

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 (7th and 8th 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 STEP³ 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)