2019 Kentucky Career & Technical Education Task Force

Interim Meeting Overview

June 18th

**Organizational meeting to discuss task force objectives and possible agenda topics**

July 10th

**Overview of Kentucky’s CTE system**

Presenters

* David Horseman, Associate Commissioner

Leslie Slaughter, Executive Advisor

Office of Career and Technical Education and Student Transition

Kentucky Department of Education

Key Points

* 67% of Kentucky’s high school students are enrolled in CTE pathways.
* KDE operates 53 Area Technology Centers and the state currently provides supplemental state funding to 42 locally-operated technology centers (called LAVECs). There are 220 other CTE program locations that receive no supplemental state funding.
* The New Skills for Youth Grant is being used to move toward a regionalized governance and delivery of CTE through accelerated career academies.
* KDE envisions a system in which CTE resources are combined and shared through schools and districts partnering with each other and business and industry, in particular by using interlocal agreements to provide access to CTE.

August 21st

**Overview of CTE funding**

Presenter

* David Horseman, Associate Commissioner

Office of Career and Technical Education and Student Transition

Kentucky Department of Education

Key Points

* $45 million is provided by the state for ATCs while $11 million is provided by the state for locally-operated centers (LAVECs).
* The current state-funded average FTE amount for ATCs is $5,068 while the current state-funded average FTE amount for LAVECs is $1,451.
* Statute allows a local board to assume control of an ATC, but after a year the locally-operated center is no longer funded like an ATC, resulting in a significant reduction of state funding for the center.
* Per statute, LAVECs established after June 2001 are not eligible for funding; however, budget bill language allows Category II and III programs established after 2001 to be funded, if approved by the Commissioner.
* Because the state appropriation of LAVECs has remained at the same level for several years, funding requests for new LAVECs and new programs at current LAVECs have not been funded. The $11.8 million is divided among the 42 LAVECs based on FTE.
* KDE estimates there are $1.3 million in unfunded pathways within LAVEC-funded schools and $1.3 million in unfunded LAVEC school open requests.
* KDE estimates there are 78 schools in Kentucky that meet the definition of a locally-operated CTE center that have never requested that status and funding.
* There is a discrepancy between statute and regulation with the LAVEC funding formula. KDE has been using the regulatory formula because the statutory formula would result in funding being reduced the more CTE hours taken.
* KDE recommended a phased approach to address CTE funding and governance changes.
* Phase I (2020-2022):
	+ Re-examine levels of pathway/category funding and make changes if needed.
	+ Increase the LAVEC state appropriation to $2.8 million to include requested unfunded centers and unfunded programs within centers.
	+ Establish policies and procedures for requesting, approving, and closing programs that receive state funding.
	+ Correct the existing funding formula conflict between statute and regulation.
	+ Classify which ATCs will move to local control based on a district’s will and ability and create a transition process that leads to long-term access and funding equity and incentivizes district collaboration.
* Phase II (2023-2024)
	+ Enact legislation to support equitable CTE program implementation with fidelity that will continue the ATC transition to local control, create a system for locating and funding future centers, provide a funding mechanism for equipment upgrades, and provide structure for continuous improvement and expansion of CTE.
* Considerations for transitioning all ATCs to local operation include 1) districts that don’t have the will or capacity to take over an ATC; 2) ensuring continued equitable access to current ATC feeder districts; 3) allowing local districts to charge tuition/fees to feeder districts; 4) requiring shared governance of centers; and 5) incentives for regional collaboration.
* KDE’s concerns for immediate legislative action include: 1) the LAVEC funding conflict between the statutory and regulatory formula; 2) the lack of funding for additional pathways within currently-funded LAVEC schools; and 3) the current language that only allows an ATC budget to follow a transitioned district for one year because budgets for districts that make the transition will be dramatically reduced.
* KDE indicated that if the conflicting statute is not corrected and funding is not provided for additional pathways, it will begin following the current law language, resulting in 14 districts losing funding, 11 districts receiving increased funding, and 7 districts being mostly unaffected.

Sept. 11th

**Study of Six States’ CTE Systems**

Presenter

* Dr. Stephen Pruitt, President, Southern Regional Education Board

Key Points

* SREB provided an overview of CTE funding mechanisms from states that either border Kentucky or operate several shared-time technology centers. Kentucky’s system is generally not comparable to other states.
* A review of programs in Arkansas, Indiana, Ohio, Oklahoma, South Carolina, and West Virginia was presented.
* By 2020, the dependent portion of the population (children through college-age young adults and people who qualify for Social Security and Medicare) is expected to nearly equal the working-age population between ages 25-64.
* Kentucky must consider automation when determining future workforce needs. Five percent of Kentucky’s jobs are completely automatable and 44 percent of all work activities have automation potential. 1.9 million Kentucky workers could be affected by automation in the coming decades.
* Critical aspects of a high-quality CTE include access and equity in securing and leveraging resources to close CTE opportunity gaps, working with regional stakeholders to expand geographic access to CTE, and dismantling barriers that prevent learners from entering CTE programs.
* Kentucky should select a CTE governance model that drives Kentucky’s funding approach and not allow the funding model to determine the governance structure. A systemic approach with a unified vision to balance the workforce needs for today and the future is crucial.

Oct. 2

**Recap of Task Force Testimony and Discussion of Strategies for the Future**

After Co-Chair Wilson provided a recap of the interim meetings, the members discussed strategies and goals for the future of Kentucky’s career and technical education system. The goals and strategies included:

* One equitable, consistent funding mechanism;
* State-level coordination, oversight, and approval of CTE programs, including outcomes-based quality standards;
* One governance model that provides a regionalized approach;
* Locally-driven curriculum and delivery;
* Performance-based funding connected to industry demand and job placement; and
* Utilizing a phased-in approach over the next five years.