

10TH
ANNUAL REVIEW

STATE POLICIES
IMPACTING CTE:

2022

YEAR IN REVIEW

2022 YEAR IN REVIEW

With record-setting numbers of Americans leaving their jobs, these CTE-related policies will be critical to provide career exploration opportunities and prepare learners to fill in-demand, high-skill and high-wage occupations.

IN 2022, states continued to address ongoing challenges – driven in part by the coronavirus (COVID-19) pandemic – that have impacted state economies, labor market participation and learner enrollment and engagement in education. High levels of disengaged workers persisted¹ and the nationwide labor shortage reached its peak,² with the largest employee deficits among key CTE fields such as manufacturing and health care.³ In addition, shortages extended to the educator workforce. Many K-12 districts reported challenges filling vacancies for the 2022-23 school year, especially for CTE teaching positions.⁴ Despite CTE educator vacancies, demand for CTE programs continued or rose. For instance, while enrollment across the overall postsecondary education sector declined, CTE programs at community colleges experienced significant growth in enrollment.²

Given widespread workforce and educator shortages and continuing demand for CTE, the CTE-related policies enacted in 2022 will be critical to ensure that learners have access to high-quality CTE programs that prepare them to enter in-demand, high-wage occupations. In 2022, 36 states enacted 123 policies affecting CTE and career readiness, including legislation, executive orders, and budget provisions that significantly changed funding. Policies that were passed affected the secondary education, postsecondary education, adult education and/or workforce development systems.

The 2022 report marks the tenth annual review of CTE and career readiness policies from across the United States conducted by Advance CTE and ACTE. This report does not describe every policy enacted within each state but instead focuses on policy trends across the nation. Readers looking for specific state policies can visit the [online state policy tracker](#) and filter by state; system level; and/or analysis tags such as funding, industry-recognized credentials or work-based learning.

IN 2022:

36

states enacted
or passed

123

policy actions

[CLICK HERE](#)
to view all 2022
State Policies

[2022 State
Policy Tracker](#)

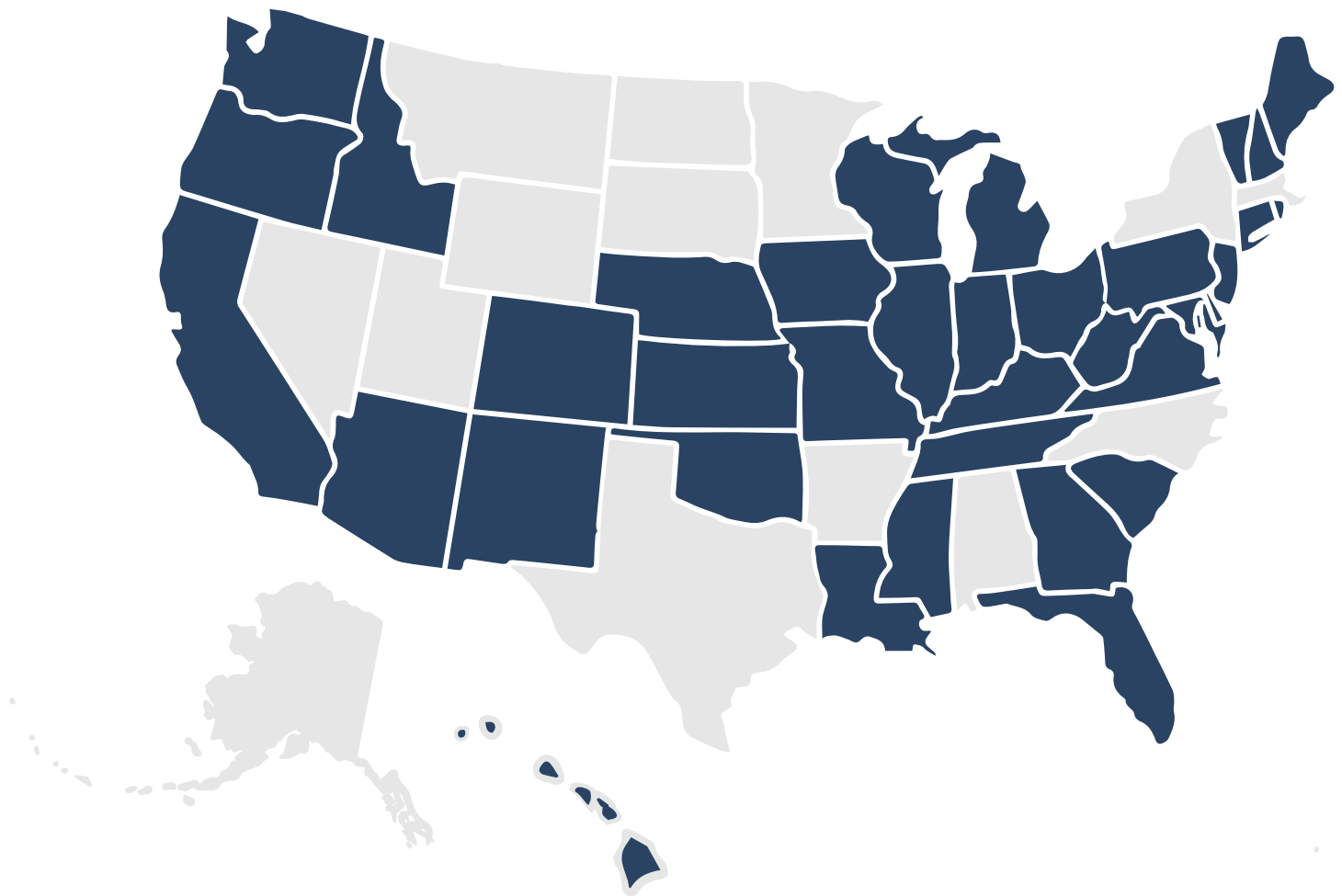
THE 36 STATES that enacted policy related to CTE in 2022 were:

Arizona
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawai'i
Idaho
Illinois

Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Michigan
Mississippi
Missouri

Nebraska
New Hampshire
New Jersey
New Mexico
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina

Tennessee
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin



10TH ANNUAL REVIEW

TEN YEARS IN REVIEW

OVER THE PAST 10 YEARS the top five policy categories addressed by states have been funding; industry partnerships and work-based learning; industry-recognized credentials; dual/concurrent enrollment, articulation and early college; and data, reporting and/or accountability. However, since 2019, access and equity has consistently replaced dual/concurrent enrollment, articulation and early college as one of the top five policy categories, representing an increased focus among states on how CTE-related policies can more equitably serve learners. In contrast, scheduling and extended learning, applied bachelor's degrees, Career Technical Student Organizations and leadership development and CTE standards and accreditation are the policy categories least addressed by states.

TOP FIVE POLICY CATEGORIES OVER THE PAST 10 YEARS:



SINCE 2013:
states have
enacted at least
1,470
CTE-related
policies

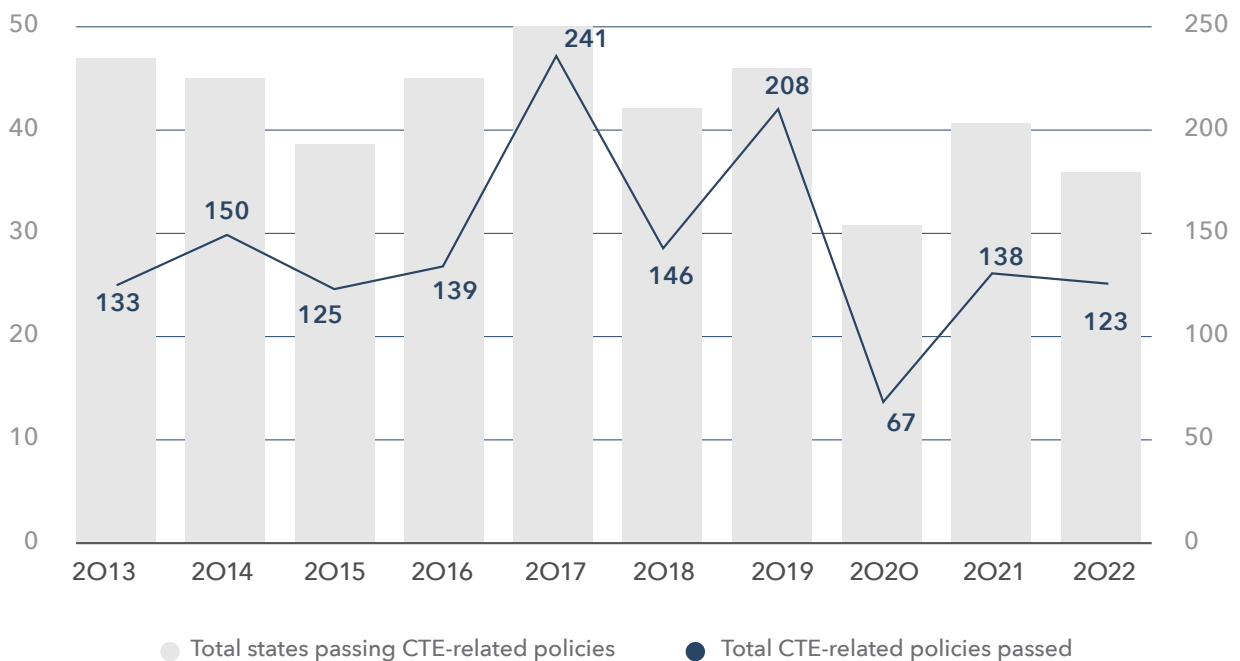
The year with the
**MOST POLICIES
ENACTED**
by states was

2014
with
241
policies

2020 recorded
the lowest number
with **67 policies.**

This number is likely because
state legislatures were
occupied with passing
emergency pandemic policies.

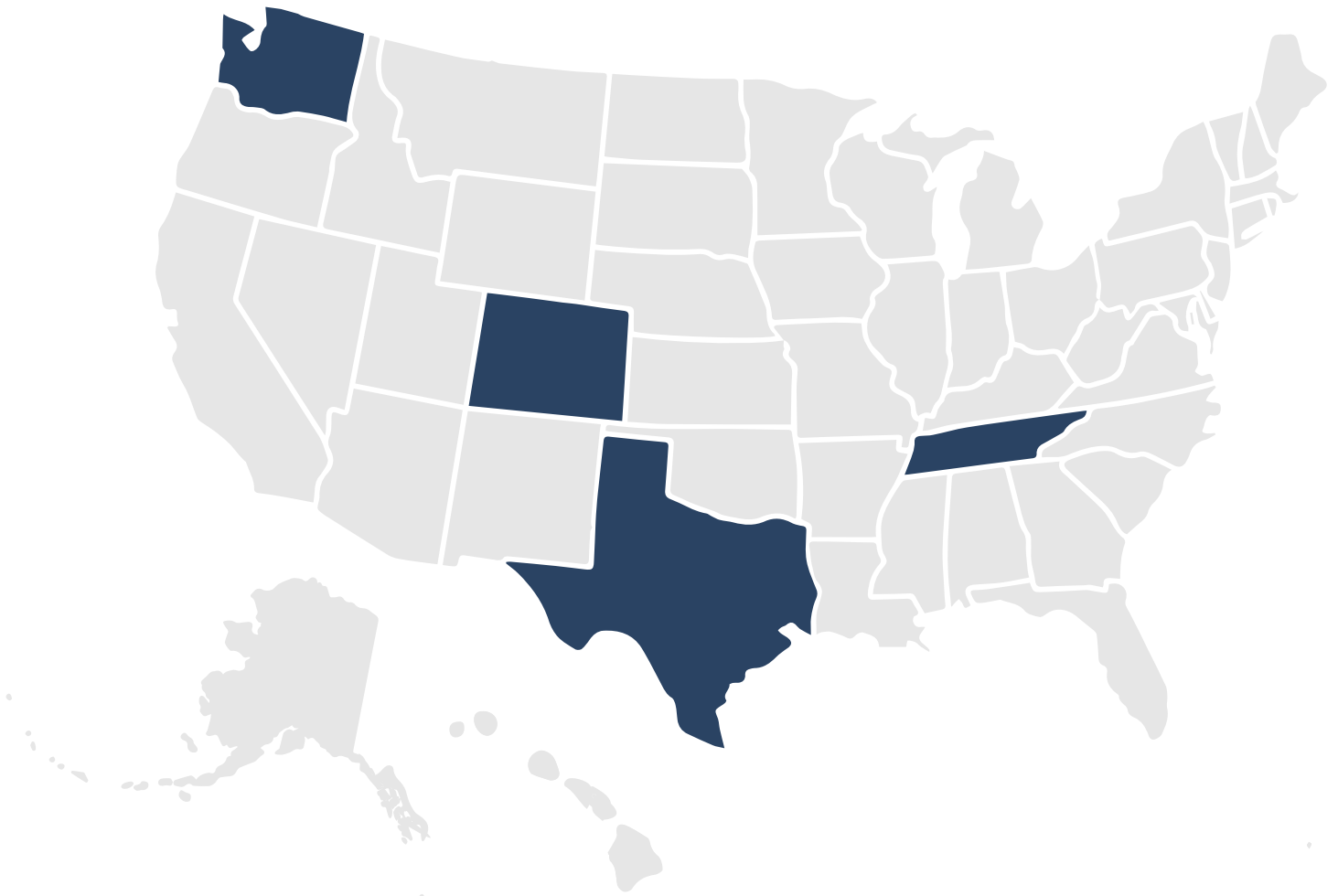
Number of States Passing CTE-related Policies and Number of CTE-related Policies Passed, (2013– 2022)



When looking across states,

COLORADO, TEXAS, TENNESSEE, AND WASHINGTON

have enacted the **MOST CTE-RELATED POLICIES** over time.



TOP FIVE KEY POLICY TRENDS IN 2022

AS IN PREVIOUS YEARS, this analysis categorizes each policy action by topic. In 2022, state policy most frequently addressed the following topics:

1. Industry partnerships and work-based learning (48 policies enacted)
2. Funding (40)
3. Access and equity (37)
4. Data, reporting, and/or accountability (31)
5. Industry-recognized Credentials (23)

Many policies are categorized under multiple topic areas. A more comprehensive “Methodology” section describing how policies were included and categorized can be found at the end of this report.

The policy areas that states focused on in 2022 were similar to the previous year. In 2021, funding; industry partnerships and work-based learning; data, reporting and/or accountability; industry-recognized credentials; and access and equity were also part of the top five.

As part of the tenth annual report, Advance CTE and ACTE compiled previous years’ trackers to conduct a longitudinal analysis of CTE-related policies enacted between 2013 and 2022 to provide an overview of policy trends in CTE over the past ten years.

Categories of enacted CTE-related policy in 2022

THE FOLLOWING TABLE shares the top 10 policy areas affecting CTE in 2022. For a full listing of all policies and policy categories, please [see the full tracker](#). A single law or policy can address multiple policy categories.

POLICY CATEGORY	# OF POLICIES ENACTED	STATES THAT ENACTED POLICIES IN THIS CATEGORY
Industry Partnerships and Work-Based Learning		
Policies address engaging industry to drive student learning through work-based learning or other means.	48	Arizona, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, New Jersey, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Vermont, Virginia, Washington, West Virginia
Funding		
Policies address significant changes in CTE funding, such as increasing or decreasing allocations, creating a scholarship or grant program, or investing in a pilot program.	40	Arizona, California, Colorado, Florida, Hawai'i, Illinois, Kansas, Maryland, Michigan, Mississippi, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, Utah, Vermont, Virginia, Washington, West Virginia
Access/Equity		
Policies address access to CTE as well as strategies that support success within CTE for specific populations.	37	Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, Nebraska, New Hampshire, Oregon, Pennsylvania, Rhode Island, South Carolina, Vermont, Washington
Data, Reporting and/or Accountability		
Policies address data and research activities that support CTE, including the use of labor market information and the inclusion of career readiness indicators within accountability systems.	31	Arizona, Colorado, Florida, Hawai'i, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Mississippi, Nebraska, New Jersey, New Mexico, Ohio, Pennsylvania, South Carolina, Virginia, Washington, West Virginia
Industry-Recognized Credentials		
Policies address attainment of credentials recognized by industry, including micro-credentials, such as badges, and educational degrees.	23	Arizona, Colorado, Delaware, Florida, Georgia, Hawai'i, Illinois, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Oregon, Pennsylvania, South Carolina, Vermont, Virginia, West Virginia

Categories of enacted CTE-related policy in 2022

POLICY CATEGORY	# OF POLICIES ENACTED	STATES THAT ENACTED POLICIES IN THIS CATEGORY
Dual/Concurrent Enrollment, Articulation and Early College		
Policies address postsecondary credit attainment and transfer through dual/concurrent credit attainment, credit transfer agreements and early college programs.	22	Arizona, California, Colorado, Delaware, Illinois, Kentucky, Louisiana, Missouri, New Hampshire, Ohio, Tennessee, Washington, Wisconsin
Career/Academic Counseling		
Policies address school counselors or career advisers providing guidance such as disseminating college and career information and implementing individual academic and career plans.	22	Arizona, California, Colorado, Connecticut, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Ohio, Tennessee, Virginia
CTE Teacher Certification		
Policies address necessary licensing and credential requirements for CTE instructors.	16	Arizona, California, Delaware, Idaho, Illinois, Iowa, Kentucky, Mississippi, Missouri, NM, Pennsylvania, Tennessee, West Virginia
Governance		
Policies address responsibility within the state for CTE, including new committees or task forces and transfers of authority.	15	Arizona, Arkansas, Colorado, Delaware, Florida, Georgia, Hawai'i, Kentucky, Louisiana, Maine, Maryland, Missouri, Nevada, New Hampshire, Ohio, Oklahoma, Oregon, Texas, Utah, Virginia

SPOTLIGHT ON HEALTH CARE IN CTE

IN 2022, SEVERAL STATES CHOSE to address the changes in workforce need by expanding or developing CTE programs in the health care sector. While many of the policies were focused on creating or strengthening career pathways from K-12 to postsecondary institutions, some states' policies also promoted counseling and career exploration. Others sought to remove financial barriers through fee waivers or to provide incentives to industry and community partners to strengthen the ecosystems that support CTE.



COLORADO required the Behavioral Health Administration (BHA) in the Department of Human Services to create and implement a **behavioral health care provider workforce plan** on or before September 1, 2022. The plan must include strategies for the BHA to work with community colleges and other institutions of higher education to recruit and train the behavioral health care provider workforce, including curriculum and work-based learning opportunities. On or before January 1, 2023, and January 1, 2024, the community college system is required to submit a report to the BHA that includes a summary of the behavioral health career pathway and its implementation. In addition, the law required the Division of Professions and Occupations in the Department of Regulatory Agencies to make recommendations to expand the portability of existing credentialing requirements and behavioral health care practice through telehealth. Funds were appropriated from the federal American Rescue Plan Act for these purposes.



MISSISSIPPI appropriated funds from the Coronavirus State Fiscal Recovery Fund for the Office of Workforce Development to distribute to community colleges, four-year institutions, local school districts and industry partners for short-term training programs. This funding **included \$32 million** for health care workforce development at community and junior colleges and workforce development related to emerging sectors, as well as wraparound supports for members of special populations. Another \$8 million was appropriated for the career coaching program created in House Bill 1388.



WASHINGTON directed the Washington State Apprenticeship and Training Council to establish economic or industry sector-based platforms for existing and new registered apprenticeship programs in each of the following industries: building trades, manufacturing and engineering, health care and behavioral health, education and early learning, information and communications technology, biotechnology and life sciences, hospitality and maritime. Any platform **must have an equal number** of employer and employee organization representatives. When evaluating applications for new apprenticeship programs, the council must consider wages, benefits and career ladders. In addition, the governor must establish a committee of state agency human resources managers to develop appropriate apprenticeship programs for state agencies.

INDUSTRY PARTNERSHIPS AND WORK-BASED LEARNING

IN 2022
25
states
ENACTED
48
policies

Industry partnerships and work-based learning jumped from fourth in 2021 to the most common policy category in 2022, with **25 states enacting 48 policies in this area**. This category includes business-education partnerships overall and work-based learning as a primary strategy to connect learners with businesses as well as career pathway programs. This jump reflects states' investment into industry need for expanded connected education programming.



CONNECTICUT mandated that the Department of Education develop best practices that may be used by local and regional boards of education when establishing a career pathway program with local businesses under the **Pipeline for Connecticut's Future program**. In establishing these best practices, the Department of Education must collaborate with stakeholders that have established career pathway programs as well as evaluate any laws or prohibitions affecting local businesses that would negatively affect the building of career pathways.



IDAHO allowed a student beginning in grade 8 to be designated as a **self-directed learner**, which allows the student to participate in flexible learning opportunities, such as extended learning and outside-of-the-classroom activities. To have this designation, students must demonstrate mastery of content knowledge and mathematical subjects, receive a designation from teachers, and demonstrate an informed choice of postsecondary career and education goals by completing their student learning plan and supplementing the plan with extended learning opportunities. The law also clarified enrollment reporting guidelines for self-directed learners.



OHIO allowed employers and intermediaries **to claim tax credits for providing work-based learning opportunities** to learners ages 19 and under who are enrolled in CTE programs. Ohio's Governor's Office of Workforce Transformation, in collaboration with the Department of Education, the chancellor of higher education and JobsOhio, is also tasked with developing additional incentives for businesses to provide work-based learning.

FUNDING

IN 2022
22
states
ENACTED
40
policies

Twenty-two states enacted 40 policies related to funding, the second most common policy area this year. Policies in this category include scholarships, appropriations for industry incentive programs for work-based learning opportunities, funding for research into career pathways, and money to develop career and financial counseling programs.



FLORIDA used \$25 million from the General Fund to establish the Linking Industry to Nursing Education Fund. This competitive grant program provides matching funds to secondary and postsecondary institutions offering nursing programs in partnership with a health care provider to increase high-quality nursing programs, graduates and the workforce. Relatedly, Florida appropriated \$60 million from the General Fund to create the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education Fund to reward with additional funding school districts and postsecondary institutions that meet nursing education program performance metrics.



HAWAI'I appropriated \$2.47 million from its General Fund to create a career development success program within the state Department of Education to incentivize public high schools to encourage students to complete qualified industry credential programs. A participating school can receive up to \$1,000 per student who completes a qualified industry credential, and funding is distributed in an order that prioritizes credentials for occupations that usually require a postsecondary degree. The law also appropriated \$130,000 for a similar program for public charter schools.




NEW JERSEY granted \$1 million to consortia participating in work-based learning programs and designated 25 percent of this funding to be used for pre-apprenticeship programs. The state also specified that pre-apprenticeship programs must adhere to the Department of Education's cooperative vocational education standards and address learners' training in life, math and literacy skills, which may include tutoring and supportive services to develop these skills. Lastly, New Jersey also stated that students who complete pre-apprenticeship programs must be given priority when applying for apprenticeship programs.


ACCESS AND EQUITY

IN 2022
23
states
ENACTED
37
policies


Access and equity was the third most common policy category in 2022, with **23 states enacting 37 policies** in this area. This category includes policy changes that aim to expand access to and increase success within CTE for historically marginalized learners, including learners of color and learners with special population status such as learners with disabilities, learners from economically disadvantaged families, participants in fields of study that are non-traditional for their gender, single parents and out-of-workforce individuals.



CONNECTICUT required the state chief workforce officer, in consultation with the Department of Economic and Community Development and regional workforce development boards, to develop a Post-COVID-19 Women's Return to Work Economic Development Plan that will run until its termination on October 1, 2024. Partners, including postsecondary institutions, will create and promote internships in high-growth industries, career fairs, mentorships and coaching services for women seeking to return to work and develop business incentives to **increase apprenticeship and internship opportunities for women.**



OREGON established the Prosperity 10,000 program within the Higher Education Coordinating Commission to provide career coaching, occupational training, job placement services, and other wraparound supports and services that are necessary to facilitate re-engagement in the workforce, including transportation, child care and rental assistance. The program will also provide paid work experiences, including stipends, wages and other income supports. The program is designed to serve individuals from priority populations as defined by law and support targeted recruitment and engagement efforts. This program includes providing workforce-ready grants for K-12 schools and **ensuring access to postsecondary career pathways** as well as apprenticeships.



PENNSYLVANIA set policy concerning learners with education instability and their ability to **continue their educational journey without punitive consequences.** With documentation, students may have graduation credits waived in lieu of proving they have the appropriate knowledge or experience to satisfy the credit.

DATA, REPORTING AND/OR ACCOUNTABILITY

IN 2022
22
states
ENACTED
31
policies

Twenty-two states enacted 31 policies related to data, reporting and/or accountability, the fourth most common policy area in 2022. Policies in this category include provisions for reporting frequency as well as the creation of steering and oversight committees to review and institute reporting and accountability procedures for state CTE system.



COLORADO required the Commission on Higher Education to direct the state Department of Higher Education to develop postsecondary success measures such as credit accumulation, credential completion rates, cost and employment and earnings. Building off these measures, Colorado **appropriated \$3 million** from the state's Workers, Employers, and Workforce Centers Cash Fund, originally from the General Fund, to create a statewide student success data system that will include these postsecondary measures and can be developed over time into a longitudinal data system that connects K-12, postsecondary and workforce systems. The system will include an internal institution-specific interface and a publicly accessible interface, which must disaggregate outcomes by demographics and enable learners to compare success data for each postsecondary institution and the commission to examine educational and workforce disparities.



LOUISIANA introduced the **Back On Track Louisiana Pilot Program**. This program requires jails and prisons to collect the information of various inmates and paroled citizens regarding various success metrics, such as achievement of industry-based certifications. This law subsequently authorizes sheriffs to provide prisoners access to services that will allow them to meet said success metrics.

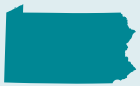


WEST VIRGINIA established new rules for the West Virginia Council for Community and Technical College Education and the West Virginia Policy Commission to develop a performance-based funding formula model to use in developing budgets **to ensure equitable distribution of public funds** based on student success and learner outcomes.

INDUSTRY-RECOGNIZED CREDENTIALS

IN 2022
19
states
ENACTED
23
policies

In the fifth most common policy area, **19 states enacted 23 policies** affecting industry-recognized credentials. Policies in this area are designed to increase or incentivize the attainment of certifications, credentials or degrees aligned with labor market information or industry need.



PENNSYLVANIA amended a variety of educational matters, including requiring schools to add industry-recognized credentials earned by a student to the student's transcript. The law also **expanded teacher certification** to include additional licensure pathways for out-of-state educators seeking to teach CTE programs in Pennsylvania and established a committee to develop, in consultation with national and state CTE sources, a competency list and end-of-program assessments that create a program of study in the education field. In addition, the law expands participation in CTE programs to home-schooled learners, provided that the learners meet eligibility requirements. Finally, the law established additional cosmetology and barbering credentialing allowances that enable a CTE cosmetology student to earn up to 350 hours of education through out-of-school-time programs.



SOUTH CAROLINA allowed a student who is pursuing a professional certificate, industry-recognized credential, diploma or degree from a public South Carolina Technical College and meets the qualifying criteria to receive a **South Carolina Workforce Industry Needs Scholarship (SCWINS)**. SCWINS is equal to the cost of tuition, fees or expenses for required course-related materials after applying all other federal or state scholarships or grants. It is not to exceed \$5,000 annually and can be used for no more than three years of instruction if the student is enrolled in an associate degree program or no more than two years of instruction if enrolled in an industry-recognized credential, diploma or professional certificate program. The student must be enrolled in a CTE program and must be employed, have taken a financial literacy class or have completed 100 hours of voluntary time contributing to a non-profit or public service organization approved by the State Board for Technical and Comprehensive Education (SBCTE). Priority for scholarship awards must be given to students seeking a degree, diploma, professional certificate or industry-recognized credential in an industry sector with regional or statewide workforce needs as identified yearly by SBTCE.



WEST VIRGINIA **allowed learners ages 16 to 18** who are enrolled in a school district, community college or technical school to enter into an agreement with an employer to participate in a work-based learning experience that leads to course credit and/or compensation from the employer. A learner who enters into a student training agreement with an employer is considered an employee covered under that employer's workers' compensation program.

SYSTEMS AFFECTED


2022 STATE PASSED POLICIES:

81secondary
education**66**postsecondary
education**42**adult learning
and/or
workforce
development

This analysis categorizes policies by the systems and learner levels affected: secondary education, postsecondary education, adult education and/or workforce development. This is the 5th year that policies have been categorized by system. In 2022, states passed 81 policies that affected CTE in secondary education, 66 policies related to postsecondary CTE, and 42 policies related to adult CTE and/or workforce development. As in prior years, this analysis identified more policies affecting the secondary system than any other system.

Given that CTE is at the nexus of secondary, postsecondary and workforce development systems, it is not surprising that a single policy may address multiple systems. These policies frequently illustrate how secondary schools and postsecondary institutions partner with each other and with employers and industries to provide high-quality and equitable CTE programs.

Examples of policies that affected multiple systems include:



FLORIDA passed the [Reimagining Education and Career Help Act](#), which aims to coalesce workforce and education systems by establishing the Office of Reimagining Education and Career Help in the Executive Office of the Governor to oversee the Workforce Development Information System; directing the State Board of Education to create minimum requirements for participation in work-based learning; appointing a Credentials Review Committee to create a public master list of non-degree credentials of value; launching the Open Door Grant to cover the cost of short-term high-demand postsecondary programs; establishing the Money-Back Guarantee Program, which refunds tuition to learners unable to find a job six months after completing select workforce programs; identifying and adopting a nationally recognized digital credential in all state public postsecondary institutions; and developing a public workforce opportunity data portal.

SYSTEMS AFFECTED



ILLINOIS changed the name of the Office of College and Career Transitions to the **Office of College and Career Academies** within Georgia's technical college system. The law also gives this office responsibility for technical skill development and directs the Technical College System of Georgia, in collaboration with the Workforce Development Board and the Department of Economic Development, to support this office in the recruitment of new industries and expansion of existing industries by demonstrating the technical preparation of high school graduates.



TEXAS formalized through legislative action a **Tri-Agency Workforce Initiative** to coordinate information among the Texas Education Agency, the Texas Higher Education Coordinating Board and the Texas Workforce Commission. The purpose of this initiative is to ensure that state and federal education and workforce funds are coordinated among agencies to achieve state workforce development goals, align CTE programs to industry demand, and identify outcomes of CTE programs related to state workforce development goals. The law also requires a data sharing policy, coordination of staff and resources, and quarterly meetings among the agencies. In addition, the initiative will create publicly accessible tools for education and workforce data, approved credentials, and career exploration and development resources.

METHODOLOGY

The policy activities included in this report and the accompanying policy tracker were compiled through a comprehensive national scan, drawing on information from numerous sources. Policies were identified and cataloged using government websites and media stories and were augmented by compilations such as those prepared by the Education Commission of the States and the National Association of State Budget Officers. Once compiled, the information was distributed to State CTE Directors for review, and any feedback was included in this final report and policy tracker. For the purposes of this report, policy activity was defined to be an action by state policymakers, including the state legislature, the board of education, the state education agency, the higher education authority, the governor's office or any other state-level agencies, or a ballot initiative approved by voters. Although several national career readiness initiatives, such as the New Skills ready network, were underway across the states, involvement in these initiatives was not included unless it spurred notable state policy change.

To be included in this report, policies must have been passed during the 2022 calendar year, have a statewide impact, and be related to career readiness or CTE within the state. This report is designed to be value neutral. The inclusion of a specific policy or action is for informational purposes only and does not reflect any judgment regarding the quality or strength of that policy. Policies introduced in 2021 and passed in 2022 were included; policies that went into effect in 2022 but were passed in prior years were not included. However, if a state took meaningful action to implement in 2022 a policy passed earlier – for instance, a state board action approving new graduation requirements in 2022 in response to legislation enacted in 2021 – that 2022 action was included. Policies were categorized as funding if they authorized new or increased state funding or if they decreased funding to a specific program. Funding policies were not included if they were implemented in 2022 but were authorized in prior years unless those policies repurposed or restructured existing funds in a way that affected CTE and career readiness.

Any policy that was enacted in response to the coronavirus pandemic that utilized federal funding for CTE-related programs was not included unless the funding was used in conjunction with additional state funding or through state executive/legislative orders.

While extensive efforts were made to verify the completeness and accuracy of this report, should discrepancies be noted, we would be happy to correct them at any time. Please contact Advance CTE Policy Associate Brice Thomas (bthomas@careertech.org) or ACTE Research Director Catherine Imperatore (cimperatore@acteonline.org).



STATE POLICIES IMPACTING CTE:

2022

YEAR IN REVIEW

SOURCES

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- ⁴ U.S. Department of Education Institute of Education Sciences. (2022, September 27). School pulse panel: Staffing. <https://ies.ed.gov/schoolsurvey/spp/>
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