

Definitions of Community College Terms

Introduction: This listing of selected definitions is presented in response to the rapid proliferation of acronyms, programs, and regulations that are relevant to community college faculty. Many of the definitions are of a general educational nature while others relate to vocational education and economic development. Programs that are involved with the Chancellor's Economic Development initiatives are designated with "ED>Net" after the definition. In addition, those definitions specifically relating to AB1725, Title 5 regulations, or the Vocational and Applied Technology Education Act (VATEA) are so designated.

Ability to Benefit: Applies to students who do not have a high school diploma, or its equivalent. These students can receive Federal student aid if they take a test measuring their ability to benefit from the education offered. The test must be approved by the U.S. Department of Education.

Accountability: As used in the *Policy Framework*, accountability refers to measurements of how well individuals and programs carry out their responsibilities.

Administrator Retreat: Jointly agreed on process by which an administrator hired after July 1, 1990 may become a first-year probationary faculty member. (AB1725)

Advisory Committee (Vocational): Advisory committees consist of community experts who provide valuable information on current technology, job availability and work experience opportunities in each major vocational instructional area. These committees ensure relevance of the courses offered and assist in the evaluation of the programs.

All Students: The term "all students" means both male and female students from the full range of backgrounds and circumstances, including disadvantaged students, students of diverse racial, ethnic, or cultural backgrounds, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students.

Amnesty Education: Amnesty education is a federally funded program provided to 1.7 million new Californians who have been given immigration amnesty by the federal government. The educational services are funded by the State Legalization Impact Assistance Grant. Community colleges are able to use this money to provide ESL, basic skills, civics, and pre-vocational training to qualified immigrants between 1987 and 1994.

Apprenticeship Programs: Programs at community colleges that provide apprenticeship training. They have, by state law, the authority to offer classroom instruction and on-the-job training primarily in the crafts and trades and for other jobs represented by trade unions. These programs operate under a signed training agreement with joint apprenticeship training committees.

Articulated Instructional Programs: Community colleges are formalizing agreements with high schools and four-year institutions to provide continuity of programs across the segments. Various forms of articulation efforts are referred to as "2+2", or Tech-Prep, programs between high schools and community colleges or between community colleges and universities. If they

include all three segments they are called "2+2+2" programs. Cooperative programs are being developed between community colleges and universities in such areas as electronics/computer science, health careers, agriculture, business and public service occupations, English and mathematics.

Articulation: Articulation is the structuring of educational programs between different educational segments so that course work fits into a systematic whole. The Tech-Prep model is an example: it begins with courses in grades 11 and 12 that lead to more advanced courses in community college, and eventually to an Associate of Arts degree or certification in a technical field. Articulation agreements between institutions allow students to transition smoothly between those institutions without losing credit for work already done or being forced to repeat work.

Average Daily Attendance (ADA): The formula by which community colleges are funded for non-credit classes open to the public; based on Weekly Student Contact Hours (WSCH). The formula is $WSCH \times 17.5 \text{ weeks} \times 0.911$ (absentee factor) divided by 525. Credit classes are funded based on the program based formula. (See FTE/s)

Board of Governors (BOG): Consists of 16 members appointed by the Governor of California with the advice and consent of a 2/3 vote of the Senate. Two voting members must be current or former elected members of a community college district governing board, two voting members must come from tenured community college faculty, and one voting member must be a full-time community college student. The faculty members are appointed by the Governor from a list of a minimum of three candidates recommended by the Academic Senate.

The Board of Governors appoints a chief executive officer: the Chancellor of the California Community Colleges.

Board of Governor's Grant (BOGG): Pays the community college enrollment fee for all eligible applicants. Repayment is not required and there is no minimum number of units in which the student must be enrolled to be eligible.

California Articulation Number (CAN): The California Articulation Number System is an intersegmental number system designed to identify courses that are most commonly transferred to meet lower-division major preparation requirements. The foundation for the system is a network of faculty approved course articulation agreements. It simplifies the transfer process and increases the quantity and quality of curricular articulation. Comparable courses identified with the same CAN are accepted and used at two and four-year California college campuses.

California Employment Training Panel (ETP): The California Employment Training Panel programs support employer-based training that directly responds to economic development objectives. The program funds training and retraining for dislocated and potentially dislocated workers, with an emphasis on increasing company productivity and preventing industry and business closings. This program, along with the Job Training Partnership Act (JTPA) account for approximately 85 % of all public funds spent for contract education.

California Supplier Improvement Program (CalSIP): CalSIP is an example of the implementation of technology transfer from business and research entities to community college curriculum. The curriculum focuses on product quality improvement, improved procurement practices, teamwork, leadership and communication skills. The aerospace industry is involved in this program. (ED > Net)

California Work Opportunity and Responsibility to Kids (CalWORKs): The CalWORKs program establishes time-limited assistance, requires work requirements for able-bodied adults, and provides incentives to counties which meet work participation rates. You may obtain a copy of the entire CalWORKs legislation (AB 1542) at the following address: www.leginfo.ca.gov. CalWORKs is California's implementation legislation of the federal "Personal Responsibility and Work Opportunity Reconciliation Act of 1996" which enacted federal welfare reform and converted Aid to Families with Dependent Children (AFDC) to the Temporary Assistance for Needy Families program (TANF).

CAP California community colleges have a limit on their growth. Each district's Cap is based on the previous year's reported FTE/s (see definition) plus a regional adult population growth allowance. If a district is not at CAP, it usually seeks ways to generate FTE/s. Colleges in high growth areas often exceed their CAP and may, or may not, be reimbursed for costs associated with the excess FTE/s. This excess FTE/s is known as unfunded FTE/s.

Career Centers: Community colleges have established career centers to provide employment and job information to students. Most colleges have computer-generated, up-to-date information about hundreds of careers. Data includes (1) required training; (2) location and availability of jobs; (3) training sites; (4) job descriptions; and (5) salary and benefits. These functions are an extension of counseling services for students.

Carl Perkins Vocational and Apple Technology Education Act of 1990 (VATEA): This Act provides secondary, postsecondary, and adult vocational education programs with federal assistance from 1991-1996 and replaces the previous Vocational Education Act (VEA). In addition, specific populations are targeted; these are single parents, displaced homemakers, single-parent women, sex-equity and criminal offenders. (VATEA)
Known as the Perkins Act, this federal program supplements state secondary, postsecondary, and adult vocational education programs, with the goal of improving educational programs leading to academic, occupational, training, upgrading and retraining skill competencies needed to work in a technologically advanced society. The Perkins Act has an economic mission to make the United States more competitive in the world economy by more fully developing the academic and occupational skills of all segments of the population. In October 1998, Congress reauthorized the Perkins Act; changes included directing more resources to local agencies, increasing local flexibility, and eliminating the requirement to provide specific programs to eliminate sex bias in vocational education. Performance-based accountability measures were strengthened and targeted at successful outcomes for students in Perkins-funded programs, including those representing "special populations" (single parents, displaced homemakers, single pregnant women, and others).

Centers for Applied Competitive Technologies: These centers share three characteristics: a demonstration site built around a computer-integrated manufacturing/enterprise; a philosophy based on Total Quality Management (TQM) [see below], together with a commitment to provide training and services to promote the TQM concept; and the use of technology-transfer teams. TQM technology-transfer teams consist of center staff, college faculty, technical experts, and representatives of private-sector sponsors to assist small and medium-sized businesses in the evaluation of their readiness for new technology and the design [of a business or strategic plan] for implementing technology. (ED>Net)

Centers For International Trade Development (CITD): The common goal of these centers is to serve small businesses, stimulate business formation, and provide programs and services that enhance the competitive strength of California business in the international marketplace. These centers provide training and technical services to businesses interested in international exporting or importing. This includes the provision of: direct consulting, technical services, information dissemination, resource and referral services and employee training.

Working through partnerships with community organizations, the colleges use their resources to provide a variety of services that support international trade development in their local communities. Some colleges have developed courses in international business, identified local businesses interested in international trade development, distributed leads on international trade to local businesses via the World Trade Center Association System, and provided direct technical support to businesses. (ED > Net)

Committee of Practitioners (COPs): Representative body appointed by the State Department of Education charged with developing the state's accountability system for vocational education. This includes the criteria to be used in the state assessment and the core standards and measures of performance required by the Carl Perkins Act. (VATEA)

Community Based Organization: Private community-based organizations (CBOs) are private, non-private organizations which are representative of communities or significant segments of communities which provide support services or related instruction to improve student retention in educational programs and/or enable students to successfully transition to work. (VATEA)

Community Service Classes: Usually defined as fee-based instruction paid for by the student. A wide variety of courses are offered in this type of program. The classes are often four to eight hours in length and the costs are not covered by the state funding source (ADA/Program Based Funding). Some colleges use this format to provide seminars and workshops for the business community as part of their contract education program. Community service instructors may or may not meet the qualifications required of credit instructors. These classes must be open to the community.

Content and Performance Standards: Content standards identify what students are supposed to learn in a particular subject area: they are sometimes specified by grade level. Performance standards identify a specific set of goals for student achievement. They include what students should be able to do with what they have learned, and how well they are supposed to do it. Assessment of performance is based on students demonstrating their skills and knowledge.

Whether applied at the classroom, school, district, state, or national levels, standards establish concrete and specific goals for students. In 1997 and 1998, California adopted voluntary statewide standards for grades 1-12 in English/language arts, mathematics, science, and history/social science. In addition, many school districts have adopted local standards.

Contract Education: This is an agreement between an employer and a college to provide specific training or services (assessment, counseling, tutoring, etc.) for employees of the company/government agency. The training may include regular college courses or customized courses, which may vary in length from an hour to a semester or more. The course content is jointly agreed upon by the employer and the college and must undergo the proper approval process as any course offered under the district's name. Courses may be for credit, not-for-credit or, in some instances, non-credit.

Cooperative Education/Work Experience: Cooperative education involves an instructional arrangement between the student, the college and the employer. The curriculum is tied to the on-the job training that becomes a significant component in the student's education. Cooperative education, often called work experience, may occur while students are attending college full-time and working part-time or attending college part-time and working full-time.

Credit Class (employee supported)--Apportionment-Generating: A credit class is open to the public and is usually offered on-campus, although it may be offered at a company site, or community location. When delivered on contract with an employer, special services such as book delivery, on-site registration, invoicing, etc., are involved.

The requirements established for a credit course are that it be recommended by the college faculty and approved by the district board; that it be taught by a qualified instructor; that it have an official course outline which is included in the college's files; that it grant units of credit; that it have limitations on repeated enrollment; and, if it generates apportionment, that it be accessible to the public.

Credit Class (employer supported)--non Apportionment-Generating: This class is not open to the public and, as such, cannot receive apportionment. An example of this category is the Pacific Bell accelerated, on-site, lower division, transferable program for their employees. The company or agency pays the entire cost for this class. Faculty are hired and curriculum is developed and approved according to Title 5 regulations. This is also known as contract education.

Credit Hour: According to Title 5, a credit hour involves approximately three hours of recitation, study or lab work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour will be allowed in the same ratio that the length of the term is to 16 weeks. **(TITLE 5)**

Economic Development: Economic development focuses on meeting the specific needs of business and industry, and are the specialized services and programs provided to the community, businesses, and industries to enhance economic vitality. The Chancellor's Office established an Economic Development Program to support local community college efforts to provide

education, training, and technical services to California's businesses and industries. Economic development is the entire array of activities, some conducted by government, and some by the private sector, often in partnership with government, that are intended to expand the economy of a designated area and to increase the number of jobs available in that area. There are many strategies involved in economic development, including tax incentives, regulatory reform, and other incentives for encouraging businesses to expand or locate in specific areas. In the Economic Strategy Panel report, *Collaborating to Compete in the New Economy*, education and preparation of a skilled workforce were identified as two key factors to be addressed for economic development efforts to be successful.

Economic Strategy Panel: The California Economic Strategy Panel, chaired by the Secretary of Trade and Commerce, was formed in 1994 as part of a statewide economic planning effort. The bipartisan panel, which includes representatives of the Governor, business, labor, and the Legislature, is charged with developing an overall economic vision and strategy to guide public policy toward a prosperous 21st century. In its February 1996 report, *Collaborating to Compete in the New Economics*, the panel identified workforce preparation as key to economic success for the state.

ED>Net: As a means of implementing the Chancellor's Office Economic Development Program, ED>Net coordinates the resources of the community college system to maintaining and strengthening California's economy.

Employer-based Training (EBT) Program: Provides technical and skill-specific training in courses based on the needs of employers, the unemployed and the underemployed. Requires a close working relationship with business and industry leaders who are actively involved in the development and evaluation of course requirements.

Colleges cooperate and/or coordinate these programs depending on the counties in which the colleges are located. Colleges are also involved in support services training with other public funds, such as childcare and foster parenting. They may be involved in providing employer information about services for their children. Career and personal counseling for employees may be provided at company expense. The programs are supported by the California Employment Training Panel and job Training Partnership Act funds.

Employment Training Panel (ETP): The ETP provides up to \$100 million annually in job training funds to employers throughout California. The ETP is funded through the Employment Training Tax (ETT) which is levied on California employers who participate in the Unemployment Insurance (UI) system. You may find more information on ETP at: www.etp.cahwnet.gov .

Environmental Hazardous Materials Technology Training (EMHT) Program Under this program several community colleges have sent faculty to receive specialized training in hazardous materials management at the University of California at Davis. The program helps California industry comply with state and local regulations on hazardous materials handling. (ED > Net)

Equivalency Process: Process by which local boards of trustees determine whether a faculty candidate possesses qualifications that, though not identical to the minimum qualifications, are not lower than the minimum qualifications for hire. A local governing board must jointly agree with the academic senate on the process and must "rely primarily upon the advice and judgement" of faculty serving on equivalency committees. (AB1725)

Essential Employability Skills: The term "essential employability skills," also known as "soft skills", applies generally to those social and interpersonal skills which are considered by employers to be essential to success in the workplace. These skills include accountability for actions, common sense, continual learning, cooperativeness, flexibility, dependability, integrity, motivation, work habits, and other such qualities. Some people additionally include basic reading, writing, and computing skills necessary for academic success as essential employability skills.

Evaluation: As used in the Policy Framework, evaluation is the process of measuring the effects of programs and systems.

Faculty Service Areas (FSAs): Established by joint agreement of the district governing board and collective bargaining agent in order to establish the extent of seniority rights during reduction in force affecting faculty. Faculty are assigned to one or more FSAs for which he/she meets district competency requirements and minimum qualifications. (AB1725)

Fee-based Workshop/Seminar: Demand driven short-term class, often four to eight hours in length. The student pays the fee for this type of class. This is the same format as community service not-for-credit programs.

50% Law: Requires districts to spend at least 50% of annual educational budget on salaries of classroom instructors. Intent is to limit class size and relative growth of administrative and non-instructional costs.

Full-time Equivalent: faculty (FTE/f): This is a formula used to determine faculty workload. It may mean one full-time faculty member teaching 15 equated hours* per week or may be more than one faculty member teaching a total of 15 equated hours*. (AB172S)

*equated hours refers to the formula that weighs lecture and lab hours to equal 15 hours. A lab hour is often considered to be a fraction of a lecture hour.

Fund for Instructional Improvement (FII): The Fund for Instructional Improvement was created by the passage of AB 1173 in 1977. The fund provides grants and loans to improve learning and teaching in community colleges through development, implementation, and evaluation of alternative education programs and services.

Full-time Equivalent: student (FTE/s): The Program Based Funding formula used by the state to determine district funding. It is based on Weekly Student Contact Hours evaluated on one, census day per term. The FTE/s measure is roughly equivalent to ADA. The principal differences between ADA and FTE/s measures are in the number of census counts taken during the school term and the use of an absentee factor when calculating ADA. (AB1725)

Greater Avenues for Independence (GAIN): This is a state funded program that focuses on training welfare recipients with the goal of each becoming economically independent of the state.

Industry Cluster: Industry Cluster means a geographic concentration or emerging concentration of interdependent industries with direct service, supplier, and research relationships, or that share common resources and sell a significant portion of their goods or services outside of the region.

Info-Net: This is a simple computer "bulletin board" that allows community college faculty, administrators, students and organizations to communicate with colleagues and associates at any community college in California. Info-Net was established in 1986 and is hosted by Modesto Junior College.

Intersegmental General Education Transfer Curriculum (IGETC): Completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.

Job Placement Centers: Job placement centers of community colleges are organized to provide specific employment opportunities to students. These centers typically have a listing of jobs available to students while they are in college and/or for summer employment. They also provide employment information for graduates and arrange interviews with students and prospective employers.

Job Training: This is also known as employment training and consists of a planned systematic sequence of instruction that is usually job specific and of short duration. Job training is often employer-need specific.

Job Training Partnership Act (JTPA): The federally funded JTPA provides several alternative training modes including regular classes at the community college, contract education, student employment with work experience, and on-the job training in private business. The federal JTPS, which was replaced in 1998 by the Workforce Investment Act (WIA) authorized and funded employment and training programs, primarily economically disadvantaged adults and youth, dislocated workers and others facing significant employment barriers. (See Workforce Investment Act.)

Labor Market Area: A labor market area is defined by the U.S. Bureau of Labor Statistics as an economically integrated geographic area within which individuals can reside and find employment, or can readily change employment without changing their place of residence. The information provided by labor market areas is used by various government agencies to administer federal and state programs.

Lecture Equivalent Hour (LEH/LHE): Laboratory hours are counted as a fraction (0.5, 0.6, 0.67, 0.75, etc.) of a lecture hour at many community colleges. The LEH is a means of determining faculty teaching load by equating laboratory instruction hours to lecture instruction hours. For instance, if a district decides that a biology lab hour is rated as 0.67 lecture hours, then a biology lab that meets for six hours a week is the equivalent of four lecture hours of teaching

load, or 4 LEH, according to the formula. Full-time faculty at community colleges teach an average of 15 LEH per term.

Limited English Proficiency: Includes those students with sufficient difficulty speaking, reading, writing, or understanding the English language to the extent they are denied the opportunity to learn successfully in the classroom where the language spoken is English. (VATEA)

Local Educational Agency (LEA): A board of education or other legally constituted local public educational institution or agency having administrative control and direction of a vocational education program. (VATEA)

Matriculation: Process by which the district and student enrolled for credit enter into an agreement for the purpose of realizing the student's educational goal. (Title 5 regulation)

Minimum Qualifications: The minimum qualifications required to offer service as a faculty member or for certain administrative functions is to possess the minimum qualifications as specified by the legislature or the Board of Governors, the equivalent granted through an equivalency process (see above), or a credential which permits offering that service. Although all existing credentials are effective until they expire, the Board of Governors stopped accepting new applications for credentials on July 1, 1990. These standards were developed by the State Academic Senate. (AB1725)

Model Practices: Model practices are those programs, strategies, and activities identified by schools, educational agencies, and – in the context of this *Policy Framework* – workforce preparation and economic development agencies and regional collaboratives which demonstrate success in accomplishing their identified goals. It is expected that regional collaboratives funded by the state partnership will share their success, or model practices, with other collaboratives

Non-credit Class-Adult Education: A non-credit course must be approved by the local district governing board, must be taught by an instructor qualified to teach non-credit, and must be conducted according to a course outline and/or curriculum guide on file with the college. Non-credit courses that meet the criteria for state funds are: (1) parenting, (2) basic skills, (3) ESL, (4) citizenship for immigrants, (5) education for substantially handicapped persons, (6) short-term vocational programs with high employment potential, (7) education programs for older adults, (8) education programs in home economics and (9) health and safety education.

If credit is not given or a class does not fall into one of the above categories, then it may not receive any state funding

Non-degree Applicable Credit Class: This is a pre-collegiate course that does not apply to an associate degree and may not be used to fulfill transfer requirements.

Not-for-credit Class: A not-for-credit class is one that is neither a credit course nor a noncredit course. This category is a primary area under which contract education occurs. Curriculum development, instruction and materials translate into a cost-per-hour expense that is charged to the customer. Other funding sources may offset the cost of the training, but no state funding is

involved. Faculty teaching not-for-credit contract educational programs shall be hired, compensated, and evaluated according to procedures specified in the contract between the community college district and the public or private entity. This category includes community service offerings.

One-Stop Career Centers: One-Stop Career Centers offer customer-focused services to employers and job seekers and include easy access to integrated and comprehensive employment, training, and education services. California's One-Stop Career Center System or California WorkNet is designed to ensure that local partnerships are developed, and that services are customer focused, easily useable and accessible, and tailored to meet the specific needs of local labor markets. You may find additional information on California's One-Stop system at: www.sjtcc.cahwnet.gov/SITCCWEB/ONE-STOP .

Over-cap FTEs: This term referred to FTEs that exceeded a district's growth allotment based on the increase in the district's adult population.

Pass-along Certification: Intercollegiate articulation for the Intersegmental General Education Transfer Curriculum (IGETC) or CSU general education requirement. For instance, a given community college student may attend more than one community college. In this case, the last college the student attends before transferring to a CSU/UC campus should certify if the IGETC has been fulfilled.

Pell Grants: Grants awarded to help undergraduates pay for post-secondary education. Pell grants are restricted to undergraduates enrolled in at least 6 semester or quarter hours per term.

Private Industry Council (PIC): Organization that coordinates with JTPA (see definition) to address unemployment, economic changes and dislocated workers.

Program Based Funding: Method of allocation of state funds that intends to reflect the actual expense of operating a community college. Funding is based on the cost of five categories: instruction, instructional services and libraries, student services, maintenance and operations, and institutional support. While funds are allocated in this manner, districts are not required to expend these funds in those areas. (AB1725)

Program Sequencing: Program sequencing is the coherent organization of an educational or training program. The students' individual programs are arranged to make sure they get the right courses in the right order. Program sequencing is a component of articulation between institutions; students are assured they will be able to move seamlessly from courses in one educational institution to courses take at an educational institution at the next level.

Region: As used in the Policy Framework, region means the designated geographic area in which collaborative members will provide workforce services. This area may be distinct from economic regions defined by the Economic Strategy Panel. The Regional Workforce Preparation and Economic Development Act (RWPEDA) collaboratives have defined regions based on existing partnerships as well as labor market and economic considerations, including areas of influence affected by education, job training and economic development involved in the

collaborative effort. The intent of the plan is that regions will be self-defined based on criteria established at the state level, and will implement state workforce development policy at the regional level.

Regional Collaboratives: As defined by the RWPEDA, the term regional collaborative means a regional partnership that is responsible for implementing the goals of the Act. Regional collaboratives funded under the Act must include the following partners: community college districts; local school districts, including those that provide adult education and regional occupational centers/programs; the Employment Development Department; the local JTPA administrative entity; regional occupational centers/programs serving adults; entities administering local public assistance welfare-to-work programs; local economic development organizations; and the private sector, including both business and labor. Regional collaboratives may also have representation from local public, private, and non-profit agencies that have an interest in education, economic development, welfare-to-work, and workforce development.

Regional Occupational Centers/ Programs (ROCPs) Centers and programs designed to provide entry level job skills to students 16 years of age through adulthood. The program also provides for retraining and/or upgrading of existing skills of adults. These programs are administered by the California Department of Education. These centers/programs provide vocational training and academic education to high school pupils and adults. Courses offered by ROCPs cover a wide range of job-related training, which is conducted in facilities on high school sites, centers, or business sites.

Request for Application (RFAs): Competitive grants open to colleges through the Chancellor's Office.

Request for Proposals (RFPs): Competitive grants open to all entities involved in community college education: business, industry, private contracting consultants, and colleges.

Request for Qualifications (RFQ): These grants are open by invitation only. The Chancellor's Office representatives visit and review qualifications of colleges requesting awards to assess if established criteria have been met

SCANS: The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission identified five competencies (i.e., skills necessary for workplace success) and three foundations (i.e., skills and qualities that underlie competencies). The competencies include resources, interpersonal skills, information, systems, and technology. The underlying foundations are *basic skills*-reading, writing, arithmetic and mathematics, speaking, and listening; *thinking skills*-thinking creatively, making decisions, solving problems, knowing how to learn, reasoning; and *personal qualities*-individual responsibility, self-esteem, sociability, self-management, and integrity.

School-to-Work Opportunities Act of 1994 (STWOA): The federal STWOA was signed into law in May 1994. It places major responsibility on state government for developing systems of school-to-work or, as it is called in California, School-to-Career (STC) transition. As defined in

the Act, the general requirements of a School-to-Work Opportunities system includes integrated school-based learning that integrates academic and occupational learning; links between secondary and postsecondary education; and a connecting activity component.

Self-sufficiency: The term “self-sufficiency” refers to the ability of an individual or a family to meet all their economic needs through paid work, with no requirement for public assistance. Self-sufficiency calculations are based on the costs specific to identified geographic areas, and include amounts required for child care, transportation and other basic services that are not normally calculated in federal poverty guidelines. An income required for an individual or family to be truly “self-sufficient” is normally greater than minimum wage.

Service Delivery Areas (SDAs): An SDA is a geographic area designated by the Governor based on population and labor market. Until superseded by the Workforce Investment Act, SDAs administered local JTPA funds through a partnership between the local elected officials and a Private Industry Council (PIC) made up of representatives from private sector businesses, organized labor, community-based organizations, local government agencies, and local education agencies.

75:25 Ratio: Legislatively prescribed ratio of hours of credit instruction taught by full-time faculty to hours of credit instruction taught by part-time faculty. Also known as full-time/part-time ratio. Districts that do not meet this goal are obligated to use a substantial percentage of their Program Improvement Funds to hire new full-time faculty.

Single-Parent: This term refers to an individual who is unmarried or legally separated from a spouse, and has a minor child or children for which the parent has either custody or joint custody. (VATEA)

Small Business Development Centers (SBDC): These centers provide comprehensive services to small business owner, and to individuals interested in starting a business. These centers serve as information, resource, and referral agencies for the small business community. Consultation in management, financing, and marketing are available to individual business clients. These programs are funded by the California Department of Commerce. (ED>Net)

Sustainability: Sustainability is the ability of a regional collaborative or other program or activity funded through a categorical or temporary grant to continue to exist in the absence of special funding.

Technology Transfer Partners: Falling under the umbrella of the Centers for Applied Competitive Technologies, technology transfer teams are made up of college faculty, technical experts, and representatives of private-sector sponsors. Their goal is to assist small and medium-sized businesses in the evaluation of their readiness for new technology and to develop a strategic plan. (ED > Net)

Tech Prep: Tech Prep Education is a combined secondary and postsecondary program that: (a) leads to an associate degree, two-year certificate, or two-year apprenticeship program; (b) provides technical preparation in at least one field of engineering technology, applied science,

mechanical trade, industrial arts, practical arts or trade, agriculture, health, or business; (c) builds student competency in mathematics, science, and communications (including applied academics) through a sequential course of study; and (d) leads to employment and/or transfer to four-year baccalaureate degree programs.

Tech/Prep Education Act: This act is intended to encourage the development of articulated programs that will consist of two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of proficiency in mathematics, communications and technologies designed to lead to an associate's degree or certificate in a specific field. This program is part of the Carl Perkins Act and receives federal funds.

Total Quality Management (TQM): Refers to the philosophy and methods for implementation of continuous quality improvement and includes statistical product control, Just-in Time procurement, teamwork, leadership and communication skills. It is the involvement and commitment of management and employees to conduct business by consistently meeting or exceeding customer's expectations.

Vocational Education: As defined by the Carl Perkins Act, involves organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing, and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, trades and industrial occupations, or for additional preparation for a career in such fields, requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. (VATEA)

Vocational Education Act (VEA): [see Carl Perkins Act] Now the **Vocational and Applied Technology Education Act. (VATEA)**

Weekly Student Contact Hour (WSCH): Refers to the attendance of one student for one hour in a college credit course. WSCHs are reported once each term under program based funding.

Welfare-to-Work: The Balanced Budget Act of 1997 authorizes the U.S. Department of Labor to provide Welfare-to-Work (WtW) grants to states and local communities to create additional job opportunities for the hardest-to-employ recipients of Temporary Assistance for Needy Families grants (TANF). The grants total \$3 billion: \$1.5 billion to be awarded in fiscal year 1998 and \$1.5 billion in fiscal year 1999. Two-thirds of the funds will be distributed by formula to states and one-third through a competitive award process directly to local communities. You may find more information on WtW grants at: www.wtw.doleta.gov.

Work Experience: [see Cooperative Education]

Workforce Development: As used in the *Policy Framework*, workforce development refers to the entirety of the systems by which people are educated, trained, upgraded and retrained for employment and participation in the workforce. Included in the process are all segments of the

system – from K-12 education and postsecondary institutions to public and private training programs to economic development and employment expansion programs.

Workforce Investment Act (WIA): Passed in 1998, the WIA is the latest in a series of laws which have provided federal support for workforce preparation and employment; it replaces the JTPA which was originally authorized in 1982. There are elements of WIA which differ significantly from JTPA, including: creation of a State Workforce Investment Board and local boards; focus on a One-Stop delivery system for state and local workforce investments; the availability, with no eligibility requirements, of “core” services to all adults, and “intensive” services for unemployed individuals who are not able to find jobs through core services alone; the use of Individual Training Accounts by which adult customers can choose the training that best meets their employment training needs; and new accountability provisions to measure customer satisfaction of participants and employers. The bill becomes fully effective on July 1, 2000 and extends through 2003.

Workforce Preparation: As used in the *Policy Framework*, workforce preparation refers to programs offered both in the public and private sectors that are focused on employment and training. These programs are intended to lead to job-specific and technical skills required for job readiness, regardless of whether the student is or has been employed before. Job training programs serve both youth and adults, but do not generally contain basic academic material as part of their curriculum.

Workplace Learning Resource Centers (WpLRC): Community colleges offer to business, industry, unions, and governmental agencies a variety of workplace learning and development resources including occupational-specific assessment, task analysis, basic skills, ESL, literacy (including literacy for non-English speaking employees), computation, problem solving, analytical skills, teamwork, and the organization of work. Funding is being sought from the private sector. Faculty will be involved in the development of curriculum and teaching strategies, in-service training and development of the evaluation system. (ED > Net)

Workplace Literacy: The reading, writing, computation and communication skills needed in a competitive workforce.

Note: this Document Is Constantly Being Updated and Revised. If You Have Any Requests for Additions or Any Other Changes, Please Contact Susan Quatre at Gavilan College, (408) 848-4869, or Call the Senate Office at (916) 445-4753

California Workforce Development: A Policy Framework for Economic Growth and the other background documents are available online at www.regcolab.cahwnet.gov