

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 through three program-specific allocations.

The state provides funding for CTE program operations and maintenance and for the Career Tech Initiative, which includes funding for career coaches as well as specific programs, such as agribusiness education and culinary and hospitality training. The state also provides funding for dual enrollment programs. In FY2021, the state allocated $5 million for CTE program operations and maintenance, $8.33 million for the Career Tech Initiative, and $18.12 million for dual enrollment programs.

Additionally, to calculate potential CTE personnel 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 to generate assumptions about the number of staff positions needed to support CTE programs. However, this calculation is intended only to provide guidance to districts about likely CTE staffing costs; it does not generate additional staff funding that districts may use for CTE programs.

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 CTE programs. This multiplier is applied to a student count that has already been adjusted for local cost factors (see "Sparsity and/or Small Size" for more information). Other student categories intended to be served with this supplemental funding include English-language learners, students with disabilities, and students identified as gifted. Once this adjustment has been made, a further multiplier of 1.015 is then applied to the student count to provide supplemental funding for CTE instruction for secondary students.

To receive both of these funding allocations, districts must file plans with the Alaska Department of Education indicating the special-needs services they will provide. The additional funds generated through the application of the second multiplier must be used exclusively for CTE instructional costs in grades 7-12 and may not be used for administrative expenses or for instruction in general literacy, math, or job-readiness skills.

Arizona

Arizona provides increased funding for career and technical education (CTE) programs. It does so through a multiplier to the base amount for certain CTE students, grants for Career Technical Education Districts (CTEDs), and a grant program for traditional districts.

Arizona applies a multiplier of up to 1.25 times the base amount for each CTED student enrolled in satellite campuses and up to 1.75 times the base amount for CTED students enrolled in centralized CTED campuses. Arizona also has two grant programs for CTEDs. In FY2020, the state appropriated $1 million in grants to support student program completion and $1 million for soft capital and equipment for CTEDs with fewer than 2,000 students. The appropriated amounts are divided among eligible CTEDs in proportion to their student counts.

Arizona provides grants to traditional school districts that have CTE programs. In FY2020, the state appropriated approximately $11.6 million and 27 full-time educator positions for this grant program.

Arkansas

Arkansas provides increased funding for career and technical education (CTE) programs. It does so through an allocation for each student enrolled in these programs and through a grant program.

The state provides funding for every student enrolled in a secondary vocational area center. Funding is provided in three tiers based on the costs for the individual program of study in which the student is enrolled and based on the current workforce needs of the state. Arkansas also provides start-up grants to school districts to purchase equipment necessary to initiate new vocational programs.

Separately, the funding provided to districts based on the concentrations of students from low-income households that they serve may be used, among other purposes, to fund participation in the College and Career Coaches Program, which currently is not otherwise funded, and to support dual-enrollment partnerships with higher education institutions offering CTE courses to high school students.

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). There was $150 million available for CTEIG in FY2021, with proportional local matching funds, to develop new K-12 CTE programs and maintain existing ones. The state also provides funding for CTE through the Strong Workforce Program (SWP), which is meant to support the creation and expansion of CTE pathways promote career exploration, and foster partnerships between school districts, community colleges, and business and industry. There was $248 million available for the SWP in FY2021, with matching funds required from recipients, which may be school districts, county offices of education, charter schools, or regional occupational centers and programs.

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 CTE 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 per full-time-equivalent participating student exceed 70% of the per-pupil funding otherwise available to that district, the state provides additional funding to defray the cost. The state covers 80% of the first $1,250 of those excess costs and 50% of any excess costs above $1,250. In FY2021, the state allocated $27.8 million for CTE programs.
Connecticut	Connecticut provides increased funding for career and technical education programs. It does so through direct support for the Connecticut Technical Education and Career System, the expenses of technical high schools, and vocational agriculture programs. In FY2022, the state appropriated approximately $143.3 million for the Regional Vocational-Technical School System, $22.7 million for technical high school expenses, and $18.8 million for 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.
District of Columbia	The District of Columbia provides increased funding for career and technical education (CTE) programs. It does so through two grant programs outside of its main funding formula. The District provides funding for new and continuing career academies through the DC Career Academies program and for students' CTE certification exam fees through the CTE Industry Recognized Credentials Program. In FY2021, the District provided $439,037 for the Career Academies program and $140,000 for certification exam fees.
Florida	Florida provides increased funding for career and technical education (CTE) programs. It does so by applying a multiplier of 1.012 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 programs. It does so by applying a multiplier of 1.1832 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, or 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 $6.6 million in FY2021. These funds are intended for CTE 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 schools. The state makes available $4,125 per secondary student to provide for advanced opportunities, including CTE. Students may access these funds while in grades 7-12 if they take advantage of specified opportunities, including dual-credit courses, CTE examinations leading to industry-recognized credentials, and CTE workforce training courses. Separately, the state directly funds approved career technical schools, which must serve students from at least two high schools and must allow students to attain postsecondary credit. The per-student funding is provided in the form of reimbursements to the institution providing the advanced opportunity—generally a public postsecondary institution or the Idaho Digital Learning Academy. The amount of direct funding provided for each career technical school is based on three factors: the number of students enrolled in a capstone course in the previous year; the number of students who completed the technical skills assessment for each program offered; and the total credit hours reported by the school for intermediate, capstone, and work-based learning courses.
Illinois	Illinois provides increased funding for career and technical education (CTE) programs. It does so through program-based allocations. In FY2022, the state allocated $43.06 million for CTE programs. The state also allocated $5 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 and number of credit hours for the course and in proportion to the number of students enrolled in the course. In FY2021, introductory CTE courses were funded at $300 per enrolled student; apprenticeship programs or work-based learning programs were funded at $500 per student; planning for college and career courses and courses taught at regional CTE centers were funded at $150 per 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 $200 to $1,020 per student 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 CTE courses. In this same fashion, the state applies a multiplier of 1.50 to the base amount for students concurrently enrolled in high school and community college general (non-vocational) education courses.
Kansas	Kansas provides increased funding for career and technical education (CTE) programs, by applying a multiplier to the base per-pupil amount for students enrolled in these programs and via a program-specific allocation. The state applies a multiplier of 1.5 to the base per-pupil amount for full-time-equivalent high school students enrolled in approved CTE programs. The state also maintains a CTE incentive program, which provides funding in two ways, assuming that sufficient funds have been appropriated. First, it awards districts with $1,000 for each pupil graduating from high school with an industry-recognized credential. Second, it provides funding to community and technical colleges whose CTE programs enroll high school students. CTE incentive funding given to school districts and postsecondary institutions is meant to offset the costs of assessments for CTE credentials. If any funds remain from the per-pupil awards to districts after these costs are addressed, then districts must spend these funds on the schools from which the qualifying students graduated.

Kentucky	Kentucky provides increased funding for career and technical education (CTE) programs. It does so through direct support for local area vocational education centers and by providing supplementary funds for each student enrolled in locally operated secondary area centers and vocational departments based on the cost of operating the program. Kentucky appropriates funds for career technical education. In FY2021 the state provided $64,149,700, and of that amount, $12,043,500 was distributed as supplementary funds to locally operated secondary area centers and vocational departments. The state applies a multiplier of 1.5 to the base education dollar amount for each student enrolled in high-cost programs and a multiplier of 1.0 for each student enrolled in technical skill programs. The additional funding supports the operation of the state's 52 Area Technology Centers (ATCs), as well as secondary students who pursue CTE coursework within the Kentucky community colleges. Additionally, Kentucky allocates general fund state dollars on an annual basis via reimbursement to districts and ATCs for the successful earning of a high-demand certification/credential for low-income students. In FY2021, the state allocated approximately $150,000 for this purpose. Kentucky also administers a fund that is meant to support the development of career pathways and programs of study in high-demand occupational fields for students in middle schools and high schools and the establishment of career academies in secondary schools; while this fund statutorily exists, there has been no state funding allocated to it in over a decade.
Louisiana	Louisiana provides increased funding for career and technical education programs by applying a multiplier of 1.06 to the base per-pupil amount for the number of full-time-equivalent students enrolled in these programs in both the fall and spring semesters. Full-time equivalency is based on the number of credit units assigned to each course taken.
Maine	Maine provides increased funding for career and technical education (CTE) programs. It does so through a program-based allocation that is distributed both to CTE regions, which encompass multiple school districts, and to individual school districts operating their own CTE centers. The amount of the allocation is derived from a resource-based calculation that incorporates costs for the salaries and benefits of those providing direct instruction, central administrative staff and other administrative costs, facilities operation and maintenance, student and staff supports, and supplies. Allocations for certain staff positions vary by program size, and supply costs vary by the specific CTE program being funded. Beginning in fiscal year 2018-19, the commissioner expended some funds to support middle school CTE pilot projects.

Maryland	Maryland provides increased funding for career and technical education (CTE) programs through two grants and a program-specific allocation. Maryland appropriates at least $2 million annually for the Career and Technology Education Innovation Grant, which funds partnerships between county boards, community colleges, and industry partners to develop and implement high-quality CTE frameworks and pathways throughout the state. The state department of education also administers a competitive grant process for schools seeking to implement a Pathways in Technology Early College High School (P-TECH) program. In addition, P-TECH funds are distributed each year in the amount of $520 for each P-TECH student. The state contributes 50% toward this cost.
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. Base funding amounts are calculated based on the assumption that different resource needs apply to students in CTE program. The per-student costs included in the base funding calculation for CTE students include those for staff salaries and benefits, instructional equipment and technology, pupil services, and professional development, among other resources. In FY2021, Massachusetts provided $14,657.80 for each CTE student.
Michigan	Michigan provides increased funding for career and technical education (CTE) programs. It does so through a flat allocation for each student enrolled in these programs and through a reimbursement system, in which districts are partially reimbursed for the added cost of providing these programs. The state provides a flat allocation for each student enrolled in at least one CTE program. This allocation was set at $35 per pupil in FY2022. Additionally, districts receive a proportional share of the total amount of state money appropriated for this purpose ($48 million in FY2024) in accordance with their CTE program costs, not to exceed 75% of the added cost of any program. In FY2024, the state also allocated $8 million for CTE early and middle college and dual enrollment programs. The FY2024 budget also provides for up to $15 million in grants to career education planning districts.

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 a 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. CTE revenue (the sum of state aid and the special CTE local tax) cannot be less than revenue for the prior year, unless that amount would exceed the current year's expenditures.
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. CTE Program Improvement Grants are available, by application, to assist with the costs of implementing and supporting CTE programs. The awarded grant amount comprises a base component and a performance component. The base component is determined by the number of certified teachers in approved CTE programs and the number of CTE program credits earned by students in each local education agency. The performance component is incentive based and determined by student placement and completion data. To be eligible for grant funding, an LEA must have an approved CTE program (serving grades 7-12). Districts are required to pay 50% of the costs of equipment purchases and professional development and teacher training with local funds.
Montana	Montana provides increased funding for career and technical education (CTE) programs. It does so through a grant program intended to support and improve CTE at the high school level. For FY2022, 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 noncompetitive. The state appropriated $12.54 million in FY2022 to support CTE programs. Of this appropriation, 30% is set aside for competitive grants, while the remainder is designated for noncompetitive grants distributed to districts based on the numbers of CTE students they serve. Competitive grants are awarded by the Nevada 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 in places where those programs would not otherwise exist or be able to serve many students. Noncompetitive 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 programs. It does so by applying a multiplier of 1.22 to the base per-pupil amount for students enrolled in county vocational school districts. The funding is actually provided in an amount equal to 0.22 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 provides increased funding for career and technical education (CTE) programs. It does so through a grant program that provides funding to participating school districts and charter schools. In FY2020, the state appropriated $3 million over seven years for a pilot project to support schools and districts seeking to create high-quality career technical education programs. The program enables schools and districts to establish CTE programs and provide professional development to teachers in the pilot project.

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 BOCES.

New York gives 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 allocates $3,900 and considers a measure of the district's wealth and the number of students participating in different CTE programs. The formula considers only CTE students in grades 10-12, and provides 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 Combined Wealth Ratio, a measure of both property wealth and resident income (see "Concentrated Poverty" for a description of this ratio).

Lastly, the state also provides academic improvement aid to districts not in BOCES based on a formula that allocates a minimum of $1,000 based on a formula that takes into account a measure of the district's wealth and the number of students participating in different CTE programs.

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 CTE teachers hired in accordance with the state salary schedule. The state distributes any remaining CTE funds to districts based on their student enrollment in grades 8-12. The state also provides CTE program funding, which is intended to help districts develop, expand, or improve CTE programs. Since FY2019, the state legislature has made available competitive grants of up to $1,000,000 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 based on their student 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 2021-23 biennium, the state appropriated a budget of $41.7 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, as well as support funding for new and expanded program offerings.

Ohio

Ohio provides increased funding for career and technical education (CTE) programs. It does so by applying multipliers to the statewide average base for CTE and each district's state share percentage.

For FY2022 and FY2023, Ohio calculates CTE funding by applying multipliers to the state average CTE base and multiplying by each district's CTE enrollment and state share percentage. Workforce development programs in Ohio are grouped into five categories for the purposes of this per-student funding, with multipliers ranging from 1.1570 to 1.6230. A multiplier of 1.0294 is applied for CTE-associated services.

Category 1 programs, for which a multiplier of 1.6230 is applied, are those focusing on agriculture and environmental systems, construction technologies, engineering and science technologies, finance, health science, information technology, or manufacturing technology. Category 2 programs, for which a multiplier of 1.5905 is applied, are those focusing on business administration, hospitality and tourism, human services, law and public safety, transportation systems, or arts and communications. Category 3 programs, for which a multiplier of 1.2154 is applied, are career-based intervention programs. Category 4 programs, for which a multiplier of 1.1830 is applied, are those focusing on education and training, marketing, academics, public administration, or career development. Category 5 programs, for which a multiplier of 1.1570 is applied, 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 through a competitive grant.

The state 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. Select school districts and federally recognized tribal nations are invited to apply; invitees are selected with an eye toward enabling small schools and those with insufficient grant funding from other sources to provide robust CTE programs.

Many districts also receive support from the High School Success fund that can be used to support CTE programming (see "Grade Level" for a description of this fund).

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 CTE through grants for updating or purchasing new equipment.
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 work-based learning programs. 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 multidistrict 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 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.
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 subsidizes tuition such that each credit cost only $48.33 in FY2021. The state also provides Workforce Education Fund grants, totaling up to $1.125 million statewide with a maximum individual award amount of $225,000 in FY2021. These grants are intended for districts seeking to make transformative change in their CTE programs.

Tennessee	Tennessee provides direct funding for student participation in career and technical education (CTE) programs to drive college and career readiness outcomes. The direct funding is further structured to incentivize LEAs to align offerings with careers that are in-demand and produce strong living wage potential. The funding will vary by students' progression and program of study level. But for the 2023-24 TISA allocations, all progression years and study levels are funded at $5,000 per average daily membership in CTE. TISA also includes direct funding for students who take the ACT in their 11th or 12th grade year. The state will pay for an initial test opportunity and one retake, at a cost of $93 for each test in the 2023-24 school year.
Texas	Texas provides increased funding for career and technical education (CTE) programs in two ways: by applying to the base per-pupil amount multipliers that vary depending on the course program and level of rigor, and through a flat allocation per student enrolled in certain classes and schools. The amount of supplemental funds Texas provides increases based on whether the CTE course is an approved program of study and on the course sequence and level of rigor. Texas applies a multiplier of 1.1 to the base per-pupil amount for each full-time-equivalent student in grades 7-12 participating in a CTE course that is not in an approved program of study, a multiplier of 1.28 for each student in level 1 or 2 courses that are part of an approved program of study, and a multiplier of 1.47 for students in level 3 or 4 courses that are part of an approved program of study. For small and mid-sized districts, these weights are applied to an inflated base amount (see "Sparsity and/or Small Size" for a description of this adjustment). The state also provides $50 for each one of the following in which a student in average daily attendance is enrolled: a school implementing a commissioner-recognized and grant-supported Pathways in Technology Early College High School program, and a school in the New Tech Network that offers project-based learning and work-based education. At least 55% of the funding provided through these allocations must be used to support CTE programs for students in grades 7-12.
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 generates funding for specific CTE purposes by inflating districts' student counts and then providing the state's regular per-student funding on the basis of each district's inflated count rather than its true student population. Extra student units are allocated to districts in the following amounts: 20 student units for CTE administrative costs or 25 if the district consolidates CTE administrative services with other districts; between 10 and 25 student units for each high school conducting approved CTE programs in a district; 40 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 districts' 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. Additionally, the state secretary of education administers the Challenge to Excellence Grant Program, which provides grants of up to $50,000 for various educational goals, including career planning.
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 program-based allocations. 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 several program-specific allocations: to support students and teachers pursuing information technology industry certifications, a vocational laboratory pilot for virtual-reality-related education, a state CTE Resource Center that provides CTE curriculum and instructional materials to school districts, regional career and technical centers, credentialing testing materials for students and instructors, and equipment.
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 flat allocation per student. The state assigns a student-to-teacher ratio of 23 to 1 for CTE classes in grades 7-12 and 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 16.67% 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. Washington also provides funding to cover nonstaff CTE and Skills Center costs through a flat allocation of $1,500 per student for materials, supplies, and operating costs. Finally, Washington has two grants that can fund high-demand CTE programs, programs of study, and collections of evidence for 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 CTE enrollment, participation, completion, and program performance to cover program costs and equipment replacement.
Wisconsin	Wisconsin provides increased funding for career and technical education programs. It does so through a per-student allocation distributed based on the number of students who earned industry-recognized certifications in the prior year. The legislature appropriated $6.5 million for this program for each of FY2021, FY2022, and FY2023. Districts receive funding for each certification students earn, but the per-student allocation is limited to $1,000, 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