

FUNDING FOR COMMUNITY COLLEGE CAREER TECHNICAL EDUCATION

- *California Budget Project*
- *California Hospital Association*
- *California Workforce Association*
- *California Labor Federation, AFL-CIO*
- *California Manufacturing and Technology Association*
- *Career Ladders Project for the California Community Colleges*
- *Los Angeles Area Chamber of Commerce*
- *National Council of La Raza*
- *Policy Link*
- *State Building and Construction Trades of California*

Our vision is a broadly shared prosperity.

Our focus is “middle skill” jobs that require significant post-secondary education and training but not necessarily a baccalaureate degree.

Our commitment is to all Californians, including dislocated workers, young men and women of color, disconnected youth, veterans, and welfare recipients.

EDGE supports efforts to increase funding for community college CTE programs



California's failure to adequately support Career Technical Education (CTE) programs has led to a ten-year decline in CTE's share of overall system enrollment, which

threatens to undermine the state's ability to meet the need for skilled workers in key and emerging regional industries. The decline in CTE course offerings also has serious implications for California's community college students. New data from the Chancellor's office suggest that median wages of workers five years after award of an associate's degree in a vocational discipline was \$66,600 compared to \$38,500 for those with non-vocational associate degrees.

Despite their success, however, CTE programs are disadvantaged in the competition for resources within community colleges. These programs often are more expensive to offer than traditional academic (lecture-based) courses due to the need for equipment, lab facilities and staff, smaller class sizes, and more faculty time spent on updating curriculum and engaging with industry and employers. However, colleges receive one set dollar amount for a full-time-equivalent student (FTES) regardless of program cost. Colleges will likely continue to erode their collective portfolio of CTE programs without some relief and incentive.

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The California EDGE Coalition supports structural efforts – such as an enhanced level of funding for CTE courses – as a long-term solution to the decline in CTE programming. In the short-term, we support investing additional fiscal resources and incentives as part of the 2014-15 Budget Act for community college districts to grow CTE programs that build on current regional efforts that respond to regional labor market needs by:

- Augmenting the Economic and Workforce Development line item in 2014-15 for CTE equipment, program development, FTES, and related costs that expand and align capacity, with the intent to provide on-going funding and the development of a fast-track course and program approval process in ensuing years. Enhanced resources would be designed to provide greater incentive to community colleges to expand their CTE offerings.
- Providing for the CCCCCO to proportionately allocate funds to the seven community college regions for distribution by the CCCCCO to colleges/districts for CTE programs that meet the following specified criteria and provide the CCCCCO with the authority to redistribute any unused regional funds to other regions that demonstrate need.
- Distributing monies based upon the following funding criteria:
 1. To qualify for funding, the regional consortia must certify that the courses/programs of study:
 - Be for occupations that are demonstrated to be in-demand in the regional labor market.
 - Be for occupations where regional production is insufficient to meet labor market demand.
 - Have matching resources and in-kind contributions from regional employers, colleges and partners.
 - Have a plan for sustainability.
 - Are most appropriately offered by community colleges, and as appropriate, be articulated with K-12, four year, and/or Adult Education institutions.
 2. Example of allowable expenses:
 - Equipment and software purchase, lease, warranties, installation and maintenance
 - Specialized consumables and software
 - Facilities upgrade required to accommodate the specific equipment on owned or leased facilities
 - Costs related to training faculty on equipment or to conduct training of faculty on competencies required to earn third-party credential related to the use of the equipment.
 - Course and program development costs
 - FTES in courses requiring **high faculty-to-student ratios**
- Specifying the following responsibilities:
 - **The CCCCCO shall be responsible for being the fiscal agent**, monitoring progress toward meeting regional and statewide CTE needs, and establishing match requirements.
 - The regional consortia shall be responsible for certifying labor market demand with input from employer bodies and essential workforce/economic development partners, prioritizing investment of funds according to sectors and occupations and ensuring regional coordination.
 - Individual colleges/districts shall be responsible for identifying eligible programs; participating in regional coordination efforts; articulation with K-12, four year, and/or adult education institutions, as appropriate; and collecting data.