

# Secondary Career and Technical Education Activity in 2021

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## What Is the Issue, and Why Does It Matter?

Secondary career and technical education has drawn increased attention from policymakers over the past several years. States have sought ways to connect secondary CTE to future learning and careers. As [research](#) demonstrates benefits to CTE and career exploration, state policymakers have placed greater emphasis on expanding opportunities and connecting [work-based learning opportunities](#) with CTE. In addition to elevating and supporting work-based learning, states have put greater emphasis on programs that provide opportunities for students to engage in learning outside of a secondary setting.

Through increased attention to CTE in their states, policymakers emphasized the need to align secondary CTE with postsecondary education and credential paths that connect to higher-wage and in-demand jobs. CTE is one way for middle and high school students to develop skills and engage in learning that is relevant not only to future educational pursuits, but to a future career.

[Broad legislative trends](#) that have persisted over the past several years continued in the 2021 legislative sessions. State legislative activity during the 2021 session focused on the following areas:

- **Experiential and work-based learning:** Offering programs targeted at providing middle and high school students with [career exploration and work-based learning](#) experiences and paths to earning credentials.
- **Funding:** Providing financial support for a range of CTE programs, including work-based learning opportunities.
- **Awareness and support:** Increasing awareness and providing support and guidance for students to access CTE.

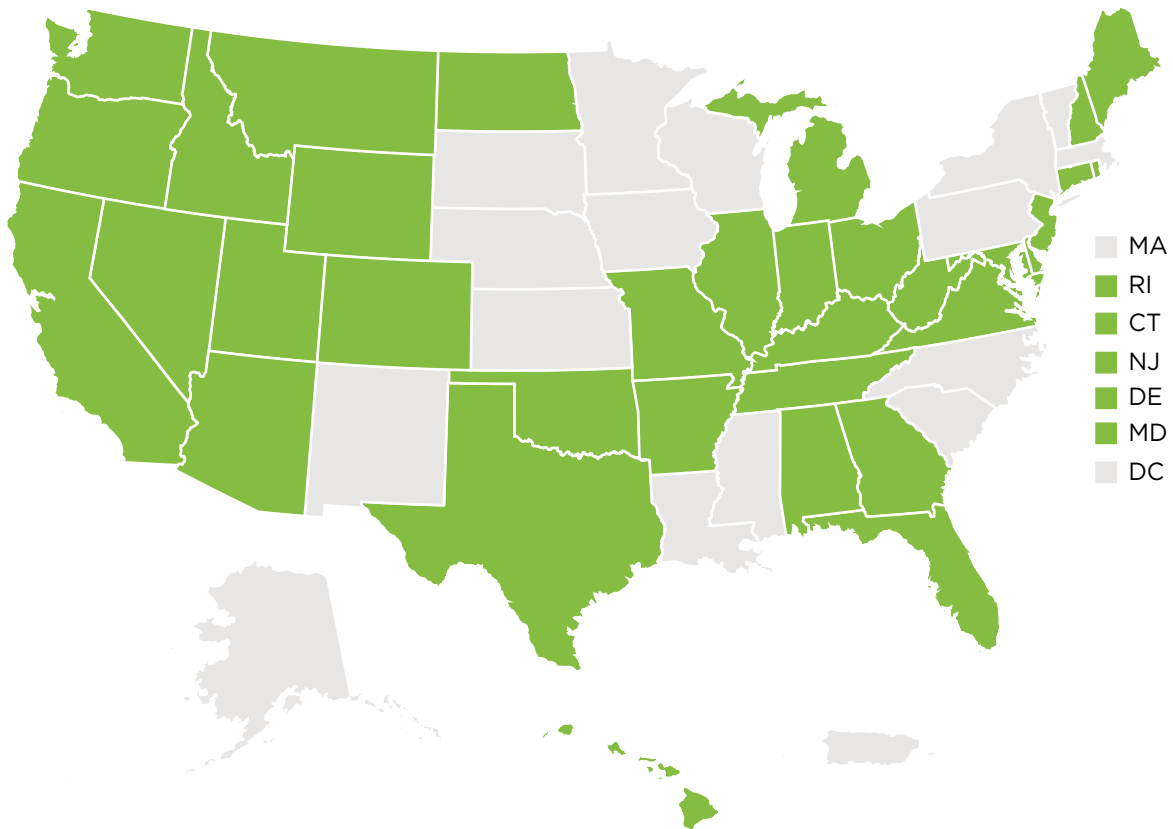
- **Collaboration and connection to postsecondary education:** Fostering cross-agency collaboration and industry involvement in planning and the oversight of CTE within a state. Through this collaborative process, states have aligned secondary CTE learning and future postsecondary opportunities.


## How Many States Considered Legislation in 2021?

Based on a review of 2021 legislative activity concerning secondary CTE:

At least **315** bills were **introduced** in 46 states.

At least **73** bills were **enacted** in 34 states.



 Enacted bills

STATE	LEGISLATION
Alabama	<a href="#">H.B. 486</a>
Arizona	<a href="#">H.B. 2124</a> , <a href="#">H.B. 2898</a> , <a href="#">H.B. 2019</a> , <a href="#">H.B. 2055</a> , <a href="#">H.B. 2301</a>
Arkansas	<a href="#">H.B. 1700</a> , <a href="#">S.B. 491</a> , <a href="#">S.B. 61</a> , <a href="#">S.B. 425</a>
California	<a href="#">S.B. 737</a> , <a href="#">A.B. 643</a>
Colorado	<a href="#">S.B. 21-106</a> , <a href="#">S.B. 21-119</a> , <a href="#">H.B. 21-1264</a> , <a href="#">S.B. 21-268</a>
Connecticut	<a href="#">S.B. 945</a>
Delaware	<a href="#">S.B. 86</a>
Florida	<a href="#">S.B. 366</a>
Georgia	<a href="#">S.B. 81</a>
Hawaii	<a href="#">S.B. 516</a> , <a href="#">S.B. 224</a>
Idaho	<a href="#">H 358</a> , <a href="#">S 1045</a> , <a href="#">H 178</a>
Illinois	<a href="#">H.B. 3950</a>
Indiana	<a href="#">S.B. 414</a> , <a href="#">H.B. 1549</a>
Kentucky	<a href="#">S.B. 101</a>
Maine	<a href="#">H.P. 866 (LD 1188)</a> , <a href="#">S.P. 462 (LD 1412)</a> , <a href="#">S.P. 340 (LD 1072)</a> , <a href="#">S.P. 140 (LD 313)</a>
Maryland	<a href="#">H.B. 1372</a>
Michigan	<a href="#">H.B. 4411</a>
Missouri	<a href="#">H.B. 297</a>
Montana	<a href="#">H.B. 644</a> , <a href="#">H.B. 67</a> , <a href="#">S.B. 22</a>
Nevada	<a href="#">A.B. 38</a>
New Hampshire	<a href="#">H.B. 2</a> , <a href="#">H.B. 304</a>
New Jersey	<a href="#">A 5888</a>
North Dakota	<a href="#">H.B. 1027</a> , <a href="#">H.B. 1478</a> , <a href="#">H.B. 1135</a> , <a href="#">H.C.R. 3035</a> , <a href="#">S.B. 2141</a> , <a href="#">H.B. 108</a>

STATE	LEGISLATION
Ohio	<a href="#">H.B. 110</a>
Oklahoma	<a href="#">S.B. 619</a>
Oregon	<a href="#">H.B. 2537</a> , <a href="#">S.B. 77</a>
Rhode Island	<a href="#">H.B. 5836</a> , <a href="#">S.B. 212</a>
Tennessee	<a href="#">S.B. 1135/H.B. 745</a> , <a href="#">H.B. 1446/S.B. 1240</a> , <a href="#">S.B. 844/H.B. 842</a>
Texas	<a href="#">H.B. 3767</a> , <a href="#">H.B. 3938</a> , <a href="#">H.B. 1247</a> , <a href="#">H.B. 4279</a> , <a href="#">S.B. 1095</a>
Utah	<a href="#">H.B. 391</a>
Virginia	<a href="#">H.B. 1905</a>
Washington	<a href="#">S.B. 5092</a> , <a href="#">H.B. 1080</a>
West Virginia	<a href="#">H.B. 2022</a>
Wyoming	<a href="#">H.B. 239</a> , <a href="#">S.F. 108</a>

## Experiential and Work-Based Learning

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States have enacted legislation to align work-based learning with classroom instruction, provide work-based learning opportunities and raise awareness of existing work-based learning and career-exploration opportunities. Additionally, states have considered ways to award credit for student participation in work-based learning and address liability issues associated with student participation in work-based learning.



[H.B. 486](#): Students who complete extended-learning opportunities, approved by the state board of education, a local board of education or a public charter school, earn elective credit toward graduation. Extended-learning opportunities include enrichment activities, career readiness or employability skill development, internships, pre-apprenticeships and apprenticeships. Beginning in the 2021-22 school year, the state board of education, local boards of education and public charter schools must routinely inform students and their parents of extended-learning opportunities.



[S.B. 619](#): The legislation allows high school sophomores to enter into apprenticeships, internships and mentorships offered by their school. The legislation permits school districts to obtain liability insurance to protect students who participate in the programs. The state board of education must review apprenticeships to determine if they are eligible for academic credit for graduation.

## Funding

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States have continued to make investments in CTE programs in a variety of ways. During the 2021 legislative sessions, states modified student counts and student weight provisions related to secondary CTE programs and established new programs and funding streams to support programs. Additionally, some states established grant programs to support facility expansions and equipment improvements.



[H.B. 2124](#): The legislation adjusts the average daily attendance counts for CTE students and course participation. It provides additional daily attendance counts for students who attend CTE courses at satellite campuses or for students who enroll in district courses and courses at community colleges.



[H.B. 1080](#): The Legislature appropriated \$2 million for the superintendent of public instruction to provide competitive grants to school districts to purchase and install CTE equipment that expands career-connected learning and work-based learning opportunities.

## Access and Support

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States have enacted policies requiring the sharing of information about in-demand jobs and education paths with all high school students and their parents. In some instances, the material shared with students and parents must include information about CTE and work-based learning opportunities in their school. Often, the information is connected to supports for students navigating paths to future education and career opportunities.



[H.P. 417](#): The legislation requires that when providing career or educational programming materials and guidance to students and parents, information must include electronic links to access the department of labor and the Center for Workforce Research and Information websites that contain statewide employment projections. With the department of labor, the department of education must develop age-appropriate advice for navigating the information provided.



[S.B. 1095](#): The legislation amends the Education Code to require a public school district to notify the parent of each student enrolled in grade nine or above annually about the availability of CTE programs or other work-based education programs in the district. The information must be provided on opportunities such as internships, externships, apprenticeship programs or a P-TECH program. Further, students must be notified of the availability of subsidies based on financial need to take Advanced Placement or International Baccalaureate examinations, enroll in district programs to earn college credit, and attend CTE programs or work-based education programs.

## Collaboration and Connection to Postsecondary Education

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States have sought ways to collaborate across education, workforce development agencies and employers to align CTE paths with future education and careers. In some instances, education paths and curricula are aligned to in-demand or high-demand fields in the state. Further, through this collaboration, secondary learning in CTE is connected with postsecondary education and credential opportunities.



### COLORADO

[S.B. 21-119](#): The legislation makes changes to the [Career Development Success Program](#). In the list of qualified programs, residency programs are removed and expansions to pre-apprenticeship and apprenticeship programs are made to include any industry program, not just construction industry programs. The definition of a qualified industry credential program is expanded to include any CTE program that results in an industry-recognized credential with labor market value upon completion. Beginning in the 2022–23 school year and for each school year thereafter, the department of education — in coordination with the department of labor and employment, the department of higher education, the Colorado community college system and employers from in-demand industries — must identify the top 10 industry-recognized credentials with labor-market value that may be awarded to high school students. A communications plan must be developed for participating school districts that communicates the value of the credentials to students and shows the guaranteed-transfer pathways courses that are included in the credentials that align with postsecondary degrees and high-skill, high-wage and in-demand jobs.



### TEXAS

[H.B. 1247](#): The legislation requires the Texas Workforce Commission, Texas Education Agency and Texas Higher Education Coordinating Board to develop a strategic framework to encourage work-based learning. The tri-agency must provide a report on the framework by Dec. 31, 2022. The legislation details requirements, including defining work-based learning and other common terms and the identification of strategic partners across career fields.

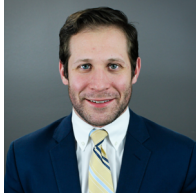
### Related Resources

- [50-State Comparison: Secondary Career and Technical Education](#)
- [Work-Based Learning](#)
- [Expanding High-Quality Work-Based Learning](#)

# About the Author

## Tom Keily

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As a senior policy analyst, Tom works on topics relating to connections between education and workforce development, among other P-20 education policy topics. Prior to joining Education Commission of the States, Tom worked in financial service policy in New York state and taught middle school in Milwaukee. Tom is dedicated to providing state policymakers with quality research that supports them in making a positive impact on students' lives. Contact Tom at [tkeily@ecs.org](mailto:tkeily@ecs.org).

