>
	Transportation, Distribution, & Logistics <i>Distribution, & Logistics Operations</i>
	Architecture & Construction <i>Masonry</i>
	Business Management & Administration <i>Retail Management</i>

State Workforce Priorities: Advanced Manufacturing; Energy Evolution; Food & Livestock Products; Hospitality, Tourism & Culture; Information Technology; Life Sciences & Biotechnology; Petroleum Refining & Chemicals; Professional Services & Corporate Operations; Rare Earth Elements & Mineral Mining; Transportation & Logistics

THE WORKFORCE STATEWIDE		
Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).		
Advanced Manufacturing	General/Operations Manager	\$\$\$
	Industrial Engineering Technician	\$\$
	Robotics Technician	\$\$
Business/Professional Services	Administrative Services Manager	\$\$\$
	Financial Manager	\$\$\$
	Loan Officer	\$\$
Hospitality/Tourism	Food Service Manager	\$\$
	Lodging Manager	\$\$
	Reservation/Transportation Agent	\$
Information Technology	Computer Network Architect	\$\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

64

Utah

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
UTAH STATE BOARD OF
EDUCATION

CAREER CLUSTERS
14 (2025-2026)

**STATE-APPROVED
PATHWAYS**
32 (2025-2026)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

✓ Structure

Whether states clearly organize CTE programs down to the pathway level

IN PLACE

The state's K-12 CTE program is well-structured to track and assess student activities and outcomes.

⦿ Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

✓ Workforce

Whether CTE student activity reflects state economic priorities

CLOSELY ALIGNED

Student concentration and/or completion of CTE pathways are closely aligned to state economic and labor market priorities.

⦿ Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR UTAH

Improve statewide reporting tools so CTE program and pathway information is easy to find and use.

Present pathway information and data in clear, comparable formats across program areas.

Update and communicate pathway information regularly so it stays current and interpretable.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Health Science Health Science - General
	Information Technology Systems Administrator
	Arts, A/V Technology, & Communications Communications (digital or print)
	Information Technology Programming/Software Design
	Science, Technology, Engineering, & Mathematics Engineering
Least active programs and their respective workforce sector	Agriculture, Food, & Natural Resources Natural Resource Management
	Transportation, Distribution, & Logistics Aeronautics/Aviation (pilot)
	Human Services Esthetics/Nails/Personal Care Services
	Transportation, Distribution, & Logistics Truck Repair: Heavy Duty/Diesel
	Education & Training K-12 Teaching

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	Industrial Engineering Technician	\$
	General/Operations Manager	\$\$
	Robotics Technician	\$\$
Financial Services	Financial Manager	\$\$\$
	Investment Manager	\$\$\$
	Loan Officer	\$
Healthcare	Medical Assistant	Below \$
	Physical Therapy Assistant	\$
	Registered Nurse	\$\$
Information Technology	Computer Network Architect	\$\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

State Workforce Priorities: Advanced Manufacturing; Aerospace & Defense; Financial Services; Life Sciences & Healthcare; Software & IT

Vermont

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	● Yes, but not usable	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
VERMONT AGENCY OF
EDUCATION

CAREER CLUSTERS
16 (2025-2026)

STATE-APPROVED
PATHWAYS
79 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR VERMONT

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Architecture & Construction
	Transportation, Distribution, & Logistics
	Health Science
	Arts, A/V Technology, & Communications
	Human Services
Least active programs and their respective workforce sector	Information Technology
	Education & Training
	Science, Technology, Engineering, & Math
	Business Management & Administration
	Law, Public Safety, & Security

State Workforce Priorities: Aerospace; Agriculture; Construction; Consumer Goods; Creative Economy; Digital Media; Education; Environment, Financial Services, Food & Beverage; Forest Products; Healthcare; Manufacturing; Nonprofits; Outdoor Recreation; Professional Services; Public Safety; Renewable Energy; Software & Technology; Tourism & Hospitality

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Business/ Financial Services	Administrative Services Manager	\$\$\$
	Financial Manager	\$\$\$
	HR Specialist	\$\$
Construction	Carpenter	\$
	Electrician	\$
	Helper	Below \$
Healthcare	Medical Assistant	Below \$
	Radiologic Technician	\$\$\$
	Registered Nurse	\$\$\$
Information Technology	Computer Systems Technician	\$\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$

Virginia

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
VIRGINIA DEPARTMENT OF
EDUCATION

CAREER CLUSTERS
17 (2025-2026)

**STATE-APPROVED
PATHWAYS**
83 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR VIRGINIA

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Information Technology
	Human Services
	Marketing
	Hospitality & Tourism
	Health Science
Least active programs and their respective workforce sector	Energy
	Finance
	Education & Training
	Law, Public Safety, & Security
	Arts, A/V Technology, & Communications

THE WORKFORCE STATEWIDE

Aligned programs with priority industry sectors and occupations meeting criteria for K-12 students (see national report for methodology).

Business/Corporate Services	Administrative Services Manager	\$\$\$
	Financial Manager	\$\$\$
	HR Specialist	\$\$
Information Technology	Computer Systems Architect	\$\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$
Life Sciences	Clinical Lab Technician	\$
	Cytogenetic Technician	\$
	Histotechnologist	\$
Logistics/Supply Chain	GIS Technician	\$\$\$
	Logistician	\$\$\$
	Supply Chain Manager	\$\$\$

State Workforce Priorities: Corporate Services; Food & Beverage Processing; Information Technology; Life Sciences; Manufacturing; Offshore Wind; Supply Chain Management; Unmanned Systems

Washington

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
OFFICE OF
SUPERINTENDENT OF
PUBLIC INSTRUCTION

CAREER CLUSTERS
16 (2025-2026)

STATE-APPROVED
PATHWAYS
61 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING



Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state has a structured K-12 CTE program, but elements of the structure and/or sequencing are incomplete or inconsistent.



Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.



Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.



Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR WASHINGTON

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector	Arts, A/V Technology, & Communications
	Health Science
	Agriculture, Food, & Natural Resources
	Education & Training
	Science, Technology, Engineering, & Math
Least active programs and their respective workforce sector	Finance
	Government & Public Administration
	Law, Public Safety, & Security
	Architecture & Construction
	Hospitality & Tourism

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Aerospace	Aerospace Technician	\$\$\$
	CNC Tool Programmer	\$\$
	Industrial Engineering Technician	\$\$
Clean Technology/ Energy	Biofuels Production Manager	\$\$\$
	Solar Assessor	\$\$\$
	Wind Turbine Service Technician	\$
Information Technology	Computer Network Support Specialist	\$\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$
Life Sciences	Clinical Lab Technician	\$
	Cytogenetic Technician	\$
	Histotechnologist	\$

State Workforce Priorities: Aerospace; Agriculture & Food Manufacturing; Clean Technology; Creative Economy; Forest Products; Industrial Symbiosis; Information & Communications Technology; Life Sciences & Global Health; Maritime; Military & Defense; Tourism

West Virginia

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

CTE Concentrator

● Yes, but not usable ●

CTE Completer

● Yes, but not usable ●

Industry-recognized Credential Attainment

●

Work-based Learning Course Completion

●

DATA PROVIDED BY STATE

Provided

By Program Area

By Pathway

ADMINISTRATOR

WEST VIRGINIA
DEPARTMENT OF
EDUCATION

CAREER CLUSTERS

16 (2025-2026)

STATE-APPROVED

PATHWAYS
64 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

NOT IN PLACE

The state's K-12 CTE program is not sufficiently structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR WEST VIRGINIA

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Least active programs and their respective workforce sector

STATE DATA
NOT AVAILABLE

THE WORKFORCE STATEWIDE

Aligned programs with priority industry sectors and occupations meeting criteria for K-12 students (see national report for methodology).

State Priority

State Priority

State Priority

State Priority

ANALYSIS
NOT AVAILABLE

State Workforce Priorities: Aerospace; Automotive; Building Products; Chemical Polymer; Data Centers; Defense; Energy; Entrepreneurship; Film; Food & Agriculture; Forest Products; Fulfillment Distribution; Life Science; Manufacturing; Metals; Opportunity Move; Technology

Wisconsin

Degree of Readiness: Minimal

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	● Yes, but not usable	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
WISCONSIN DEPARTMENT
OF PUBLIC INSTRUCTION

CAREER CLUSTERS
16 (2025-2026)

STATE-APPROVED
PATHWAYS
79 (2025-2026)

The state's K-12 CTE program does not meet baseline criteria for alignment. Elements such as clearly structured pathways and/or pathway-level definitions and data are missing, incomplete, or inconsistent. As a result, the state cannot reliably assess how student activity in state CTE pathways aligns with economic and labor market priorities.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

NOT IN PLACE

The state's K-12 CTE program is not sufficiently structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

NOT IN PLACE

The state's definitions and collection of CTE data are limited, fragmented, or not available at the pathway level.

Workforce

Whether CTE student activity reflects state economic priorities

N/A

The state was unable to provide pathway-level data for an assessment of workforce alignment.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR WISCONSIN

Clarify program areas and pathways so the statewide structure is clearly defined.

Improve pathway-level data collection to consistently track student activity and alignment with state workforce priorities.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Most active programs and their respective workforce sector

Least active programs and their respective workforce sector

STATE DATA
NOT AVAILABLE

State Workforce Priorities: Advanced Manufacturing; Biohealth; Energy, Power, & Controls; Food & Beverage; Forest Products; Water Technology

THE WORKFORCE STATEWIDE

Aligned programs with priority industry sectors and occupations meeting criteria for K-12 students (see national report for methodology).

State Priority

State Priority

State Priority

State Priority

ANALYSIS
NOT AVAILABLE

Wyoming

Degree of Readiness: **Moderate**

KEY DATA ELEMENTS

● Yes ● No

	Provided	By Program Area	By Pathway
CTE Concentrator	●	●	●
CTE Completer	●	●	●
Industry-recognized Credential Attainment	●	●	●
Work-based Learning Course Completion	●	●	●

ADMINISTRATOR
WYOMING DEPARTMENT
OF EDUCATION

CAREER CLUSTERS
16 (2025-2026)

**STATE-APPROVED
PATHWAYS**
74 (2024-2025)

The state's K-12 CTE program has core readiness criteria in place, and workforce alignment can be assessed. Pathways are adequately structured, with alignment between state CTE pathways and state workforce priorities. However, gaps in data and transparency remain, limiting the state's ability to demonstrate program effectiveness.

OVERALL CONNECTION RATING

Structure

Whether states clearly organize CTE programs down to the pathway level

PARTIALLY IN PLACE

The state's K-12 CTE program is not sufficiently structured to track and assess student activities and outcomes.

Data

Whether states collect and report pathway-level student participation and outcome data

PARTIALLY IN PLACE

The state defines and collects some CTE pathway level data, but key completion and activities metrics are missing or not fully integrated.

Workforce

Whether CTE student activity reflects state economic priorities

PARTIALLY ALIGNED

Student concentration and/or completion of CTE pathways are partially aligned to state economic and labor market priorities.

Transparency

Whether pathway information and data are easily accessible

PARTIALLY ACCESSIBLE

Some CTE program information and data are publicly available, but data are limited or difficult to find and interpret. Additional information may require payment to access.

NEXT STEPS FOR WYOMING

Address remaining gaps across structure, data, workforce alignment, and transparency to strengthen overall readiness.

Establish clear expectations and regular processes for defining, tracking, and evaluating pathways across program areas.

Increase public access so core CTE information and data are easier to find and interpret.

NOTE: These results assess key criteria of state K-12 CTE programs — not the quality of individual programs.

PROGRAM ACTIVITY VS STATE WORKFORCE PRIORITIES

K-12 CTE STUDENT ACTIVITY STATEWIDE

Student activity in CTE programs in 2023-2024 school year.

Food, & Natural Resources

Most active programs and their respective workforce sector	Hospitality & Tourism Restaurant, Food, Beverage Services
	Architecture & Construction Residential &/or Commerical Construction
	Manufacturing (Advanced) Sheet Metal/Metal Fabrication
	Manufacturing (Advanced) Manufacturing - General
	Agriculture, Food, & Natural Resources Agribusiness
Least active programs and their respective workforce sector	Manufacturing (Advanced) Industrial Maintenance
	Arts, A/V Technology, & Communications Fashion Design
	Law, Public Safety, Corrections, & Security Law Enforcement (police)
	Agriculture, Food, & Natural Resources Veterinary Science
	Architecture & Construction Architectural Drafting/CAD

THE WORKFORCE STATEWIDE

Industry sectors reflective of workforce priority areas and promoted K-12 CTE programs meeting criteria for K-12 students (see national report for methodology).

Advanced Manufacturing	CNC Tool Programmer	\$\$
	Engineering Technician	\$\$\$
	General/Operations Manager	\$\$\$
Agriculture	Agriculture Supervisor	\$\$
	Agriculture Technician	\$\$
	GIS Technician	\$\$\$
Information Technology	Computer Systems Technician	\$\$\$
	Information Security Analyst	\$\$\$
	IT Project Manager	\$\$\$
Outdoors Manufacturing	General/Operations Manager	\$\$\$
	Graphic Designer	\$
	Machinist	\$\$

State Workforce Priorities: Advanced Manufacturing; Ag Innovation; Blockchain Technology; Data Centers & IT; Firearms & Outdoor Production Companies; Firearms Manufacturing; Nuclear; Outdoor Products

Definitions by State

DEFINITIONS BY STATE

Arizona

CTE Concentrator | At the secondary level, a student who has completed and passed at least two courses worth at least one credit each in a single career and technical education program.

Arkansas

N/A

Colorado

CTE Concentrator | A secondary student who has earned credit for two or more Carnegie Units within a CTE program as defined in the program approval documentation. (Typically, one Carnegie Unit is the equivalent of one year-long course.)

CTE Completer | A secondary student who has earned credit for the required minimum courses within a CTE program as defined in the program approval documentation.

Connecticut

CTE Concentrator | At the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single career and technical education program of study.

Delaware

CTE Concentrator | A student who has completed at least two courses in a state-approved CTE program of study.

District of Columbia

CTE Concentrator | A student who has completed at least 3 courses in a CTE pathway.

Florida

CTE Concentrator | A student who has completed at least three course sequences in a secondary career and technical program identified on the Secondary Career and Technical Education Programs and Associated Courses with Dual Enrollment Course Substitutions List. Each approved career dual enrollment course counts as a course sequence in a program. At least one of the courses completed must be a secondary CTE course in the curriculum framework for that program.

CTE Audit Concentrator | A secondary student who has completed at least 3 credits in the same program of study. CTE Audit concentrator status is based on 12th grader program concentrators rather than all program concentrators regardless of grade. Additionally, the CTE Audit is also limited to just two secondary program types (CAR-PREP & TECH-Ed).

CTE Completer | A student who is a CTE Concentrator in a program who has earned an industry certification related to the

program of concentration as identified on the Secondary Career and Technical Education Program to Certification Linkage List.

Georgia

CTE Concentrator | A secondary student who successfully completes any 2 courses within a Georgia approved CTAE pathway.

CTE Pathway Completer | A student who earned 1 unit of credit per course for the following: an introductory course plus two sequential courses within a state-recognized Georgia CTAE pathway.

Hawaii

CTE Concentrator | A student who has completed at least two courses in a single CTE program or program of study.

Idaho

CTE Completer | A secondary concentrator is a student who has completed at least two courses in a single CTE program.

Illinois

CTE Concentrator | A student served by an eligible recipient who has completed at least 2 courses in a single CTE program or CTEPOS.

Indiana

CTE Concentrator | Student that earns all 6 credits in the pathway course (principles, A and B-2 credits from each).

CTE Completer | A CTE concentrator that also earns credits in the Capstone course for the pathway.

Work-based Learning | A student who is with an employer, for some part of the school day actually getting on-the-job experience.

Work-based Learning 75+ | A student participating in a wbl experience with a total of, at least, 75 work hours.

Iowa

CTE Concentrator | In Iowa, a CTE concentrator at the secondary level is defined as a student who has earned two or more units within a CTE program.

Kansas

CTE Concentrator | A student who has earned two or more secondary level credits in a single CTE pathway, with those credits within any combination of two levels AND has met at least 70% proficiency on the technical skills across those 2.0 credits through several technical skill measures (avg % of letter grades OR passing % of end-of-course assessments or projects OR avg % on competency profiles, etc.).

CTE Completer | A student who has completed a minimum of three (3) secondary level credits in a single CTE pathway, with at least two of those credits being a combination of technical and application-level courses, and qualifies for one of the following:

- Earning a comprehensive, industry-recognized certification (IRC) recorded on the K-PAC (Kansas Pathway Assessments, Credentials, or Certifications) columns eight (8) and nine (9)
- A passing score on a third-party, end-of-pathway assessment recorded on the K-PAC (Kansas Pathway Assessments, Credentials, or Certifications) columns eight (8) and nine (9)
- Earn an Excel in CTE Qualifying Recognized Credential aligned to the Pathway
- Earn nine (9) + college hours leading to completion of a certificate or postsecondary program aligned to the Pathway's Program of Study
- Complete a high-quality work-based learning Career Preparation experience

Kentucky

CTE Concentrator | Any student that has completed two courses in a single program of study (career pathway). In Kentucky, a course is defined as one (1) credit on the student's official transcript.

Louisiana

CTE Concentrator | A student served by an eligible recipient who has completed at least two courses in a single career and technical education program or Perkins Eligible CTE Program of Study.

Maine

CTE Concentrator | A secondary CTE soncentrator is a student who has attended an approved secondary CTE program for at least 120 days in a school year and the program is federally defined (NOT state defined).

Maryland

N/A

Massachusetts

CTE Concentrator | 2+ consecutive years enrolled in a program, for students in at least grade 10.

Michigan

CTE Concentrator | A student who has successfully completed two or more courses in a CTE program.

Minnesota

CTE Concentrator | At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.

CTE Completer | The number of 9-12 CTE Completers are defined as CTE Concentrators who graduate within 4 years, as represented by our 1S1: 4y Graduation Rate performance indicator.

Mississippi
N/A

Missouri
N/A

Montana
CTE Concentrator | The term 'CTE Concentrator' at the secondary level is defined as a student who has taken two or more credits in a defined Montana Career Pathway (program of study). One credit equals a year-long course or two semesters.

Nebraska
CTE Concentrator | A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.

Nevada
N/A

New Hampshire
CTE Concentrator | A student who has completed two CTE program courses within the same program.
CTE Completer | A student who has demonstrated proficiency of all NH CTE program competencies within a single program. Students who have demonstrated mastery of CTE program competencies will have also demonstrated proficiency, and most students will have mastered some competencies and will be proficient in some competencies.

New Jersey
CTE Concentrator | A student who has completed at least two courses in a single career and technical education program of study approved by the NJDOE Office of Career Readiness.

New Mexico
N/A

New York
N/A

North Carolina
CTE Concentrator | CTE concentrators are students who successfully complete a second- or third-level course that builds upon skills acquired in a prerequisite course or courses.

North Dakota
CTE Concentrator | A secondary student who has earned two or more credits in a single CTE program area recognized by the state.

Ohio
CTE Concentrator | A student who has completed at least two courses in a single approved career-technical education program or program of study.

Oklahoma
CTE Concentrator | Category used by the Information Management Division to identify enrollees who completed 360 hours or more of a career major/program, but did not complete the entire career major/program.

Oregon
CTE Concentrator | Under Perkins, a secondary CTE concentrator in Oregon is defined as a student who has earned at least 2.0 credits (earned in grade level 9 or higher) in a single CTE POS and at least 1.0 of those credits is in intermediate or advanced coursework.
CTE Completer | A student who has earned 3 credits in a single CTE Program of Study, with at least 0.5 credit in an advanced course, and who has a reported CTE WBL experience in that Program.

Pennsylvania
CTE Concentrator | A secondary CTE student who completed at least two state-defined CTE Courses in a PDE-approved CTE Secondary program. Pennsylvania defines completing a CTE course as completing a minimum of 240 technical instructional hours as planned per year in the Scope and Sequence in a PDE-approved CTE Program (Completing at least 480 technical instructional hours is required for PDE-approved one-year CTE programs.)

CTE Completer | A student who completed all secondary-level competencies on the task list identified as part of the approved CTE program (or met appropriate related IEP objectives), completed a PDE-approved occupational end-of-program assessment for the student's reported program CIP (or completed a program that has an assessment waiver). Students with an IEP participating in PASA are exempt from this occupational assessment requirement if the PASA is documented in the IEP, and attained a high school diploma or equivalent.

Rhode Island
CTE Concentrator | A student who has completed at least 2 courses in a single CTE program or program of study.

South Carolina
N/A

South Dakota
CTE Concentrator | South Dakota's secondary concentrator definition is: a student who earns credit in two or more courses in one Career Cluster at the pathway, cluster, or applicable dual credit level.

Tennessee
N/A

Texas
CTE Concentrator | A student served by an LEA who completes, passes, and receives credit for two or more high school CTE courses for a total of at least 2 credits within the same program of study and who is not a completer.

Utah
CTE Concentrator | A student served by an eligible recipient who has completed at least two courses in an approved single CTE program of study. One course must be a concentrator course in a specific pathway as defined by USBE.

Vermont
CTE Concentrator | A CTE concentrator is a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.

Virginia
CTE Concentrator | At the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single CTE program or program of study.
CTE Completer | A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program.

Washington
CTE Concentrator | A CTE concentrator will be any student who earns two credits in a single career cluster within their four-year cohort.

West Virginia
CTE Concentrator | A student completing two courses in a program of study.

Wisconsin
CTE Concentrator | A student is identified as a concentrator if they completed at least two CTE courses in a single career pathway throughout high school.

Wyoming
CTE Concentrator | At the secondary level, a CTE concentrator is defined as a secondary student who has completed at least two courses in a single CTE program or program of study.



Insightful Education Solutions partners with mission-driven organizations to develop and strengthen education-to-workforce systems that unlock opportunity and deliver long-term economic security for learners.

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