



Excellence in Education: Career and Technical Education

Weighted Funding Fact Sheet

History of state approved vocational education weighted funding (.5)

In July, 1992 a new school finance formula allowed school districts in Kansas to apply a weighting factor (.5) to their full-time equivalency (FTE) enrollment figures for students participating in state approved vocational education programs. Schools had to meet new strict standards. As a rule, only junior and senior courses were approved for the extra weighting if they were "high-cost programs which required the following:

- Special facilities
- Special equipment
- A lower pupil/teacher ratio
- Teacher training and retraining to keep abreast of the specialized subject area

Current practice of weighted CTE funding

Today, students can receive training in 16 clusters/31 pathways. Provisions being developed by the current legislative session want to sunset the 1992 legislation that provided additional .5 funding for career and technical education.

Implications of funding sunset

- Loss of the skills learned in high school career and technical education pathways that are essential to strengthening 21st Century workforce/economy.
- Threaten our educators' ability to ensure rigorous and relevant educational experiences for students through loss of professional development opportunities to train teachers in creative and innovative teaching and learning strategies.
- Loss of funds for program improvement and innovation, including: equipment, professional development, career guidance and counseling, integration of academic and technical skills, career and technical student organizations, and programs that help CTE students transition to postsecondary opportunities and connect them to business and industry.
- With no technical programs in the high school, a student's only other option would be to spend part of their high school day at a technical or community college. Due to travel time issues, those students lose an extra hour of their high school day getting to and from the college. For many students this means they cannot graduate on time with their cohort class and they can't meet qualified admissions. It usually also means that they cannot participate in sports, band, or other activities that meet right before or after school.
- Students will enter a postsecondary institution after high school graduation with no idea of the career path they want to pursue, resulting in a higher drop-out rate within the first year of college.
- Students will require extensive remediation at the postsecondary institution.
- Students in remote, rural areas will have no opportunity to get career training at a postsecondary institution while in high school because of travel distance. Without training of any kind, they will attempt to enter the workforce upon high

school graduation. This puts the burden of job training on the employer, who can't afford the time or training expense.

- Loss of funding would put the burden on local districts that do not have a large enough tax base to fund these courses.
- Because of individual learning styles, many students will drop out of high school if they can't learn their academic skills through hands on, real world, experiential learning through CTE courses.

Support for weighted CTE funding

- Data shows that 97 percent of high school students take at least one career and technical education course, and one in four students take three or more courses in a single program area. One-third of college students are involved in career and technical programs, and as many as 40 million adults engage in short-term postsecondary occupational training.
- The funding assists districts in providing professional development opportunities, purchase and update equipment and resources and allows for smaller class size to meet fire marshall requirements.
- Allows instructors and programs to become certified so as to be able to provide certification opportunities for the students.
- Provides externship opportunities so instructors can update their skills to align with local industry and workforce needs.
- In 2010-2011, the state of Kansas had 45,817 students reported as participants in CTE pathways and programs, and 25,717 students reported as concentrators in CTE pathways and programs.
- Students are more engaged in the learning process in a CTE course, allowing for higher graduation rate and providing graduates that are college and career ready.
- When a state provides trained workers, new businesses move into the state. CTE in Kansas assists in providing a trained workforce.

Example of a portion of annual CTE expenses for a 5A high school

- Automotive Pathway
 - Supplies and Equipment-\$21, 300 per year
- Production Pathway-Machine Tooling
 - Supplies and Equipment-\$41, 600 per year
- Production Pathway-Welding
 - Supplies and Equipment-\$71, 700 per year

*The above figures do not include professional development for instructors, instructor salaries, cost of the facility, curriculum, or cost of substitutes when taking students on business and industry visits.

**This high school currently has 13 pathways. The above example is for 2 pathways.