

JANUARY 29, 2020

High School Career Technical Education

PRESENTED TO:

Assembly Education Committee
Hon. Patrick O'Donnell, Chair




LEGISLATIVE ANALYST'S OFFICE

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

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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 team building, 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 Has Supported CTE Through Categorical Programs

- Prior to 2013-14, Regional Occupational Centers and Programs (ROCP) was the state's largest high school CTE program.
- In 2013-14, the state shifted ROCP funding into the newly enacted Local Control Funding Formula (LCFF). In the first two years of LCFF implementation, districts were required to spend no less on ROCPs than they did in 2012-13.
- In 2015-16 the state established the CTE Incentive Grant (CTEIG) to fund K-12 CTE programs for a period of three years. The state allocated a total of \$900 million to the program over the course of those three years, with funding diminishing over the period (\$400 million in 2015-16, \$300 million in 2016-17, and \$200 million in 2017-18).
- In 2018-19, the state converted CTEIG into an ongoing program and created the High School Strong Workforce Program.

State Funded Two Ongoing High School CTE Programs in 2018-19

	CTE Incentive Grant	High School Strong Workforce Program
Grant Funding	\$150 million ongoing	\$150 million ongoing
Local Match	2:1	2:1
Administration	California Department of Education	California Community Colleges
Number of Grant Recipients in 2018-19	337	242
Average Amount Received	\$445,000	\$882,000
Range of Amounts Received	\$15,000 to \$6.2 million	\$6,000 to \$11.3 million
Allocation	Allocated to school districts, charter schools, and county offices of education on a competitive basis. Funds are disbursed based on a formula that takes into account the size of the CTE program. Priority given in eight different categories, including whether the program is in a rural area and whether it already uses other CTE funding, such as federal grants.	Allocated to Strong Workforce consortia based on a formula considering grades 7-12 attendance and regional workforce needs. Each consortium, in turn, awards grants to school districts, charter schools, and county offices of education on a competitive basis.



CTE Accountability Under LCFF

- ▶ **School 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 certain student outcomes to the state, which are displayed on a public website known as the School Dashboard (Dashboard). The Dashboard includes an indicator of 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.
 - For the graduating class of 2019, 44 percent of students are “prepared” for college and career, 17 percent are “approaching prepared,” and 39 percent 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.

