

California Community College Career Technical Education

Mission: The mission of California's Career Technical Education (CTE) system is to build the knowledge, skills, attitudes, and experiences required for youth and adults to succeed in higher education and/or employment. Together with the Economic and Workforce Development program and a complement of other initiatives, the Division of Career Education and Industry Partnerships within the California Community Colleges Chancellor's Office collaborates with employer and communities to close the skills gap and prepare the workforce for 21st century jobs.

Funding: The state's major investment in CTE comes from credit and non-credit course offerings at the 112 California community colleges, with about one third of all community college full time equivalents students (FTES) enrolled in CTE courses. In 2009-10, the community colleges received \$1.78 billion in apportionment dollars to fund over 390,000 FTES in credit-bearing CTE courses and \$48 million in non-credit courses serving almost 15,000 FTES. Additionally, California community colleges received almost \$70 million of federal Carl Perkins Act funding (the state received \$140 million that is evenly split

between community colleges and K-12) for the purpose of improving CTE programs, integrating academic and CTE instruction, and servicing special student populations. Local colleges receive 85 percent of these funds. Community colleges also receive categorical funding to provide apprenticeship and economic and workforce development programs that fall within the scope of CTE, but will be covered by other workforce briefs.

Administration, Governance, and Service Delivery System: California has a state CTE plan required by the federal Carl Perkins Act. The plan maps out a broad framework for the state's CTE efforts around 15 industry sectors that reflect California's economic and educational needs. The plan identifies a range of CTE programs administered by both the state Department of Education and the California community colleges.

Community college credit and non-credit occupational programs are generally locally designed and delivered to respond to the needs of the college, its students, and the local economy. Courses are part of a pathway leading to a credential, certificate, or transfer to a four-year college or stand

alone classes that can enhance students' skills in a range of occupational fields. Pathway programs can be delivered utilizing a range of innovative strategies including integration with basic skills education, providing cohort-based instruction, and including a range of other supportive services.

Population Served: The CTE state plan indicates that roughly 1.4 million students are enrolled in community college CTE programs, or about 56 percent of the 2.5 million students that are enrolled in the colleges. Students vary widely in age with almost half over the age of 25, and 22 percent over the age of 40. These numbers indicate that while many students enter community college CTE directly from high school, a large number of these students are returning students and dislocated workers.

Services: High quality CTE instruction integrates vocational education with academic coursework. This is done through alignment of curriculum (for example, alignment of credit and non-credit instruction), contextualization of academics, partnerships with business and industry, and project- and work-based learning.

Accountability: Legislation in 2004, Assembly Bill 1417, created a performance measurement system with annual reporting. The system, called Accountability Reporting for the California Community Colleges (ARCC), includes the following workforce development indicators: number of vocational awards by program, the programs with the greatest enrollment, and income trends for students earning degrees and certificates.