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Dean, Economic and Workforce Development Program

Chair, Economic Development Program Advisory Committee
N I C K I  H A R R I N G T O N
Chancellor, Yuba Community College District
The Economic and Workforce Development Program Today

The California Community College Economic and Workforce Development Program (EWD Program or Program) continues to lead the State in economic development delivery – serving small business, strategic sectors and regions and conducting studies on new emerging areas such as nanotech, digital manufacturing, new subsectors of biotechnologies, intelligent transportation systems, the service sector and international trade. The Program has demonstrated a history of revenue generation and return on investment in a variety of ways. This report tells the story of the wide range of customers and beneficiaries of the Program, as well as outputs and outcomes of the Program. Section II of the report contains a variety of EWD Program outputs, outcomes, and impacts. Please note that there are several new features in the report that help to illuminate the various services and impacts, including vignettes called “Affecting Lives” as well as “Case Studies.”

The comprehensive Program consists of a well-planned network of services that are focused on meeting the needs of business and the incumbent workforce in each major economic region of California in a timely and flexible manner. The Program provides assessments of workforce and business development needs and rapid response strategies for community colleges. The Program’s Strategic Priority Initiative Areas, as well as the short-term grant components, have benefitted new workforce entrants, current workers, students, faculty, colleges and employers.

The Program’s funds act as a catalyst to help the community college system become market responsive and create vital career pathways for students. The Program currently fosters ten key strategic priority areas and provides other short-term grant components that address emerging areas and local project needs. The Program brings in outside investments that leverage the State’s investment in the economic and workforce development mission of the colleges, and has shown flexibility in targeting both high-end industry clusters and economically distressed areas. The Program serves employees who need upgraded skills sets, small businesses that need to move into international markets and assists colleges with contract education, professional development, environmental scanning and revenue generation. The Program uses future-looking strategies in order to invest in and foster areas that create career pathways for students.

The Program now acts as a partnership and funding “door” for the California Community Colleges System. Our delivery networks in small business assistance and training and education are being leveraged through State-level partnership agreements with CalTrans, the California Department of Food and Agriculture, and the Employment Development Department that support additional services for the Program. The Program has demonstrated return on investment, job creation and many benefits to students, colleges, employees, and employers. It also provides an economic strategy for the State, by targeting high growth, high impact industry sectors and emerging technologies that shape the jobs of the future.

Section III of the report contains exciting examples of the types of efforts being undertaken by the Initiatives and EWD Centers. EWD Centers brought in 6.6:1 in outside investments to base funding.

In 2006, the EWD Program was reauthorized through 2013. The Program also received an augmentation of $15 million that restored funding to 2001-2002 levels and created several new short-term project areas – the Responsive Training Fund for Incumbent Workers ($8 million), Rural Opportunities Scans ($250,000), and Professional Development in entrepreneurship, contract education, and teaching basic skills ($350,000). The augmentation also funded “Strategic Priority Area Hubs” – 21 of the 115

In 2006, EWD Centers brought in 6.6:1 in outside investments.
Centers received additional funds to conduct outreach, foster exploration of new sub-initiatives, and to identify new, emerging technologies. The new components are designed and implemented, with an update included in the report this year. Recently the Program returned $6.1 million to assist with FY 2007-08 mid-year budget cuts.

A number of Program Initiatives received federal partnership funds. For example, the System received a $1.9 million grant from the Department of Labor to establish the California Transportation and Logistics Institute. The colleges continue to provide leadership for the State’s 37 Small Business Development Centers, which leverage $9 million in Federal funds for the State. The grants and earmarks help California get its fair share of federal funds for which other states compete.

The Business and Workforce Performance Initiative Centers of Excellence continued to conduct Industry Scans for the System’s Colleges in areas such as Cybersecurity, Video Game Design, Goods Movement, Green Building-Related Programs and Railway Occupations. A complete list of the studies is contained in Appendix D.

Colleges Economic Development Mission
The Program was created with emergency training funds through the State Budget in 1982. Established in statute in 1991, the Program began an extensive statewide planning process, utilizing a broad range of representatives from community colleges, businesses, and workers. Economic Development became part of the statutory mission of the California Community Colleges in 1996. This has increased the system’s active support of regional economic development. It was the intent of the Legislature that the Program’s capacity and mission be maximized to provide critical support for continuous workforce improvement and economic development in a manner that is adaptive and responsive to the changing needs of regional economies:

“A primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training and services that contribute to continuous work force improvement.” (EC §66010.4(a)(3))

The Board of Governors adopted the System’s first strategic plan for the California Community Colleges in January 2006. One of the identified missions is economic and workforce development. The EWD Program will continue to assist the System as it addresses the many pressing issues of the State in this area. The clients of the Program are varied, including students, employees, small businesses, and colleges.

The Program is the centerpiece in carrying out this mission, serving as a source of funds for colleges to develop and implement training and curriculum in key strategic industry sectors that will create the jobs of the future and career pathways for students. A well-trained workforce, with the ability to respond to changing skill sets, is the key economic development and job retention/creation issue for the State. The Program’s Regional Centers act as incubators that identify changing needs and trends and link colleges with businesses. The Regional Centers also have business development services, which are augmented with fee-based services to businesses and non-profits.

In addition, the Program pioneers new courses in concert with local businesses to ensure training is relevant and to create and retain jobs. The Program was designed to leverage local college educational resources across regions of the State and to share best practices and outstanding curriculum. As part of the educational system, the Program assists colleges in innovation and development of new curriculum, staff development, faculty internships and workforce training. Economic and Workforce Development projects can expedite the local development of courses and enable colleges to be responsive to the need for immediate workforce training needs, particularly in emerging technologies. Many of the courses developed through the Program become for-credit courses that help colleges answer the immediate and life-long
workforce training needs of students and incumbent workers. Several short-term components of the EWD Program, such as Industry Driven Regional Collaboratives, the Job Development Incentive Training Fund, and the new Responsive Training Fund for Incumbent Workers address local, short-term needs and are highlighted in Section IV.

A New Role

The EWD Program became a catalyst for revitalizing career technical education and creating exciting career pathways for high school students with the passage of the Governor’s Initiative for Career Technical Education and Economic and Workforce Development Career Pathways (SB 70), which provided $20 million in 2006-07. The Initiative has become an ongoing effort, with funding to increase to $58 million through FY 2013-14. Some highlights of the Program’s work in revitalizing career technical education are found on page 56.

In summary, the role of the Program in the economic health of the State is more important now than ever. The Program’s Initiatives in such areas as Advanced Transportation Technologies and Energy, Environmental Training, Biotechnologies, Small Business Development and Applied Competitive Technologies (manufacturing and engineering) are fostering new sub-initiatives, such as green building, energy, nanotechnology, and information technology. The new directions are highlighted in Section III of this report. The Initiatives bring in external partners that help the colleges become stronger leaders through alliances, creating career pathways for students and fostering a robust economy for California’s leading edge business sectors. Emerging technologies, such as biotechnologies, nanotechnologies, Micro-Elector-Mechanical Systems, and new forms of information technology, have the potential to revolutionize entire industries. For incumbent workers, the changes are often traumatic. The Program has the agility to address the challenges and be flexible in strategic ways. The Economic and Workforce Development Program assists with strategy, delivery, and evaluation. The Program assists with a wide range of priorities, from basic skills services to fostering nanotechnology. The California Community Colleges’ role in workforce and economic development has grown and the EWD Program continues to evolve to facilitate the needs of California.
Section II

Economic and Workforce Development Program Highlights

The following tables array important Program outputs and outcomes summarized from 2006-07 data in the Program Data Collection System and other sources. The data demonstrate that Program services and training had an impact on California’s economy. Additional entrants to the workforce, incumbent workers who received advancement opportunities, and increased sales and equity investments from businesses resulted in increased revenue for the State.

Tables 1 and 2 summarize job placements, business impacts, increases in international trade and employee productivity.

**Table 1—Job Creation and Career Enhancements**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported job placements/jobs created – reported total by all grants</td>
<td>3,450</td>
</tr>
<tr>
<td>Reported jobs retained – reported total by all grants</td>
<td>13,307</td>
</tr>
<tr>
<td><strong>Other Advancements and Skills Upgrades (not included above)</strong></td>
<td></td>
</tr>
<tr>
<td>Career advancement, promotion, or upgrade</td>
<td>930</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>95</td>
</tr>
<tr>
<td>Internships</td>
<td>1,244</td>
</tr>
<tr>
<td>Basic Skills training</td>
<td>13,399</td>
</tr>
<tr>
<td>Customized training</td>
<td>15,643</td>
</tr>
<tr>
<td>Completed industry certification program</td>
<td>4,962</td>
</tr>
<tr>
<td>Completed college certification program</td>
<td>1,249</td>
</tr>
<tr>
<td>Students/employees placed in entry-level positions</td>
<td>2,761</td>
</tr>
<tr>
<td>Student/employee job interviews</td>
<td>913</td>
</tr>
<tr>
<td>Persons receiving technical assistance</td>
<td>33,837</td>
</tr>
<tr>
<td>Persons receiving training</td>
<td>101,389</td>
</tr>
<tr>
<td>Welfare to Work/Working Poor placed in jobs</td>
<td>253</td>
</tr>
</tbody>
</table>

In-depth services provided to business resulted in foreign contracts, growth financing, higher productivity and sales. In return, companies provide jobs and add to the tax base (see Table 2). See Table 7 for the types of assistance provided.
-- Affecting Lives --

Single Mother’s Drive leads her to a Career in the Automotive Industry

The automotive industry has traditionally been male dominated. This is not to say that a woman could not succeed in the field. It would be a difficult pathway for any woman, but Melissa was also a single mother. Despite the obstacles, Melissa was determined to succeed. Moreover, Melissa had always had an interest in cars. She spent much of her youth collecting automobile memorabilia and it was her dream to work on cars.

After high school, Melissa went on to begin a career in automotive repair. She worked very hard and struggled to get ahead. Discouraged, she eventually left her automotive job and began working in retail. She found herself quickly moving up the ranks in the retail industry. However, she did not enjoy the work as much as she had working in the automotive industry. She was ready to redirect her energies into her education. When she came to the Automotive Department at Cypress College, she was one of only two female students in her classes. She easily earned the acceptance and respect of her fellow classmates and teachers with her dedication and love of cars. The Cypress College Advanced Transportation Technologies and Energy (ATTE) Center Director mentored her as she progressed through her certifications and classes, noting that her people skills and retail experience would serve her very well in the customer service area of a dealership.

Today, Melissa is the manager of the customer service department at a Toyota dealership earning $60,000 per year. Her supervisor and customers are constantly singing her praises. She credits the Cypress College ATTE with helping her realize her dream of a successful career in the Automotive Industry. She would like to think that she paved the road for other women trying to make it in the auto world. She is very grateful to ATTE for the education and direction.

### Table 2—Business Impacts

| Business Technical Assistance to Small Business in Management/Financing Practices Created: |  |
| Sales Increases | $66,709,546 |
| Loans Funded | $49,123,359 |
| New Equity Investments | $35,420,718 |

| Business Technical Assistance in International Trade Created: |  |
| Increased Business Value (sales, exports/imports, productivity) | $10,116,310 |

| Total Completed Business Financial Transactions | $161,359,933 |

| Other Business Outcomes (Of Those Reporting Increases) |  |
| Percent of Projects Reporting Increased Production Capacity | 26.6% |
| Percent of Projects Reporting Increased Employee Productivity | 73.4% |

The 115 Initiative Centers are the long-term infrastructure that leverages external resources and funding. The Centers also help business obtain funding and increase sales. Table 3 demonstrates that Return on Investment (ROI) can be demonstrated in a variety of significant ways.
-- Affecting Lives --
Small Companies Export

In May 2007 the Fresno Center for International Trade Development (CITD) partnered with the San Francisco CITD to provide technical assistance to the California Department of Food and Agriculture for the Western United States Agricultural Trade Association Malaysia Retail Buying Mission. Pik-Nik Foods of Mill Valley reported that they received their first order for $18,000 (1,200 cases) as a result of this buying mission.

Pik-Nik also reported that at the Korean Buying Delegation in July 2007 they received an immediate sale of 2,200 cases for a total $31,308.50 less a 5% discount for the first six months.

Aran da’s Tortilla Factory in Stockton: Thanks to information gleaned from nine CITD/Export Readiness Training (ERT) sessions, crucial foreign-market research and one-one-one meetings with ERT counselors, Aranda’s is now sending regular shipments to Korea. In 2007 alone, Aranda’s Tortillas sent 10 shipping containers of chips, the equivalent of nearly 95,000 one-pound bags.

Gold River Orchards: Don Barton stated, “As a result of the CITD’s assistance in 2006, my company increased its export transactions by 11-15 percent. We were able to secure new international transactions of more than $500,000.”

### Table 3—Creation of Outside Investments Due to State Investments

<table>
<thead>
<tr>
<th>Total Investments from External Sources</th>
<th>$130,138,179</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct, Total Benefit-to-Cost Ratio — Match: Initiative Center Cost</strong></td>
<td>6.6:1</td>
</tr>
<tr>
<td>Program funds leverage general match, which includes Industry match, Program income from business fees, grants, state/federal funds, scholarships, software purchasing agreements, and institutional support</td>
<td></td>
</tr>
<tr>
<td>Initiatives with high benefit-to-cost ratios: Environmental Technologies Centers, Health Career Centers, Centers for Applied Competitive Technologies, Advanced Transportation Technology Centers, all leverage more than 4:1</td>
<td>Leveraged Outside Resources 25:1 to 4.4:1</td>
</tr>
<tr>
<td><strong>Return On Investment in Business Impacts</strong> for Program costs for small business and international trade services compared to $161 million in business revenue generated</td>
<td>25:1</td>
</tr>
<tr>
<td><strong>Small Business Development Centers and International Trade Development Centers (funded at $5 million) created:</strong></td>
<td>$161,369,933</td>
</tr>
<tr>
<td>Sales growth and new financing</td>
<td></td>
</tr>
<tr>
<td>Number of businesses receiving in-depth, one-on-one consulting services</td>
<td>11,998</td>
</tr>
<tr>
<td><strong>External Economic Study Showed Indirect Macro Impacts:</strong></td>
<td>$2.64 - $3.05</td>
</tr>
<tr>
<td>Return on Investment (ROI) — For every $1 invested in the Program, about $3 is returned in increased State tax revenue. (Based on tax base increase from higher wages and business profit. ROI is in constant dollars, using the base year 2000 to compare values across years.)</td>
<td></td>
</tr>
<tr>
<td>Benefit-to-Cost Ratio — This figure represents only the dollar values of the Program benefits divided by the Program costs, i.e., each Program dollar spent returns $12 back in benefits. Benefits include the change in profits and the differential of the wage increases. The costs are the Program expenditures.</td>
<td>12:1</td>
</tr>
</tbody>
</table>
The Economic and Workforce Development Program is the linchpin for economic development in the State. It operates in the context of an overall, future-looking economic development strategy for the State. It provides hands-on assistance in an effective regional delivery network and provides training and education, drawing from the largest higher education system in the world.

Program efforts result in new courses. Colleges that received grant funds from the Program are successful in leveraging outside investments.

**Table 4—College Outcomes**

<table>
<thead>
<tr>
<th>New Courses and Curricula Developed in 2006-07</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>231</td>
</tr>
<tr>
<td>Contract Education</td>
<td>113</td>
</tr>
<tr>
<td>Not specified as to Credit/Non-credit or Contract Education</td>
<td>103</td>
</tr>
<tr>
<td><strong>Students/employees</strong> served who have further educational goals</td>
<td>22,840</td>
</tr>
<tr>
<td><strong>Students/employees</strong> served who plan to take more classes</td>
<td>16,845</td>
</tr>
<tr>
<td><strong>Students/employees</strong> served who plan to obtain a community college certificate</td>
<td>2,965</td>
</tr>
<tr>
<td><strong>Students/employees</strong> served who plan to obtain a community college degree</td>
<td>1,738</td>
</tr>
<tr>
<td><strong>Students/employees</strong> served who plan to attend and/or obtain a degree from a</td>
<td>1,292</td>
</tr>
<tr>
<td>four year college or university</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong> receiving career assessments</td>
<td>4,248</td>
</tr>
<tr>
<td><strong>Students</strong> receiving skill assessments</td>
<td>2,864</td>
</tr>
<tr>
<td><strong>Students</strong> receiving advisory services</td>
<td>4,895</td>
</tr>
<tr>
<td><strong>Services from Centers of Excellence: environmental scanning and research</strong></td>
<td></td>
</tr>
<tr>
<td>Total number of hours spent developing scans</td>
<td>7,812</td>
</tr>
<tr>
<td>Number of hours of assistance to community colleges</td>
<td>1,604</td>
</tr>
<tr>
<td>Number of college staff receiving technical assistance</td>
<td>753</td>
</tr>
</tbody>
</table>

*Records are not on the data collection system, but are from logs maintained at the centers.*

-- Affecting Lives --
New Worlds and Career Directions for Digital Media Students  
Pasadena City College

Picture working in an office where the outside wall is made entirely of glass and never looking out your floor-to-ceiling window. As a digital media professional, former PCC student Annie Hung spends her days focused on the three “windows” on her desk. Known to the rest of us as computer monitors, these windows offer a view to the World Wide Web even more enticing than that of the window behind her overlooking Olive and Riverside Drive in Burbank.
Like Hung, former PCC digital media students David Mascarina and Victor Dawahare have found that their education in Art Department courses has opened up new worlds and career directions.

Each came to PCC for different reasons. After receiving a degree in English from UC Berkeley, Taiwanese-born Hung wanted to learn about web design to help her parents by setting up a website for their import/export company. Dawahare was a professional musician who wanted to see if he had an aptitude and desire to do visual art. Mascarina came to PCC fresh out of Burbank High School and enrolled as an A.A. degree student on track to transfer to a four-year school.

While enrolled in classes, the students were encouraged to develop a portfolio and to work in an art related internship or job on campus. Laurie Burruss, Director of the EWD Digital Media Center explained that the philosophy of the courses has included offering students relevant real life work experiences.

After Dawahare designed a logo for former PCC instructor Neal Komki, he was recruited to do a large catalogue for a lighting company. By doing this job, Dawahare was able to earn enough money to set up a design studio in his home. He created his company, Dynolux, and has been self employed since.

“I was at a crossroads,” said Dawahare. “PCC saved my life. It gave me direction and purpose.”

Mascarina was in a drawing class when another student told him about the Digital Media Major. Mascarina learned web design, how to think artistically and how to use computer software. He also worked for Joseph O’Conner at the Digital Media Center. With this practical experience and his A.A. degree, Mascarina landed a job at Telepix, a web division of Warner Brothers.

“People at Warner Brothers were amazed by the skill set I had without having a bachelor’s degree,” said Mascarina. “I learned it all from PCC.”

Hung followed in Mascarina’s footsteps with an internship at the Digital Media Center and a full time position at Telepix. While studying at PCC, Hung worked as a teaching assistant for Burruss’ Dreamweaver class. In Hung’s eyes, this experience was critical. She said that the teaching experience “solidified my skills…at my workplace, I can fix (problems with the software).” This has allowed her to help and teach her co-workers on the job.

All three former students have a presence on the web. While Dawahare focuses on graphic design through his web based company, Mascarina and Hung have their own web sites and do freelance web design jobs. Remaining good friends since their days together in the Digital Media Major, Mascarina and Hung have even collaborated on large freelance projects, such as a website for the Burbank Redevelopment Agency.

The Program serves tens of thousands of businesses, employees and students, and funded projects have developed hundreds of partnerships. Table 5 provides an overview of the total number of customers, by category, who received services.
## Table 5—Program Outputs: Many Clients and Partners

<table>
<thead>
<tr>
<th>Clients Served</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Businesses Served</td>
<td>50,898</td>
</tr>
<tr>
<td>Number of Employees Served</td>
<td>51,635</td>
</tr>
<tr>
<td>Number of Students Served</td>
<td>37,884</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Businesses that received in-depth technical assistance or training services – reported total by all grants</th>
<th>50,905</th>
</tr>
</thead>
<tbody>
<tr>
<td>Businesses that received in-depth management consulting in: marketing, finance, international trade, business planning, assessment, environmental or energy audits or manufacturing processes capability</td>
<td>17,695</td>
</tr>
<tr>
<td>Entrepreneurs who received group training services</td>
<td>32,665</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employees who received training services or career assessment – reported total by all grants</th>
<th>49,042</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees who received customized training</td>
<td>9,072</td>
</tr>
<tr>
<td>Workers in new contract education courses</td>
<td>4,653</td>
</tr>
<tr>
<td>Employees/Students completing college/industry certification</td>
<td>4,593</td>
</tr>
<tr>
<td>Students receiving training and education at colleges</td>
<td>26,310</td>
</tr>
<tr>
<td>Students/employees who received basic skills training</td>
<td>13,399</td>
</tr>
<tr>
<td>Students in New Credit Courses</td>
<td>1,337</td>
</tr>
<tr>
<td>Students in New Noncredit Courses</td>
<td>431</td>
</tr>
<tr>
<td>Partnerships</td>
<td>2,185</td>
</tr>
<tr>
<td>Marketing/Outreach Events</td>
<td>1,811</td>
</tr>
</tbody>
</table>

| Businesses and Others Receiving Technical Assistance                                                     | 33,837 |
| Number of Technical Assistance Hours Provided                                                              | 147,083|

<table>
<thead>
<tr>
<th>Faculty, Students, Employees, Others Trained</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Persons Enrolled</td>
<td>80,381</td>
</tr>
<tr>
<td>Number of Persons Completing Training</td>
<td>73,377</td>
</tr>
<tr>
<td>Completion Rate</td>
<td>91.3%</td>
</tr>
<tr>
<td>Number of Training Hours Provided</td>
<td>1,936,109</td>
</tr>
</tbody>
</table>

**Training.** The Economic and Workforce Development Program as a whole has provided nearly 4,300 classes, enrolling more than 80,000 people, 91 percent of whom completed the training. The network of centers, Initiative directors, and short-term grant recipients provided nearly 2 million hours of training. The average class size was 17 persons and the average amount of training per person was 26 hours. More than a third of the classes were workshops and another third were college classes. Online training and distance learning accounted for 4 percent of the training.

**Technical Assistance.** The Program provided over 52,000 hours of technical assistance to more than 16,000 people, including employers, faculty, community colleges, employees/students, and partnerships.
Employers received technical assistance in the form of assessments, counseling, consulting, and demonstrations. Three-quarters of the assessments were employers’ organizational needs analyses and/or assessments. Two thirds of the counseling/consulting activities were one-on-one counseling, primarily in the areas of research, management, and marketing.

Three quarters of the technical assistance received by colleges were to help colleges determine whether to develop economic programs; demonstrating economic development materials/data or assisting colleges in their use; development of curriculum for the community colleges; helping community colleges to connect with businesses; assisting college faculty and staff in the acquisition of economic development skills.

Technical Assistance and Training for faculty, students, employees and employers are the primary activities that all of the Strategic Initiatives provide. Table 6 shows this information by strategic Initiative and demonstrates the unique services in each Initiative. The online data collection system provides information on levels of service provided and who received the services.

**Table 6—Hours of Technical Assistance and Training Provided/Numbers of Employees, Students, and Businesses Served (Includes Services from Centers Only)**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Hours of Technical Assistance</th>
<th>Hours of Training</th>
<th>Incumbent Workers Served</th>
<th>Students Served</th>
<th>Businesses Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation Technologies</td>
<td>10,962</td>
<td>170,588</td>
<td>1,321</td>
<td>4,355</td>
<td>839</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>2,904</td>
<td>313,210</td>
<td>4,817</td>
<td>5,573</td>
<td>1,296</td>
</tr>
<tr>
<td>Applied Biological Technologies</td>
<td>10,155</td>
<td>39,433</td>
<td>1,112</td>
<td>2,594</td>
<td>489</td>
</tr>
<tr>
<td>Centers of Excellence</td>
<td>See table 4</td>
<td>240</td>
<td>40</td>
<td>0</td>
<td>290</td>
</tr>
<tr>
<td>Environmental Technologies</td>
<td>3,158</td>
<td>139,084</td>
<td>11,582</td>
<td>1,200</td>
<td>772</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>15,236</td>
<td>144,240</td>
<td>2,446</td>
<td>5,064</td>
<td>503</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>13,572</td>
<td>27,616</td>
<td>3,408</td>
<td>768</td>
<td>3,351</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>759</td>
<td>677,185</td>
<td>8,287</td>
<td>5,706</td>
<td>715</td>
</tr>
<tr>
<td>Small Business Development</td>
<td>45,948</td>
<td>89,638</td>
<td>N/A*</td>
<td>N/A*</td>
<td>40,010</td>
</tr>
<tr>
<td>Workplace Learning Resource</td>
<td>13,999</td>
<td>221,771</td>
<td>12,339</td>
<td>8,728</td>
<td>679</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>116,693</strong></td>
<td><strong>1,823,005</strong></td>
<td><strong>45,352</strong></td>
<td><strong>33,988</strong></td>
<td><strong>48,944</strong></td>
</tr>
</tbody>
</table>

*N/A - Not Applicable*
In-depth assistance helps create results in areas such as sales, financing, and job creation. Businesses that received in-depth assistance (1.5 hours or more) were included in the external economic impact study. The primary recipients of the technical assistance were sole proprietors (80 percent), followed by corporations (15 percent) and partnerships (5 percent). Table 7 provides information about the types of technical assistance provided to businesses.
### Table 7—Business Assistance Provided

<table>
<thead>
<tr>
<th>Types of Assistance</th>
<th>Number of Businesses Served</th>
<th>Number of Employers/Employees</th>
<th>Average Individuals per Grant</th>
<th>Number of Hours</th>
<th>Average Hours Per Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments to employers</td>
<td>810</td>
<td>3,338</td>
<td>37</td>
<td>23,041</td>
<td>256</td>
</tr>
<tr>
<td>Employer organizational needs analysis and/or assessment</td>
<td>514</td>
<td>1,711</td>
<td>30</td>
<td>11,390</td>
<td>196</td>
</tr>
<tr>
<td>Environmental or energy audit and/or assessment</td>
<td>53</td>
<td>203</td>
<td>12</td>
<td>1,570</td>
<td>92</td>
</tr>
<tr>
<td>Technology needs assessment</td>
<td>65</td>
<td>628</td>
<td>22</td>
<td>3,080</td>
<td>106</td>
</tr>
<tr>
<td>Manufacturing process capability</td>
<td>46</td>
<td>106</td>
<td>7</td>
<td>247</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>132</td>
<td>690</td>
<td>18</td>
<td>6,753</td>
<td>178</td>
</tr>
<tr>
<td>One-on-One Counseling</td>
<td>15,949</td>
<td>3,951</td>
<td>N/A</td>
<td>69,919</td>
<td>N/A</td>
</tr>
<tr>
<td>Entrepreneurs trained in groups (ex. one-on-one counseling)</td>
<td>32,665</td>
<td>N/A</td>
<td>N/A</td>
<td>122,319</td>
<td>N/A</td>
</tr>
<tr>
<td>Employee career assessment</td>
<td>134</td>
<td>1,975</td>
<td>90</td>
<td>11,855</td>
<td>539</td>
</tr>
<tr>
<td>Employee skills assessments</td>
<td>85</td>
<td>1,185</td>
<td>59</td>
<td>9,799</td>
<td>490</td>
</tr>
<tr>
<td>Advising employees</td>
<td>162</td>
<td>1,345</td>
<td>50</td>
<td>2,824</td>
<td>105</td>
</tr>
<tr>
<td>Demonstrations to Business</td>
<td>155</td>
<td>2,782</td>
<td>43</td>
<td>16,838</td>
<td>259</td>
</tr>
</tbody>
</table>
Ten years ago, with a sewing machine and $200 worth of cloth, Army Reserve Capt. James Cragg started a military and search-and-rescue gear company. Since then, it has grown into a multi-million dollar manufacturing operation serving police, fire and the military.

Now, thanks to guidance from the Santa Monica College Small Business Development Center (SMC SBDC), Cragg’s company, S.O. Tech (www.SpecOpsTech.com) is headed in a new direction: the adventure sports market. Snow and surf board bags, backpacks and courier bags are just part of the new product line S.O. Tech fashioned with help from the SMC SBDC.

S.O. Tech has launched 28 new products, increased company sales with new contracts by 520% to $13 million, added a new factory and increased the number of employees by 180%.

S.O. Tech originated during Cragg’s Army career when the 6-foot, 4-inch soldier realized Army gear did not fit him well. Using sewing skills from a junior high school home-economics class, he designed and sewed pouches onto vests and backpacks for himself and other soldiers. When a double bout of malaria sent him to the reserves, Cragg set up Special Operations Technologies, Inc.

As a former active duty Army officer, Cragg had plenty of ideas for gear and the niche his business could fill, but no real business education beyond military organization and leadership skills. Initial help from the SMC SBDC set a pattern of success, so when he considered a new direction for growth, he returned to the SBDC.

In 2006, he enrolled in a two-hour, marketing and sales workshop focusing on establishing a marketplace presence, targeting audiences and landing sales. He also began one-to-one business counseling with the SBDC. Together they worked on marketing, product design/development and future marketability for company products.

Cragg began expanding his product line and came up with several more product designs but worried about keeping his workers, who were primarily involved in the technicalities of product development. The SMC SBDC provided recommendations for sales and service training and Cragg was able to retain his staff and assign them new duties. The company’s projected growth pattern and how to use local resources like the One Stop Center to address workforce challenges was also discussed.

In the beginning, Cragg was happy with $500 and $5,000 contracts. Now, S.O. Tech has completed a major contract worth up to $15 million to equip every Army Special Operations soldier with a medical kit.

His pride goes beyond the dollars to the fact that, with his company, he is helping injured servicemen and women.

Entrepreneurship is a viable career pathway.
Section III

Statewide Initiatives: Strategic Investment in Regional Centers

There are ten Strategic Priority Initiative areas for which the Program provides long-term strategies and a network of delivery centers. Each addresses a unique niche. This year the Initiatives, on average, brought in 6.6:1 in outside investments.

Advanced Transportation Technologies and Energy

As a means of keeping California competitive as a national leader in advanced transportation technologies, the Advanced Transportation Technologies and Energy (ATTE) Initiative was established to transform the workforce in the rapidly developing, technology-driven transportation industry while improving the environment and stimulating the economy. This challenge is created and driven by a continuing revolution centered on the swiftly expanding application of information technology to vehicles and to the transportation system operational dynamic.

Currently, California commerce and industry are faced with costly inefficiencies like congestion, slow goods movement, soaring fuel costs, rapid technology change, and increasing controls to address air pollution. The inefficiencies substantially limit the ability of industry to meet the requirement of global competition, which depends on a well-organized, “intelligent” and competitive transportation system. In contrast, Intelligent Transportation Systems (ITS) may be able to improve California’s transportation system, accommodating as much as 40 percent of its anticipated traffic growth, while greatly increasing the volume of goods being moved as well as overall system and vehicle safety. Such changes will also produce a substantial increase in the demand for training. The Initiative has expanded recently to include clean technology/green technology and wind energy.

The Advanced Transportation Technologies Initiative has evolved from its primary mission of assisting in the maintenance and development of a highly skilled workforce to providing services that help reduce California’s dependency on foreign oil, promote cleaner air, and insure that California businesses remain competitive in a global market. The ATTE Initiative has been pivotal in assisting California’s transportation system and agencies with new competencies consistent with emerging technologies. The ATTE Initiative trains workers, as well as creating student career pathways, certificates, and two-year and four-year degrees. ATTE also brings in industry partners that donate resources to the community college system.

Applied Competitive Technologies

Nearly one of every seven workers in California (approximately two million people) is employed in manufacturing. The paramount concern for manufacturers today is survival. The new global economic order requires manufacturers to be lean and efficient for timely adaptation to the fast-paced, just-in-time production and distribution cycles of this new century.

The mission of the Applied Competitive Technologies Initiative is to help California’s manufacturing industry compete successfully in changing markets and the global economy. The Centers for Applied Competitive Technologies (CACTs) accomplish this through technology education, manufacturing training, and services that contribute to continuous workforce development, technology deployment and business
development. The CACTs provide customized employee training via online courses, at the employer’s site, or in-house at the centers.

The Applied Competitive Technologies Initiative also competed for and won a national grant from the U.S. Department of Labor to implement a project involving a national Manufacturing Skills Standards Certification. The grant totals approximately $1.6 million, and will fund a pilot project in Southern California that will ultimately be implemented nationwide. The intent of the project is to increase the skills of manufacturing workers, and to certify them to nationally-adopted industry standards. A further goal is to develop a pipeline of youth entering the manufacturing field, which today offers highly skilled, high-paying jobs. The CACTs will develop curriculum and teaching frameworks for manufacturing skills for both incumbent and displaced workers, and for students at the secondary and postsecondary level.

**Applied Biological Technologies**

Biotechnology, an applied science, couples scientific and engineering principles with commercial considerations to develop and improve products and processes made from living systems. California is home to almost 50 percent of the nation’s biotechnology companies, about half the biotech employees, and about half of all the biotechnology revenue in the United States. Between 100,000 and 125,000 Californians are currently employed in the biotechnology field, and it is projected that there will be about 10,000 to 12,000 new jobs every year due to growth and turnover.

The six Applied Biological Technologies Initiative Regional Centers support biotechnology courses and degrees in their colleges and at other colleges that seek to establish courses or programs or those that incorporate biotechnology content into mainstream biology courses. This Initiative is well integrated into college programs, draws on faculty members’ expertise, and supports faculty members in equipment and professional development needs.

**Business and Workforce Performance Improvement**

The purpose of the Business and Workforce Performance Improvement (BWPI) Initiative is to help colleges build its capacity to deliver training and services that enhance California businesses, the workforce, and California’s economy. The Initiative has works collaboratively on three strategic goals: to increase revenue to the colleges, to increase System support for Economic and Workforce Development, and to increase the retention of Economic and Workforce Development professionals.

BWPI’s components include:

- *Contract Education Technical Expertise and Organizational Development* offering in-depth technical assistance in the start-up, expansion, or enhancement of contract education and economic development activities in the colleges;

- *Nine Regionally-based Centers of Excellence* that conduct environmental scanning on high growth, emerging, and economically critical industries and their related workforce and occupational needs. Information from the scans will assist the efforts of colleges in addressing local and regional workforce needs through strategic planning. The centers also support regional and statewide marketing activities to increase employer awareness of the economic development services available from community colleges. See a current list of studies in Appendix D.

**Environmental Technologies**

The Environmental Technology Initiative’s centers coordinate statewide services designed to mitigate the impact of environmental, health, and worker safety compliance regulations, which specify the manner in which businesses may handle, store, use and dispose of hazardous materials, regulate air and water pollution, and minimize the production of waste. The centers also assist with homeland security issues and training.
The six Regional Environmental Business Resource Assistance Centers (REBRACs) provide services to businesses in the areas of compliance counseling, applied technology counseling (including energy conservation), and environmental audit assistance. The regional centers also assist in the development of model certificate and associate degree programs in environmental, health, and worker safety technologies. In addition, the centers supply assistance to colleges developing offerings in Geographic Information Systems (GIS), Global Positioning Systems (GPS), and homeland security training, such as First Responder Operations and the Incident Command System.

**Health Careers**

The purpose of the Health Careers Initiative is to identify workforce needs of the health care delivery system and develop solutions. The Health Careers Initiative is comprised of an integrated set of eight Regional Health Occupations Resource Centers (RHORCs) geographically located to address the needs of California’s health care industry. The role of the centers is to develop partnerships that facilitate collaboration between the health care delivery system and education providers to respond to identified needs. The RHORCs also specialize in conducting needs assessments and job analyses; developing curricula and training; and providing certification testing and referrals to health care industry employers. The centers focus the services of partnering community colleges on the critical needs of the Health Care delivery industry which is experiencing high job growth.

The EWD Program obtained $30 million from the Governor’s Workforce Investment Act 15% Discretionary funds to address the nursing shortage over five years.

**International Trade Development**

The mission of the International Trade Development (ITD) Initiative is to advance California’s economic development and global competitiveness by providing quality training and services to small to medium sized enterprises that are potential or current exporters or importers. *The New York Times* and the *Economist* have recognized international trade as one of the three pillars of California’s economic strength, along with tourism and technology.

The Centers for International Trade Development (CITDs) enhance the competitive strength of California businesses in the international trade marketplace and support international trade development in their local communities. The CITDs provide:

1. individualized assistance to help existing companies and new ventures strategically evaluate and pursue international business opportunities;
2. international business conferences, workshops and seminars designed to provide information and tools to help enterprises capitalize on global business opportunities;
3. reference and referral services for specific customs, regulatory, and operational challenges; and
4. international matchmaking services to introduce California companies to potential trading partners through overseas trade missions, hosting of inbound delegations and trade leads distribution.

The CITDs also assist community colleges in internationalizing their curricula and developing specialized courses in international trade to help prepare California’s workforce for the global economy.

**Multimedia and Entertainment**

The Multimedia and Entertainment (MEI) Initiative is a statewide network of community college educators working in strategic partnerships with industry and community organizations to identify and meet California’s workforce and economic development needs. The Initiative is committed to creating environments in which students can achieve artistic excellence and develop technological expertise for careers in the communications, entertainment and interactive learning industries. Examples of areas of study include animation, serious game design, digital media, and web design.
Small Business Development

Small business is an essential part of California’s economy. The State is home to more than 2.6 million small businesses, including the self-employed. More than 7 million people, representing half the State’s employment, work in small businesses.

The Small Business Development Centers (SBDC) are part of a national network in partnership with State and federal agencies. As such, the centers are able to leverage funds and positively impact the State’s economy. The SBDCs facilitate the success of small businesses through business management counseling and training, which results in economic impacts such as the creation and retention of jobs, increases in sales and profits, and new business start-ups. Services from the Centers include counseling and training in the areas of management, marketing, financing, business planning, regulation, procurement, human resource management, industry specific facilitation, and many more areas of small business assistance.

The organization of the SBDCs in California has undergone a change in recent years. After the demise of the Technology, Trade and Commerce Agency, the State of California was approved by the U.S. Small Business Administration to host six Lead SBDC Centers. Initially, five of the six Lead Centers were hosted by either UC or CSU. However, Long Beach Community College was awarded the designation of Lead Center for the Los Angeles area in January 2006. As a result, the number of SBDCs hosted by community colleges increased.

Workplace Learning Resources

The Workplace Learning Resources (WpLR) Initiative’s mission is to serve the needs of the public and private sectors with a variety of customized workplace learning services, including occupation-specific skills assessment, needs and task analysis of requirements of the job, basic skills instruction, vocational English as a second language, analytical and problem-solving skills, and customer service training.

The Workplace Learning Resources Initiative is analyzing workplace literacy skills that will be required in the future, focusing on nanotechnology and Micro-Electro-Mechanical Systems (MEMS) technologies to prepare the current workers for tomorrow’s workforce. It is very difficult to forecast jobs in industry sectors that are not fully developed, let alone for technologies that enable revolutionary production and products in many other sectors, as nanotechnology and MEMS do. It is estimated that in the year 2015, approximately 30,000 additional jobs in MEMS and 226,800 jobs related to Nanotechnology will be created or influenced due to the new technologies. The projections far exceed the number of expected manufacturing jobs, showing the significance of the two sectors to California’s future. The challenge will be not only to train workers to fill job openings created by retiring, highly skilled older workers, but to retrain incumbent workers to the technical and innovative requirements of the new enabling technologies.

How do Initiatives design and expand services? See the Case Studies and Success Stories that follow!
Incumbent workers have found a gem offered by the North Valley Biotechnology Center (NVBC), hosted by American River College in Sacramento. These are computer short-courses that assist in processing the data gathered from biotechnology research. Offered in a state-of-the-art computer-training classroom at the Natomas Center, an outreach campus of American River, local bioscience company employees are thrilled.

The area around Sacramento has dozens of small biotech companies with fewer than 50 employees, and only a few companies employing hundreds or thousands. The NVBC has sought ways to serve these small businesses, particularly to find a common need among them. A single small company, typically, cannot afford customized training, and rarely can allow employees extended “time off” for training.

The director of the NVBC, Jeffery O’Neal, convened focus groups with scientists from local companies to determine what computer- and life sciences-related training was needed in the region. Company representatives agreed that manipulating the massive amounts of data generated by research was a common need. Also, allowing the individual scientists to do this with desktop applications would be expedient and cost effective. Mr. O’Neal spoke with Rich Johnston from Los Angeles, who had developed a course called “Excel in the Lab,” a clever word play for a course meant to attract scientists and technicians who have stored data in Microsoft Excel, but sometimes lack the skill to effectively use the software to manipulate the data.

In early 2006, two sections of “Excel in the Lab” were offered as a short-course, taking two mornings or two afternoons from the busy schedules of small company employees. More than 54 scientists attended from over nine area biotech companies and research organizations. Those companies included; Dade Behring Micro Scan, a medical diagnostics company; Blood Source, a supplier of blood products that employs molecular screening tools; Novozymes Inc., a producer of industrial enzymes; agricultural research companies including Monsanto, Inc., AgraQuest Inc., Arcadia Biosciences, and Campbells Inc., and research and teaching organizations including, UC Davis Center for Comparative Medicine, UC Davis National Primate Research Center, UC Davis Veterinary Medicine Center, and the UC Davis Pathogen Detection Laboratory.

Overall, the feedback gathered from participants was very positive. Most thought the content of the course was immediately beneficial and wanted to get into more advanced skills. Two additional short-courses were developed, including Excel in the Lab-Advanced, and Access in the Lab, enhancing the skill sets most needed in life science laboratories.

In late 2006, the first Excel in the Lab-Advanced course was offered. There were 23 participants from four local biotechnology companies. Two sections of Access in the Lab were offered in 2007, with 49 local scientists participating. One section was designed for a general audience and had participants from five area biotechnology companies. The second section was custom tailored to one of the life-science companies in the region, Arcadia Biosciences. Arcadia Biosciences sent 25 people (about half the company employees) to the Access course. IT staff at Arcadia followed up by providing tips and supplementary assistance to employees who had taken the course.
The North Valley Biotechnology Center plans to increase the offerings of the well-received short-courses during the coming year, and possibly expand to create an Advanced Access course and a biostatistics course.

**Initiative Success Stories**

**Advanced Transportation Technologies and Energy (ATTE) – Training at the National Alternative Fuels Conference**

Seven of the ATTE Centers worked together to provide unique sets of information at the National Alternative Fuel and Vehicle Conference in Anaheim, California. The National conference is the largest alternative fuel conference in the United States and attended by over 1500 organizations from throughout the world. The conference provided a spotlight role for the ATTE Centers from West Valley, Cypress, Rio Hondo, Cerritos, Long Beach City, San Francisco City and San Diego Miramar Community Colleges under the leadership of Peter Davis, Statewide ATTE Director.

The ATTE Centers were responsible for creating an introductory training seminar for students and professionals and also to implement an alternative fuel outreach effort for the public attendees of the conference. In addition, the ATTE Centers funded an exhibit booth to be able to work directly with those attending.

John Frala from the Rio Hondo ATTE initiative presented Alternative Fuels 101 to attending students, professionals and public participants. Greg Newhouse from the ATTE initiative at San Diego Miramar College chaired two conference sessions: one addressing what fleets can do to address climate change emissions and the second on how fleets can begin to implement alternative fuel and vehicle programs. The Statewide Director and staff from the ATTE Centers talked with an array of attendees to review technical training needs and education programs regarding alternative fuels. Such discussions were far-ranging and included the potential to provide technical training regarding natural gas facility leak detection, to the development of joint curriculum, to increasing the locations for alternative fuel training programs.

For the “Public Day” outreach, the ATTE Centers coordinated a wide range of presentations to provide educational information to attendees. In an effort to give down-to-earth information, the theme was “Options You Have/Choices You Can Make”. The half-hour sessions covered topics on natural gas vehicles and home fueling, creating quality biodiesel fuel, and an overview on developments for plug-in hybrid vehicles.

The joint effort by all of the centers resulted in a number of increased contacts, while providing concrete education and training opportunities. Their work was so successful the ATTE has been asked to be part of the planning for next year’s national conference.

**Applied Competitive Technologies (CACT) – Cerritos College CACT Honored by Department of Defense Mentor-Protégé Program**

On March 12, 2008, the Cerritos College Center for Applied Competitive Technologies (CACT) will receive the prestigious Air Force Nunn-Perry Award in recognition of their role in helping Boeing develop three small, minority-owned businesses. The Award, named in recognition of former Senator Sam Nunn and former Secretary of Defense William Perry, was first awarded in 1995 to recognize outstanding Mentor-Protégé teams formed under the auspices of the Department of Defense Mentor-Protégé effort. The partnership between The Boeing Company and the Cerritos College CACT was formed in response to the lack of small, minority-owned aerospace suppliers.

It is through this alliance between the Cerritos College CACT and Boeing that the three protégés, Aero Dynamics Machining, KAP Manufacturing and Omega Precision, were able to create high wage jobs as
well as provide paid internships and job placement for college students. In addition to increasing capacities, businesses expanded, which resulted in the following:

- Aero Dynamics Machining had a six percent annual revenue increase, hired 16 new employees and three college interns, and received over $4.3 million in new orders;
- KAP Manufacturing has experienced a 60 percent hike in annual revenue, hired seven new employees and moved to a larger facility to accommodate the $2.88 million increase in new orders; and,
- Omega Precision’s annual revenue jumped 25 percent, which resulted in their hiring three new employees and four college interns, as well as receiving over $860,000 in new orders.

The CACT’s role in the partnership consisted of workforce training, assisting in the adoption of advance manufacturing technologies and technical assistance. Some of the training included continuous process improvement, quality systems and advanced manufacturing software. In addition, each company was introduced to team building, project management and enterprise resource planning.

Since inception, the Cerritos College CACT has received many awards, with the 2008 Nunn-Perry honor being the latest. Commenting on the Cerritos College CACT /Boeing alliance, Paul Simpkins, a Manager for the Department of Defense Mentor-Protégé stated, “Your hard work, dedication, and superior achievements have made this another successful year for the Department of Defense Mentor-Protégé effort.”

Reflecting on the EWD Program’s receipt of the Nunn-Perry award, Jose Anaya, CACT Director, stated, “it is achievements like this that show how important CACT programs are in the diverse communities that they serve.” The success of the Cerritos College CACT/Boeing coalition has proven that partnerships between community colleges, local businesses and industry leaders can help stimulate the economy as well as bring young people into technology and manufacturing careers.

**Life Sciences Summer Institute: San Diego Region**


Ranked third in the world in the life sciences industry, the San Diego region includes more than 500 biotechnology companies and research institutions. Anticipating the need to prepare a world-class scientific workforce, three major groups formed a collaboration to create a summer training institute for students and instructors. The three groups are the industry organization BIOCOM, the regional Workforce Investment Boards named the San Diego Workforce Partnership (SDWP), and the regional California Community College collaboration named the Southern California Biotechnology Center (SCBC).

The three groups gathered the elements for the Institute:

- the laboratories at Miramar College, via the SCBC, for hands-on training for the students;
- the Biogen-Idec Community Laboratory in La Jolla for the teachers;
- the companies for tours and internships;
- the SDWP for the effort with marketing to and recruitment of participants and
- the funding to underwrite the efforts from the Presidents’ High Growth Job Training Initiative of the US Department of Labor’s Employment and Training Administration.

As only one of two US Department of Labor proposals in California to be funded, the SDWP began plans for the training and the preparations for this model effort, named the Life Sciences Summer Institute (LSSI).

Many entities in the San Diego area were involved in addition to the three partners above; industry professionals from community relations and human resources departments, hiring managers and scientists, members of research institutes, educators from the San Diego County Office of Education K-12 science coordination, chairpersons from community college and university science departments, internship
coordinators, school administrators, employment staffing agencies, and the State of California Employment Development Department.

The first institute was held in the summer of 2005; the second in the summer of 2006. The student LSSI included upper-level high school, community college and university students. The teacher LSSI had high school teachers. The ultimate goal of the LSSI is to give San Diego’s future workforce early exposure to the life sciences industries.

Industry participation at all levels in the effort is a hallmark of this collaboration, giving industry an opportunity to help shape the future workforce.

Services for Students

- **Boot Camp** – An intensive week of hands-on and workplace competency skills is required. Students enrolled in a one-unit college class and the boot camp was held in the laboratory at San Diego Miramar College. Boot camp must be completed before the student can enter the industry internship.
- **Internship and Selection Process** – Using a “temp agency” placement model, student applications are pooled, then students are interviewed and ‘hired’ by host institutions in to a 7-10 week industry or research institute experience paid for by host institution.
- **Student Exhibition** – Students participated in an event, “Celebration of Science Education,” exhibiting posters of their summer research experience to the San Diego life science community.

Services for Teachers

- **Curriculum Training** – The team creating the curriculum for the LSSI ensured that the kits used meet the California High School Standards. Otherwise, the kits could not be used. High school and community college teachers trained on and learned the AMGEN-Bruce Wallace Biotechnology Laboratory kits for use in the classroom during the school year. Teacher training was held in the Biogen-Idec Community Lab in La Jolla.
- **Externships** – The industry externships are a key component. Teachers visit a variety of industry sites for half-day externships and see employees using both hands-on (hard) skills as well as workplace competency (soft) skills in practice. Teachers “get it” better this way. Seeing the laboratory processes and the people processes live, in process allows teachers focus toward workplace competencies.

  The LSSI Teacher Externship Services is a paid professional development experience. Participants are paid in the form of training stipends and have the option to obtain academic semester units from a California State accredited university.
- **Curriculum Sharing & Peer Networking** – Teachers share “best practices” and network with each other.
- **Ongoing Support for Curriculum Implementation** – Teachers who do not have equipment or after-the-LSSI support receive free supplies, loaner equipment, and staff support to implement the curriculum. The activities are supported by grant funding from the AMGEN Foundation.

Life Science Summer Institute Participation

<table>
<thead>
<tr>
<th></th>
<th>Summer 2005</th>
<th>Summer 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Applicants</td>
<td>38</td>
<td>127</td>
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<tr>
<td>Student Internships</td>
<td>13</td>
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<tr>
<td>Teacher Participants</td>
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<tr>
<td>Companies hosting internships or externships</td>
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<tr>
<td>Approximate Direct Cost</td>
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<tr>
<td>Leveraged Match*</td>
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<td>$396,755</td>
</tr>
</tbody>
</table>

* Includes Southern California Biotechnology Center Outreach Coordinator and Funding from the AMGEN Foundation to support the AMGEN Bruce Wallace Curriculum implementation.
Needs of Computer Game Industry – Information Brings Faculty and Industry Together

The Centers of Excellence, in partnership with business and industry, deliver regional workforce research customized for community college decision making. The Centers of Excellence strive to advance community colleges by acting as the premier source of information and insight on regional and statewide workforce needs in high growth and emerging industries and occupations.

Description: Preliminary research by the Centers of Excellence indicated that the video and computer game industry was emerging as a significant sub-sector of the digital media industry. In early 2006, the Centers of Excellence in Los Angeles County and San Francisco Bay Area partnered with the Multimedia and Entertainment Initiative, the Entertainment Economy Institute, and Godbe Research on a study to identify the workforce needs of the video and computer game industry, a significant sub-sector of the digital media industry. Additional strategic partners in the project included the Employment Development Department Labor Market Division, Workforce Boards in Los Angeles and Silicon Valley, Game Developer Magazine, and the International Game Developers Association. As a result, the Video and Computer Game Occupational Profiles Report was produced that provided an overview of the industry, its economic impact, training needs, and possible college responses. A database of employers, previously unavailable to colleges, and a report on occupational profiles were also produced as part of the project.

The Need: Prior to the study, no data existed for the LA/Orange County and San Francisco Bay Regions on the current number of firms and employees in this part of the industry, the future employment trends and growth in employee demand, and what extent entry-level opportunities are available for community college graduates. The survey of employers that was undertaken focused on identifying where the industry’s labor market gaps were the greatest, identifying occupations of interest that provide the greatest growth potential, and gathering information on the skill requirements by occupation. Based upon that survey, it was estimated that video and computer game companies would require an additional 4,000-7,000 workers over the next 12 months across the LA/Orange and Bay Regions. This represents a growth rate of 21%.

Opportunities for colleges from the industry perspective included:

- Developing additional training services to increase the supply of qualified applicants.
- Adapting curriculum with an eye to improving the technical and soft skills of entry-level applicants.
- Bringing more female workers into the industry.
- Retraining workers from crossover industries such as software development, telecommunications, educational technology, aerospace, and IT security.

Outcomes: In November 2006, the Multimedia & Entertainment Initiative (MEI) and the Centers of Excellence held a statewide webinar to introduce the findings to over 45 faculty, administrators, and partners interested in responding to the industry. The webinar inspired a statewide discussion that resulted in a symposium held at Mission College in Spring 2007. Fifty-six faculty and ten industry partners were brought together to discuss skills needed, instructional technologies, and curriculum. Subsequently, MEI Centers at Pasadena and Santa Barbara hosted events to bring together faculty and industry and, in February of 2008, MEI sponsored more than 50 faculty from across the California Community Colleges to attend the Game Developers Conference in San Francisco, including a special evening session.

To date, 18 colleges from across the state have reported currently developing or planning to develop or adapt courses, certificates, and degree programs within the next year. This environmental scan report has been used to inform the colleges, and is available on-line at ccewd.net/industryscans. The Video and Computer Game industry continues to evolve and as a result, a subsequent study is being conducted to explore industry trends including serious, mobile, and casual games. This study will be released in Fall 2008. In connection with this study, several MEI Centers are planning to host events that will assist faculty to adapt and create courses at their colleges, further advancing the colleges’ ability to help students be competitive in this industry.

The findings from the Computer and Video Game Scan were also cited on National Public Radio.
Environmental Technology – Track Record of Success for Students

The Initiative has provided education to more than 58,000 students, has assisted with the development of over 800 courses and delivered more than 2,200 classes in environmental health, safety and preparedness training. One of the Centers is directly involved with the Office of Emergency Services and trains first responders in highly specialized homeland security areas.

For example, the number of colleges offering Geographic Information System (GIS) classes has grown from five in 2000 to 40 in 2008. The growth in student enrollments in GIS is shown below:

![Graph showing growth in GIS classes from 2002-2007]

Environmental Training Center Assists County Public Health in Translation of Critical Health Messaging

A pandemic is often a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causes serious illness, and can sweep across the country and around the world in very short time. It is difficult to predict when the next influenza pandemic will occur or how severe it will be. Wherever and whenever a pandemic starts, everyone around the world is at risk. Countries might delay arrival of the virus, through measures such as border closures and travel restrictions, but cannot stop it.

Health professionals are concerned that the continued spread of a highly pathogenic avian H5N1 virus across eastern Asia and other countries represents a significant threat to human health. The H5N1 virus has raised concerns about a potential human pandemic because:

- It is especially virulent
- It is being spread by migratory birds
- It can be transmitted from birds to mammals
- It continues to evolve.

Since 2003, a growing number of human H5N1 cases have been reported in Asia, Europe, and Africa. More than half of the people infected with the H5N1 virus have died. Most of the cases are all believed to have been caused by exposure to infected poultry. There has been no sustained human-to-human transmission of the disease, but the concern is that H5N1 will evolve into a virus capable of human-to-human transmission.

As part of an ongoing partnership with Santa Clara County Public Health, the Bay Area Environmental Training Center (ETC) has developed Pandemic Flu educational materials in English, Spanish, and Vietnamese to students returning for the winter/spring 2007 academic semesters. The pocket-size hand-out titled “Your Guide to Preparing for Pandemic Flu,” is available in hard copy print form and on the County web site.

The Bay Area ETC paid for the translation of the pamphlet, along with one-page handouts meant for community offices, shops, or doctors’ offices, in the following four languages: Japanese; Korean; Farsi; Tagalog. Given the ETC’s Silicon Valley location and available 2000 US Census data, the languages were
chosen as the next most commonly spoken in both business and community settings and ones for which interpreters are requested at Santa Clara County health facilities.

The Bay Area ETC works frequently with Silicon Valley businesses with markets and customers in the Asian subcontinent and East and Southeast Asia, so translation is both critical to community building and responsive to the linguistic needs of business partners.

**Welcome Back Center: Grossmont College MD to RN Accelerated Careers**

The Health Care Initiative was instrumental in the development of an auxiliary program through the Regional Health Occupation Resource Centers (RHORCs) known as the Welcome Back Centers. Funded with external support from the California Endowment, three Welcome Back Centers were established at the City College of San Francisco RHORC, the Los Angeles County RHORC at Mt. San Antonio College, and the San Diego RHORC hosted by Grossmont College. Each Center pursued the identification and provision of specialized services to internationally-trained health care workers in its region. Services provided included “Case Management” by specially trained counselors, special class sections to familiarize students with the American Medical System, and information on licensing and validation of credentials. The San Diego RHORC developed an accelerated pathway for MDs to complete an Associate Degree Nursing Program and sit for the RN License exam (NCLEX) in California.

There are thousands of immigrants who used to be doctors and nurses in their native countries and are currently working outside of the medical profession because of not meeting respective California licensing requirements. The internationally trained healthcare professionals need access assistance with revalidation of professional credentials, certifications and licenses in order to practice their health professions as bilingual-bicultural providers in California and the United States in underrepresented communities.

It has been well established that there is a current and projected shortage of Registered Nurses, and the community colleges have been and continue to be the most involved in expanding nursing courses to meet industry demand of all the educational segments. The development of an accelerated MD to RN Pathway was a natural response to the real demand for nurses by San Diego hospitals. The concept of the Welcome Back Center was to capitalize on the available talent pool of internationally educated health care workers, who were otherwise not engaged in providing health care workforce in California. Large numbers of candidates were located for Welcome Back services. The match between the MD preparation and that required for RN licensure was a close one. Grossmont College agreed to modify its California Board of Registered Nursing approved ADN curriculum for a 16 month pathway for MDs.

The Grossmont College Department of Nursing customized a Nursing Curriculum approved by the Board of Registered Nurses (BRN) in April 2003. This sixteen month accelerated effort initially accepted and subsequently graduated thirty-five internationally-trained MD participants from a pool of over 100 applicants seeking to complete their Associate Degree in Nursing. One or two weekly evening academic encounters were required, along with language development and supportive services. Early Weekend clinical rotations were found to contribute to the socialization and transitional acculturation to the nursing role.

Participants were prepared in test taking skills, completed National Council Licensure Examination (NCLEX) predictor’s tests, and remediation interventions as required in order to reach a minimum projection of 80% passing scores when taking the NCLEX Examination. This successful project continues and has just graduated its third cohort of 30.

To date, the project has been implemented for three cohorts and has successfully graduated 90 graduates with a success rate of 95% on the NCLEX licensing examination, which demonstrates the success of the Welcome Back Center concept. It meets the need of San Diego health care agencies for more multicultural and multilingual nurses, it brings otherwise non-health care employed workers back into the California healthcare workforce, and additionally, assists the hospitals with their goal of giving culturally competent care to a diverse population.

Because the need is great for linguistically and culturally competent bilingual doctors and nurses, especially in underserved communities, WBC serves as a bridge for the pool of internationally trained health workers living in California to better jobs in their chosen field and provides short-term solutions and outcomes to help alleviate the shortage of linguistically and culturally competent bilingual healthcare workers.
Since the San Diego WB Center opened in March 2001, it has assisted more than 2,600 individuals who previously worked as healthcare professionals in other countries. The Welcome Back Centers serves an important role as a one-stop resource center for California’s untapped healthcare workforce.

**Case Study: Return on Investment**

**Health Careers Initiative Leverages Outside Investment to Address Critical Needs**

**Description:** Through the collaborative and regional efforts of the EWD Program’s Regional Health Occupation Resource Centers (RHORCs), seven Centers for Nursing Innovation and Expansion grants were awarded in August 2005 (for activities through 6/30/10) to RHORCs and California Community Colleges (CCCs) to:

1. Increase nursing program capacity/enrollment slots, increase nursing program completion rates to 90%
2. Graduate additional nurses
3. Provide National Council Licensure Examination RN Preparation (NCLEX) review courses to those who were previously unsuccessful (repeat test-takers) and
4. Educate additional hospital staff to become preceptors (to help train nursing students in the clinical setting)

**Challenge/Identified Need:** To increase the capacity to educate additional nurses in CCCs, the California Department of Labor approached the Health Care Initiative/RHORCs and State Chancellor’s Office. In collaboration with the California Employment Development Department, Governor's Nurse Education Initiative Grant opportunities were formalized and awards made in August 2005 to RHORCs and community colleges which could expand their capacity to educate more nurses. Of 33 proposals submitted, 19 were awarded; seven of these were for Centers for Nursing Innovation and Expansion, one of the three grant categories. RHORCs’ support for the grants includes:

**Orange County:** The Orange County/Inland Empire RHORC was instrumental in providing technical assistance for grant development to five colleges in their region; the centers are continuing to support the projects through preceptor training and human patient simulator workshops. Faculty enrichment/educators’ institutes have enabled faculty to gain new teaching strategies and have had a very positive impact on faculty efficacy as well as morale/retention, which maximizes the capacity to educate additional nurses.

One of the greatest indications of grant success is that the colleges have increased enrollment by 50%. Participating colleges have also been able to increase utilization of simulators, which improves critical thinking of students, especially when able to spend time debriefing the experiences. The ability to hire additional counselors or retention specialists has increased retention and student satisfaction.

**San Diego:** The San Diego RHORC collaborated with the Regional Nursing Educational Partnership of San Diego for a successful grant award to five colleges. The San Diego/Imperial County RHORC has been instrumental in supporting the Regional Nursing
Education Partnership, and contributing to the success of the Centers for Nursing Innovation and Expansion. As Director of the Welcome Back Center (and RHORC Director), Bob Yarris has assured that an exemplary NCLEX Review Program has been provided, specifically to those participants that have been identified as previously unsuccessful test-takers. Thus far, 79 participants have completed or are currently enrolled in the course [88% of their goal], and the pass rate for those who have taken the exam after the NCLEX Review Course is 78.3%, well above the goal of 50%.

San Francisco: The Bay Area RHORC assisted with the development of two successfully awarded Centers for Nursing Innovation and Expansion grants, at City College of San Francisco and at Napa College. The center continues to facilitate the success of the grants through regional planning and educational offerings such as a regional faculty development workshop on teaching critical thinking.

South Coast: The RHORC was responsible for convening regional meetings and coordinating a successful proposal that included Allan Hancock, Cuesta, Moorpark, Santa Barbara City (SBCC) and Ventura colleges. The RHORC continues to serve as project director, overseeing all components of grant implementation, while SBCC serves as the fiscal agent for this grant. One of the major grant implementation successes has been the integration of a nursing student retention specialist or nursing case manager into all five of the college partners’ A.D.N. programs. A recent workshop at SBCC allowed retention specialists to share best practices as well as problem-solve challenging situations. The retention rate at the college with the most mature retention specialist/case management program (Cuesta College) has increased by 5% or more since the role was first created.

Impact: Progress thus far is encouraging from the seven Centers for Nursing Innovation/Expansion Grants:

- 395 additional nursing students have been enrolled
- Student retention, on average, has climbed to 89%
- 371 additional preceptors have been trained, using the COCCC/RHORC Preceptor Model Curriculum
- 23 additional clinical sites have been added for patient care
- 35 additional health care industry partners are providing 1:1 match for the grants
- 281 additional new graduates have taken National Council Licensure Examination RN Preparation (NCLEX, with COCCC/RHORC curriculum).
- 193 repeat test-takers participated in comprehensive NCLEX preparation courses

Health Career’s Support for Other Categories of Governor’s Nurse Education Initiative Grants

Butte College: Health Community Forum grant: The Butte College RHORC provides technical assistance to the Butte College WIA grant. The RHORC completes all reporting, fiscal and participant data for the grant. In addition the center provides on-going faculty professional development. One of the most important components of the Butte College grant has been the increased use of human patient simulation for nursing education. By incorporating simulation experiences into the curriculum, the students are more prepared for the clinical experience, unusual patient conditions can be presented to all students, and clinical time is used more effectively. Another important component has been the development and implementation of an NCLEX review course including full implementation of the ATI products across the RN program.
Improving the Valley: The Central RHORC continues to provide technical assistance and ongoing collaboration to many of the Governor's Workforce Investment Act awardees in the Central Valley. Almost all of the programs use the RHORC Nursing & Allied Health Math Tutorial CD and Nursing Student Success Kit. In particular, the San Joaquin Valley Nursing Education Consortium reports not only an increase in RN students but also improved NCLEX scores for nursing school graduates from using the products. Many programs whose funding will be sunsetting are in the process of seeking additional grants to keep their successful efforts ongoing.

Initiative Success Stories (continued)

International Trade Development – Centers take lead role to promote Export of Education Services

Education and Training, not traditionally considered in the context of “international trade,” is a large and fast growing export sector for California, contributing over $2.7 billion to our state and regional economies each year. Public and private non-profit universities are the biggest players in this market. Some 75,032 international students attended college in California last year, paying over $1.1 billion (unsubsidized) in tuition and fees. California’s local and state economies absorb an additional $1.5 billion spent by foreign students to support their living expenses which include real estate (rentals), travel and tourism, dining and entertainment and professional services (insurance, medical, legal and other), producing a powerful clustering and economic spillover effect. The concept of exporting education and training services can be best understood by evaluating it from the perspective of travel and tourism – international students bring in dollars from outside the U.S. and spend it in California consuming our goods and services.

Education and training is one of the latest frontiers in national-global competition. The United States and (in particular) California are lagging behind many of our major competitors in both recognizing the benefits and supporting coordinated actions to promote the export of education services. A recent article in the NAFSA monthly magazine states, “The international student market has been transformed in this century, with many new entrants acting much more purposively and strategically than ever before.”

The British Council developed and launched the “Education UK” brand five years ago, an industry-wide global marketing campaign and strategy to brand British education as the first for quality and choice. Prime Minister Tony Blair, supporting the effort, remarked, “The institutions, their students and our economy will reap considerable rewards.” Education UK is supported by a $21 million annual budget for joint marketing efforts- whose imprint can be seen at every major international student event in Asia. Since its inception, international enrollments in the United Kingdom have increased by 118,000 – generating in excess of $3.5 billion in economic impact to the British economy. International competition is also strong from Australia, New Zealand, Canada and several European countries who have ramped up their efforts in recent years. Domestic competition for California includes state supported efforts from Texas, Washington, Illinois and others.

Until funding from the U.S. Department of Commerce became available in 2003 to promote this sector, California did not have a coordinated effort. Recognizing this gap, the Riverside Community College Center for International Trade Development developed a model to promote the export of education services funded by the U.S. Department of Commerce, Market Development Cooperator Project. This project, the Education & Training Export Consortium (ETEC) (www.educationsocal.com) developed a model, focusing on Asia, that leverages California’s image and world class brands to create a powerful marketing message to enhance its position as a provider of choice for education and training in response to the increased demand and competition for Asian students and executives; provides market research, best practices, and market intelligence to assist educational institutions and for-profit service providers better
target their efforts to improve effectiveness; and takes advantage of travel and tourism, government and business exchange activities to capture opportunities.

**Multimedia and Entertainment – Partners with Entertainment Unions**

The Institute in Developing Entertainment Arts and Studies (IDEAS) at Los Angeles Valley College began its efforts in 2002 to address the training needs of the motion picture and television production industries and to concentrate on the creative and high-tech workers who are usually associated with “below-the-line” realm of employment. The over-reaching goal was to establish IDEAS as a visible, well-known source for training the in entertainment industry.

Rather than following the traditional small business approach, IDEAS focused on the workers as individuals who work on a free-lance project-to-project basis. While the people are hired as employees, due to the nature of the employment cycle, they often operate in an entrepreneurial mode. The workers are expected to come to the project fully trained, and are often required to provide their own tools (digital or otherwise) as well. It is rare that a production company provides specialized training on such short-term film and television production projects.

After offering initial workshops in motion graphics, digital imaging, and digital video editing to workers contacted through the websites of several labor unions and guilds, IDEAS was approached by members of the Illustrators and Matte Artists Local 790 to provide customized training to meet the needs of the members. Recognizing the relationship was the key to meetings the goals of MEI as well as of the union local, IDEAS worked with its new labor union partners to expand its offerings and widen its focus to include additional labor unions in the process.

After the initial partnership established with Local 790, and with the aid of International Representatives from the West Coast Office of the International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the United States, Its Territories and Canada (IATSE), IDEAS has been established as the beginning training point for several locals (see list below). It has also forged a partnership with Studio Arts, an agency with long standing contracts for advanced training in digital media tools. Industry workers have come to rely on IDEAS as the source for training; maintaining skills and acquiring expertise in the new technologies demanded in a rapidly changing work environment. Often union members will call IDEAS before the next slate of workshops is announced, either because of hearing information from their local, or the members were ripe for the next set of workshops to be able to hone skills. Workers who have taken advantage of high-cost, high-end training for which there are partial reimbursements from the Contract Services Administration Training Trust Fund (the organization that the entertainment employers have charged with coordinating training in all industry aspects) now come to IDEAS to prepare to take those high-end courses, which has helped increase student retention in those classes. The major outcome is an improved skilled workforce, and IDEAS is happy to be increasingly part of that recognized process.

**IDEAS - I. A. T. S. E Partnerships:**

Local 790, Illustrators and Matte Artists  
Local 847, Set Designers and Model Makers  
Local 800, Art Directors Guild, Scenic, Title, and Graphic Artists  
Local 695, Production Sound Technicians, Television Engineers, Video Assist Technicians and Studio Projectionists  
Local 705, Motion Picture Costumers  
Local 706, Make-up Artists and Hair Stylists Guild  
Local 892, Costume Designers Guild  
Local 871, Script Supervisors/Continuity & Allied Production Specialists Guild  
Local 893, The Animation Guild
Workplace Learning Resource Center Teams with Local WIB to Develop Entry-Level Workforce Candidates

Chronic double-digit unemployment and above average high school drop-out rates are two unfortunate statistics that handicap the workforce in the Central San Joaquin Valley at a time when new businesses are eager to locate to the region because of lower overall costs.

To ensure that local residents have a realistic chance at gainful employment, the Workplace Learning Center at Bakersfield College and the Employers’ Training Resource/Career Services Center (ETR/CSC) serving the southern end of the region are developing a New Hire Academy based on employer input from an extensive survey conducted by ETR/CSC, which is funded by the Workforce Investment Act.

More than 200 employers in the industry clusters targeted for the region (Construction, Allied Health, Manufacturing, Tourism, Logistics/Distribution, Value-Added Agriculture, Business/Financial and Chemicals/Plastics) responded to the survey. The greatest skill deficiencies were identified as customer service, work ethic and communication skills.

While the results of the survey were not surprising, the response does represent a new focus on serving business and industry. Results of the survey have been distributed to all training providers in the service area covered by ETR/CSC, and training providers are providing information as to what services and programs already exist and suggesting what needs to be added. A matrix of services should provide employers with a better picture of what resources are available to them to ensure a properly trained workforce.

The Workplace Learning Resource Center at Bakersfield College is assisting its sister colleges in the Kern Community College District (Porterville and Cerro Coso) in creating a New Hire Academy to address the skill deficiencies identified in the survey. After a draft curriculum is completed, the Center will present the material to employers in a “read-through” to get additional input and approval.

“Employer acceptance, and endorsement, of the Academy is critical,” said WpLRC Director Susan Scaffidi. “Trainees must know that the time they spend and the skills they learn in the Academy are of value to employers and may help them get a job, or else they won’t see any need to participate. And rightly so.”
Reiter International, an agriculture company, requested a proposal from the Oxnard College WpLR Center for customized Vocational English as a Second Language (VESL) training program at their site. After a tour of their ranches and a meeting with the HR manager and the Vice President of Production, an agreement was established. Curriculum with a pre- and post-test was developed, assessments were given and classes started with eleven ranch managers.

On the first day of class, materials were distributed, which included notebooks and backpacks for each participant. After the first class, the HR manager called to share a heartbreaking story with the WpLR director. One of the ranch managers attending the class stopped by her office to thank her for helping him with his language skills, which will help with better communication skills to address the needs of the ranch owners throughout Oxnard. While thanking her, he paused and looked at her, with tears in his eyes, and stated that he went to school for a very short time in his country of Mexico and envied those who had a backpack. Now not only was he in classes to learn English, he had, for the first time in his life, a backpack. This individual scored lowest in the class during his assessment yet progressed 100% after the post-test. During the training session, he took it upon himself to enroll and receive financial aid at Oxnard College to continue his ESL classes.
The Advanced Manufacturing Skills Certification Project of Southern California

The Advanced Manufacturing Skills Certification Project (AMSCP) was funded under the President’s High Growth Initiative of the U.S. Department of Labor, Employment Training Administration. The Centers of Applied Competitive Technologies (CACTs) applied for and won a $1.6 million grant to pilot a new certification developed by the Manufacturing Skills Standards Council (MSSC), a national collaboration of over 400 companies, unions, colleges, and private and public organizations, for training, evaluating and certifying new and incumbent workers in the high-tech manufacturing arena.

The AMSCP ran from January 2005 until December 2007. The grant focused on building collaboration among many public and private organizations; aiming at high-tech industry, training of dislocated, unemployed, and incumbent workers, and updating curricula in colleges, high schools, and ROP/Cs. The AMSCP collaboration included seven community colleges, three workforce development systems, the high schools systems of three counties and 47 private high-tech companies.

During the grant the EWD Program’s Initiative was able to conduct numerous faculty development courses, training over 80 high school instructors in the use of high-tech programs and implementing three new Career Technical Education (CTE) approved programs in high schools. Additionally, twelve college instructors, representing seven colleges, introduced and approved new or revised programs into their colleges, allowing students to meet the qualifications for the new national MSSC certifications. Over the course of the grant 215 students have taken courses developed to align with the MSSC certifications. The updated or new courses and programs are ongoing.

“Employability Boot Camps” were developed and offered for displaced/unemployed workers on five occasions. There were four to nine week intensive training opportunities, designed to prepare participants for entry level employment in the high-tech manufacturing companies in the region. Nearly 200 persons were enrolled and 148 persisted until graduation. The overwhelming majority were able to obtain employment in the industry of their choice. The “Boot Camps” were a collective effort among the CACT Colleges, the workforce development agencies in San Bernardino and Los Angeles Counties, and the Community Action Partners of the Inland Empire.

The manufacturing industry was and is in need of highly skilled competent employees. The AMSCP was focused on upgrading the skills of many lower level workers, to perform with the increased skill levels demanded by global competition and their employers. EWDP enrolled over 850 incumbent workers in a wide range of skills development programs ranging from Vocational English for monolingual speakers, to quality systems and statistical controls, through Integrated Production Processes, and Operational Performance. EWDP had 719 persons complete the programs of study, thus increasing their skill levels and earnings. Of these, 366 persons earned a MSSC national portable certification in one or more areas of production technology.

To encourage youth to learn about technology based careers and enter into a high school or college CTE program, the AMSCP develop videos, magazines and presentations for teachers, parents and counselor. The CACT leaders gave numerous presentations at career days, faculty conferences, and parent-teacher meetings; resulting in more than 8,000 magazines, 1,200 DVDs and 500 textbooks on STEM (Science Technology Engineering and Mathematics) being distributed. In addition, a statewide campaign was introduced to legislators and staff making them aware of the critical need for CTE offerings able to develop high-tech workers that will assure California’s competitive advantage in the global economy.
Success Through Partnerships

California Transportation and Logistics Institute

In January 2007, the Chancellor’s Office, in coordination with the Los Angeles Economic Development Corporation (LAEDC), received a $1,992,481 Department of Labor grant to establish the California Transportation and Logistics Institute, (Ca‘TLI). Eight community colleges and three California State Universities will be funded in this three-year project. Three additional community colleges, using Economic and Workforce Development Funds, have brought their resources to the project. The key objective is to work closely with the logistics industry to develop an industry certified curriculum in the area of transportation and logistics that will establish an educational continuum from high schools through the university system.

A variety of industry partners, state and local agencies including local Workforce Investment Boards will participate in the project providing guidance in the curriculum development, the recruitment and assessment of potential candidates for training, and placement of certified graduates into transportation and logistics related jobs in the Southern California area. Once the effort is fully developed, its design will allow for easy transference to colleges in other regions within the state.

An academic Advisory Group has been established to investigate four key areas: 1) what new advising structures will be needed to help students understand the curriculum pathways to transportation sector careers especially in the K-12 sector, 2) what new curricula, both at the community college and university level, need to be developed to fill gaps in transportation curricula, 3) what assessment tools could be used to measure the value and effect of transportation degree-related curricula, 4) what additional resources would the high schools, community colleges and universities need to work together to develop, test, implement and assess transportation degree programs.

A portal for the project will be created and linked to the LAEDC website to serve several integrated functions. The portal will provide the access for business to discover where specific training is available for incumbent workers while also providing information on recent graduates for new hires. Individuals seeking training can access the site to identify programs and colleges for their continued educational advancement. Colleges can search the site for newly designed logistics curriculum, potential business partners within their region, and additional resources to support their local training efforts.

The project is designed to provide training as well as job placement assistance and referral to 1,200 individuals over the course of the three years.

CALTRANS Planner Contract

EWD’s Advanced Transportation and Energy Initiative (ATTEi) and the System Office completed the $400,000 contract for the 2006-07 Planner Develop a Curriculum (DACUM), Verification and Training Delivery with Caltrans.

The ATTEi has completed 5 DACUM and 13 verifications for Caltrans Planners. Verifications are where planners who are not involved with the DACUM process are given the opportunity to ascertain that the curriculum developed covers all appropriate topics and add other topics that are determined to be necessary.

The DACUM, the verification and the class development portion of the contract was presented to Chris Hatfield Chief, Office of Professional Development Caltrans and her Planner Liaison staff at their San Diego Annual Conference in August. The DACUM and Verification results recommended the development of 77 proposed classes; each class is designed to be two days (16 hours) in length and is intended for the entry-level planner for each of Caltrans’ 12 Districts.

With the assistance of partnering colleges across the State, ATTEi centers created and delivered English composition, Planner Written communication, verbal communication-based and assorted computer skills classes. Based on their remaining budget dollars, Caltrans requested the development and delivery of 12 new class offerings to be held in 12 Caltrans Districts in California.
The Volume of the Probable New Contract(s)

Colleges will be tasked to create and deliver a portion (probably 10-15 classes per year) of the 77 classes as the Caltrans budget allows. As it grew, this effort was transferred out to college districts after being jump started by the Chancellor’s Office. An example of the varied identified classes:

- Administrative Communication
- Basic Grammar and Sentence Structure
- Computer Keyboarding
- Digital Illustration: Illustrator
- Earth Science
- Effective/Critical Listening
- Elementary Statistics
- Geology of California
- GIS for Managers
- Goods Movement
- Human Relations in Business
- Intercultural Communication
- Intermodal/Multimodal
- Introduction to United States and California Governments
- Introduction to GIS
- Introduction to Business
- Introduction to Problems in Ethics
- Modeling
- Public Works Administration
- Transit Management
- Transition to Leadership
- Web Information and Content Design

Once the development of the classes is completed, a single-year delivery of the 77 classes to each of the 12 District offices will total 924 classes. From the DACUM study, several classes will be offered several times per year, per District, increasing the training required by the 12 District offices.

Interagency Agreements between Centers for International Trade Development (CITDs) and California State Agencies

California Department of Food and Agriculture (CDFA)

The Centers for International Trade Development entered into a memorandum of agreement (MOA) in late 2005 with the California Department of Food and Agriculture to carry out food and agricultural export promotions to benefit California producers. The objectives of the agreement were to combine resources from CDFA and the expertise of the CITD field network to: 1) facilitate incoming agricultural buying missions, 2) organize international promotions (including trade shows and consumer promotions); 3) provide export readiness training to new exporters, and 4) identify and leverage funds to fund the activities. The MOA activities have helped support several million dollars in food and agricultural exports. The MOA produced twenty-three (23) international promotions, including inbound buyer delegations from China, Korea, Thailand, and Malaysia, as well as outbound promotions in Southeast Asia, and Mexico. One hundred and forty-nine (149) unique companies accessed the services, which were paid for, in part, by $577,000 in federal funds the partnership was able to secure.

California Business Transportation and Housing Agency (BTHA)

Working in partnership with the Governor’s office, the California Commission on Jobs and Economic Growth, the California Business Transportation and Housing Agency, and the U.S. Foreign and Commercial Service organized matchmaking meetings for small businesses who participated in Governor-led trade missions to Mexico (November 2006) and Canada (May 2007). Thirteen small businesses participated in the Environmental Technologies Conference in Monterrey, Mexico; the CITDs arranged 30 individual meetings for the companies with prospective trading partners. Projected outcomes from the matchmaking meetings include several million dollars in sales and approximately 10 new
Nine small businesses participated in the Pacific Conference in Vancouver, BC as part of Governor Schwarzenegger’s trade mission to Canada, where twenty matchmaking meetings were arranged.

The International Trade Development Initiative (CITD) continues to work closely with the Business Transportation and Housing Agency to facilitate official State international business plans and activities – including participation on the California Trade Partnership Coordinating Council.

**Customer Service Training for the Public Sector – A Partnership With Local Economic Developers in Cities/Counties**

In 2005, the Customer Service Academy was developed by faculty at Merced College for their Workplace Learning Resource Center. Consisting of ten, six-hour modules, it was designed to provide individuals who were either currently working or looking for a new job the skills that are required to provide great customer service. In order to insure continuity in the instruction, colleges wanting to offer the Academy were required to send their faculty and trainers to a three-day train-the-trainer project. Upon completion, attendees were given the curriculum, exercises, Power Point presentation and additional resources to use in the classroom. As a result of this initial effort, sixty California Community Colleges now offer the Customer Service Academy and thousands of individuals have attended the classes.

In the Summer of 2006, the California Association of Local Economic Development met with Merced College and the Initiative Director for Workplace Learning to discuss the opportunity to refocus the successful academy to fit the specific needs of the public sector including city and county governments. Over the following three months the curriculum was redesigned, field tested with a city government in southern California and a new train-the-trainer project developed. In the Spring of 2007, three workshops were held for seventy-five faculty across the state. Roll out of the new curriculum will begin in July of 2007, and it is anticipated by the number of inquiries already received that more than 1,500 public sector employees will be served during the first year of operation.

**Summer Camp 2007: An Exemplary Partnership with Nissan**

Advanced Transportation Summer Camp 2007 was a partnership between Nissan North America, the Southland Cerritos Center for Transportation Technologies (SCCTT), and the Cerritos College Community Education department. Nissan funded the project, the Cerritos ATTEi Center launched and completed the project, and Community Education coordinated student recruitment and enrollment.

The class title was “Zoom into the Auto Industry!” The emphasis was on clean-renewable energy and power used in the transportation sector and about jobs in the transportation and advanced transportation industry. Some of the topics covered during the week-long class were the fundamentals of electricity, vehicle fuel types including future alternative fuels, gasoline-powered vehicles verses electric vehicles and hybrids. Other concepts that were discussed were clean energy sources and concepts including water, wind, solar, photovoltaic. The students covered ideas of energy savings, Intelligent Transportation Systems and what jobs are available to them in the transportation industry. Four 20-hour, classes were conducted during July and August 2007. Each class was one week long, four hours per day.

Class Activities for students included the following:
- Create bio-diesel fuel
- Experiments using fuel cells, solar panels, wind power
- Hands-on experiments using advanced training aids
- Engineering-style studies comparing power source efficiencies

**Challenge/Identified Need:** Research indicates that a person’s direction for pursuing a certain calling in life is molded during the younger, formative years. However, there are still opportunities for providing vocational guidance to middle and high school-age young people. Additionally, research showed that there is little information about jobs in the advanced transportation sector compared to other vocations.
The ATTEi Center at Cerritos College has a strong relationship with Nissan North America, Inc., training technicians for dealerships in the Southland. Summer Camp 2007 was funded with monies provided by Nissan North America, Inc. Nissan specifically requested this class and the target audience based on the need stated above.

**Solution:** Create a short-term seminar-style class for Awareness and Outreach:

- **Awareness** of clean and renewable energies, advanced transportation concepts including fuels and power sources.
- **Outreach** to middle school and high school students to share knowledge about jobs in the transportation industry and opportunities for postsecondary and advanced transportation training.

**Impact:** The students were evaluated from results achieved through hands-on experiments using class demonstrators, experiment stations, and engineering studies. The project ultimate outcome, however, will yield in a few years as the students will pursue a career in the transportation or advanced transportation sector. Finally, Cerritos College ATTEi Center now has the tools, equipment, and training aids to hold this class on a regular basis each summer.

**Environmental Training Centers – Partnerships in Environmental Compliance**

From the northern end of the state to the Mexican border in the south, businesses seek to retain and improve their economic status and, at the same time, comply with the myriad of state and federal regulations. For a long time, many government agencies were regarded by businesses as a hindrance to their economic success, while many government regulators felt compliance must be wholly enforced to keep the state environmentally sound. With the opposing attitudes, many businesses opted to move out of state or out of the country, while government agencies scrambled to find a solution or a middle ground with its relationship with private businesses.

The Environmental Training Centers (ETCs) have stepped in to help solve the problem. By partnering with government regulatory agencies and acting as a liaison for the businesses, the ETCs assists with regulatory compliance issues and ensures that business operations continue smoothly.

In addition to acting as liaison for businesses, the ETCs cultivate partnerships with large corporations, which have their own financial and technical resources at hand. This arrangement allows resources from large corporations and government regulators to provide environmental, health, safety, and homeland security assistance to the small and medium size companies in the area which do not have the financial nor technical resources to help themselves.

Services provided by the ETCs include:

- **Environmental Compliance** – Environmental regulations and standards are constantly changing and create challenges for companies which little or no resources.
- **Cost Savings** – Free or low cost assistance from the ETCs private and government partners is a cost saving. This is a priceless advantage to small and medium size companies.
- **Training Requirements’ Compliance** – One of OSHA’s top citations is the lack of training for employees. ETCs government partners provides free training services to many companies.
- **Facility Performance** – Pollution prevention is one of the government’s objectives. By getting free training and free materials, companies can design, operate and improve its operations. Any investment spent to in pollution prevention will ensure fair return and provide long lasting benefits. In addition, it will maintain a facility that is safe, compliant and capable of operating for years to come.
- **Employees Opportunities** – Employees potentially received better pay or at least retention of job, professional growth and development, and opportunities in other markets or industries.
- **Sharing Best Management Practices** – When a company receives free or very low cost assistance from the ETCs, it does not hesitate to share best management practices that work best at its facility. The best management practices are shared with other companies.
• **Active Participation in the Community** – Most businesses which are given free support often help other businesses in the community. They also become pro-active in the environmental, health, safety issues concerning their own company as well as the rest of the world.

## Success in Fostering New, Emerging Sectors

The EWD Program’s Strategic Initiative Areas have fostered many sectors, including logistics, nanotechnology and green energy. The Industry Driven Regional Collaboratives Fund, described in Section IV on page 45, and the Responsive Training Fund for Incumbent Workers, described on page 50, also act as seed funds to develop and improve programs, courses, and core-curriculum packages.

![FourEnergy](image)

To remain competitive in the global marketplace, businesses in California will require energy conservation training, green training, technical education and energy credentials for employees that align with current and future energy workforce needs. A unique alignment of four of the Economic and Workforce Development Initiatives (Advanced Transportation Technology and Energy, Applied Competitive Technologies, Small Business Development and Environmental Training), 4Energy is an investment that includes partnering with entrepreneurs and public/private ventures to anticipate and design community college services that provide such curriculum for incumbent worker and student training projects. Since its inception, 4Energy has focused on three key outcomes: faculty professional development, creating course and curriculum materials, and producing program development and outreach information.

In January 2008 4Energy provided professional development on photovoltaic (solar) technology to 26 faculty from 20 community colleges throughout California. It was an intense, week-long training project designed to provide the faculty with the same education that people in industry receive, in turn giving them the primary tools to educate students. Undertaken with the industry organization, the North American Board of Certified Energy Professionals, it provided a key technical training project for consistent education programs throughout the state, and has the potential to become a model approach for future faculty training programs with the Board.

Between November 2007 and February 2008 four wind energy technical overviews were offered at Sacramento City College, Cerro Coso Community College, College of the Desert and West Valley College. Each was attended by about 30 faculty, students and industry professionals. This also has resulted in a unique partnership – 4 Energy has worked hand in hand with the University of California at Davis Wind Collaborative Project to present the materials statewide and has been invited to the High Sierra Energy Summit in August 2008 to provide three wind technology sessions.

Finally, in the San Diego region the Initiative Directors have implemented a series of public education projects on renewable energy for both Spring and Summer 2008. The CACT and ATTEi Centers in the Bay Area have implemented similar activities.

In the work to develop and provide faculty with curriculum and address industry needs as well, a beta test will take place on Wind Technician Training Project by Summer, 2008. The effort has been in partnership with industry leaders and community college faculty to develop curriculum appropriate to meeting today’s education and technology training needs. Finally, a website is up – [www.FourEnergy.net](http://www.FourEnergy.net) – and newsletters distributed, with information about the Initiatives and the 4Energy programs.
In 1996, few community colleges were offering any Geographic Information System (GIS) related courses. In 1997, a small grant through the California Community College Economic and Workforce Development (EWD) Program helped provide training to more than 125 college faculty in California. In 2000 another grant from the EWD Program provided the “seed” capital to start the very successful ESRI-ArcView Purchasing Software administered by the Foundation for California Community Colleges. From these grants, a network called the C3GIS.Net evolved. Many of the faculty trained through these grants have continued on to create strong GIS components within their college discipline or certificates and degrees in GIS. This very successful and forward-thinking project continued for a time, but lack of funding left instructors at institutions across California without a good support system. In 2007, the EWD Program again funded a C3GIS.Net project to help colleges develop, sustain and expand their GIS/GPS offerings. This time, the curriculum, helpdesk and job hotline support will be delivered through the EWD Environmental Training Centers. California Community Colleges, along with colleges across the country, may now be able to create a network for a National Geospatial Technology Center initiative.

36 Colleges Strong and Growing
The ESRI software purchasing started with a few colleges in Northern California (Diablo Valley College, Napa Valley College, Solano College and Las Positas College) and soon extended throughout California. These colleges represent hundreds of classes and thousands of students and are a real success story of the CCC Economic and Workforce Development Program.

Money for Colleges
It is a little known fact that the ESRI partnership has resulted in a cost benefit to the colleges that can be measured in millions of dollars per year. Conservatively, the colleges purchase over $50,000 of software for a yearly maintenance fee of just $2,000. This results in a yearly value to our 36 colleges of almost $2 million per year.

Jobs for Students
G-I-S means J-O-B-S for students. These types of jobs you will not find under old fashioned job listings. These are new jobs with new titles such as “Remote Sensing Specialist.” What is a Remote Sensing Specialist? Would it interest you to know that the modern agricultural industry hires thousands of these professionals nationally? Additionally, there is room for job growth in all of these new professions to the lofty title of Geographic Information Officer…. Whoa! Now that is a Job TITLE.

Economic Development for the State
California is now job ready for the Geospatial Industry. Hundreds of CCC trained geospatial workers are ready to provide 21st century services to the many industries that make use of the three pillars of geographic science; Location, Movement, Relationships. We can now begin to invite even more companies to California that will need to make use of Geospatial Technology.

How GIS was Implemented at a Local College
During the 2006-07 fiscal year, the Advanced Transportation Technologies and Energy Initiative Center at City College of San Francisco invested in improvements to Geographic Information System (GIS) courses. Through the GIS Education Center (www.ccsf.edu/gis), a new certificate program is housed within
the Earth Science department that teaches students about the fundamental concepts and practice of Geographic Information Systems (GIS) and how to apply this knowledge and hands-on skills to various fields. The existing courses in the Earth Science Department were of interest, but the courses were not well promoted, nor was the software and hardware sufficiently up-to-date to be of interest to practitioners. The ATTEi at CCSF helped to launch the new through upgraded software, new GPS units and publicity. With the industry-reflective upgrades, the CCSF is able to offer a full GIS Certificate. Beyond this, the ATTEi Center continues to expand its workshops, with a new class this semester on Google Earth as well as two free seminars on GIS in public health and the basics of good cartography. One goal of the GIS Center is to spread GIS across the curriculum and to share with faculty how GIS can be applied to their specific disciplines. The GIS Education Center offers courses at three campuses, and student enrollments within the Earth Science courses have increased almost 50%.

The GIS Education Center continues to develop new workshops and respond to the needs of students and professionals in the field of GIS and will expand the offerings to any areas of the college that express an interest in learning and using GIS.

Due to this unique intra-college opportunity, offerings at other colleges were reviewed and the attributes for a successful course and program were identified. A review of the current course offerings identified areas of deficiency that could be remedied with selected investments. Partnerships such as these are invaluable in helping to set the standard for quality curricula in the region and within the state.

Entrepreneurship – A Viable career pathway for students

Work begun in 2006-07 has resulted in the set aside of SB 70 funds for training youth in the value of self-employment (Entrepreneurship) as a legitimate career path. In 2007-08, the Small Business Development Centers and Centers for International Trade Development will engage with local colleges, high schools and other partners to do outreach and training to largely at-risk youth and young adults who might stay in school if their interest in owning their own businesses could be engaged. A second objective of this project is to install business management skills in those young people who might need greater self-management skills. As such, the EWD Centers intend to employ systems and processes that are young, interesting, and educational for an audience that is from the generations who communicate via text and have a MySpace page. Stay tuned for updates on what should be a very interesting and youthful project.

In addition, a new EWD effort to provide faculty and counselors with professional development training to enhance California community college enrollments by improving and increasing entrepreneurship courses, certificates and degrees and expanding entrepreneurship curriculum across disciplines. (See Section III for more information.)

Success in the Network with the Hubs

The Strategic Priority Area Hubs were established in FY 2006-07 to build on the long-term delivery system of the Program – its network of 115 centers.

Funds use the centers network, the backbone of the Program, to establish two or three lead centers in each of the ten initiatives to be major hubs in the network. The hubs receive additional funding over the base center funds to help the Program expand its capabilities to fully serve regions. The Hubs leverage the ability of the existing network. Consistent services across all initiatives, as well as services specific to each, are being implemented. With regional hubs, the centers can help the System to foster exploration of new initiatives and service delivery models that respond to and focus resources on:

(a) Act as resource centers, housing best practices, grant information, and curriculum resources for colleges;
(b) Extending services into underserved geographic areas;
(c) Lead the network to identify businesses with the potential for domestic growth, exporting or international trade; and business sectors and industry clusters that operate domestically as well as export to other markets that are wealth creators for the state;
(d) Develop strategic alliances and attract funding resources for the initiative;
(e) Specialty services in entrepreneurship and curriculum

In general, the Hubs are required to:
1. Foster exploration of new sub-initiatives and service delivery models
2. Assist with marketing and advocacy duties
3. Perform Website development/maintenance
4. Act as resource centers by housing best practices, grant information, and curriculum resources for colleges
5. Provide regional and Initiative level information to the EWD Program Dean at the System Office
6. Extend services into underserved geographic areas
7. Lead the network to identify businesses with the potential for domestic growth, exporting or international trade; and business sectors and industry clusters that operate domestically as well as export to other markets that are wealth creators for the state
8. Develop strategic alliances and attract funding resources for the Initiative
9. Perform internal liaison work with colleges and regional consortia and CCCAOE on behalf of the EWD Program
10. Offer specialty services in entrepreneurship and curriculum
11. Serve as a liaison between businesses seeking services and colleges that can provide the services
12. Coordinate strategic partnerships with key industry associations and workforce agency partners on behalf of the Initiative
13. Expand the capacity of the Initiative Centers network
14. Assist the Initiative Director develop the internal analysis of the Initiative’s effectiveness
15. Assist the Initiative with analysis of Initiative data from the Data Collection System for the EWD Program
16. Assist the Initiative director in the development of the Initiative narrative report for EWD Program Annual Report each January
17. Work with industry to determine short-term training needs
18. Develop industry certifications
19. Identify emerging, innovative technologies for future Initiative development

Additional activities by Initiative include:

**Centers for Applied Competitive Technologies (3 Hubs)**
- Provide marketing services and outreach to Industry
- Implement Manufacturing Skill Standards Certifications
- Provide Robotic Camps to colleges and high schools supporting Youth Outreach

**Applied Biotechnologies (2 Hubs)**
- Develop a statewide marketing strategy. Potential employees and employers do not know about the resources available in the California Community Colleges Biotechnology programs and courses. The hub director will develop and carry out marketing strategies including but not limited to:
  - Web site expansion to include
    - A database of effective practices in outreach to biotechnology businesses.
    - Curriculum resources
- Streaming videos
- Ipod downloads
  - Recruiting videos
  - Flyers and other print media
  - Make presentations at relevant meetings, such as industry organizations’ human resources meetings, among others.

Centers of Excellence (2 Hubs)

- Expand the scope and scale of environmental scanning services to colleges to include on-demand services to colleges via the provision of reports from ESRI Company Business Analyst and Arc View,
- Explore future funding sources for ESRI Company data
- Become “resident experts” to the other Centers of Excellence by focusing advanced capacity building resources within the Hubs, as opposed to expecting that all Centers of Excellence spend time and resources building specialized skills. The other Centers of Excellence, as less advanced users of the tools, would come to the expert Hubs to request maps, reports, and other information that require more advanced querying and report and map generation skills.
- Provide other EWD Initiatives with information that will inform their Initiative planning and work efforts.
- Lead the statewide rollout of scans to external partners and key constituent groups that the EWDP needs to engage.
- Assist with regional and EWD Program Level marketing events. By request, review internal and external marketing materials. Supply marketing advice semi-annually to the EWD Dean and Coordination Grant.
- Develop the strategy for outreach to and engagement with key high growth industries not typically working with other EWD Initiatives.

Environmental Training Centers (2 Hubs)

- Southern Hub: Provide outreach to the Eastern Sierra and Inland Empire region, including the development of courses to be marketed in the new economic development region. Enhance service delivery to this region in the areas of:
  - County and local government agencies
  - Regional military bases
  - Warehousing, logistics employers
  - Manufacturing sectors
  - Health Care
  - Water agencies, Gas, Electric
  - Bureau of Land Management
  - US Forest Service
  - California Department of Forestry
  - Parks and Recreation

- Northern Hub: Create a Marketing Position to accomplish the following tasks:
  - Assist Regional Environmental Business and Resource Assistance Centers (REBRACs) with conference and trade show appearances.
  - Develop a statewide marketing plan that will increase outreach to targeted businesses.
  - Purchase and use GIS technology (ESRI Business Analyst) to help target business mailings.
  - Develop new market areas in the Sacramento area.
  - Attend all statewide REBRAC meetings and report on marketing activities.
Regional Health Occupations Resource Centers (RHORC) (2 hubs)

- Hire a Grant Writer on a contract basis to assist Centers or client colleges with pursuing grants.
- Provide assistance with the evaluation of RHORC services.
- Assist in developing more marketing and with Newsletter development.
- Re-vamp and handle the ongoing maintenance of the Health Initiative Website and Health Occupation Program Directory.
- Assist the Initiative Director and Center Directors with outreach to underserved colleges and when conflicting meetings occur.
- Share best practice and resource information with other EWD Program Initiatives and the Statewide Dean of the EWD Program.
- New outreach to small business and incumbent workers

Centers for International Trade Development (CITD) (3 Hubs)

- **Services Export Hub** will focus on promoting the export of education and training services. This hub will build on prior success of the CITD Education and Training Export Consortium (ETEC); a project funded by the US Department of Commerce since 2003, and will evolve to serve other service export sectors as opportunities and strategies are developed.
  - Provide low cost promotional opportunities
  - Brand leveraging and joint marketing at international student events
  - Provide communication medium between members to enable sharing of best practices
  - Develop marketing campaigns for targeted markets
  - Facilitate in-bound executive training offerings
  - Market California technical and vocational training s abroad (i.e. movement of natural persons)

- **E-Marketing Hub**
  - Double internet traffic, from current base of 400,000 user sessions per year, to serve more California businesses, students, and community college faculty (and staff).
  - Market the site internationally to collect and distribute information on business opportunities for California companies
  - Market [www.citd.org](http://www.citd.org) aggressively to all community college business faculty so that they and their students can access the resource information
  - Develop more linkages with strategic partners such as FedEx, UPS, banks and other trade service providers
  - Create on-line searchable database of curricula material (requires info submission)
  - Weekly update of all CITD network events and activities; includes calling each individual center and collecting all event information
  - Bi-monthly revision of “destination web pages”
  - Expand e-registrations for various events and activities
  - Facilitate Survey of served clients
  - Provide support for the Governor’s Office and other State Agencies to host event calendars and other trade information that is unique to the State of California and its businesses.

- **California Food and Agriculture Trade Assistance HUB**
  - Enhance strategic alliances with other service providers to serve more food and agricultural exporters:
    - Facilitate in-coming agricultural buying missions
    - Assemble a statewide Food and Agriculture Advisory Board
Collaborate in writing a statewide marketing plan, attend meetings, and participate on a statewide Marketing team and establish individual benchmarks Form a collaborative of CITDs, partners and the CDFA to develop a statewide agriculture Export marketing plan

- Enhance specialty services that allow the CITDs to lead independent in-coming and out-going foreign trade delegations and video conferencing services to connect foreign buyers with California businesses.
- Develop a tier event schedule and integrate the model with other CITDs. (A tier schedule is defined as training, consulting, trade events and or some other forms of technical assistance offered in reinforcing segments and coordinated with marketing efforts to maximize export sales outcomes and the CITD’s ROL.)
- Develop and host retreat for Food and Agricultural Leaders to develop a regional strategy for global trade.
- Convene an agricultural “red team” that provides flexible response mechanisms, which focus resources on short-term intensive projects.
- Maintain a Virtual Office of International Education (VOIE) website that consolidates all international services within college and the broader community.
- Increase the sharing of resources by continuing to develop the VOIE and [www.calagexport.com](http://www.calagexport.com) websites and contribute to the expansion of the export supplier database as a valuable resource for California businesses and the industry.
- Assist with the development of products and specialized services that meet the needs of specialty crop producers, manufacturers and service providers, including articles, success stories, directory, links to partners, industry information and post all of this information to [www.calagexport.com](http://www.calagexport.com), [www.cccwd.net](http://www.cccwd.net), [www.citd.org](http://www.citd.org) and VOIE.
- Utilize the CITD Quarterly e-Newsletter for Food and Agriculture and local telemarketing efforts to promote in-bound and out-bound trade shows.

**Multimedia and Entertainment (MEI) (2 Hubs)**

- Outreach to industry
- Research Future MEI industry sectors and new technology.
- Provide outreach to underserved community colleges with established multimedia offerings (e.g., Riverside, Cerro Coso, Mt. San Jacinto and Sacramento);
- Industry liaison + Industry Advisory Board Coordinator (LA’s Small Business Technology Week);
- Media Arts Competition coordination;
- Digital & Media Arts Curriculum Database expansion and promotion;
- Provide support for K-12/CC partnerships; and
- Market MEI to education and industry

**Small Business Development Centers (SBDC) (One Hub)**

- Data reporting in the Data Collection System
- Work with all colleges on developing products and resources for Business Education classes
- Become Entrepreneurship Center for the System – develop and disseminate curriculum on entrepreneurship.
- Market resources of the SBDCs to college business education faculty. Make presentations to regional consortia
• Success Stories
• Best practices
• Newsletter
• Rural outreach coordination
• Other State Interests such as Employment Training Panel and CalTrans

Workplace Learning Resources Centers (2 Hubs)
• Research, develop and deliver new innovative services
• Focusing on the new basic skills identify sources, i.e. colleges in other states or experts that can be brought in to train groups of faculty
• Investigate and potentially expand WorkKeys and Skills Train to cover a broader part of the state
• Research certification for trainers which would be recognized by business organizations such as American Society for Training and Development
• Expand the capacity building to other colleges especially those is depressed areas or with target populations
• Bring to the regions, experts to train faculty and service providers. These would be individuals who may be out of reach for one center grant to be able to fund.
• Develop a web based curriculum and resource delivery process to provide access of curriculum to all colleges electronically.
• Continue to develop new statewide curriculum such as the Customer Service and Thrive and Survive projects.
• Ensure that the context delivered by each center is consistent: 40% traditional basic skills, supplemented with other workplace literacy skills.

Advanced Transportation Technologies and Energy (2 Hubs)
• Effect positive change with organizational stakeholders and the client/consumers
• Development and dissemination of effective skills
• Review Product mix
• Review Product life cycle
• Create a resource library
  o Services/training
  o Media: regional and state message, brochures, print, audio and video
  o Transfer of curricula, technological advances and emerging technologies to Campuses
• Serve as the Initiative distribution point for:
  o Training
  o Technical Assistance
• Assist with measuring Initiative effectiveness and assist in measuring the Initiative's influence with public and private industry/government agencies
The ATTE EWD Center at San Diego Miramar College has worked with a public-private partnership to create a unique project at the San Diego High SciTech Academy. The students combine their knowledge of biotechnology and automotive technology to produce biodiesel fuel from waste grease. Students are tasked with developing a fuel that meets biodiesel fuel quality standards, which can be used in San Diego Unified School District’s food service trucks.

The partnership came through the working of the ATTE Center, San Diego Unified School District Operations and Maintenance Division and San Diego City Schools. The SciTech Academy was chosen in order to have an integration of science and automotive technology students.

To quote from the SciTech project brochure: “At SciTech, students have the opportunity to explore new and evolving forms of technology and science. Students participate in real-world experiences in the production of an alternative fuel, biodiesel, which is derived from soy bean oil and used cooking oils. Students explore and experiment with different blends of biofuels through project-based learning. Project based learning is a key element in the success of science and technology courses. Transportation technology and Biotechnology students are working together in the manufacturing of biodiesel, a clean, safe and renewable fuel used as an alternative to power diesel vehicles without harming the environment.”

Private industry partners are New Leaf Biofuel, and Fleet Biodiesel, a company who has developed field test kits for ensuring biodiesel fuel quality control. Following project development with all partners, New Leaf Biofuel installed a biodiesel processor in Fall 2006. This was followed by an ATTE-sponsored train-the-trainer project for faculty and other interested parties. Initial batches of biodiesel fuel were being created soon thereafter.

The batches were used to power small diesel equipment on a trial basis, but simply making the fuel was not sufficient – the goal was to make a biodiesel fuel that could be safely and effectively used in vehicles. It was at this point that Fleet Biodiesel was enlisted to share its scientific knowledge in regards to testing the fuel to make sure there were no impurities. Based on recent tests, Steve Wallace from Fleet Biodiesel noted that, “The results from your last biodiesel sample was 0.13 (%mass). This is well under the ASTM D6751 standard of 0.24 (%mass). It looks like your processor is right on track!”

Jon Karanopoulos, who teaches auto shop at SciTech Academy, is very enthusiastic about the project and student reaction. He noted that it also gives students the ability to integrate their high school education with new alternative fuel projects at the ATTE Center. Jon is already working with a classroom demonstration unit, which the ATTE Center has acquired through a partnership with Gabrielino High School in San Gabriel and their lead faculty Michael Winters. The classroom unit would give the Center the opportunity to demonstrate the production of biodiesel in any classroom and work on field trips to the larger production unit for a “hands-on” education. In addition, the partnership is committed to assist others who would like to develop similar educational tools.

Through producing a “real” fuel the students have learned not only how biotechnology and automotive technology can interact, but also that there are real options to petroleum-based fuels. “Through the project students successfully complete project-based learning goals and produce a tangible result” said Greg Newhouse, ATTE EWD Center Director.
Section IV

EWDP’s Short-Term Components: Addressing Many Issues – Design, New Systems, Rural College Issues, New Curriculum, Upgrading Worker Skills in High Wage, High Growth Areas

There are six types of short-term grants that are highlighted in this section: Industry-Driven Regional Collaboratives (IDRC)/Industry-Driven Regional Collaboratives in Economically Distressed Areas (IDRC-EDA) (pages 45-46), Job Development Incentive Training Fund (JDIF) (page 47), Rural Opportunities Studies (ROS) (page 49), Responsive Training Fund for Incumbent Workers (RTF) (page 50), Professional Development funds (page 51) and Career Technical Education and Economic and Workforce Development Program Career Pathways (SB 70) (page 56). IDRC, IDRC-EDA and JDIF grants can be funded for up to 24 months; RTF and ROS grants were funded for one year or less. Each component pays a unique part in a balanced EWD Program portfolio. While each of the grants have different purposes and goals, all give colleges the opportunity to design new instructional methodologies, develop curriculum in emerging areas, establish new business partnerships, and improve the job skills of California’s workers. In many instances, curriculum developed as a result of this “seed” money is institutionalized.

The EWD Program is also central to one component of the Career Technical Education/Economic and Workforce Development Career Pathways Initiative (SB 70), which is a separate funding source. Examples of SB 70 Quick Start projects, which provide exciting high school/ROP and college career pathways are included.

**Industry-Driven Regional Collaboratives (IDRC) and Industry-Driven Regional Collaboratives in Economically Distressed Areas (IDRC-EDA)**

These grants provide funds to community colleges for flexible, short-term, “design it yourself” local projects and to meet regional business needs, particularly in high growth, emerging technology industries. These one- or two-year grants provide colleges with opportunities to develop new curriculum, partnership, and new ways of setting up agile systems. The grants are also used to help point the Chancellor’s Office towards new, high growth, high wage job sectors and/or emerging industry clusters. A portion of the funds in the IDRC category are set aside for districts that serve Economically Distressed Areas.

In the most recent IDRC grant cycle (Fiscal Years 2006-07 and 2007-08), 30 IDRC grants were funded in 2006-07 for a total of $7,654,454, and 26 (totaling $5,783,433) will continue into the 2007-08 year. Many unique local needs are being addressed by the grants. Because of the flexibility of the short-term projects, the stages of the development vary. Some projects are on the cutting edge of new technology, while other projects address an immediate need that insures that businesses keep jobs in the local area through a qualified workforce. In this first year of the two year cycle, IDRC projects placed 467
individuals in jobs and served 1,047 businesses, 3,913 employees, and 1,771 students. Forty-one percent of the project matching funds was supplied by business.

A list of the current IDRC grants by Strategic Priority Area/Subject Matter Area is shown below.

<table>
<thead>
<tr>
<th>Strategic Priority Area</th>
<th>Subject Matter Area</th>
<th>Grant Amount 2006-07</th>
<th>Grant Amount 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation</td>
<td>Training in Transit Technology for Service Technicians</td>
<td>224,078</td>
<td>256,398</td>
</tr>
<tr>
<td></td>
<td>Automotive Technology</td>
<td>262,782</td>
<td>133,749</td>
</tr>
<tr>
<td></td>
<td>Automotive Technology Training in Alternative Fuels</td>
<td>183,900</td>
<td>183,900</td>
</tr>
<tr>
<td></td>
<td>International Logistics/Transportation</td>
<td>395,769</td>
<td>302,481</td>
</tr>
<tr>
<td></td>
<td>Transportation Logistics Goods Movement</td>
<td>299,047</td>
<td>288,272</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Advance Technology for Machinist Training</td>
<td>186,104</td>
<td>105,647</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology Education</td>
<td>200,000</td>
<td>200,000</td>
</tr>
<tr>
<td></td>
<td>Automotive Manufacturing – Aftermarket Industry</td>
<td>198,501</td>
<td>132,565</td>
</tr>
<tr>
<td></td>
<td>Training and Skills Upgrade for the Hard to Serve in the</td>
<td>224,382</td>
<td>224,382</td>
</tr>
<tr>
<td></td>
<td>Manufacturing Industry</td>
<td>224,382</td>
<td>224,382</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>Soft Skills Training</td>
<td>367,829</td>
<td>436,221</td>
</tr>
<tr>
<td></td>
<td>Life Long Learning Accounts (LiLA)</td>
<td>214,842</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workforce Literacy Skills Certificate</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td>Judicial Career Training Partnership</td>
<td>306,794</td>
<td>306,913</td>
</tr>
<tr>
<td>Health</td>
<td>Infant Toddler Special Needs Project</td>
<td>250,642</td>
<td>255,011</td>
</tr>
<tr>
<td></td>
<td>Pharmacy Technician</td>
<td>143,224</td>
<td>60,784</td>
</tr>
<tr>
<td></td>
<td>S.E. Tulare County Healthcare Project (SETCH)</td>
<td>331,994</td>
<td>136,474</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>Pandemic Project</td>
<td>290,156</td>
<td>239,623</td>
</tr>
<tr>
<td>International Trade</td>
<td>International Trade Agribusiness</td>
<td>224,078</td>
<td>254,118</td>
</tr>
<tr>
<td>Development</td>
<td>Export Trade &amp; Enabler Programs</td>
<td>199,875</td>
<td>199,030</td>
</tr>
<tr>
<td></td>
<td>International Logistics and Capacity Building</td>
<td>292,313</td>
<td>340,143</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Mobile Media Institute</td>
<td>272,480</td>
<td>150,093</td>
</tr>
<tr>
<td></td>
<td>Emerging Theatre Technologies Certificate</td>
<td>358,365</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State-of-the-Art Digital Media Training</td>
<td>171,747</td>
<td>171,747</td>
</tr>
<tr>
<td>Other</td>
<td>AEC Geospatial Technologies</td>
<td>220,823</td>
<td>215,484</td>
</tr>
<tr>
<td></td>
<td>Insurance Instructor Training Initiative</td>
<td>224,995</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beverage Equipment Service Technician</td>
<td>129,905</td>
<td>145,063</td>
</tr>
<tr>
<td></td>
<td>Veterinarian Technician</td>
<td>135,432</td>
<td>139,280</td>
</tr>
</tbody>
</table>

Highlights of first-year activities from three projects follow:

**City College of San Francisco**

The Northern California Logistics and Distribution Project (NCLDP) is intended to develop a project to help meet the demand in the logistics industry. This project will target new and incumbent workers and build a pathway to introduce high school students to the logistics industry. Logistics has been a growing industry in California and recipients of this grant have joined the California Transportation and Logistics Institute (CATLI) an attempt to support and grow this industry.

During this first year the NCLDP completed seven trainings in industry subject matter to incumbent workers. The project partnered with Goodwill Silicon Valley and established relationships with businesses and entities that rely on logistics to move products to market, including the Port of Oakland and its lessors, United Airlines, the Alameda Workforce Investment Board (WIB), and the College of Alameda, in an attempt to gain insight and expertise necessary to build a curriculum.

Recent successes include the establishment of relationships with necessary businesses, local governments, special districts and interested stakeholders. This includes introduction of logistics to low
income workers through Goodwill Silicon Valley and incumbent worker training with United Airlines. The Business Department at the City College of San Francisco has developed expertise in the logistics field and is exploring opportunities to include logistics curriculum into their course offerings. Additionally, employers and employees have been afforded technical assistance, training, and partnership development expertise necessary for growth in this field.

Long term goals include providing customized logistics training to incumbent workers through industry partners and help employers build their workforce and competitiveness. Additional goals include building the capacity of all community colleges to provide logistics curriculum and training, track all outside investments in the project and track courses and programs developed and/or offered through the project.

Shasta Community College

The Shasta Community College Alternative Fuels Project is intended to introduce students and incumbent workers to the prospects of alternative fuels, both bio-diesel and hybrid technologies, to the farming and automotive technicians industries. This includes developing partnerships with business and other entities, project expertise, building curriculum that directly benefits businesses and workers, and assessing what is needed to make the project viable and beneficial to the regional economy.

During the first year the project founded the Alliance for Alternative Fuels, partnered with Yuba Community College and the Folsom State Prison Automotive Technology Project. Meetings were held to assess what was needed to develop the alternative fuels industry in the region, identified and purchased materials best suited for training in alternative fuels.

An “Alternative Fuels Day” was held at Shasta Community College. The project and partners invited local businesses, associations, local governments and economic development agencies, and interested stakeholders that would benefit from the development of alternative fuels.

Curriculum Development for Hybrid Technician training is almost complete. Curriculum in Hybrid and Biodiesel is completed and expected to be offered in Spring 2008.

Chaffey Community College

The Chaffey Community College Manufacturing Project is intended to assist the manufacturing industry in the Inland Empire by offering student and incumbent workers assistance in the Regional Automotive Aftermarket Industry. During the first year (September 2006-August 2007), the following project activities were completed:

- Joined the Inland Empire Manufacturing Council
- Partnered with business, local government, and other entities to market services
- Graduated 23 students in manufacturing training offerings
- Provided funding to community colleges to enhance collaborative efforts to promote free training to entry level incumbent workers
- Tracked and monitored all outside investments that the manufacturing council attracted

Job Development Incentive Training Fund

The purpose of the Job Development Incentive Training Fund (JDIF) is to provide training on a no-cost or low-cost basis to participating employers who create employment opportunities at an acceptable wage level for the attainment of self-sufficiency or a “living wage” as defined by Education Code §88540(a)(1)(d)(A&B) by both welfare recipients and the “working poor.” The focus of the projects is to upgrade highly skilled and technical workers, while at the same time to develop opportunities for those who are employed at a wage too low to attain self-sufficiency, and/or the creation of job opportunities for new
entrants into the workforce. Under the JDIF component, training may be offered at no cost where it can be demonstrated that: 1) the employer provides upgrade training for incumbent workers and provides a plan showing job openings where opportunities for recruitment and placement of CalWORKS participants or people meeting criteria to be considered as working poor are demonstrated; 2) the training of an employer’s highly skilled and technical workers will offset the need to either import workers from other countries on work visas or outsource jobs to other countries; and; 3) the training is given directly to CalWORKS participants or those meeting the eligibility test for being considered as working poor, and provides job opportunities for a living wage jobs for the trainees. Employer partners are required to pay half the cost of performance-based training for incumbent workers that do not create other job opportunities for the working poor or CalWORKS participants.

JDIF projects were funded for the two-year cycle that began in FY 2006-07. The following table lists the grants awarded for the FY 2006-07/2007-08 funding cycle. Below the table are selected achievements for FY 2006-07:

<table>
<thead>
<tr>
<th>Strategic Priority Area</th>
<th>Subject Matter Area</th>
<th>Grant Amount FY 2006-07 (Year 1 of 2)</th>
<th>Grant Amount FY 2007-08 (Year 2 of 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology</td>
<td>Biotechnology</td>
<td>299,999</td>
<td>299,999</td>
</tr>
<tr>
<td></td>
<td>Medical Devices</td>
<td>246,907</td>
<td>256,193</td>
</tr>
<tr>
<td>Allied Health</td>
<td>Coder/Billing</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td>Call Center</td>
<td>299,999</td>
<td>299,997</td>
</tr>
<tr>
<td></td>
<td>Healthcare Administration</td>
<td>295,695</td>
<td>264,214</td>
</tr>
<tr>
<td></td>
<td>Human and Social Services</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td>Medical Coding</td>
<td>211,536</td>
<td>180,336</td>
</tr>
<tr>
<td></td>
<td>Certified Nursing Assistants</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td>Elder Care</td>
<td>181,000</td>
<td>278,000</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Instrumentation/Calibration</td>
<td>285,716</td>
<td>298,988</td>
</tr>
<tr>
<td></td>
<td>Aerospace</td>
<td>212,628</td>
<td>192,166</td>
</tr>
<tr>
<td>Small Business</td>
<td>Hospitality, Tourism and Recreation</td>
<td>296,537</td>
<td>296,537</td>
</tr>
<tr>
<td></td>
<td>Hospitality, Tourism and Recreation</td>
<td>211,427</td>
<td>209,452</td>
</tr>
<tr>
<td>Other</td>
<td>Office/Administrative Support</td>
<td>300,000</td>
<td>235,000</td>
</tr>
<tr>
<td></td>
<td>Information Technology</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td>Mariner Skill Training</td>
<td>187,140</td>
<td>218,215</td>
</tr>
<tr>
<td></td>
<td>Oil Refinery Safety</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4,528,584</td>
<td>4,529,097</td>
</tr>
</tbody>
</table>

**Long Beach City College**

**Replacement Elder Care Worker**

This project addresses the high vacancy and turnover rates of direct care workers in long-term care by improving pre-employment training and continuing education in order to reduce the turnover by giving workers the competence and confidence needed to do the job well.

Through the promotional training of the frontline caregivers, the Elder Care Jobs to Careers project trained and upgraded the skills of seventy (70) employees. The employees received advanced training in Dementia and Memory Impairment. The training and development effectively integrated work-based learning with formal classroom training by allowing the employees to immediately put into practice what was being learned. Follow-up and feedback sessions reinforced what the employees learned and open communication allowed the employees to develop the skills necessary for advancement. The employees also received information about enrolling in college to pursue for-credit courses in the senior care field.
Los Angeles Valley College  

The objective of Project HEALTH (Helping Empower Adults to Learn Technical Health Skills) is to provide a comprehensive project to upgrade skilled workers and create job opportunities in Certified Nurse Assistant/Home Health Aide, Phlebotomy, Billing/Coding, and Clerical Healthcare. The project will increase participation in short-term training activities and reduce outsourcing by employer hiring entry-level or above employees, some with work experience from other countries. Participants will enhance their workplace and employability skills by obtaining clinical work experience and by completing training, obtaining certificates, and progressing to higher levels on the career path.

In the first year, eighty-six participants were served; sixty completed their training and received vocational certificates. Thirty-one participants received full and part-time employment, earning a minimum of $30,000 annually. Some found employment during training, while others started working after completing training. Two participants were accepted to the Registered Nursing program at Valley College; another was accepted to the Pasadena City College RN program. Two participants were accepted in the Respiratory Therapy program; four received their State License for Certified Nursing Assistant. Five students received a $500 Verizon Literacy Scholarship (which supports improving family literacy).

Napa Valley College  

Hospitality Institute

The goal of the Napa Valley College Hospitality Institute is to enhance and expand the existing training resources available to hospitality related businesses. The trainings include the Customer Service Academy and Thrive and Survive, as well as new customized workshops specific to the hospitality industry. The challenge is to create a sustainable Institute chartered to provide training resources and counseling to meet the needs of the hospitality businesses in the Napa Valley, from restaurants to wineries and hotels to bed and breakfast as well as spas and caterers. The Wine Country Food and Beverage Symposium is also a part of the Institute’s services. The 2007 Symposium was held on April 2 and the 2008 event is scheduled for March 25, 2008. The Hospitality Institute has rolled out dynamic training projects for entry-level employees to supervisors to owners, all with the goal to improve both the area’s labor force and the experience that guests of the Valley receive. The Hospitality Institute is partnering with the Job Connection, the Napa County Workforce Investment Board, ROP courses and private partners, and continues to work with other partners such as the Napa Valley Chambers of Commerce, and local municipalities. To date we have found that there were 12 placements in the following positions: 1 Manager, 5 Temp Agency I-9s signed, 1 Bar Tender, 1 Pastry Chef, 1 Banquet Server, 1 Front Desk, and 2 Servers.

In the first months, we created a distinctive logo and have anchored the Hospitality Institute to Napa Valley College and the NVC Small Business Development Center and the EWD logo. We have been cross marketing across the services and this close relationship and support has amplified the quantity and refined the quality of our core services.

The Institute has over 20 signed partners with MOUs outlining various contributions, commitment and participation.

Rural Opportunities Studies

Many rural districts do not have either the resources to conduct in-depth studies or access to experts who can connect the dots between available data, new resources, trends and opportunities to create a new
picture of the region, as well as an in-depth current picture utilizing detailed information. The intent of this project is to help the colleges become leaders in being market responsive to students and their communities by having better information for decision-making. The studies should guide the district in planning for and implementation of economic and workforce development strategies.

The Request for Applications (RFA) for this project was issued in Spring 2007. Thirteen applications were received for the seven grants available for FY 2006-07; the six remaining applications were funded with FY 2007-08 dollars. FY 2006-07 grants commenced June 1, 2007; results will be available in the next Annual Report. The following colleges received grants:

**FY 2006-07**

- Kern CCD $41,666
- Imperial $41,666
- West Kern CCD $41,666
- Yosemite $41,666
- West Hills $41,666
- Merced $41,666
- Sequoias $41,666

**FY 2007-08**

- Lassen $41,666
- Gavilan $41,666
- Feather River $41,666
- Lake Tahoe $41,666
- San Luis Obispo CCD $41,666
- San Joaquin Delta $41,666

### Responsive Training Fund for Incumbent Workers

Training of the current workforce for high impact industry sectors is important for California’s competitiveness. The knowledge economy has made human capital the most important factor for competitiveness. The need for partnerships to support the cost of technical training to maintain a highly skilled workforce is growing. This funding is intended to enable colleges to expand the delivery of performance improvement training (assessment and provision of training solutions) to employers and incumbent workers in high growth industries.

Funded projects shall train in sectors such as Advanced Manufacturing and Product Development; Advanced Transportation; Autonomous Technologies; Biotechnologies; Global supply chain and professional export services; Energy, Energy Production and Utilities; Engineering and Design; Environmental Hazardous Materials Technology; Finance and Business; Geographic Information Systems/Geospatial Positioning Systems; Homeland Security; Information Technologies; Multimedia and Entertainment; Nanotechnologies; Professional, Scientific, Technical and Management Services; Non-Profit Specialty Healthcare; Telecommunications; and Wholesale Trade.

Funds may also be utilized for developing and offering new training to emerging areas in biotechnologies, information technologies, nanotechnologies, digital manufacturing, and Micro-Electro-Mechanical Systems (MEMS) that will require technical workers in the next five to ten years. The grants will focus resources on short-term, intensive training for incumbent workers in high growth/high wage technical
positions in sectors important to California’s economy. The grants may be used to guide the state in new directions that will lead colleges to offer training in these new areas.

Two Requests for Applications were issued during the FY 2006-07 year: the first in March 2007, and the second in May 2007. Five applications were received and funded in the first cycle; 20 were funded in the second. The grants are all still in operation; results will be included in the FY 2007-08 Annual Report.

The following is the list of grants funded for FY 2007-08:

<table>
<thead>
<tr>
<th>District</th>
<th>Subject Matter Area</th>
<th>Grant Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Clarita</td>
<td>Health Care</td>
<td>299,661</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Energy Production</td>
<td>300,000</td>
</tr>
<tr>
<td>El Camino</td>
<td>Advanced Manufacturing</td>
<td>198,701</td>
</tr>
<tr>
<td>Cabrillo</td>
<td>Health Care</td>
<td>116,629</td>
</tr>
<tr>
<td>San Jose-Evergreen</td>
<td>Nanotechnology</td>
<td>300,000</td>
</tr>
<tr>
<td>El Camino</td>
<td>Export Control Regulations and Compliance</td>
<td>87,879</td>
</tr>
<tr>
<td>Chaffey</td>
<td>Advanced Electrical Craft and Mechanical Craft Training</td>
<td>306,455</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Health/Nursing</td>
<td>800,000</td>
</tr>
<tr>
<td>Sierra</td>
<td>Advanced Manufacturing and Process Improvement</td>
<td>158,205</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>Advanced Transportation – Bus Transit</td>
<td>437,500</td>
</tr>
<tr>
<td>Citrus</td>
<td>Public Works – Waste Water Technician</td>
<td>213,309</td>
</tr>
<tr>
<td>North Orange County</td>
<td>Hazardous Waste Management</td>
<td>160,000</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>Advanced Transportation – Alternative Fuels</td>
<td>210,000</td>
</tr>
<tr>
<td>San Jose-Evergreen</td>
<td>Health Care – Center for Innovative Medical Simulation</td>
<td>799,922</td>
</tr>
<tr>
<td>Riverside</td>
<td>Public Transportation</td>
<td>222,487</td>
</tr>
<tr>
<td>Chabot-Las Positas</td>
<td>Industrial Safety – Electrical and Maintenance Mechanics</td>
<td>229,230</td>
</tr>
<tr>
<td>San Mateo County</td>
<td>Health Care – Upgrade CNAs to Sterile Processing</td>
<td>398,283</td>
</tr>
<tr>
<td></td>
<td>Technicians</td>
<td></td>
</tr>
<tr>
<td>Santa Clarita</td>
<td>Advanced Manufacturing – Machine Operators</td>
<td>142,630</td>
</tr>
<tr>
<td>Allan Hancock</td>
<td>Environmental HazMat Technician</td>
<td>179,602</td>
</tr>
<tr>
<td>Cerritos</td>
<td>Retail Management</td>
<td>414,221</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>Global Supply Chain Management and Professional Export</td>
<td>427,500</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Aerospace</td>
<td>353,313</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>Game Production Management</td>
<td>800,000</td>
</tr>
<tr>
<td>West Hills</td>
<td>Telecommunications/Advanced Manufacturing/GIS-GPS/</td>
<td>306,898</td>
</tr>
<tr>
<td></td>
<td>Advanced Transportation</td>
<td></td>
</tr>
<tr>
<td>San Bernardino</td>
<td>Woodworking</td>
<td>222,976</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8,085,401</strong></td>
</tr>
</tbody>
</table>

The following are some examples of successful activities of the grants to date:

**City College of San Francisco (CCSF)**

United Airlines Lean Process Training

With over 10,000 employees in California, United Airlines is the largest employer in San Mateo County and the second largest airline in the world. United continues to face many challenges as it works to remain competitive and expand its contract maintenance work for other airlines, United continues to work toward cutting costs. To achieve this goal, the airline has embarked on a Lean transformation. This process improvement project is assisted by an EWD Responsive Training Fund for Incumbent Workers (RTF) grant.

Lean, made famous by the success of the Toyota Production System, stresses standard work, problem solving and performance management in a never-ending pursuit of excellence through the elimination of
United began applying Lean tools and techniques in its Maintenance and Engineering division four years ago and now Continuous Improvement projects such as Lean, Six Sigma and Lean Sigma are common throughout the airline.

Costs of operating aircraft arise in four areas -- crew, fuel, aircraft ownership and maintenance. Achieving maintenance efficiencies is the one area where airline management has the greatest short-term leverage. With improved maintenance processes and efficiencies, United would be able to lower its costs to compete more effectively and to free-up space which could then be used to bring in contract work from other airlines. Innovative business processes would result in near-term cost reductions leading to increased competitiveness and expanding employment.

The EWD RTF component appeared to be a very attractive means for expanding this training opportunity because CCSF no longer offered Lean Process courses, and the courses that had been offered were oriented toward manufacturing environments. Working with United's San Francisco Operations Management, CCSF's ATTE Center helped prepare a winning RTF grant application to enable the Lean project to be expanded at United.

The RTF grant awarded to CCSF provides funding to train 160 supervisors, managers and rank-and-file employees. Eight (8) training cycles are scheduled with 20 employees in each cycle.

The training is a two-module course provided by a firm specializing in this type of skill development. The first module is of four days (32 hour) duration and provides participants with “how to” information for leading the process, including team development, goal-setting, communications and motivation. The second, or “Kaizen,” module of 3 day (24 hour) duration is conducted during the following week and involves shop-floor experience undertaking a lean process improvement under supervision of an instructor.

All persons who complete this 56 hour sequence and pass a written exam will receive an “Individual Lean Certificate” (ILC) of completion recognized by the Association for Manufacturing Excellence, the Society of Manufacturing Engineers, and the Shingo Prize for Excellence. (Those three organizations developed the Individual Lean Certification Project.) Participants must attend all training or are dropped from the project. The mandatory written exam, which encompasses two hours of review work and three hours for the exam itself, is administered the day after the 56 hour program is completed; those passing the exam are then on a path to initiate and lead large-scale “lean” improvement efforts.

Most levels of United’s employees at the Maintenance Center are eligible to participate in the 56 hour training program. Managers and employees are already being familiarized with lean processes through United’s Lean Academy. But existing courses do not fully train individuals as leaders in this process. For this training, the ILC program has been adopted.

United has already had positive reactions to its participation in the project. “Aviation Week & Space Technology” is the leading trade publication for the airline and aerospace industries in the United States and conducted an airline maintenance conference in San Francisco October 2-3, 2007. The theme of the Conference was Lean Six Sigma for airline Maintenance, Repair and Overhaul (MRO) and approximately 120 Lean practitioners attended. Bill Norman (United Airlines Senior Vice President of Maintenance and CCSF graduate) kicked-off the conference and shared the importance the Lean journey has been to United. Mr. Norman acknowledged the support of the RTF grant in his Plenary Session remarks. Another speaker was Joe Prisco, President of the Aircraft Mechanics Fraternal Association Local 9, who talked about how union and management support Lean implementation side-by-side at United.

Early results are encouraging. Twenty-one employees graduated from the December 2007 class (5% over target); 20 took the January class (target number), and 50 are enrolled for the February and March classes (20% over target). At this rate, as many as 10% more students than originally planned could be enrolled in this training project with no added costs to the State. In addition, the original 56 hour program has been expanded to 72 hours at the same cost. United is absorbing the additional employee costs as additional commitment to this joint effort.

A pass rate of 90% was established as one of the project’s goals. The first training cycle participants who completed the project and taken their test achieved a 100% pass rate—higher than usual and higher than the goal.
San Jose-Evergreen CCD

Center for Innovative Medical Simulation

“HAL,” “Noelle,” and “Pediatric HAL” are just three of the high-fidelity human patient simulators being unveiled at the launch of the Center for Innovative Medical Simulation (CIMS) on Friday, March 14, by the Institute for Business Performance in San Jose. Breaking all boundaries, CIMS not only offers ethnically diverse simulators, it is a community resource training center that has been designed to meet the unique individual and inter-disciplinary needs of all levels of health care students and providers.

“The State Chancellor’s Office—specifically Economic and Workforce Development Programs—recognized the need for a regional healthcare resource and funded the development and launch of this lab through Responsive Training Funds for Incumbent Workers grant. As a premier workforce agency in the Silicon Valley, we see this as a tremendous opportunity to help the business partners provide skill enhancements using the most advanced technology available,” says Carol Coen, Executive Director for the Institute for Business Performance, a division of the San Jose/Evergreen Community College District (SJECCD).

SJECCD Chancellor Rosa G. Perez adds, "With both of our colleges located in the City of San Jose, in the heart of Silicon Valley, our district recognized that we had both an opportunity and a duty to provide a model for other regions in California that are searching for innovative ways to support the healthcare industry. Our nursing program at Evergreen Valley College already is a vital resource to our hospitals. This Center adds to the continued training of licensed nurses and other practitioners."

The CIMS Launch will also unveil the partnership with Kaiser Permanente San Jose Medical Center that activated the grant. The simulation training grant allows for customized simulation training of 400 incumbent Kaiser Permanente staff nurses, making the hospital the first in national and international circles to provide simulation training to over 50% of its nursing staff. Kathy Ricossa, Director of Education at KP San Jose says, “These simulators are so lifelike, they respond like humans: their blood pressure goes up, their pupils dilate. Pediatric HAL cries for his mom. The simulators are amazingly real, which means we’ll be training healthcare professionals in a realistic but very safe environment.”

Ingrid Thompson, Grants and Special Projects Manager at IBP, says, “This is a hands-on event. We want people to interact with the simulators, take their heart rate, insert IV lines, watch a mother give birth, the works.”

**Professional Development Funds for Faculty and Staff in Three Critical Areas**

Funding was added to the EWD Program in 2006-07 to provide a variety of faculty and staff in-service workshops on new delivery strategies and methodologies, including 1) training that stresses the importance of entrepreneurship as well as career self-direction; 2) faculty in-service directed toward the development of customized basic skills and for understanding of the population’s needs; and 3) methods of delivering customized training and education using performance-based needs assessments and curriculum development.

1. **Entrepreneurship Integration for Faculty**
   
   This effort enhances California community college enrollments by improving and increasing entrepreneurship courses, certificates and degrees and expanding entrepreneurship curriculum across disciplines. Currently only half of California’s community colleges have certificates in Small Business or Entrepreneurship and 40% have associate degrees.

   Entrepreneurship education develops a basic understanding of business and economics while developing skills needed for personal and social success. Individuals trained in entrepreneurship become better employees, better community leaders, and better business owners. Entrepreneurship is the backbone of
the economy; as such, community colleges have an obligation to support this learning process for the benefit of students and communities.

**Process**
This academic year 46 colleges were invited to participate. Most of the colleges (or their districts) host a Small Business Development Center, and the others were selected to represent diverse geographic, demographic, and size characteristics. The remaining California community colleges will be served next year.

Each college was asked to identify a faculty “Champion” for entrepreneurship. Since all the small business/entrepreneurship classes in California community colleges are within the business discipline, occupational deans or business department chairs were contacted. Twenty-four colleges identified Champions to participate. Numerous college deans expressed interest in joining next year.

The Champions receive training from the Ewing Marion Kauffman Foundation for Entrepreneurship and nationally recognized Johnson County Community College to improve the entrepreneurship offerings of their college. Faculty will be hosted and trained at the April 23-25, 2008 Economic and Workforce Development conference in Newport Beach, with follow-up support and resources.

**Expectations**
A network of entrepreneurial “champions” is built throughout the California community colleges. With assistance, the advocates will strengthen entrepreneurship curriculum and activities at their colleges. The “champions” will carry out many of the following strategies:

- Organize a local advisory board
- Develop online courses
- Expand entrepreneurship curriculum across disciplines
- Increase academic status of entrepreneurship courses and degrees
- Create a unique identity for their entrepreneurship project
- Support continuous improvement of curriculum
- Identify and develop marketing resources
- Establish partnerships with stakeholders such as Small Business Development Center staff and local businesses
- Actively participate in a network system for champions
- Serve as mentors to next year’s champions
- Sponsor student clubs
- Identify and acquire additional funding

2. **Faculty In-service Training for Contextualized Basic Skill Training**
The overall goal of this project is to provide fulltime faculty the opportunity to expand their knowledge and the need for the integration of basic skills in career and technical education programs in fields with high growth potential. The project utilizes new and existing partnerships with business contacts to initiate paid internships for faculty to experience first-hand how businesses are achieving the competitive edge in today’s global economy and the critical role that strong basic skills contribute to successfully achieving educational goals. Specifically, Vocational English as a Second Language, skill based math and effective communication are some of the areas emphasized in the project. Cross initiative coordination will be critical to the success of this project and replacement faculty will be provided through project funds.
Process
By accepting this opportunity, each faculty member is responsible for developing new or expanding upon existing curriculum. In addition faculty work with Workplace Learning instructors and consultants in learning the difference between integration and contextualization of basic skills into the curriculum development process. It is anticipated that the internship and curriculum development time takes place during one semester.

Progress
Currently there are three projects under consideration:
1) This project will include partnerships between the North Orange County Regional Occupational Program, several local high school districts, Orange Coast College, Fullerton College and Cypress College. High school and ROP faculty will participate in industry internships within the construction trades to learn the latest green technology used in commercial and residential building. As a result, green technology curriculum will be developed, infused with the appropriate basic skills components, and aligned with current construction offerings at Orange Coast and Fullerton Colleges.

A second part of this project will have academic and CTE faculty working together to develop contextualized basic skills instruction for medical careers. This process will include high school and ROP faculty in coordination with the Medical Careers offerings at Cypress College.

2) This project will be a partnership with the Basic Skills Initiative to place faculty into industry to obtain new technology skills as well as training in pedagogy and how best to teach there discipline with their under-prepared students especially those with low level of basic skills. In addition training in contextualized learning will be provided to faculty in order to develop new CTE modules.

3) The third project will be assisting East Los Angeles College and their CTE offerings with infusing basic skills into existing curriculum and helping faculty with the development of new contextualized CTE modules.

3. Faculty In-Service Training on Performance Improvement and Contract Education
The purpose of this project is to provide community college faculty in-service training to support the community colleges’ role in local, statewide and global Economic and Workforce Development. Upon completion community college faculty and staff will be able to incorporate performance improvement methodologies and economic development concepts into classroom curriculum and/or participate or teach in campus or regional economic development Initiatives such as contract education.

Process
Phase I: Conduct a Performance Needs Assessment
The first phase of the project will follow the Economic Development Performance Improvement methodology of conducting a statewide needs assessment to identify the needs of faculty as they relate to performance improvement, contract education and economic development.

Phase II: Identify Optimum Solutions for Faculty Development
The second phase will identify and develop methods to build faculty’s capacity to deliver workplace services or articulate economic development outcomes into their classrooms. Outcomes of this phase will include the development and presentation of a multi-modal Economic Development Orientation for faculty.
Phase III: Conduct Faculty In-service Training

The third phase will provide in-service training to faculty. Participants in the in-service training will be prepared to conceptualize economic and workforce development into their daily curriculum, student outcomes and to facilitate business-based learning efforts. In-service opportunities will focus on performance needs assessment, performance based curriculum design, and instructional methods, which incorporate qualitative adult learner practices.

Progress

In October 2007 a survey was distributed to California Community College faculty to identify their understanding of, and involvement in, economic and workforce development activities through the community colleges. The survey also inquired as to faculty interest and preferences regarding staff development and paid assignments related to offering education, training and other services in the workplace through the community colleges.

Faculty were asked to rate their understanding of the economic and workforce development mission, methods and services. A majority of respondents (88%) indicated confidence in their understanding of the mission and in-classroom methodologies that relate to workforce or economic development. More than half (52%) expressed an understanding of workforce development performance improvement methodologies, 45% expressed confidence in their ability to apply the methodologies and 51% expressed confidence in providing direct services to business.

Of those who have current or past workforce or economic development experience participating on boards or committees was the most common faculty activity (34%). Of those who indicated they would participate in future economic and workforce development activities, 15-20% cited board or committee membership, curriculum development, grant assistance, and direct service delivery as their preference.

Career Technical Education and Economic and Workforce Development Career Pathways (SB 70)

When Governor Arnold Schwarzenegger issued his Fiscal Year 2005-06 State Budget in January 2005, he included $20 million in one-time Proposition 98 Reversion Account funds to provide “greater coordination of community colleges with K-12 schools in career technical courses through the expansion of the California Community Colleges Economic Development (EWD) Program.” According to the Governor’s Budget Summary, the purpose of the $20 million was:

- to create courses that are articulated between K-12 and community colleges building on the Economic Development Program’s successful integration with business and emerging industries, and the effective Tech Prep Model (also known as the 2+2 Model).

Among the first grants issued as part of this proposal were “Quick Start Partnerships.” The EWD Program Initiative assisted 2+2 (high school to college) pathways to modernize and expand. The grants were funded for a two-year period that will end in May 2008.

The following is a list of “Quick Start” grants funded, followed by local examples:
<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Grantee</th>
<th>Grant Amount</th>
<th>Education Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation</td>
<td>Cerritos College (Los Angeles Area)</td>
<td>$450,000</td>
<td>Southeast ROP; ABC USD; Bellflower USD; Norwalk/La Mirada USD; College of the Canyons; Sierra College</td>
</tr>
<tr>
<td>Advanced Transportation</td>
<td>Long Beach City College (Los Angeles Area)</td>
<td>$309,458</td>
<td>Long Beach Community College Dist./Long Beach City College; Long Beach USD ROP; Riverside Community College CACT; Career Corner TV Corp.; Long Beach City College ATTEi; Sacramento City College ATTEi; Long Beach City College CITD; Corona/Norco USD/John F. Kennedy HS; Riverside City College CITD</td>
</tr>
<tr>
<td>Advanced Transportation</td>
<td>City College of San Francisco (Bay Area)</td>
<td>$449,715</td>
<td>San Francisco Community College Dist.; Solano Co. Office of Education ROP; Marin Co. Office of Education; Mission Valley ROP; Chabot College; Eden Area ROP; Hayward Adult Education; Contra Costa Community College; Contra Costa ROP; Marin Community College Dist.;</td>
</tr>
<tr>
<td>Advanced Transportation</td>
<td>Cypress College (Orange County)</td>
<td>$450,000</td>
<td>Hacienda La Puente Adult Education; Santa Ana College; Garden Grove USD/Central Co. ROP; North Orange Co. ROP (NOCROP); NOCCD/Fullerton College; San Diego Miramar College;</td>
</tr>
<tr>
<td>Advanced Transportation</td>
<td>College of the Sequoias (Central)</td>
<td>$439,272</td>
<td>Tulare Co. Office of Education School-to-Career; College of the Sequoias</td>
</tr>
<tr>
<td>Competitive Technologies</td>
<td>San Diego City College (San Diego)</td>
<td>$450,000</td>
<td>San Francisco Community College Dist.; San Diego Regional Economic Development of Corporation; Sweetwater UHSD; San Diego HSD</td>
</tr>
<tr>
<td>Competitive Technologies</td>
<td>El Camino College (Los Angeles Area)</td>
<td>$450,000</td>
<td>Southern California ROP; Centinela Valley UHSD; Palos Verdes Peninsula USD; Redondo Beach USD;</td>
</tr>
<tr>
<td>Competitive Technologies</td>
<td>Modesto Junior College (Central)</td>
<td>$449,172</td>
<td>Fresno City College CACT; Modesto Junior College Technical Education Department; Modesto Junior College Tech Prep; Modesto City Schools, ROP; Stanislaus County Office of Education; Turlock USD, Adult and Career Education; Ceres USD</td>
</tr>
<tr>
<td>Competitive Technologies</td>
<td>Glendale College (Los Angeles Area)</td>
<td>$449,979</td>
<td>College of the Canyons CACT; Glendale USD; Verdugo School-to-Career Coalition/Youth Council; Glendale Community College; Los Angeles Co. ROP; California State University, Northridge</td>
</tr>
<tr>
<td>Competitive Technologies</td>
<td>North Orange County CCD School of Continuing Education (Orange County)</td>
<td>$433,932</td>
<td>N. Orange Co. Community College Dist./Fullerton College; N. Orange Co. ROP; Bellflower HS; John Glenn HS; La Mirada HS; Mayfair HS; Norwalk HS; Paramount HS; Cerritos College; Garfield HS; E. Los Angeles College; LACCD/CACT; Roosevelt HS; Long Beach USD - Wilson and Cabrillo HS; Long Beach City College</td>
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<tr>
<td>Biotechnologies/Biosciences</td>
<td>Pasadena City College (Los Angeles Area)</td>
<td>$449,463</td>
<td>Pasadena USD; Pasadena City College; LA/OC Applied Biotechnology Center at Pasadena City College; Pierce College Foundation; Los Angeles Co. Office of Education - LA Co. ROP; Crescenta Valley HS; College of the Canyons; William S. Hart UHSD; Central Coast Biotechnology Center (CCBC) at Ventura College; Moorpark College; Moorpark HS; Newbury Park HS; Buena HS</td>
</tr>
<tr>
<td>Biotechnologies/Biosciences</td>
<td>Skyline College (Bay Area)</td>
<td>$449,993</td>
<td>Canada College; College of San Mateo; Capuchino HS; Carlmont HS; San Mateo HS; ROP;</td>
</tr>
</tbody>
</table>

57
<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Grantee</th>
<th>Grant Amount</th>
<th>Education Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnologies/Biosciences</td>
<td>Ohlone College (Bay Area)</td>
<td>$343,678</td>
<td>Career Preparation Consortium TechPrep; Newark USD; California State Biotechnology/Bioscience Initiative; Mission Valley ROP; Chabot College;</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>Ventura College (South Coast)</td>
<td>$440,427</td>
<td>Oxnard UHSD; Briggs Middle School; Fillmore HS; Santa Paula HS; South Coast REBRAC; Central Coast Biotechnology Center (CCBC); University of CA Kearney Agriculture Center; Ca. State Univ. Channel Islands, Environmental Science &amp; Resource Mgmt.</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>Mission College (Bay Area)</td>
<td>$450,000</td>
<td>West Valley-Mission Community College Dist.; Santa Clara USD; Metropolitan Education District; Milpitas USD;</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>San Joaquin Delta College (Central)</td>
<td>$450,000</td>
<td>Lodi USD; Stockton USD; Amador Co. Public Schools; San Joaquin Office of Education; Linden USD; Calaveras Co. Office of Education; Manteca USD; San Joaquin Delta College; Bakersfield College; Columbia College; Modesto Junior College; Higher Education Consortium of Central California (HECCC)</td>
</tr>
<tr>
<td>GIS / GPS</td>
<td>Palomar College (San Diego)</td>
<td>$450,000</td>
<td>Fallbrook UHSD ROP; Palomar Community College District; Valley Center ROP and Valley Center Adult School; REBRAC; SANDAG; San Diego Office of Education, ROP</td>
</tr>
<tr>
<td>GIS / GPS</td>
<td>Los Angeles Trade Technical College (Los Angeles Area)</td>
<td>$449,962</td>
<td>Los Angeles Pierce College; UNITE-LA School to Career Partnership; United Way of Greater Los Angeles; Arleta; Cleveland; Belmont Senior High; Monroe HS; Kennedy HS; ROP, Division of Adult and Career Education Division; Locke HS; Reseda; Los Angeles Trade Tech College;</td>
</tr>
<tr>
<td>Allied Health Occupations</td>
<td>Las Positas College (Bay Area)</td>
<td>$399,266</td>
<td>Regional Health Occupation Resource Center; Tri-Valley Educational Collaborative; Dublin HSUSD; Pleasanton USD; Livermore Joint USD; Tri-Valley ROP</td>
</tr>
<tr>
<td>Allied Health Occupations</td>
<td>Grossmont College (San Diego)</td>
<td>$450,000</td>
<td>Grossmont-Guyamaca Community College Dist./Grossmont College/Auxiliary Organization/Tech Prep.; Crawford High Educational Complex; GEAR-UP; Grossmont Healthcare Dist.; RHORC; Grossmont UHSD; Kearny High Educational Complex; Mesa College; MiraCosta College; Mission Hills HS; Oceanside HS; Palomar College; Poway USD; Ramona HS; San Diego Co. ROP; Sweetwater UHSD; Southwestern College; Vista USD</td>
</tr>
<tr>
<td>Multimedia/Entertainment</td>
<td>West Valley College (Bay Area)</td>
<td>$399,994</td>
<td>Mr. Pleasant HS; Ccoc and Metro Ed.; Yerba Buena HS; CA State University East Bay-Dept. of Communication; Master's Student at the Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>Multimedia/Entertainment</td>
<td>Rancho Santiago (Orange County)</td>
<td>$450,000</td>
<td>Orange Co. Dept. of Education; Santa Ana USD; Orange USD; Coastline ROP; Capistrano Laguna Beach ROP; Central Co. ROP; N. Orange Co. ROP; Orange Co. Business Council; Orange Co. Digital Media Center; Advanced Technology and Education Park; Coast Community College Dist.; Newport Mesa USD; VAST</td>
</tr>
<tr>
<td>Multimedia/Entertainment</td>
<td>Los Angeles Valley College (Los Angeles Area)</td>
<td>$448,650</td>
<td>Institute For Developing Entertainment Arts and Studies EWD Regional Center For Multimedia; LA Mission College; LA City College; LACC/LATTCC Tech Prep Consortium; ROC/P/LAUSD; Arleta HS; Belmont HS; Cleveland HS; Crenshaw HS; Foshay Learning Center; Grant HS; Hollywood HS; Manual Arts HS; Monroe HS; N. Hollywood HS; San Fernando HS; Sylmar HS; Van Nuys HS</td>
</tr>
</tbody>
</table>
The following are examples of successes to date:

**Cerritos College**

In the past few decades, heavy emphasis and budgeted resources for the academic areas has resulted in the closure of many Industrial Technology offerings within the high school system. Students have not been afforded exposure to training that could lead to jobs in certain trades that do not require college degrees. Additionally, the transportation and advanced transportation sector is sometimes under-represented by high school counselor staff as a potential vocation for high school students to consider.

Enter the Automotive Careers Institute! The Automotive Careers Institute (ACI), launched in spring of 2005, is a partnership between the Southland Cerritos Center for Transportation Technologies (SCCTT) at the Cerritos College ATTEi and the Southeast Regional Occupational Program (SEROP). The ACI was created to fill the gap in automotive training because of closed high school auto shops and other Industrial Technology offerings and is intended as an outreach and awareness activity. The ACI is two years/four semesters in length and provides information and training in automotive and advanced transportation concepts. Training is provided to ensure that students have adequate background and information to consider the transportation industry as an employment option.

The target audience is high school students, juniors and seniors, some of whom are disadvantaged. As part of the project, the students are exposed to advanced transportation concepts. Students are provided the opportunity to perform experiments and ‘engineering studies’ using advanced model vehicles equipped with solar and fuel cell power.

In June 2007, the ACI program yielded its first graduating class. Forty-three well-trained graduates completed the ACI two-year program. The following are some very encouraging statistics pertaining to this graduating class of former high school students:

- 25 of those students are presently attending college
- 16 are Cerritos College students
- 10 are in one of ATTEi Corporate training offerings
- 9 are attending other colleges or universities
- 7 have full-time jobs
- 3 enlisted in the military

Of course, the longer-term positive impacts are still years to come. For instance, students will complete the SCCTT Cerritos College ATTEi offerings and successfully enter the work force, or go on to a 4-year university. In either scenario, the successful students have learned an invaluable skill set that will benefit them in their future endeavors, thanks to the Automotive Career Institute at Cerritos College.

**City College of San Francisco**

The National Automotive Technician Education Foundation (NATEF) has established rigorous standards which must be met before programs may undergo evaluation and become certified. One of the key requirements for certification is that automotive technician training has strong connections with industry, represented by active advisory committees. Through the efforts of the grant, the advisory committees at City College and Contra Costa College were energized and strengthened and a number of key industry partners
enlisted in efforts to improve their local training efforts. Efforts to meet the standards encouraged programs to uncover and ameliorate any weak points. NATEF certification also assures students and employers that training meets professional standards.

The Project Coordinator worked with faculty members from three colleges to strengthen their training and organize documentation, in order to prepare for and earn NATEF certification. Chabot College in Hayward earned its certification at the end of 2006. City College of San Francisco is well on its way to completing the process and is expected to do so by the end of the grant period. Contra Costa College in San Pablo has also made great strides in this direction.

Cabrillo College

Cabrillo College Digital Media and Entertainment is a rapidly evolving field. Instructors at the high school and college level are challenged to remain current with industry trends and the current state of the industry’s tools. This grant brought five colleges and their affiliated ROPs and High Schools together to explore ways in which a collaborative effort could raise skills and knowledge more effectively than would be possible if each college and high school attempted to do this independently. Working together we were able to aggregate the training needs and then negotiate with training vendors for lower prices because of the higher volume. This enabled us to provide higher quality training for less cost than would otherwise have been possible.

The larger number of people with a shared need for training also made it economically feasible and desirable to have members of the consortium, once trained, to turn around and train other members. This spread the benefits of training far more widely than would have been otherwise possible.

Faculty particularly appreciated the opportunity for informal dialog with their colleagues across colleges and across segments. This resulted in dissemination of effective practices and better alignment between various efforts.

El Camino College

El Camino College partnered with Palos Verdes High School to develop their high school Project Lead The Way (PLTW) students for their first robotics competition. The students are learning team working skills and further developing their technical training through design, fabrication, and testing of their first robot entry for competition. The team is excited and the school administrators and parents are very involved with the student's project.

Partly due to the partnership with El Camino College via the Quick Start grant and PLTW, CAMS high school administrators have allocated 3 new classrooms in a brand new building to the Engineering division of the high school. Ted Harder, the division leader, provided the El Camino College Quick Start team a tour of the new building. Mr. Harder is planning to place a new machine technology center in one of the class rooms. The center will be equipped with some of the latest machine tool technologies including software that will enable students to understand the manufacturing aspects and test their classroom engineering projects build robots for competitions. In addition, CAMS will create an engineering laboratory, and lecture room. The new additions will provide CAMS students with a state of the art learning facility similar to that available at most community college campuses that have machining and manufacturing engineering technology offerings. El Camino offered to assist the CAMS team in generating industry interest as well as obtaining equipment.
Section V

Appendices

A. The Economic and Workforce Development Program Legislation

B. Expenditures by Eligible Activities as Defined in Education Code Section 88531

C. The Role and Responsibilities of the California Community Colleges Economic Development Program Advisory Committee

D. List of Environmental Scans

E. Special Report Required in Budget Language: Comparison of Regional Centers with Industry-Driven Regional Collaboratives

F. Report on Contract Education
Appendix A

The Economic and Workforce Development Program Legislation

The Economic Development Program was initially established in 1982 by Executive Order and was codified by AB 1497 (Polanco) in 1991. Economic development was added as a primary mission of the California Community Colleges in the Education Code by SB 1809 (Polanco, Statutes of 1996). AB 2794 (Havice, 2000) reestablished the Program’s mission, and moved all enabling code from the Government Code to the Education Code. SB 1566 (Polanco, Statutes of 2003) reauthorized the Program through 2008. SB 1552 (Scott, 2006) extended the Economic and Workforce Development Program to 2013.

After the budget augmentation of 1997-98 and following a broader program review, requirements were added so that the Program would report on its economic impact and track new information on courses and students. This changed projects’ objectives, reporting, and evaluation. Annual reports for fiscal year 1998-99 and fiscal year 1999-00 showed the economic productivity of the program and the courses and curriculum that were developed to meet the needs of a changing economy. Funds from the fiscal year 1997-98 budget augmentation were used to create short-term project vehicles and to develop several new Initiatives, as well as to add Regional Centers to existing Initiatives. This resulted in nearly double the number of Centers, from 54 to 101. In 1999, the Governor added funds for California Mexico Trade Centers, which added new requirements for the Centers for International Trade and four new centers, bringing the center total to 105.

Centers act as the delivery system for the ten Strategic Priority Initiatives, leveraging resources and implementing new strategies. The majority of the Centers emphasize college capacity building and workforce development. The addition of the new Initiatives in biotechnologies and multimedia caused a major change in the objectives of the majority of what Program Centers do. For example, the Biotechnologies Centers have worked closely with businesses like Genentech and Amgen to develop new curriculum for lab technicians in biomanufacturing. Because this is an emerging field, many postgraduates attend the new courses to get lab experience. In earlier years, small business development, manufacturing assistance and international trade were the key Initiatives when the Program primarily had a business development focus. The Program now has a balanced and diverse customer base.

AB 2794 (Havice, Statutes of 2000) established new requirements and definitions effective January 1, 2001. The new requirements included reaching out to colleges that had not been awarded grants as well as serving economically distressed areas. The Economic Development Program Advisory Committee embraced the new requirements, and improved and refined staff recommendations for pilot definitions and methodologies. The Board of Governors was then advised how to incorporate the new requirements and provide marketing and outreach so that colleges would be aware of the opportunities for funding economic development projects such as workforce training. The Board approved the new methodologies to meet the requirements.

SB 1566 (Polanco, Statutes of 2003) emphasizes workforce training and benefits to colleges, student and faculty. The legislation also changed the name of the Program to the Economic and Workforce Development Program, and sections of the current law that read “business and industry” have been changed to “employer and employee.”

SB 1552 (Scott, Statutes of 2006) reauthorized the Program until January 1, 2013.
Appendix B

Expenditures by Eligible Activities as Defined in Education Code Section 88531

The Program supports a variety of activities such as instruction, workforce development and investment in economic activity. Table 8 provides a breakdown of how Economic and Workforce Development Program funds were expended for the activities for the last seven fiscal years (2000-01 - 2006-07). The aggregate information on this table is taken from the Program Data Collection System. Tables that sort the expenditures and activities by region and industry clusters are available by request.

<table>
<thead>
<tr>
<th>Eligible Activities</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum development, instructional packages, credit and non-credit programs, faculty mentorships, staff development, inservice training, and worksite experience (Eligible activities a, b, c, h)</td>
<td>$4,424,532</td>
</tr>
<tr>
<td>Institutional support and professional development (d)</td>
<td>$3,026,875</td>
</tr>
<tr>
<td>Equipment purchases that support economic development and classroom activities (j)</td>
<td>$2,242,510</td>
</tr>
<tr>
<td>Subsidized student internships (i)</td>
<td>$247,455</td>
</tr>
<tr>
<td>One-on-one counseling, seminars, workshops, and conferences (f)</td>
<td>$7,097,138</td>
</tr>
<tr>
<td>Performance-based training (g)</td>
<td>$1,172,294</td>
</tr>
<tr>
<td>Deployment of new methodologies and technologies (c)</td>
<td>$760,508</td>
</tr>
<tr>
<td>Career ladders (k)</td>
<td>$171,740</td>
</tr>
<tr>
<td>Marketing</td>
<td>$1,922,261</td>
</tr>
<tr>
<td>Delivery of training, conducting research, accessing resources, other (including indirect costs at 4%, capacity development, and other activities that support the mission)</td>
<td>$25,724,687</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$46,790,000</strong></td>
</tr>
</tbody>
</table>

Detailed information of expenditures by activity, industry cluster and region is available upon request. Eligible activities have been combined above into appropriate funding groups. Note that grantees are not limited to the (a)-(j) activities and activity (k), was added by the Chancellor’s Office as separate reportable activities.
Appendix C

The Role and Responsibilities of the California Community Colleges Economic and Workforce Development Program Advisory Committee

Education Code Section 88510(b)(1) defines the role and responsibilities of the California Community Colleges Economic and Workforce Development Program Advisory Committee (EDPAC).

The advisory committee shall guide overall program development, recommend resource development and deployment, and recommend strategies for implementation and coordination of regional business resources.

The activities are directed toward helping the California Community Colleges Economic and Workforce Development Program to accomplish its mission.

The membership of the advisory committee represents all stakeholders involved in delivering the services (colleges and faculty), receiving the services (workers/students and businesses), its government partners (State agencies), and economic development experts including interested foundations.

The Board of Governors approved the composition of the EDPAC as follows:

**Total Members = 34**

- **Labor:** 2 members from relevant industry sectors
- **Business:** 5 members from relevant industry sectors
- **State agencies:** 4 members representing Business, Transportation and Housing,
  - Workforce Investment Board, Employment Development Department, and Department of Education
- **Faculty (3)**
- **Classified Employees (1)**
- **Chief Executive Officer** One from each of the 10 California Community Colleges Economic Development Program regions
- **Chief Instructional Officer (1)**
- **Practitioners (4)**
  - Program Initiative Director
  - California Association for Local Economic Development
  - Association of Occupational Education
  - Employment Training Panel or other
- **Board of Governors (1)**
- **Student (1)**
- **Foundation Representatives (2)** (such as Hewlett, Irvine, Packard)

The EDPAC meets three times a year (in Winter, Spring, and Fall), and has an Executive Council and three sub-committees. The sub-committees are:

**Networks and Legislation Sub-Committee:** The sub-committee is responsible for assisting with identifying, providing liaison with, and marketing the California Community Colleges Economic Development Initiatives, the many other Program components, and other efforts to economic development, business, labor, and other networks at the statewide and regional levels. The sub-committee also coordinates outreach to State and local government legislators, other elected officials, and government agencies.
Budget and Resource Development Sub-Committee: The sub-committee advises on all resource related issues including working on State Budget process and alternative funding sources. This sub-committee provides consultation and advice on Budget Change Proposal requests and for budget expenditure plans to the Chancellor’s Office Consultation Council and to the Board of Governors. The sub-committee also researches alternative funding mechanisms to improve the funding base of the Economic and Workforce Development Program. For example, the sub-committee may identify alternative funding resources to those of the State General Fund to provide seed start-up resources for unfunded but approved Initiatives, to expand services provided by existing Initiatives, to obtain one-time donations of equipment, services, or funds, or to help proven Initiatives to achieve an increased level of financial independence. This effort will include for example, grants, foundations, fee-for-service, partnering, and other options.

Strategic Review and Advance Sub-Committee: The purpose of the sub-committee is to:

- review and recommend an economic development strategy suitable for guiding review of the Initiative’s portfolio;
- review proposed Initiatives; advise on the appropriate allocation of funds to each Initiative area;
- provide an estimate of the current program’s current capacity so as to align the program with the assessment of the present and future demands of the state, and its regional economies;
- identify opportunities to catalyze new Initiatives; and,
- in consultation with the Budget and Resources Development Sub-Committee, generate alternative Initiative funding opportunities.
California Community Colleges
Economic and Workforce Development Program Advisory Committee

Dr. Patrick Ainsworth
Associate Superintendent and Director
High School Leadership Division
Department of Education
1430 N. Street, Suite 4503
Sacramento CA 95814
Department of Education Representative

Dr. Donald F. Averill
Chancellor
San Bernardino Community College District
114 South Del Rosa Drive
San Bernardino CA 92408
College Chief Executive Officer Representative
Region 9 - Desert

Ms. Yolanda Benson
Government Strategies
1215 K Street, suite 2250
Sacramento, CA 95814
Business/Industry Representative

Dr. Clifford Brock
President
Barstow College
2700 Barstow Road
Barstow, CA 92311
College Chief Executive Officer Representative
Region 9 - Desert

Ms. Kathy Castillo
Associate Deputy Director, Workforce Services Branch
CA Employment Development Department
722 Capitol Mall, MIC 88
Sacramento CA 94280-0001
Labor and Workforce Development Agency, Employment Development Department Representative

Mr. Kevin Cummings
Education Representative
International Association of Machinists & Aerospace Workers (IAM)
620 Coolidge Drive, Suite 130
Folsom CA 95630
Labor Representative

Dr. Benjamin Duran
Superintendent/President
Merced College
3600 M. Street
Merced CA 95348
College Chief Executive Officer Representative
Region 5 - Central

Ms. Kay Ferrier
Dean, Economic and Workforce Development
Chancellor’s Office
California Community Colleges
1102 Q Street
Sacramento CA 95814

Ms. Pat Fong Kushida
President/Chief Executive Officer
Sacramento Asian Pacific Chamber of Commerce
1331 T. Street, Suite 3
Sacramento CA 95814
Business/Industry Representative
Chancellor’s Appointee

Ms. Barbara Halsey
Executive Director
California Workforce Investment Board
777 12th Street, Suite 200
Sacramento, CA 95814
CA Workforce Investment Board Representative

Dr. Nicki Harrington
Chair, Advisory Committee
Superintendent/President
Yuba College
2088 N. Beale Road
Marysville CA 95901
College Chief Executive Officer Representative
Region 2 - North

Dr. Phillip Hartley
President
West Valley College
14000 Fruitvale Avenue
Saratoga CA 95070
College Chief Executive Officer Representative
Region 3 -- Bay

Mr. Randal Hernandez
Senior Public Policy Executive
Bank of America
333 S. Hope Street
Los Angeles, CA 90017
Board of Governors Representative

Mr. Marty Keller
Director, Office of Small Business Advocate
Governor’s Office of Planning and Research
1400 Tenth Street
Sacramento, CA 95814
Mr. Jerry Levine
Honorary Consul
Barbados Honorary Consulate, Mentor International
443 Post Street, Suite 800
San Francisco, CA 94120
International Trade Representative

Ms. Renee D. Martinez
Vice President, Workforce Education
East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park CA 91754
Chief Instructional Officer Representative

Dr. Christopher McCarthy
Chair, Elect; Chair, Strategic Review and Advance Subcommittee
President
Napa Valley College
2277 Napa-Vallejo Highway
Napa CA 94558
College Chief Executive Officer Representative
Region 4 – Interior Bay

Dr. Richard McCullough
President
Saddleback College
28000 Marguerite Parkway
Mission Viejo CA 92692
College Chief Executive Officer Representative
Region 8 – Orange County

Mr. Marty Mechsner
President
Schoeber’s Machine & Engineering
1133 S. Vega
Alhambra CA 91806
Business/Industry Representative – Chancellor’s Appointee

Ms. Lupe Mercado
Executive Vice President
Communications Workers of America
Local 9421
2725 El Camino Avenue
Sacramento CA 95821
Labor Representative

Mr. José Millan
Vice Chancellor
Chancellor’s Office
California Community Colleges
1102 Q Street
Sacramento CA 95814

Mr. Wheeler North
Academic Senate
San Diego Miramar College
10440 Black Mountain Road
San Diego CA 92126
Academic Senate Representative

Ms. Wilma Owens
Dean, Career, Technical and Extended Education/CCAOE President
Palomar College
1140 W. Mission Road
San Marcos CA 92069
California Community Colleges Association for Occupational Education Representative

Ms. Jane Patton
Communication Studies Department Chair
Mission College
3000 Mission College Boulevard
Santa Clara CA 95054
Academic Senate Representative

Dr. Geraldine Perri
President
Cuyamaca College
900 Rancho San Diego Parkway
El Cajon CA 92019
College Chief Executive Officer Representative
Region 10 – San Diego/Imperial

Mr. Alexander Rhone
Ohlone College
35167 Garcia Street
Union City, CA 94587
Student Representative

Ms. Marlene Ruiz
Director of Education and Consulting
Kaiser-Permanente
4647 Zion
San Diego CA 92120
Business/Industry Representative
Chancellor’s Appointee

Mr. Wayne Schell
President/CEO
California Association for Local Economic Development (CALED)
550 Bercut Drive, Suite G
Sacramento CA 95814
CALED Representative
Dr. Linda Spink
President
Los Angeles Harbor College
1111 Figueroa Place
Wilmington CA 90744
    College Chief Executive Officer Representative
    Region 7 – Los Angeles

Mr. Paul Starer
Professor of English
Foothill College
12345 El Monte Road
Los Altos, CA 94022
    Academic Senate Representative

Dr. Diana Van Der Ploeg
Co-Chair, Networks and Legislation Subcommittee
Superintendent/President
Butte College
3536 Butte Campus Drive
Oroville, CA 95965
    College Chief Executive Officer Representative
    Region 1 – Far North

Dr. Dianne G. Van Hook
Superintendent/President
College of the Canyons
26455 Rockwell Canyon Rd
Santa Clarita CA 91355
    College Chief Executive Officer Representative
    Region 6 – South Central Coast

Mr. Jeffrey Williamson
Director, International Trade Development
14745 Riverside Drive
Riverside CA 92518
    Initiative Director Representative

Vacancies:
    One Classified Employee
    Two Foundation Representatives
EWDP Centers of Excellence Environmental Scan Reports

Environmental Scan Reports focus on areas that have demonstrated labor market needs that warrant an organized community college response. The studies of an industry or occupation provide detailed information on how colleges are currently responding, as well as information on workforce and occupational needs which have been validated by employers or industry associations.

All of the reports are downloadable at: [www.cccced.net/IndustryScans](http://www.cccced.net/IndustryScans). The host district/college for the Center of Excellence that prepared the scan is noted in parentheses.

<p>| Accounting and Auditing Occupations: Greater Silicon Valley (West Valley College) | Accounting employers in the Greater Silicon Valley expect to increase employment by 9% for accounting and auditing occupations in the next 12 months, resulting in approximately 3,600 additional jobs by March 2008. This high rate of growth is expected to continue with the number of accountants and auditors expected to increase over 20% through 2014. |
| Accounting At-A-Glance: Los Angeles County (Los Angeles CCD) | In Los Angeles County, the projected need for accountants and auditors between 2004 and 2014 will be an estimated 13,880 total job openings (new jobs plus net replacements). This indicates that 34 percent of the 2004 workforce will need to be replaced or recruited for new job openings over the ten year period. The projected job openings include over 6,000 new jobs as well as 7,660 openings due to separations. Additional factors of rapid technological change and baby-boomer retirements are also contributing to a significant staffing and experience shortage within the industry. |
| Automotive Occupations Industry Scan: South Coastal Region (Ventura College) | The automobile industry needs skilled technicians in the South Central Region serving San Luis Obispo, Santa Barbara, Ventura and North Los Angeles Counties. South Central new car dealers and automotive repair firms expect to hire over 450 automotive service technicians and diesel engine mechanics over the next two years. A June 2006 survey of employers verifies that there is a significant shortage of skilled technicians. |
| Cybersecurity: Los Angeles County (Mt. San Antonio College) | More and more industries have changed the way they do business by integrating cutting-edge information technology, and they must protect themselves and their customers against unauthorized access to sensitive information and potential damage to systems caused by viruses and worms. Employers across industries need information technology employees with expertise in cyber security. The jobs offer attractive wages and are expected to grow 18%, growing to 106,200 jobs by 2012. |</p>
<table>
<thead>
<tr>
<th>Industry/Industry Scan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durable Manufacturing Industry Scan: Riverside and San Bernardino Counties (San Bernardino CCD)</td>
<td>The local manufacturing sector is transforming, not diminishing. In fact, it is growing within the Inland Empire at a faster rate than the rest of California. Durable Manufacturing occupations are projected to increase 12.3% within the Inland Empire by 2012. This will result in 10,100 additional job openings; 44% of all California's durable manufacturing occupational growth. This industry scan outlines the strongest strategic opportunities that exist for Inland Empire community colleges within this industry.</td>
</tr>
<tr>
<td>Energy Efficiency Occupations At-A-Glance: Bay Region (City College of San Francisco)</td>
<td>This report focuses on occupations related to energy efficiency in the residential, commercial and industrial buildings sector. The jobs are projected to grow significantly in the Bay Region as employers and individuals invest more in energy efficiency projects. An increased demand for skilled energy technicians will be needed to implement new building codes that regulate lighting, heating, ventilation and air conditioning (HVAC), water heating, building envelope, and mechanical systems requirements. As new, more advanced energy efficiency technologies are transferred from research labs to the marketplace, manufacturing jobs will also be created to produce the new products, trained technicians will be needed to install and monitor the new devices in buildings, homes and industrial settings.</td>
</tr>
<tr>
<td>Food Service and Preparation At-A-Glance: Los Angeles County (Mt. San Antonio College)</td>
<td>According to EDD, food preparation and serving related occupations are expected to create 59,050 new jobs in LA County between 2002 and 2012. However, the average median wage of food preparation and serving related occupations was only $8.22 per hour in 2005. The majority of jobs are part-time and do not offer benefits. This information may not warrant an expanded response by the community colleges; however, there are still opportunities to offer customized training in ESL, supervision, customer service, food handling, and safety issues.</td>
</tr>
<tr>
<td>Goods Movement/Freight Forwarding Industry Scan: Los Angeles County (Mt. San Antonio College)</td>
<td>Support activities for Transportation including freight forwarding employed 46,700 people in April 2006 in Los Angeles County. Employment grew by 66% since 1995 and the growth is expected to remain strong.</td>
</tr>
<tr>
<td>Government Sector At-A-Glance: South Coastal Region (Ventura College)</td>
<td>Government is the fifth largest industry sector in the South Central Region. While the government sector is projected to grow a modest 4%, jobs in government in the South Central Region are expected to increase by over 13,500 between 2002 and 2012. The need to replace large numbers of retiring workers will also add significantly to the inventory of open government jobs.</td>
</tr>
<tr>
<td>Green Building and Construction: Los Angeles County (Los Angeles CCD)</td>
<td>Over $15 billion in local construction is expected to integrate sustainable principles over the next few years. A recent survey of construction companies reported that approximately 25% have worked on a green project; this number is expected to increase to 50% within the next several years. The overall demand for construction in Los Angeles is substantial, with over 150,000 employed in the industry within the county and is expected to grow by 2009.</td>
</tr>
<tr>
<td>Green Building Related Programs in Southern California Community Colleges</td>
<td>This program inventory augments the information contained in the environmental scan on Green Building and Construction in Los Angeles County.</td>
</tr>
<tr>
<td><strong>Information Technology in the State Government Sector: Greater Sacramento Region</strong> (Los Rios CCD)</td>
<td>The State of California is the single largest employer of Information Technology (IT) workers, employing 7,225 people, or approximately 17 percent of the IT workforce in the greater Sacramento region. Annual demand for the IT occupations cluster is expected to outpace supply by 50% over the next 10 years, creating a shortage of about 700 workers annually. In State of California agencies, IT vacancy rates are already as high as 20 percent.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Insurance Industry: LA./Orange and Inland Empire</strong></td>
<td>There are approximately 100,000 people employed in the insurance industry in Los Angeles, Orange County, and the Inland Empire. The Los Angeles Economic Development Corporation (LAEDC) and labor market information data indicate that Finance and Insurance Industries in Southern California maintain a solid base of jobs and project steady growth. However, a survey conducted of employers in the tri-region area indicated that over 50% of employers have difficulty finding non-entry level employees and over 40% stated difficulty finding entry-level workers. This report expands upon the earlier At-A-Glance Report to examine three insurance occupations in demand: Insurance Sales Agent, Claims Adjusters, Examiners, and Investigators, and Insurance Underwriters.</td>
</tr>
<tr>
<td><strong>Line Installers and Repairers At-A-Glance: Greater Sacramento</strong> (Los Rios CCD)</td>
<td>The line installers and repairers intersect two industries — electric power and telecommunications. With earnings above the regional average and a high projected growth and replacement rate of almost 60%, this occupation represents a training opportunity for community colleges.</td>
</tr>
<tr>
<td><strong>Manufacturing Production Industry Scan: Los Angeles County</strong> (Mt. San Antonio College)</td>
<td>The common impression of California manufacturing is that it is an industry in decline. While there has been a loss of traditional low-skilled production jobs due to advances in technology and business relocations, the truth is that there are still many career opportunities in manufacturing in Los Angeles County. The California Employment Development Department (EDD) projected that the Manufacturing industry will employ 470,400 production workers in Los Angeles County in 2012. This report includes survey information on the training needs for manufacturing employers.</td>
</tr>
<tr>
<td><strong>Medical Device Industry: Bay Region and Silicon Valley</strong> (City College of San Francisco and West Valley College)</td>
<td>Based on a 2007 survey and research study of medical device employers in the Bay Region, it is estimated that the industry will require an additional 1,800 workers over the next 12 months. Employers surveyed anticipate employment growth of 18% over the next year for the occupations in greatest demand. Over 80% of employers surveyed for this report indicated difficulty in recruiting employees with appropriate education and training. Two-thirds of employers surveyed expressed interest in on-site customized training for current employees. This report will soon be expanded to include LA/Orange County and the Inland Empire Regions.</td>
</tr>
<tr>
<td><strong>Motorcycle Mechanics At-A-Glance:</strong> Inland Empire (San Bernardino CCD)</td>
<td>California is currently home to an estimated 3,117 Motorcycle Mechanics. Only a 7.43% increase is projected between 2006-2010 resulting in 232 additional jobs statewide and only 40 additional jobs in the Inland Empire. This report contains an occupational profile and demonstrates that the labor market need does not support an additional program in the Inland Empire. The report also highlights valuable products completed by the Advanced Transportation and Energy Initiative (ATTE).</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Public Administration At-A-Glance: North California Regions</strong></td>
<td>In the next five years, over 40 percent of the U.S. workforce will reach retirement age and the number of 35-44 year olds will actually decline by 10 percent. In the government sector, the retirement trend is expected to progressively increase for the next twenty years, with a significant jump in retirement beginning as soon as 2010. With a high need for replacements due to an aging workforce, the government industry is approaching upon a silent crisis. On an annual basis, over 10,000 new workers will need to be recruited in order to maintain the current employment level. Our community colleges can play a role in meeting the workforce needs of the government industry by developing degree programs that attract and prepare the next generation for the field of public administration.</td>
</tr>
<tr>
<td><strong>Public Administration Industry Profile: South Central Region</strong> (Ventura College)</td>
<td>Government is the second largest employer in the South Central Region – with over 123,400 total jobs today – and employment in government is expected to increase by 5.3% (6,500 jobs) between 2006 and 2012.</td>
</tr>
<tr>
<td><strong>Public Administration Industry Profile: Greater Sacramento Region</strong> (Los Rios CCD)</td>
<td>The public sector faces significant challenges because the composition of it workforce will change dramatically. According to a recent survey by BW Research, public employers in Sacramento, Placer, El Dorado, and Yolo Counties expect 12 percent, or nearly 15,000 employees to retire by 2010. This represents an opportunity for community colleges to provide customized training, or to develop a certificate, tailored to provide the skills that prepare the next generation of workers to move up the career-ladder.</td>
</tr>
<tr>
<td><strong>Railway Occupations Industry Scan: Inland Empire</strong> (San Bernardino CCD)</td>
<td>Railway occupations are growing within Southern California’s Inland Empire at a faster rate than in the rest of the State, employing more than 50,000 workers in San Bernardino and Riverside Counties. Rail transportation occupations are projected to gain 24.7% in San Bernardino and Riverside Counties by 2012. This will result with an increase of 16,190 jobs, with average pay starting at $13.32 an hour. A strategic opportunity exists for the region’s community colleges to help address the shortage of qualified workers for railway occupations within the Inland Empire.</td>
</tr>
<tr>
<td><strong>Railway Occupations: Los Angeles County</strong> (Mt. San Antonio College, in collaboration with San Bernardino CCD)</td>
<td>The railroad sector is crucial to Southern California's economy because of the importance of goods movement in the region. There were 4,119 railroad specific jobs in 2004; and while a significant number of new jobs are not projected, a wave of upcoming retirements will increase the number of jobs available.</td>
</tr>
<tr>
<td>Video and Computer Game Industry Scan: LA, Orange, and Bay Regions (West Valley College, City College of San Francisco, Los Angeles CCD)</td>
<td>Based on a 2006 survey of video and computer game employers in both the Los Angeles/Orange County and San Francisco Bay Regions, it is estimated that video and computer game companies will require an additional 2,500 to 4,500 workers over the next 12 months across LA, Orange, and the Bay Regions, while companies that provide services to the industry may require an additional 1,500 to 2,500 employees across the regions. This report includes primary research on this emergent industry in partnership with Godbe Research, the Entertainment Economy Institute, and the EWD Multimedia and Entertainment Initiative (MEI).</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Video and Computer Game Occupational Profiles</td>
<td>This report is a companion report to the Video and Computer Game Industry Scan and was compiled for those who want more detailed information on five function areas within the video and computer game industry: Game Design, Art, Programming, Production and Testing. This information was gathered through primary research on the industry in partnership with Godbe Research, the Entertainment Economy Institute, and EWD's Multimedia and Entertainment Initiative (MEI). The scan and related materials on video and computer gaming can be accessed at <a href="http://www.cccewd.net/gameindustry">www.cccewd.net/gameindustry</a> scan</td>
</tr>
</tbody>
</table>
Appendix E

Special Report Required in Budget Language: Comparison of Regional Centers with Industry-Driven Regional Collaboratives

This section of the report is prepared in response to the Budget Act language that requires the Chancellor’s Office to “submit an annual report...that includes the amount provided to each Economic Development regional center and each industry-driven regional education and training collaborative, and, to the extent practical, the total number of hours of contract education services, performance-based training, credit and non-credit instruction, and job placements created as a result of this program by each center and collaborative.” For this report, staff has used data that best represents the information requested. The requirements may be summarized as follows:

A. Show the amount provided to each Economic and Workforce Development Regional Center and each industry-driven regional education and training collaborative.

B. To the extent practical, show the total number of hours of contract education services, performance-based training, credit and non-credit instruction.

C. Show the number of job placements created as a result of this program by Regional Centers and Industry-Driven Regional Collaboratives.

Summary

Both Regional Centers and Industry-Driven Regional Collaboratives play significant, but very different, roles in supporting the mission of economic and workforce development for community colleges. The Budget Act reporting requirements attempt to set up a comparison of productivity between two types of funds, which staff view as complementary, so viewing the two funds as in competition may be too simplistic. However, this report does compare the two, as required.

**Regional Centers** are the long-term infrastructure of the Economic and Workforce Development Program. This infrastructure gives the community college system the strength and stability to obtain additional resources such as endowments for nursing programs, facilities for advanced transportation, and major pieces of equipment for manufacturers. Over the years, the data has shown that the Regional Centers offer more instruction to employees and provide the majority of job placements and business services, while continuing to advance curriculum and provide resources to the classroom. This analysis is also verified by the data collected and presented in the following tables. Regional Center grants are also multi-year grants.

**Industry-Driven Regional Collaboratives** (IDRC) contribute greatly to the mission by providing outreach to economically distressed areas, offering opportunities to colleges that are developing programs for the future, and addressing immediate needs of local industry. Because the funding is designed to be flexible, responsive, short-term (one to two years) seed money to develop new programs, IDRCs are not intended to develop a stable infrastructure like that of the Regional Centers. The grants allow the colleges to be forward looking. Typically, Regional Centers apply for IDRC grants to meet specific short-term industry needs. Because the industry sectors being served by IDRC grants vary significantly in each two-year funding cycle, making comparisons with the Centers become even more ambiguous and less relevant.

Both Regional Centers and Industry-Driven Regional Collaboratives are necessary for the Economic and Workforce Development Program to remain effective and meet the needs of California’s business and industry.
Comparison Summary Tables

The following tables respond to the requirements in the Budget Act.

Table 1: Results Comparison: Regional Centers and Industry-Driven Regional Collaboratives
Table 2: Funds Provided To Regional Centers
Table 3: Funding for Industry-Driven Regional Collaboratives by Strategic Priority Area Subject Matter
Table 4: Regional Centers - Instruction Services Performance-based training, credit/non-credit hours, and contract education hours
Table 5: Industry-Driven Regional Collaboratives - Instruction Services Performance-based training, credit/non-credit hours, and contract education hours
Table 6: Regional Centers - Job Placements, Businesses Served, Employees Served
Table 7: Industry-Driven Regional Collaboratives - Job Placements, Businesses Served, Employees Served

A. Summary Analysis

Table 1 compares funding and selected outcomes of regional centers and industry-driven regional collaboratives.

**TABLE 1—RESULTS COMPARISON BETWEEN REGIONAL CENTERS AND INDUSTRY-DRIVEN REGIONAL COLLABORATIVES**

<table>
<thead>
<tr>
<th></th>
<th>Regional Centers</th>
<th>Industry-Driven Regional Collaboratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding by category</td>
<td>$19,750,000</td>
<td>$7,695,454</td>
</tr>
<tr>
<td>Total business and industry match by category</td>
<td>$8,430,059</td>
<td>$3,143,619</td>
</tr>
<tr>
<td>Funds spent on performance-based training</td>
<td>$696,433</td>
<td>$255,071</td>
</tr>
<tr>
<td>Business/industry match for performance-based training</td>
<td>$1,693,391</td>
<td>$502,196</td>
</tr>
<tr>
<td>Number of students served</td>
<td>23,206</td>
<td>1,457</td>
</tr>
<tr>
<td>Number of contract education hours reported</td>
<td>127,880</td>
<td>13,526</td>
</tr>
<tr>
<td>Number of credit/non-credit hours reported</td>
<td>1,389,389</td>
<td>51,369</td>
</tr>
<tr>
<td>Number of Job Placements reported</td>
<td>2,615</td>
<td>403</td>
</tr>
<tr>
<td>Number of businesses served</td>
<td>48,944</td>
<td>1,047</td>
</tr>
<tr>
<td>Number of employees served</td>
<td>45,352</td>
<td>3,913</td>
</tr>
</tbody>
</table>

B. Funding by Category

Tables 2 and 3 show the number of projects, funds per project, and the total funding in each Initiative category for the Regional Centers, and each subject area for the IDRC grants.

Table 3 groups the Industry-Driven Regional Collaboratives by strategic priority area or subject matter area. College districts may also complete projects in subject areas that are determined by the local economy, including such subjects as hospitality and tourism, agriculture, and materials handling.
### Table 2—Funds Provided Regional Centers

<table>
<thead>
<tr>
<th>Regional Centers by Initiative</th>
<th>No. of Projects</th>
<th>Funds per Center</th>
<th>Funding this category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation Technology Centers</td>
<td>10</td>
<td>$205,000</td>
<td>$2,050,000</td>
</tr>
<tr>
<td>Applied Biological Technologies Centers</td>
<td>6</td>
<td>$205,000</td>
<td>$1,230,000</td>
</tr>
<tr>
<td>Centers for Applied Competitive Technologies</td>
<td>12</td>
<td>$205,000</td>
<td>$2,460,000</td>
</tr>
<tr>
<td>Centers for International Trade Development</td>
<td>14</td>
<td>$205,000</td>
<td>$2,870,000</td>
</tr>
<tr>
<td>Business and Workforce Performance Improvement – Centers of Excellence</td>
<td>9</td>
<td>$205,000</td>
<td>$1,845,000</td>
</tr>
<tr>
<td>Regional Health Occupations Resource Centers</td>
<td>8</td>
<td>$205,000</td>
<td>$1,640,000</td>
</tr>
<tr>
<td>Multimedia and Entertainment Centers</td>
<td>6</td>
<td>$205,000</td>
<td>$1,230,000</td>
</tr>
<tr>
<td>Environmental Training Centers</td>
<td>6</td>
<td>$205,000</td>
<td>$1,230,000</td>
</tr>
<tr>
<td>Small Business Development Centers</td>
<td>14</td>
<td>$150,000</td>
<td>$2,100,000</td>
</tr>
<tr>
<td>Workplace Learning Resource Centers</td>
<td>12</td>
<td>$205,000</td>
<td>$2,460,000</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td></td>
<td>$19,750,000</td>
</tr>
</tbody>
</table>

### Table 3—Funding for Industry-Driven Regional Collaboratives by Strategic Priority Area/Subject Matter

<table>
<thead>
<tr>
<th>Strategic Priority Area/Subject Matter</th>
<th>No. of Projects</th>
<th>Average Grant</th>
<th>Funding this category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Biological Technologies</td>
<td>5</td>
<td>$273,115</td>
<td>$1,365,576</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>5</td>
<td>$221,797</td>
<td>$1,108,987</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>4</td>
<td>$249,111</td>
<td>$996,443</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>3</td>
<td>$267,531</td>
<td>$802,592</td>
</tr>
<tr>
<td>Environmental Technologies</td>
<td>1</td>
<td>$290,156</td>
<td>$290,156</td>
</tr>
<tr>
<td>Health</td>
<td>4</td>
<td>$302,770</td>
<td>$1,211,080</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>4</td>
<td>$297,366</td>
<td>$1,189,465</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>$182,789</td>
<td>$731,155</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>$7,695,454</td>
</tr>
</tbody>
</table>

### C. Instructional Services

Tables 4 and 5 show a breakdown of the funding for performance-based training, credit and non-credit hours, and contract education hours by Initiative for each Regional Center category, and by subject area for IDRC grants.
### Table 4—Regional Centers - Instructional Services: Performance-Based Training, Credit/Non-Credit Hours, and Contract Education Hours

<table>
<thead>
<tr>
<th>Regional Centers</th>
<th>Funds for Performance-Based Training</th>
<th>Students Served</th>
<th>Credit/Non-Credit Hours</th>
<th>Contract Education Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation Technology Centers</td>
<td>$52,750</td>
<td>4,080</td>
<td>158,331</td>
<td>8,414</td>
</tr>
<tr>
<td>Applied Biological Technologies Centers</td>
<td>$7,850</td>
<td>768</td>
<td>31,939</td>
<td>88</td>
</tr>
<tr>
<td>Centers for Applied Competitive Technologies</td>
<td>$226,801</td>
<td>3,140</td>
<td>212,443</td>
<td>69,532</td>
</tr>
<tr>
<td>Centers for International Trade Development</td>
<td>$15,000</td>
<td>553</td>
<td>5,769</td>
<td>1,405</td>
</tr>
<tr>
<td>Business and Workforce Performance (Centers of Excellence)</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Regional Health Occupations Resource Centers</td>
<td>$54,000</td>
<td>1,340</td>
<td>113,869</td>
<td>16,022</td>
</tr>
<tr>
<td>Multimedia and Entertainment Centers</td>
<td>$0</td>
<td>5,646</td>
<td>666,508</td>
<td>204</td>
</tr>
<tr>
<td>Environmental Training Centers</td>
<td>$5,000</td>
<td>1,063</td>
<td>47,191</td>
<td>560</td>
</tr>
<tr>
<td>Small Business Development Centers</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Workplace Learning Resource Centers</td>
<td>$335,032</td>
<td>6,616</td>
<td>153,339</td>
<td>31,655</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$696,544</strong></td>
<td><strong>23,206</strong></td>
<td><strong>1,389,389</strong></td>
<td><strong>127,880</strong></td>
</tr>
</tbody>
</table>

N/A = Not Applicable
TABLE 5—INDUSTRY-DRIVEN REGIONAL COLLABORATIVES - INSTRUCTIONAL SERVICES: PERFORMANCE-BASED TRAINING, CREDIT/NON-CREDIT HOURS, AND CONTRACT EDUCATION HOURS

<table>
<thead>
<tr>
<th>Subject Matter Area</th>
<th>Funds for Performance-Based Training</th>
<th>Students Served</th>
<th>Credit/Non-credit hours</th>
<th>Contract Education Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Biological Technologies</td>
<td>$0</td>
<td>338</td>
<td>21,685</td>
<td>992</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>$0</td>
<td>121</td>
<td>560</td>
<td>7,215</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>$0</td>
<td>24</td>
<td>294</td>
<td>4,151</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>$0</td>
<td>116</td>
<td>9,944</td>
<td>0</td>
</tr>
<tr>
<td>Environmental Technologies</td>
<td>$58,031</td>
<td>14</td>
<td>362</td>
<td>0</td>
</tr>
<tr>
<td>Health</td>
<td>$197,040</td>
<td>707</td>
<td>4,036</td>
<td>0</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>$0</td>
<td>55</td>
<td>8,234</td>
<td>448</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>82</td>
<td>6,254</td>
<td>720</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$255,071</strong></td>
<td><strong>1,457</strong></td>
<td><strong>51,369</strong></td>
<td><strong>13,526</strong></td>
</tr>
</tbody>
</table>

Job Placements, Businesses, and Employees Served

Tables 6 and 7 contain job placements, businesses served, and employees served by Initiative for Regional Center grants and by subject area for IDRC grants.

TABLE 6—REGIONAL CENTERS: JOB PLACEMENTS, BUSINESSES SERVED, EMPLOYEES SERVED

<table>
<thead>
<tr>
<th>Regional Centers</th>
<th>Job Placements</th>
<th>Businesses Served</th>
<th>Employees Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation Technology Centers</td>
<td>232</td>
<td>839</td>
<td>1,321</td>
</tr>
<tr>
<td>Applied Biological Technologies Centers</td>
<td>101</td>
<td>489</td>
<td>1,112</td>
</tr>
<tr>
<td>Centers for Applied Competitive Technologies</td>
<td>114</td>
<td>1,296</td>
<td>4,817</td>
</tr>
<tr>
<td>Centers for International Trade Development</td>
<td>34</td>
<td>3,351</td>
<td>3,408</td>
</tr>
<tr>
<td>Business and Workforce Performance (Centers of Excellence)</td>
<td>N/A</td>
<td>290</td>
<td>40</td>
</tr>
<tr>
<td>Regional Health Occupations Resource Centers</td>
<td>209</td>
<td>503</td>
<td>2,446</td>
</tr>
<tr>
<td>Multimedia and Entertainment Centers</td>
<td>13</td>
<td>715</td>
<td>8,287</td>
</tr>
<tr>
<td>Environmental Training Centers</td>
<td>389</td>
<td>772</td>
<td>11,582</td>
</tr>
<tr>
<td>Small Business Development Centers</td>
<td>1,423</td>
<td>40,010</td>
<td>NA</td>
</tr>
<tr>
<td>Workplace Learning Resource Centers</td>
<td>100</td>
<td>679</td>
<td>12,339</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,615</strong></td>
<td><strong>48,944</strong></td>
<td><strong>45,352</strong></td>
</tr>
</tbody>
</table>

*N/A - Not Applicable*
### Table 7—Industry-Driven Regional Collaboratives: Job Placements, Businesses Served, Employees Served

<table>
<thead>
<tr>
<th>Subject Matter Area</th>
<th>Job Placements</th>
<th>Businesses Served</th>
<th>Employees Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation</td>
<td>31</td>
<td>168</td>
<td>264</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>17</td>
<td>126</td>
<td>1,054</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>0</td>
<td>234</td>
<td>956</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>48</td>
<td>81</td>
<td>56</td>
</tr>
<tr>
<td>Environmental Technologies</td>
<td>10</td>
<td>159</td>
<td>464</td>
</tr>
<tr>
<td>Health</td>
<td>18</td>
<td>46</td>
<td>927</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>227</td>
<td>152</td>
<td>72</td>
</tr>
<tr>
<td>Other</td>
<td>52</td>
<td>81</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>403</strong></td>
<td><strong>1,047</strong></td>
<td><strong>3,913</strong></td>
</tr>
</tbody>
</table>
Appendix F

Report on Economic and Workforce Development - Contract Education

The Economic and Workforce Development Program of the California Community Colleges has been working to link California businesses with their local community colleges since 1988. The network was established to advance California's economic growth and global competitiveness through quality education and services for continuous workforce improvement, technology deployment, and business development. This network of community colleges offers business and industry a training and education resource unequaled in the State.

Contract Education is a tool and resource used by community colleges to provide services to business, industry, and government agencies. California Education Code, Sections 78020-78023, defines contract education as “those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college.” The direct and administrative costs of providing the services, which include credit, noncredit, and not-for-credit training, are typically recovered through fees paid by the employer or organization to the college.

Besides instructional programs, contract education programs also offer additional services designed to improve business or individual performance. These include training needs assessment, training material development, performance needs analysis, job profiling, and other consulting services. Contract education programs also partner within their colleges to coordinate the delivery of traditional credit enrollment classes to meet the needs of their client organizations and industries.

Data included here is self-reported by the community college districts; 52 of the 72 districts voluntarily participated in this study, with responses representing 70 of 110 community colleges in the state. Seventy eight percent (72%) of the community college districts participated in this study. Many of the colleges and districts that chose not to participate in the study have traditionally had little or no activity in contract education, while some large programs also chose not to participate in this year’s study. No funding was provided to the participating colleges to support this study.

While the number of college responses increased this year over last (70 versus 64 in 2005-06), it is difficult to draw conclusions about the data as respondents differ from year to year. In addition, several significant programs were unable to provide their data for this report. Contract education performed through centers is also mixed with the data. Therefore, some of the external outside investment from the EWDP centers may be counted again in the figures below.

Findings:
A summary of contract education programs and services provided by California Community Colleges in 2006-2007 is as follows:

- **$58,690,362 total was generated** through customized education, training and services:
  - $35,059,241 in revenues from direct contracts with employers or organizations,
  - $12,616,139 in fee-based professional development for individual enrollees, and
  - $11,014,981 in apportionment revenue for credit classes offered to businesses in partnership with the local college.
• 4,971 unduplicated employers or organizations contracted with the colleges for services.

• 221,156 employees and participants were trained by the colleges through contracts or fee-based training.

**Status of Delivery Systems: Contract Education, Fee-Based Training, and Credit Apportionment related to Customized Training Development**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Education</td>
<td>$35,059,241</td>
<td>$48,483,111</td>
<td>$50,097,414</td>
<td>$46,506,876</td>
<td></td>
</tr>
<tr>
<td>Enrollees</td>
<td>121,008</td>
<td>176,464</td>
<td>131,266</td>
<td>130,687</td>
<td></td>
</tr>
<tr>
<td>Fee-Based Training</td>
<td>$12,616,139</td>
<td>$11,967,267</td>
<td>$7,919,518</td>
<td>$7,696,111</td>
<td></td>
</tr>
<tr>
<td>Enrollees</td>
<td>100,148</td>
<td>82,646</td>
<td>81,840</td>
<td>50,241</td>
<td></td>
</tr>
<tr>
<td>Credit-Apportionment</td>
<td>$11,014,981</td>
<td>$4,795,310</td>
<td>$3,518,867</td>
<td>$3,148,006</td>
<td></td>
</tr>
</tbody>
</table>

At the 52 districts that reported, there was growth in fee-based training, credit apportionment offerings often originally piloted through customized contracts or directly offered to businesses for credit. There was an increase also in the numbers of fee-based trainees served. The decreases in contract gross revenue and enrollees were due to several factors. Several large contracts formerly held by California Colleges were awarded to colleges outside the state plus several larger revenue programs did not participate possibly due to shorter reporting timeframes this year. Statewide:

• Gross revenue from fee-based, individual enrollment training offered increased 5.4%
• Credit FTES revenue related to customized programs or credit courses for businesses increased 129%
• The number of employers reported served decreased by 5.2% again possibly because of the market mix changes and factors listed above.

Over a ten year period, from 1997 to 2007, the colleges have seen steady growth over time, with revenues in a ten year period in contract education increasing by 25% and fee-based training increasing by over 112%, with some year-to-year decline as in 2006-07 in some categories seen in the previous table. This could be considered a result of increased or more accurate participation by more departments at the colleges in this voluntary reporting effort. The following shows combined total contract education, fee-based and FTES Credit revenue generated over the last four years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Education, Fee-based and Credit FTES</td>
<td>$58,690,362</td>
<td>$65,245,688</td>
<td>$61,535,799</td>
<td>$57,450,993</td>
</tr>
<tr>
<td>Enrollees</td>
<td>221,156</td>
<td>259,110</td>
<td>213,106</td>
<td>180,928</td>
</tr>
</tbody>
</table>

There was about a 10% decrease in 2006-2007 in the total dollars generated and a 14.6% decrease in the number of students served. The decrease in total enrollees served could be due to the lack of tracking of enrollees served through credit-apportionment reporting as revenue and students served increased in this area but were not captured. The students would be reported in the regular MIS systems. This along with the 21% increase in enrollees reported served and a 5.4% increase in fee-based offerings demonstrates the various support systems, credit classes and various statewide and federal grant funding obtained by the colleges that provide for Economic and Workforce Development services and programs to our communities and employer organizations through our California Community Colleges.
Unique Resource for Small and Large Employers

Contract education at the community colleges represents a unique resource for the training and development needs of California’s employers. Over 4,900 employers were served through contract education in 2006-2007.

- Smaller employers contracting with the colleges in significant numbers, with 86.3% of the employers served having fewer than 250 employees with 74.9% of all employers served having fewer than 100 employees.

All clients continued to demonstrate their satisfaction with the services provided by the California Community Colleges through their repeat business – 62.8% of the organizations served were reported as being repeat business clients of the colleges. Large employers typically offer larger contracts with the colleges and many colleges have long term relationships with their local employers and organizations. Nineteen Districts reporting had programs that generated over $1 million in revenues for the year; exactly the same number of combined college/unit revenues reported by Districts in 05-06 and represents a sophisticated statewide resource for employee training in their communities.

Size of Organizations served

<table>
<thead>
<tr>
<th>Total # of Clients/Employers</th>
<th>&lt;100 employees</th>
<th>100-250 employees</th>
<th>&gt; 250 employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,971 employers</td>
<td>74.9%</td>
<td>11.4%</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

The Training Provided

Through contract education, the colleges meet employer needs for customized technical training, basic skills and business skills.

- Over 86% of the programs delivered on contract to clients were offered as not-for-credit training.
- The credit programs delivered for employers for the FTES apportionment generated revenue for the local college increased by 130% over the prior year.

In addition to training, other services such as needs analysis, training materials development, job profiling, coaching and other consulting services were provided to 768 clients, a 16% increase over last year. Employers are still utilizing the colleges’ expertise, faculty and staff for assistance and support for their needs in areas that may or may not include traditional instructional programs and services.

Fee-based training is professional development and job related programs offered for individual enrollment and are supported by a fee per enrollee. This responds to needs of individuals and small businesses to provide professional and career development in technical and business skills for The individuals and employers.

Maintaining Consistent Services

The process of collecting data has highlighted the high turnover rate of the personnel at the colleges who staff contract education units. Of the total respondents to the survey, 34.7% have held their position for two years or less. There are a number of reasons, including budgetary constraints within many of the colleges that increase pressure for contract education programs to be self-supporting, at a time when smaller to medium sized employers have experienced challenging economic conditions and are less inclined to contract for training. College programs are quite small with the mean average of 2.0 full-time equivalent staff at all responding colleges and an overall average of just over three full-time equivalent staff in contract education. Only 13 colleges reported having staff of five or more a 14% decrease from last year's report. As well, the entrepreneurial goals of the programs are often not supported by the colleges’ established systems, so it can be difficult to be successful.
It has been observed that as college personnel in contract education turn over, or when colleges undergo reorganization, there is a trend toward combining contract education and community education/services or conducting contract education services through a funded Economic and Workforce Development funded center such as a Workplace Learning Resource Center or Center for Applied Competitive Technology if the college hosts one of the centers.

The relative stability of contract education revenue in recent years suggests that the support that the Economic and Workforce Development program has provided to local practitioners has helped the colleges to maintain a consistent level of services for contract and credit offerings to their business communities.

The findings from the Status Report data and process of data collection coupled with the findings from the Business and Workforce Performance Improvement (BWPI) Initiative Operational Review, once again surface the high turnover rate within the contract education units at the colleges. The turnover rate and the lack of systematic data collection systems and processes make the data collection more challenging each year. The following recommendations were included in the 2003-04 Status Report and were undertaken by the Statewide Directors for Contract Education with assistance from the other BWPI Directors, as well as the Statewide BWPI Advisory Committee. The recommendations are in line with the Initiative’s three goals:

- Increase Discretionary Revenues to the Colleges
- Increase Retention of Professionals in the field
- Increase System Support for Contract Education and Economic Development

- Develop an on-line data collection system in conjunction with the Chancellor’s Office MIS. **Status:** Data collections for 2006-07 was conducted via an annual on-line survey/reporting process for the third year in a row. The online reporting system continues to be improved each year. It’s anticipated that quarterly input of data on-line can be supported in the near future to lessen the difficulty for college reporting of data annually and to improve the response rate.

- Work diligently to provide tools for data collection and contract tracking to contract education professionals through one-on-one technical assistance and on-line resource library. **Status:** A spreadsheet for tracking contracts and other tools have been developed and disseminated through regional meetings, a resource library on the EWD website and one-on-one technical assistance.

- Develop performance-based models for success in contract education. **Status:** Some products developed and disseminated while other tools are in process.

- Identify successful models in and out of State for advancement in careers for contract education and economic development. **Status:** In process.

- Conduct a salary/compensation study benchmarking on other successful training delivery organizations. **Status:** A previously delayed State of the Field study is currently in development.

- Create a web-based knowledge management system as a repository for best practices. **Status:** Tools are posted and available to the BWPI web page at www.cccpwd.net with more to be added.

- Reward and acknowledge Excellence, Performance and Sales Improvements. **Status:** At the EWD Annual Conference in February 2007 the first Excellence in Sales Performance Awards and recognition was awarded, with over 25 colleges qualifying for awards. The second annual awards will be given at the April 2008 Annual Conference.

**Looking Ahead**

The Status of Contract Education within the California Community Colleges represents far more than just the activity of the Economic and Workforce Development Program funded projects and programs. The responses indicate that Community Colleges in California are using multiple sources of funding, including state and federal, local and regional partnerships, significant contracts with employers for services, Employment Training Panel, Workforce Investment Boards, various county and local grants, as well as Economic and Workforce Development funding. Strategically many colleges have placed contracted education activity within other departments and divisions within their campuses and many have realigned or reorganized to leverage internal administrative and funding support to provide services to their community,
students seeking upgraded skills, small and large employers providing training for employed students and incumbent workers and a variety of industry specific, skill specific training for high growth jobs in a region. This presents both challenges and opportunities for the California Community Colleges and the support systems in place to continue the mission to "advance California’s economic growth and global competitiveness through quality education and services for continuous workforce improvement, technology deployment, and business development."

The challenges include addressing ability of one or two staff, with multiple responsibilities within their department and the reduced amount of income generated seemingly in part resulting from this blending of contract education with their other responsibilities, reducing their focus and time available to adequately address the needs of the employer community and students seeking advancement using customized programs and fast-tracked training. This year’s Status Report had fewer respondents, but those respondents are delivering more services to more businesses and students, with increased discretionary income generated. The surveys indicated that many services are being delivered utilizing Economic and Workforce Development centers and programs and that’s exciting to consider the infrastructure and stability offered through such funding to provide responsive educational solutions. Yet the growth in that activity doesn’t overcome the decline in the college programs that have been serving the major employer needs and there has been a rather substantial decline in the number of programs delivering substantial services for a fee. In challenging budgetary times, the colleges are turning to federal, state, and local funding of all types and sources in order to continue to provide even limited service to their communities.

In the article "At our best: Facing the challenges" in the Community College Journal, April-May, 2002, Roueche, Roueche & Johnson say it best: "We see declines in traditional funding sources as demands for services increase, competition in the educational marketplace [becomes] more intense and competitors more sophisticated, current trends in workforce development bringing new meaning to collaboration and articulation, expanding classroom and workplace technologies, and impending retirements and diverse hiring strategies changing the teaching and leadership landscape. Taken together, they will continue to create fundamental change for community colleges and will affect dramatically the way we work." (p. 10)

The 2007 American Society for Training and Development's State of the Industry Report shows that respondents spent over one-third of their training budgets ($49.75 Billion) for external providers and sources of training especially content delivery, infrastructure development, translation services, custom content development and administrative tasks. There has been a slow but steady increase in spending per employee by the firms and expenditure as a part of payroll has stabilized in recent years. E-learning and use of technology-based delivery methods for learning content has been on a consistent trend higher since 2001, according to the 2007 report. The leading learning content areas offered by the employers surveyed included profession-specific skills and information (over 25%); followed by processes, procedures and business practices (11.07%); managerial and supervisory topics (11%); IT and systems learning (10.24%).

Thus the opportunities are abounding. There is a great need to support the challenges and growth opportunities within our colleges. Additional funding and flexible training funds to deliver critical support, customized programs, targeted high growth responses, regionally based industry needs to employers seeking to hire and grow their businesses and a local, qualified workforce (students) needed to do that. There is a demonstrated need to continue to provide professional development and technical assistance to now more colleges doing more to build their programs and partner with employers, other agencies, local economic development organizations, federal programs, as well as the small businesses that have additional unique challenges and needs. Areas of need in the previous section are designed for the System to address the opportunities and to provide support to continue to grow the California Community Colleges' ability to respond in an agile way. Leveraging multiple funding sources provides for job growth, job creation, student advancement, faculty development and ultimately an improved and competitive California economy, with a skilled and ready workforce and availability of on-going training for the employers of that workforce. The future is very bright indeed.
-- Affecting Lives --
Tragic San Diego Fires

At least 600 homes and 100 businesses were destroyed in a single San Diego County wildfire. The total number of homes destroyed in the Southern California wildfires is expected to exceed 700. In response, officials in San Diego County ordered evacuations of 250,000 households in the paths of three fires. Reportedly, over 70 homes were destroyed in Poway, a city of gated communities and million-dollar homes. About 51,000 people live in the city, and over 7,000 homes had to be evacuated.

According to news accounts, numerous schools were closed and hospitals evacuated by bus, and hundreds of people sought refuge in Qualcomm Stadium and other evacuation centers. Emergency officials estimated that more than 250,000 households had been told to evacuate through the "reverse 911" system. Fire officials were stretched to their limits trying to cope with the fast-moving, wind-whipped blazes that burned more than 100,000 acres, or about 156 square miles. The northbound traffic on Interstate 5 from Oceanside to San Juan Capistrano was bumper to bumper with cars and trucks loaded with belongings fleeing the flames.

The San Diego Environmental Training Center (ETC) provided strong support for its surrounding community during the tragic fires in the San Diego region. A local community assistance center was set up at Cuyamaca College. The Center provided assistance to local residents with their survival measures. Over 30 agencies such as FEMA, San Diego Department of Environmental Health, and American Red Cross were available for services and supplies including everything from pet supplies to food and shelter. In addition to the community support center, the ETC provided numerous breathing respirators to community residents.