

Overview of High School Career Technical Education

LEGISLATIVE ANALYST'S OFFICE

Presented to:

Assembly Committee on Education

Hon. Patrick O'Donnell, Chair

Assembly Budget Subcommittee No. 2 on Education Finance

Hon. Kevin McCarty, Chair

Assembly Select Committee on Career Technical Education and
Building a 21st Century Workforce

Hon. Autumn R. Burke, Chair

Assembly Committee on Jobs, Economic Development, and the Economy

Hon. Sharon Quirk-Silva, Chair



Career Technical Education (CTE) Definition



Instruction in a Number of Fields

15 CTE Industry Sectors



Agriculture and Natural Resources



Arts, Media, and Entertainment



Building and Construction Trades



Business and Finance



Education, Child Development, and Family Services



Energy, Environment, and Utilities



Engineering and Architecture



Fashion and Interior Design



Health Science and Medical Technology



Hospitality, Tourism, and Recreation



Information and Communication Technologies



Manufacturing and Product Development



Marketing, Sales, and Service



Public Services



Transportation

CTE = career technical education.



CTE Objectives



Promote Student Engagement

- Teaches academic subjects in a hands-on way and links to areas of career interest.



Teach Technical Skills

- Provides students technical skills—such as accounting, computer coding, and welding—that could lead to postsecondary education or jobs.



Teach “Soft” Skills

- Provides students soft skills—such as teamwork, time management, and communication—that could enhance postsecondary education and job readiness.



Help State Meet Workforce Goals

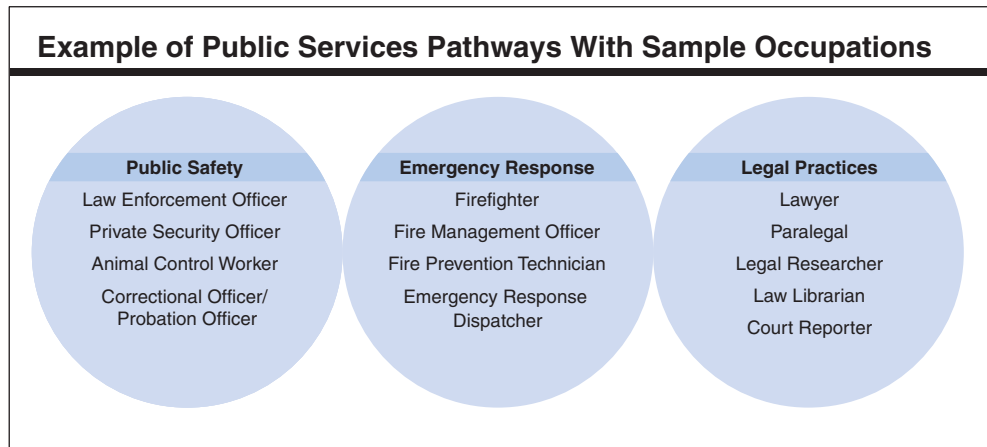
- State workforce plan sets goal of producing more middle-skilled workers in the next ten years.

CTE Standards



CTE Curriculum Standards

- Statute required the Superintendent of Public Instruction to develop CTE curriculum standards by 2005.
- In 2013, the CTE standards were updated and aligned with Common Core State Standards.
- California has curriculum standards for each industry sector for between three and seven career pathways.



- The standards outline expected skill attainment for each pathway. Additionally, almost every CTE standard is matched with at least one Common Core Standard it satisfies.
 - For example, as part of the Common Core math standards, students must be able to represent data using graphs. The Legal Practices pathway fulfills this standard by requiring students to be able to graph data about court hearings and defendant demographics.



Distinction Between CTE and “Academic” Coursework Increasingly Blurred

- Even more focus in recent years has been on teaching students math, English, and other subjects in a way that incorporates their interests in an occupational field.
- In recent years, states and schools have placed greater emphasis on ensuring students upon high school graduation are prepared for college and career.
- CTE classes increasingly count for UC/CSU’s A-G requirements. For example, the CTE course “CAD Geometry” fulfills one of students’ mathematics (“C”) requirements.
- An increasing number of high school CTE courses are articulated with postsecondary CTE courses, which, in turn, can lead to jobs or more advanced education.



State's Current Approach to Supporting CTE



Local Control Funding Formula (LCFF) Intended to Cover CTE Costs

- The high school LCFF base rate is about \$1,300 higher than the middle school base rate. The higher rate reflects the more specialized curriculum that high schools provide. The rate equates to billions of dollars more than what the state was previously providing for CTE through state-funded categorical programs.



School Districts Responsible for CTE but Have Flexibility in Program Delivery

- Under LCFF, school districts are expected to educate their students using a locally determined combination of CTE and academic coursework. School districts may use any delivery model to provide instruction.
 - Districts may deliver CTE instruction directly, in cooperation with nearby districts, through contracts with county offices of education, or through contracts with other CTE providers (such as MetroEd in San Jose).



School Districts' Strategic Plans Must Address College and Career

- As part of annually updating their Local Control and Accountability Plans (LCAPs), districts must discuss with their communities how they will engage students, address absenteeism and dropouts, and prepare students for college and career.



State's Current Approach to Supporting CTE

(Continued)



State Requires Districts to Report on Student Outcomes

- California's School Dashboard is designed to show levels of student engagement and the share of students prepared for college and career at each district and each school.
- College and career indicator results will be included in the dashboard beginning in fall 2017. The State Board of Education plans to refine indicator over next three years.



State's Pre-LCFF Approach to Supporting CTE



State Supported CTE Through Many Categorical Programs

- In 2012, Regional Occupational Centers and Programs (ROCP) was the state's largest CTE program.
- The state also provided relatively small amounts of ongoing funding for California Partnership Academies, Agriculture Incentive Grants, Specialized Secondary Programs, and several other smaller initiatives.



Under Original LCFF Transition Plan, ROCP Phased Out Over Two Years

- As the state increased LCFF rates to their target levels, the state intended to phase out ROCP and revisit remaining smaller, standalone CTE programs.
- Instead of phasing out ROCP in 2015-16, the state created the CTE Incentive Grant program, with state funding provided through 2017-18. The new CTE program decreased state funding earmarked for CTE programs gradually while increasing local matching requirements.
- Though LCFF currently is 97 percent-funded, effectively no standalone CTE programs have been phased out to date.



No Comprehensive Reporting Requirements

- Under categorical-centered system, only schools receiving categorical funds were required to provide CTE instruction and report CTE performance data.



Other Major Funding Sources for CTE



Funding to Improve Linkages Between High Schools, Colleges, and Industry

- Career Pathways Trust provided \$500 million total in 2014-15 and 2015-16 to schools and community college districts.
- CTE Pathways Program provided \$48 million annually from 2005-06 to 2016-17 to schools and community college districts and \$15 million primarily to schools beginning in 2017-18.



Funding for CTE Facilities

- Recently passed facilities bond (Proposition 51) provides \$500 million for these facilities.



Ongoing Federal Funding for Professional Development and Equipment

- Federal Carl D. Perkins Program provides roughly \$50 million annually to schools.



Issues for Consideration



LCFF vs. Categorical Approach to CTE

- Moving forward, should the Legislature create a CTE categorical program or instead expect schools to fund CTE out of their LCFF dollars?
- If the Legislature were to use the LCFF approach:
 - Is the high school funding rate sufficient to cover the costs of CTE?
 - Are the state’s current accountability indicators strong enough to ensure schools offer high-quality CTE? If not, how could the indicators be strengthened?
- If the Legislature were to create a new categorical program:
 - What would be the purpose of the program?
 - What would be an appropriate funding level for it? How would program funds be allocated? Would the LCFF high school base rate be lowered accordingly?
 - How would districts be held accountable for producing positive student outcomes? Would accountability for CTE be removed from the LCFF and LCAP accountability system or would districts be subject to dual accountability systems?



Related Issues

- What data does the Legislature desire to help it monitor CTE expenditures? Student participation? Students’ future education and job outcomes?
- How should the state address the blurred lines between CTE and academic coursework?