Career and Technical Education Case Study

Purpose: Information
Submitted by: United States
Career and Technical Education Case Study
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Delivery and Funding of Career and Technical Education in the United States

- Local Education Agencies and postsecondary education institutions.
- Blend of federal, state, and local funding.
- Federal funding represents a small fraction of overall spending on CTE.
- About five (5) percent at the secondary level
- About two (2) percent at the postsecondary level.
### History of federal statutes and investments

- Almost a century of investments.
- Focus is shifting from traditional vocational education to rigorous programs of study as pathways to college and careers.

<table>
<thead>
<tr>
<th>Date</th>
<th>Act Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1917</td>
<td>Smith-Hughes Act of 1917</td>
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<tr>
<td>1963</td>
<td>The Vocational Act of 1963</td>
</tr>
<tr>
<td>1984</td>
<td>Carl D. Perkins Vocational Education Act of 1984 (Perkins I)</td>
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<tr>
<td>2006</td>
<td>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)</td>
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</tbody>
</table>

### How do federal funds flow?

1. **Congress**
   - Per Federal Appropriation
2. **U. S. Department of Education**
   - Via Formula
3. **Eligible Agency (State Board for Career And Technical Education)**
   - Via Formula
4. **State Administrative Agency**
   - Via Formula
5. **Secondary Eligible Recipients (LEAs)**
6. **Postsecondary Eligible Recipients**
How do federal funds flow within states?

State Administrative Agency

Split of funds determined by the State

Secondary Eligible Recipients (LEAs) (national average 60% of funds)

Postsecondary Eligible Recipients (national average 40% of funds)

Allocation formula:
• 70% based on number of economically disadvantaged students aged 5-17.
• 30% based on number of students aged 5-17.

Allocation formula:
• Number of Pell- and Bureau of Indian Affairs (BIA)-assisted students.

What does CTE look like today?

• $1.24b in federal funds (FY2009) under Carl D. Perkins Career and Technical Education Act of 2006
• 97% of secondary students take at least one CTE course; 20% take 3 or more.
• 1/3 of postsecondary undergraduates earn at least 12 credits in CTE.
• In 9,500 high schools (67%), 900 FT CTE high schools, and 1,200 area CTE centers.
• CTE postsecondary credentials in 1,128 public 2-year and 615 public 4-year institutions.
• Programs of Study tied to pathways in 16 career clusters: secondary + postsecondary elements; coherent and rigorous content in nonduplicative progression of courses; dual/concurrent enrollment and credit; industry recognized credential or certificates at the postsecondary level or degree.
• Program of Study Design Framework consisting of ten elements
• Articulation agreements between secondary and postsecondary to increase alignment and facilitate dual credit.
What are the key components of current law?

<table>
<thead>
<tr>
<th>Programs of Study</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required elements</strong></td>
<td><strong>Secondary Level</strong></td>
</tr>
<tr>
<td>□ Secondary and postsecondary education elements</td>
<td>□ Academic attainment in reading/language arts and math</td>
</tr>
<tr>
<td>□ Academic and technical standards</td>
<td>□ Technical skill attainment</td>
</tr>
<tr>
<td>□ Dual or concurrent enrollment</td>
<td>□ Diploma, credential, certificate, degree</td>
</tr>
<tr>
<td>□ Credential, certificate, or degree</td>
<td>□ Placement in postsecondary, employment, or the military</td>
</tr>
<tr>
<td><strong>Other requirements</strong></td>
<td>□ Nontraditional participation/completion</td>
</tr>
<tr>
<td>□ Local eligible applicants must establish at least one (1) program of study.</td>
<td><strong>Postsecondary Level</strong></td>
</tr>
<tr>
<td>□ States must offer at least two.</td>
<td>□ Technical skill attainment</td>
</tr>
</tbody>
</table>

Where are the States heading?

<table>
<thead>
<tr>
<th>THEN</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional Vocational Education</strong></td>
<td><strong>Emerging Practices</strong></td>
</tr>
<tr>
<td>▪ For specific students</td>
<td>▪ For all students</td>
</tr>
<tr>
<td>▪ Limited program areas offered</td>
<td>▪ 16 Career Clusters and 79 pathways offered</td>
</tr>
<tr>
<td>▪ Separate “track” with a focus on technical education and often lacking academic rigor</td>
<td>▪ Integrated with academics in a rigorous and relevant curriculum</td>
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<td>▪ High school focused</td>
<td>▪ High school and post-secondary partnerships providing pathways to employment and/or associate, bachelor’s and advanced degrees</td>
</tr>
<tr>
<td>▪ Students trained with focus on specific occupational skill set</td>
<td>▪ Progression of foundational, pathway, occupational and 21st century skills</td>
</tr>
<tr>
<td>▪ No clear pathway to postsecondary education (dead-end programs)</td>
<td></td>
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</table>
For more information on what states do
CTE.ED.GOV
Why must we transform CTE?

By 2020, US will once again have the highest proportion of college graduates in the world.

I ask every American to commit to at least one year or more of higher education or career training.

College and career ready must become a “both/and” reality, not an “either/or” proposition.

In the 21st century, CTE is evolving to help today’s students excel in the digital age of the new knowledge economy.

Rigorous Programs of Study provide viable pathways to both college and career success.

Secretary Duncan on CTE 2.0

"First, for far too long, CTE has been the neglected stepchild of education reform. That neglect has to stop. And second, the need to re-imagine and remake career and technical education is urgent. CTE has an enormous, if often overlooked impact on students, school systems, and our ability to prosper as an economy."

"The mission of CTE has to change. It can no longer be about earning a diploma and landing a job after high school. The goal of CTE 2.0 should be that students earn a postsecondary degree or an industry-recognized certification—and land a job that leads to a successful career."

"The new CTE is still largely confined to islands of excellence. I want success to be the norm. I want rigor and relevance. Our economy's high schools must be a springboard to higher education and postsecondary training, not a dead-end."

"I am admittedly impatient for reform. But patience is not called for in the face of opportunity gaps. Children get only one chance at an education. They cannot wait on reform. It is time to finish the transformation of the old vocational education system into the new CTE."
Where is the Department heading?

- Secretary Duncan delivered CTE speech (Winter 2011).
- Department wide working group is finalizing a Career and Technical Education Strategy for the 21st Century (Spring 2011).
- Community conversations with key stakeholder groups across the economy (In Progress).
- Investments in and evaluations of Rigorous Programs of Study demonstrations in select states.
- Interagency discussions and collaborations focused on career pathways (Ongoing).