

Date of Hearing: January 7, 2026

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
AB 296 (Davies) – As Amended January 5, 2026

**[This bill was double referred to the Committee on Labor and Employment, and was heard by that Committee in a previous form.]**

**SUBJECT:** Career technical education: sale of equipment: registry

**SUMMARY:** Requires the California Department of Education (CDE) to develop and maintain, until January 1, 2032, a registry of career technical education (CTE) equipment that is listed for sale by local educational agencies (LEAs), and authorizes LEAs to list any CTE equipment they wish to sell to another LEA on this registry. Specifically, **this bill**:

- 1) Requires the CDE to develop and maintain a registry of CTE equipment that is listed for sale by LEAs and to make the registry website accessible to LEAs via a website.
- 2) Authorizes an LEA that intends to offer for sale any CTE equipment to list the equipment in the registry established by the CDE.
- 3) Requires that the listing of equipment on the registry be limited to employees of an LEA.
- 4) Identifies the CTE equipment that may be listed, but is not limited to, power tools, table saws, simulators, medical equipment, drafting equipment, or auto diagnostic tools and vehicles.
- 5) Requires the equipment listed on the registry be offered for sale to other LEAs and maintained in the registry for a minimum of three months unless the equipment is purchased by an LEA.
- 6) Defines an LEA as a school district, county office of education (COE), or charter school, for purposes of this section.
- 7) Repeals these provisions as of January 1, 2032.

**EXISTING LAW:**

- 1) Establishes the Career Technical Education Incentive Grant (CTEIG) Program as a state education, economic, and workforce development initiative with the goal of providing students in kindergarten through 12<sup>th</sup> grade with the knowledge and skills necessary to transition to employment and postsecondary education. (Education Code (EC) 53070)
- 2) Gives positive consideration to applicants to the CTEIG Program who make significant investment in CTE infrastructure, equipment, and facilities. (EC 53075)
- 3) Authorizes the K-12 component of the Strong Workforce Program (SWP) to create, support, or expand high-quality CTE programs at the K-12 level that are aligned with the workforce development efforts occurring through the SWP, and authorizes, commencing with the 2018-19 fiscal year, and subject to an annual appropriation, \$150 million to be apportioned

annually by the California Community College Chancellor's Office (CCCCO) to local consortia. (EC 88827)

- 4) Gives positive consideration to applicants to the K-12 SWP who make significant investments in CTE infrastructure, equipment, and facilities. (EC 88830)
- 5) The CTE Facilities Program provides funding to qualifying LEAs for the purpose of constructing new facilities or reconfiguring existing facilities, including purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for students in high schools to provide them with the skills and knowledge necessary for high-demand technical careers. (EC 17078.72)
- 6) Authorizes the governing board of a school district which operates an agricultural CTE program to apply to the Superintendent of Public Instruction (SPI) for an incentive grant for the purpose of purchasing or leasing agricultural CTE equipment. (EC 52460)
- 7) Defines "agricultural CTE equipment" as any nonsalary item of expenditure, including but not limited to, capital outlay, for approved agricultural CTE programs. (EC 52461.5)
- 8) Requires a school district to request disposition instructions from the relevant federal awarding agency if equipment to be disposed of was purchased with federal funds and the terms and conditions of the award required this, and if the equipment has a current, per-unit, fair market value greater than \$5,000. (Title 2, Federal Code of Regulations, Section 200.313 (e))
- 9) Authorizes the governing board of any school district to sell any personal property or school supplies belonging to the district to the federal government or its agencies, to the state, to any county, city and county, city or special district, or to any other school district or any agency eligible, and the governing board of another school district may purchase the property, for an amount equal to the cost plus the estimated cost of purchasing, storing, and handling the property, without advertisement for or receipt of bids or compliance with any other provisions of code. (EC 17540, 40 U.S.C. Sec. 484(j)(3))

**FISCAL EFFECT:** Unknown

**COMMENTS:**

***Need for the bill.*** According to the author "Career technical education (CTE) courses and apprenticeships have the opportunity to offer students of every background the chance for a steady and stable job in a number of growing fields. Many of these experiences lead to well-paying careers. California should be at the forefront when it comes to recruiting and teaching students about local opportunities located near them. AB 296 is a common-sense measure to ensure that our local education agencies have the ability to equip themselves with any equipment or tools they need to begin teaching students in CTE courses by fostering a collaborative online registry that allows agencies to see what equipment is able to be purchased, sometimes at a cheaper price than on the general market."

***Defining Career Technical Education.*** CTE prepares students for the world of work by introducing them to workplace competencies and makes academic content accessible by

providing it in a hands-on context. Along the way, students develop career-relevant, real-world 21<sup>st</sup> Century skills.

CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. CTE programs in California are organized into 15 industry sectors, covering 58 pathways that identify the knowledge and skills students need. Partnerships are usually developed between high schools, businesses, and postsecondary schools, providing pathways to employment and associate, Bachelor's, and advanced degrees.

CTE courses and pathways may be offered in comprehensive high schools with CTE programs, as well as through regional CTE programs or centers operated by joint powers authorities (JPAs) or county offices of education (COEs). Some CTE programs are blended with academic programs in what is known as a “linked learning model.” Community colleges and technical institutes also offer CTE at the postsecondary level.

***Disposing of surplus equipment.*** As noted above, equipment purchased with federal funds may require disposition instruction from the relevant federal agency. State law authorizes a school district to sell any personal property or school supplies belonging to the district to the federal government or its agencies, to the state, to any county, city and county, city or special district, or to any other school district or any agency eligible under the federal surplus property law, and the governing board of another school district may purchase the property, for an amount equal to the cost plus the estimated cost of purchasing, storing, and handling the property, without advertisement for or receipt of bids or compliance with any other provisions of Education Code.

In addition, the current California K-12 audit guide requires that auditors verify that all equipment removed from the listed asset accounts is adequately documented, including the date of removal, reason for removal, and disposition. In addition, the audit guide requires auditors to verify that all equipment sale proceeds during the audit period are sold at market value and properly recorded.

***State surplus property available online.*** The Department of General Services (DGS) operates a website including an auction to dispose of surplus state items. Individuals or organizations interested in purchasing items are required to register as an official bidder online and agree to specified terms and conditions.

***The Committee may wish to consider*** whether the establishment of such a registry, as proposed, would limit the ability of LEAs to dispose of equipment as it limits the sale of equipment listed on the registry to other LEAs. Current law permits the sale of certain equipment, proposed to be disposed of, to other governmental agencies, including federal, state, or local agencies.

***Arguments in support.*** The Associated General Contractors of California writes, “This practical, common-sense proposal will provide meaningful benefits for California contractors and the construction workforce by strengthening and expanding the training pipeline into the skilled trades. High-quality equipment is essential for CTE programs that prepare students for careers in construction, engineering, welding, electrical work, HVAC, and other in-demand contractor occupations. However, the cost of purchasing equipment can be a barrier for many school districts—especially smaller or rural districts—limiting program availability and the number of students who can participate.

By creating a statewide marketplace where districts can list and purchase used CTE equipment, the bill helps schools stretch limited resources and keep valuable training tools in classrooms and shops rather than sitting unused or being discarded. This increases access to hands-on training and helps more students graduate with the real-world skills contractors need to meet project demands. A stronger CTE system translates directly into more job-ready entry-level workers, improved productivity, and long-term workforce stability for contractors throughout California.”

**REGISTERED SUPPORT / OPPOSITION:****Support**

Associated General Contractors, California Chapters

**Opposition**

None on file

**Analysis Prepared by:** Debbie Look / ED. / (916) 319-2087