



## Career and Technical Education

Some states provide specific funding for career and technical education programs. This report indicates which states consider these programs when allocating state education funding, and if applicable, how they do so.

---

### Alabama

Alabama provides increased funding for career and technical education (CTE) programs. It does so in three ways: by applying multipliers to inflate the student count used to generate funding for secondary staff units; by funding salaries for dedicated CTE program staff; and through a program-specific allocation.

To account for CTE program costs, the state applies a multiplier of 1.4 to 7.4% of each district's seventh- and eighth-grade enrollment and a multiplier of 2.0 to 16.5% of each district's high school enrollment. This generates additional staff funding that districts may use for CTE programs. The state also funds Career Technical Education Directors and Career Technical Education Counselors for each school district and provides separate funding for CTE program operations and maintenance.

In FY2018, the state allocated \$5 million for CTE program operations and maintenance.

---

### Alaska

Alaska provides increased funding for career and technical education (CTE) programs. It does so by applying two multipliers to the total enrollment count.

Alaska applies a multiplier of 1.2 to each district's student count to provide funding for students with special needs, including students in career and technical education programs. A further multiplier of 1.015 is then applied to provide supplemental funding exclusively for career and technical instruction for students in grades 7 through 12.

These additional funds may be used for additional administrative expenses and instruction in general literacy, math, and job readiness schools.

---

---

**Arizona**

Arizona provides increased funding for career and technical education (CTE) programs. It does so through a grant program and by providing funding to Joint Technical Education Districts.

Through the State Block Grant for Vocational Education, the state provides funding to regular school districts that have CTE programs. In FY2018, the state appropriated approximately \$11.6 million for this grant program. The state also partially funds Joint Technical Education Districts (JTEDs). While the formula for funding the education of students in these districts is similar to that in place for regular school districts, students enrolled in JTEDs can generate funding greater or less than the base amount, in specific amounts that depend on course enrollment and the cost-sharing arrangement between JTEDs and sending districts.

In FY2018, JTEDs with more than 2,000 students were funded at 95.5% of the formula amount. All other JTEDs are funded at 100%.

---

**Arkansas**

Arkansas provides increased funding for career and technical education (CTE) programs. It does so through a flat allocation for each student enrolled in these programs, through allocations proportional to enrollment, and through a competitive grant.

Since 2003, the state has appropriated \$20.1 million each year for secondary career centers which is distributed in two ways: First, the state provides \$3,250 for every student enrolled in a career center based on the previous year's enrollment. This funding is passed through districts to vocational centers. Secondly, the state distributes the remainder of that year's appropriation directly to the vocational center based on their student count.

Arkansas also provides start-up grants to school districts to purchase equipment necessary to start new vocational programs.

---

**California**

California provides increased funding for career and technical education (CTE) programs. It does so through two grant programs.

California provides funding for CTE through the Career Technical Education Incentive Grant program (CTEIG) and the California Career Pathways Trust program. CTEIG provided \$900 million between FY2016 and FY2019, with proportional local matching funds, to develop new K-12 CTE programs and maintain existing ones. The California Career Pathways Trust has provided \$500 million in competitive grants since 2013 to help develop or expand CTE curriculum.

In addition, the state provides funding at a level higher than the per-student base amount for all high school students. This funding is intended to cover the cost of career and technical education programs. (See "Grade Level" for a description of this adjustment.)

---

**Colorado**

Colorado provides increased funding for career and technical education (CTE) programs. It does so through a program-based allocation.

If a district's CTE program costs exceed 70% of the per-pupil funding otherwise available to that district, the state provides additional state funding to cover 80% of the first \$1,250 of those excess costs, and 50% of the excess costs above \$1,250. In FY2017, the state allocated \$25.6 million for CTE programs.

---

**Connecticut** Connecticut provides increased funding for career and technical education (CTE) programs. It does so through direct support for the Regional Vocational-Technical School System, the expenses of technical high schools, and vocational agriculture programs.

---

**Delaware** Delaware provides increased funding for career and technical education (CTE) programs. It does so through its resource-based formula by providing additional resource units to districts operating approved CTE programs, in accordance with a formula.

The formula used provides districts with additional resource units for staff salaries and for supplies, materials, and energy costs. The state also provides resource units to the state's three county vocational technical-school districts in accordance with a student-to-unit ratio of 30 to 1.

---

**Florida** Florida provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.001 to the base per-pupil amount for students enrolled in these programs.

Students who achieve industry certifications within the CTE program also generate additional funds.

---

**Georgia** Georgia provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.1887 to the base per-pupil amount for students enrolled in these programs.

Students generating this supplemental funding are those high school students enrolled in state-approved career, technical, and agricultural education courses in which they spend a minimum of 25% of instructional time in hands-on activities and for which equipment and materials costs are at least 50% higher than they would be for a general education class; students in vocational cooperative work programs and work-based learning programs; and students dually enrolled in high school and postsecondary vocational courses.

---

**Hawaii** Hawaii provides increased funding for career and technical education (CTE) programs. It does so through a program-based allocation for which the state appropriated about \$5.8 million in FY 2018.

These funds are intended for CTE teachers, substitute teachers, staff development, classroom supplies, and classroom equipment.

---

**Idaho** Idaho provides increased funding for career and technical education (CTE) programs. It does so through a program-based allocation and through direct support for career technical magnet schools.

The state provides districts with funding for the added costs associated with district CTE programs, including materials, supplies, staff salaries, and travel. The state funds career technical magnet schools directly, in amounts based on their enrollment: the number of students in each school is divided by 18.5 to produce a number of class units, which is multiplied by .33 to produce a support factor, and then multiplied by a distribution factor.

---

---

**Illinois**

Illinois provides increased funding for career and technical education (CTE) programs. It does so through program-based allocations.

In FY2017, the state allocated \$38.06 million for CTE programs. The state also allocated \$1.8 million for grants to districts conducting agricultural education programs.

---

**Indiana**

Indiana provides increased funding for career and technical education (CTE) programs. It does so by providing districts with funding for every CTE course, in accordance with the type of course and in proportion to the number of students enrolled.

In FY2017, foundational CTE courses were funded at a rate of \$150 per enrolled student; introductory CTE courses and work-based learning courses were funded at \$300 per enrolled student; and all other CTE courses were funded in accordance with a schedule considering the market wage and demand for the career being taught, ranging from \$150 to \$500 per student's credit hour.

---

**Iowa**

Iowa provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.7 to the base per-pupil amount for full-time-equivalent high school students concurrently enrolled in high school and community college vocational courses.

This funding is actually provided in an amount equal to 0.7 times the per-pupil base amount, distributed in addition to the student's own base amount funding, which is first adjusted for the student's other special characteristics. The funding is also prorated for the amount of time the student spends in such career and technical education courses.

In this same fashion, the state applies a multiplier of 1.48 to the base amount for students dually enrolled in high school and community college general (non-vocational) education courses.

---

**Kansas**

The Kansas Supreme Court ruled the state's education funding formula unconstitutional on October 2, 2017. The Court has set a deadline of June 30, 2018 for the creation of a new funding system.

---

**Kentucky**

Kentucky provides increased funding for career and technical education (CTE) programs. It does so through direct support for Area Technology Centers and by providing an allocation for each student enrolled in a locally operated Career and Technical Center.

Area Technology Centers do not receive regular per-student base funding. Instead, they receive funding directly from the state for personnel and a portion of their operating expenses.

Districts may also operate Career and Technical Centers. Students in these centers generate regular per-student base funding and additional funding in the amount of \$1,260 or \$1,800 per student, depending on the program. Some schools receive additional state funds for Energy Technology and Early College pilot projects.

---

**Louisiana**

Louisiana provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.06 to the base per-pupil amount for students enrolled in these programs in both the fall and spring semesters.

---

---

**Maine**

Maine provides increased funding for career and technical education (CTE) programs. It does so through a program-based allocation, the amount of which is determined using districts' most recent audited reports of approved CTE expenses, adjusted for inflation.

---

**Maryland**

Maryland provides increased funding for career and technical education (CTE) programs. It does so through a competitive grant.

The Maryland State Department of Education administers a competitive grant process for schools seeking to implement a Pathways in Technology Early College High School (P-TECH) program. P-TECH enables school districts to collaborate with community college and industry partners to provide a six-year program in which students receive training and mentoring while earning both a high school diploma and an associate's degree.

For FY2018, the Maryland General Assembly appropriated funds to support six new P-TECH schools with grants of \$100,000 each.

---

**Massachusetts**

Massachusetts provides increased funding for career and technical education (CTE) programs. It does so by providing a higher per-pupil amount for students enrolled in these programs in accordance with the assumption that CTE is associated with above-average resource costs.

The state uses a formula that accounts for some resource costs and associates different costs with different categories of students, including students enrolled in CTE. In FY2018, Massachusetts provided districts \$13,417 for each student enrolled in CTE.

The per-student costs calculated for each category include those for teachers, staff benefits, materials, and professional development, among other resources. First, the total funding that a district requires for each category is calculated based on that category's associated costs and the number of students counted in the category. Then, each district's per-student funding amount is derived by adding together its total funding figures for all the student categories and dividing the sum by the district's total enrollment across all categories.

---

**Michigan**

Michigan provides increased funding for career and technical education (CTE) programs. It does so through a reimbursement system, in which districts are partially reimbursed for the added cost of providing these programs.

Districts receive a proportional share of the total amount of state money appropriated for this purpose (\$36.6 million in FY2018) in accordance with their CTE program costs, not to exceed 75% of the added cost of any program.

In FY2018, the state also appropriated \$1 million for grants to intermediate districts to hire CTE counselors, \$8 million for CTE early and middle college and dual enrollment programs, and \$9.6 million to purchase equipment.

---

**Minnesota**

Minnesota provides increased funding for career and technical education (CTE) programs. It does so through a system in which districts offering CTE programs impose special property taxes to fund these programs and receive partial matching funds from the state. State support amounts vary depending on the district's CTE expenditures and its level of property wealth.

The state calculates a set amount of CTE revenue for each district by multiplying its approved CTE program expenditures by 0.35. This amount of revenue is multiplied by an amount equal to the district's per-pupil level of property wealth divided by \$7,612 to produce the dollar amount to be raised by the special CTE tax. State aid for CTE is the calculated amount of CTE revenue for the district minus the amount to be raised by the local tax.

In FY2017, the total state aid for CTE was \$4,262,000, while local revenues made up \$22,387,000.

---

**Mississippi**

Mississippi provides increased funding for career and technical education (CTE) programs. It does so through its resource-based formula by allocating funding in an amount equal to each district's anticipated costs for salaries for teachers in CTE programs.

Annually, the state's Office of Career and Technical Education provides an estimate of the teacher units needed for each district's CTE education programs to the Office of School Financial Services, which calculates the average salary drawn by CTE teachers in each district based on personnel reports from the prior year, and then multiplies these numbers to produce the total amount of funding provided to the district for CTE.

This funding is allocated with no use restrictions.

---

**Missouri**

Missouri provides increased funding for career and technical education (CTE) programs. It does so through a competitive grant.

The Vocational-Technical Education Enhancement Grant is available, by application, to districts seeking to expand career education offerings.

---

**Montana**

Montana provides increased funding for career and technical education (CTE) programs. It does so through a grant program intended to support and improve career education at the high school level.

For FY2018, the state legislature appropriated \$1.5 million for this purpose.

---

**Nebraska**

Nebraska does not provide increased funding for career and technical education (CTE) programs.

---

---

**Nevada**

Nevada provides increased funding for career and technical education (CTE) programs. It does so through two grant programs, one competitive and one non-competitive.

Each year, the state appropriates an amount to support CTE. (In FY2018, this amount was \$12.34 million.) Thirty percent of this appropriation (\$3.76 million in FY2018) is set aside for competitive grants, while the remainder (\$8.64 million in FY2018) is designated for non-competitive grants distributed to districts based on the numbers of CTE students they serve.

Competitive grants are awarded by the State Board for Career and Technical Education, taking into account recommendations from industry representatives. Funding from these grants must be used to provide CTE programs that prepare students for high-demand, high-wage occupations where those programs would not otherwise exist or be able to serve many students. Non-competitive grant funds may be used for developing new programs, expanding or improving existing programs, or providing program support.

---

**New Hampshire**

New Hampshire provides increased funding for career and technical education (CTE) programs. It does so through program-based allocations for CTE tuition and transportation to regional CTE centers.

The state appropriates funding annually for CTE tuition support. This appropriation is distributed to districts in proportion to the number of students enrolled in their CTE programs. The state also reimburses districts for the cost of transporting students to regional CTE centers.

---

**New Jersey**

New Jersey provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.25 to the base per-pupil amount for students enrolled in county vocational school districts.

The funding is actually provided in an amount equal to 0.25 times the per-pupil base amount, distributed in addition to the student's own base amount funding, which is first adjusted for grade level.

---

**New Mexico**

New Mexico does not provide increased funding for career and technical education (CTE) programs.

---

---

**New York**

New York provides increased funding for career and technical education (CTE) programs. It does so through aid to Boards of Cooperative Educational Services (BOCES) intended to cover a portion of CTE expenditures and through increased funding for CTE programs for districts that are not a part of a BOCES.

New York provides aid to BOCES, which is provided to component districts based on a wealth adjusted share of approved administrative and shared services expenditures, including CTE expenditures. In addition, New York allocates CTE funding for districts not in BOCES in accordance with a formula that takes into account a measure of the district's wealth and the number of students participating in different CTE programs. The formula only considers CTE students in grades 10-12, and funds for students participating in trade, industrial, technical, agricultural or health programs at a higher level than for those participating in business and marketing programs. The district's wealth is considered in the formula through the use of its Combined Wealth Ratio, a measure of both property wealth and resident income. (See "Poverty" for a description of this ratio.)

---

**North Carolina**

North Carolina provides increased funding for career and technical education (CTE) programs. It does so through the resource-based aspect of its formula, by allocating funding for the salaries of CTE teachers, and through a program-based allocation.

The state guarantees each school district funding for five full-time-equivalent CTE teachers; the state covers the full salary of the teachers hired in accordance with the state salary schedule. Any remaining funding in the state appropriation for these salaries is distributed to districts in proportion to their enrollment in grades 8-12. The state also provides CTE Program Support Funding, which is intended to help districts develop, expand, or improve CTE programs. In 2017, the state legislature made available competitive grants up to \$700,000 for FY2018 for districts to expand access to CTE programs to students in grades 6-7.

CTE Program Support Funding is distributed first at a flat rate of \$10,000 per district, with any remaining funding in the state appropriation distributed to districts in proportion to their enrollment in grades 8-12.

---

**North Dakota**

North Dakota provides increased funding for career and technical education (CTE) by appropriating funds for a Department of Career and Technical Education at the state level, which is separate from the Department of Public Instruction. In the 2017-2019 biennium, the state appropriated a budget of \$41.6 million for this department.

This funding covers partial reimbursements to districts and Area Career and Technology Centers for CTE instructional salaries, contracts, travel, and other approved costs; support funding for new and expanded program offerings; and workforce training grants.

---



---

**Ohio**

Ohio provides increased funding for career and technical education (CTE) programs. It does so through a per-student allocation that varies depending on the particular career area that the student is studying, and a flat allocation of \$236 per student in any CTE program given to each lead district, which is a district providing primary CTE leadership and services for a consortium of districts.

Workforce development programs in Ohio are grouped into five categories for the purposes of this per-student funding. Per-pupil allocations range from \$1,308 to \$5,192. However, these per-pupil amounts are subject to Ohio's State Share Index, which is a measure of how much of the education funding burden should be shouldered by the state given the district's property tax base and the residents' income levels.

Category 1 programs, funded at \$5,192 per pupil, are those focusing on agriculture and environmental systems, construction technologies, engineering and science technologies, finance, health science, information technology, and manufacturing technology. Category 2 programs, funded at \$4,921 per pupil, are those focusing on business administration, hospitality and tourism, human services, law and public safety, transportation systems, and arts and communications. Category 3 programs, funded at \$1,795 per pupil, are career-based intervention programs. Category 4 programs, funded at \$1,525 per pupil, are those focusing on education and training, marketing, academics, public administration, and career development. Category 5 programs, funded at \$1,308 per pupil, are family and consumer science programs.

---

**Oklahoma**

Oklahoma provides increased funding for career and technical education (CTE) programs. It does so through its Department of Career and Technology Education, which oversees a system of CTE centers and administers grants.

In FY2018, Oklahoma appropriated about \$118 million for the Department of Career and Technology Education, which oversees CTE centers offering instructions to both adult and high school students. The Oklahoma Department of Career and Technology Education also distributes grants, like a \$1.4 million grant to implement or upgrade instructional and training technology.

Career and technical education districts may also impose four additional taxes to fund their programs.

---

**Oregon**

Oregon provides increased funding for career and technical education (CTE) programs. It does so through competitive grants.

The Oregon Department of Education offers a competitive grant program each biennium to enhance collaboration between education providers and employers for new or existing CTE programs of study. School districts may request up to \$350,000 and collaborations involving multiple districts may request up to \$450,000. In considering applications, the state prioritizes CTE summer programs for students at the middle school level, because the state had previously funded a CTE program for middle-schoolers.

---

---

**Pennsylvania** Pennsylvania provides increased funding for career and technical education (CTE) programs. It does so through several program-based allocations, including a subsidy for secondary CTE programs and several grants.

The state provides CTE subsidies to districts based on the number of students enrolled in vocational education programs, with a larger subsidy going to students enrolled in standalone CTE centers rather than in CTE programs housed within district or charter schools. Pennsylvania also provides increased funding for career and technical education through several grants, including those for the purchase of new equipment, partnerships with business and industry, and others.

---

**Rhode Island** Rhode Island provides increased funding for career and technical education (CTE) programs. It does so through a grant for certain program start-up and maintenance costs.

The Career and Technical Fund supports the initial investment requirements needed to transform existing CTE programs, or to create new comprehensive CTE programs and career pathways in critical, emerging industries. It also provides funding to offset the higher-than-average costs associated with highly specialized programs.

---

**South Carolina** South Carolina provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.29 to the base per-pupil amount for students in grades 9-12 enrolled in these programs and through program-specific allocations for CTE equipment and the work-based learning program.

Each year, the state allocates funds for CTE equipment, which is distributed first at a flat rate of \$50,000 to each school district and official multi-district career centers meeting certain requirements, with any remaining funding in the state appropriation distributed in proportion to the prior-year student enrollment figures for CTE courses. The state also appropriates funding for work-based learning programs, including \$75,000 of which is used for teacher professional development, and \$500,000 for regional career specialists, with the remainder to be allocated to school districts in accordance with a formula.

The formula for the distribution of the remaining funding in the state appropriation for the work-based learning program includes consideration of the per-student base amount; the district's enrollment, and the district's tax index.

---

**South Dakota** South Dakota provides increased funding for career and technical education (CTE) programs. It does so by subsidizing the tuition of students dually enrolled in high school and postsecondary CTE programs, and through a competitive grant.

For students dually enrolled in high school and postsecondary public universities and technical institutes, including those taking postsecondary CTE courses, the state subsidized tuition such that each credit cost only \$48.33 in FY2017. The state also provides Workforce Education Fund grants, totaling up to \$2.5 million statewide. These grants are intended for districts seeking to make transformative change in their CTE programs.

---

**Tennessee**

Tennessee provides increased funding for career and technical education (CTE) programs. It does so through its resource-based formula by specifying student-to-staff ratios for CTE programs and providing funding for staff positions accordingly.

The state assigns a ratio of 16.67 full-time-equivalent students for each teacher for CTE programs. This ratio determines the number of CTE teacher units to which a district is entitled. The state also allocates funds for Vocational Education Supervisor units based on a student-to-supervisor ratio of 1000 to 1.

Once all staff units are calculated for a district, the district receives a flat amount per unit that was \$46,225 in FY2018. These calculations form the basis of districts' state education funding. Separate from staff funding, the state also provides funding for the transportation of students who attend CTE centers for part of the school day.

---

**Texas**

Texas provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.35 to the base per-pupil amount for students in these programs.

The number of students eligible for the supplemental funding is the number of full-time-equivalent students participating CTE programs.

The multiplier is actually applied to the adjusted per-pupil base amount, which has already been adjusted for sparsity, small size, and local cost of living. (See "Base Amount" for more information.)

---

**Utah**

Utah provides increased funding for career and technical education (CTE) programs. It does so by inflating districts' student count to generate extra funding.

Utah provides funding through inflating districts' student counts and then provides the state's regular per-student funding on the basis of each district's inflated count rather than its true student population in order to generate funding for specific CTE purposes. Extra student units are allocated to districts in the following amounts: twenty student units for CTE administrative costs, or twenty-five if the district consolidates CTE administrative services with other districts; between ten and twenty-five student units for each high school conducting approved CTE programs in a district; forty student units for each district operating an approved CTE center; and between five and seven student units for each summer CTE agriculture program.

---

**Vermont**

Vermont provides increased funding for career and technical education (CTE) programs. It does so through a program-specific allocation for students enrolled in CTE centers and through funding salaries for some dedicated CTE program staff.

CTE centers serving students from a school district receive 87% of the base amount from the students' home district's per-pupil state funding allocation. As a supplement, the state provides CTE centers with a grant equal to 35% of the base amount per full-time student for that year and a further grant for CTE centers where the enrollment grows by 20% or more over the previous year. Vermont also pays the full or partial salary of directors and assistant directors of CTE centers.

---

**Virginia**

Virginia provides increased funding for career and technical education (CTE) programs. It does so through a flat allocation of \$2,000 per district for secondary CTE equipment; additional funding provided in proportion to the number of students enrolled in secondary CTE programs; and a program-based allocation.

After the state allocates \$2,000 to each district for CTE equipment, the remainder of the funding appropriated for this purpose is distributed to districts in proportion to their enrollment in secondary CTE programs. The state also appropriates funding for a state CTE Resource Center that provides CTE curriculum and instructional materials to school districts.

---

**Washington**

Washington provides increased funding for career and technical education (CTE) programs. It does so through its resource-based formula by specifying student-to-staff ratios for CTE programs and providing funding for staff positions accordingly, and through a grant program.

The state assigns a student-to-teacher ratio of 23 to 1 for CTE classes in grades 7-12 and of 20 to 1 for Skills Centers, which are regional centers that provide CTE programs that would be too expensive to offer at individual high schools. Dividing each program's enrollment by its assigned class size and adding an adjustment for planning time determines the number of teaching units to which a district is entitled. The planning time adjustment increases the number of teacher units by 20% in grades 7-12. The state then provides funding for staff positions by multiplying the state minimum salary allocation for each staff type by an adjustment for regional cost.

The state also provides secondary CTE grants for programs in high-demand areas and the collection of evidence regarding CTE programs.

---

**West Virginia**

West Virginia provides increased funding for career and technical education (CTE) programs. It does so through a program-based allocation, in accordance with a formula that takes into account several participation and performance factors.

The formula considers the number of students within non-occupational CTE courses, the number of students within first CTE courses, the number of students who have completed three CTE courses, and the number of students completing CTE programs. The funding is intended for both program costs and equipment replacement.

---

**Wisconsin**

Wisconsin provides increased funding for career and technical education (CTE) programs. It does so through a per-student allocation distributed based on the number of students that earned industry-recognized certifications in the prior year.

The legislature appropriated \$3.5 million for this program in FY2018 and FY2019. Districts receive funding for each certification students earn, but the per-student allocation is limited to \$1000, regardless of the number of certifications earned by the student. The funding for this allocation is part of the budget for the Wisconsin Fast Forward program, housed in the state's Department of Workforce Development.

---

**Wyoming**

Wyoming provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.29 to the number of students enrolled in these programs so as to inflate the student count used to generate funding for resource units and through a program-specific allocation for CTE equipment and supplies.

School districts receive funding for resource units in each staff category based on the state average, adjusted based on the education level and experience of staff in the district.

In FY2018, the state also provided \$9,428.44 for each full-time-equivalent CTE teacher for equipment and supplies.

For a complete list of primary sources, please see the appropriate state page at [funded.edbuild.org](http://funded.edbuild.org)

