



status report

UNIVERSITY OF PITTSBURGH
Institute of Politics
Workforce Development
Policy Committee

Governance and Funding Reform
for Career and Technical Centers
in Pennsylvania

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LETTER FROM THE COCHAIRS

In September 2009, the Institute of Politics Workforce Development Policy Committee met and determined that career and technical education (CTE) in Pennsylvania would serve as its policy focus for the coming year and perhaps beyond because of the key role that CTE could play in providing a skilled workforce for the new economy. The goals of the committee included increasing the academic rigor of Pennsylvania's career and technical centers (CTCs) and also enabling the centers to be more responsive to industry needs.

Recognizing that many positions required to meet Pennsylvania's projected workforce needs use skills offered through CTE, the committee decided to take a closer look at how well CTCs in the commonwealth are currently meeting workforce needs. In doing so, we discovered a number of barriers that effectively prevent CTCs from meeting current demand. Among other issues, the current governance and funding structures of CTCs appeared to the committee to be the most significant barriers to the increased flexibility necessary to prepare a 21st-century workforce.

In this report, the current CTE system is explained in detail, including the way CTCs are governed and historical sources of funding for these schools. Examples of CTE in other states are provided for comparison. Finally, policy options that could potentially help CTCs to become more responsive to workforce needs are explored.

In order to test the effectiveness and viability of some of the recommendations outlined in this report, the committee is working to put together a demonstration project. The success of this project may enable or inspire others to move forward in reforming the laws that govern CTE; illustrate the attractiveness of careers that CTC students can pursue; and, it is hoped, improve the commonwealth's competitiveness in the process.

In preparing the report, the committee learned a great deal about CTE, most notably how hard CTCs in Pennsylvania work to produce graduates who have the skills and the academic background necessary to succeed in today's workforce. We firmly believe that this report will give others the same opportunity to learn more about an often-neglected component of our K–12 educational system.

Sincerely,

Jim Denova and Amanda Green

Cochairs, Institute of Politics

Workforce Development Policy Committee



EXECUTIVE SUMMARY

A filled pipeline of skilled workers is critical to a regional economy from two perspectives, both based on the same fact: A skilled workforce is fundamentally local. Companies often will pay to relocate professional staff but not to relocate a skilled worker. Accordingly, the ability of the region to attract companies that rely heavily on skilled workers is directly related to the availability and skill level of the nonprofessional workforce in the region. Secondly, the competitiveness of regional companies that rely on a skilled workforce also is directly related to the same pipeline. Without an ample number of well-trained skilled workers and the next generation of workers in the pipeline, regional companies will be at a competitive disadvantage, and the region also will not be able to attract new businesses.

The purpose of training ultimately is to create a skilled worker to fulfill a particular workforce need. Projected workforce demand shows that businesses in Southwestern Pennsylvania will require a large number of skilled workers, the vast majority of whom do not need a four-year college degree.

Career and technology education (CTE) is uniquely positioned to meet these workforce challenges with its strengths in technical literacy and hands-on training. For example, three of the fastest-growing job fields in the state are computer engineering, systems analysis, and computer support, all of which have their base in information technology skills that can be learned within a career and technology center (CTC). It also is widely recognized that CTE has the ability to provide hands-on learning with a clear career orientation, which keeps at-risk students in school and moving toward a family-sustaining career.

However, CTE is not without its challenges. CTCs across the state are faced with underfunding from a local funding model that serves as a disincentive and state CTE funding that has not kept pace with educational funding increases in other areas in recent years. Students attending CTCs also are faced with a difficult learning environment with significantly higher rates of special education students and, in some cases, academic programs that are less rigorous than traditional academic programs. Although some recent progress has been made, ties between CTCs and postsecondary education remain weak. Finally, CTC students in some cases suffer from a lack of work preparation for local workforce demand. The committee attributes inadequate worker preparation not to a failure of the expertise of CTC administrators but as a result of the impediments placed on CTCs due to shortcomings in the governance and funding system.

Because of its ability to provide basic training for the skilled workforce, expose students early to job opportunities and requirements, and adapt to workforce demand, CTE can satisfy current and future demands for skilled workers. But certain reforms need to take place. The committee puts forward the following options to reform CTC governance and funding:

Governance

1. Restructuring joint operating committees to include one member from each sending district and representation from companies that employ workers in high-priority occupations
2. Fostering colocation, where possible, of CTCs with local community colleges
3. Moving to full-time comprehensive CTCs with enhanced academic accountability
4. Requiring a competitive admissions process

Funding

1. Increasing industry donations to bridge CTCs' funding gaps
2. Enhancing tax credits for industry donations to CTCs
3. Increasing industry sponsorship of facilities and programs

CAREER AND TECHNICAL EDUCATION IN PENNSYLVANIA

Career and technical education (CTE), previously known as vocational education, is offered in Pennsylvania through two vehicles: a traditional high school or a career and technical center (CTC). Every year, about 100,000 Pennsylvania students (almost 17 percent of the student population) participate in some form of CTE, either within their high schools or in CTCs.

CTCs are regionally based secondary education schools, typically serving several adjacent school districts, and can be comprehensive or part time. Within Pennsylvania, there are 85 CTCs, 12 of which are full-time comprehensive schools, offering both academic and CTE courses, with the remaining centers offering part-time CTE-only course work (no academic program). Each CTC is managed through a joint operating committee comprising representatives of its sending districts. These boards have the ability to purchase land, borrow funds, adopt a budget, and perform other business-related activities. CTCs also are required to maintain a professional advisory board composed of the sending districts' superintendents, who provide guidance and advice to the CTC director on curricula, budget, state guidelines, enrollment, equipment purchases, capital expenditures, and personnel. Although it does not hold any direct power, the professional advisory board does wield heavy influence on the management of the CTC. In addition, CTCs also are required to have a local industry advisory committee made up of area business and industry representatives for the purpose of receiving input on the local economy, workforce needs, programming, and student recruitment.

CTCs are funded through state and federal grants and contributions from sending districts. The state provides a vocational subsidy for each student involved in a state-approved CTC. Through Perkins funds, the federal government defrays some of the costs of the vocational programs. Perkins funds are federal funds made available "to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs"(U.S.Code, Title 20, Chapter 44, Section 2301). These funds are distributed to the states based on the number of students in certain age groups and per capita income. In 2002, the total national appropriation for Perkins funds was \$1.288 billion. To obtain Perkins funds, a CTC is required to develop an annual Perkins plan that details how the funds will be used to improve achievement.

Pennsylvania CTCs obtain the majority of their funding from member districts. Currently these operating fund contributions are calculated in a number of different ways. They can be based on a per-student per-day cost, an audited daily membership by district, or a five-year audit day average, among other criteria.

Through the joint operating committee, the member districts also are charged with establishing the yearly budget. A two-thirds majority is required to pass the budget. Capital expenditures are the responsibility of the member districts, although the state provides reimbursement when certain criteria are met. The remaining funds are derived from an assessment on each member school district based upon its proportional property tax value.

The controlling state legislation for CTCs can be found in the Pennsylvania Public School Code. Articles of direct concern within the code are articles 18 and 25, which establish CTC governance, organization, and financing. Article 18 also addresses the composition of the joint operating committee.

Every CTC within Pennsylvania is governed by articles of agreement, which are the written bylaws established by the sending districts. Articles of agreement control the financing, governance, and property of a CTC. In order to enact fundamental changes to a CTC, the articles of agreement often will need to be revised, which is accomplished through a unanimous vote by the sending districts. Districts can make changes to the articles of agreement so long as the changes are in compliance with the Pennsylvania Public School Code.

The Need for CTE

A filled pipeline of skilled workers is critical to the regional economy from two perspectives, both based on the same fact: The skilled workforce is fundamentally local. Companies often will pay to relocate professional staff but not to relocate a skilled worker. Accordingly, the ability of the region to attract companies that rely heavily on skilled workers is directly related to the availability and skill level of the nonprofessional workforce in the region. Secondly, the competitiveness of regional companies that rely on a skilled workforce also is directly related to the same pipeline. Without an ample number of well-trained skilled workers and the next generation of workers in the pipeline, regional companies will be at a competitive disadvantage, and the region also will not be able to attract new companies.

An additional challenge for both CTCs and workers comes from the increasing technical skills demanded of traditional blue-collar jobs. Jobs in coal mining, machining, auto repair, and many other



professions have become less about the physical attributes of the worker and more about the worker’s ability to operate and even repair complex computerized systems that require significant training to master.

The purpose of training ultimately is to create a skilled worker to fulfill a particular workforce need. Models that project workforce demand show that businesses in Southwestern Pennsylvania will require a large number of skilled workers, the vast majority of whom do not need a four-year college degree. The region should prepare by training workers who meet this need.

CTE is uniquely positioned to meet these workforce challenges with its strength in technical literacy. Three of the fastest growing job fields in the state are computer engineering, systems analysis, and computer support, all of which have their base in information technology skills that can be learned within a CTC.

It is widely recognized that CTE also has the ability to keep students engaged in their learning and, as a result, staying in school. When students stay in school, it is a benefit to both the individual and the economy as a whole. High school dropouts are 15 percent less likely to be employed and earn almost 30 percent less than their diploma-holding peers. Additionally, these dropouts represent a loss of more than \$50 billion in income tax revenue every year. CTE provides hands-on learning with a clear career orientation that keeps at-risk students in school and moving toward a family-sustaining career.

CTE: Current Status

Underfunding at the local and state level. Under the current funding structure for CTCs within Pennsylvania, approximately 95 percent of their operating budgets come from the payments made by each CTC’s sending district. This funding system provides disincentives for sending districts to spend as much on CTCs as is actually needed. Sending districts often are disinclined to increase CTC funding because they must transfer much-needed funds from their own budgets in order to fund the CTC. CTE program funding often is the first to be cut from a school’s budget in times of financial distress.

The situation with funding for CTCs on the state level is even more dire. Although K–12 education has seen a significant increase in its budget since former Governor Rendell took office in 2003, CTE has not seen the same proportional increase, and therefore many believe that it has been de-emphasized. Since 2003, the basic education budget within Pennsylvania has increased 41 percent, while the CTE budget has increased only 17 percent over that same time period. In fact, while the CTE budget peaked during the 2007–08 fiscal year, it has since dropped by 2 percent. Meanwhile, since 2007–08, the basic education budget appropriation has increased by 17 percent.

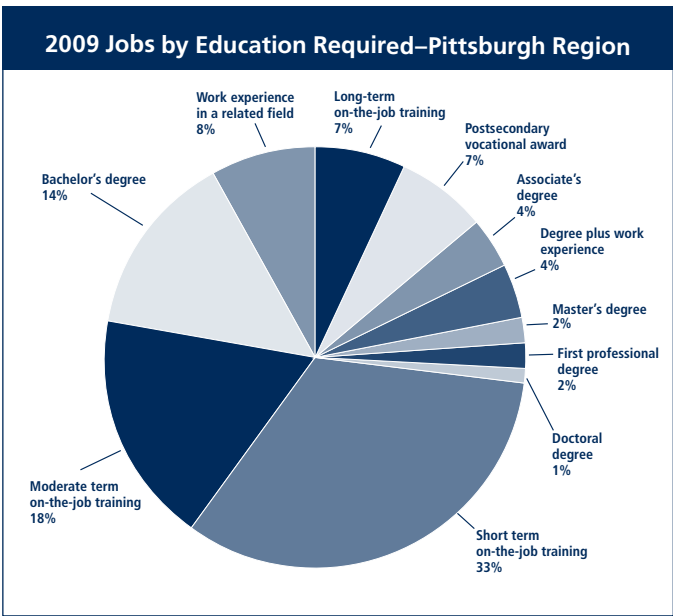


Figure 1—Courtesy of Three Rivers Workforce Investment Board

Not only has CTE not seen the same support as basic education over the past eight years, but it also has lagged behind other nearby states as a portion of the secondary education budget. In the 2010–11 budget, CTE only accounts for about 1.1 percent of basic education funding, which is significantly less than that of nearby states such as Delaware (5.5 percent) and Kentucky (6 percent).

Difficult learning environment and a lack of academic rigor.

In an ever more competitive global and knowledge-based economy, workers are required not only to be proficient in their crafts but also to have strong communication and math skills. Students often have difficulty obtaining these skills within the current school environment for several important reasons.

On average, about 10 percent of a representative Pennsylvania high school’s student population is disabled; within CTCs, 26 percent of students are facing some type of physical, mental, learning, or emotional disability. In some CTCs within the state, the percentage is as high as 40 percent. If the scope is widened to include all special education populations within the state—meaning students with disabilities, education or economic disadvantages, or limited English proficiency—the percentage soars to 51.5 percent of the CTC population. Although CTCs are willing to give all students a chance to succeed, under the current education funding model, the concentration of money and expertise to educate these students remains within the sending schools.

CTC students also suffer from a legacy of lower expectations, which traditionally has resulted in CTC students’ taking a less rigorous academic course load than their peers. Due in large measure to more difficult graduation and testing requirements,



the rigor of academic course work has increased in recent years, although there still exists a proficiency gap between CTC students and their academic counterparts. According to Pennsylvania System of School Assessment (PSSA) scores, many CTC students demonstrate low proficiency in math and reading. Only 20.6 percent of grade 11 CTC students scored at the proficient or advanced level in math, and only 32.7 percent scored at the proficient or advanced level in reading. This is in contrast to the overall numbers across all schools, which show 55.9 percent of students as proficient or advanced in math and 64.7 percent as proficient or advanced in reading.

Lack of relationships with postsecondary institutions.

For workers and companies to be competitive, workers must be trained beyond the basic skills learned at the secondary level of education. These skills often are acquired through training from a postsecondary institution (technical school, community college, or college). Many CTC students don't realize that although the CTC training they receive is a valuable foundation for their future career, it alone often is not enough to earn more than an entry-level job. Students need to understand that entry-level positions are not necessarily the goal and that they need additional training to move beyond those positions.

To establish this understanding requires a cultural change for students, parents, and even educators. Through partnerships between CTCs and postsecondary institutions like community

colleges, a seamless transition and complete career preparation can be accomplished. Partnerships can take place with clear articulation agreements, instructor sharing, colocation of facilities, and dual enrollment, among other activities. Some recent progress has been made along this front but more is needed. Ultimately, a clear bridge should be created for CTC students to move from the basic training received at the secondary level to more specialized postsecondary training.

Inadequate worker preparation for industry. Regional businesses often comment that workers who graduate from CTE programs do not possess the most current or relevant skills, forcing businesses to conduct in-house training for workers hired directly out of high school. This partly results from CTCs' not always having the information to make curriculum development assessments. CTCs lack the resources to follow market trends closely on their own and are therefore dependent on workforce investment boards and local businesses to supply them with information to define the training that industry needs. Contributing to the unresponsiveness is the lack of industry representation on the joint operating committee and cumbersome nature of the board. Industry feels that CTCs have little latitude to respond to its needs as CTCs are hamstrung by financial and governance issues. This, combined with a dilution of the individual voices on a large board, tends to discourage active participation on the part of business leaders already strapped for time.

Adding to this information gap is a funding issue. Even CTCs with the best information still have issues purchasing the state-of-the-art equipment needed for industry-specific training because of the difficulty in obtaining money for capital equipment.

PURPOSE AND MISSION OF THE WORKFORCE DEVELOPMENT POLICY COMMITTEE'S WORK

The Institute of Politics Workforce Development Policy Committee has recognized the vital and necessary role that CTCs play within the Pennsylvania secondary education system. But with this understanding comes the knowledge that the Pennsylvania CTC system is not adequately providing the educational opportunities students deserve or the trained and responsive workforce that the state and region need. Based on the problems outlined above, the committee has identified several issues with the current CTE system that need to be addressed:

- Underfunding at the local and state level
- A difficult learning environment and lack of academic rigor
- A lack of relationships with postsecondary institutions
- Inadequate worker preparation for industry

With these issues in mind, the committee set out in September 2009 to develop a series of pragmatic policy options and actionable steps based on research and extensive dialogue to move necessary reforms forward.

COMMITTEE ACTIVITIES

Over the course of the past year, the committee has received information and heard presentations on various issues and possible reform solutions across many aspects of CTE. Early on, the committee narrowed its focus to reforms within CTC governance and funding, as they are fundamental to the success of CTCs. Further reform to curriculum, transportation, or other issues may be more easily resolved once governance and funding issues have been addressed. In order to supplement its knowledge base, the committee directed the Institute of Politics staff to conduct research and interviews on best practices for CTCs within Pennsylvania and throughout the country. From this research, the committee created several reform scenarios, which then were evaluated by key stakeholder groups and experts within the CTE field. This input allowed the committee to consolidate its reform options into the final ideas presented in this report.

OUT-OF-STATE MODELS

Florida

Florida features county-based school districts in which each district develops regional career academies based on local workforce needs. Seventy-four school districts in the state have created

838 career academies across a wide variety of career fields. Career academies are required to create CTE programs that graduate their students with a high school diploma and nationally recognized industry certifications. For each nationally certified graduate, the state offers the academy a performance bonus of \$1,200. CTE programs are evaluated every three years to make sure that they are satisfying local industry needs. Additionally, Florida seeks industry sponsorship for CTE facilities and programs.

Kentucky

Kentucky has created for its CTCs a single statewide school district operated out of the Kentucky Department of Education. This statewide district has its own school board and superintendent. Additionally, each individual CTC has its own local advisory board that governs the day-to-day operations and sets workforce priorities. Like Florida, Kentucky allows for industry sponsorship of facilities. Kentucky also includes industry representatives on CTC steering committees.

Massachusetts

Massachusetts CTCs operate as comprehensive schools, which has been a benefit to the CTCs. Because the schools are comprehensive, the students must participate in MassCore, the state assessment test, and the CTCs are held accountable for the results. Consequently, the Massachusetts CTCs dramatically increased the quality of their academic offerings, which in turn has led to a much higher demand among Massachusetts high school students for CTE programs. High demand has allowed Massachusetts to institute a competitive application process to attend CTCs. Massachusetts school districts lack the ability to levy taxes and therefore rely on receiving tax revenue from the municipalities they serve.

North Carolina

North Carolina operates a CTC system that is closely aligned with the state community college system. In many cases, North Carolina's career academies occupy the same campus as the local community college.

Ohio

The majority of Ohio CTCs are known as joint vocational schools and serve two or more school districts. These schools are operated for high school juniors and seniors only. Each joint vocational school district is governed by a superintendent and a board comprising sending school district representatives. Joint vocational schools typically offer a comprehensive program and have tax levying powers over their sending areas. Unlike those in other states, Ohio's CTCs do not feature industry sponsorship of programs or facilities.

IN-STATE MODEL

Lehigh Career & Technical Institute

Lehigh Career & Technical Institute (LCTI) operates in eastern Pennsylvania near Allentown and is colocated with Lehigh Carbon Community College. LCTI is widely regarded as a high-performance CTC in Pennsylvania. LCTI is governed by a joint operating committee, as are all CTCs in Pennsylvania, and has developed a strong local advisory board to assist the joint operating committee in making decisions. The LCTI local advisory board includes subject matter experts who help to hire teachers and design the school's facilities and curriculum. LCTI is able to supplement its government funding through agreements with local businesses (e.g., it is home to a UPS distribution center) and by performing services for its sending districts. Admission to LCTI is based on a trial process. Every student who seeks to attend LCTI is admitted, but the programs within LCTI are competitive. Each new applicant to the school is given a four-to-six week trial period to take introductory courses in three program areas. After the trial process is completed, students with the best performance in the program are given permanent slots. Student performance is judged on the effort and attitude of the student.

OPTIONS REVIEWED

Throughout its research and deliberations, the committee reviewed and contemplated many possible policy options for CTC governance and funding reform. Each option was examined for its ability to address the key challenges within CTE and the CTC setting. Additionally, reforms were evaluated on their practicality and the difficulty of implementation.

Governance

The committee examined the following options to reform the areas of governance and CTC administration:

1. Restructuring joint operating committees to include one member from each sending district and representation from companies that employ workers in high-priority occupations
2. Fostering colocation, where possible, of CTCs with local community colleges
3. Moving to full-time comprehensive CTCs with enhanced academic accountability
4. Requiring a competitive admissions process

The committee considered but did not recommend the following options:

5. Merging CTCs and community colleges into one entity for governance and operational purposes
6. Consolidating CTCs into a single statewide school district

The committee determined that the last two options were not viable in Pennsylvania at this time. Option five was deemed to be impractical given the divergent state requirements and varying natures of CTCs and community colleges. Additionally, this

option faces the difficulty of only being viable in areas of the state with community colleges, mainly southwestern and southeastern Pennsylvania. Similarly, Option six, although successful in Kentucky, would require a massive (and unlikely) change in the governance of CTE on both the local and state level, which put it out of the scope of the committee's work.

Funding

The committee considered the following reform ideas in its funding review:

1. Increasing industry donations to bridge CTCs' funding gap
2. Enhancing tax credits for industry donations to CTCs
3. Increasing industry sponsorship of facilities and programs

The committee considered but did not recommend the following option:

4. Enabling career and technical centers to levy separate taxes as standalone districts

Option four was deemed not to be viable at this time because of the extreme difficulty associated with a legislative change to the local tax structure. Although this solution would solve many funding issues and has been shown to be viable in neighboring states like Ohio, the low probability of implementation of this reform removed it from consideration by the committee.

CONSENSUS RECOMMENDATIONS FOR PENNSYLVANIA CTE GOVERNANCE AND FUNDING REFORM

Governance Recommendations

1. A joint operating committee with industry representation: The committee recommends that each CTC have as voting committee members several area industry representatives who employ workers in high-priority occupations. With greater governance involvement by local industry representatives employing workers in high-priority occupations, the committee believes that CTCs would become more responsive to filling the local industry pipeline. Additionally, greater industry involvement would ensure that students receive the required training and certifications to allow them to compete in the marketplace or to advance to a postsecondary institution. Depending on the size of a CTC's joint operating committee, industry representation could range from one to four local individuals. Industry representation should not overwhelm the sending school representatives, but there should be enough industry voting power to have some effect on the joint operating committee's decision making, particularly regarding curriculum priorities.



Increased industry control over CTCs also incentivizes local industry to become more involved in CTE. This involvement can take the form of offering internship or mentoring opportunities or donations of money or equipment to help to close funding gaps within CTE. The committee believes that with greater influence over how its donations are being spent, local industry would be more inclined to work with and donate to CTCs.

2. Colocation where possible with local community colleges:

The ultimate career goal for CTC students must be more than an entry-level position. To achieve this, students need more training than most secondary CTCs can provide, and must pursue additional training at a postsecondary technical school or college. Students and staff also need to understand that it is imperative that many CTC students receive some form of postsecondary training to progress along chosen career paths. The proximity to postsecondary education, enhanced articulation agreements, and instructor-sharing opportunities provided by having a community college proximate to a CTC can help to provide students with a clear understanding of and a pathway to additional technical training or college degree opportunities. Colocation also would allow for cost-sharing opportunities between the two institutions for facilities and maintenance.

Where geographically feasible, the committee recommends that CTCs and community colleges consider colocating facilities.

In areas of the state lacking a local community college, virtual ties could be established between CTCs and community colleges. These ties could allow for virtual academic courses through teacher-student videoconferencing or support clear articulation between the two institutions. Also, a virtual tie would allow students to gain an understanding of the importance of some form of postsecondary education, even without the physical presence of a community college.

3. Comprehensive CTCs with enhanced academic accountability: The committee recommends movement toward full-time comprehensive CTE.

Comprehensive CTE would place complete accountability for student success on one institution rather than divide accountability between the CTC and the sending school. Having sole responsibility for a student's education would be directly tied to the school's state funding, much like at a traditional academic high school.

An additional advantage would come from the extra time each day that CTC students would gain by not having to be bused to and from their sending schools. In most cases, CTC students are first bused to their home high schools with the general population of students. They then transfer into additional buses and travel to their regional CTCs. At the end of the

day, this process is reversed to get the students back in time to be taken home with the rest of the students. Each day, CTC students can waste hours sitting in buses when they could be in a classroom. This results in students losing time each week that could be spent on academics along with the rest of the students in the district.

It is hoped that through increased administrative accountability and classroom time, CTC students can be competitive with and perhaps even surpass their traditional high school counterparts in academic skills.

4. Competitive admissions process: Several admissions processes were examined in the course of the committee's work from the perspective of how to be fair to students and at the same time introduce a competitive atmosphere into the application process. The committee recommends the adoption of a trial admissions process for CTE.

When students are first admitted, they would be enrolled for the first four weeks on a preliminary basis. During this preliminary period, the student would choose three programs in which to participate. The student would then be evaluated after the four weeks on his or her level of effort, attitude, and skill across the three programs. Those students ranked highly when evaluated on performance and effort in all three program areas would be given preference for admission generally. Students who showed an effort in multiple programs and skill in a particular trade would be given preference for that program.

This method of competitive evaluation allows students to engage in multiple programs and experience several career choices. It also allows programs to obtain students who are best suited to each program and, it is hoped, divert the students who are no longer interested in that area of study.

Funding Recommendations

1. Increased industry donations to bridge CTCs'

funding gap: One of the most important challenges facing CTCs is underfunding. Although significant funding is provided by the local, state, and federal governments, there is still a gap between the current level of CTC funding and what is needed for a robust educational opportunity for students.

The committee recommends that industry partnerships be sought to help close the funding gap.

In order to incentivize industry funding, the committee recommends offering local industry representation on the joint operating committee, enhanced tax credits for donations to CTCs, and opportunities to sponsor facilities and programs (e.g., naming rights). It is hoped that by offering local industry greater direction of CTCs, they will become more invested in CTE, donating time and money to create a better and more valuable educational process for CTC students.

2. Enhanced tax credits for industry donations to CTCs:

In order to generate enough industry funding to cover the funding gap, industry must have the incentive to donate money to CTCs. **The committee recommends that the state reduce the barrier to donating by offering incentives to businesses that contribute to their local CTCs.** Tax credits for donations to CTCs would allow the state to leverage state money to increase funding to CTCs while also rewarding those businesses already engaged in helping to educate secondary students.



Additionally, the committee proposes that businesses be able to earmark their donations for the CTC or even a program of their choice. This allows local CTCs to create programs with local donation dollars that address local industry needs directly.

3. Industry sponsorship of facilities and programs:

By allowing companies to obtain naming rights for facilities, the committee believes that industry will be encouraged to make larger contributions to CTCs. Much like high schools across the country that are offering naming rights for their sporting facilities, CTCs would offer naming rights for their facilities and programs. **The committee believes this tactic may generate additional CTC funding and also facilitate new or larger partnerships between local industry and CTCs.**

IMPLEMENTATION STRATEGY

The committee's goal in Pennsylvania CTC reform is to create a system for CTE that best prepares students for future careers and continuing education while providing a worker pipeline to satisfy local industry needs. To accomplish this, the committee has put forth recommendations that will make CTCs more

responsive to industry workforce demands and qualifications by increasing industry participation in the administration and funding of CTCs. Enacting these reforms will require a two-pronged approach involving a change in state education policy and a demonstration project.

State education policy can change in two ways: renewal of the Mandate Waiver Program or a change to the Pennsylvania Public School Code, either of which could be added to the next state omnibus education bill. The Mandate Waiver Program, which had a sunset date of June 30, 2010, was a state program that allowed schools to waive Pennsylvania school code requirements and experiment with instruction or administration in order to create a more effective, efficient, or economical educational institution. A renewal of the Mandate Waiver Program that added industry representation to the joint operating committee and also streamlined the committee could allow the suggestion to become a reality.

The other option for state policy change would result from a legislative change to the Pennsylvania Public School Code. An option would be added to the code to allow for industry representation on the joint operating committee. This change to joint operating committees could be done either through added flexibility to article 18 of the Pennsylvania Public School Code, or through a legislative exception given to a demonstration project to allow the project to change the composition of the joint operating committee. Attached to the exception also could be state funding to supplement the proposed reforms suggested by the committee.

A demonstration project funded principally by the Southwestern Pennsylvania foundation community would offer the committee a platform from which to apply its recommended reforms to a particular CTC. This demonstration would work with a local CTC and its sending districts to simulate governance and funding structures similar to the recommended reforms. This project would allow for a fine-tuning of the recommendations and to see if they lead to increases in student preparedness and satisfaction of industry needs. The committee hopes that a well-designed demonstration project with foundation funding would support a smoother transition to legislative change, especially if the project required no state funding. While waiting for state policy to allow for the change in the joint operating committee, the demonstration project could begin implementing the other recommendations put forth in this report.

CTCs are an integral part of a complete secondary educational system. Well-run CTCs serve not only their students but also the business interest of the region. As such they ought to be viewed as a regional asset, fostered and supported not only in their communities but in the commonwealth as a whole. ■



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* Cochairs

APPENDICES

SOUTHWESTERN PENNSYLVANIA CAREER AND TECHNICAL CENTERS

Allegheny County

A.W. Beattie Career Center

9600 Babcock Boulevard
Allison Park, PA 15101
412-366-2800
www.beattietech.com

Forbes Road Career and Technology Center

607 Beatty Road
Monroeville, PA 15146
412-373-8100
www.forbesroad.com

McKeesport Area Technology Center

1960 Eden Park Boulevard
McKeesport, PA 15132
412-664-3664
www.mckasd.net/MAHS

Parkway West Career & Technology Center

7101 Steubenville Pike
Oakdale, PA 15071
412-923-1772
www.parkwaywest.org

Pittsburgh Public Schools

Department of Career and Technical Education

341 S. Bellefield Avenue
Pittsburgh, PA 15213
412-388-8038
www.pghboe.net

Steel Center Area Vocational Technical School

565 Lewis Run Road
Jefferson Hills, PA 15025
412-469-3200
www.scavts.net

Armstrong County

Lenape Tech

2215 Chaplin Avenue
Ford City, PA 16226
724-763-7116
www.lenape.k12.pa.us

Beaver County

Beaver County Career & Technology Center

145 Poplar Drive
Monaca, PA 15061
724-728-5800
www.bcvts.org

Butler County

Butler County Area Vocational-Technical School

210 Campus Lane
Butler, PA 16001
724-282-0735
www.bcvts.tec.pa.us

Fayette County

Connellsville Area Career & Technical Center

720 Locust Street Extension
Connellsville, PA 15425
724-626-0236
www.casdfalcons.org/schools/ctc.php

Fayette County Area Vocational Technical School

175 Georges Fairchance Road
Uniontown, PA 15401
724-437-2721
www.fayettevo-tech.org

Greene County

Greene County Career & Technology Center

60 Zimmerman Lane
Waynesburg, PA 15370
724-627-3106
www.grvt.org

Indiana County

Indiana County Technology Center

441 Hamill Road
Indiana, PA 15701
724-349-6700
www.ictc.ws

Washington County

Mon Valley Career & Technology Center

5 Guttman Avenue
Charleroi, PA 15022
724-489-9581
www.mvctc.tec.pa.us

Western Area Career & Technology Center

688 Western Avenue
Canonsburg, PA 15317
724-746-2890
www.wactc.net

Westmoreland County

Central Westmoreland Career & Technology Center

240 Arona Road
New Stanton, PA 15672
724-925-3532
www.cwctc.org

Eastern Westmoreland Career & Technology Center

4904 Route 982
Latrobe, PA 15650
724-539-9788
www.ewctc.net

Northern Westmoreland Career & Technology Center

705 Stevenson Boulevard
New Kensington, PA 15068
724-335-9389
www.nwctc.k12.pa.us/nwctc

RESOURCES

Interviews

In addition to interviews conducted with individual workforce committee members, the Institute of Politics staff also interviewed the following experts:

Lee Burket

Director, Bureau of Career and Technical Education
Pennsylvania Department of Education

Robert Clark

Associate Professor of Education
Pennsylvania State University

Jackie Cullen

Executive Director
Pennsylvania Association of Career and Technical Administrators

Dustin Gingrich

Research Analyst
Pennsylvania House of Representatives

Clyde Hornberger

Executive Director
Lehigh Career & Technical Institute

Gayle Manley

Senior Educational Program Director/Tech Prep Coordinator
Florida Department of Education

John Marks

Executive Director
Kentucky Office of Career and Technical Education

Maryellen McDonagh

Office for Career/Vocational Technical Education
Massachusetts Department of Elementary & Secondary Education

Kathy Shibley

Director of Vocational-Technical Education
Ohio Department of Education

Publications

ACTE, Issue Brief "Career and Technical Education's Role in Dropout Prevention and Recovery," June 2007. www.acteonline.org.

Clark, Robert W., PhD, "The Operation of Career and Technical Education Programs and Schools in Pennsylvania: A Brief Synopsis."

Jobs for the Future, "Career and Technical Education in Pennsylvania: Opportunities for Commonwealth Policy," February 2005. www.jff.org.

Pennsylvania House of Representatives, "Keystone Commission Report on Education for Employment in the 21st Century," 2001.

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