



The State of Career Technical Education: An Analysis of State Secondary CTE Funding Models

METHODOLOGY

Executive Summary, Research Report and State-by-State Table

The primary sources of information and data that served as the foundation for this project’s executive summary, research report and state-by-state table were a state scan, a survey of State Career Technical Education (CTE) Directors and follow-up interviews.

In early 2022, Advance CTE conducted a scan of state funding explicitly directed to support secondary CTE enrollment, programs and operations in FY 2022 in all 50 states and the District of Columbia. The scan focused on state funds allocated to CTE programs that provide learners in grades 9-12 – whether they are enrolled at comprehensive high schools, technical high schools, career academies or area technical centers – with the academic and technical skills to be successful in the workforce and become lifelong learners. This information was sourced from websites of state agencies with governing and administrative oversight of CTE and from statutory language.

Another primary source of information and data was a survey sent to State CTE Directors in 50 states and the District of Columbia in summer 2022 asking leaders to verify the information Advance CTE collected in the scan, how CTE funding is distributed

at the secondary level, and the amount of appropriations directed to secondary CTE and specific program areas in FY 2022. The response rate was 90 percent, with 46 states responding to the survey. State leaders reviewed and approved their descriptions, confirming the accuracy of content. States that allocated categorical and/or area technical center funding were given the opportunity to verify their funding approach via email in spring 2023. Interviews were conducted with State CTE Directors and local administrators in select states in fall 2022 and spring 2023 to provide additional context. FY 2012 information in the table and definitions for foundational and categorical funding/ approaches were derived from a report published by the U.S. Department of Education and prepared by RTI International on research about how states allocated categorical funds for CTE during the academic year 2011-12 and the amounts of those allocations.¹

State Case Studies

The survey of State CTE Directors and interviews were used as the primary source for the three state case studies – Massachusetts, North Dakota and Texas. A semi-structured interview protocol was designed to guide the interviews. State case studies were also supplemented with additional research. State CTE leaders reviewed and approved their case studies, offering feedback and confirming the accuracy of content.



MASSACHUSETTS



NORTH DAKOTA



TEXAS



Map

The methodology outlined in the following paragraphs describes how the map was constructed and how the variables are defined.

Data shown on the interactive map is derived from two sources: (1) a survey of State CTE Directors and (2) the American Community Survey (ACS). The former was conducted by the Advance CTE during summer 2022.

ACS is based on a nationally representative survey of households – and all persons residing in the household – conducted each year. The most recent year of ACS data available is 2021. During that year, roughly 3 million households nationwide were contacted as part of ACS’ data collection efforts. For the interactive map, weights are used to adjust for different person- and geographic-level sampling probabilities and non-responses. The resulting state-level (weighted) estimates shown on the interactive map are representative of more than 330 million individuals in the United States.

The specific socio-demographic and economic variables from ACS that are shown on the interactive map are:

- **State** is where the household is located, using the Federal Information Processing Standards coding scheme. The District of Columbia is included but not any inhabited territory, such as Puerto Rico.
- **Age** is the person’s age in years as of the last birthday. This variable is used to create an indicator of whether a person was 21 years old or older.
- **Race** reflects the change implemented by the Census Bureau in 2000 that allows individuals to identify as many races as they feel necessary to describe themselves. Each race category is shown on the map, except for those who identify as Asian or Pacific Islander. These two racial groups are combined into a single race category.
- Persons of Hispanic, Spanish, Latino origin are identified separately from the previous racial categories. Where possible, such persons are classified as being a **Hispanic ethnicity** according to their country of origin. Each race category shown in the map excludes those who also identify as being from a Hispanic, Spanish or Latino ethnicity (e.g., White, non-Hispanic; Black, non-Hispanic). Nevertheless, summing across all the race and ethnicity categories will be more than 100 percent.
- Persons with income participated in the labor force. **Income** is based on each person’s total pre-tax personal income or losses from all sources for the past 12 months.
- Persons who are not employed but seeking work are considered **unemployed**.

For more information about ACS, visit census.gov/programs-surveys/acs

Visit the report website at ctek12funding.careertech.org

1 U.S. Department of Education, Office of Career, Technical, and Adult Education. (2014). *State strategies for financing career and technical education*. <https://files.eric.ed.gov/fulltext/ED555236.pdf>