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# SENATE COMMITTEE ON EDUCATION

Senator Benjamin Allen, Chair

2017 - 2018 Regular

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**Bill No:** AB 1577 **Hearing Date:** June 21, 2017  
**Author:** Gipson  
**Version:** March 21, 2017  
**Urgency:** No **Fiscal:** Yes  
**Consultant:** Brandon Darnell

**Subject:** Career technical education: access plan

## SUMMARY

This bill requires the California Department of Education (CDE), in collaboration with the California Workforce Development Board (CWDB) and the Office of the Chancellor of the California Community Colleges (CCCCO), to develop a plan to ensure the provision of, and access to, career technical education programs at every K-12 school in California.

## BACKGROUND

Existing law:

- 1) 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 12th grade with the knowledge and skills necessary to transition to employment and postsecondary education (ECS 53070).
- 2) 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).
- 3) Appropriates funding for the CTE Incentive Grant Program for three years, as follows: \$400 million for 2015-16; \$300 million for 2016-17; and \$200 million for 2017-18 and directs the CDE to administer the program as a competitive grant.

## ANALYSIS

This bill requires the CDE, in collaboration with the CWDB and the CCCCCO, to develop a plan to ensure the provision of, and access to, career technical education programs at every K-12 school in California. Specifically, this bill:

- 1) Requires CDE, the CWDB, and the CCCCCO, to convene on or before January 1, 2019 to develop the plan.
- 2) Requires CDE, on or before January 1, 2020, to report the plan to the Legislature.

- 3) Sunsets these provisions as of January 1, 2024.

## STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California’s system of public education has placed a priority for high school graduation requirements that focus on college preparation. Many school districts now require students to complete the a–g sequence in assigned subjects required for admission to the University of California and California State University systems. This reform seeks to equalize access to college prep coursework, thus making college more possible for historically underserved students. However, the conversation around equity of access is not complete without a complementary framework for the provision of career technical education (CTE).

All students need to be college and career-ready. Just as there are fewer 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. College and career-readiness present a partnership of knowledge and skills that are necessary to meet the challenges of future workforce needs that address a broad spectrum of opportunities.

Currently, California employers are having challenges recruiting workers with the technical skills necessary to fill existing job vacancies, and as current trends continue, it is expected that 30% of all jobs openings in California will require technical certification that is below the level of a four-year degree.

If we are serious about aggressively addressing issues of diversity and equity of opportunity, career training opportunities designed to address the technical skills gap will be critical in meeting our goal.”

- 2) ***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 21st Century skills.”

- 3) ***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:

- a) Over 970,000 high school students in California are enrolled in Career Technical Education (CTE) courses.
  - b) 92 percent of California students concentrating in CTE graduated high school in 2013, compared to the national average of 81 percent.
  - c) 58 percent of CTE students were reported as proficient in English Language Arts in 2013-14 and 57 percent were proficient in mathematics.
  - d) 1/3 of CTE students, responding to a national survey reported earning college credits, a certification or degree due to their CTE coursework, while 2/3 reported having gained skills that will help them in the future.
- 4) ***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:
- a) Middle-skill jobs account for 50 percent of California's labor market, but only 40 percent of workers in the state possess the required skills, leading to a skills gap, which CTE can address.
  - b) 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.
- 5) ***Legislature has prioritized funding for CTE in recent years.*** Legislative and budget actions in recent years have allocated \$500 million for the California Career Pathways Trust (CCPT) grant program as well as \$900 million for CTE Incentive Grants.

The California Department of Education (CDE) reports the 2015-16 funding for the CTE Incentive Grants was fully allocated. The department is in the process of distributing the 2016-17 funds to those local educational agencies (LEAs) that were approved for renewal by the State Board of Education. LEAs have until June 30, 2019 to expend these funds. The funds are distributed on a proportional share basis to all grantees and are allocated to all regions of the state.

There has not been a study of the impact of the CTE incentive grant program to date. Anecdotal information provided to CDE includes reports that more students are participating in CTE courses, LEAs have been able to pass bonds to refurbish or build CTE buildings and are using the grant funding to purchase necessary equipment and to provide professional development for CTE teachers, including externship opportunities. It is also reported that LEAs are working with business partners to ensure that equipment and resources meet current industry standards.

- 6) ***Consistent with the intent of the local control funding formula?*** One of the eight state priorities is the extent to which pupils have access to, and are enrolled in, a broad course of study that includes career technical education. The committee may wish to consider. However, *the committee may wish to consider*

where requiring California Department of Education (CDE), the California Workforce Development Board (CWDB), and the Office of the Chancellor of the California Community Colleges (CCCCO) to develop a statewide plan to ensure the provision of, and access to, Career Technical Education (CTE) programs at every K-12 school in California is consistent with the intent of goals of the local control funding formula, which is aimed at ensuring these types of decisions are made at the local level.

- 7) ***Related and previous legislation.*** AB 445 (Cunningham and O'Donnell) of this Session would change the name of an existing grant program to the California Career Technical Education Grant Program, increase funding for the program in 2017-18 and extend 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) extended 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) added 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. Included 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.

## **SUPPORT**

California Federation of Teachers  
California School Boards Association.

## **OPPOSITION**

None received

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