

# WHAT WE DO

## *Helping create positive national attitudes and public opinion*

In the changing environment of today's workplace, CCA member schools and colleges are playing an increasingly important role. CCA is committed to strengthening the reputation of our sector of higher education and informing the public of the important services provided by CCA schools, institutes, colleges and universities.

## *Influencing legislative and regulatory action*

CCA is continuously involved in the actions taken by Congress, the Departments of Education and Labor, and other federal agencies. Time and again, our legislative and regulatory teams have proven effective in mobilizing key constituents and legislators to ensure supportive legislation and favorable regulation.

## *Providing answers to complicated questions*

CCA's government relations staff, including lawyers, lobbyists and regulatory specialists, assist member institutions in understanding complex federal legislative and regulatory actions. CCA staff are also always available to answer — in confidence — specific questions or general concerns member schools and colleges may have.

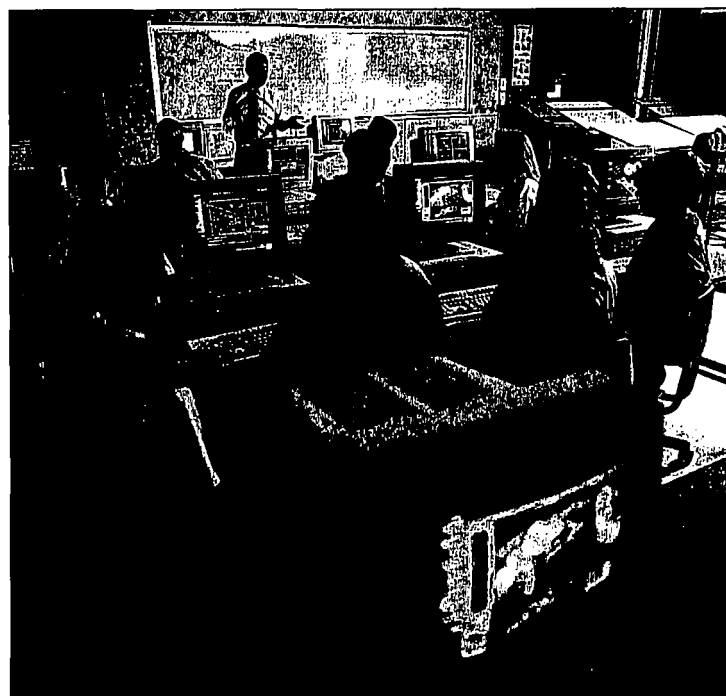
## *Linking students and schools with corporate America*

In addition to its more than 750 member schools, institutes, colleges and universities, CCA has partnerships with associations, businesses and major Fortune 500 corporations that assist our schools and employ our schools' graduates. Our *Allied Members* are commercial or professional organizations engaged in the business of providing products or services to our member schools and colleges.

*"CCA protects the interests and enhances the reputation of its more than 750 member schools, institutes, colleges and universities."*

## *Giving return on your dues investment*

In addition to protecting your interests in Washington, CCA provides its members with unique benefits that cover the cost of membership. In addition to our numerous publications, workshops and seminars, our *Preferred Provider* program gives members discounts on products and services of value. In short, membership in CCA for many of our schools truly returns more than it costs.



# HOW WE DO IT

## *Lobbying Congress*

CCA's legislative efforts are critical, not only during Reauthorization of the Higher Education Act, but during each and every session of Congress as numerous education and training initiatives are introduced and considered by the various House and Senate committees. CCA's ability to work with both Democratic and Republican Members of Congress is critical to protecting the interests of our member schools and colleges.

## *Federal Presence*

Through regulatory meetings, negotiations and interaction with important decision-makers, CCA's governmental affairs staff has established CCA as a credible and trusted resource to federal agencies. This ensures that the opinions of our members are sought and considered when relevant regulations are discussed and developed.

## *Grass Roots*

CCA's congressional outreach program assists member schools and colleges in developing relationships with their Members of Congress. This contact by CCA members is vital to our government relations strategy.

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## *CCAPAC*

CCA's Political Action Committee provides financial support to political committees and Members of Congress who support our sector of higher education. As a result, CCA is effective in helping elect a career school-oriented Congress and expanding our community's voice.

## *Regulatory Assistance*

CCA's legal and regulatory teams are a strong and vocal presence for our sector during negotiated rulemaking meetings. And thanks to our relationship with key education officials, we are able to direct our members to the right person to help deal with any specific problem they may have.

## *Working with Corporate America*

Through the involvement of CCA's Corporate Advisory Council and Technology Committee, CCA member schools receive input into their curricula design and operations. This leads to the improved ability of CCA members to place their graduates in the corporate workplace.

*"CCA effectively influences policy, solves problems and expands our community's voice."*

## *Career Training Foundation*

The Career Training Foundation conducts research on behalf of member schools and colleges. It also administers the widely acclaimed *Imagine America* scholarship program which provides financial support to high school students across the country.

## *Education for Educators*

CCA succeeds only when our schools succeed. To that end, CCA takes an active role in improving the quality of the teaching and management of our member schools. Throughout the year, CCA holds numerous workshops and off-site programs for schools on a wide-range of issues, including distance education, financial aid and admissions, to name a few.

## *Providing what you need at a reduced cost*

CCA recently introduced the *Preferred Provider* program to its membership. Through the program, all member schools, faculty and students will be given discounted prices on equipment, supplies and services they deem important.

## *Constant Contact*

Through timely memos to the membership, monthly letters from the president, emails, rapid faxes about specific issues that need immediate attention and analysis of legislation and regulation, CCA keeps its membership up-to-date and involved. When questions arise, CCA's knowledgeable and professional staff is always available to answer questions or provide information.

## *Valuable Publications*

*The Connector*, CCA's monthly newsletter, features updates from Capitol Hill and the Department of Education, guidance on regulatory matters and insight on compliance with laws and regulations. *The Link*, CCA's quarterly magazine, delivers a variety of information on issues such as admissions and recruitment, student services, educational development, financial aid and student placement.

## *Just a click away*

CCA's web page — [www.career.org](http://www.career.org) — gives members a fast, easy-to-use resource that is available 24 hours a day. In addition to its information on breaking news and CCA's resources, the site offers a community master calendar, job opportunities and profiles of allied members. There is also the CCA internet digest, a weekly email discussion and resource list that gives members the opportunity to join ongoing discussions and receive feedback on their questions.



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# WHO WE ARE

The Career College Association is a voluntary membership organization of private, postsecondary schools, institutes, colleges and universities which provides career-specific educational programs. CCA's 750 schools and colleges educate more than a quarter of a million students each year for employment in over 200 occupational fields. These educational institutions graduate approximately one-half of the technically trained workers who enter the U.S. workforce and also provide retraining for displaced workers and skills-upgrading for a wide variety of employers.

CCA member institutions cover the full gamut of postsecondary education: from short-term certificate and diploma programs, to two- and four-year associate and baccalaureate degrees, to masters and doctoral programs. Some of the occupational fields for which CCA institutions provide programs are: Information technology (computer programming, network administration, electronics, computer-aided drafting, computer graphics and computer service); medical (medical, dental, emergency, and surgical technicians); business (accounting, business administration, paralegal and office management); hospitality and culinary; broadcasting and commercial art; and other technical fields (automotive and aviation technology, telecommunications, etc.).

Most CCA member institutions participate in federal student financial assistance programs under Title IV of the Higher

*"The Career College Association is the premier educational association in Washington, D.C. representing private career college education and training."*

Education Act. In order to participate, they must be licensed by the state in which they are located, accredited by a nationally recognized accrediting body, and approved by the U.S. Department of Education. Many CCA member schools and colleges also participate in other federal, state and local education and workforce training programs.

*"An investment in CCA, which is more than recovered in membership benefits, is also an investment in the future of this increasingly important sector of higher education."*

CCA exists to protect the interests of private, postsecondary schools and colleges, their students and the American workplace they support. Since 1992, CCA has accomplished this through unparalleled personal attention, strong legal and political representation and cost-effective benefits.



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# CCA

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Presentation  
for

**Vice President Al Gore**

Washington, DC

June 22, 2000

by  
The Career College Association

Nicholas J. Glakas  
President  
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# **Subject: The Case for Private Capital Funded Education**

## **Introduction**

The unmet demands in information technology are well documented; but of equal importance are shortages of trained engineers, scientists, biochemists, nurses, machinists, designers and technicians for the internet economy.

## **Discussion**

We propose an alternative that offers higher probabilities of success in workforce development. Specifically, the potential role and function of Private Capital Funded Education.

Four major features distinguish career education institutions from public and non-profit private institutions:

### **1. Private capital financed infrastructure**

California has approved the establishment of two new branches of the University of California. Each will require approximately 10 years of planning and cost in excess of \$100 million for each campus. Like California, nearly every state attempting to create an economic growth environment, or actually experiencing population growth, places postsecondary education at the top of the priorities list but finds such development to be financially prohibitive.

Career colleges, using their access to private equity and debt markets, can create adequate facilities at no direct cost to taxpayers. Perhaps more importantly, since they must return a profit on invested capital, the facilities that are created are orders of magnitude more efficient. Finally, career colleges not only do not use tax dollars to create their institutions, they pay taxes.

### **2. Outcomes orientation**

Career colleges, by design, are focused on outcomes. These colleges are less concerned about potential students' accomplishments to date, but are very concerned about these students' abilities to succeed in selected programs of instruction and to be employable upon graduation. Consequently, the resources in a career college are used more efficiently than in a comparable public educational institution.

### **3. Market driven curriculum**

Most career colleges have employer advisory boards made up of representatives from their surrounding areas (some national in scope) that meet several times a year for each major curriculum area. The major goal of such boards is to insure that employment needs are being met both in terms of curriculum and credentials of student graduates. Therefore, career colleges are ensuring that in addition to using resources efficiently, their graduates have real skills with appropriate levels of credentials and are therefore able to fill real jobs.

### **4. Student centered teaching**

Over 600,000 students drop out of college every year; less than 50% of freshman entering traditional four year colleges ever graduate. Most students quit college due to a broad range of problems generally associated with incompatible learning styles and a lack of customer service.

Career colleges are generally committed to graduate and place 70% or more of the students they enroll. As a result, administrators and faculty make extraordinary efforts to ensure every student enrolled is given as much assistance, tutoring, and academic support as is needed to ensure the student has developed the skills needed for the workplace. The student-centered approach assures high levels of satisfaction and completion.

## **Subject: Artificial Distinctions Between Regional and National Accreditation**

### **Introduction**

A fundamental issue affecting post-secondary education in America is the distinction between regional and national accreditation. Whereas regional accrediting agencies were specifically created to meet the needs of "public" institutions, national accrediting agencies evolved to meet the needs of privately owned institutions which do not easily fit into the criteria of regional agencies. This distinction has evolved into a bias toward regional accreditation that impacts state and federal expenditures, student choice and access, institutional flexibility, and the ability for life-long learning.

### **Discussion**

The bias towards regional accreditation is clearly manifested in the issue of transfer of credits. Students from nationally accredited institutions are systematically denied transfer of credits solely because of the institution's accreditation. Even if the student had completed an identical course with the identical textbook, most regional institutions will not accept that student's credits.

In addition to putting an undue burden on students, these policies of blanket denial dramatically increase state and federal educational expenditures. By denying transfer of credit, students are forced to repeat courses, and in essence, pay twice to acquire the same knowledge. It is estimated that this "double billing" costs the states and federal government tens of millions of dollars each year in educational subsidies.

Additionally, nationally accredited institutions are often subjected to increased regulation when compared to regionally accredited institutions. In many states, regionally accredited institutions are exempt from several areas of state oversight. Texas is a perfect example. Prior to 1999, the only accrediting agency "recognized" by the Texas Higher Education Coordinating Board was the Southern Association of Colleges and Schools, a regional accrediting agency. In the fall of 1999, Texas expanded its recognition to include all regionally accredited colleges, however, recognition of ACICS, a national accrediting body, was summarily denied. This regulatory obstacle reduces a school's responsiveness to the needs of its students and limits its ability to explore new and creative alternatives toward training the nation's workforce.

Regardless of where the discrepancies exist, the ultimate victim of the regional versus national accreditation distinction is the student. Student choice is a fundamental concept of our educational system. Clearly, students should be allowed to choose the educational option that best meets their needs. And if a student chooses to attend an institution that is nationally accredited, they should not be penalized or put at a disadvantage because of that choice.

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CAREER TRAINING

# FOUNDATION

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## **FactBook 2000**

**A Profile of Career Schools and Colleges**

**Executive Summary**

**CAREER COLLEGE ASSOCIATION**

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