

EDUCATION & WORKFORCE DEVELOPMENT

Friday, April 12, 2013

MEETING AGENDA

10-11:30 a.m.

1. Welcome
2. Introductions
3. Educating California's Workforce
Senator Carol Liu, 25th District
4. Education Bills & Local Control Funding Formula
Edgar Zazueta, Director of Government Affairs Los Angeles Unified School District
5. Q & A
6. Informational Items
 - 2013 Los Angeles Chamber Education & Workforce Development Goals
 - 2013 L.A. Chamber Education & Workforce Development legislative matrix
 - Smarter Balanced Assessment Consortium
 - California Community College Student Success Score Cards
 - Strengthening Cal Grants Analysis
 - ACCESS Sacramento (Early Registration ends April 19)

Sponsored By:



Next Meeting:

Please note the next education council meeting is:

Friday, June 14 10-11:30 a.m.



Los Angeles Area
Chamber of Commerce

Edgar Zazueta
Director for the Office of Government Relations
Los Angeles Unified School District

Edgar Zazueta currently serves as the Director for the Office of Government Relations for the Los Angeles Unified School District (LAUSD). His duties include representing Los Angeles Unified on the state and federal level. Prior to this appointment, Edgar was a Legislative Consultant for State Senator Denise Moreno Ducheny (D-SD).

Edgar's advocacy for LAUSD comes from a number valuable experiences working in Washington DC. After completing his undergraduate degree, Edgar was one of twenty individuals selected nationwide to participate in the CHCI Fellowship program. While in Washington DC, Edgar worked for the White House Initiative on Educational Excellence for Hispanic Americans. In this capacity, he traveled around the country collecting data in various Latino communities and assisted in the development of an advisory report that was presented to President Bush on the status "Hispanic Education". While an undergraduate student, Edgar also spent a summer working in the Washington D.C. office of Governor Gray Davis.

In 2003, Edgar was selected to participate in the prestigious California Senate Fellows Program in Sacramento.

A native of Southern California, Edgar received his Bachelors Degree in Political Science from the California State University, Fullerton and a Masters in Public Administration from the University of Southern California. Edgar currently resides in Sacramento, CA where his job consists of representing LAUSD before the California Legislature. He resides with his partner, Michelle, and daughter Evah Natalia.



Los Angeles Area
Chamber of Commerce

Honorable Carol Liu
California State Senate
25th Senate District

California Senator Carol Liu (D-La Cañada Flintridge) was elected to represent the 25th District in November 2008. She served as Assembly Member, 44th District from 2000-2006. A former teacher and school administrator, Carol believes that education is the key to achieving a high quality of life. She takes a holistic view to solving society's ills, believing that the cycles of poverty and the cycles of crime can be broken by improving the public school system. Likewise, she also believes that the road to a GREEN and sustainable economy will provide pathways out of poverty through new business and job creation while improving the quality of life for all through healthy and sustainable communities.

Carol's environmental accomplishments in the Legislature include authoring legislation improving the groundwater monitoring and remediation system and fighting to eliminate toxics from consumer products, and promoting alternative transportation throughout the region. Carol sits on several Senate Standing Committees including Budget, Education, and Human Services, which she chairs. She also serves on several Select Committees including: Emerging Technologies and Economic Competitiveness; High Speed Rail; The Environment, The Economy, and Climate Change; and Workforce Development, School Environment and Student Wellness.

Carol created the GREEN21 program in 2011 to promote communication, collaboration, and coordination among the leaders in government, business, academia, non-profits, and the community to accelerate greening and sustainable economic development throughout the region.



Los Angeles Area
Chamber of Commerce

2013 EDUCATION AND WORKFORCE POLICY GOALS

The Education and Workforce Development Public Policy team has begun to outline goals and priorities for the 2013 legislative session. 2013 Public Policy goals include:

Early Childhood Education

- Garner Governors attention to Early Childhood Education to develop a planned reinvestment
- Continue to work with Governor and staff to defeat attempts for Administrative Restructure
- Support investments and minimize cuts to Early Childhood Education programs
- Support seamless alignment of early education programs with K-12
- Support Implementation of Race to the Top (RTTT)- Early Learning Challenge Grant
- Prioritize and implement the State Superintendent of Public Instruction's *Blueprint for Great Schools* recommendations
- Strengthen and engage in State Advisory Council on Early Learning and Care meeting

K-12

- Continue to champion Linked Learning as strategy for secondary reform
- Support Common Core implementation
- Advocate for specific requirements in the Governor's proposed Local Control Funding Formula (formerly Weighted Student formula)
- Support Science, Technology, Engineering, and Mathematics (**STEM**) Education
- Focus on the development of a strong teacher effectiveness plan
- Draft and launch legislation supporting internships throughout the state through allocated resources from SB 1070 funds

Higher Education & Workforce

- Support an ambitious higher education agenda focused on improving the quality and affordability of California's higher education system, and ensuring that institutions are focused on reforms to improve student time-to-completion, graduation and completion rates.
- Support local implementation of the SB 1143 Student Success Taskforce recommendations, including those efforts that create a clear and aligned strategy focused on increasing post-secondary achievement rates among youth and adult learners in the region.
- Monitor federal sequestration and support investments in and minimized cuts to Higher Education
- Support federal Dream Act and Comprehensive Immigration Reform (CIR)
- Support the reauthorization of Workforce Investment Act (WIA) with increased or maintained funding for local Workforce Investment Boards.

LOCAL CONTROL FUNDING FORMULA

Department of Finance
March 2013

THE EXISTING SCHOOL FINANCE SYSTEM

- Currently, funding for school districts and county offices of education is distributed inequitably, not tied to student demographics, and largely state-controlled.
- Over the last 50 years, a number of factors have shaped the current system:
 - The Serrano lawsuit requires students to have equal access to a basic education.
 - Revenue limits were created. Today, they reflect local funding decisions made in the late 1960s and early 1970s.
 - The implementation of Proposition 13 shifted most school funding from local property taxes to the state General Fund.
 - Categorical programs that target state funding for specified purposes no longer reflect their intended purpose.

THE ADMINISTRATION'S PROPOSAL

- The Governor's Budget proposes the Local Control Funding Formula (Formula) to ensure:
 - School funding equitably reflects student demographics by having student needs drive the allocation of resources.
 - School funding is locally controlled and state bureaucracy is reduced by providing localities with sufficient flexibility to determine educational inputs.
 - Accountability at the local level so that district governing boards, school administrators, teachers, students, their parents, and other members of the local community are best positioned to set goals for their schools and can take corrective action if those goals are not met.
 - Accountability measures focus on outcome based metrics such as academic achievement and graduation rates, rather than input based metrics.

2013 Los Angeles Chamber Education Policy Matrix

Bill & Author	Subject	First House					Second House			Status	L.A. Chamber	REAL	Sponsor	Letter Sent?
		Policy Cmte	Fiscal Cmte	Floor	Policy Cmte	Fiscal Cmte	Floor	Concurrence						
Early Childhood														
AB 260 (Gordon)	Individualized county child care subsidy plans.	X								Assembly Human Services 4/16/2013				
AB 273 (Rendon)	Enact legislation that would redesign general child care and development programs for 0-3 to allow for the combination of child care to allow for combination care and developmental services with home visitation services and would rename these	X								Assembly Education	W			
AB 274 (Bonilla)	This bill would require child care providers authorized to provide services pursuant to those provisions to submit to the alternative payment program a monthly attendance record for each child who received services that documents certified needs and hours of care provided.	X								Assembly Human Services 4/16/2013				
AB 290 (Alejo)	Require the Director or teacher of child care home-to receive at least one hour of childhood nutrition training.	X								Assembly Human Services 4/2/2013	W			
AB 309 (Mitchell)	CalFresh: homeless youth.	X								Assembly Human Services				
AB 364 (Calderon)	Require unannounced licensing visits no less than once every two years.	X								Asrn. Human Services				
AB 622 (Morning)	Impose a one-cent-per-ounce tax on soft drinks and other sweetened beverages to raise funds for programs that address issues like childhood obesity and dental disease.	X								Senate Gov. & Fin. 4/24/2013	W			
AB 641 (Rendon)	Child care: family child care providers: bargaining representative.	X								Assembly Labor & Employment 4/10/2013				

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		Policy Cmte	Fiscal Cmte.	Floor	Policy Cmte	Fiscal Cmte	Floor	Concurrence						
K-12														
AB 39 (Skinner)	Of the \$550,000,000 to be annually transferred from the General Fund to the Clean Energy Job Creation Fund through 2018, requires money be made available for job training and workforce development.	x								Assembly Natural Resources				
AB 51 (Logue)	Establishes a pilot project to serve as a model of articulation and coordination between K-12 schools, community colleges and campuses of the CSU system.	x								Assembly Higher Education				
AB 114 (Salas)	Using funds from the Clean Energy Job Creation Fund, requires the Employment Development Department to administer grants, no-interest loans and other financial assistance to existing workforce development programs for the purpose of creating green energy jobs.	x								Assembly Natural Resources 4/15/2013				
AB 181 (Logue)	Establishes a pilot program with the goal of establishing a coordinated curriculum that enables students to earn a baccalaureate degree from a participating UC campus within 3 years of graduating from a high school	x								Assembly Higher Education				
AB 547 (Salas)	Adds career exploration to the list of activities which may satisfy the academic assistance element of programs receiving ASSET grants. In selecting grantees, requires the Department of Education to consider the strength of career exploration and other criteria identified as critical to the provision of high-quality after school programs.	x								Senate Education 4/24/2013				
AB 646 (Cooley)	Declares that P-20 Councils are the desired structure for employer-education partnerships in the state. Authorizes school and community college districts, as well as CSU and UC institutions, to establish or participate in regional P-20 councils.	x								Assembly Education				
AB 943 (Nestande)	Allows a tax credit for the provision of grants to non-profit organizations to support their provision of supplemental instruction, extended learning, and other activities which enhance STEM or arts curriculum, but are outside of the regular program of study.	x								Assembly Revenue & Taxation 4/22/2013				

2013 Los Angeles Chamber Education Policy Matrix

K-12 (Continued)		First House Second House				Status	LA Chamber	REAL	Sponsor	Letter Sent?
Bill & Author	Subject	Policy Cmte	Fiscal Cmte.	Floor	Policy Cmte					
SB 421 (Hernandez)	Authorizes completion of an International Baccalaureate (IB) Diploma Program as an alternate means to meet high school graduation requirements. Establishes a grant program to cover IB and/or Advanced Placement (AP) exam fees for economically-disadvantaged pupils. If budget allocation is insufficient to meet grant costs, priority will be given to AP examination costs.	x				Senate Education 4/10/2013				
SB 432 (Price)	Requires the advisory committee established pursuant to the Public Schools Accountability Act to consult with innovative industries and businesses, including those in STEM and arts fields.	x				Senate Education 4/24/2013				
SB 440 (Padilla)	Requires community college districts to create an associate degree for transfer in every major offered by that district that has an approved transfer model curriculum before the commencement of the 2014-15 academic year.	x				Senate Education 4/24/2013				
SB 452 (Huff)	School Intervention: Parent Empowerment Includes persistently low-achieving schools, and those ranking between deciles 1 and 3 on the Academic Performance Index, among those subject to federal school intervention strategies.	x				Senate Education 4/17/2013				
SB 453 (Huff)	Requires the governing board of a school district to establish an evaluation and assessment system for certificated employees, using a multiple-measures evaluation system with multiple research-validated approaches to measuring effectiveness.	x				Senate Education 4/17/2013				
SB 524 (Lara)	Requires the Superintendent of Public Instruction to appoint and staff a 12-person task force of K-12, post-secondary, non-profit, and career preparation representatives to establish learning goals throughout the K-12 continuum to educate pupils and their families about college and career opportunities.	x				Senate Education 4/24/2013				

2013 Los Angeles Chamber Education Policy Matrix

K-12 (Continued)

	First House		Second House				Status	LA Chamber	REAL	Sponsor	Letter Sent?
	Policy Cmte.	Fiscal Cmte.	Floor	Policy Cmte.	Fiscal Cmte.	Floor					
Bill & Author											
AB 1241 (Weber)	Would extend eligibility for Entitlement grants by three years, allowing eligible applicants to receive an award up to four years after high school graduation or its equivalent.						Assembly Higher Education 4/9/13				
AB 1285 (Fong)	Would provide first-year tuition and fee coverage for all Cal Grant B recipients, rather than the current 2% of Entitlement awarddees.						Assembly Higher Education 4/9/13				
AB 1364 (Ting)	Would index Cal Grant B access awards to an annual economic benchmark						Education 4/9/13				
SB 285 (DeLeon)	Would create the College Access Tax Credit Fund, the proceeds of which would be used to increase annual Cal Grant B access awards to an amount as high as \$5,000.						Hearing Canceled @ request of author				
SB 440 (Padilla)	The bill would require California State University campuses to accept transfer model curriculum-aligned associate degrees for transfer in each of the California State University degree options, as defined, within a major field.						Senate Education				
SB 520 (Steinberg)	Creates a faculty-led, quality-first framework allowing online course providers to have strategically selected courses approved and placed in a state-level clearinghouse through which students may access the courses and receive credit at the UC, CSU, and California Community Colleges						Senate Education 4/10/2013				
Workforce											
SB 20 (Hernandez)	Health care: workforce training.						Senate Health 4/3/2013				
SB 118 (Lieu)	Establish workforce education and training principles, coupled with a statewide sector strategy focus for state board activities.						Senate Appropriations 4/8/2013				

Partnership for Assessment of Readiness for College and Careers Testing and Business Leaders: Preparing Students to Perform in Your Company

Partnership for Assessment of Readiness for College and Careers (PARCC) is a state-led consortium creating new student tests for the 2014-2015 school year and beyond. With nearly two-thirds of all jobs requiring at least some post-high school education, the business community can play a critical role in encouraging the change needed to ensure that students are graduating high school prepared for college and employment. Schools and districts across the country are working now to prepare for the full scale implementation of the new test system.

What Gets Measured Gets Managed

- Our current testing system in the U.S. is composed mainly of multiple choice questions and rewards our future workforce for basic rote memorization of facts.
- PARCC is creating a new generation of performance tests that require students to apply knowledge, get things done and demonstrate an ability to solve complex problems.

Preparing Students to Meet Workplace Goals

Business leaders need employees who can put skills and knowledge to work to solve problems. Research has proven that when students are required to apply knowledge, their understanding and retention is deepened.

To compete in the global market, we must better prepare students to excel professionally and contribute to our economy. PARCC tests will measure progress toward college and career readiness, providing information for teachers and parents about where students are excelling and where they need more development.

Raising the Bar for our Future Workforce

Until recently, each state developed its own education standards and tests. Today, 45 states are implementing updated standards, which define the knowledge and skills students need in order to succeed in college and best perform in your company.

PARCC tests are aligned to these updated standards in English language arts/literacy and mathematics. The tests will be administered online for students in grades 3-8 and 11 to ensure they're on track to become valuable employees for your company. For the first time, all students will be held to the same high standards and we will have achievement results that will be comparable nationwide.

Get Involved:

- Learn more about the Common Core State Standards: CoreStandards.org.
- Learn more about PARCC and sign up for a monthly eNewsletter: parconline.org.
- Follow PARCC on Twitter: @PARCCPlace.
- Invite local school leaders to speak at your next chamber meeting about their efforts to help students graduate college- and career-ready.
- Publicly support college- and career-ready standards and assessments in newsletters, letters to the editor and speeches.

Now is the Time to Get Involved

There is much work to be done before the full scale implementation of the test system in 2014-2015. By getting involved now, business leaders have the opportunity to work in partnership with schools and districts and shape new policies and practices that are being put into place.



Smarter Balanced Testing and Business Leaders: Preparing Students to Perform in Your Company

Smarter Balanced is a state-led consortium creating new student tests for the 2014-2015 school year and beyond.

With nearly two-thirds of all jobs requiring at least some post-high school education, the business community can play a critical role in encouraging the change needed to ensure that students are graduating high school prepared for college and employment. Schools and districts across the country are working now to prepare for the full scale implementation of the new test system.

What Gets Measured Gets Managed

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CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

PRESS RELEASE

April 9, 2013

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California Community Colleges Chancellor's Office Releases Student Success Scorecards for all 112 Colleges

Metrics give nation's largest higher education system unprecedented transparency, accountability

SACRAMENTO – California Community Colleges Chancellor Brice W. Harris on Tuesday released Student Success Scorecards that detail student outcomes at all 112 colleges using a variety of metrics that are presented in a clear and concise way and make the nation's largest system of higher education also the most accountable.

The scorecards give college-by-college views of student performance and were a major recommendation of the Student Success Task Force. The scorecard enables users to easily track a college's certificate and degree attainment and transfer rates, persistence rates and "momentum points," such as the completion of 30 units, which is typically considered to be the halfway mark to transferring to a four-year institution as a junior or completing an associate degree.

"This new set of performance metrics makes the California Community Colleges the most transparent and accountable system of public higher education in the nation and is designed to help more students achieve their educational goals," Harris said. "The scorecard results make it clear how important preparation for college is to student success. If students come to college well prepared they complete certificates and degrees or transfer at rates exceeding 70 percent. And for the first time, colleges will have clear data regarding student success by race, ethnicity, gender and age to help them focus on closing performance gaps."

Development of the scorecard is one of a series of steps taken by the California Community Colleges Board of Governors to increase the number of students who earn certificates and degrees or transfer to four-year institutions.

"With President Obama's call to have 5 million more associate degree holders by 2020, the scorecard will help us see what is working in California and what needs improvement," said Manuel Baca, president of the California Community Colleges Board of Governors. "This will lead to increased student success and ultimately it will help the nation reach its ambitious, yet certainly attainable, goal."

STRENGTHENING CAL GRANTS TO BETTER SERVE TODAY'S STUDENTS

ANALYSIS AND RECOMMENDATIONS

APRIL 2013

In partnership with:



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125th anniversary



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INTRODUCTION

California needs 2.3 million more people with postsecondary credentials by 2025, but we cannot achieve that goal at current college completion rates.¹ Overall, only 32 percent of California college students complete credentials on time.² Low-income students are much less likely than higher income students to enroll in or complete college, and these income gaps have grown in recent decades.³ At community colleges, which enroll the majority of the state's low-income students, African-American and Latino students are much less likely than white students to complete credentials.⁴ The state must do better to fulfill its promise of equitable opportunity for all students.

Students' ability to pay for college is an important factor in whether they go to college and stay once they are there. College costs include not only the tuition and fees required to enroll, but also the many other costs students incur: textbooks, transportation, housing, and food. Most students and families cannot afford to pay all of these costs from earnings and savings alone.

By reducing the gap between the cost of college and what families can afford to pay, financial aid can help increase enrollment, persistence, and completion. When that gap is not fully closed, the remainder is called "unmet need." Research shows that students are less likely to enroll when they have more unmet need, and that enrolled students with any unmet need are less likely to earn degrees than those with none.⁵ Having sufficient resources to cover college costs – from savings, earnings, grants, and/or manageable loans – helps students complete college by reducing their need to work and supporting their time studying and in class.⁶

Providing more than \$1.5 billion in need-based financial aid to California's college students, the Cal Grant program is a substantial state investment in college access and success.⁷ In fact, the Cal Grant program is the largest state grant program nationally in terms of dollars awarded, fifth in the number of students served, and sixteenth in dollars provided per full-time equivalent student.⁸

Still, there is room to improve Cal Grants. Awards for many qualifying students have been stagnant for decades, and many of California's low-income college students are left out of the program entirely. In fact, only 23 percent of the neediest college students in the state – those with no financial resources to put towards college costs – receive a Cal Grant.⁹ Among students who do receive Cal Grants, those who are underrepresented in higher education – African Americans, Latinos, Native Americans, and Pacific Islanders – receive smaller grants than white students. The same is true of the neediest students – their grants are smaller than those of better-off peers.¹⁰

It is clear we need to enable more students to graduate, overcome widening income gaps in college enrollment and completion, and eliminate racial and ethnic disparities in educational attainment. Improving the Cal Grant program so that more students are served, and served well, is critical to making progress on these three interrelated fronts.

» ELIGIBILITY POOLS

The majority of Cal Grant *recipients* receive grants as an *entitlement*, meaning that they applied at a point when they were guaranteed a grant if they met the GPA and income-related criteria. Students who apply their senior year of high school or within the next year receive a *high school entitlement* award, which is the most common type of award. Students who transfer from a community college to a four-year school before age 28 may qualify for a *transfer entitlement* award. In 2010-11, 72 percent of all Cal Grant recipients got high school entitlement awards, while five percent got transfer entitlement awards.¹⁶

The majority of Cal Grant *applicants* do not qualify for entitlement awards because they are more than a year out of high school, decide to go to college after the entitlement application deadline, or do not meet age or other requirements when they transfer. These hundreds of thousands of students must instead compete for a set number of awards authorized each year. *Competitive* awards went to just 18 percent of all Cal Grant recipients in 2010-11.¹⁷

Based on which eligibility criteria they meet, both entitlement and competitive applicants may be offered a Cal Grant A or B. Cal Grant A awards are available to students with high GPAs from generally middle-income families, while Cal Grant B awards are available to students with moderate to high GPAs from low-income families.

» WHAT CAL GRANTS COVER

The dollar value of a Cal Grant depends on the type of award. Cal Grant A awards cover tuition costs, and the amount provided varies based on where the student attends college (see below). Cal Grant B awards, which go to lower income applicants, include an “access” award to help students cover non-tuition costs, such as books and supplies, room and board, and transportation. Most Cal Grant B recipients receive only this access award, which is \$1,473 for 2012-13.¹⁸ However, depending on the type of college they attend and their year in college, Cal Grant B recipients may also receive a tuition award.

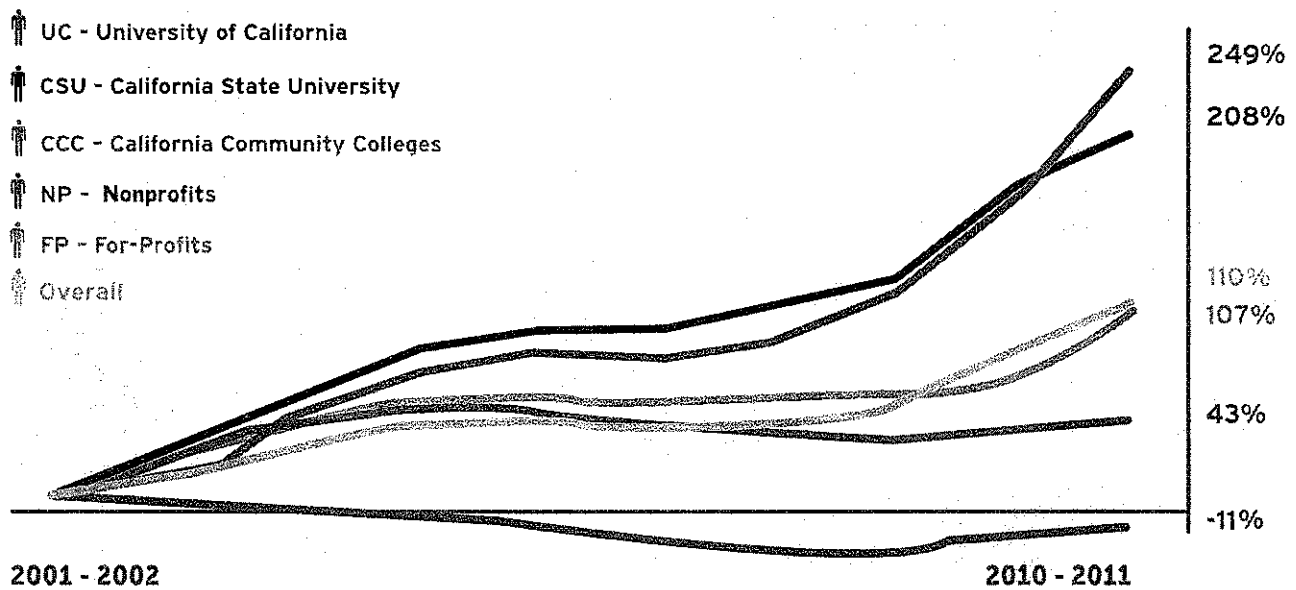
Tuition awards, whether part of Cal Grant A or B, cover full systemwide tuition and fees at public universities.¹⁹ The maximum tuition coverage for different types of private institutions has been set in the annual budget act. While all Cal Grant A recipients receive tuition awards starting their first year of college, those who receive Cal Grant B generally do not receive tuition awards until their second year.²⁰

► Cal Grant Award Values Vary by College Type 2012 - 13 Maximum Cal Grant Award Values ²¹

Sector	Cal Grant A	Cal Grant B (first year)	Cal Grant B (subsequent year)
California Community Colleges	n/a	\$1,473	\$1,473
University of California	\$12,192	\$1,473	\$13,665
California State University	\$5,472	\$1,473	\$6,945
Nonprofit Colleges	\$9,223	\$1,473	\$10,696
For-profit Colleges	\$9,223	\$1,473	\$10,696

The impact of these trends is evident in the chart below, which shows program costs by college segment.²⁴ As UC and CSU tuition have increased dramatically since 2001, Cal Grant expenditures at these segments have also increased substantially. Cal Grant expenditures at community colleges and private colleges – where grant amounts have been flat – have remained fairly level and even decreased in recent years.²⁵

► **Cal Grants automatically cover tuition and fees for recipients attending UC and CSU. This is where the majority of growth in the Cal Grant program has occurred in the last decade (2011 dollars).**



WHO DOESN'T RECEIVE A CAL GRANT?

Despite being primarily an "entitlement" program, many eligible applicants do not receive Cal Grants. While all eligible recent high school graduates who apply before the deadline are offered Cal Grants, many otherwise eligible students miss the application deadline or enroll in college well after they graduated from high school. These are particular problems for the lowest income students, who may miss out on timely application or enrollment because they are not aware that financial aid can bring college within reach.

Overall, national data show that only 23 percent of very low-income college students in California who applied for aid received a Cal Grant in 2007-08, the most recent data available. At the California Community Colleges, only 16 percent of the lowest income aid applicants received a Cal Grant.³⁰

The two most likely reasons for non-receipt are a lack of college knowledge, which leads students to undervalue the importance of applying for aid and miss the primary Cal Grant application deadline, and the limited number of Cal Grant awards available to students who are not recent high school graduates.

23% In California, 23% of very low-income students who apply for aid receive a Cal Grant.

Of very low-income students:

While everyone who qualifies for an entitlement grant receives one, those who qualify for a competitive grant must vie for only 22,500 grants.³¹ Over recent years, the growing imbalance between available competitive grants and eligible applicants has led to increasingly slimmer odds of receiving a grant.

77% UC students are the **most** likely to receive a Cal Grant.

16% CCC students are the **least** likely to receive a Cal Grant.

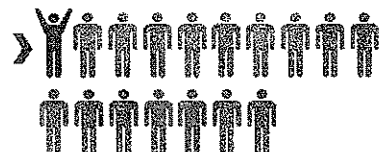
In the most recent award cycle, for 2012-13, the number of eligible applicants exceeded the number of available competitive grants by a factor of 17.³²

► Not all eligible applicants receive a grant.

Generally, recent high school graduates are entitled to grants.



All other eligible applicants compete for a very limited number of grants. In 2012-13 there was only one competitive Cal Grant available for every 17 eligible applicants.

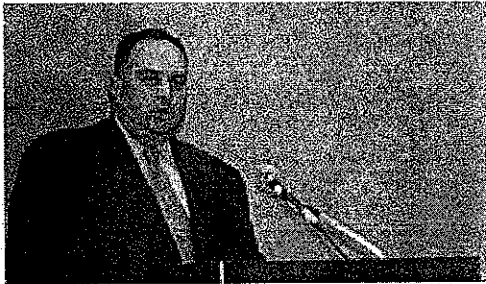




LOS ANGELES AREA
CHAMBER OF COMMERCE
125th anniversary

ACCESS SACRAMENTO

May 13-14, 2013



Previous ACCESS Sacramento speakers include Gov. Jerry Brown, Speaker John Perez and Sen. Darrell Steinberg, pictured above.

SAVE THE DATE

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Share your business perspective with California's top decision makers as you join Los Angeles area business and civic leaders on the Los Angeles Area Chamber of Commerce's annual advocacy trip to our state capital. Meet with key legislators and high-ranking officials to advocate on issues important to you and L.A.'s business community.

SCHEDULE

Monday, May 13
5:30 - 7 p.m. Evening Welcome Reception

Tuesday, May 14
7:30 - 9 a.m. Breakfast & Panel Discussion

10 - 11:45 a.m. Advocacy Meetings

Noon - 1:30 p.m. Delegation Lunch

2 - 5 p.m. Advocacy Meetings

Early-bird registration is \$200. After April 19, registration will increase to \$250. Fee includes briefing materials, meeting arrangements and organized meal functions. ACCESS Sacramento is open to members of the L.A. Area Chamber and special guests. Space is limited. No refunds after May 8.

Event Accommodations

Hotel accommodations at the Sheraton Grand Sacramento Hotel are not included in the registration price. A group rate of \$169 per night is available. Call the hotel at 916.447.1700 to make your reservations and mention the group name "Los Angeles Area Chamber of Commerce" for group rate. Room availability is on a first come, first serve basis.

Sheraton Grand Sacramento, 1230 J Street, Sacramento, CA 95814

For more information, contact Tina Hossain, 213.580.7531.

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