**California Department of Education**

# Report to the Governor, Legislature, and the Department of Finance: Career Technical Education Incentive Grant Annual Report



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**Career and College Transition Division**

**Equity Branch**

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*Description*: Career Technical Education Incentive Grant and Kindergarten Through Grade Twelve Component of the Strong Workforce Program Data Metrics Annual Legislative Report

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*Recipient*: Governor, Legislature, and Department of Finance

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## Executive Summary

This report is required annually by California *Education Code* (*EC*) sections 53071(c)(11)(C) and 88828(d)(8)(B), as currently established by AB 130 (Chapter 44, Statutes of 2021). It includes recommendations from the California Workforce Pathways Joint Advisory Committee (CWPJAC), established pursuant to *EC* Section 12053, regarding the data metrics collected from grantees of the Career Technical Education Incentive Grant (CTEIG) and the kindergarten through grade twelve (K–12) component of the Strong Workforce Program (SWP).

It is the general recommendation of the CWPJAC to maintain the current CTEIG and
K–12 SWP metrics, with no changes at this time.

You can find this report on the California Department of Education (CDE) CTEIG web page at <https://www.cde.ca.gov/ci/ct/ig/>. If you need a copy of this report or have any questions regarding this report, please contact Colby Franklin, Education Administrator I, Career and College Transition Division, by phone at 916-327-6367 or by email at cfranklin@cde.ca.gov.

## Introduction

The CTEIG was originally established by Assembly Bill 104 (Chapter 13, Statutes of 2015) as a one-time investment of $900 million to cover a three-year span, and acted as a bridge for local educational agencies (LEAs) to support career technical education (CTE) programs until the Local Control Funding Formula was fully funded.

It was created as a state education, economic, and workforce development initiative to provide K–12 pupils with the knowledge and skills necessary to transition from secondary education to postsecondary education and living-wage employment. The purpose of the program is to encourage, maintain, and strengthen the delivery of high-quality CTE programs.

The K–12 SWP was established as a component of the SWP to create, support, or expand high-quality CTE programs at the secondary level that are aligned with the workforce development efforts occurring through the SWP. Both programs support the overall development of high-quality CTE programs, courses, course sequences, programs of study, and pathways administered by K–12 LEAs.

With the enactment of AB 1808 (Chapter 32, Statutes of 2018), the K–12 component of the SWP was created and, along with the CTEIG, the companion state programs were allocated $150 million each, $300 million total, as ongoing funds. AB 130 (Chapter 44, Statutes of 2021) increased the CTEIG annual appropriation from $150 million to $300 million, while K–12 SWP funding remained unchanged.

The CTEIG and the K–12 SWP are administered by the CDE and the California Community Colleges Chancellor’s Office, respectively.

Per *EC* sections 53071 and 88828, the CWPJAC has the responsibility for making recommendations regarding the data metrics used for the CTEIG and K–12 SWP to the Department of Finance, the Governor, and appropriate policy and fiscal committees of the Legislature regarding whether:

1. The data metrics remain the most appropriate metrics to measure and evaluate program outcomes for both new and renewal applicants.
2. Other metrics should be included.

The data metrics for both programs were last revised by Senate Bill 75 (Chapter 51, Statutes of 2019) to their current iteration, and this report is intended to fulfill the reporting requirements for the CTEIG (2019 and 2020) and K–12 SWP (2020).

## Background

The data metrics collected for both the CTEIG and K–12 SWP were most recently updated in SB 75 (Chapter 51, Statutes of 2019). The overarching aim of both metrics is to measure the engagement, achievement, and transition of CTE students in grades seven through twelve and beyond. Each measure is defined as follows within the context of the CTEIG and the K–12 SWP:

* ***Engagement***–defined as attending, focusing, and specializing in CTE course work and work-based learning, usually leading to completing programmatic career pathways;
* ***Achievement***–defined as academic performance, skill development, and completing (graduating) high school for those focusing and specializing in CTE course work; and
* ***Transition***–defined as moving into some form of post-high school experience, typically on to postsecondary education or into the workplace.

## A Uniform Source of Data

The CTEIG was created in 2015, and the K–12 SWP began in 2018. For the 2017–18 academic year, the CTEIG data was collected entirely through a survey. For the
2018–19 academic year, some of the CTEIG and K–12 SWP data was collected in the California Longitudinal Pupil Achievement Data System (CALPADS), but other metrics were collected using a survey. In 2019, the CDE’s Career and College Transition Division (CCTD) began discussions with the different divisions responsible for LEA data collection to explore the possibility of using a single process for obtaining information on the CTEIG and the K–12 SWP data metrics concurrently. One of the results of CCTD’s efforts was the development of the 2020 CTE Completer Data Template, which was utilized during the 2020 data collection period (2018–19 academic year). Beginning this year, all CTEIG, K–12 SWP, and the Federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) data metrics were submitted within the CALPADS for the 2021 data collection period (2019–20 academic year). Additionally, the 2021 Career Technical Education Completer Data Survey Template (Appendix A) has been updated to standardize the uniform collection of all CTE Completer data moving forward.

## 2021 Annual Report (2019–20 Academic Year)

### Data Collection Process

Perkins V established new CTE performance indicators and modified federal reporting requirements (formerly, Fall 2 reporting) for CTE Completers. All LEAs operating CTE programs are now required to submit postsecondary status data for their CTE Completers, regardless of whether they received Perkins V funding. The data metrics required under the CTEIG and K–12 SWP were derived from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and Perkins V legislation. Moreover, both the CTEIG and the K–12 SWP require LEAs to annually submit their CTE Completer and grant program information to the CDE to remain eligible for future funding.

To alleviate the administrative burden of collecting CTE data for three separate programs, the CDE created the 2021 Career Technical Education Completer Data Survey Template. The CDE instructed all LEAs to use this comprehensive survey template during their collection of CTE Completer and grant program information in 2021.

Once all of the data had been compiled, the LEA was required to submit the student-level data into their Student Information System, and then export the data into the CALPADS through the Postsecondary Status (PSTS) file. The PSTS file collects all the data metrics required for all three programs (CTEIG, K–12 SWP, and Perkins V) and was used during the 2021 (2019*–*20 academic year) data collection period.

### Data Definitions for 2019–20 Academic Year

Metric 1: The high school graduation rate.

*Defined as any member of the 2019–20 adjusted graduation cohort who exited grade twelve and completed 300 hours; including the capstone with a grade of “C-“ or better, and a subset of Metric 2.*

Metric 2: The number of pupils completing CTE coursework.

*Defined as any student in the graduation cohort who completed at least one CTE course.*

Metric 3: The number of pupils meeting academic and career-readiness standards as defined in the College/Career Indicator associated with the California School Dashboard. (CTEIG only)

*Defined as CTE Concentrators who achieved reading/language arts and mathematics proficiency after taking the Elementary and Secondary Education Act of 1965 assessments.*

Metric 4: The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.

*Defined as a subset of Metric 2.*

Metric 5: The number of former pupils employed and the types of businesses in which they are employed.

*Defined as a subset of Metric 2.*

Metric 6: The number of former pupils enrolled in each of the following:

(I) A postsecondary educational institution.

(II) A state apprenticeship program.

(III) A form of job training other than a state apprenticeship program.

*Defined as a subset of Metric 2. Disaggregated by public, private nonprofit, and private for-profit institutions. (*K–12 SWP*)*

## Recommendations

*EC* Section 53071(c)(11)(C) specifically says that the CWPJAC will annually review the data metrics and make recommendations on whether the data metrics remain the most appropriate and whether other metrics should be included. The CWPJAC’s recommendation is that the current metrics are sufficient, and no other metrics are required at this time.

## Appendix A: 2021 Career Technical Education Completer Data Survey Template (2019–20 Academic Year)

Beginning with the 2021 data collection cycle, all Career Technical Education Completer data will be reported in your Student Information System and exported into the California Longitudinal Pupil Achievement Data through the Postsecondary Status file.

1. Are you enrolled in one of the following educational or training programs? Select the one that best applies. If you are not enrolled in any educational or training program, do not check any of them.
* Four-year College/University
* Community College
* Vocational or technical school (two-year degree program)
* High School Equivalency Test Preparation Program
* Vocational or technical school (certificate program)
* Regional Occupational Program
* Work Force Innovation and Opportunity Act Supported Program
* Non-Workability Employment Program
* Adult Training Program
* State Apprenticeship Program
* Other Job Training Program
1. If you checked one of the above for Question 1, was the program:
* Public
* Private Nonprofit
* For Profit
1. Are you enlisted in the military?
* Yes
* No
1. Are you incarcerated?
* Yes
* No
1. Are you employed?
* Yes, Full-time or part-time employment with compensation at or above minimum wage
* Yes, Full-time or part-time employment with compensation less than minimum wage
* Yes, Other type of employment
* No
1. Are you enrolled in one of the following? (Only check if applicable):
* Peace Corps
* Ameri Corps
1. If none of the above options apply, check one of the following:
* None of the options apply
* I decline to respond
1. If you are employed, what type of business or in what field are you employed? Check the industry that best represents the type of employment.
* 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
* Information and Communication Technologies
* Health Science and Medical Technology
* Hospitality, Tourism, and Recreation
* Manufacturing and Product Development
* Marketing, Sales, and Service
* Transportation
* Public Services
* Other
1. Have you received one of the following?
* Industry-recognized credential (e.g., Serv-Safe, National Institute of Metalworking Skills, American Welding Society, etc.)
* Certificate issued by a post-secondary institution
* Degree awarded by a post-secondary institution
* License issued by the State of California (e.g., Cosmetology, Certified Nursing Assistant, etc.)
* Other measure of technical skill attainment (e.g., third-party certification, National Occupational Competency Testing Institute, Certiport, etc.)
* None of the above