

CTE Enhancement Fund Legislation

From SB852. Headings added for clarity.

Purpose of CTE EF

\$50,000,000 of the funds appropriated in Schedule (17) shall be provided on a one-time basis to create greater incentive for California Community Colleges to develop, enhance, retool, and expand quality career technical education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Funds may be used for equipment, curriculum development, professional development, and other related costs necessary to develop, enhance, retool, and expand quality career technical education offerings.

Basis of Allocation to Regions

The Chancellor of the California Community Colleges shall allocate these funds to the community college regions based on a formula that factors in the total number of full-time equivalent students, including full-time equivalent students in career technical education courses.

Regional Fiscal Agent

The Chancellor of the California Community Colleges shall, in consultation with community colleges within each region, designate either the district then serving as the fiscal agent for the regional consortia or an alternative district to serve as the fiscal agent for these funds.

Criteria

The funds shall be distributed by the fiscal agent to the California Community College districts within the region for career technical education programs that are developed with industry input, matched by industry resources, and adopted by faculty upon certification by the regional consortia. The courses or programs of study for which the funds are requested shall meet all of the following criteria:

- (A) Be for occupations and sectors that are demonstrated to be in demand in the regional labor market.
- (B) Be for occupations for which regional production of employees is insufficient to meet labor market demand.
- (C) Demonstrate regional alignment of program and curricula

Priority for funding shall go to programs that meet all of the criteria listed above and that meet one or more of the following criteria:

- (A) Are in priority sectors identified by the region.
- (B) Are in emerging sectors identified by the region.
- (C) Are articulated with K-12 or four year institutions.

Responsibilities

Individual colleges and districts shall be responsible for identifying eligible programs and their faculty, implementing courses and programs to meet regional capacity needs, participating in regional coordination efforts, articulating with K-12 and four year institutions, and submitting outcome data to the Chancellor of the California Community Colleges.

The regional consortia shall be responsible for certifying labor market demand with input from regional employers and essential workforce and economic development partners, prioritizing investment of funds according to industry sectors and occupations, and ensuring regional coordination.

The district designated as the fiscal agent in each region shall be responsible for distributing the funds to each district within its region following certification by the regional consortia that the courses and programs submitted by the districts and colleges for funding meet the criteria listed in this subdivision.

The Chancellor of the California Community Colleges shall be responsible for administering the distribution of funds to the fiscal agents for each region and monitoring progress toward meeting regional and statewide career technical education needs.

CTE Enhancement Fund - Areas of Focus for Program Development

1. Labor Market Demand Informing, carrying out, validating labor market projections and analysis used during proposal development/evaluation process
2a. Facilitating development of proposals that engage multiple colleges and industry and meet industry needs Facilitating identification of needs/opportunities for each region's prioritized sectors, and engaging colleges and industry in responding to those needs.
2b. Criteria for Proposals Criteria by which proposals will be evaluated. What criteria should be statewide vs what should be regional. What match is required? How is it documented?
3. Marketing and Communications Systems, platforms, messaging/communication strategies for communicating to and engaging field, including CEOs, CIOs, CBOs, CTE Deans, FAQ. How to inspire great proposals. What information needs to be collected along the way to facilitate effective communication of successes. Who are the stakeholders and what communication needs do they have?
4a. Application Process Grant application process/forms/timeline. Web-hosted.
4b. Evaluation How is the effectiveness of these grants measured? What systems, practices are required to have the data necessary to evaluate effectiveness?
4c. Decision Making Structure/Process Guidelines, requirements for decision making structure/process. Who makes decisions about who receives funds? What standards must apply to all regions. What can be unique to a region. How are contested decisions handled?
5. Fiscal Agent Issues Fiscal agent administration issues/responsibilities, requirements, resources required and duration. To what extent are decisions dictated by state policy guidelines, to what extent are these dictated by local policy. Look at RFA for Leadership for Adult Education. Expectations for QoS, monitoring risk management.

Timeline - Tentative

- Funding allocation, Criteria, Timeline to Consultation Council - July 17
- Funding allocation, Criteria, Timeline to Board of Governors - September
- Funds to Regions - October
- Report to Legislature - March 2015
- Funds spent - June 2016

Straw Timeline

DSNs work with COE and RCs to develop tools/capacity for identifying critical needs within sectors, potential college participants, LMI to evaluate need	July-August
RCs define labor market certification and decision-making structure for their region - must have buy-in from CEOs, CIOs, CTE administrators, faculty	July-September
Announcement distributed broadly <ul style="list-style-type: none"> • Regional Webinars for CEOs/CIOs overviewing fund, legislative impetus for fund, work underway to define processes • Availability of DSNs, COE, and RCs to assist in formation of multi-college proposals • Sketches of model proposals distributed 	July - August
RFA Round 1 Funding split into two rounds First for those projects very well-aligned with criteria, existing multi-college/industry relationships, well-developed plans, shovel-ready, exemplary conformance with criteria Mini-grants also available to support convening, facilitation, proposal development for potential multi-college partnerships	October RFA released
DSNs, RCs, COE provide TA to proposers	October
Proposals reviewed and certified for meeting labor market requirements	November
Certified proposals reviewed and prioritized by RC decision making process. Proposals funded. Feedback provided to those not funded.	December
Round 1 Grants awarded - Funds flow to grantees	January
RFA Round 2 Review and refine process for round 2 based on round 1 experience	January
Execute Round 2 RFA process with grants awarded in May	February - May
RCs, 1070 consortia, DSNs, TAPs provide support with regional curriculum alignment, continued industry engagement, data collection	January '15 to June '16
Documentation of outcomes, success stories gathered, presented to stakeholders to support efforts at obtaining additional rounds of funding	2015-16

