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High School Career Technical Education

L E G I S L A T I V E A N A L Y S T ' S O F F I C E

Presented to:
Senate Budget Subcommittee No. 1 on Education Finance
Hon. Anthony Portantino, Chair



CTE Definition



Schools Organize Career Technical Education (CTE) Around 15 Industry Sectors

- California Department of Education (CDE) has developed curriculum standards for each sector.

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.

LAO



CTE Objectives

- Promote Student Engagement**
 - Teach academic subjects in a hands-on way and link to areas of career interest.

- Teach Technical Skills**
 - Provide technical skills that could lead to postsecondary education or jobs.

- Teach Soft Skills**
 - Provide soft skills, such as teambuilding, that could enhance postsecondary education and job readiness.

- Help State Meet Workforce Goals**
 - State workforce plan sets goal of producing more middle-skilled workers.



State's Approach to Funding CTE



Historically, State Supported CTE Through Many Categorical Programs

- Regional Occupational Centers and Programs (ROCP) was the state's largest CTE program.
- The state supported several other smaller CTE programs, such as the California Partnership Academies and Agricultural CTE Incentive Grant program.



Categorical System Largely Eliminated and Replaced With Local Control Funding Formula (LCFF)

- In 2013-14, the state created a new school funding formula, with a base per-student rate for high schools that was notably higher than the rates set for the lower grade spans.
- It folded ROCP funds into the new formula, further increasing the high school rate. It maintained several smaller CTE programs.
- Under LCFF, the total high school rate is 16 percent higher than the middle school rate.
- The state intended to phase in LCFF funding gradually, reaching target rates by 2020-21.



During LCFF Phase In, State Funded Transitional CTE Grant Programs

- Though the state folded ROCP funds into the new formula, it also required school districts to continue spending the same amount on ROCP in 2013-14 and 2014-15 as they did in 2012-13.
- The state then funded two major limited-term CTE initiatives: (1) the California Career Pathways Trust (\$500 million over 2013-14 and 2014-15) and (2) the CTE Incentive Grant initiative (\$900 million over 2015-16, 2016-17, and 2017-18).



CTE Accountability Under LCFF



Schools Districts Are Responsible for Preparing Their Students for College and Career

- Under LCFF, every school district is required to develop a strategic plan that sets performance goals and guides how they spend their LCFF dollars.
- School districts report student outcome data to the state, which is displayed on a public website known as the School Dashboard. The Dashboard includes an indicator specific to college and career readiness.
- If a school district does not do well on Dashboard indicators, it must examine its root performance issues and access support to help it improve.
- Based on the first year of performance data, about 50 percent of students are “prepared” for college and career, 25 percent are “approaching prepared,” and the remainder are “not prepared.”



CTE Accountability Under LCFF (Continued)

College and Career Readiness Indicator Gives Districts Options^a

Prepared

High school diploma + any one of the following measures:

- Completed a CTE pathway and (1) met standards on state tests in either English or math and nearly met standard in the other subject or (2) completed one semester of dual enrollment in college-level coursework (CTE or academic)
- Met standards on state tests in both English and math
- Completed two semesters of dual enrollment in college-level coursework (CTE or academic)
- Passed two Advanced Placement or two International Baccalaureate exams
- Completed all courses required for admission to UC and CSU and (1) completed a CTE pathway or (2) met standards on state tests in either English or math and nearly met standards in the other subject or (3) completed one semester of dual enrollment or (4) passed one Advanced Placement or International Baccalaureate exam

Approaching Prepared

High school diploma + any one of the following measures:

- Completed a CTE pathway
- Nearly met standards on state tests in both English and math
- Completed one semester of dual enrollment in college-level coursework (CTE or academic)
- Completed all courses required for admission to UC and CSU

Not Prepared

No high school diploma or high school diploma but no measures met^b

^a Applied to every student in a district. The State Board of Education over the next three years plans to develop a “well prepared” category. That category is to include information about the number of students that earned certificates and participated in internships and other work-based learning in high school.

^b Student has not met any of the measures required to be deemed approaching prepared.

CTE = career technical education; UC = University of California; and CSU = California State University.



Governor's CTE Proposals

- Provides \$212 Million for New High School CTE Program Within Community College's Strong Workforce Program**
 - The Strong Workforce Program funds eight regional consortia to develop and implement strategic academic plans designed to meet regional workforce needs.

- \$200 Million Ongoing for High School CTE Aligned With Regional Workforce Plans**
 - Strong Workforce regional consortia would receive funding based on a formula that considers each region's statewide share of average daily attendance in grades 7 through 12, job openings, and unemployment.
 - Consortia would distribute competitive grants to school districts in their region. School districts would need to commit to using grant funds for aligning their CTE programs with their regional plan. They would be required to provide a match of two local dollars for every one state dollar.

- \$12 Million Ongoing for Workforce Pathway Coordinators**
 - Funds would support 72 high school Workforce Pathway Coordinators—one Coordinator for each of the 72 community college districts.
 - Each Coordinator would work with school districts in their community college district boundaries to help them coordinate their CTE programs with their region's plan.

- Proposes Full Implementation of LCFF in 2018-19**



Assessment of Governor's Proposal



Governor Proposes New CTE Program Even Though LCFF Would Be Fully Implemented

- Under Governor's LCFF proposal, every school district would be receiving \$2,900 more per high school student than they received in 2013-14 (the first year of LCFF implementation). The administration has not made a compelling case that LCFF funding is insufficient or LCFF accountability is too weak to support CTE programs.



Proposal Does Not Improve Coordination Among High School CTE Programs

- Despite indicating that one of the primary objectives of the proposal is to improve CTE coordination, the Governor proposes a new high school CTE program and leaves in place four other high school CTE programs.
- The Governor does not establish a clear goal for achieving a desired level of coordination, which makes program monitoring and accountability more difficult.



Proposal Has Potential to Focus High School CTE Too Narrowly on Jobs

- High school CTE programs differ from community college CTE programs in that they have goals beyond workforce preparation, most notably student engagement and career exploration.



Proposal Does Not Tap CDE's Expertise

- CDE created high school CTE curriculum standards. It also coordinates with regional technical assistance centers to help schools improve their CTE offerings. Additionally, to date, it has administered many high school CTE programs.



Assessment of Governor's Proposal

(Continued)



If Taking Categorical Approach, CTE Incentive Grants Have Several Advantages Over Governor's Proposal

- Allows high schools to offer any high-quality CTE program, including ones that promote student engagement even if not directly tied to regional labor market needs.
- Overseen by CDE, which has expertise in helping high schools understand CTE curriculum standards and build them into their CTE programs.

Recommendations



Use LCFF Approach to Fund High School CTE

- Approach focuses on student outcomes while also promoting local flexibility and control.
- If the Legislature has concerns, could modify the existing formula or accountability provisions.



If Legislature Wishes to Take Categorical Approach, Modify CTE Incentive Grant Program

- Align a portion of high school CTE courses with regional workforce needs but allow room to meet other CTE objectives.
- Require school districts and community colleges to share data and accountability for student outcomes.
- Fold remaining high school CTE programs into CTE Incentive Grant program.
- Set clear objective for CTE Incentive Grant program and clear reporting requirements.
- Make program limited term.
- Weigh trade-offs when determining level of funding for program.