



2009 — CTE Background

Career Technical Education and Training

Career technical education (CTE) is a large undertaking in the United States. Thousands of comprehensive high schools, vocational and technical high schools, area vocational centers and community colleges offer career and technical education programs. Virtually every high school student takes at least one career technical education course, and one in four students takes three or more courses. Further, one-third of college students are involved in career technical education programs and as many as 40 million adults nationwide engage in short-term occupation training.

In California, over 1.3 million secondary students are enrolled annually in CTE courses and approximately 400,000 adult students are enrolled in Regional Occupational Center Programs (ROCPs) or adult education CTE courses. Approximately, 85 percent of CTE students currently take a sequence of courses that lead to certification either through employment or higher education. The highest enrollment areas for CTE courses include business and administrative services, information technology, health, and arts, media and entertainment.

Obama Administration's Plans:

President Obama has stated that his vision for a 21st century education begins with demanding more reform and accountability, coupled with the resources needed to carry out that reform; asking parents to take responsibility for their children's success; and recruiting, retaining, and rewarding an army of new teachers to fill new successful schools that prepare our children for success in college and the workforce.

The Administration has also stated that the federal government has a role to play to ensure that every American is able to work at his or her highest capacity. President Obama has proposed making long-term investments in education, language training, and workforce development so that Americans can leverage our strength to create new high-wage jobs and prosper in a global economy.

On Tuesday, February 17, 2009, President Barack Obama signed into law the *American Recovery and Reinvestment Act of 2009* (HR 1, Public Law No: 111-5) which provides \$787 billion in funding and tax cuts to stimulate the national economy and create jobs by investing the funds over the next two years in critical sectors such as energy, health care, infrastructure and education.

The American Recovery and Reinvestment Act (ARRA) will provide approximately \$115 billion for public education to help school districts avoid layoffs and program cuts, increases funding for special education programs and the Elementary and Secondary

Education Act (ESEA), and provides potential funding for school facilities repair and modernization projects. As part of that funding, ARRA provides \$53.6 billion in State Stabilization Funds. These will be grants to states and the majority of funds are to be used to restore funding levels for elementary, secondary and postsecondary education to FY 2008 or 2009 level. Local education agencies receiving these funds may use them for any activity authorized by ESEA, IDEA, the Adult and Family Literacy Act, the Carl Perkins Vocational and Technical Education Act or to modernize, renovate or repair school facilities.

Another critical part of the Recovery process is to expand the Workforce Investment Act (WIA) through the Department of Labor. The workforce investment system will use Recovery Act funds to increase service levels and address immediate employment needs by targeting significant funding toward low-income, low-skilled Americans including \$1.2 billion for youth activities, including summer employment programs, \$50 billion for YouthBuild activities and \$500 million for “green” job training.

Education Programs

The Carl D. Perkins Vocational and Technical Education Act (Perkins Act) of 2006 provides funding to improve CTE programs in secondary and postsecondary schools. The Perkins Act currently supports career technical education that prepares students both for postsecondary education and careers of their choice.

As reauthorized, the Perkins Act provides an increased focus on the academic achievement of career technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability. Specifically, the new act:

- Places a high emphasis on high-demand, high-wage, and high-skill occupations
- Establishes a new accountability program that includes program performance indicators and student performance levels
- Establishes new accountability measures for the Tech Prep program
- Requires the development and implementation of “programs of study” which include academic and CTE content in a coordinated, non-duplicative progression of courses that leads to industry certification or higher education

Through the Perkins State Plan, California articulates state policy that drives CTE planning and programs in public schools. That state policy is built on high standards for all students. California has made great progress in defining basic academic and employability skills that every student should master in order to earn a high school diploma. The underlying premise is that all students should develop these basic competencies to become productive workers, contributing members of the community, lifelong learners, and successful family members. The State Board of Education adopted CTE Model Curriculum Standards in May 2005 and adopted the instructional framework for CTE in January 2007.

California has also made considerable progress in fostering academic integration. Over 8,300 high school career technical education courses are qualified for academic graduation credit and approximately 3,350 courses meet the entrance criteria for admission to the University of California. Further, California has established over 290 career partnership academies that, by design, require academic integration.

Current state systemic programs and initiatives for CTE include:

- **Regional Occupational Centers and Programs (ROCPs)** have constituted the state's largest workforce preparation system for over 30 years. The 74 ROCPs in California provide over 500,000 high school and adult students with CTE so students can (1) enter the workforce with skills and competencies to succeed; (2) pursue advanced training in higher educational institutions; and (3) upgrade existing skills and knowledge. In addition to the specific skills and comprehensive career education offered, ROCPs also offer students employment survival skills in many aspects of each of the 15 industry sectors as well as placement assistance, counseling and guidance services, and other critical support services. ROCPs collaborate with an estimated 50,000 businesses and industry, numerous public and private agencies, and associations to develop industry-based curriculum and offer instructional classes and programs to meet local business and industry needs. Further, ROCPs work in cooperation and partnership with local school districts to enhance the learning environment of student participants.
- **Apprenticeship Programs** in California are designed to prepare an individual for a career in the skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments, and see how technical tasks relate specifically to theoretical knowledge and interpretation taught in the classroom. Currently, there are more than 850 apprenticeable occupations in the United States and over 200 active, registered apprenticeable occupations in California. Apprentices earn a wage while learning. Apprenticeship programs usually require one to five years to complete, depending upon the occupation. The apprenticeship training system is unique in that its basic foundation is a partnership between industry, education, and government. Industry-funded and industry-driven, the apprenticeship training system provides an effective balance between on-the-job training and theoretical practical classroom instruction in an effort to develop workers with marketable skills. The classroom instruction is known as related and supplemental instruction. The CDE, ROCPs, adult education programs and community colleges provide ongoing technical support for apprenticeship programs across the state.
- **The Carl D. Perkins Vocational and Technical Education Act** is a \$140 million per year federal grant program to strengthen and improve CTE programs in California. More than 600 secondary school districts, community college districts, county offices of education, regional occupational centers, and state institutions utilize the funds for equipment, supplies, professional development, program design, curriculum development, and other strategies to enhance their CTE programs. Included within the Perkins Act is the Tech Prep program, which provides an additional \$11.2 million annually to articulate career paths across a minimum of grades eleven to fourteen and to integrate academic and career content. The goal is to provide a seamless education experience so that students should not have to repeat work already achieved.
- **Career Development** is a key component of any comprehensive guidance and counseling program, helping students explore career options, develop career self-management skills, and identify educational paths to preferred careers. The CDE works with the California Career Resource Network to develop and disseminate career development resources and training for school counselors, teachers, administrators, and career guidance paraprofessionals in the state's educational agencies.

- **Partnership Academies** are three-year programs for students in grades ten through twelve. Structured as a school-within-a-school, academies create a close family-like atmosphere, integrate academic work and CTE, and establish viable business partnerships that provide support for the program. Emphasis is placed on student achievement and positive postsecondary outcomes. Academies have been carefully evaluated and have been shown to have a positive impact on school performance. There are 290 funded programs throughout California.

Funding

Under the Perkins Act, federal funds are made available to help provide vocational-technical education programs and services to youth and adults. Funds appropriated under the Perkins Act are awarded as grants to states, according to the state's populations in certain age groups and per capita income. In the last few years, states received approximately \$1.3 billion for State Basic Grants and for Tech Prep Grants. California receives approximately \$140 million annually from the Perkins Act, with \$129.5 million being allocated for State Basic Grants and \$11.2 million for Tech Prep Grants, serving over 3.2 million total students in 663 local and state educational agencies and 109 community colleges.

At the secondary level, Perkins funding has been a main vehicle for increasing the academic content and technical rigor of career technical education courses and has supported statewide efforts to restructure high schools to improve student achievement. At the postsecondary level, Perkins has facilitated instructional innovation and development of programs in high demand and emerging technologies.

Federal authorizations and annual funding levels for the Perkins Act have stagnated at a little more than \$1 billion. The National Association of Secondary School Principals (NASSP) states that in order to meet the goals of student achievement and educational excellence Perkins funding must increase. NASSP estimates that state basic grants should be doubled in size to \$2.5 billion, over the authorization period to expand and replicate quality CTE programs that are meeting the aforementioned goals. In addition, tech prep grants should substantially increase.

CSBA believes that programs funded by the Perkins Act are vital to the success of many students, and, therefore, federal funding must be increased in order to guarantee the continuation of CTE instruction to meet the needs of students.

Labor Programs

To prepare youth for the 21st century workforce, the federal Employment and Training Administration, Office of Workforce Investment, Division of Youth Services coordinates youth workforce development investments. There is a partnership between the U.S. Departments of Education, Health and Human Services, Housing and Urban Development, Justice, and Labor; the U.S. Social Security Administration; and the Corporation for National and Community Service seeks to create a Collaborative Approach to Prepare Youth for Success in a Global, Demand-Driven Economy. The youth workforce investments are guided by an interagency agreement.

To prepare youth for the 21st century workforce, WIA investments are demand-driven. A demand-driven system focuses on developing those skills regarded as essential to be successful

in careers in high-growth, high-demand industries. To effectively prepare youth in the 21st century economy, close collaboration must occur with employer and educational partners.

The US Department of Labor began administering the YouthBuild program in September 2006, awarding 96 grants in October 2007 and an additional 11 grants in July 2008. The YouthBuild program is administered by the Employment and Training Administration's Office of Workforce Investment, Division of Youth Services and through the local workforce investment boards in the funded communities.

YouthBuild provides job training and educational opportunities for at-risk youth ages 16-24 while constructing or rehabilitating affordable housing for low-income or homeless families in their own neighborhoods. Youth split their time between the construction site and the classroom, where they earn their GED or high school diploma, learn to be community leaders, and prepare for college and other postsecondary training opportunities. YouthBuild includes significant support systems, such as a mentoring, follow-up education, employment, and personal counseling services; and participation in community service and civic engagement.

Another area in which the US Employment and Training Administration (ETA) is involved is in multiple pathways education programs. ETA will be providing \$3,441,662 in funding to seven cities to "blueprint" and implement a system that can reconnect youth that have dropped out of high school to a variety of high quality, innovative multiple education pathways. These pathways will offer alternative learning environments that engage these youth in rigorous and relevant academic studies and workforce preparation, while preparing and connecting them to post-secondary education opportunities. Former dropout youth will then be better prepared to enter the labor market and career pathways in high growth, high demand industries.

Currently CSBA is participating in a statewide multiple pathways coalition through the California Center for College and Career (ConnectEd) and is funded by the James Irvine Foundation to serve as a hub for innovative practice, policy and research to expand the number of education pathways that prepare students for college and career.

The Coalition for Multiple Pathways is a statewide alliance of education, industry, and community organizations dedicated to improving California's high schools and preparing students for postsecondary education and career, both options and not just one or the other. The Coalition aims to bring a collective voice and coordinated effort to expanding access for California's young people to multiple pathways all set in the context of one of California's 15 major industry sectors such as arts, media, and entertainment; building and environmental design; engineering; health science and medical technology; information technology; and law and public services.

Additional Information:

Education Programs:

CDE: <http://www.cde.ca.gov/ci/ct/>

State CTE Standards: <http://www.cde.ca.gov/ci/ct/sf/>

USDOE – CTE website: <http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

Perkins funding levels: <http://www.ed.gov/about/offices/list/ovae/pi/cte/09perkinsallocations.pdf>

Labor Programs:

Youth in the 21st Century: http://www.doleta.gov/Youth_services/eta_default.cfm

YouthBuild: http://www.doleta.gov/youth_services/One%20Pager%20on%20Transfer.pdf
California Workforce Investment Board: www.calwia.org
Local Workforce Boards: <http://www.calwia.org/lwia/index.cfm>

Multiple Pathways:

Information: <http://www.connectedcalifornia.org/multiple.php>
Fact Sheet: http://www.connectedcalifornia.org/downloads/Coalition%20Fact_Sheet.pdf

ACTE:

CTE effectiveness: http://www.acteonline.org/uploadedFiles/About_ACTE/files/CTEeffects.doc
Value of CTE:
http://www.acteonline.org/uploadedFiles/Publications_and_Online_Media/files/files-techniques-2008/Research-Report-March-2008.pdf