

**Student and Course Based Funding for
Career and Technical Education**

**Utah State Board of Education Report
Education Interim Committee
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Background Information

In the 2012 General Legislative Session Senate Bill 2 required the State Board of Education to conduct a study and provide a report back to the legislature on Career and Technical Education (CTE) Student and Course Based Funding. This report contains background information of the CTE add-on funding formula prior to 1995 and recent changes to ensure accountability for CTE programs. Potential funding factors that could be used in future funding formulas are explored.

Legislative Intent Language 2012 Session

The following is intent language from Senate Bill 2:

The Legislature intends that the State board of Education study a student-based funding allocation model for the Career and Technical Education (CTE) Add-on program that takes into account the relative cost difference associated with providing various CTE programs and does not exceed current funding levels appropriated for the program but may include an annual adjustment for student enrollment growth. The Legislature intends that the State Board of Education report to the Education Interim Committee, the Public Education Appropriations Subcommittee, and the Executive Appropriations Committee by October 2012 the potential allocations models developed by the State Board of Education.

Since the legislative session, a study has been conducted of the district CTE add-on funding. Meetings have been conducted with key district personnel and state staff. Information was collected from current and former district personnel. Models of funding were collected from other states. Research on high-wage, high-demand, high-skill occupations has been reviewed. A review of the state statute for allocating CTE add-on funding prior to 1995 was conducted which required funding be generated based on the cost of the CTE course. Funding allocation models using various factors of weighting have been examined.

History of Funding Formula and Allocation for CTE Funds

CTE add-on programs in the Minimum School Program (MSP) provide funding to Local Education Agencies (LEAs) to pay for the higher costs associated with CTE courses and programs. Weighted Pupil Units (WPU) generated by the program formula are multiplied by the add-on WPU value determined by the legislature. Programs are funded using prior-year membership hours of students enrolled in CTE courses during the prior school year. Funding is distributed to the LEAs based on Average Daily Membership (ADM) in approved CTE courses for the previous year.

Prior to 1995, CTE funds were allocated to districts in "approved programs according to annually updated weightings based on direct costs data from eligible recipients." Annually a committee would review financial data and establish three different funding levels for each CTE course as required by statute. During the 1995 legislative session the statute was changed because an extensive legislative review found this method of funding was not effective. It was found that the funding levels based on the cost of the course was difficult to manage and funding did not necessarily go to higher cost programs, nor result as an incentive to provide high cost programs. With input from legislative staff different funding accountability measures were implemented.

Change in Statute 1995

District Applied Technology Education

53A-17a-113. Weighted pupil units for applied technology education programs – Program levels – Bonus payments.

- (1) There is appropriated to the State Board ~~for~~ for Applied Technology Education, hereafter referring to in this section as the board an amount of ~~[\$27,874,680 (17,335)]~~ \$31,854,944 (19,052 weighted pupil units) to pay the added instructional costs of ~~[State Board for Applied Technology Education]~~ approved applied technology education programs ~~[in secondary schools, district applied technology centers, skills centers, and applied technology schools].~~
 - (a) Included in the ~~[\$27,874,680]~~ \$31,854,944 appropriation is an amount of ~~[\$667,320 (415)]~~ \$697,224, (417 weighted pupil units) for summer applied technology agriculture programs.
 - (b) These monies are allocated to eligible recipients as provided in Subsections (2), (3), and (4).
- (2) Weighted pupil units are computed for pupils in approved programs ~~[according to annually updated weightings based on direct costs data from eligible recipients].~~
 - (a) The board shall ~~[cluster]~~ fund approved programs ~~[into three levels which represent costs of three general types]~~ based upon hours of membership of 9th through 12th grade students.
 - ~~[(i) Level I consists of programs which require little equipment and can accommodate relatively large numbers of students at relatively low costs.]~~
 - ~~[(ii) Level II consists of programs with a medium or average cost and number of students.]~~
 - ~~[(iii) Level III consists of programs requiring rather expensive equipment and relatively small class sized or both.]~~
 - (b) ~~[(i) Approved programs shall meet placement and competency]~~ The board shall use an amount not to exceed 20% of the total appropriation under this section to fund approved programs based on performance measures such as placement and competency attainment defined in standards set by the [state] board for districts to qualify for applied technology funding.
 - ~~[(ii) Programs which do not meet state board standards are reimbursed at the WPU level without applied technology add on.]~~
 - ~~[(c)(i) Programs that exceed the board's placement and competency standards for students may receive bonus payments.]~~
 - ~~[(ii) The board may place an amount not to exceed 7.5% of the total add-on revenues into an incentive fund to provide for these bonus payments.]~~
 - ~~[(iii) Bonus payments are distributed on a prorated bases for each individual who meets the board standard as a portion of the statewide total.]~~
 - ~~[(d)]~~ (c) Leadership organization funds shall constitute an amount not to exceed 1% of the total appropriation under this section, and ~~[are]~~ shall be distributed to each local educational agency sponsoring applied technology student organizations in a ratio representing the agency's share of the state's total membership in those organizations.
 - ~~[(e)]~~ (d) The [state] board shall make the necessary calculations [to establish costs, weightings, levels, and incentive payments;] for distribution of the appropriation to school districts and may revise and recommend changes necessary for achieving equity and ease of administration [in successive years of implementation].

CTE Funding Accountability Measures Implemented Since Funding Allocation Change in 1995

After the statute was changed in 1995 the legislature and legislative fiscal analyst's office provided guidance in implementing improved funding accountability systems for CTE. The goal has been to improve standards and accountability and to ensure courses and programs were in pathways which meet the needs of business and industry. The State Board and State Office of Education staff continue to ensure high quality CTE programs and the appropriate use of CTE add-on funding. As CTE positions itself to help meet the goal of having 66% of Utah citizens with a post-secondary certificate or degree the need for more students to complete CTE pathways in certificates, apprenticeships, as well as two and four year degrees in CTE content areas is recognized. Over the recent years procedures have been implemented to help CTE programs be more nimble and responsive to the needs of industry. Recent reports from the Georgetown Center for Workforce and the Pathways to Prosperity report from Harvard provide data CTE is using as program decisions are made.

Below are items that utilized in CTE program improvement:

1. CTE "Program Approval" for LEA Funding

In order for the LEA to receive funding for CTE courses specific criteria has to be met. Evaluation of courses and programs is conducted through on-side reviews and annual data submission and review. Some of the criteria include a review of:

- CTE Programs Based on (1) local, regional, state, and national labor market projections; (2) advisory committee information; and (3) follow-up data.
- Current Learning Resources, Equipment and Facilities
- Classroom Instruction Consistent with Industry Standards
- Qualified Instructional Staff
- Skill Certification

2. State Approved CTE Course Criteria

In order for a course to receive CTE district add-on funding the course goes through a review process that includes criteria such as:

- The course is in a pathway leading to a high wage, high demand, high skill occupation
- Articulation to a post-secondary program
- Meets industry standards
- Includes a skill certificate exam

3. Competency – Skill Certificate Program

A portion of the CTE District Add-on funds are allocated based on student performance on the CTE Skill Certification Exams. This practice was started in 1995 when the legislature allowed a portion of the funding to be distributed on accountability measures.

4. State Set A Side Funds

One effective way to encourage and ensure innovation was the use of the \$2.8 million State Set A Side Funds allocated by the legislature. This allocation provided the ability to provide innovation, encourage updating of facilities, and meet the needs of the workforce (i.e. auto labs were brought up to national standards, IT programs were initiated, per-engineering courses were started, new high schools had incentives for new high wage, high demand programs). This funding was cut in the 2009 legislative session.

Possible Considerations

CTE add-on funding allocation models were studied as outlined in the intent language *“that takes into account the relative cost difference associated with providing various CTE programs.”* Based on the thorough review conducted prior to 1995 it is the recommendation of the State Board and the State Office of Education that this funding weighting of cost alone should not be implemented again. The system of weighting course was complex and did not necessarily have the intended outcome of encouraging districts to offer high cost programs.

Additional factors in combination with the relative cost difference associated with providing various CTE programs (in addition to the Average Daily Membership-ADM) could be considered in a new funding distribution model. The following factors could be utilized and some are displayed in attached spreadsheets.

Factor A: Cost of Providing the CTE Course Weighting

Factor B: High-Skill of the CTE Course Weighting

Factor C: High-Wage of the CTE Course Weighting

Factor D: High-Demand of the CTE Course Weighting

Factor F: CTE Pathway Course Skills Test and Passed Weighting

Factor G: Non-Traditional Career

Factor H: Enrollment by Headcount

Factor J: Students Passing Industry or State Recognized Certificates

All of the factors listed above have not been thoroughly examined with future allocation of CTE funding statewide. Only example weighting models has been developed for consideration. Detailed funding distribution models need to be developed for all LEAs taking into consideration factors and the intended outcome.

Issues identified with potential factors and weighting are as follows:

- A course may be in a CTE Pathway that leads to a high-skill, high-wage, high-demand occupation, but the course may not be a high cost course. (For example the course requires a basic classroom, little equipment/technology, and does not require a low class size.)
- There may be relatively high cost CTE courses where the outcome is a lower wage and lower demand job.
- Small schools, including charter schools have difficulty offering a sequence of rigorous CTE courses leading to a post-secondary certificates and degrees in Pathways. Any change to CTE funding should consider impacts to small schools.
- The Georgetown’s Center on Workforce Researchers suggest funding high school CTE with high-skill, high-wage, high-demand weightings should be used with caution. The time lags on projections needs to be considered. Their recommendation is that any consideration of this type of funding should be given at the end of the program of study in post-secondary programs rather than the beginning in secondary systems.
- Clear intended outcomes/consequences need to be considered as alternative funding models are considered and changed.

Possible Use of Weightings for Distribution of CTE Funding

Example of Some Utah Occupational Projections 2010-2020				
Description of Occupation	Star Rating	Growth Rate (Demand)	Median Hourly Wages	Preparation (Skill)
Computer and Information Systems Manger	5	2.6%	\$51.60	Bachelor Degree
Computer Systems Analyst	5	2.8%	\$33.90	Bachelor Degree
Mechanical Drafter	4	2.6%	\$20.80	Associate Degree
Nurse	5	3.3%	\$28.60	Associate Degree
Dental Assistant	3	3.4%	\$14.90	Some Postsecondary Non-degree Award
Chef and Head Cook	2	0.8%	\$18.10	High School Diploma
Electricians	4	4.4%	\$21.80	Apprenticeship
Automotive Service Technician and Mechanic	4	2.2%	\$18.60	Long-term Training Postsecondary

Source: Utah Dept of Workforce Services, July 2012

Possible Weightings			
High Demand	High Wage <i>(25% more than the median salary in Utah)</i>	High Skill	Cost of Course to Provide
3 = 3.0% and above 2 = 2.0–3.0% 1 = below 2.0%	3 = \$29.00 or above 2 = \$19.50 - \$29.00 1 = \$14.50 or under <i>(per hour)</i>	3 = Bachelors or higher 2 = Associates year degree, 1, year certificate, 600 hour certificate or state licensure 1 = high school diploma or on the job training	3 = TBD 2 = TBD 1 = TBD

Example 1 - Use of Weightings to ADM for CTE Funding Distributions				
CTE Course in Program of Study/ Pathway	High Demand	High Wage	High Skill	Demand, Wage, Skill Total
Computer Information Systems Manger	2	3	3	8
Computer Systems Analyst	2	3	3	8
Mechanical Drafter	2	2	2	6
Nurse	3	3	2	8
Dental Assistant	3	1	2	6
Chef and Head Cook	1	1	1	3
Electricians	3	2	2	7
Automotive Service Technician/Mechanic	2	2	2	6

Example 2- Use of Weightings to ADM for CTE Funding Distributions						
CTE Course in Program of Study/ Pathway	High Demand	High Wage	High Skill	Demand, Wage, Skill Total	Cost	Demand, Wage, Skill, Cost Total
Computer Information Systems Manger	2	3	3	8	3	11
Computer Systems Analyst	2	3	3	8	3	11
Mechanical Drafter	2	2	2	6	2	8
Nurse	3	3	2	8	2	10
Dental Assistant	3	1	2	6	3	9
Chef and Head Cook	1	1	1	3	2	5
Electricians	3	2	2	7	3	10
Automotive Service Technician/Mechanic	2	2	2	6	3	9

EXAMPLE - Possible Weighting for CTE Add-on Funding Distribution - FY 2014 (Alpine District Only)

October 10, 2012

CIP	Core Code	Fund	Prog	Description	Pathways		Assigned Pathway Designations						Skills Test + Rigor + Non-Trad Total Weighting	Cost Level	Enrolled 2012 (Alpine Only)	Enrolled Weight (Alpine Only)	Total Weighting + Cost Level + Enrolled Weighting	
					Course w/ Found. & Skills Test	Elective & Skills Test	Rigor	Traditional	Rigor Total Weighting	High Skill	High Wage	High Demand						Female
01.0111	30-01-00-00-010	01	AG	Agricultural Business and Management		1	2	2	1	2		5	8	2			10	
01.0211	30-01-00-00-030	01	AG	Agricultural Systems and Technology I	2		2	0	1	2		3	7	3	457	457	1	11
01.0221	30-01-00-00-040	01	AG	Agricultural Systems and Technology II	2		2	0	1	2		3	7	3	137	137	1	11
01.0231	30-01-00-00-001	01	AG	Advanced Agricultural Mechanics			2	0	1	2		3	5	3			8	
01.0241	30-01-00-00-020	01	AG	Agricultural Machinery Technology			2	0	1	2		3	5	3			8	
01.0311	30-01-00-00-050	01	AG	Agricultural Science I	2		2	2	1	2		5	9	2	119	119	1	12
01.0321	30-01-00-00-060	01	AG	Agricultural Science II	2		2	2	1	2		5	9	2	35	35	1	12
01.0331	30-01-00-00-070	01	AG	Agricultural Science III		1	2	2	1	2		5	8	2			10	
01.0351	30-01-00-00-116	01	AG	Aquaculture, Introductory			2	2	1	2		5	7	3	127	127	1	11
01.0361	30-01-00-00-115	01	AG	Aquaculture, Advanced			2	2	1	2		5	7	3			10	
01.0631	30-01-00-00-150	01	AG	Floriculture and Greenhouse Mgt - Year	2		0	0	1	2		1	5	3	195	195	1	9
01.0642	30-01-00-00-165	01	AG	Nursery Operation			0	0	1	2		1	3	3			6	
01.0651	30-01-00-00-110	01	AG	Applied Ornamental Horticulture Programs			0	0	1	2		1	3	2			5	
01.0802	30-01-00-00-015	01	AG	Agricultural Communications & Leadership		1	2	2	1	2		5	8	1	144	144	1	10
02.0112	30-02-00-00-050	01	AG	Biology - Agricultural Science	2		2	2	1	2		5	9	3	693	693	2	14
02.0211	30-02-00-00-040	01	AG	Animal Science I	2		2	2	1	2		5	9	3	514	514	1	13
02.0221	30-02-00-00-070	01	AG	Equine Science - Year		1	2	2	1	2		5	8	3			11	
02.0222	30-02-00-00-072	01	AG	Equine Science - Semester A		1	2	2	1	2		5	8	3	94	94	1	12
02.0223	30-02-00-00-074	01	AG	Equine Science - Semester B		1	2	2	1	2		5	8	3			11	
02.0231	30-02-00-00-090	01	AG	Veterinary Assistant			2	2	1	2		5	7	3			10	
02.0235	30-02-00-00-095	01	AG	Vet Science: Veterinary Technician			2	2	1	2		5	7	3			10	
02.0241	30-02-00-00-001	01	AG	Animal Science II	2		2	2	1	2		5	9	3			12	
02.0251	30-02-00-00-060	01	AG	Dairy Herd Management Program			2	2	1	2		5	7	2			9	
02.0261	30-02-00-00-085	01	AG	Swine Herd Management			2	2	1	2		5	7	2			9	
02.0411	30-02-00-00-080	01	AG	Plant and Soil Science I	2		2	2	1	2		5	9	2	295	295	1	12
02.0421	30-02-00-00-010	01	AG	Plant and Soil Science II	2		2	2	1	2		5	9	2			11	
03.0111	30-03-00-00-001	01	AG	Natural Resource Science I	2		2	2	0	2		4	8	1	119	119	1	10
03.0113	30-03-00-00-003	01	AG	Natural Resource Science I - Semester A		1	2	2	0	2		4	7	1			8	
03.0121	30-03-00-00-010	01	AG	Natural Resource Science II	2		2	2	0	2		4	8	1			9	
08.0101	37-01-00-00-060	01	ME	Fashion Merchandising		1	2	2	1		1	5	7	2	93	93	1	10
08.0199	37-01-00-00-070	01	ME	Fashion Merchandising Advanced		1	0	2	1			3	4	3	31	31	1	8
08.0211	37-01-00-00-150	01	ME	Leadership Management Principles		1	2	2	1		1	5	7	1	248	248	1	9
08.0301	37-01-00-00-040	01	ME	Entrepreneurship - Marketing	2		2	2	1		1	5	8	2	85	85	1	11
08.0601	37-01-00-00-030	01	ME	Economics - Marketing		1	0	2	1			3	4	1			5	
08.0705	37-01-00-00-240	01	ME	Retailing	2		0	2	1			3	5	3	65	65	1	9
08.0705	37-01-00-13-240	01	ME	Retailing Conc. Enroll	2		0	2	1			3	5	3			8	
08.0707	37-01-00-00-180	01	ME	Marketing - Introduction			0	2	1			3	3	2			5	

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October 10, 2012

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					Course w/ Found. & Skills Test	Elective & Skills Test	Rigor	Additional	Rigor Weighting	High Skill	High Wage						High Demand
08.0709	37-01-00-00-190	01	ME	Marketing #2	2		0	2	1		3	5	2			7	
08.0710	37-01-00-00-025	01	ME	Customer Service			2	2	1		5	6	1			7	
08.0711	37-01-00-00-165	01	ME	Marketing #1	2		0	2	1		3	5	2			7	
08.0802	37-01-00-00-200	01	ME	Social Media Marketing		1	2	2	1	2	5	8	3			11	
08.0901	37-01-00-00-100	01	ME	Travel and Tourism	2		2	2	1		5	8	2	58	58	1	11
08.0901	37-01-00-13-100	01	ME	Travel and Tourism Conc. Enroll	2		2	2	1		5	8	2			10	
08.0903	37-01-00-00-260	01	ME	Sports & Entertainment Marketing		1	2	2	1		5	6	2	418	418	1	9
08.1701	37-01-00-00-220	01	ME	Real Estate		1	2	2	1		5	6	2	91	91	1	9
08.7999	37-01-00-00-130	01	ME	International Marketing			0	2	1		3	3	2			5	
08.9904	37-01-00-00-001	01	ME	Advertising / Promotion		1	2	2	1		5	7	2			9	
10.0201	40-01-00-00-005	01	TE	Television Broadcasting 1	2		2	2	1	2	5	9	3	400	400	1	13
10.0202	40-01-00-00-010	01	TE	Television Broadcasting 2			2	2	1	2	5	7	3	547	547	1	11
10.0203	40-01-00-00-030	01	TE	Video Production 1	2		2	2	1	2	5	9	3	788	788	2	14
10.0204	40-01-00-00-035	01	TE	Video Production 2			2	2	1	2	5	7	3	69	69	1	11
10.0205	40-01-00-00-040	01	TE	Radio Broadcasting 1			2	2	1	2	5	7	3			10	
10.0206	40-01-00-00-045	01	TE	Radio Broadcasting 2			2	2	1	2	5	7	3			10	
10.0301	40-10-00-00-040	01	TE	Intro to Graphic Communications	2		2	2	1	2	5	9	3			12	
10.0302	40-10-00-00-042	01	TE	Intermediate Graphic Communications	2		2	2	0	2	4	8	3			11	
10.0303	40-10-00-00-044	01	TE	Advanced Graphic Communications		1	2	2	0	2	4	7	3			10	
10.0304	40-10-00-00-046	01	TE	Digital File Preparation		1	2	2	0	2	4	7	3			10	
10.0305	40-10-00-00-048	01	TE	Introduction to Screen Painting		1	2	2	0	2	4	7	2			9	
11.0101	35-02-00-00-005	01	IT	Introduction to Information Technology		1	2	2	1	2	5	8	3	99	99	1	12
11.0199	35-02-00-00-199	01	IT	New and Emerging Technologies			2	2	1		5		3				
11.0201	35-02-00-00-030	01	IT	Computer Programming I	2		2	2	1	2	5	9	3	197	197	1	13
11.0202	35-02-00-00-040	01	IT	Computer Programming II	2		2	2	1	2	5	9	3	38	38	1	13
11.0203	35-02-00-00-048	01	IT	Mobile Development Fundamentals	2		2	2	1		5		3			3	
11.0210	35-02-00-00-010	01	IT	Digital Media I	2		2	2	1	2	5	9	3			12	
11.0211	35-02-00-00-011	01	IT	Digital Media II	2		2	2	1	2	5	9	3	76	76	1	13
11.0215	35-02-00-00-070	01	IT	3D Graphics	2		2	2	1	2	5	9	3	34	34	1	13
11.0216	35-02-00-00-075	01	IT	3D Animation	2		2	2	1	2	5	9	3	29	29	1	13
11.0230	35-02-00-00-060	01	IT	Web Development I	2		2	2	1	2	5	9	3			12	
11.0301	35-02-00-00-021	01	IT	Database Development	2		2	2	1	2	5	9	3			12	
11.0410	35-01-00-00-001	01	IT	Certified Novell Administrator (CNA)	2		2	2	1	2	5	9	3			12	
11.0420	35-01-00-00-010	01	IT	Cisco Certified Networking Assoc (CCNA)	2		2	2	1	2	5	9	3			12	
11.0430	35-01-00-00-020	01	IT	Microsoft Certified Professional (MCP)	2		2	2	1	2	5	9	3			12	
11.0440	35-01-00-00-030	01	IT	Network+	2		2	2	1	2	5	9	3			12	
11.0440	35-01-00-13-030	01	IT	Network+ Conc. Enroll	2		2	2	1	2	5	9	3			12	

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					Course w/ Found. & Skills Test	Course w/ Elective & Skills Test	Rigor	Traditional	Rigor Total Weighting	High Skill	High Wage						High Demand
11.0450	35-01-00-00-036	01	IT	Security Fundamentals	2		2	2	1	2		5	9	3		12	
110701	35-02-00-00-007	01	IT	Exploring Computer Science (CS)			2	2	1			5		3		3	
11.0801	35-02-00-00-065	01	IT	Web Development II	2		2	2	1	2		5	9	3		12	
110803	32-02-00-00-045	01	IT	Gaming Development Fundamentals			2	2	1			5		3		3	
110804	35-02-00-00-066	01	IT	HTML5 Application Development Fundamentals			2	2	1			5		3		3	
119920	35-01-00-00-040	01	IT	A+ (Computer Repair/Maintenance)	2		2	2	1	2		5	9	3		12	
11.9940	35-01-00-00-025	01	IT	Linux Fundamentals	2		2	2	1	2		5	9	3	17	1	13
140201	38-01-00-00-150	01	TE	Aerospace Engineering - PLTW	2		2	2	1	2		5	9	3		12	
143101	38-01-00-00-092	00	TE	Material Science			2	2	1	2		5	7	3		10	
15.0507	40-05-00-00-020	01	TE	Environmental Technician			2	2	1	2		5	7	3	84	1	11
150614	38-01-00-00-170	01	TE	Introduction to Biomanufacturing			2	2	1	2		5	7	3		10	
150903	40-05-00-00-040	01	TE	Petroleum Technology			2	2	1			5		3			
15.1301	40-10-00-00-030	01	TE	Technical Design 1	2		2	2	1	2		5	9	3	323	1	13
15.1302	40-10-00-00-025	01	TE	Architectural Design 1	2		2	2	1	2		5	9	3	81	1	13
15.1303	40-10-00-00-001	01	TE	Architectural Design 2	2		2	2	1	2		5	9	3	200	1	13
15.1306	40-10-00-00-075	01	TE	Technical Design 2	2		2	2	1	2		5	9	3	94	1	13
20.0102	34-01-00-00-020	01	FC	Child Development	2		2	0	1		1	3	6	2	787	2	10
20.0107	34-01-00-00-001	01	FC	Adult Roles & Responsibilities	2		0	0	1		1	1	4	2	551	1	7
20.0108	34-01-00-00-150	01	FC	Food and Nutrition I	2		2	2	1		1	5	8	3		3	14
200109	34-01-00-00-220	01	FC	Life Management			0	0	1		1	1	2	1			3
20.0110	34-01-00-00-210	01	FC	Interior Design I	2		2	2	0			4	6	2	452	1	9
20.0113	34-01-00-00-090	01	FC	Clothing I	2		2	2			1	4	7	3	805	2	12
20.0118	34-01-00-00-160	01	FC	Food and Nutrition II	2		2	2	1		1	5	8	3	919	2	13
20.0128	34-01-00-00-180	01	FC	Food and Science			2	0	0		1	2	3	3	24	1	7
20.0201	34-01-00-00-040	01	FC	Early Childhood Edu I	2		2	0	1		1	3	6	2	327	1	9
20.0210	34-01-00-00-215	01	FC	Interior Design II	2		2	2	0			4	6	2	151	1	9
20.0211	34-01-00-00-050	01	FC	Early Childhood Edu II		1	2	0	1		1	3	5	2	134	1	8
20.0212	34-01-00-00-095	00	FC	Early Childhood Intern			2	0	1		1	3	4	1	4	1	6
20.0213	34-01-00-00-092	01	FC	Clothing II	2		2	2	0		1	4	7	3	201	1	11
20.0301	34-01-00-00-080	01	FC	Designer Sewing / Fashion Design			2	2	0		1	4	5	3	50	1	9
20.0306	34-01-00-00-140	01	FC	Fashion Strategies	2		2	2	0		1	4	7	2	151	1	10
20.0401	34-01-00-00-170	01	FC	Food Service / Culinary Arts	2		2	2	1		1	5	8	3	106	1	12
200411	34-01-00-00-255	01	FC	ProStart I	2		2	2	1		1	5	8	3			11
20.0501	34-01-00-00-010	01	FC	Advanced Interior Design			2	2	0			4	4	2	31	1	7
20.0511	34-01-00-00-257	01	FC	ProStart II		1	2	2	1		1	5	7	3	334	1	11
200601	34-01-00-00-190	01	FC	Hospitality Services			2	2	1		1	5	6	2			8
200701	34-01-00-00-100	01	FC	Entrepreneurship - Family & Consumer Sci			2	2	1		1	5	6	1			7

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					Course w/		Rigor			Additional							Rigor Total Weighting
					Found. & Skills Test	Elective & Skills Test	High Skill	High Wage	High Demand	Female	Male						
21.0104	38-01-00-00-040	01	TE	Foundations of Technology		1	2	2	1	2		5	8	3	129	1	12
21.0105	38-01-00-00-080	01	TE	Physics with Technology		1	2	2	1	2		5	8	3	1698	3	14
210107	38-01-00-00-050	01	TE	Industrial / Agricultural Technology			2	0	1	2		3	5	3			8
210112	38-01-00-00-001	01	TE	Advanced Technology Education		1	2	2	1	2		5	8	3			11
210113	38-01-00-00-120	01	TE	Intro to Engineering Technology			2	2	1	2		7		3			3
21.0114	38-01-00-00-075	01	TE	Pre-engineering			2	2	1	2		5	7	3	199	1	11
21.0115	38-01-00-00-037	01	TE	Engineering Design			2	2	1	2		5	7	3	142	1	11
210116	38-01-00-00-073	01	TE	Materials and Processes			2	2	1	2		5	7	3			10
210117	38-01-00-00-130	01	TE	Automation & Robotics			2	2	1	2		5	7	3			10
210120	38-01-00-00-033	01	TE	Intro to Engineering Design - PLTW	2		2	2	1	2		5	9	3			12
210121	38-01-00-00-008	01	TE	Digital Electronics - PLTW	2		2	2	1	2		5	9	3			12
210122	38-01-00-00-078	01	TE	Principles of Engineering - PLTW	2		2	2	1	2		5	9	3			12
210123	38-01-00-00-003	01	TE	Computer Integrated Manufacturing - PLTW	2		2	2	1	2		5	9	3			12
210124	38-01-00-00-036	01	TE	Engineering Design & Development - PLTW			2	2	1	2		5	7	3			10
210125	38-01-00-00-002	01	TE	Civil Engineering and Architecture -PLTW	2		2	2	1	2		5	9	1			10
32.0199	41-00-00-00-030	01	VO	Critical Workplace Skills			2	2	1	2	1	5	8	1	349	1	10
43.0107	40-06-00-00-001	01	TI	Law Enforcement	2		2	2	1	2		5	9	1	416	1	11
430203	40-06-00-00-010	01	TI	Fire Science			2	0	1	2		3	5	2			7
450702	35-02-00-00-080	01	IT	Introduction to Geographic Information Systems (GIS)			2	2	1	2			7	2			9
450705	35-02-00-00-090	01	IT	GIS Remote Sensing			2	2	1	2			7	2			9
460000	40-08-00-00-035	01	TI	Construction Trades Foundation	2		2	2	1	2		5	9	3			12
460101	40-08-00-00-080	01	TI	Masonry / Tile Setting			2	2	1	2		5	7				7
46.0201	40-08-00-00-010	01	TI	Carpentry 1	2		2	2	1	2		5	9		60	1	10
460202	40-08-00-00-015	01	TI	Carpentry 2			2	2	1	2		5	7				7
460302	40-08-00-00-050	01	TI	Electrician 1	2		2	2	1	2		5	9				9
460304	40-08-00-00-055	01	TI	Electrician 2			2	2	1	2		5	7				7
460499	40-08-00-00-020	01	TI	Concrete Placing and Finishing			2	2	1	2		5	7				7
460501	40-08-00-00-100	01	TI	Plumbing 1	2		2	2	1	2		5	9				9
460502	40-08-00-00-105	01	TI	Plumbing 2			2	2	1	2		5	7				7
47.0105	40-09-00-00-040	01	TI	Basic Electronics	2		2	2	1	2		5	9	3	54	1	13
470107	40-09-00-00-045	01	TI	Advanced Electronics			2	2	1	2		5	7	3			10
470108	40-09-00-00-047	01	TI	Digital Electronics			2	2	1	2		5	7	3			10
470201	40-09-00-00-050	01	TI	Heating / Air Conditioning / Refrig			2	2	1	2		5	7				7
470603	40-09-00-00-010	01	TI	Collision nonstructural&Structual Repair	2		2	2	1	2		5	9				9
47.0604	40-09-00-00-020	01	TI	Introduction to Automotive	2		2	2	1	2		5	9	3	455	1	13
47.0605	40-09-00-00-060	01	TI	Diesel Technician			2	2	1	2		5	7		48	1	8
470606	40-09-00-00-090	01	TI	Small Vehicle Technician			2	2	1	2		5	7				7

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					Course w/ Found. & Skills Test	Elective & Skills Test	Rigor	Traditional	Rigor Total Weighting	High Skill	High Wage	High Demand						Female
470613	40-09-00-00-065	01	TI	Medium/Heavy Vehicle Systems								5	7				7	
470623	40-09-00-00-015	01	TI	Collision Refinishing & Painting								5	7				7	
470624	40-09-00-00-021	01	TI	ASE General Service Technician								5	7	3			10	
470634	40-09-00-00-022	01	TI	ASE Brakes	2							5	9	3			12	
47.0634	40-09-00-13-022	01	TI	ASE Brakes Conc Enroll	2							5	9	3	4	4	1	13
470644	40-09-00-00-023	01	TI	ASE Steering & Suspension	2							5	9	3			12	
470654	40-09-00-00-024	01	TI	ASE Electrical/Electronics	2							5	9				9	
47.0664	40-09-00-00-025	01	TI	ASE Engine Performance	2							5	9	3	106	106	1	13
480503	40-10-00-00-070	01	TI	Machinist Technician / CNC	2							5	9				9	
480506	40-10-00-00-090	01	TI	Sheet Metal								3	5				5	
480506	40-10-00-13-090	01	TI	Sheet Metal Conc Enroll								3	5				5	
48.0508	40-10-00-00-110	01	TI	Welding Technician - Entry Level	2							5	9	3	330	330	1	13
48.0510	40-10-00-00-112	01	TI	Welding Technician - Intermed Level	2							3	7	3	112	112	1	11
480512	40-10-00-00-114	01	TI	Welding Technician- Advanced Level		1						3	6	3			9	
480514	40-10-10-00-080	01	STS	Metalworking I														
48.0701	40-10-00-00-120	01	TI	Woodworking	2							5	9	3	1102	###	2	14
48.0702	40-10-00-00-130	01	TI	Furniture Design & Manufacturing	2							5	9	3	117	117	1	13
48.0703	40-10-00-00-020	01	TI	Cabinet Making and Millwork	2							5	9	3	93	93	1	13
50.0401	40-13-00-00-020	01	TI	Design and Visual Communications	2							5	9	3	48	48	1	13
50.0402	40-13-00-00-001	01	TI	Commercial & Advertising Art								3	3	3	487	487	1	7
50.0404	40-13-00-00-030	01	TI	Industrial Design								2	2	3			5	
50.0406	40-13-00-00-010	01	TI	Basic Film Photography	2							5	9	3	371	371	1	13
50.0407	40-13-00-00-012	01	TI	Basic Digital Photography	2							5	9	3	1441	###	3	15
50.0408	40-13-00-00-015	01	TI	Advanced Commerical Photography								5	5	3	272	272	1	9
51.0001	36-01-00-00-090	01	HO	Intro to Health Science		1						5	9	2	243	243	1	12
51.0601	36-01-00-00-020	01	HO	Dental Assistant	2							1	4		232	232	1	5
51.0703	36-01-00-00-160	01	HO	Medical Office Administrative Assistant	2							3	6		4	4	1	7
51.0707	36-01-00-00-170	01	HO	Medical Records Technician								3	4				4	
51.0708	36-01-00-00-180	01	HO	Medical Transcriptionist								3	4				4	
51.0799	36-01-00-00-175	01	HO	Medical Terminology	2							5	10	1	118	118	1	12
51.0801	36-01-00-00-120	01	HO	Medical Assistant	2							5	8		170	170	1	9
51.0805	36-01-00-00-210	01	HO	Pharmacy Technician	2							3	6		74	74	1	7
51.0810	36-01-00-00-070	01	HO	Emergency Medical Responder	2							5	10	3	403	403	1	14
51.0810	36-01-00-13-070	01	HO	Emergency Medical Responder CE	2							5	10	3	80	80	1	14
51.0904	36-01-00-00-030	01	HO	Emergency Medical Technician (EMT)	2							3	7		85	85	1	8
51.0909	36-01-00-00-250	01	HO	Surgical Technician	2							5	8				8	
51.0913	36-01-00-00-040	01	HO	Exercise Science / Sports Medicine	2							5	7	2	321	321	1	10

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					Course w/		Rigor			Additional							Rigor Total Weighting	
					Found. & Skills Test	Elective & Skills Test	High Skill	High Wage	High Demand	Female	Male							
51.1199	36-01-00-00-001	01	HO	Advanced Health Science		1	2	2	1	2	1	5	9	2	347	↓ 347	1	12
51.1201	36-01-00-00-080	01	HO	Biotechnology	2		2	0	1			3	5	3	38	↓ 38	1	9
51.1399	36-01-00-00-110	01	HO	Medical Anatomy & Physiology	2		2	2	1	2	1	5	10	2	1248	↑###	3	15
51.1614	36-01-00-00-190	01	HO	Nurse Assistant (CNA)	2		2	0	1		1	3	6		178	↓ 178	1	7
51.9999	36-01-00-00-150	01	HO	Medical Math			2	2	1	2	1	5	8					8
52.0211	32-02-00-00-140	01	BE	Business Management	2		2	2	1		1	5	8	2	145	↓ 145	1	11
52.0254	32-02-00-00-280	01	BE	Business Web Page Design	2		2	2	1	2	1	5	10	3	256	↓ 256	1	14
52.0264	32-02-00-00-290	01	BE	Advanced Business Web Page Design		1	2	2	1	2		5	8	3	24	↓ 24	1	12
52.0311	32-01-00-00-001	01	BE	Business Math & Personal Finance		1	2	2	1		1	5	7	3	61	↓ 61	1	11
52.0312	32-02-00-00-010	01	BE	Accounting I	2		2	2	1	2	1	5	10	3	421	↓ 421	1	14
52.0322	32-02-00-00-020	01	BE	Accounting II	2		2	2	1		1	5	8	3	201	↓ 201	1	12
52.0332	32-02-00-00-030	01	BE	Accounting III			2	2	1			5	5	3	1	↓ 1	1	9
52.0342	32-02-00-00-040	01	BE	Accounting IV			2	2	1			5	5	3	16	↓ 16	1	9
52.0419	32-02-00-00-216	01	BE	Computer Technology II	2		2	2	1			5	7	3	29	↓ 29	1	11
52.0441	32-02-00-00-130	01	BE	Business Law	2		2	2	1		1	5	8	1	81	↓ 81	1	10
52.0447	32-02-00-00-190	01	BE	Desktop Publishing I	2		2	2	1		1	5	8	3	135	↓ 135	1	12
52.0451	32-02-00-00-150	01	BE	Digital Business Applications		1	2	2	1		1	5	7	3	4	↓ 4	1	11
52.0457	32-02-00-00-191	01	BE	Desktop Publishing II		1	2	2	1		1	5	7	3	115	↓ 115	1	11
52.0461	32-02-00-00-360	01	BE	Word Processing - Basics		1	2	2	1		1	5	7	3	22	↓ 22	1	11
52.0471	32-02-00-00-370	01	BE	Word Processing	2		2	2	1		1	5	8	3				11
52.0511	32-02-00-00-110	01	BE	Business Communication I	2		2	2	1		1	5	8	3	71	↓ 71	1	12
52.0521	32-02-00-00-111	01	BE	Business Communication II	2		2	2	1		1	5	8	3	56	↓ 56	1	12
52.0611	32-02-00-00-200	01	BE	Economics - Business		1	2	2	1			5	6	1	31	↓ 31	1	8
52.0621	32-02-00-00-220	01	BE	Entrepreneurship - Business	2		2	2	1		1	5	8	2	88	↓ 88	1	11
52.0813	32-02-00-00-080	01	BE	Banking and Finance	2		2	2	1			5	7	2	26	↓ 26	1	10
+	32-02-00-00-120	00	BE	Digital Literacy			2	2	1			5	5	3				8