

## **STRONG COMMUNITIES ACT BACKGROUNDER**

### **What does the bill do?**

- The Strong Communities Act provides grants to local law enforcement recruits who agree to serve in a law enforcement agency in their community to attend school/academy. The recruits must be from the community and agree to serve for 4 years.

### **Why is this important?**

- Law enforcement is suffering from both a recruitment and trust crisis. Many local governments lack the funding to pay for training and have struggled with recruiting from local communities. The Strong Communities Act addresses the issue of attracting diverse recruits and lack of funding at the local level.

### **How is the bill funded?**

- The Strong Communities Act will reallocate 3% of state Perkins CTE funding from Local Formula Distribution to the Strong Communities Program

### **What is CTE?**

- Career and technical education (CTE), sometimes referred to as vocational education, provides occupational and non-occupational preparation at the secondary, postsecondary, and adult education levels. As defined in a publication by the U.S. Department of Education's (ED's) National Center for Education Statistics (NCES), CTE prepares students for roles outside the paid labor market, teaches general employment skills, and teaches skills required in specific occupations or careers. The definition distinguishes CTE from liberal arts or academic education: the fine arts, English, mathematics, science, foreign languages, and the humanities. A CTE curriculum is often designed to have a post-education practical application and develop broadly applicable skills. Academic educational courses are often designed to develop subject matter knowledge and broadly applicable skills.

### **What is the Carl D. Perkins Career and Technical Education Act?**

- The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV; P.L. 109-270)<sup>1</sup> is the main federal law supporting the development of career and technical skills among students in secondary and postsecondary education. This law has been reauthorized several times, most recently in 2018 through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which was signed into law by President Trump on July 31, 2018. Perkins V reauthorized Perkins CTE funding through 2024.

### **How does CTE work at the Post-Secondary Level?**

- CTE at the postsecondary level is subbaccalaureate postsecondary programs designed to impart relevant knowledge and skills that relate to the requirements of specific occupations

or careers. ED's definition of CTE at the postsecondary level contrasts it from the liberal arts (academic education), which imparts the knowledge and skills representing the accumulated knowledge base in a subject area. Students pursuing two-year or less-than-two-year credentials, certificates, or degrees in non-liberal arts programs are generally termed CTE students. CTE students may pursue an associate's degree; an industry recognized certificate or other certificate; noncredit courses to improve knowledge and skills or signal knowledge to employers; noncredit training customized for a particular employer; or continuing education credits to maintain licensure or certification. (CRS)

### **Who are Postsecondary CTE providers?**

- vocational schools;
- technical colleges (public and private less-than-two-year colleges);
- community colleges (public two-year colleges) and private two-year colleges;
- public and private four-year universities;
- employers, labor organizations, and industry groups through pre-apprenticeships, apprenticeships, and other training programs;
- regional training centers (RTCs) that are public or nonprofit centers coordinating workforce development, education, and training;
- adult workforce education centers, which provide customizable, labor market-driven, postsecondary workforce education and training services; and
- detention centers and correctional facilities.

### **Do CTE course result in a degree?**

- Some CTE programs are terminal, while others may be used as a stepping stone to obtain a more advanced credential (stackable). While a terminal CTE program is designed to lead directly to employment, many of the courses are not transferable for credit toward a more advanced credential. For instance, there are few courses within an associate's degree in court reporting that transfer toward a bachelor's degree. DOL defines a stackable credential as "part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs." For example, an associate's degree in respiratory therapy can lead to employment as a respiratory therapist or be transferred toward a bachelor's degree in respiratory therapy.

### **How is CTE funded?**

- Part of the formula is determined by the number of Pell recipients. Perkins IV requires states to allocate
  - at least 85% to the local level,

- up to 10% for state leadership activities, and
- up to 5% or \$250,000 (whichever is greater) for program administration.

Additionally, up to 10% of the funds distributed to the local level may be awarded to local CTE providers that are in rural areas, areas with high percentages of CTE students, and areas with high numbers of CTE students. The statute does not specify how the states are to allocate these reserve funds to eligible recipients.

### **What is the breakdown of industries receiving CTE funding?**

- In Michigan for the 2017-2018 academic year, CTE concentrator enrollments was highest for health sciences (29,318 secondary and post-secondary enrollees), followed by business, management, and administration (21,031 secondary and post-secondary enrollees) <https://cte.ed.gov/profiles/michigan> [Enrollment tab]
- Nationwide in academic year (AY) 2016-2017, almost 2 million subbaccalaureate credentials (associate's degrees or subbaccalaureate certificates) were awarded by institutions of higher education participating in the federal student aid programs. Among the occupational fields, graduates in health sciences accounted for 25.1% of all graduates receiving a subbaccalaureate credential, followed by 10.1% of all graduates receiving a subbaccalaureate credential in manufacturing, construction, repair, and transportation. Overall, graduates in the occupational fields accounted for 70.1% of all the subbaccalaureate credentials awarded. <https://nces.ed.gov/surveys/ctes/tables/p204.asp>

### **How much CTE funding currently goes to Michigan?**

<http://cte.ed.gov/grants/state-profiles>

- In total, Michigan received \$41,244,506 in FY19
- Local Formula Distribution (85%), Michigan received \$35,057,831 in FY19.
- State Leadership Funds (10%), accounted for \$4,124,450 in FY19
- State Administration (5%), was \$2,062,225 in FY19
- Michigan currently splits their CTE funding 60/40 secondary to postsecondary
- Post-Secondary Education received \$13,321,976 in FY19

### **Who currently receives CTE funding in Michigan?**

- List of institutions? What is done with funding?
- Allocation?