



November 8-9, 2010

## Federal Relations Update

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Community colleges throughout the country were celebrated again this month during the first ever White House Summit on Community Colleges. This version of the Federal Relations Update highlights California participation in the Summit, and the initiatives and subject matter likely to guide the community college agenda at the federal level in the coming year. Also highlighted are the White House Initiative on Educational Excellence for Hispanics, and the remaining fiscal issues we hope to see addressed should Congress reconvene after November 15 and the midterm elections.

### White House Summit on Community Colleges

On October 5, Dr. Jill Biden hosted the much anticipated, White House Summit on Community Colleges. The summit brought together community colleges, business, philanthropy, federal and state policy leaders, faculty and students to discuss how community colleges can help meet the job training and education needs of the nation's evolving workforce, and affirmed the President's goal of leading the world with the highest proportion of college graduates and certificate holders by 2020. More than any other themes, the concepts of completion and student success for the "21<sup>st</sup> Century Student" were emphasized. It is clear that community college students who used to be called, "non-traditional" are now the norm, and our institutions must retool to address and support them in being successful.

California community colleges were extremely fortunate to have three of its chancellors among the 100 or so representatives and subject matter experts. California Chancellors participating in the Summit were: Helen Benjamin (Contra Costa CCC) who took part in the discussion on "Affordability/Financial Aid for Community College Students"; Constance Carroll (San Diego CCC) discussing the "Importance of Community Colleges to Supporting Veterans and Military Families", and Linda Thor (Foothill-De Anza CCD) participating in the discussion on "Innovation: Community Colleges of the Future." Chancellor Carroll was quoted extensively in a very nice summary of the Supporting Military Families panel written by the American Forces Press Service.

The other topics covered were: Industry-Community College Partnerships; Increasing Graduation/Community College Completion, and Pathways to the Baccalaureate.

The Chancellor's Office of Communication produced a wonderful video for the Summit that sought to tell the story of California Community Colleges through the lens of student veterans. The video features key members of veterans' communities throughout the system and has been very well-received. Additional footage including Long Beach City College President Eloy Oakley and the wonderful student and staff from their Vets Club could not be included in the video, but will be added to the student veteran website the Chancellor's Office is developing. View the video on YouTube: <http://www.youtube.com/watch?v=Duxhy6FsK08>

### Highlights of the Summit:

The following excerpts from [www.whitehouse.gov/communitycollege](http://www.whitehouse.gov/communitycollege) detail the range of initiatives designed to facilitate completion and student success:

- President Obama reaffirms goal: U.S. to lead the world in proportion of college graduates and certificate holders by 2020.
- "Completion by Design" announced - a \$35 million competitive grant program of the Bill and Melinda Gates Foundation supporting community college completion.
- "Skills for America's Future" established - an initiative building high-impact partnerships with industry, labor unions, and community colleges.
- "Aspen Prize for Community College Excellence," a new, \$1 million annual prize to recognize, reward, and inspire outstanding outcomes in community colleges nationwide.
- Key Phrase: Non-traditional students are the new normal – community colleges need to be set up to address the needs of "the 21<sup>st</sup> Century Student."

### An additional 5 million degree or certificate holders by 2020 and the Community Colleges Career and Training Grant

President Obama announced the goal of adding 5 million new degree or certificate holders earlier this year as part of the American Graduation Initiative. Progress toward this goal will be supported by the over \$2 billion in competitive funds to be made available to community colleges over the next four years for training displaced workers. This is the \$2 billion in Community College and Career Training Grant (CCCTG) funds approved earlier this year as part of the Health Care and Education Reconciliation Act of 2010. The Department of Labor will announce the criteria for these grants at the end of the month with a first round roll out of about \$500 million and hopes the program will result in competitively awarded grants in the range of \$2.5 million for each state.

Part of the CCCTG program will likely support consortia of eligible institutions of higher education that will work together to take a broad view across an entire community, region, state, or industry sector, and leverage their collective experience to expand and improve their ability to deliver education and career training programs. Grants awarded to consortia may be eligible for significantly larger grant awards.

### **Gates Foundation: Completion by Design**

*Completion by Design*, an initiative of the Bill and Melinda Gates Foundation, aims to dramatically improve community college graduation rates by building on proven, existing practices to implement model pathways making the college experience more responsive to today's student's needs and education goals. The competitive grant program is a \$35 million investment over five years to 3-5 multi-campus groups of community colleges in nine states serving the largest populations of low-income students (Arizona, California, Florida, Georgia, Ohio, New York, North Carolina, Texas, and Washington). *Completion by Design* supports tough-minded campus- or college-based analysis to learn where along the education journey students are being lost and to design an intentional educational pathway that employs proven and promising practices at every critical moment from enrollment to credential completion.

### **Skills for America's Future**

*Skills for America's Future*, another new, industry-led initiative to dramatically improve industry partnerships with community colleges and build a nation-wide network to maximize workforce development strategies, job training programs, and job placement. *Skills for America's Future* will build high-impact partnerships with industry, labor unions, community colleges and other training providers in all 50 states, all in support of the President's goal of 5 million more community college graduates and certificates by 2020.

### **Aspen Prize for Community College Excellence**

The Aspen Institute, the Joyce and Lumina Foundations, and the charitable foundations of Bank of America and JPMorgan Chase have partnered to announce a new, \$1 million annual prize to recognize, reward, and inspire outstanding outcomes in community colleges nationwide. The Aspen Prize for Community College Excellence will shine a spotlight on outstanding performers and rising stars that deliver exceptional results in student completion rates and workforce success; distill and share successful practices; and contribute to the development of high-quality, consistent measures and benchmarks for assessing community college outcomes.

Once the details of the funding opportunities announced during and prior to the Summit have been fully examined, the California Community Colleges Chancellor's Office will be prepared to lead and participate in the range of consortia and partnership efforts necessary to maximize the amount of funding flowing to California community colleges.

## **The White House Initiative on Educational Excellence for Hispanics**

On October 19, 2010, President Obama signed an Executive Order renewing the White House Initiative on Educational Excellence for Hispanics. The Executive Order follows the related National Education Summit on Educational Excellence and Call to Action held yesterday.

The White House Initiative on Educational Excellence for Hispanics was established in 1990 by President George H.W. Bush and renewed by Presidents Bill Clinton and George W. Bush. The Executive Order and Call to Action are both intended to improve federal efforts to increase the educational attainment and lives of Latinos.

Long Beach City College Superintendent and President Eloy Oakley along with California State University at Long Beach President F. King Alexander and Long Beach Unified School District Superintendent Chris Steinhauser were among the education leaders participating in the signing ceremony.

During the past 18 months, the White House Initiative has visited more than 90 communities in 20 states to engage citizens concerned with improving the lives of Latinos. The Executive Order marks the next step in connecting communities nationwide with the information, resources and people necessary to these improvements.

The Order calls for: 1) a presidential commission that will work with community leaders to gather information and advice on Hispanic education, and 2) an interagency working group to help coordinate federal efforts across a range of issues such as housing, health care, finance employment and education.

## **Preparations for 2011 Federal Agenda**

The Federal Relations Unit has begun to plan its 2011 Federal Agenda. We will take guidance from the subject matter of the White House Summit on Education (see above) and advocate for initiatives supporting student success and completion and financial aid. We also anticipate that we will continue to seek Administration and Congressional support for student veterans' services. Colleagues are invited to submit your thoughts about these issues by contacting Assistant Vice Chancellor Valerie Purnell at [vpurnell@cccoco.edu](mailto:vpurnell@cccoco.edu).

## **VetsConnect Pilot – Next Steps in Appropriations Process?**

In late July, the Senate Appropriations Committee reported out its list of approved FY2011 Congressionally Directed Spending Requests - earmarks. Unfortunately, none of the 12 appropriations bills moving through Congress were voted on before members left to prepare for the November elections and it is unclear what, if any, action will be taken before year's end.

The results of the upcoming elections may mean significant shifts in the House and in the Senate, where previously the inability to get to 60 votes in favor of moving forward on many

proposals has held up progress. We will continue to monitor the situation and report on progress if there is any.

### **The DREAM Act also Stuck**

Despite attempts earlier this month to get the DREAM Act passed in the FY 2011 Defense Appropriations Bill, the Act failed to move forward because the defense spending bill lacked the votes necessary to be heard. It is unclear what the next action on the measure will be.

### **California Community Colleges Alums Active on Capitol Hill**

In our last report, Federal Relations was headed to Washington, D.C. to represent the system at the California State Society's Back to College Night. California community colleges alumni attended in large numbers and many are serving as staff to members of Congress. Alums visiting the California Community Colleges table had great fun competing to see how many campuses were represented. Some twenty campuses were represented with several alums holding significant staff positions with members of Congress.

A special "thank you" goes out to the Office of Student Services at Cabrillo College who responded to Federal Relations' request for college pennants for the event. Next year, we will push harder to get pennants, bells and whistles from all colleges.

### **California Congressional Members hold Summit on Childhood Obesity**

Last month members of the Congressional Hispanic Caucus, the Congressional Black Caucus and the Congressional Asian Pacific American Caucus, in cooperation with the University of Southern California hosted Childhood Obesity: A Call to Action. California participants were: The Honorable Judy Chu, Michael Honda, Grace Napolitano, Lucille Roybal-Allard, and Diane Watson. Members discussed the need for collaboration at the community level as part of successful intervention strategies. Partnerships with community colleges were listed as among the successful strategies involving community health advisors.

### **October End Notes:**

This month's End Notes contain a valuable fact sheet and Q & A on the Community College and Career Training Grant Initiative (CCCTG) printed so you may easily reproduce them.

**Introduction to the Trade Adjustment Assistance Community College and Career Training Program (TAACCCT)**  
CFDA # 17.282

- The American Recovery and Reinvestment Act of 2009 (Recovery Act) amended the Trade Act to authorize the Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT). The Health Care and Education Reconciliation Act signed by President Barack Obama on March 30, 2010 included \$2 billion over four years to fund this program.
- The grants will be administered by the Department of Labor (DOL), DOL is working closely with the Department of Education to implement the TAACCCT. This program complements President Obama's broader agenda for helping every American have at least one year of postsecondary education, and will help reach his goal of America having the highest proportion of college graduates in the world by 2020.
- Over the next year, DOL will award approximately \$500 million through this grant program. By statute, the program is designed to ensure that every state, through its eligible institutions of higher education, will receive at least \$2.5 million in grant awards. "State" includes the District of Columbia and the Commonwealth of Puerto Rico.
- DOL anticipates opening the competition for these grant funds in Fall 2010. We encourage both eligible individual institutions of higher education and eligible consortia of institutions of higher education to apply.
- These resources will enable eligible institutions of higher education to expand their capacity to provide quality education and training services to TAA for Workers program participants and other individuals to improve their knowledge and skills and enable them to obtain high quality employment to support their families.
- This program is designed to meet industry needs while accelerating individual learning and improving college retention and achievement rates to increase industry recognized credential or degree completion rates of TAA for Workers program participants and other individuals. DOL is interested in projects that use online or technology driven learning to achieve these objectives.
- Part of the program will support consortia of eligible institutions of higher education that will work together to take a broad view across an entire community, region, State, or industry sector, and leverage their collective experience to expand and improve their ability to deliver education and career training programs. For example, a consortium applicant may propose strategies to develop and share courses to ensure they are more available and convenient to workers. Such courses could provide more workers with recognized academic and industry credentials that meet the needs of more employers in the communities represented by the consortium.
- Prospective applicants should review the authorizing legislation for the program, particularly guidelines about community outreach that should be conducted prior to submitting a grant application. (19 USC 2372, 123 Stat. 406) at:  
[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111\\_cong\\_public\\_laws&docid=f:publ005.111.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_public_laws&docid=f:publ005.111.pdf)

## **Trade Adjustment Assistance Community College and Career Training Program (TAACCCT) Frequently Asked Questions (FAQs)**

### **1) What is the timeline of the Solicitation for Grant Applications (SGA) announcement and funding?**

The SGA will be announced in Fall 2010 and awards will be made no later than September 30, 2011.

### **2) Who can apply?**

To be eligible to compete for funding under this Solicitation, the applicant must be an institution of higher education as defined in the Higher Education Act of 1965, which offers programs that can be completed in not more than 2 years. Eligible institutions may apply as an individual institution, or as the lead institution in a consortium of eligible institutions. Applicants must engage employers in grant activities and are strongly encouraged to include community based organizations and the public workforce system in the implementation of innovative activities to ensure sustainability, relevance and success.

### **3) May I apply for more than one grant?**

Eligible institutions may only submit one application in response to the SGA, either as a single eligible institution or as the lead institution in a consortium. However, eligible institutions may participate as a member of a consortium in one or more consortium applications in which they do not serve as the lead institution. This means that eligible institutions may not be the applicant on more than one SF424 application form.

However, a single application (either single institution or consortium applicants) may propose quality education and training services in more than one program of study.

### **4) May State or local educational agencies (SEAs or LEAs) apply?**

No. Please see above for eligible applicants.

### **5) What amount of funding is available? Is there a limit?**

Up to \$500 million will be available. We expect individual awards to range from \$2.5 million to \$5 million. Consortium applicants may submit proposals for quality projects between \$2.5 million and \$20 million. Please see the Solicitation when published in the Federal Register for final award amounts.

### **6) How long are the grants active?**

The period of performance for these grant awards will be up to 36 months from the effective date of the grant.

### **7) What is the role of employers?**

Eligible institutions must involve at least one employer who will be actively engaged in the project and may contribute to defining the program strategy and goals, identifying necessary skills and competencies, assisting to support education/training, providing assistance with program design, and, where appropriate, hiring qualified program participants.

### **8) What can I do now to prepare for the Solicitation?**

In preparing to apply for this program, we encourage applicants to read the legislation (19 USC 2372 – 2372a), which authorizes the Trade Adjustment Assistance Community College and Career Training grants program. We also encourage prospective applicants to view the online tutorial, “Grant Applications 101: A Plain English Guide to ETA Competitive Grants,” available through Workforce3One at: [http://www.workforce3one.org/page/grants\\_toolkit](http://www.workforce3one.org/page/grants_toolkit). Prospective applicants can register on [www.Grants.gov](http://www.Grants.gov) to access the SGA when it is available. In addition, DOL posts grant information at [www.doleta.gov/grants](http://www.doleta.gov/grants).

In preparing for the Solicitation, applicants should also know that ETA supports an Industry Competency Model Initiative to promote an understanding of the skill sets and competencies that are essential to an educated and skilled workforce. Competency models are a resource for engaging employers that allows them to articulate the skill requirements of their workforce and define successful performance in their own work settings. Competency models serve as a starting point for the design and implementation of workforce and talent development programs. To learn about the industry validated models visit the Competency Model Clearinghouse (CMC) at <http://www.careeronestop.org/CompetencyModel/>. The CMC site also provides tools to build or customize industry models, as well as tools to build career ladders and/or lattices leading to career pathways.