



Resources for CTE Programs

[HB 1891](#) – “Concerning the use of career and technical education resources.” Referred to [Appropriations Committee](#). And [SB 5803](#) – “Concerning the use of career and technical education resources.” Referred to [Early Learning & K12 Education Committee](#).

Current Situation:

Funding (Allocation) for CTE K-12 programs, which are Basic Education, are funding within the prototypical funding formula with additional funding (**RCW [28A.150.260 \(4\)\(c\) and \(9\)](#) exceed general education funding allocations under RCW [28A.150.260](#)**) for the additional costs incurred to meet CTE program standards as found in **RCW [28A.700.010](#)**.

Simply put for CTE, districts receive the full allocation of the general education portion along with the CTE enhancements as generated based on the districts CTE FTE calculation.

The Problem:

Resources/funding from the state are not entirely flowing as intended to all CTE programs equally from district to district across the state. Lost funding is creating inequities of access and quality for students to participate in quality CTE programming from district to district. To one extreme some district programs are no longer affordable and being cut or converted to a lower cost CTE program (i.e., losing shops), to the other, and preferred, some districts are dedicating all CTE funding to their CTE programs.

Why the Need:

With the need to address the skills gap in all industry sectors allowing the use of the CTE enhanced funding in activities unrelated in directly delivering CTE programs is greatly limiting the State’s ability to address the issue for students in the K-12 system.

The districts that are currently “direct charging” CTE for the difference above the state’s staff salary apportionment for their CTE staff along with, but not limited to, counselor salaries, administrative salaries, and even photocopy machines, which is currently allowable, diverts monies intended for CTE students and the functions of quality programs. Regionalization issues depending on district exacerbates the issue depending on how the district is impacted. Regionalization is an acute problem for skill centers due to the fact they are a stand-alone enterprise.

Retain the 5% indirect charge to CTE for district expenditures as currently allowed for expenditures such as these.

How to Help:

Assure funding provided from the state for CTE is used for its intended purpose by all districts across the state with passage of [HB 1891](#) and/or [SB 5803](#).

Resulting in:

State funds, as intended, fully supporting CTE programs in the ability to meet business and industry expectation to maintain and grow high quality CTE programs that address economic development and skilled workforce needs. This supports the academic and economic success of students, and positions CTE in the future development of career connected learning, youth apprenticeships, and student engagement and success.