

Date of Hearing: April 19, 2017

ASSEMBLY COMMITTEE ON EDUCATION  
Patrick O'Donnell, Chair  
AB 1577 (Gipson) – As Amended March 21, 2017

**SUBJECT:** Career technical education: access plan

**SUMMARY:** Requires the California Department of Education (CDE), in collaboration with other state agencies, to develop a plan to ensure the provision of career technical education (CTE) programs at every K-12 school in California. Specifically, **this bill:**

- 1) Requires CDE, in collaboration with the California Workforce Development Board and the Office of the Chancellor of the California Community Colleges, to develop a plan to ensure the provision of, and access to, CTE programs at every K-12 school in California.
- 2) Requires these agencies to convene to develop the plan by January 1, 2019.
- 3) Requires the CDE to report the plan to the Legislature by January 1, 2020.
- 4) Specifies that these requirements be repealed on January 1, 2024.

**EXISTING LAW:**

- 1) Authorizes the Superintendent of Public Instruction (SPI) to coordinate the development, on a cyclical basis, of model curriculum standards for a career technical education course of study. The superintendent shall seek the advice of classroom teachers, school administrators, parents, postsecondary educators, and representatives of business and industry in developing these curriculum standards. The superintendent shall, to the extent applicable, incorporate the integration of career technical and academic education into the development of curriculum standards for career technical education courses.
- 2) Authorizes the California Career Technical Education (CTE) Incentive Grant Program as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through 12<sup>th</sup> grade with the knowledge and skills necessary to transition to employment and postsecondary education. Identifies the purpose of the CTE Incentive Grant Program as the encouragement and maintenance of the delivery of CTE programs by school districts and charter schools during the implementation of the Local Control Funding Formula (LCFF). (ECS 53070).
- 3) Establishes The California Career Pathways Trust as a state education and economic and workforce development initiative with the goal of preparing pupils in kindergarten and grades 1 to 12, inclusive, to successfully transition to postsecondary education and training and to employment in high-skill, high-wage, and high-growth or emerging sectors of the state's economy. (EC 53010 – 53016)
- 4) The federal Carl D. Perkins Career and Technical Education Act of 2006 provides federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the

Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

**FISCAL EFFECT:** Unknown

**COMMENTS:** According to the author, “The current landscape in education prioritizes college pathways over career readiness. Our primary focus in K-12 schools is to ensure students complete their A-G coursework so they can go on to college. However, there remains a gap in the options provided for students who may end up on a different track in life. Some people are better with their hands and some will never go to college. Career technical education provides an alternative that ensures all pathways are valued and prioritized.”

***Defining Career Technical Education (CTE).*** According to the CDE, “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 have been 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 prepares students for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Along the way, students develop career-relevant, real-world 21<sup>st</sup> century skills.”

***Question is no longer college OR career.*** Unlike the vocational education programs of the past, today’s CTE programs no longer result in tracking of students or limiting their postsecondary options. According to the Partnership for 21<sup>st</sup> Century Skills, “all students need to be college **and** career-ready. Just as there are few opportunities for low-skilled workers, there is no place anymore for a tiered system that tracks students into inequitable college-bound or work-bound pathways, to the future. Knowledge is necessary, but not sufficient for success today. Students need skills to be able to apply their knowledge and continue learning.”

According to the U.S. Chamber of Commerce, “jobs that will dominate the U.S. economy require at least a high school education; more likely, though, they require some level of postsecondary education and/or training, resulting in a two or four year degree, an industry-recognized credential, a certification, or some other terminal indication of mastery.”

***Prior state plan for CTE.*** *The California State Plan for Career Technical Education, A Bridge to the Future 2008-12*, was produced by the CDE and the California Community Colleges (CCC) and approved by the SBE and the CCC Board of Governors in May 2008. This document set out the vision, goals, and essential elements of a world-class career technical education system for the State of California.

***California State Standards for CTE.*** The original CTE Standards were adopted by the State Board of Education (SBE) in 2005. The CTE Standards, written for grades seven through twelve, specify learning goals in 58 career pathways organized around 15 industry sectors.

The adoption by the state of new standards in English Language Arts, mathematics, English language development, and science spurred the need to update the CTE standards. The newly

revised CTE Model Curriculum Standards, designed to prepare students to be both Career and College ready, were adopted by the SBE in 2013.

CDE notes that “the CTE Model Curriculum Standards are intended to serve the entire education community from middle school, to high school, and postsecondary college or career training. Preparing students for the next steps in their pursuit of postsecondary education and training, and helping them make a smooth transition into the workforce at their point of entry is a major aim of these standards. It is vital to the economic development of the state, and the personal well-being of California’s citizenry, that all students emerge from California schools ready to pursue their career and college goals”.

***Improved outcomes for CTE students.*** According to the national organization, Career Tech, involvement in CTE coursework provides improved academic outcomes and other benefits to students:

- Over 970,000 high school students in California are enrolled in CTE courses.
- 92% of California students concentrating in CTE graduated high school in 2013, compared to the national average of 81%.
- 58% of CTE students were reported as proficient in English Language Arts in 2013-14 and 57% were proficient in mathematics.
- 1/3 of CTE students, responding to a national survey reported earning college credits, a certification or degree through their CTE coursework, while 2/3 reported having gained skills that will help them in the future.

***Importance of CTE to California’s economy.*** Career Tech also points to benefits to California’s economy through CTE programs in our K-12 schools:

- Middle-skill jobs account for 50% of California’s labor market, but only 40% of workers in the state possess the required skills, leading to a skills gap.
- If California increased the number of individuals with certificates or associate degrees by 10 percentage points, the state would have: an increase in median per capita income by \$1,462; 67,000 fewer individuals unemployed; and 267,000 fewer individuals living in poverty.

***Funding for CTE in K-12 schools.*** Legislative and budget actions in recent years have allocated funding for a variety of CTE programs. According to the LAO, 2016-17 funding for workforce education and training programs in California included the following funding for K-12 schools, with some programs also serving community college students:

- Career Technical Education Incentive Grants \$300 million
- Apprenticeships \$54 million
- Career Technical Education Pathways Program \$48 million
- Project Workability for students in special education \$40 million

- California Partnership Academies \$21 million
- Agriculture Incentive Grants \$4 million
- Carl D. Perkins Career and Technical Education Act Program (federal) \$123 million
- Adult Education & Family Literacy Program (federal) \$85 million

In addition to specific state and federal grant funding for CTE programs, schools and districts may use their local control funding formula (LCFF) apportionments for the provision of CTE courses. The LCFF includes an additional 2.6% of the base grant for schools enrolling pupils in grades 9-12. Although there are no compliance requirements linked to this adjustment, one of the original considerations was the added cost for secondary schools to offer CTE courses.

***Need for CTE teachers.*** One of the issues to consider in stimulating the expansion of CTE courses and programs will be the availability of qualified teachers. The overall teacher shortage impacts this area as well as many others. The California Commission on Teacher Credentialing reports an increase in the number of teachers receiving preliminary CTE designated subject credentials in recent years from 864 in 2009-10 to 1,424 in 2015-16.

***Ongoing collaborative efforts in support of CTE.*** The CDE, California Workforce Development Board, and the California Community College Chancellor's Office have been collaborating on the development of Career Pathways that prepare students for careers and college. The primary impetus for this collaboration was a grant award of \$100,000 from the JPMorgan Chase & Co.'s New Skills for Youth initiative. These grants encouraged states to develop detailed career readiness action plans to expand economic opportunity for young people. This funding was for March - October 2016. During that time these state agencies met and formed a preliminary state plan for the development in preparation for a phase two application for funding. California was unsuccessful in its application for the second round of funding and therefore the fiscal support necessary to implement such a plan is not currently available. Some of the topics that have arisen in the collaborative efforts to develop a plan to create and expand career pathways, include the following:

- Role of local control
- Fiscal support specifically dedicated to CTE
- CTE teacher shortage
- Structure of career pathways
- Alignment of career pathways between levels of education
- Outcomes of career pathways
- Industry-valued credentials
- Dual Credit courses
- California regional economic needs
- Industry approaches to meeting those economic needs
- Industry partnership in education process

- Education partnership in addressing industry needs
- Assessment of student and pathway outcomes
- Differing goals of career technical education at secondary vs post-secondary education
- Engaging unemployed and underemployed adults, and at-risk and disenfranchised youth, with career training opportunities

In addition, CDE currently participates in a California Pathways Workforce Advisory committee made up of members of the State Board and the Community Colleges Board of Governors. The committee meets every two months to continue the work to align CTE and workforce development efforts between the K-12 and the community college systems. The State Workforce Investment Board regularly participates in these meetings as well.

***Prior and similar legislation.*** AB 445 (Cunningham and O'Donnell) of this Session changes the name of an existing grant program to the California Career Technical Education Grant Program, increases funding for the program in 2017-18 and extends funding for an additional three years at a specified level.

AB 104 (Education Omnibus Trailer Bill), Chapter 13, Statutes of 2015 established the California Career Technical Education Incentive Grant Program, a competitive grant program administered by the CDE to provide support for career technical education in grades K-12, and provides \$400 million in 2015-16, \$300 million in 2016-17, and \$200 million in 2017-18 for this program.

SB 1123 (Leyva), Chapter 53, Statutes of 2016 extends for five years the sunset on the option for students to fulfill a high school graduation requirement by successfully completing a CTE course.

AB 1330 (Furutani), Chapter 621, Statutes of 2011 adds CTE as an option for pupils to fulfill the existing high school graduation requirement to complete a course in visual or performing arts or foreign language, and requires school districts that elect this option to notify parents, teachers, pupils and the public. Includes a sunset on July 1, 2017.

AB 86 Chapter 48, Statutes of 2013, created the California Career Pathway Trust (CCPT). The 2013 Budget Act provided \$250 million in Proposition 98 General Fund for the SPI to award one-time regional and local implementation grants to school districts, county offices, charter schools and community colleges for the CCPT program.

SB 858, Chapter 32, Statutes of 2014 appropriated an additional \$250 million for a second round of CCPT grant awards.

## **REGISTERED SUPPORT / OPPOSITION:**

### **Support**

None on file

### **Opposition**

None on file

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