



## State Policies Impacting CTE: 2022 Year In Review

This year marked the 10th anniversary of Advance CTE's annual Year In Review report. Created in partnership with the Association for Career Technical Education (ACTE,) the Year In Review, and its accompanying tracker, tracks and elevates Career Technical Education (CTE) legislation passed at the state level around the country.

Was your state one of the 37 from 2022 that passed CTE-specific policy or budgetary actions? Are you interested in seeing how other states are addressing CTE programming through policy? The Year In Review is the perfect way to keep your finger on the world of CTE through a policy lens.

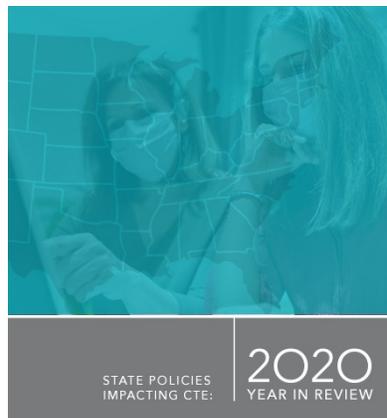
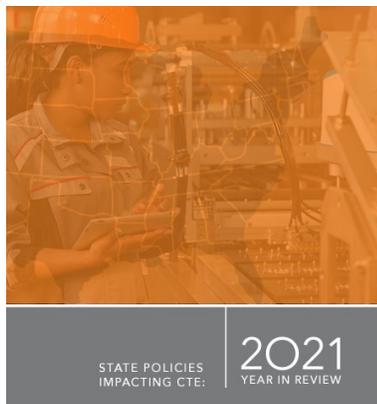
Review the resources below including a webinar discussing the 2022 Year In Review and featuring Colorado State CTE Director Sarah Heath explaining their state's execution of these policies.

- [Read the report](#)
- [View the tracker](#)
- [Watch the webinar](#)



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## Additional Resources



*State Policies Impacting CTE: 2021 Year in Review*

*State Policies Impacting CTE: 2020 Year in Review*

*State Policies Impacting CTE: 2019 Year in Review*

## Getting to Know Advance CTE: Dan Hinderliter



As a Senior Policy Associate for Advance CTE, Dan works on a number of different projects related to state policy, including supporting project teams for the *New Skills ready network*, providing state technical assistance, and developing publications and resources for Advance CTE members. He also helps manage grants to support environmental literacy in CTE and to modernize the National Career Clusters Framework®. Previously, Dan led the annual Year in Review and the tracking of state legislation affecting CTE.

**Q: What have been the most common policy themes throughout the ten years of the Year In Review?**

**A.** Over the past ten years, we've tracked almost 1500 policies impacting CTE, each tagged with one or more policy categories to help us understand the topic of that policy and trends over the years. During that time, funding was the most popular policy tag, in large part because every state has applied some new funding mechanism or started a new grant program in the last decade. As CTE has grown in popularity and prominence, states continue to want to fund CTE programs of all kinds. Beyond funding, we continue to see regular interest in industry partnerships and work-based learning because of the demonstrated value of work-based learning to improve CTE outcomes for learners. Over the past few years, we have seen an uptick in policies increasing equity and access for all CTE learners, especially special populations and those from marginalized communities.

**Q.** How can state leaders use the policies in the report and accompanying tracker to build their own policy strategies?

A. For the last few years, our trackers have been sortable and searchable. If a state leader is interested in exploring other policies connected to a topic area, they can view policies that other states have enacted as potential models for their own policies. The reports always highlight the top five main topic areas which help leaders see trends for other states. For example, if a state hasn't updated its work-based learning policies in a while, it may look to see what other states have recently updated work-based learning policies as a starting point.

**Q. Are there best practices for those unfamiliar with policy to help them utilize this report?**

A. We at Advance CTE are all too familiar with the complexity of policy actions, particularly legislation. We try to summarize each policy's key highlights to make each policy action easier to understand. The report is the best starting point because it aggregates trend areas and might be less overwhelming than the long list of policy actions in the tracker. Once someone identifies a policy action they want to learn more about, they might turn to the legislation itself (linked in the tracker) to read the full law.

**Q. Which policies stood out the most in 2022's Year In Review?**

A. While it's hard to gauge the impact of a policy enacted last year, a few stood out for incentivizing learners to participate in programs of high economic need for the state: Nebraska's **LB902** codified the Nebraska Career Scholarship Act to provide \$5000 annually for first-time or transfer students in a community college program that is identified as an area of need for Nebraska; Maryland **SB4** expanded eligibility for the Cybersecurity Public Service Scholarship program to include part-time postsecondary learners; South Carolina **H3144** similarly expanded their South Carolina Workforce Industry Needs Scholarship (SCWINS) to cover industry-recognized credentials; and Colorado passed laws for both the behavioral health and criminal justice sectors to expand training opportunities in these high need areas.

Additional resources, tools and guides can be found in Advance CTE's [Learning that Works Resource Center](#) as well as our specific page dedicated to [Access and Equity](#).



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