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# COMMUNITY COLLEGE CATEGORICAL PROGRAMS

(BRIEF DESCRIPTIONS & FUNDING LEVELS 2009-10\*)

## Overview

In addition to the roughly \$6 billion in funding provided to 72 Community College Districts (110 college campuses) that supports the general operations of the colleges, the state also provides through the annual budget process additional funds to support highly specialized student support programs (known as categorical programs) that serve specific campus needs or specific student groups. Total funding in 2009-10 for these categorical programs equaled \$442 million. Below is a brief description of the 22 community college categorical programs.

### Apprenticeship

**\$7,174,000**

The community colleges have approximately 25,000 apprentices enrolled in over 160 apprenticeship programs comprised of a total of 66 trades/crafts titles located on 39 campuses. Apprentices receive on-the-job training via their employer, and then in the evening or weekend receive employer selected "related and supplemental instruction" (RSI) on community college campuses. Through many of the RSI apprenticeship programs an apprentice can earn a certificate or degree. The apprenticeships are typically three to five years in length.

### Student Success Initiative: Basic Skills

**\$20,037,000**

Sixty percent of students entering community colleges require remedial or basic skills instruction in both math and English. These funds pay for student support services and instruction for basic skills students. Community college districts use the resources to provide counseling, assessment, placement, tutoring, staff development, instructional materials to students who are not performing at college level in math and English. Basic Skills expenditures include curriculum development, course articulation, research, professional development, instructional equipment & materials, counseling, tutoring, and other activities for enhancement of basic skills. Each college campus receives an allocation of these funds based on the number of students it serves, with each college campus guaranteed a minimum allocation of \$90,000.

### Student Financial Aid Administration

**\$52,884,000**

This program assists in increasing community college financial aid administrative capacity and outreach. The funds are used to: increasing awareness and participation in student financial aid programs through direct contact with students, potential students, and their families; increasing low-income and disadvantaged student participation in postsecondary education through access to financial aid information, application assistance, and funding; assisting current students, prospective students, and their families in overcoming financial barriers in accessing postsecondary education. In addition, funds are used to support a statewide media campaign to promote public awareness of financial aid availability and increase participation in financial aid programs: Funding for the \$52.8 million categorical program is broken down as follows:

\$11 million– available to CCDs - \$.91 per unit reimbursement

\$4.8 million – available to provide reimbursement of 2% of total waiver value to CCD for the provision of BOG fee waiver aware

\$2.8 million— contract with CCD to conduct a statewide media campaign to promote a general financial aid message and awareness to prospective students

\$34.2 million - shall be for direct contact with potential & current financial aid applications- use FTES formulas

### **Disabled Students**

**\$69,223,000**

The DSPTS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation.

Services: Examples of services available through DSPTS that are over and above those regularly offered by the college would be test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction.

### **California Work Opportunities and Responsibility to Kids (CalWORKs)**

**\$26,695,000**

CalWORKs funds are for the purpose of assisting welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges including: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services.

### **Foster Care Education**

**\$5,254,000**

The mission of the Foster and Kinship Care Education Program is to provide quality education and support opportunities to caregivers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth in the foster care system.

- Allocated to provide relative/kinship care education & training
- Education & training required by Health & Safety Code
- Districts may use remaining funds for additional parenting skills training

### **Matriculation**

**\$49,183,000**

Matriculation is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the matriculation process: admissions, orientation, assessment and testing, counseling, and student follow-up.

**Academic Senate** **\$318,000**

Funds appropriated for the Academic Senate of the California Community Colleges enabling them to provide formal and effective procedures for the faculty of the community colleges to participate in the formation of the formation of state policies, particularly on academic and professional matters. The Board of Governors relies primarily on the Academic Senate in the development of policy recommendations related to such matters as curriculum and student success (standing orders of the Board of Governor's). The Academic Senate is also responsible for preparing and updating the state disciplines list and minimum qualifications of faculty pursuant to Education Code §87357.

**Equal Employment Opportunity** **\$767,000**

This program is responsible for assisting community college districts in providing equal employment opportunity. It is also responsible for providing policy development, technical assistance, training, services, monitoring, and compliance activities. Some specific areas include: managing the Job Registry; coordinating technical assistance team visits to districts; assisting districts in developing and monitoring its faculty and staff diversity plans; and monitoring several equal employment opportunity projects.

**Part-time Faculty Health Insurance** **\$490,000**

This program provides a state incentive for community college districts to offer health insurance for their part-time faculty. The goal of the program is that part-time faculty and their eligible dependents have continuous access to the same health insurance benefits enjoyed by full-time faculty.

**Part-time Faculty Compensation** **\$24,907,000**

This program was established with the goal of closing the gap in pay between part-time faculty and full-time faculty. Funds are used to advance pay parity to part-time faculty.

**Part-time Faculty Office Hours** **\$3,514,000**

The program reimburses districts for part-time faculty office hours, with a one-to-one state-local match, addresses issues of statewide concern. An opportunity to provide office hours for part-time faculty benefits students by enabling them to meet with students and to prepare class work.

**Telecommunications and Technology Services** **\$15,290,000**

The mission of the Telecommunications and Technology Unit is to provide quality leadership by defining system-wide telecommunication and technology policy and standards to the Colleges. The Unit provides communications support for the delivery of system wide data, satellite, video, and voice communications. The unit also provides learning support in the areas of technology training and online learning.

**Economic and Workforce Development Program** **\$22,929,000**

The Economic Development Program (EDP) advances the state's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement, technology deployment and business development consistent with the state's regional economies. The role of the community colleges in this effort is to fulfill the

vocational education and instructional needs of California business and industry through leadership, communication, and liaisons with the private sector as well as with public sector education and training providers. The California Community Colleges work with employers, advisory committees, and agency partners to identify, on a region-by-region basis, workforce education and training needs, including the needs of small business. Colleges have created a network of service providers that meet identified needs in a most cost-effective and timely manner.

**Transfer Education and Articulation**

**\$698,000**

These funds enable the community colleges to work cooperatively with the University of California (UC), the California State University (CSU), and the Association of Independent California Colleges and Universities (AICCU) to ensure that community colleges transfer students have access to the necessary coursework and are provided the services needed to successfully transition to baccalaureate granting institutions.

These funds support various programs and initiatives to support the transfer of students to baccalaureate granting institutions. 1) ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. 2) The CCC Transfer Counselors Web Site is a web site designed specifically for transfer counselors to serve as a comprehensive repository of available California college and university transfer information. 3) The Course Identification Number System (C-ID) is a faculty-driven program to assign supra-numbers to lower-division transfer courses, with the objective of enhancing articulation efforts and supporting transfer efforts through the establishment of a common course numbering system.

**Physical Plant and Instructional Support**

**\$0**

These funds were eliminated in 2009-10. When resources were available, the funding could be used for the following purposes: 1) schedule maintenance and special repairs of facilities; 2) hazardous substance abatement, cleanup, and repairs; 3) architectural barrier removal projects that meet the requirements of the federal American with Disabilities Act of 1990 (42 U.S.C., Section 1201 et seq.) and seismic retrofit projects limited to \$400,000; 4) replacement of instructional equipment and library materials.

**EOPS (Extended Opportunity Programs and Services)**

**\$64,273,000**

EOPS program's primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, financial aid and other student services.

**CARE (Cooperative Agencies Resources for Education)**

**\$9,332,000**

The Cooperative Agencies Resources for Education (CARE) program is an educational program geared toward the welfare recipient who desires job-relevant education to break the dependency

cycle. Through CARE, eligible students receive supplemental educational support services specifically designed to assist low-income single parents to succeed in college. In addition, grants and allowances for child care, transportation, textbooks and school supplies are awarded to enhance the retention, persistence, graduation and transfer rates of these highly motivated, but academically at-risk students in their chosen educational objectives, including vocational certificate or license, associate degree and transfer options.

**Fund for Student Success (FSS)**

**\$3,792,000**

The Fund for Student Success (FSS) supports the following three programs:

- *Mathematics, Engineering, and Science Achievement (MESA) Program - \$1,517,040.* The MESA program serves educationally disadvantaged students seeking careers in math, science and engineering fields. Historically, MESA has demonstrated that student success in these areas is the direct result of a strong community of support; this is provided in the MESA program.
- *Middle College High School (MCHS) - \$1,099,852.* Middle College High School (MCHS) is a unique collaborative program that enables high-potential, "at-risk" students to obtain a quality high school education while concurrently receiving direct and invaluable access to college courses and services. A high school located on and integrated into the community college environment, the MCHS merges high school and community college curricula and experience in a fashion that significantly enhances academic success and provides students with an empowering and viable path to improve their lives. High school students attend classes at a community college and earn credit toward a high school diploma while having the opportunity to concurrently take college courses and to receive more intensive counseling and administrative attention.
- *Puente \$1,175,108:* The Puente Project is recognized for the quality of its staff development and training programs that prepare community college instructors and counselors with effective methodologies for improving the academic achievement of underserved students, working collaboratively across academic disciplines, and increasing community-based support for students and community college staff. Puente provides three areas of service to students: teaching, counseling, and mentoring. Puente trains school and college staff members to conduct this program at their campus sites throughout the state.

**Career Technical Education (CTE) Pathways Initiative**

**\$48,000,000\*\***

Career Technical Education Pathways and Workforce Development Program works to align K-12 career technical education with local community colleges. The Program is also intended to improve education pathways and career-technical awareness for students enrolled in both systems. The community college system is assisting K-12 in building and aligning coordinated CTE pathways that lead to postsecondary programs of study to prepare students for high-skill jobs with high wages. Funding supports activities such as start up costs for new CTE programs, curriculum development for emerging industries, professional development, partnership

academies, career advancement academies, career exploration for middle school students, and technical assistance for CTE educators.

**Childcare Tax Bailout**

**\$3,350,000**

The funds will be used for the purpose of community college child care and development programs. Funds appropriated certain districts for providing assistance for childcare. The levied child care permissive override taxes in the 1977-78 fiscal year pursuant to Section 8329 and 8330 of the Education code in the amount equal to the property tax revenues, tax relief subvention, and state aid required to be made available by the district to its child care and development program for the 1979-80 fiscal year pursuant to §30 of Chapter 1035 of the Statute of 1979, increased by any cost-of-living increases granted in subsequent fiscal years.

**Nursing Program Support**

**\$13,378,000**

This program is designed to increase the number of nursing program graduates. It seeks to expand FTES enrollments, increase clinical placement opportunities for students, adequately prepare students for the academic rigors of nursing, reduce attrition and expand the curriculum and support services available to assist students to gain the knowledge, skills, and abilities necessary to pass the licensure exam.

**Fiscal Crisis and Management Assistance Team (FCMAT)**

**\$570,000**

FCMAT performs the following oversight activities at the request and through consultation with the Chancellor's Office accountability unit. These activities include: The performance of audits, examinations, or reviews of any community college districts pursuant to Section 84041 of the Education Code and the provision of technical assistance, training, and short-term institutional research necessary to address existing or potential accreditation deficiencies. In addition, the Board of Governors of the California Community Colleges may request unsolicited reviews of local community college districts if the board determines that there is an imminent threat to the fiscal integrity of a district as a result of fraud, misappropriation of funds, or other illegal fiscal practices.

\*Funding levels in 2009-10 do not reflect the \$35 million in Federal ARRA funds provided to backfill some of the categorical cuts.

\*\*CTE funds cut by \$10 million compared to prior year.