

# Funding for Green Collar Jobs and CTE

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# “Continuous” Funding Sources

- **VTEA, Perkins IV**
  - Innovation funds
  - Across multiple CTE top codes/disciplines
- **One-time and On-Going Library and Instructional Materials Funds**
  - State “Block grants”
- **State Funding, “Program 100” funds**
  - New faculty
  - Supplies, materials, equipment

# “Frequent” Funding Sources

## ➤ State Chancellor’s Office Grants

- Centers for Economic and Workforce Development
- Industry-Driven Regional Collaboratives (SDRCs)
- Career Advancement Academies
- SB70 Grants (Construction, Architecture)
- K12 Partnership Grants (7<sup>th</sup> and 8<sup>th</sup> Grade Career Awareness Grant)

## ➤ Federal Grants

- HSI, STEM Grants
- NSF, STEM Grants
- DOL High-Demand, High-Growth Sector Funding (transportation, energy, construction, etc.)
- HUD – community development in green jobs

# “Non-Traditional” Funding Sources

## ➤ Foundations

- Foundations are going green

## ➤ Regional Funding Collaboratives

- LA Funders Collaborative – United Way
- Bay Area Collaborative

## ➤ City Community Development Grants

- LA Community Development Department/WIB

## **“Non-Traditional” Funding Sources**

- **Public Industry Community Development Committee Funds**
  - **LADWP Planning Grant**
- **Private Industry Foundation Grants**
- **Training and Contract Education**
- **Industry Collaboratives/Advisories**

# Making the Case

## Community Colleges as Critical Link

### ➤ District/College Must Demonstrate Commitment to Going Green

- Included in College's strategic, educational, and other master plans
- Green college vision/mission statements
- Green Strategic Plan (goals, objectives, initiatives, action plans)

### ➤ College Must Demonstrate Need for Green Jobs/CTE

- Conduct general and green labor market research
- Industry advisory meeting minutes, findings
- Green as "hook" for student recruitment and retention

# Making the Case

## Community Colleges as Critical Link

### ➤ Community Colleges as Conveners, Intermediaries

- Historically the “link” in K20 education and CTE educational pathways
- Most 4yr students begin in CCs (e.g., STEM fields)

### ➤ Community Colleges’ Multiple Missions

- Historical workforce development mission
- Provide training and education to meet BOTH short-term and long-term green economy workforce needs
  - new workforce through credit CTE programs, incumbent worker and new entry workplace training through noncredit/CE
- Basic Skills (universal skills)

# Indicators of “Readiness” for Obtaining & Managing Green Funding

- **Green College Case Statement**
- **Established Strong Collaboratives**
  - All Representative Partners - Industry, K20, community-based organizations, government agencies, labor, etc.
  - Strength of Collaborative (collaborative meets routinely, working groups, has goals/objectives and indicators of success)
- **Demonstrated Industry Support**
  - Strength of industry partners and support (“endorse” training programs; “placement” of graduates; provide expertise, equipment, supplies and more)

# Indicators of “Readiness” for Obtaining & Managing Green Funding

- **Developed K-20, “Multiple” Pathways**
  - **Grade school to grad school pathways, articulated courses and programs**
  - **Both a-g and CTE courses, content, opportunities**
  - **Connect academic and career technical preparation with contextualized curriculum, instruction, and project-based learning**
  - **Trade-Tech STEP<sup>3</sup> Model ©**

# Indicators of “Readiness” for Obtaining & Managing Green Funding

## ➤ **Able to Leverage Resources**

- Ability to leverage and utilize all sources of funding (understanding of sponsor funding policies)
- Partners with Others to Leverage Funding

## ➤ **Able to Effectively Manage Grants and Contracts**

- Policies, procedures, and operations in place to meet Federal, Office of Management and Budget (OMB) Standards (A-21 and A-110)