March 5, 2009

The Honorable Arnold Schwarzenegger
Governor of California
State Capitol
Sacramento, CA 95814

Dear Governor Schwarzenegger:

The State Legislature codified in Section 88500 of the California Education Code that an Annual Report on the Economic and Workforce Development (EWD) program is to be submitted to the Governor and Legislature in March 2009. The enclosed report is submitted pursuant to that requirement.

The information contained in the report is based on a review of documents and reports on local projects funded in fiscal year 2007-08. The report is a comprehensive review of the EWD program that highlights one of the primary missions of the community college system. The report demonstrates how the EWD program supports curriculum development and instruction, and provides valuable services to students, incumbent workers and employers. The report features a section on “Greening Through the Economic and Workforce Development Program.” The EWD program has responded to California’s energy concerns by launching, growing and maintaining energy efficiency and renewable energy training programs. In addition, EWD program has assisted other colleges with funding options and ideas in starting and maintaining clean energy training programs and conducting statewide research to determine where the jobs are and what students need to prepare for as the State begins to move toward a green sustainable economy.

José Millan, Vice Chancellor of the Economic Development and Workforce Preparation Division may be contacted for questions and comments. He can be reached at (916) 445-0487 or jmillan@cccco.edu.

Sincerely,

Jack Scott, Ph.D.
Chancellor

cc: Members of the California State Legislature
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**Jeffrey Williamson**  
International Trade Development Initiative

**Marguerite Womack**  
United Way
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Executive Summary of the 2007-08 Annual Report to the Legislature

The California Community Colleges Economic and Workforce Development (EWD) program continues to lead the State in economic development. EWD currently fosters ten key strategic priority areas (See Appendix A) and provides other short-term grant components that address emerging areas and local project needs. EWD acts as a catalyst to help the California Community College system become market responsive and create vital career pathways for students. The EWD 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 EWD program uses future-looking strategies in order to invest in and foster areas that create career pathways for students.

Established in statute in 1991, EWD 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. It was the intent of the Legislature that EWD’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 workforce improvement.” [EC §66010.4(a)(3)]

EWD 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 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. EWD’s Regional Centers act as incubators that identify changing needs and trends and link colleges with businesses.

The report features a section on “Greening Through the Economic and Workforce Development Program.” As its population grows and economy expands, California must move toward a more sustainable economy. The EWD program has responded to these energy concerns by launching, growing and maintaining energy efficiency and renewable energy training programs. In addition, EWD has assisted other colleges with funding options and ideas in starting and maintaining clean energy training programs. The EWD program has also conducted statewide research to determine where the jobs are and what students need to prepare for jobs in the future.

The EWD program provided 231,519 hours of technical assistance to 34,506 people as the following table indicates.
### Highlights of 2007-08

#### Jobs

<p>| | |</p>
<table>
<thead>
<tr>
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<tr>
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<td>People keeping jobs</td>
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#### Training

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<td>People being trained</td>
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<tr>
<td>% Employees</td>
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<td>% Entrepreneurs</td>
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#### Technical Assistance

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<td>34,506</td>
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<tr>
<td>Hours of technical assistance</td>
<td>231,519</td>
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#### Organizations

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#### Financial

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<td>Match</td>
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Greening Through the Economic and Workforce Development Program

The Community College System through the EWD program is vital in training a new generation of “green collar” workers. Both public and private entities are setting goals and objectives in the areas of energy use, sustainable design, and environmentally responsible operations. Emerging industries continue to show a demand for specialized skills and the continuous need for a more specialized workforce. To remain competitive in the global marketplace, businesses in California will require training and technical education in “green” that align with current and future energy workforce needs.

The EWD program has responded to this “green” need and has partnered with entrepreneurs and public and private employers to design community college services that provide training, curriculum, and certificate programs for incumbent workers and student training projects. The EWD Initiatives are currently involved in all aspects of career energy education and training, although the extent of coordinated delivery and program development varies among the initiatives. The EWD program also faces a time when resources are limited and education and technical training needs vary in demand and complexity.

The Los Angeles/Orange Environmental Training Center (ETC) expanded its business partners to include a project in recycling of restaurants’ waste grease into biofuel. Most, if not all, big chain restaurants currently recycle their waste grease. A quick review of the operating practices of the restaurant industry reveals not all restaurants recycle their waste grease. Many small “mom and pop” restaurants lack the economies of scale, or perhaps the inclination to handle their waste grease in an environmentally responsible way. Too often waste grease is placed in a plastic bag, put it in the freezer until frozen, and then thrown away with the regular trash. If a trash bin is vandalized, the waste grease can be released in the alley or roadway surface resulting in a slippery mess. When it rains, the waste grease goes down the storm drain and into the ocean. Some restaurants choose, instead of trash disposal, to pour the grease directly down the drain which ultimately ends up in the local sanitary sewer resulting in a significant environmental problem.

In response to the need for restaurant waste disposal training, the LA/Orange ETC partnered with Southern California Biofuel, Superior Service and Recycling, and the City of Anaheim applied for a U.S. Environmental Protection Agency EPA grant. A key mission of the partnership was to promote stewardship and resource conservation consistent with the EPA’s Resource Conservation Challenge. By recycling waste grease from restaurants, the following was achieved:

- Reducing land and water pollution;
- Turn waste grease into biodiesel. The by-products (Glycerin and unused oil) essentially become a raw material for the cosmetic industry and an animal feed additive respectively; and
- Reducing air pollution by substituting biodiesel (derived from the waste grease) for the fossil diesel used in the fleet trucks belonging to the City of Anaheim and Anaheim Power.
California’s transit agencies and organizations are typically a focal point for improving air quality and addressing greenhouse gas emissions through the introduction of advanced transportation technology and alternative fuels. Critical to ensuring that these new “green” technologies operate in concert with manufacturer specifications and provide air quality benefits is a trained workforce.

The Southern California Regional Transit Training Consortium is a coalition of over 27 transit operators including, Omnitrans, Orange County Transit Authority and Los Angeles County Metropolitan Transportation Authority, the Advanced Transportation Technology and Energy Initiative, community colleges and other educational institutions in Southern California, that joined together in a training resource network. Their goals include a commitment to being known as green fleets – dedicated to acquiring alternative fuel and new hybrid technologies. Training specifically developed for the transit industry is a key component to the increased deployment of cleaner operating vehicles and greater fuel efficiency. Reducing petroleum consumption increases supply and route management systems reduces the miles traveled. These technologies, plus additional ones that are constantly emerging, contribute to improving California’s air quality and reducing greenhouse gas emissions. It also helps to mitigate the effects of climate change in accordance with California Assembly Bill (AB)32 Career Technical Education (work certification training). Additionally, the goals of the SCRTTC are in direct alignment with the policy goals of the California Energy Commissions as presented AB 118 Workforce Development Program.

With the continuing and growing need for the use of green renewable energy in California, there is an increasing need for student learning and workforce training. The Interstate Renewable Energy Council and Hands On Solar, Inc., have joined with the Advanced Transportation Technology and Energy program to provide faculty professional development and training on renewable energy throughout California.

The workshop addresses the education needed to meet industry-set learning objectives and standards. It also covers information on the Photovoltaic Entry Level Certificate of Knowledge that is offered by the North American Board of Certified Energy Practitioners and how schools can become provider institutions. To date there have been eight workshops with over 200 who have completed training. The Long Beach City College (LBCC) Center through partnerships with the Canadian Standards Association (CSA), Transit Users Group the Alternative Fuel Vehicle International LLC, the Metropolitan Transportation Authority of Los Angeles and the Clean Vehicles Education Foundation (CVEF) continued to be an integral part of the plan to revamp the Compressed Natural Gas (CNG) Cylinder Safety Inspection program. LBCC hosted a team that developed the National Certification exam for CNG Cylinder Safety. The faculty was involved for two years with a team of experts developing an exam that has now been adopted by CSA and CVEF in May 2008.
In conjunction with the North Coast Small Business Development Center (SBCD), the North/Far North Environmental Training Center (ETC) has developed a Green Business Certification Program. The certification aspect of the Program is administered by the North Coast ETC and provides access and support services for businesses seeking certification. The hotel/motel industry is the target industry of the initial start-up phase of the Green Business Certification Program. Over time the program will be expanded to include other industry segments. In order to be certified “Green” a business must have instituted green activities in the business operations associated with Recycling and Waste Reduction, Energy Conservation, Water Conservation, and Pollution Prevention.

Through its extensive training efforts, the Central ETC strongly “pushes” the source reduction goal for green technology. Their existing Hazardous Waste Management Course contains a total of 45 activities. One entire module of the course, and most of the activities of the course, emphasize source reduction in a variety of ways. Included throughout the course are topics dealing with: Pollution Prevention; Universal Waste Management; Waste Minimization; and, Recycling of Wastes and Materials. The course emphasizes the concepts of “use, re-use, or reclaimed” as they pertain to specific types of hazardous waste generation. Each participant is able to share their application of the concepts learned from the Workbook Fact Sheets and use the Department of Toxic Substances Control “Check-List for Waste Minimization” in a tabletop exercise to minimize their own wastes. With this knowledge, the small business owner can provide services or produce and manufacture into the future in a manner that lessens the impact of his or her activities on our groundwater, air quality, environment, and public health.

Recently, the Central ETC, working in conjunction with the Environmental Protection Agency has developed curriculum which focuses on the proper disposal of fluorescent light tubes, which contain mercury. The Mercury Lamp Management curriculum was developed to deal with a very important universal waste, which is ubiquitous in the environment and yet has the potential for great harm due to the toxicity of mercury. The course takes the participant through the environmental and health risks of mercury and the problems with use, disposal, and recycling of mercury lamps. Since fluorescent light tubes are everywhere, and it is currently illegal for most firms to discard them in the trash, this course has the potential for teaching businesses how to reduce a great deal of the hazards associated with mercury waste. (Currently, more than 600 million lamps per year have been dumped into our landfills nationwide!)

The Central ETC has also recently developed a four hour Vehicle Service Repair Course for both fleet service and small businesses in California. The training module incorporates fact sheets, activities, and a DVD to illustrate source reduction for waste oils and lubricants, antifreeze, parts cleaners, solvents, brake cleaners, spill prevention, and clean-up. Businesses involved in vehicle service can be major contributors to surface, groundwater and ocean pollution when their wastes are not managed properly. Providing good management through education rather than enforcement results in sustainable “best management practices.”

In the wake of the recent Hurricane Katrina/Gulf Coast Region environmental disasters, San Diego Environmental Training Center has partnered with Tetra Tech, one of the largest engineering consulting firms in the United States (with nearly 8,000 employees) and is a worldwide provider of consulting engineering and technical services in the areas of resource management, infrastructure, and communications to provide critical emergency response training. The San Diego ETC provided assistance in the hazardous materials/waste training of workers sent to the Gulf Coast. Working with Tetra Tech, the San Diego ETC developed a training schedule and course load for new full-time and part-time employees. Classes ranging from 40 Hour Hazardous Waste Worker to more advanced courses in Mold Remediation were provided.
The Economic and Workforce Development Program: Highlights for 2007-08

This section features the EWD program and presents 2007-08 as a critical time due to the economic downturn in the subsequent year. But, most importantly, it tells the story of people and their lives as told through the EWD program.

Investment in People

In an economic downtown, finding and keeping jobs are critical to maintaining a competitive workforce. In 2007-08, the number of job placements through the EWD program was 5,896 with a three-year rising trend (see graph). Another 14,378 jobs were retained as a result of the program. Both the jobs created and the jobs retained helped to advance California’s economic growth.

Number of Job Placements
Program Years 2005 through 2008

![Bar graph showing number of job placements from 2005-06 to 2007-08.]
Jobs are scarce, yet look at Arturo’s success through the EWD’s manufacturing centers (CACTs).

Against All Odds
Arturo overcame several major barriers in his life, including gang activity, prison, and gunshot wounds resulting from a life on the streets in San Fernando Valley, to succeed in our Advanced Manufacturing Training program.

Prior to attending the Manufacturing Academy, Arturo did not know how to overcome the barrier of having a criminal history and not being able to pass employers’ background checks. When Arturo enrolled in AMTI, he was angry but he knew he needed to find a new career. In the AMTI program, Arturo excelled and gained the confidence he needed to become successful.

Indeed, Arturo so impressed AMTI staff that he was referred to a local aerospace manufacturer, which led to him being hired full-time as a Plater. “I am happy to be working and plan to continue my education at Los Angeles Valley College. Returning to school and pursuing higher education has been a life changing experience,” Arturo said.

“I’m glad my friend referred me to the AMTI program, establishing my future in a career that I like!”
People Being Trained for Jobs

Just as the EWP program is concerned with keeping people in jobs and putting people in new jobs, it also is concerned with providing training to students and employees and entrepreneurs so they can get jobs in the workforce. Last year the EWD program trained 104,866 people and provided 1,763,156 hours of training.

As the graph shows, 42% of those being trained are employees, another 38% are entrepreneurs, and the remaining 20% are students.

An example of employees being trained is Klune Industries which is a precision sheet metal facility specializing in metal forming, laser cutting, welding, and unique assembly in North Hollywood, California, with about 250 employees. Employees from this company attended a blueprint reading class through Los Angeles Valley College.

Christopher Warnecke (right), Raw Materials, said:
“This Blueprint reading class has been a great asset towards my understanding of the symbols and lines and what they represent. The orthographic views allow me to picture exactly what part I am looking for to pull out of the warehouse.

My plans are to further my education in designing parts and tooling in a CAD program called CATIA. This blueprint reading class has given me the knowledge to guide me closer to my goals.”

Alfredo Nuno (below), Stockroom also of Klune, Industries, said:
“The benefit of this training class is that I learned something that I will need in the future in order to keep on growing in Klune Industries. Also, I work in the warehouse and sometimes you’re looking for a part and if we can’t find it, we only go by a part number.

Now with this training I could go and get the blueprint and make it a lot easier and know what I’m looking for. I learned that the symbols that are in the blueprint have different meanings. I know that this class is good for anybody that wants to learn and grow within the company. I just want to say thanks for letting us learn and giving us the chance to do something different in our jobs.”
It is extremely important that students have the skills necessary to enter the workforce. Such is the case for Monica Lui and Manish Sondhi.

Monica Lui is currently an undergraduate student in her junior year at the University of California, Berkeley (UCB). In 2007-2008 she received training in mammalian cell culture and stem cell culture at Pasadena City College. She received an internship and was hired part-time at California Institute of Technology’s (CalTech) Henry Lester laboratory, through the combined efforts of her professor and the Economic and Workforce Development Program’s Biotechnology Center, where she is doing cell culture on projects dealing with nerve transmission. Monica worked with the Los Angeles/Orange County Biotechnology Center for Saturday workshops teaching internship skills to high school students.

Monica transferred to UCB in the Fall of 2008 and with her skills-based resume she was immediately hired part-time for cell culture at the Flannery Laboratory whose mission is to understand the molecular mechanisms underlying diseases of the retina as well as develop novel therapies for their treatment. Monica will get her Bachelor’s Degree of Science in molecular biology in 2010 and will have spent 3 of her college years “apprenticed to science.” As she says, “I want to thank you for giving me a chance to work for you last year and allow me to complete the Biotech program. There is an undergraduate research program in UCB called URAP, which offers undergraduate students an opportunity to do research and get 3 to 4 units from it. I’ve just been offered an undergraduate research position from Flannery Lab in UCB. I will be working with a graduate student and helping her with her experiment. Thank you for offering me a lot of research experience, especially the internship in Caltech. I do not think that I will be able to get the position if I did not have those experiences because each lab opening usually receives hundreds of applications and they only accept one or two students.”

Manish Sondhi is the owner of Local Driving School, a driver education and training business. Sondhi has been in business since December of 2004 and his headquarters is in the Yuba Sutter area with a branch operation in the San Francisco Bay Area.

Sondhi started Local Driving School with just $500 in his pocket and a dream to offer flexible, stable and quality educational services to his clients. Starting with just 1 car and a dream, Manish has grown his business to 4 cars and 7 employees.

Manish completed a Yuba Community College District SBDC 14-week class that covers the A to Z of business ownership and success and started his dream. This course not only gave him the confidence to run a successful business, but also allowed him to meet with a business counselor for “free” business management consulting as long as he was making progress. This included mentoring and working on a business plan.

In addition to this class, Manish enrolled for other SBDC services including a Quick Books class that taught him the accounting basics. In addition, he met with the Quick Books counselor several times at his business to ensure that he was setting up the data properly and doing the process correctly.

Manish also sought the assistance of the SBDC Internet specialist in setting up a website and to use this site to market his business. With this final assistance, he was able to concentrate on running and growing the business.

Recently, with the advice of the SBDC consultant, he converted his “contract” drivers to employees to ensure that his business is both legal and stable. He continues to meet annually with the SBDC to insure that his business remains profitable and in compliance with all laws and procedures.
People Receiving Technical Assistance

The Economic and Workforce Development Program provides technical assistance in the form of analysis and/or assessments of employers’ organizational needs, environmental or energy audit and/or assessment, technology needs assessment, manufacturing process capability and development of curriculum and well as demonstration of new generation equipment, new technologies, a new software, and advanced production techniques to employers. It also provides counseling/consulting, both new and ongoing, in the fields of finance, marketing, technology, research, management and other types of counseling.

In addition technical assistance in the form of career assessments (employees’ skills assessment as well as professional/career certification), demonstration of new generation equipment, new technologies, new software, or advance production techniques, advising employees/students, and other types of technical assistance to employees/students.

Russell Lund is a student who spent several semesters in college with no clear career path in mind. After receiving career counseling from the Los Angeles/Orange County (LA/OC) Biotechnology Center at Pasadena City College in 2007-08 he decided to fast track the Biotechnology training program. Russell’s lab skills advanced very quickly and he also volunteered at workshops and has become a wonderful mentor. (He is shown at the LA/OC Biotechnology Center Saturday workshops for high school students as they make supplies for the Amgen Bruce Wallace Biotechnology Laboratory Program kits.) He has used the career counseling services of the LA/OC Biotechnology Center for guidance, resume building and interview assistance at each step of his training.

In 2008, Russell interviewed successfully for a paid internship at N-Abl Therapeutics, Inc., and following that, received a part-time research fellowship at the House Ear Institute where he is extracting DNA from temporal bones in research on genetic hearing mutations. Russell will graduate from California State University, Northridge with a Bachelor’s Degree of Science in molecular biology in June, 2009 at which time he will also have his first scientific publication.

Pamela Donlyuk had dreamt of opening a flower shop all her life. After 30 years in the mortgage industry, Donlyuk was recently laid off. During this period, Pamela decided that instead of searching for a new job in the real estate industry, it was a good opportunity to fulfill her lifelong dream. Pamela had done flower arrangements from her home for friends and family for many years.

An opportunity for purchasing a flower shop in Santa Ana became available. Pamela liked the business and purchased Summerhouse Florist.

However, Pamela needed to secure funds to buy the business and had to draw the funds from her 401K plan. The Orange County SBDC hosted by Rancho Santiago Community College District was able to assist her in finding a loan for working capital which eased the impact on her 401K plan. Pamela also received assistance in reviewing her business plan. Furthermore, the SBDC helped her in the evaluation of the purchase of the business including the lease agreement which at the end was non-negotiable, but agreeable with the goals of Pam’s plans. Pamela continues to work diligently on revamping her business. The Orange County SBDC continues to assist Pamela her with her marketing activities, finding ways to do grass root activities and going after new markets, such as Hispanic market and corporate accounts.
Organizations

Organizations, especially businesses and colleges, receive services through the Economic and Workforce Development Program. Of the 48,470 organizations served in 2007-08, 45,004 business owners/managers were provided with 231,519 hours of technical assistance. Another 20,693 hours of technical assistance services were provided to community colleges. The following are examples of services provided to businesses and colleges.

Business and Colleges Receiving Services

2Wire (www.2Wire.com) is a company in Nevada City, California which provides global telecom carriers with broadband service platforms that enable an integrated triple play of networked data, voice and media services. For the past three consecutive years, the company has ranked on the Inc. 500 list of the fastest-growing private companies in the United States. With its corporate headquarters in San Jose, 2Wire also has nearly 50 employees based at its research and development facility in Nevada City.

2Wire sought out Sierra College’s Center for Applied Competitive Technology (CACT) to provide state-of-the-art IPC 610 Standard RoHS compliant soldering training in order to increase reliability and meet the technical challenges of moving to lead-free component technology.

"The electronics industry is trending toward smaller components, more complicated package types, and lead-free soldering," said Lance Kesner, manager of engineering labs and technician services. "This training program helped us update our engineering rework skills and processes to keep pace with these trends."

Sierra College CACT tailored the course to focus on the key skills 2Wire needed, and delivered the material in less time than traditional IPC 610 Standard training.

The on-site course also eliminated travel costs and allowed for more participants. "Because Sierra College offered the training onsite, it was convenient for our research and development engineers to attend the program," said Kesner.

"Sierra College was extremely flexible, the course material was very relevant to our business, and the instructor fine-tuned the training based on our needs. On the whole, the training course was very well done."

Abso Company refines project management. Abso (abso.com) services include hosting corporate career web-sites, talent management tools, background and drug screening services, a virtual end-to-end hiring solution. It delivers all the factual, up-to-date information required to make intelligent hiring decisions in the shortest possible timeframe at an affordable cost.

Based in Roseville, the fast growing company of 128 employees has added new products for applicant tracking that require project management and on-going follow-up. "With teams of people working on projects, Abso needed a consistent system of tracking tasks, assignments, deadlines and completions, and training to use the project management system effectively," said LeAnn Filbrun, Abso’s Training Manager. Managers reported that that the training was very relevant to their work. "Everyone enjoyed going through the class," said Filbrun. "They all gained more confidence in their project management skills. The training was very professional and everything met our expectations - quality, content and the instructor. It says a lot when an organization delivers what they promised, I’d recommend Sierra College’s Training and Development program."
The needs of long-term care continue to rise as the population ages. The main worker in the long-term care industry is the Certified Nurse Assistant (CNA). Retention of CNA’s is difficult due to the low pay. There is currently no career ladder within long-term care. However, a position known as the Restorative Aid does offer an increase in pay for the CNA and provides for career advancement.

For this project, San Francisco City College (CCSF) Regional Health Occupations Resource Centers (RHORC) worked with Laguna Honda Hospital to provide two sessions of 16-hour training in Restorative Nurse Assisting for incumbent workers. Career ladders are a serious concern, as entry-level jobs (such as CNA’s) often have low pay, difficult working conditions and high rates of turnover. For economic reasons as well as regulatory ones, employers are increasingly emphasizing rehabilitation and restorative care. Funding for this project was obtained by the CCSF RHORC through the North Far North HUB at Butte College.

Outcomes of this project were reported by Butte College and included 68 newly certified Restorative Nurse Assistants (68 out of 69 who enrolled—a 99% retention/completion rate for this 1-unit training course). While this certification of working CNA’s (certified nurse assistants) does not carry a wage boost with it, it does make the CNA’s eligible for “lead pay” (a modest $5 per day enhancement) and more importantly, it increased motivation to seek more education and job advancement. 84% of participants in this class plan to take more college classes, with the majority planning to obtain a college degree or certificate. This training met a need of the employer (improved restorative care implementation and outcomes, a priority to this institution and one that is monitored by regulatory agencies), as well as contributing to professional development for incumbent workers and encouraging them in their aspirations to gain more schooling. Additional sessions of the RNA training are planned for 2008-09, leveraging funds from the Service Employees International Union-United Healthcare Workers and Joint Employers Education Fund, a management-labor partnership, and those classes will be available to other long-term care employers in the private sector such as Kindred Healthcare. In addition, the RHORC provided funding to faculty member Linda Johnson (licensed vocational nursing department) to work with Laguna Honda Hospital and labor representatives on plans to continue to offer Restorative Nurse Assisting courses in the 2008-09 year, including more advanced restorative care skills and class delivery through Contract Education.

The Economic and Workforce Development Program supports local community colleges by providing customized labor market forecasts on high growth, emerging, and economically critical industries and occupations and their related workforce needs. The data in these reports is designed to support colleges in making data-driven decisions on how to align their educational offerings with the current and projected workforce needs of their local economies.

A customized report provided to Cerro Coso College by the Desert Region Center of Excellence helped the College evaluate what Career Technical Education (CTE) programs the college would pursue in the future. Valerie Karns, Dean at Cerro Coso College in Ridgecrest, California reports, “The data supplied by the Center of Excellence was instrumental in the determining the strategic direction of our Career Technical Education programs. Using your data, we began three new programs and retired two others. The data was also used in the Cerro Coso College Educational Master Plan and in helping to establish a campus center in Tehachapi.”
Partnerships

Most activities done by the Economic and Workforce Development Program involve active partnerships. Over 2,000 partnerships were reported in both 2006-07 (2,185) and in 2007-08 (2,112).

Rick Kuhn, Director of Professional and Workforce Development at DeAnza College, used this information to seek and secure a $600,000 grant to address the solar industry’s workforce needs. DeAnza College is now leading a five-college solar training consortium in conjunction with solar employers who partnered with the Center of Excellence. Kuhn affirms the role the Centers of Excellence played in providing the information that led to the grant: “The Center of Excellence has worked very closely with our Silicon Valley Solar Industry Driven Regional Collaborative and has really helped us to be successful by doing primary research on the needs of the workforce. Once they did that, we were able to put together a partnership of five colleges and we wrote an IDRC grant and were successful in getting that grant as a result of having that primary research. We have been able to train these workers, get them internships with industry, and they are getting jobs. It is very successful and has had a direct impact on student success as a result of the Center of Excellence study.”

The Centers of Excellence, in partnership with business and industry, provide regional workforce data customized for us by community colleges in program planning and resource development. These environmental scan reports also quantify the gap between labor market supply and demand by assessing what community college programs exist and how many students are completing programs.

One such environmental scan report was one done on the solar industry by the Silicon Valley and Bay Region Centers of Excellence, in partnership with four industry associations including California Solar Energy Industries Association, SolarTech, the Solar Living Institute, and the Northern California Solar Energy Association. Interviews with 77 employers represented by these associations forecasted 1,900 new jobs in five solar occupations requiring an Associates Degree or less. The scan identified that Bay Area college programs would be able to provide 800 trained solar workers, 1,100 fewer than what would be needed.
Increased Business Value, Resources Leveraged, and Return on Investment Study

Financial Practices and Increased Business Value

The effect of the EWD program can be seen in a number of ways. For example, the SBDCs reported that businesses receiving their services showed increases in sales, loans funded and new equity investments. The International Trade Development initiative reported that businesses receiving their services had increased business value in sales, exports/imports, and productivity in. For 2007-08, those values are in the table below.

<table>
<thead>
<tr>
<th>Financial Practices and Increased Business Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Technical Assistance to Small Business in Management/Financing Practices Created</td>
</tr>
<tr>
<td>Sales Increases</td>
</tr>
<tr>
<td>Loans Funded</td>
</tr>
<tr>
<td>Sales Increases</td>
</tr>
<tr>
<td>Business Technical Assistance in International Trade Created</td>
</tr>
<tr>
<td>Increased Business Value (sales, exports/imports, productivity)</td>
</tr>
<tr>
<td>Total Completed Business Financial Transactions</td>
</tr>
</tbody>
</table>

An example of business technical assistance can be seen from the Center for International Trade Development (CITD).

John Patrick, owner of the Red Barn Walnut Company, contacted the CITD in 2005 because he was tentatively interested in beginning to export, but knew nothing about it. Jim Wilson of the Chico CITD agreed to work out a strategy together with Mr. Patrick and to assist him with the step-by-step process.

The export project was much more complicated than it appeared to be at first. The Red Barn Walnut Company was classified as a grower by the California Walnut Board, which meant that it was not in an officially approved position to export its products, so the first step was to have the Red Barn apply for “Handler” status with the Board. Mr. Patrick made the investment of time and money in the application process and become a handler.

In the meantime, the CITD was looking at the worldwide market for walnuts and was able to identify 8-10 countries as possible good choices.

The next step was for the CITD and Mr. Patrick to select 3-5 countries and to put together an export pricing structure and a collateral package that could be used with prospective foreign customers.

The Red Barn’s first venture internationally was to export his consumer packages to Costa Rica for exhibition at a Wine and Food Products show. This was facilitated by Jeanette Benson of the Merced CITD.

Taking what he had learned from two years of work with the CITD, Mr. Patrick subsequently arranged for export sales of about 40,000 pounds to China and the Philippines mid-year in 2008, and is pursuing additional export deals with the continued assistance of the CITD. The Red Barn Walnut Co. forecasts sales to Costa Rica, China and the Philippines from next year’s harvest of $200,000.

A footnote to this story is that Ms. Caroline Stringer, who was an intern at the CITD and who did much of the work for the Red Barn became an expert in all phases of tree nut exports. With what she had learned, she was hired by the USDA FAS in Lima Peru to begin working there in September of 2008.
**Resources Leveraged**

The majority of grants require matching funds and there may be leveraged funds in addition to match. For the 2007-08 fiscal year, $49,268,411 in match funds and leveraged funds was reported.

**Return on Investment Study**

In early 2000, a return on investment study was conducted by an independent firm using data from the 1998-99 fiscal year. Since the economy has changed considerably in the past ten years, a new study is being conducted and is expected to be completed in the early Summer of 2009.
Appendices

Appendix A
Statewide Initiatives:
Strategic Investment in Regional Centers

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

Appendix C
California Transportation and Logistics Institute
Statewide Initiatives: Strategic Investment in Regional Centers

There are ten Strategic Priority Initiative areas for which the EWD program provides a variety of solutions for business development workforce training needs.

Advanced Transportation Technologies and Energy

<table>
<thead>
<tr>
<th>Peter Davis, Initiative Director</th>
<th>Katie Gilks, Project Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.attecolleges.org/">http://www.attecolleges.org/</a></td>
<td></td>
</tr>
</tbody>
</table>

As a means of keeping California competitive, 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.

The ATTE 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 Initiative trains workers, as well as creating student career pathways, certificates, and two-year and four-year degrees.

Applied Competitive Technologies

<table>
<thead>
<tr>
<th>Marshall Gartenlaub, Initiative Director</th>
<th>Terry Naylor, Project Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.makingitincalifornia.com/">http://www.makingitincalifornia.com/</a></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

The Business and Workforce Performance Improvement Initiative supports the community colleges by providing customized data on high growth, emerging, and economically-critical industries and occupations and their related workforce needs. Located strategically to study the regional economies of California, the Initiative is implemented through ten Centers of Excellence (COE) which produce industry validated environmental scan reports designed to enable community colleges to remain relevant and responsive in their offerings. These reports focus on areas that have demonstrated labor market needs leading to high growth, high wage jobs. 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 from the perspective of employers and industry associations. Whether you are a community college, workforce or economic development professional, COE products and services assist in the community colleges mission to support California’s businesses.
### Environmental Health Safety and Homeland Security

**Richard Della Valle, Initiative Director, North**  
**Ken Zion, Initiative Director, South**  
**Katie Gilks, Project Monitor**

The Environmental Health Safety and Homeland Security (EHS2) Initiative 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 six Environmental Training Centers provide services to businesses in the areas of compliance counseling, applied technology counseling (including energy conservation), and environmental audit assistance. In addition, the centers supply assistance to colleges developing offerings in Geographic Information Systems, Global Positioning Systems, and homeland security training, such as First Responder Operations and the Incident Command System.

### Health Careers

**Jim Comins, Initiative Director**  
**Barbara Whitney, Project Monitor**

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.
International Trade Development

Jeff Williamson, Initiative Director
Teresa Parkison, Project Monitor
http://www.citd.org/

The mission of the International Trade Development 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 individualized assistance to help existing companies and new ventures strategically evaluate and pursue international business opportunities; international business conferences, workshops and seminars designed to provide information and tools to help enterprises capitalize on global business opportunities; reference and referral services for specific customs, regulatory, and operational challenges; and 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

John Avakian, Initiative Director
Kathy Pulse, Project Monitor
http://www.cccmei.net/

The Multimedia and Entertainment 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 in the area of digital arts and media. 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

<table>
<thead>
<tr>
<th>Mary Wollesen, Initiative Director</th>
<th>Teresa Parkison, Project Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Roessler, Initiative Director</td>
<td></td>
</tr>
</tbody>
</table>

The Small Business Development Centers (SBDCs) 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 City 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

<table>
<thead>
<tr>
<th>Bob Cumming, Initiative Director</th>
<th>John Prentiss, Project Monitor</th>
</tr>
</thead>
</table>

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.
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

The 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 2007-08 tables respond to the requirements in the Budget Act.

Table 1: Results Comparison: Regional Centers and Industry-Driven Regional Collaboratives

<table>
<thead>
<tr>
<th>Category</th>
<th>Regional Centers</th>
<th>Industry-Driven Regional Collaboratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding by category</td>
<td>$19,815,000</td>
<td>$7,685,356</td>
</tr>
<tr>
<td>Total business and industry match by category</td>
<td>$8,305,431</td>
<td>$4,391,889</td>
</tr>
<tr>
<td>Funds spent on performance-based training</td>
<td>$745,823</td>
<td>$216,588</td>
</tr>
<tr>
<td>Business/industry match for performance-based training</td>
<td>$1,692,605</td>
<td>$712,315</td>
</tr>
<tr>
<td>Number of students served</td>
<td>12,591</td>
<td>5,568</td>
</tr>
<tr>
<td>Number of contract education hours reported</td>
<td>145,041</td>
<td>11,527</td>
</tr>
<tr>
<td>Number of credit/non-credit hours reported</td>
<td>695,971</td>
<td>262,731</td>
</tr>
<tr>
<td>Number of job placements reported</td>
<td>3,870</td>
<td>1,495</td>
</tr>
<tr>
<td>Number of businesses served</td>
<td>46,179</td>
<td>1,119</td>
</tr>
<tr>
<td>Number of employees served</td>
<td>46,126</td>
<td>1,536</td>
</tr>
</tbody>
</table>

A. Summary Analysis

Table 1 compares funding and selected outcomes of regional centers and industry-driven regional collaboratives.
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>
<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>Centers for Advanced Transportation Technology</td>
<td>10</td>
<td>$205,000</td>
<td>$2,050,000</td>
</tr>
<tr>
<td>Centers for Applied Biological Technologies</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>26</td>
<td>Various</td>
<td>$2,800,000</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>$19,815,000</td>
</tr>
</tbody>
</table>

<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>2</td>
<td>$183,131</td>
<td>$366,261</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>7</td>
<td>$241,887</td>
<td>$1,693,210</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>6</td>
<td>$172,366</td>
<td>$1,034,194</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>4</td>
<td>$274,837</td>
<td>$1,099,346</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>2</td>
<td>$160,920</td>
<td>$321,840</td>
</tr>
<tr>
<td>Environmental Technologies</td>
<td>3</td>
<td>$218,919</td>
<td>$656,758</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>$128,823</td>
<td>$644,117</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>4</td>
<td>$342,451</td>
<td>$1,369,803</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>$166,609</td>
<td>$499,827</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>$7,685,356</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, 2007-08

<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>Centers for Advanced Transportation Technology</td>
<td>$83,947</td>
<td>2,120</td>
<td>147,898</td>
<td>9,155</td>
</tr>
<tr>
<td>Centers for Applied Biological Technologies</td>
<td>$2,000</td>
<td>2,147</td>
<td>17,089</td>
<td>90</td>
</tr>
<tr>
<td>Centers for Applied Competitive Technologies</td>
<td>$284,617</td>
<td>2,363</td>
<td>139,532</td>
<td>86,214</td>
</tr>
<tr>
<td>Centers for International Trade Development</td>
<td>$0</td>
<td>726</td>
<td>9,036</td>
<td>0</td>
</tr>
<tr>
<td>Business and Workforce Performance Improvement (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>$81,950</td>
<td>441</td>
<td>3,355</td>
<td>19,995</td>
</tr>
<tr>
<td>Multimedia and Entertainment Centers</td>
<td>$0</td>
<td>1,159</td>
<td>264,098</td>
<td>1,312</td>
</tr>
<tr>
<td>Environmental Training Centers</td>
<td>$15,127</td>
<td>1,221</td>
<td>52,451</td>
<td>1,582</td>
</tr>
<tr>
<td>Small Business Development Centers</td>
<td>*NA</td>
<td>*NA</td>
<td>*NA</td>
<td>*NA</td>
</tr>
<tr>
<td>Workplace Learning Resource Centers</td>
<td>$278,182</td>
<td>2,414</td>
<td>62,512</td>
<td>26,693</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$745,823</strong></td>
<td><strong>12,591</strong></td>
<td><strong>695,971</strong></td>
<td><strong>145,041</strong></td>
</tr>
</tbody>
</table>

*NA - Not Applicable

**Table 5**  
Industry-Driven Regional Collaboratives: Instructional Services: Performance-based Training, Credit/Non-credit Hours, and Contract Education Hours, 2007-08

<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>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>$5,521</td>
<td>631</td>
<td>18,043</td>
<td>1,440</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>$0</td>
<td>148</td>
<td>4,800</td>
<td>246</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>$40,000</td>
<td>179</td>
<td>3,744</td>
<td>9,361</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>$0</td>
<td>167</td>
<td>3,840</td>
<td>0</td>
</tr>
<tr>
<td>Environmental Technologies</td>
<td>$0</td>
<td>534</td>
<td>1,000</td>
<td>0</td>
</tr>
<tr>
<td>Health</td>
<td>$102,004</td>
<td>1,119</td>
<td>51,200</td>
<td>0</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>$0</td>
<td>2,752</td>
<td>176,528</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>$69,063</td>
<td>38</td>
<td>3,576</td>
<td>480</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$216,588</strong></td>
<td><strong>5,568</strong></td>
<td><strong>262,731</strong></td>
<td><strong>11,527</strong></td>
</tr>
</tbody>
</table>
D. 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>
<thead>
<tr>
<th>Regional Centers</th>
<th>Job Placements</th>
<th>Businesses Served</th>
<th>Employees Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers for Advanced Transportation Technology</td>
<td>333</td>
<td>533</td>
<td>1,607</td>
</tr>
<tr>
<td>Centers for Applied Biological Technologies</td>
<td>119</td>
<td>481</td>
<td>962</td>
</tr>
<tr>
<td>Centers for Applied Competitive Technologies</td>
<td>352</td>
<td>1,361</td>
<td>4,086</td>
</tr>
<tr>
<td>Centers for International Trade Development</td>
<td>55</td>
<td>2,709</td>
<td>1,175</td>
</tr>
<tr>
<td>Business and Workforce Performance Improvement (Centers of Excellence)</td>
<td>0</td>
<td>293</td>
<td>0</td>
</tr>
<tr>
<td>Regional Health Occupations Resource Centers</td>
<td>61</td>
<td>845</td>
<td>2,430</td>
</tr>
<tr>
<td>Multimedia and Entertainment Centers</td>
<td>4</td>
<td>537</td>
<td>8,822</td>
</tr>
<tr>
<td>Environmental Training Centers</td>
<td>706</td>
<td>947</td>
<td>15,416</td>
</tr>
<tr>
<td>Small Business Development Centers</td>
<td>1,886</td>
<td>37,580</td>
<td>*NA</td>
</tr>
<tr>
<td>Workplace Learning Resource Centers</td>
<td>354</td>
<td>893</td>
<td>11,628</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,870</strong></td>
<td><strong>46,179</strong></td>
<td><strong>46,126</strong></td>
</tr>
</tbody>
</table>

*NA - Not Applicable

<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>26</td>
<td>137</td>
<td>303</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>52</td>
<td>72</td>
<td>276</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>0</td>
<td>322</td>
<td>128</td>
</tr>
<tr>
<td>Multimedia and Entertainment Centers</td>
<td>63</td>
<td>157</td>
<td>53</td>
</tr>
<tr>
<td>Environmental Technologies</td>
<td>0</td>
<td>223</td>
<td>219</td>
</tr>
<tr>
<td>Health</td>
<td>41</td>
<td>63</td>
<td>108</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>1,297</td>
<td>126</td>
<td>428</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,495</strong></td>
<td><strong>1,119</strong></td>
<td><strong>1,536</strong></td>
</tr>
</tbody>
</table>
California Transportation and Logistics Institute

The California Community College Chancellor’s Office was awarded a Department of Labor Employment and Training Administration Community Based Job Training Grant in 2006. The grant project is called the Transportation and Logistics Institute, or CATLI. The grant began in June 2007, and included approximately $1.4 million to local community and four-year colleges. There are eight community colleges and three Universities of California funded, along with a K-12 partnership group. The grant will run through December 2009, and is expected to provide training in transportation and logistics to approximately 1,200 people. The program will also increase the training and educational opportunities in transportation and logistics by adding curricula and developing training programs. Finally, the program will create an articulated educational pathway from high school to community college and beyond.

Early in the grant, success stories began to emerge. One of the programs that the CATLI grant was able to fund was an employment bridge program, a partnership between the Los Angeles Metropolitan Transit Authority (Metro), and Los Angeles Valley College.

For the past 14 years, Los Angeles Valley College has been providing training services to individuals seeking employment, as well as Private Businesses that request industry-specific training. This training has been focused in the areas of Skills Upgrade and New Hire Training and has been implemented primarily at the business worksite. In this particular case, LA Valley worked closely with Los Angeles County Metropolitan Transportation Authority (Metro) to discover what, exactly, were the skills/abilities they sought in job candidates. This included defining what skill sets were required in terms of literacy level, reading comprehension, ability to deliver good customer service, ability to reason, ability to manage time, study skills, and interview skills.

Job Training Offers Pathway Out of Poverty

Richard Herrera has two great loves in his life: his family and the 720 Metro line to Santa Monica. “People put their safety in my hands when they board that bus. It makes my heart go pitter patter. I love that feeling,” he says. Twelve months ago, the 43 year-old was unemployed and surviving on $212 a week in general relief plus food stamps. He approached Metro and was referred to their Bus Operator Training run by United Way partner, Community Career Development, which trains unemployed and low-income jobseekers and places them in well-paying jobs with career ladders. Six months on, Richard’s working 36 hours a week, and earning $14.38 an hour, with full benefits. “I never thought I could be a part of something like this. It’s the best job I’ve ever had, the best company and I want to be the best operator,” he says.