

Overview of 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:

Assembly Committee on Education

Hon. Patrick O'Donnell, Chair

Assembly Budget Subcommittee No. 2 on Education Finance

Hon. Kevin McCarty, Chair

Assembly Committee on Jobs, Economic Development, and the Economy

Hon. Sharon Quirk-Silva, Chair

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

Hon. Autumn R. Burke, Chair



Career Technical Education (CTE) Definition

Schools Organize 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.
- Several other smaller programs.



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

- 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. Maintained several smaller programs.
- In total, the high school rate is 16 percent higher than the middle school rate.
- The state intended to phase in LCFF funding gradually, reaching targets 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 (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 Proposal

- 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 high school average daily attendance, 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 region's plan. They generally 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 Takes Categorical Approach, Despite Full Implementation of LCFF

- Under the categorical approach, CTE was viewed as an add-on to the core high school experience. Under LCFF, every school district is expected to prepare their students for college and career as part of their core high school program.



Proposal Has Potential to Focus High School CTE Too Narrowly

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



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.



Assembly's CTE Proposal

- Assembly Bill 1743 (O'Donnell) Extends CTE Incentive Grant for Three Additional Years and Increases Funding**
 - Provides \$500 million annually with a one-to-one local match.
 - Intended to be transition funding until full LCFF implementation and final development of the college and career readiness indicator.

- Establishes Performance Requirements as a Condition of Receiving a Renewal Grant**
 - Applicants would be eligible to renew their grants each year if their programs have been deemed successful by CDE based on various metrics, including graduation rates and the number of students enrolling in college or job training programs.

- Adds Several Other Requirements**
 - Programs must provide opportunities for students with disabilities to participate.
 - Programs must provide opportunities for students to participate in leadership development opportunities and CTE student organizations.



LAO 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 Pursue Categorical Approach, Recommend Taking CTE Incentive Grant Approach With Modifications**
 - Align a portion of high school CTE courses with regional workforce needs.
 - Require school districts and community colleges to share data and accountability for student outcomes.
 - Fold the remaining high school CTE programs into CTE Incentive Grant program.
 - Set clear objective for program and clear reporting requirements.
 - Make program limited term.
 - Weigh trade-offs when determining level of funding for program.