

# **Perkins V & CTE Collaborations: Funding & Outcomes**

Ron Selge

Chancellor's Office, California  
Community Colleges

# Funding



# Impact of federal CR

## Washington Budget Report: Sep. 27, 2011

### Government Shutdown Averted (Again)

A government shutdown was avoided last night when Senate leaders reached agreement on a continuing resolution (CR) to fund the government through Nov. 18 at the \$1.043 trillion level included in the debt limit law.

# Impact of federal CR

- 1.5% cut to the advance (75%) payment to states resulting in a 1.29% overall cut.
- The state Perkins grant changed from \$119,242,094 to \$117,708,010.
- The cut affects all parts of the Perkins Grant.

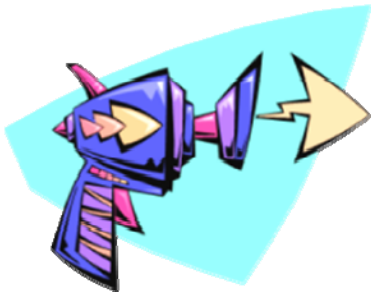
# Impact of federal CR

CCCCO delving into options with least administrative burden

- In online system, change allocation table and qtrly budgets for basic 1-c allocation - down 1.29%, out of largest Budget Line, but local flexibility on actual expenditures. No work plan change needed
- Hold CTE Transitions steady
- Hold State Leadership grants and contracts steady

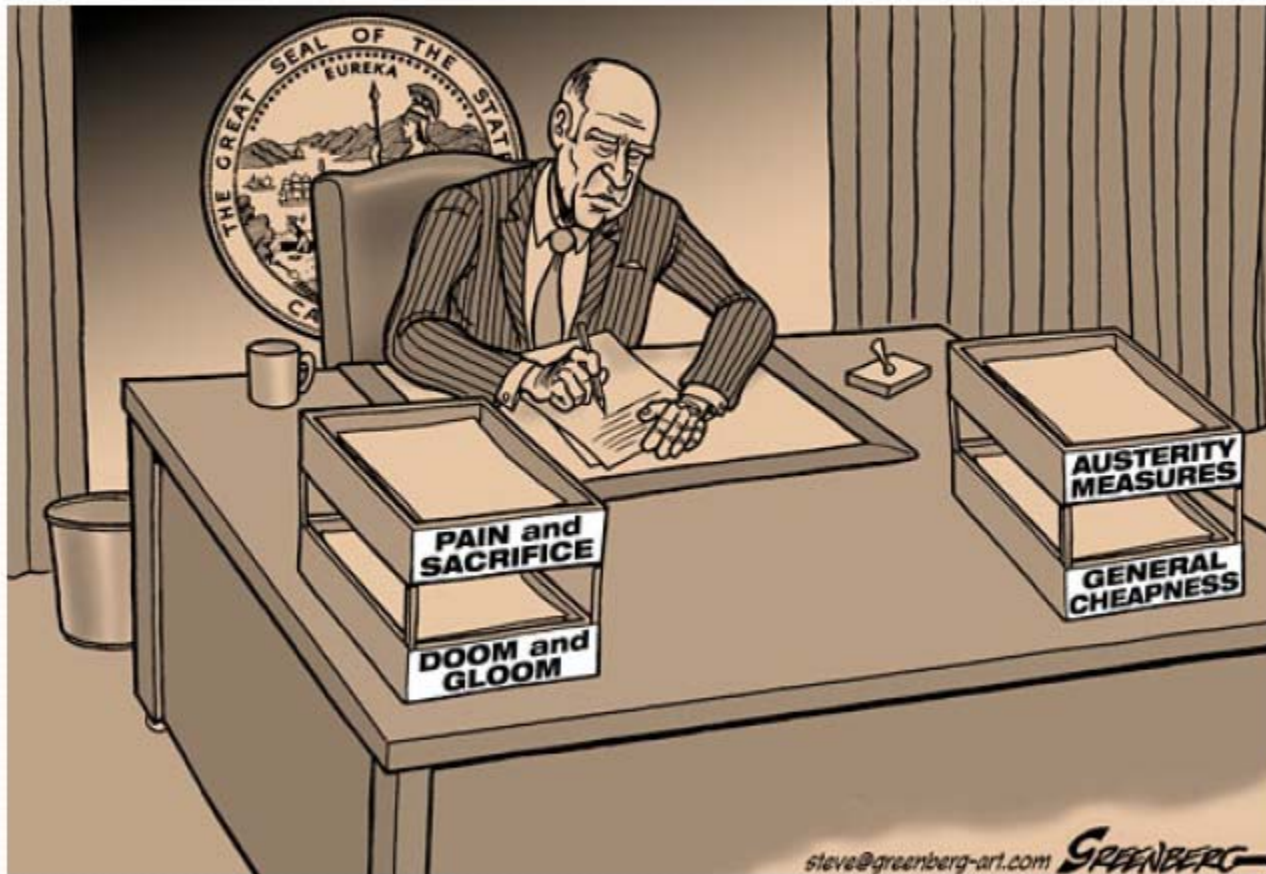
# \$\$ - Triggers

State



Federal

# 2011-12 Budget



# Community Colleges Budget

- \$400 million base cut to apportionments
- Student fee increases from \$26 to \$36, to total \$110 million

# Budget Triggers & Possible Mid-Year Cuts

- Depends on receipt of revenue -  
rosy assumptions
- Tiers ( or “tears” )

Director of Finance finding by December 15th that revenues are not keeping pace with budget assumptions

- Tier 0 – No midyear cuts if at least \$3 billion of the \$4 billion of the higher revenues materialize.

- Tier 1 – If only \$2 billion to \$3 billion of the revenues materialize, up to \$601 million in midyear cuts.

  - \$30 million General Fund reduction to CCCs offset by an increase in fees to \$46 per unit.

- Tier 2 – If less than \$2 billion of the revenues, over \$1.8 billion in cuts.

  - CCCs could receive a reduction \$72 million beyond the Tier 1 cuts. These reductions would be proportionate to revenue estimates.

# \$\$ - Triggers

State



Federal

# Courtesy of ACTE - Supercommittee

## Supercommittee



BCA established a 12 member “supercommittee” charged with reducing the deficit by an additional \$1.2 – \$1.5 trillion over ten years.

- ▶ Sen. Patty Murray (D-WA) – Co-Chair
- ▶ Rep. Jeb Hensarling (R-TX) – Co-Chair
- ▶ Sen. John Kerry (D-MA)
- ▶ Sen. Max Baucus (D-MT)
- ▶ Sen. Jon Kyl (R-AZ)
- ▶ Sen. Ron Portman (R-OH)
- ▶ Sen. Pat Toomey (R-PA)
- ▶ Rep. Dave Camp (R-MI)
- ▶ Rep. Fred Upton (R-MI)
- ▶ Rep. Chris Van Hollen (D-MD)
- ▶ Rep. Xavier Becerra (D-CA)
- ▶ Rep. James Clyburn (D-SC)



CONGRESSMAN

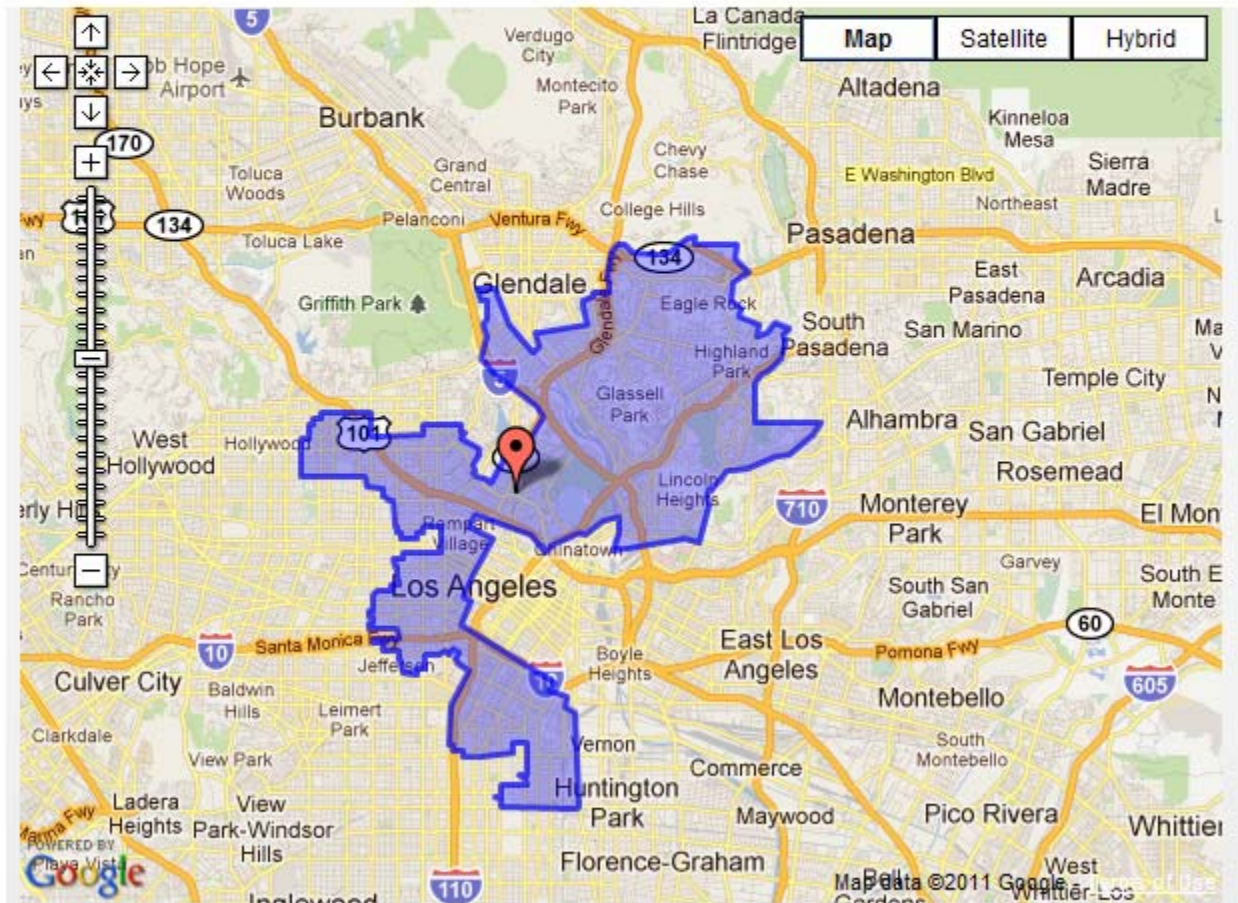
# Xavier Becerra

California's 31st Congressional District  
Vice Chair of the House Democratic Caucus



L.A. City

L.A. Trade  
Tech



California's 31st Congressional District.

# Courtesy of ACTE - Supercommittee

## Supercommittee

September 8 -first meeting; September 13 - first hearing

October 14 - deadline for Congressional Committees to submit recommendations

November 23 - Committee must vote on plan

Must report out by Dec. 2

Congress must vote by Dec. 23 - no filibuster, no amendments

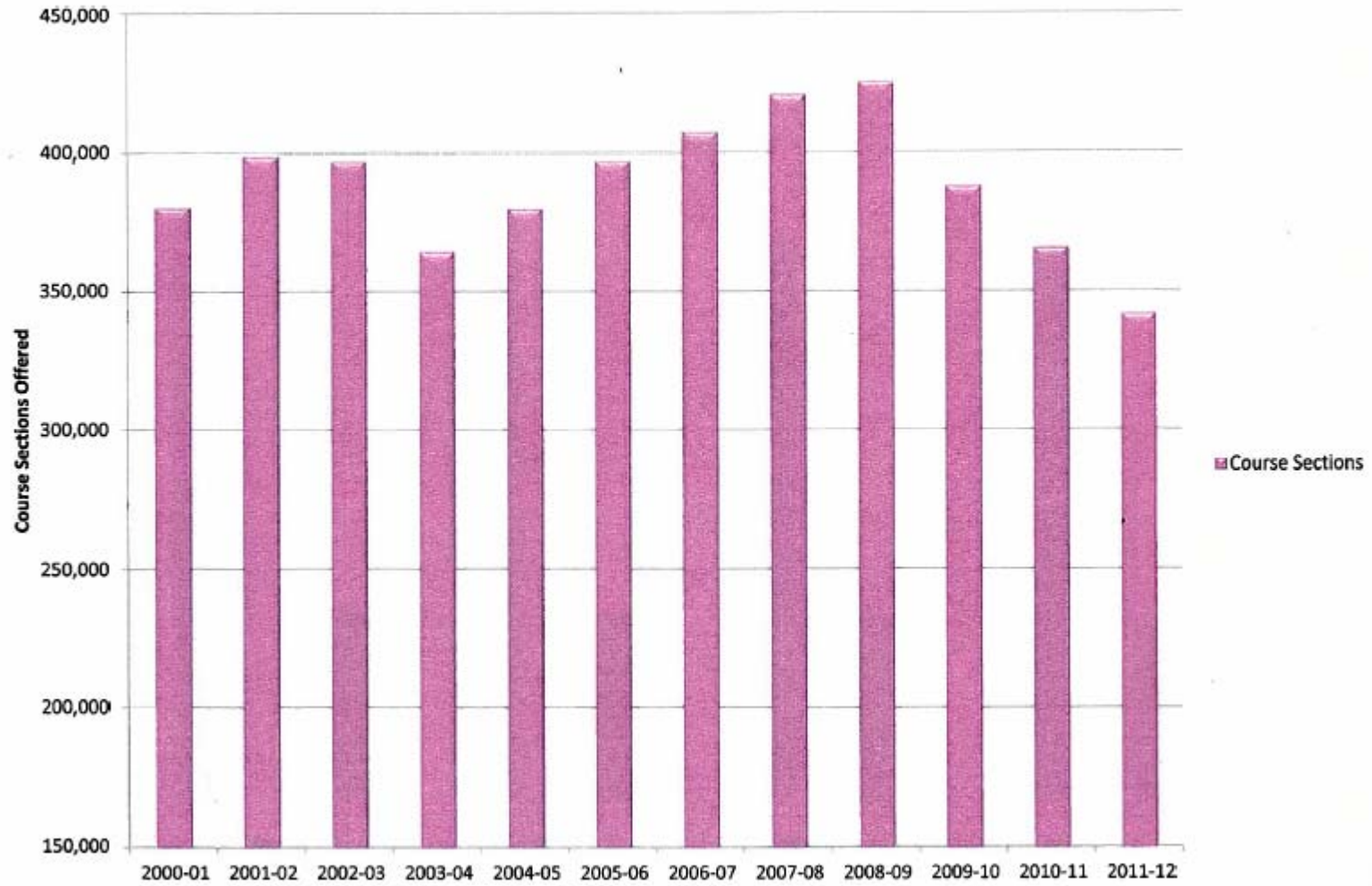
# Sequestration

- ▶ FY 13 = fixed percentage across-the-board cuts.
  - Projection = 9% cut to all non-exempt programs.
  - Would be a cut of ~\$4 billion to education programs.
  - Would start in middle of FY 12-13 school year.
- ▶ FY 14-21 – will not be ACB cut; further lowers discretionary caps
  - Squeezes education \$; Pell no longer exempt.

# Pundits say

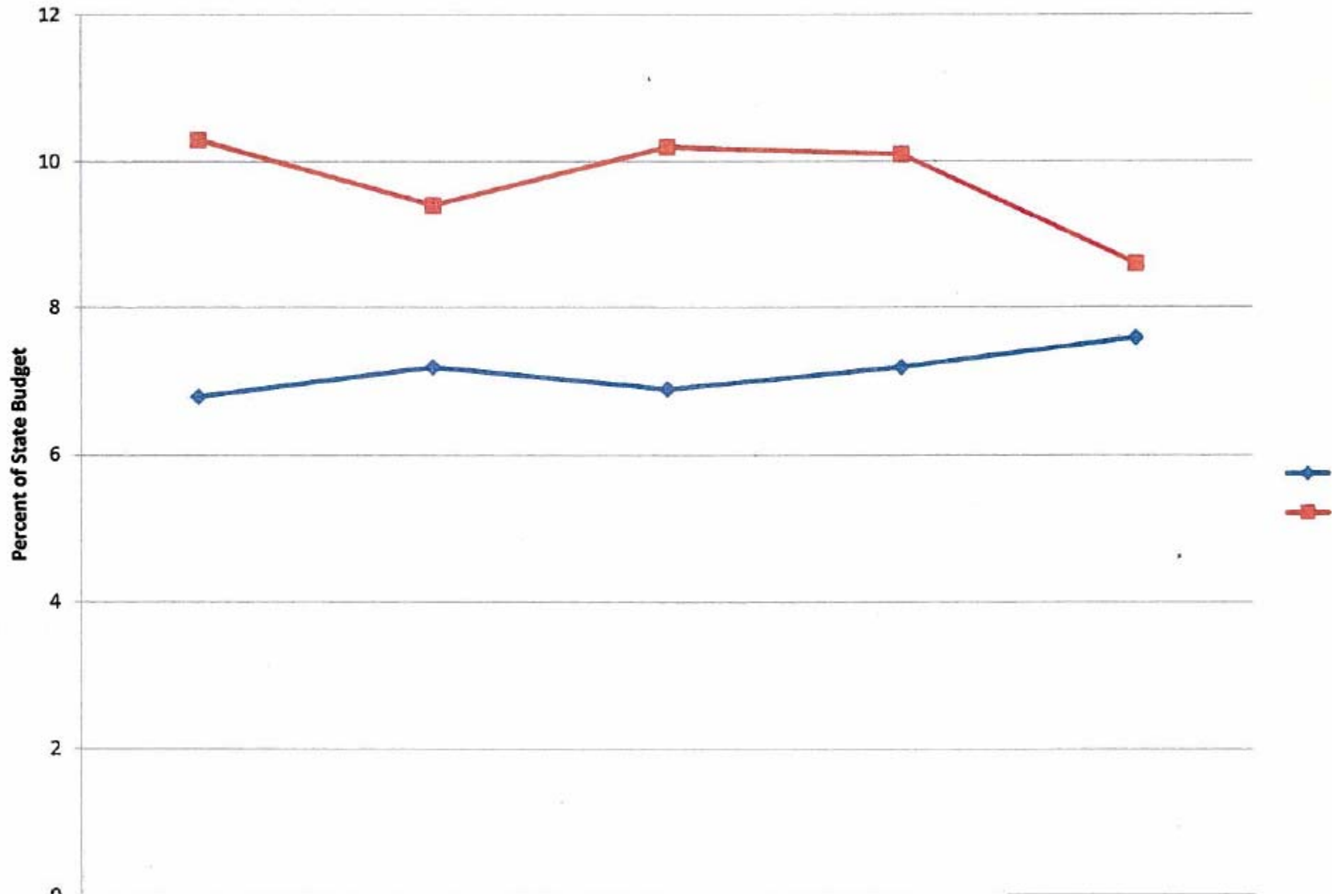


## Community College Course Sections



Course sections for 2011-12 estimated at 93.5% of 2010-11.

## Percentage of State Budget: Higher Education and Corrections

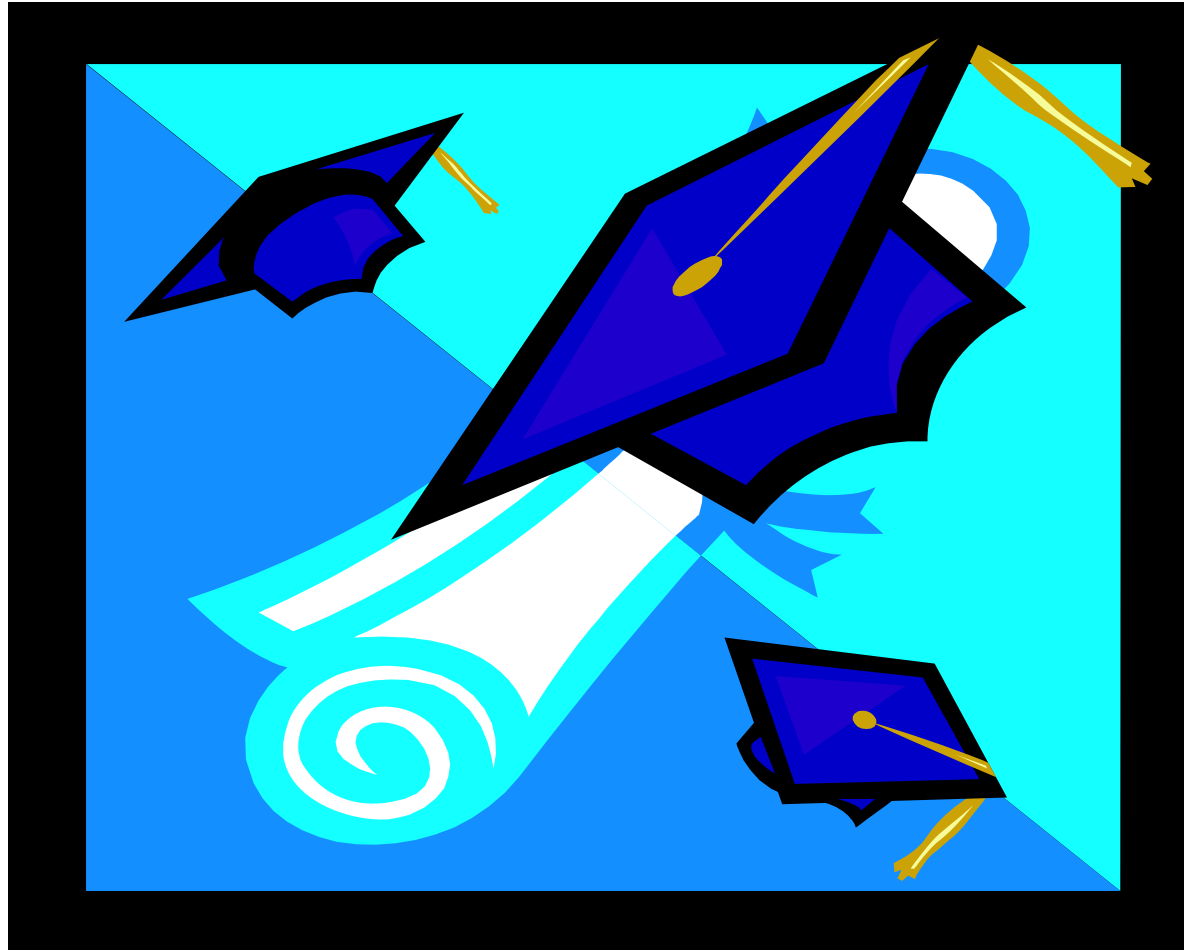


# Outcomes

- Gainful Employment
- Student Success Taskforce
- SB70 Re-design
- Perkins future



# Gainful Employment



# Gainful Employment



CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

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## Management Information Systems

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### Workshop/Conference Presentations

- [CCCCO MIS Data Mart 2.0 Webinar August 22, 2011](#)
- [CCCCO MIS Update Webinar August 22, 2011](#)
- [CCCCO MIS Gainful Employment Update Webinar August 11, 2011](#)
- [Net Price Calculator Webinar June 29, 2011](#)
- [Gainful Employment Program Disclosure Webinar June 2011](#)
- [Gainful Employment Program Disclosure Chat June 2011](#)
- [SG Student Special Population Group, March 2011](#)
- [CCCCO\\_MIS\\_Data Submission\\_Changes\\_2011/12, January,2011](#)
- [CCCCO MIS Update. Julv. 2010](#)

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
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(916) 445-8752  
<http://www.cccco.edu>



June 2, 2011

TO: Chief Executive Officers  
Chief Information Systems Officers  
Chief Student Services Officers  
Chief Instructional Officers

FROM: Linda Michalowski, Vice Chancellor, Student Services and Special Programs  
Patrick Perry, Vice Chancellor, Technology, Research and Information Systems

SUBJECT: Federal "Gainful Employment" Regulations Summary and Webinar Announcement

On October 29, 2010, the U.S. Department of Education published final regulations that contain specific 1) disclosure and 2) reporting requirements "for programs that prepare students for gainful employment in a recognized occupation." Implementation of these regulations is a condition of maintaining institutional eligibility to participate in the federal Title IV student financial aid programs. Although the regulations were widely reported to be focused on for-profit vocational institutions at which most students borrow through the federal student loan programs to pay institutional charges, the Gainful Employment disclosure and reporting requirements apply to all colleges and universities that offer non-degree career-technical education programs.

The Chancellor's Office has carefully reviewed the regulations and follow-up guidance from the U.S. Department of Education to determine the extent to which we can help colleges comply with the new requirements. We anticipate that the Chancellor's Office will be able to take care of the new Gainful Employment **reporting requirements** for all colleges, utilizing Curriculum Inventory, IPEDS and MIS data. The Chancellor's office is *not* able to provide the required data or support for implementing the Gainful Employment disclosure requirements, however, because we do not have access to the necessary information. Please

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gather and prepare the following data for disclosure to your students.

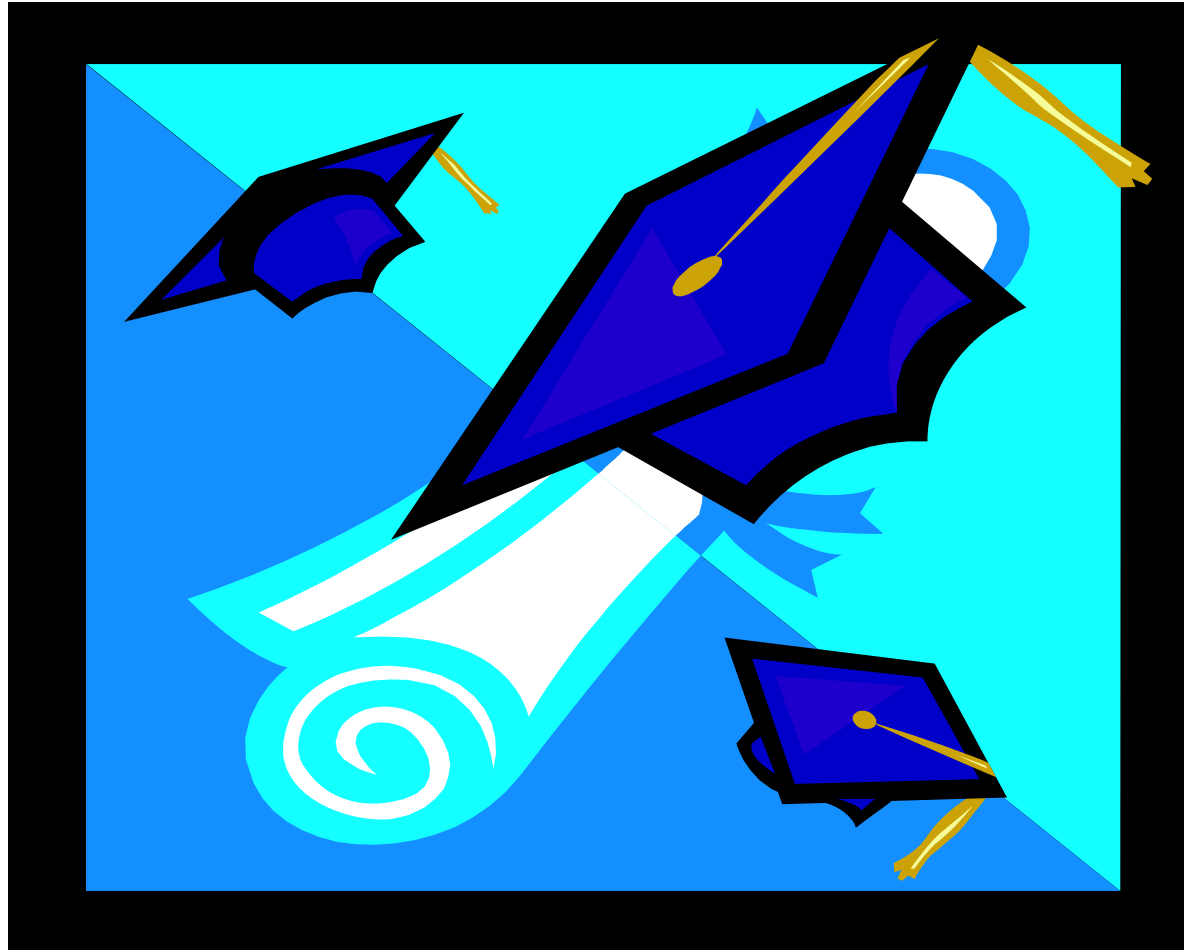
For each non-degree CTE program:

- The name and U.S. Department of Labor Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter, along with link to Labor's O\*Net site, or its successor site.
- The on-time graduation rate for students completing the program.
- The tuition and fees the institution charges a student for completing the program within the normal time frame.
- Other program costs such as books and supplies, and on-campus room and board if applicable
- The median debt incurred by students who completed the program (separated by Title IV loans and other debt)

# Gainful employment



# Student Success Taskforce





## Student Success Task Force

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*Student Success Task Force*  
**DRAFT**  
**RECOMMENDATIONS**  
*California Community Colleges*  
 Comments/Suggestions

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Meetings Schedule

News

Share Your Thoughts

Report & Resources

- Student Success Task Force
- Timeline and Meeting Schedules
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- Reports and Resources
- Share Your Thoughts

### A BOLD PLAN FOR REFOCUSING ON STUDENT SUCCESS

The value of a college education cannot be argued. Californians holding an associate or bachelor's degree are likely to earn \$1 million more in their lifetime than a person who holds only a high school diploma.

That's why the Student Success Task Force is examining best practices and effective models within higher education



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## Pg 11 – Draft Report

“... Distance education and workforce /career technical education, while critical topics to the future of the community colleges, were unable to be discussed due to time and schedule constraints. This report is written as a framework, with workforce / career technical education, in particular, being addressed through the subsequent implementation actions related to **student assessment, enrollment prioritization, course offerings** and the **development of a college-level score card. ...”**

# Student Success Report

- Comments before next Task Force meeting –  
Nov 9



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# Student Success Report

- Comments before next Task Force meeting –  
Nov 9
- **Process for Workforce / CTE deliberations**
- **Brief comment on four components (in actuality, these foundational elements could influence much broader impact.)**

# Process for Workforce / CTE deliberations



# **Process for Workforce / CTE deliberations**

- Finalized at Oct 18 CCCAOE Board
- Four field based advisory committees to generate recommendations
- Be ready at implementation

# Student assessment



# Student assessment

- Beyond basic English / Math assessment for placement, CTE readiness? What? How?
- When, in the course of programs? Beginning, end, some other time?

# Enrollment prioritization



# Enrollment prioritization

- Currently proposed is full time priority.
- Implications for CTE / Workforce education?
- Solutions?

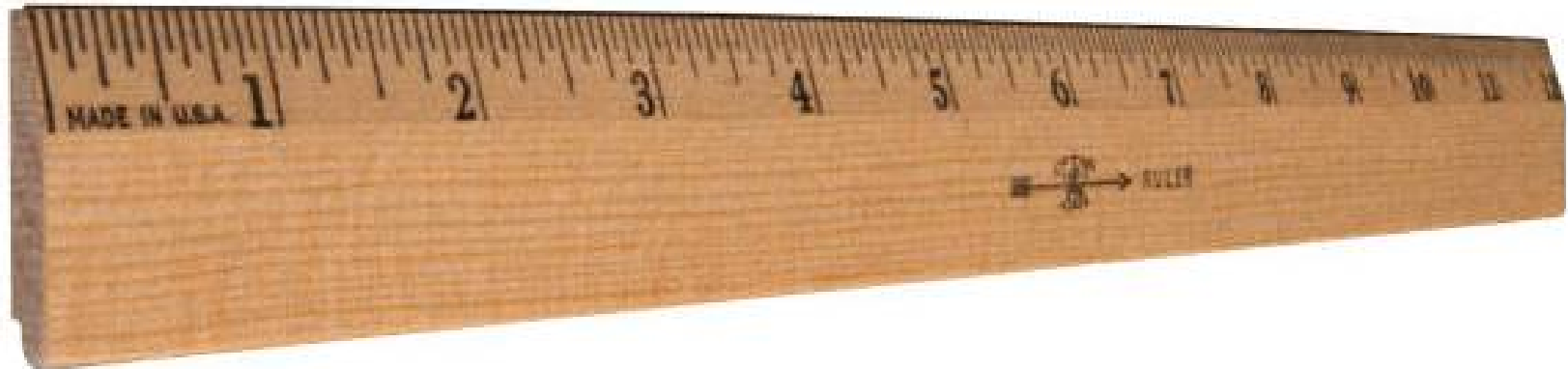
# Course offerings



# Course offerings

- Background – **Chapter 4**
- **Align Course Offering to Meet Student Needs**
- 4.1. Focus course offerings and schedules on needs of students
- Community Colleges will use the requirements for a student to complete a program of study, along with state and local data, including enrollment trends and labor market demand to develop course schedules and determine course offerings
- Special CTE interests? What and when needed?  
Block scheduling?

# Development of a college-level score card



# Development of a college-level score card

- Recommendation 7.3
- Implement a student success score card
  - Success metrics
    - Variety of student outcomes
    - Successfully reaching “momentum points”

# Development of a college-level score card

- “Momentum points” examples
  - completion of a basic skills
  - earning specified thresholds of units, which have been shown to lead to successful program completion.
- In calculating gains in performance, each college would be compared against its own past performance

# SB70 Re-design



# SB70 Re-design

- 11-12 funding reduced from expected \$58M to \$48M  
(only QEIA \$\$, not current budget year)
- “Share the pain budget”
- Currently attempting to finalize with CDE and DoF

# Perkins future





# CTE Transformation Strategy

U.S. Department of Education  
Office of Vocational and Adult Education  
September 15, 2011



# Three KEY Reforms

- **Scale high-impact CTE programs of study**
  - Strengthen the link from secondary to postsecondary through articulation agreements
  - Use professional development to expand teacher and leader capacity and to improve effectiveness
  - Support teaching and learning strategies that integrate rigorous academic, technical, and career skill instruction
  - Provide academic and career counseling to students
  - Support partnerships between secondary, postsecondary, and employers
  - Create work-based learning opportunities and jobs for students
  - Ensure that programs result in industry-recognized credentials, certificates or degrees
- **Promote career (employability) skills for all students**
  - Support development of higher order workplace skills that are required of all employees: oral and written communication; problem solving and critical thinking; leadership; teamwork; and self-management
  - Create a rubric for assessing these skills
- **Remake the CTE accountability system**
  - Strengthen accountability systems to create common performance and participation definitions

Auf

Wiedersehen