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ABSTRACT

Each year, the Board of Governors of the California Community Colleges produces a report for the governor and legislature on the Economic Development Program. Created in 1987, this program's mission is to utilize community colleges to advance the state's economic growth and competitiveness through education focused on work force improvement and job development. Major sections of this report include: (1) an introduction; (2) Economic Development Program overview; (3) economic development initiatives, programs and projects; (4) annual report of Economic Development Program; (5) activities that enhance the programmatic mission; (6) progress in eliminating business access barriers; (7) services provided to colleges and employers (contains 2 large tables); (8) statistical data of program participants (contains 2 large tables); (9) status report on contract education activities (contains figures showing activities by region); (10) recommended level of services; and (11) budget expenditures (contains budget summary table for each program). During 1997-98, 23 initiatives, programs and projects were funded, including Job Development Incentive Training Fund, Small Business Development Centers, Workplace Learning Resource Centers, and Employer-Based Training. Each of these was implemented at several community colleges, for a total of 181 local projects. The total budget of the Economic Development Program was \$29 million, an increase of approximately \$20 million from 1996-97. Appendices include products produced by each program; strategic partners, public and private, for each program; and budget summaries from 1982-83 to 1997-98. (RDG)

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Economic Development Program

1997-98 Report to the Governor and the Legislature



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1998
Chancellor's Office
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Economic Development Program

1997-98 Report to the Governor and the Legislature



1998
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California Community Colleges

CALIFORNIA COMMUNITY COLLEGES

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February 26, 1998

The Honorable Gray Davis
Governor, State of California

The Honorable John Burton
Senate President Pro Tempore

The Honorable Antonio R. Villaraigosa
Speaker, California State Assembly

The State Legislature codified in AB 3512 (Chapter 805, Statutes of 1994, Section 15379.23) that commencing in 1996, the Board of Governors of the California Community Colleges shall submit an annual report of the Economic Development Program, or "ED>Net", to the Governor and the Legislature. The 1997-98 annual report accompanies this letter.

As you may know, the Economic Development Program received a \$20 million augmentation in fiscal year 1997-98. The development of an expenditure plan acceptable to the Board, the grant competitive process and the awarding of the funds, though time consuming, were accomplished with efficiency. However, projects were conducted in a greatly reduced timeframe of approximately five to six months, and thus had less time to expend all of the funds. The \$5 million Job Development Incentive Training Program, authorized in legislation and available for awards on a continuous basis, was a new concept to the colleges resulting in a slow start for use of the funds and the award of \$1 million in project funds late in the fiscal year. In June the Department of Finance granted a request to redirect \$3 million of these program funds to the Industry Driven Regional Collaborative program category. These 25 projects, granted late in the 1997-98 fiscal year, are accomplishing planned objectives and activities this year and will be included in the 1998-99 annual report.

The information contained in the enclosed report is based on a comprehensive review of documents and reports on 181 local projects funded in fiscal year 1997-98. This includes the compilation of project performance on data files on participants, activities, services and expenditures. As you may know, the Community Colleges Economic Development Program consists of Economic Development Centers, Programs and Statewide Leadership and Technical Assistance Services. Through these centers and programs, the colleges were able to respond to inquiries and provide in-depth training

and development services to businesses, students and participants. The Executive Summary of the report provides information on the highlights of the program.

On behalf of the Board of Governors of the California Community Colleges, I respectfully submit the **Economic Development Program 1997-98 Report to the Governor and the Legislature** for your information and review. Please notice the acknowledgment on the first page of the executive summary of the exceptional leadership and crucial funding support that was provided in this effort.

Sincerely,



Tom Nussbaum
Chancellor

Enclosure

cc: Board of Governors
Legislative Analyst
Senator Richard Polanco

Economic Development Program

1997-98 Report to the Governor and the Legislature



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California Community Colleges 1997-98 Report to the Governor and the Legislature

California Community Colleges Economic Development Program (ED>Net)

SECTION I: OVERVIEW

INTRODUCTION

The California Community Colleges are decentralized, flexible, accessible, and offer a comprehensive range of academic and technical education and training opportunities. Students can access the skill competencies required to attain high-skilled employment providing commensurate wages. A broad range of support structures and services are in place to ensure that individuals have the ability to benefit from training.

The community colleges offer a significant investment in California's economic development through a wide range of expertise and extensive training capabilities. Clearly, community colleges are prime vehicles for workforce preparation and in that role contribute significantly to the economy of California, to the global competitiveness of its business and industry, and to the quality of life of its citizens.

ECONOMIC DEVELOPMENT PROGRAM

The Economic Development Program began in 1987 under the guidance of a field-based steering committee. In 1991, the State Legislature codified AB 1497, and economic development became part of the community college mission. In 1995, AB 3512 amended and extended the earlier legislation. The amendments included a 27-member executive committee and numerous reporting requirements. In 1996, SB 1809 further clarified the legislative intent of the program and defined regional planning, priority setting and coordination as well as adding accountability and audit requirements. It also added, as one of the primary missions of the Community College System, the requirement to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. In 1997, AB 1578 expanded the scope of regional centers, added regional collaboratives and job development incentive funding to assist in increasing business productivity and expansion in the interest of creating more new jobs. The mission of the California Community Colleges' Economic Development Program as developed by the ED>Net strategic planning process and codified in statute is:

“To advance California's economic growth and global competitiveness through quality education and services focusing on continuous work force improvement, technology deployment, and business development.”

ECONOMIC DEVELOPMENT INITIATIVES, PROGRAMS AND PROJECTS

During the 1997-98 program year, there were 23 funded initiatives, programs and/or projects through the Economic Development Program. Following is a list of these programs:

ATT	Advanced Transportation Technologies
BWPI/COE	Business and Workforce Performance Improvement/Centers of Excellence
BWPI/PDI	Business and Workforce Performance Improvement/Professional Development Institute
CABT	Centers for Applied Biological Technologies
CACT	Centers for Applied Competitive Technologies
CITD	Centers for International Trade Development
CETS	Contract Education Technical Support
EDTSA	Economic Development Training Set-Aside
EBT	Employer-Based Training
IDC	Industry Driven Regional Education and Training Collaboratives
JDITF	Job Development Incentive Training Fund
LBSCN	Locally-Based Statewide Economic Development Coordination Network
MPCED	Model Programs for Community Economic Development
NMMEC	New Media/Multimedia Entertainment Centers
PIOID	Performance Improvement, Organizational and Institutional Development
RC	Regional Consortia
REBRAC	Regional Environmental Business Resource Assistance Centers
RHORC	Regional Health Occupations Resource Centers
SBDC	Small Business Development Centers
SPLCTA	Strategic Priority Leadership, Coordination and Technical Assistance
TIIT	Technical Instructor Intensive In-Service Training
VETICC	Vocational Education Technology Instructor and Career Counselor In-Service
WpLRC	Workplace Learning Resource Centers

Advanced Transportation Technologies

The over-riding mission of the Advanced Transportation Technologies (ATT) initiative is to create and preserve jobs in rapidly developing, technologically-driven industries, while caring for the environment and stimulating California's economy. ATT serves as a public/private educational partnership working through business and economic development activities.

Workers and students need future-thinking training today, to meet the challenges of tomorrow's upcoming technologies such as advanced transportation. California community colleges are critical to the state's economy because the workforce preparation they provide creates a skilled labor pool.

There are currently a total of 10 Advanced Transportation Technologies Centers strategically located throughout the state. The Centers help train and retrain workers and students for careers in advanced transportation. By providing a skilled workforce to service, convert, repair and maintain low emission vehicles, this initiative is helping to create thousands of high-wage, high-skilled jobs in California.

1997-1998

Cerritos College
City College of San Francisco
College of the Desert
Cypress College
Fresno City College
Long Beach City College
Rio Hondo College
Sacramento City College
San Diego Miramar College
West Valley-Mission CCD

Business and Workforce Performance Improvement/Centers of Excellence

Business and Workforce Performance Improvement Centers of Excellence are established at local colleges that demonstrate existing, self-sustaining, successful contract education units. Because the Centers are located at colleges that have already demonstrated operational success, this grant leverages existing resources through use of the funds to support regional staff with performance based training expertise.

Expert staff will build the capacity of colleges in the region through the delivery of services to contract education units and clients throughout the region.

There are currently a total of nine (9) Centers of Excellence strategically located throughout the state.

1997-1998

Bakersfield College
City College of San Francisco
Los Rios CCD
Mt. San Antonio College
Rancho Santiago College
San Bernardino Valley College
San Jose-Evergreen CCD
Ventura College
West Los Angeles College

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Business and Workforce Performance Improvement/Professional Development Institute

The Professional Development Institute project delivers training to college economic development professionals and faculty on performance based training and other best practices that will keep colleges competitive in meeting the needs of business and industry. This professional development project is open to faculty and staff of all economic development programs and is designed to assure that Centers, Workforce and Business Performance Improvement Centers, and Contract Education and Economic Development units at the 107 colleges grow and remain operationally viable. The training and staff development activities of this project will build colleges' capacity to respond to service gaps identified in the AB 3512 regional plans, as well as needs identified by strategic priority committees and colleges as colleges expand services to local and regional employers.

San Jose Evergreen CCD was funded in 1997-98 to run the Professional Development Institute.

Centers for Applied Biological Technologies

Biotechnology is the fastest growing industry in California, which is home to 50 percent of the nation's biotechnology companies. The number of Californians employed in biotechnology is expected to grow from the current 35,000 to more than 100,000 by the turn of the century. The statewide Biotechnology Education Consortium, led by community colleges and the newly established northern and southern centers and partnering with universities and biotechnology firms, are laying the groundwork for comprehensive educational programs to prepare the workforce for new jobs. The ultimate objective is to develop a comprehensive approach to meeting biotechnology workforce and education needs.

The consortia is establishing job placement and student internship programs and developing model core curricula and academic support programs. Goals are: (1) maintaining a statewide consortium; (2) continue developing industry partners; (3) identifying employment and training opportunities; and (4) providing leadership for model curriculum, instructional materials, training and technical services.

1997-1998
American River College
Bakersfield College
City College of San Francisco
MiraCosta College
Pasadena City College
Ventura College

There are currently a total of six (6) Centers for Applied Biological Technologies strategically located throughout the state.

Centers for Applied Competitive Technologies

The Centers for Applied Competitive Technologies (CACT) share four characteristics or features in common:

- (1) a demonstration site built around a computer integrated manufacturing and/or process technology
- (2) a philosophy based on continuous improvement and total quality principles

- (3) a commitment to provide training and technical services to small and medium sized businesses in advanced management and manufacturing process technology solutions, and
- (4) an integrated approach for technology deployment assistance and educational services delivery through partnerships with regional business and industry, complimentary service providers and professional societies or organizations.

There are currently a total of thirteen (13) funded Centers for Applied Competitive Technologies strategically located throughout the state.

- 1997-1998**
- City College of San Francisco
 - College of the Canyons
 - DeAnza College
 - El Camino College
 - Fresno City College
 - Fullerton College
 - Glendale Community College
 - Irvine Valley College
 - Riverside Community College
 - Mt. San Antonio College
 - San Diego City College
 - Sierra College
 - West Los Angeles College

Centers for International Trade Development

The goals of the Centers for International Trade Development (CITD) are to enhance the competitive strength of California businesses in the international marketplace and support international trade development in their local communities.

A primary focus of the CITD is to provide quality training and services to small to medium sized businesses that are potential or current exporters or importers.

The colleges have developed courses in international business, identified local businesses interested in international trade, distributed leads on international trade to local business and provided technical support to businesses.

There are currently a total of 14 Centers for International Trade Development strategically located throughout the state.

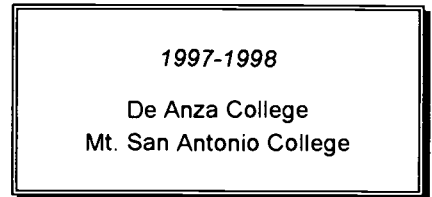
- 1997-1998**
- Butte College
 - Citrus College
 - Coastline Community College
 - El Camino College
 - Fresno City College
 - Long Beach City College
 - Merced College
 - Oxnard College
 - Riverside Community College
 - Sacramento City College
 - Skyline College
 - Southwestern College
 - Vista College
 - West Valley Mission CCD

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Contract Education Technical Support

The Contract Education Technical Support initiative continues a regional position for leadership, coordination and technical support for the Business and Workforce Performance Improvement programs (which includes Contract Education). The primary focus of the initiative is to support the programs and coordinate the work of the Centers of Excellence. The initiative provides regional coordination, business and workforce partnership liaison, statewide training project development assistance and technical support services to any college or economic development program that is seeking to implement performance-based training.

In the 1997-98 program year, Elaine Gaertner, funded through DeAnza College, was the director for contract education activities in the northern part of California and Scott Hammer, affiliated with Mt. San Antonio College was the director covering Southern California.



Economic Development Training Set-Aside

The Economic Development Training Set-Aside grant (termed "Model Programs for Community Economic Development Projects" in the RFA) responds to the identified need to develop programs which enable the community colleges to participate in community economic development projects which demonstrate a critical role for community colleges in local economic development.

The grant requires a community college working in cooperation with a local or regional economic development organization to establish a model program that must achieve **one** of the following results:

- Generating new jobs.
- Significant improvement in the community's economic development infrastructure.
- Providing a significant contribution to the economic improvement or recovery of a community.

In 1997-98, one Economic Development Training Set-Aside grant was awarded to Bakersfield College and utilized by the Professional Development Department (Patti Coffman).

Employer-Based Training

The Employer-Based Training program provides one time only funding for a project that must support the mission and goals of the Economic Development Program. Additionally, funded projects must address:

- (1) A new program to the community colleges (new to the service area, or a program designed to meet new or changing job opportunities).
- (2) The local specific need which fosters innovation and meets an immediate or future labor market need in a new or emerging technological field.
- (3) A geographical area with a concentration of business or industry experiencing significant growth or is in an area of critical job demand due to a shortage of skilled labor.

(4) A combination of all the following criteria:

- a) the subject area is new or in need of major revisions
- b) to the extent possible, the business or industry site, equipment and expertise is utilized to provide apprenticeship-type training and professional development
- c) the program must include a method of evaluation that includes student follow-up and job placement
- d) the use of one time funding is enough to get the program institutionalized

In the 1997-98 program year, there were three (3) Employer-Based Training grants awarded.

1997-1998
El Camino College
Pasadena City College
Santa Barbara City College

Industry Driven Regional Education and Training Collaboratives

Industry Driven Regional Education and Training Collaboratives are broadly defined to allow maximum local autonomy in developing projects responding to the needs of business and industry. The emphasis for these collaboratives is on outcomes through educational and training services that improve business, workforce performance and competitiveness. An Industry Driven Regional Education and Training Collaborative is a service delivery structure created by a college or colleges and its business and industry partners.

The collaborative provides education and training services within a geographic region, primarily defined by economic and labor market factors with at least one business and/or industry cluster. Programs must be project based, with direct services to employers, including training and other educational activities that meet specifically identified needs of business and industry. Projects may be designed for a period as short as three months or extend up to 24 months. Commitments may be made for up to two fiscal years, however funding will be granted on an annual basis only.

1997-1998
City College of San Francisco
Hartnell College
Los Rios CCD
Mission College
Saddleback College
San Jose City College
Santa Barbara City College (2)
Sierra College (2)
West Valley College

In the 1997-98 program year, there were 11 Industry Driven Collaborative grants across 9 colleges or districts awarded across the state.

Job Development Incentive Training Fund

This new program is a skills upgrade and workforce re-entry program. It provides training and is an incentive for employers to create and identify entry-level positions either in their own company or through suppliers or prime customers in an industry cluster.

Employers may receive performance-based training and support services that stimulate productivity and growth in targeted industrial clusters. Programs must be project based, with direct services to employers including training and other educational activities that meet specifically identified needs of business and industry.

In the 1997-98 program year, there were nine (9) requests from eight (8) colleges or districts for Job Development Job Incentive Training Fund grants.

1997-1998
Coastline Community College
DeAnza College
Grossmont College
Grossmont-Cuyamaca CCD
Modesto Jr. College
San Diego City College
Santa Monica College (2)
Sierra Joint CCD

Locally-Based Statewide Economic Development Coordination Network

The Board of Governors and the Chancellor's Office have established the Locally-Based Statewide Economic Development Coordination Network (LBSCN) to support and coordinate community college economic development efforts throughout the state. Specifically, the Coordination Network was designed to respond to part (5) of California Government Code 15379.21:

“(5) To create logistical, technical and marketing infrastructure support for economic development activities within the California Community Colleges.”

The following are the primary strategies of the Network:

- Become the California Community Colleges clearinghouse for economic development programs and services.
- Maintain a centralized clerical staff sufficient to meet the needs of the California Community Colleges Economic Development Network, including ED>Net consultants, committees, chairs, and statewide projects.
- Design systems and tools to enhance economic development services to businesses.
- Build a statewide interactive database integrating all ED>Net initiatives.
- Leverage and maximize economic development marketing efforts by joining local colleges and ED>Net marketing efforts.
- Develop generic marketing materials for local, regional, and statewide use.

For the 1997-98 program year, State Center CCD held the Locally-Based Statewide Economic Development Coordination Network grant.

Model Programs for Community Economic Development

The Model Programs for Community Economic Development grant (termed “Economic Development Training Set-Aside” in the RFA) requires a community college working in cooperation with a local or regional economic development organization to establish a model program which provides services for one or more of the following:

- A new business start-up
- Newly located business
- New expansion of existing business

In the 1997-98 program year, there were two (2) Model Programs for Community Economic Development grants awarded.

1997-1998
San Bernardino Valley College
Solano Community College

New Media/Multimedia Entertainment Centers

The New Media/Multimedia and Entertainment Centers initiative is designed to meet the current needs for the new media/multimedia/entertainment industry. State leaders are currently saying that multimedia jobs will replace jobs lost in the aerospace and defense industries. The shortage of skilled workers is caused by the difficulty in finding a new type of employee who is a hybrid with both artistic skills and a wide range of knowledge about computer based technologies. As a result of industry shortages, community colleges are currently experiencing a shortage of qualified faculty and lab technicians to teach multimedia classes and provide critical lab hardware/software support functions.

There is a need for a steady source of qualified faculty and lab technicians who are current in the new multimedia technologies. The need for skilled, high-wage "new media" and "multimedia specialists" is best exemplified by the desperate requests for training of "multimedia specialists" coming from the broadly defined entertainment industry. It is intended to fund one community college based multimedia center. The center will deliver multimedia training services to business and industry, deliver up-to-date new media and multimedia skills training programs for the 107 community colleges.

The primary focus of the first full year of the initiative and funding was to build relationships and awareness within the California Community College system. The rationale for this approach was to establish an organized internal structure before aggressively promoting the initiative to the business community. This approach has resulted in an initiative database of more than 130 individuals around the state and an e-mail distribution list in excess of 100 names.

1997-1998
College of Marin
Los Angeles CCD
Mission College
North Orange County CCD
Pasadena City College
San Diego CCD
Santa Barbara City College
Santa Monica College

There are currently a total of eight (8) funded New Media/Multimedia Entertainment Centers strategically located throughout the state. Two of the eight Centers received only one year funding, while the remaining six have on-going funding.

Performance Improvement, Organizational and Institutional Development

This Performance Improvement, Organizational and Institutional Development project adds a statewide leadership position for Organizational and Institutional Development. The primary focus of the project is to work with the new Business and Workforce Performance Improvement Centers of Excellence during the developmental phase, as well as to provide organizational and institutional development services to any college economic development program that is restructuring to align with regional economic development priorities. Coordination of professional development programs will be provided through the leadership of the Professional Development Institute.

San Jose Evergreen CCD received the grant in 1997-98 for Performance Improvement Organizational and Institutional Development.

Regional Consortia

The Regional Consortia grants exist to:

- ⇒ Address a combination of three priorities of the extended 1994-1996 California State Plan:
 - Integration and sequencing of academic and vocational curriculum
 - Curriculum and program strategies reflecting workplace needs
 - Instructional support and services responsive to the needs of students who are members of special populations
- ⇒ Address a combination of professional development, coordination and marketing to improve Economic Development and Vocational Education programs.
- ⇒ Utilize Economic Development funds to support the mission and goals as stated in 15379.20 - 15379.5.
- ⇒ Create regional economic development plans which integrate economic development and vocational education, meet the human resource needs of emerging occupations in high growth industries and coordinate the delivery of services with other providers.

In the 1997-98 program year, seven (7) Regional Consortia grants were awarded.

<p>1997-1998</p> <p>Allan Hancock College Cosumnes River College Cuyamaca College Foothill College Rio Hondo College San Bernardino Valley College Yosemite CCD</p>

Regional Environmental Business Resource Assistance Centers

The Regional Environmental Business Resource Assistance Centers (REBRAC) coordinate statewide programs and services designed to mitigate the impact of environmental compliance regulations. These regulations specify the manner in which businesses may handle, store, use, and dispose of hazardous materials. They also regulate air and water pollution and traffic congestion, as well as measures designed to minimize the production of waste.

The Centers provide four basic services: (1) compliance counseling; (2) applied technology counseling (including energy conservation); (3) financial counseling; and (4) environmental audit assistance. The centers also assist in the development of model certificate and associate degree programs in environmental technologies.

At the end of the 1997-98 program year there were a total of seven (7) funded Regional Environmental Business Resource Assistance Centers are strategically located throughout the state.

<p>1997-1998</p> <p>Allan Hancock College Bakersfield College City College of San Francisco Cosumnes River College Cuyamaca College Diablo Valley College Fullerton College</p>

Regional Health Occupations Resource Centers

The Regional Health Occupations Resource Centers will be the focal point for regional planning and coordination for issues related to the health occupations programs in the California Community Colleges. The centers will interface with college faculty and the health care industry in the region to coordinate all resources and provide an ongoing forum.

Each Center will provide needs assessment tools for health facilities in the region; provide professional development activities for health occupations faculty and the industry employees; develop and distribute health occupations model curriculum and training workshops; facilitate program planning and sharing of health occupation resources within their respective regions; assist students to access health programs and with the certification of skills.

At the end of the 1997-98 program year there were a total of seven (7) funded Regional Health Occupations Resource Centers are strategically located throughout the state.

1997-1998
Butte College
Hartnell College
Mission College
Mt. San Antonio College
Saddleback College
Santa Barbara City College
Southwestern College

Small Business Development Centers

The mission of the Small Business Development Centers initiative is to advance California's economic development and global competitiveness by providing quality one-on-one counseling, training, workshops, classes and information referral dissemination. The leadership role is to assist colleges and provide coordination that enhances the delivery of small business services to business and industry, faculty and students, and other service providers.

The Centers also serve as a voice for small business. The Centers provide small businesses with information that will help them identify opportunities in a rapidly changing economy. The Centers will monitor trends in the marketplace and will use their voice to help small businesses adjust to changes and identify opportunities for growth. The internationalization of capital markets and the expansion of trade, the extraordinary changes in technology, communications, and information management, and the fundamental changes in industrial organization in the United States—notably the financial services and utilities sectors—all pose challenges, as well as significant opportunities for small businesses. The Centers use their unique role to promote analysis that will help small business navigate the changing business environment and prosper from changes.

There are currently a total of nineteen (19) community college funded Small Business Development Centers strategically located throughout the state.

1997-1998
Bakersfield College
Butte College
Cabrillo College
El Camino College
City College of San Francisco
Fresno City College
Gavilan College
Los Rios CCD
Mt. San Antonio College
Napa Valley College
Rancho Santiago College
San Joaquin Delta College
Santa Rosa Junior College
Sierra College
Solano Community College
Southwestern College
Vista College
West Valley-Mission CCD
Yuba College

Strategic Priority Leadership, Coordination and Technical Assistance

Local colleges provide statewide leadership to:

- (1) Build the system capacity to deliver education, training, and services appropriate to small- and medium-sized businesses.
- (2) Coordinate resources.
- (3) Provide a system wide response to economic development opportunities. Colleges which are awarded these grants must demonstrate capacity in the designated area of leadership.

For nine of the Economic Development Program Initiatives, Statewide Priority Directors affiliated with the following colleges or districts are funded to offer support for that particular initiative.

1997-1998	
<i>Advanced Transportation Technologies Centers</i>	College of the Desert
<i>Small Business Development Centers</i>	Bakersfield College
<i>Workplace Learning Resource Centers</i>	Fullerton College
<i>Regional Environmental Business Resource Assistance Center</i>	Diablo Valley College
<i>Center for International Trade Development</i>	Sacramento City College
<i>Centers for Applied Biological Technologies</i>	Ventura College
<i>Centers for Applied Competitive Technologies</i>	Fresno City College
<i>Multimedia Entertainment Centers</i>	College of San Mateo
<i>Regional Health Occupational Resource Centers</i>	Sacramento City College

Technical Instructor Intensive In-Service Training

There is a need to provide Community College faculty with technical intensive in-service training/education on emerging technologies based on statewide needs to meet industry standards utilizing the concepts in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report. The Technical Instructor Intensive In-Service Training grants promote:

- The development and/or revision of courses and programs in the priority areas which will provide students with current theory and practice, utilize the SCANS report to ensure job competencies, eliminate gender bias, provide access to special populations and maximize employment opportunities.
- The development of personnel linkages and exchanges between community college faculty and private sector employees.

In the 1997-98 program year, there were 13 Technology Instructor Intensive In-Service Training grants awarded across six (6) colleges.

1997-1998
Chaffey College (2)
Napa Valley College
Pasadena City College (3)
Santa Barbara City College (3)
Ventura County CCD (3)
Victor Valley College

Vocational Education Technology Instructor and Career Counselor In-Service

Vocational Education Technology Instructor and Career Counselor In-Service grants result from the need to provide worksite experience for vocational faculty, counselors and placement staff to meet industry standards utilizing the concepts in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report.

The grant provides the opportunity for individual faculty or counselors to receive a minimum of six weeks of hands-on-experience in a structured worksite assignment. Emphasis is placed on those occupations undergoing the most rapid technological change.

In the 1997-98 program year, there were 14 Vocational Education Technology Instructor and Career Counselor In-Service Training Project grants awarded across 13 colleges.

1997-1998
Chabot College
Citrus College
Cuyamaca College
Diablo Valley College
Grossmont College
Los Angeles CCD
Napa Valley College
Orange Coast College
Sacramento City College
Saddleback College
City College of San Francisco
Santa Monica College (2)
Sierra College

Workplace Learning Resource Centers

Effective workplace learning programs are designed to meet the needs of the organization and the worker by successfully translating learning into improved job performance. Through these Centers, the community colleges provide business and industry with a variety of workplace learning services, including occupational specific skills assessments, task analysis, basic skills, English as a second language, analytical and problem-solving skills, and teamwork. These services are critical to California's ability to provide a highly trained and diverse workforce.

The Centers, located within each of the 10 regions throughout the state, focus on critical services enabling workers to have the necessary skill levels and comprehension to meet the enhanced needs of the workplace and to understand new technologies. To accomplish these goals, the centers initially provide an assessment of workforce skills and analyze these findings to determine training needs. Once the needs have been identified, the employer and college faculty work together to design customized curriculum packages and to determine where the instructional programs will be offered—depending on the need, instruction may occur on-campus or at the worksite.

At the end of the 1997-98 program year there were a total of 11 funded Workplace Learning Resource Centers strategically located throughout the state.

1997-1998
American River College
City College of San Francisco
College of the Desert
El Camino College
Fullerton College
Pasadena City College
Merced College
Mission College
Oxnard College
Rancho Santiago College
San Diego City College

SECTION II: REPORT OF ACTIVITIES

ANNUAL REPORT OF ECONOMIC DEVELOPMENT PROGRAM

This annual report of the California Community Colleges Economic Development Program for fiscal year 1997-98 follows the mandate of Section 15379.23 of the Government Code.

Government Code 15379.23

Commencing January 1, 1996, notwithstanding Section 7550.5, the Board of Governors shall submit an annual report of the economic development program to the Governor and the Legislature.

The report shall be prepared by the Chancellor, and, at a minimum, shall contain all of the following information:

- (a) A summary of economic development program activities that enhance the programmatic mission, as described in 15379.21.
- (b) Progress made in eliminating business access barriers to community college workforce development, retraining, and economic development programs and services.
- (c) The type of services provided to colleges and employers and the resulting outcomes.
- (d) Statistical data, by factors including, but not limited to, industry, gender, and ethnicity regarding the level of services provided to program participants served by the training and technical assistance programs in each program area. The program areas shall include, but need not be limited to, program participants in the California Small Business Innovation Research Pilot Projects, as authorized by Sections 15379.50 and 15379.61, the California Procurement and Technical Assistance Network, as authorized by Section 15379.1, and the regional Business Resource Assistance and Innovation Network infrastructure plan, as authorized by subdivision (c) of Section 15379.25.
- (e) A status report on contract education activities.
- (f) Recommendations on the level of services to be provided, by program category, for college and participant services for the succeeding fiscal year.
- (g) Budget expenditures for the fiscal years reviewed for program performance and outcomes.

ACTIVITIES THAT ENHANCE THE PROGRAMMATIC MISSION

The first requirement of the legislation related to the annual report is to provide . . .

“A summary of economic development program activities that enhance the programmatic mission, as described in 15379.21.”

Government Code 15379.21

- (a) The mission of the economic development program shall include, but not be limited to all of the following:
- (1) To advance California's economic growth and global competitiveness through quality education and services focusing on continuous work force improvement, technology deployment, and business development.
 - (2) To coordinate a community college response to meet statewide work force needs that attracts, retains, and expands businesses.
 - (3) To develop innovative solutions, as needed, in identified strategic priority areas, including but not limited to:
 - Advanced Transportation Technologies
 - Biotechnologies
 - Small Business Applications
 - Applied Competitive Technologies, including Computer Integrated Manufacturing, Production and Continuous Quality Improvement
 - Environmental Technologies
 - Health Care Delivery
 - International Trade
 - Workplace Literacy
 - (4) To identify, acquire, and leverage resources to support local, regional, and statewide economic development.
 - (5) To create logistical, technical, and marketing infrastructure support for economic development activities within the California Community Colleges.
 - (6) To optimize access to community colleges' economic development services.
 - (7) To develop strategic public and private sector partnerships.
 - (8) To assist communities experiencing military base downsizing and closures.
- (b) The board of governors and the chancellor may award grants to districts for leadership in accomplishing the mission and goals of the economic development program, as identified in subdivision (a) above.

To determine the effectiveness of the Economic Development Program in advancing the programmatic mission, a review of each initiative was conducted which involved linking activities to the required tasks and goals outlined in California Government Code 15379.21. A “Legislative Scorecard” was created to give a snapshot view of relevant linkages. This “scorecard” is presented below, followed by supportive documentation of pertinent program activities.

The Government Code clearly states that the Economic Development Program as a whole is required to address each of the activities outlined in 15379.21. Therefore, being only a part of the Economic Development Program, initiatives, programs and projects are not required to respond to every component of the Code but are charged with relating their activities back to the legislation.

The following tables show that, during the 1997-98 program year, the Economic Development Program, comprised of all initiatives, programs and projects, was involved in activities which enhance the programmatic mission, as described in Government Code 15379.21.

LEGISLATIVE SCORECARD					
California Government Code 15379.21 (1991)	ATT	BWPI/ COE	BWPI/ PDI	CABT	CACT
<i>(a) The mission of the economic development program, subject to approval and amendment by the Board of Governors of the California Community Colleges, shall include, but not be limited to, all of the following:</i>					
<i>(1) To advance California's economic growth and global competitiveness through quality education and services focusing on . . .</i>					
a) Continuous Workforce Improvement	X	X		X	X
b) Technology Deployment	X			X	X
c) Business Development	X	X			X
<i>(2) To coordinate a community college response to meet statewide workforce needs that . . .</i>					
a) Attracts business	X	X		X	X
b) Retains business	X	X		X	X
c) Expands business	X	X		X	X
<i>(3) To develop innovative solutions, as needed, in identified strategic priority areas</i>	X	X	X	X	X
<i>(4) To support local, regional, and statewide economic development . . .</i>					
a) Identify resources	X	X	X	X	X
b) Acquire resources	X	X	X	X	X
c) Leverage resources	X	X	X	X	X
<i>(5) In support of economic development activities within California Community Colleges . . .</i>					
a) Create logistical infrastructure	X	X	X	X	X
b) Create technical infrastructure	X	X	X	X	X
c) Create marketing infrastructure	X	X	X	X	X
<i>(6) Optimize access to community colleges' economic development services</i>	X	X	X	X	X
<i>(7) To develop strategic public and private sector partnerships</i>	X	X		X	X
<i>(8) To assist communities experiencing military base downsizing and closures</i>					
<i>(b) The board of governors and the chancellor may award grants to districts for leadership in accomplishing the mission and goals of the economic development program, as described in subdivision (a).</i>					

LEGISLATIVE SCORECARD

California Government Code 15379.21 (1991)	CITD	CETS	EBT	EDTSA	IDC
<i>(a) The mission of the economic development program, subject to approval and amendment by the Board of Governors of the California Community Colleges, shall include, but not be limited to, all of the following:</i>					
(1) To advance California's economic growth and global competitiveness through quality education and services focusing on . . .					
a) Continuous Workforce Improvement	X		X		X
b) Technology Deployment					X
c) Business Development	X		X		X
(2) To coordinate a community college response to meet statewide workforce needs that . . .					
a) Attracts business	X				X
b) Retains business	X				X
c) Expands business	X				X
(3) To develop innovative solutions , as needed, in identified strategic priority areas	X	X	X		X
(4) To support local, regional, and statewide economic development . . .					
a) Identify resources	X	X	X		X
b) Acquire resources	X	X	X		X
c) Leverage resources	X	X	X		X
(5) In support of economic development activities within California Community Colleges . . .					
a) Create logistical infrastructure	X	X	X		X
b) Create technical infrastructure	X	X	X		X
c) Create marketing infrastructure	X	X	X		X
(6) Optimize access to community colleges' economic development services	X	X	X		X
(7) To develop strategic public and private sector partnerships	X	X	X		X
(8) To assist communities experiencing military base downsizing and closures	X	X			
<i>(b) The board of governors and the chancellor may award grants to districts for leadership in accomplishing the mission and goals of the economic development program, as described in subdivision (a).</i>					

LEGISLATIVE SCORECARD

California Government Code 15379.21 (1991)	JDITF	LBSCN	MPCED	NMMEC	PIOID
<i>(a) The mission of the economic development program, subject to approval and amendment by the Board of Governors of the California Community Colleges, shall include, but not be limited to, all of the following:</i>					
(1) To advance California's economic growth and global competitiveness through quality education and services focusing on . . .					
a) Continuous Workforce Improvement	X	X		X	X
b) Technology Deployment	X				X
c) Business Development	X		X		X
(2) To coordinate a community college response to meet statewide workforce needs that . . .					
a) Attracts business	X		X		
b) Retains business	X		X		
c) Expands business	X		X		
(3) To develop innovative solutions , as needed, in identified strategic priority areas	X	X		X	X
(4) To support local, regional, and statewide economic development . . .					
a) Identify resources	X	X	X	X	X

LEGISLATIVE SCORECARD

California Government Code 15379.21 (1991)	JDITF	LBSCN	MPCED	NMMEC	PIOID
b) Acquire resources	X	X	X	X	X
c) Leverage resources	X	X	X	X	X
(5) In support of economic development activities within California Community Colleges . . .					
a) Create logistical infrastructure	X	X	X	X	X
b) Create technical infrastructure	X	X	X	X	X
c) Create marketing infrastructure	X	X	X	X	X
(6) Optimize access to community colleges' economic development services	X	X	X	X	X
(7) To develop strategic public and private sector partnerships	X	X	X	X	
(8) To assist communities experiencing military base downsizing and closures		X	X		
<i>(b) The board of governors and the chancellor may award grants to districts for leadership in accomplishing the mission and goals of the economic development program, as described in subdivision (a).</i>					

LEGISLATIVE SCORECARD

California Government Code 15379.21 (1991)	RC	REBRAC	RHORC	SBDC
<i>(a) The mission of the economic development program, subject to approval and amendment by the Board of Governors of the California Community Colleges, shall include, but not be limited to, all of the following:</i>				
(1) To advance California's economic growth and global competitiveness through quality education and services focusing on . . .				
a) Continuous Workforce Improvement	X	X	X	X
b) Technology Deployment		X		X
c) Business Development				X
(2) To coordinate a community college response to meet statewide workforce needs that . . .				
a) Attracts business		X	X	X
b) Retains business		X	X	X
c) Expands business		X	X	X
(3) To develop innovative solutions, as needed, in identified strategic priority areas		X	X	X
(4) To support local, regional, and statewide economic development . . .				
a) Identify resources	X	X	X	X
b) Acquire resources	X	X	X	X
c) Leverage resources	X	X	X	X
(5) In support of economic development activities within California Community Colleges . . .				
a) Create logistical infrastructure	X	X	X	X
b) Create technical infrastructure	X	X	X	X
c) Create marketing infrastructure	X	X	X	X
(6) Optimize access to community colleges' economic development services		X	X	X
(7) To develop strategic public and private sector partnerships	X	X	X	X
(8) To assist communities experiencing military base downsizing and closures		X		X
<i>(b) The board of governors and the chancellor may award grants to districts for leadership in accomplishing the mission and goals of the economic development program, as described in subdivision (a).</i>				

LEGISLATIVE SCORECARD

California Government Code 15379.21 (1991)	SPLCTA	TIIT	VETICC	WpLRC
<i>(a) The mission of the economic development program, subject to approval and amendment by the Board of Governors of the California Community Colleges, shall include, but not be limited to, all of the following:</i>				
(1) To advance California's economic growth and global competitiveness through quality education and services focusing on . . .				
a) Continuous Workforce Improvement		X	X	X
b) Technology Deployment	X			
c) Business Development				
(2) To coordinate a community college response to meet statewide workforce needs that . . .				
a) Attracts business	X	X	X	X
b) Retains business	X	X	X	X
c) Expands business	X	X	X	X
(3) To develop innovative solutions , as needed, in identified strategic priority areas	X			X
(4) To support local, regional, and statewide economic development . . .				
a) Identify resources	X	X	X	X
b) Acquire resources	X	X	X	X
c) Leverage resources	X	X	X	X
(5) In support of economic development activities within California Community Colleges . . .				
a) Create logistical infrastructure	X	X	X	X
b) Create technical infrastructure	X	X	X	X
c) Create marketing infrastructure	X	X	X	X
(6) Optimize access to community colleges' economic development services	X	X	X	X
(7) To develop strategic public and private sector partnerships	X	X	X	X
(8) To assist communities experiencing military base downsizing and closures	X			
<i>(b) The board of governors and the chancellor may award grants to districts for leadership in accomplishing the mission and goals of the economic development program, as described in subdivision (a).</i>				

To validate the above “scoring” of each initiative, program or project, supporting documentation has been extracted from the individual programs’ annual report narratives and is presented below by issue and then by program. The information presented is just a sample of what is included in each annual report narrative.

Advancing the programmatic mission . . .

Continuous Workforce Improvement

Following are activities, by initiative, program or project, that relate to continuous workforce improvement. Activities selected were those that improve the performance of the current or future workforce through the development of new skills and/or utilization of existing skills to meet industry demand. These examples note the involvement of business and industry in understanding current need and the active participation of industry in the process of developing, modifying and updating training programs and services.

Continuous Workforce Improvement - Advanced Transportation Technologies (ATT)

- ⇒ The ETTC has developed curriculum to support a Tech Prep Associate Degree (grades 11 through 14) in Environmental Transportation Technologies. This curriculum will be published in September 1998 and will serve as a model for the development and approval of associate degrees in advanced transportation technologies. COD will conduct a pilot program in September to begin testing of the newly developed curriculum.
- ⇒ Current ATT Program at Rio Hondo College leads to certificate of completion as well as an A.S. degree. The program focuses on the basic knowledge needed for entry into the workforce as well as retraining of business and industry employees for job retention and promotion.
- ⇒ A smog technician program was offered in conjunction with a local community based organization for over 20 CalWORKs recipients. This program included student internships in smog technician shops which, in some cases, turned into permanent employment.
- ⇒ The Curriculum Development Committee for the Tech Prep Associate Degree (TPAD) programs included strong industry representation. This activity provided an opportunity to develop strong industry partnerships and develop an in-depth understanding of their needs. In addition, training has been provided to SunLine Transit, Desert Sands Unified School District, Waste Management of the Desert, and the U.S. Post Office as well as to many working technicians from across the State of California and the nation.
- ⇒ Rio Hondo College Alternative Fuels Technology Advisory Committee identified the project goals for the 1997-1998 year. Based on this input as well as that from local industry partners, the college offered a series of short-term training classes. The Gaseous Fuel Injector (GFI) classes were run through GFI of Canada. The specific outreach was to fleet operators for new and updated training related to one of the most popular systems. Three groups were trained as part of this project. Grant monies were utilized so there was no charge for the participants.
- ⇒ This quarter marked the completion of the third phase of training at Long Beach Transit. Phase 3 involved 34 technicians being given advanced level training on Orion II systems. The emphasis of this phase was diagnosis and repair of the Electronic Engine Management system and the Impco CNG system as seen on these buses. This was done at their facility in four separate sets of training to accommodate their schedule with as little disruption as possible. We discovered many tricks to repair that were not in the abbreviated manuals provided with the buses.
- ⇒ Faculty began designing curriculum for journeyman technicians emphasizing alternative fuel choices and fuel metering delivery. Once completed this material and data will be shared with all ATT Centers.
- ⇒ With the recommendation of our local advisory committee members, new curriculum was developed for Electric Vehicle courses at SCC and industry specific curriculum were developed for contract courses for local industry. Several of these courses were successfully offered for credit on the SCC campus and also through our contract arm, the Los Rios Community College District (LRCCD) Training Source, for local industry, thus directly upgrading the skills of those workers and benefiting the Sacramento Valley economy.
- ⇒ The students employed in conventional automotive technologies (gasoline and diesel fuels) attended ATTC classes in order to learn new skills related to AFVs. Although many have a high degree of proficiency in conventional automotive skills, their employers have committed investment in AFVs, and accordingly now require human resources trained for the support of these vehicles. The retraining provided by the ATTC directly contributes to the retention of these positions in their current place of employment, and aids in their prospective employability with other similar business organizations.

Continuous Workforce Improvement - Advanced Transportation Technologies (ATT)

- ⇒ The Automotive Technology Program at Rio Hondo College recently received national accreditation by National Auto Technology Educational Foundation (NATEF). The program originated as a result of funds from the California Community Colleges and has now developed into a certificate of completion as well as an associate of science degree program. The program is another example of how funding can provide for new program development as well as expansion of existing programs.

Continuous Workforce Improvement - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

- ⇒ The San Diego Center of Excellence support many electronics and manufacturing businesses who are in a period of growth and are expanding their employee base. The Center of Excellence fills a need by providing methods of assessing specific company needs and targeting training and non-training solutions to meet those needs. The Center also identifies the continuing performance improvement needs of emerging industries.

Continuous Workforce Improvement - Centers for Applied Biological Technologies (CABT)

- ⇒ Coordinating a community college response to meet statewide work force needs: The Leadership Initiative worked with the six Biological Technologies Centers in advancing economic growth through quality education and services focusing on continuous work force improvement, technology deployment, and business development. The six Centers conducted professional development seminars and workshops, provided assistance to colleges, conducted credit courses, developed student internship opportunities, developed and disseminated curriculum, served over 120 businesses/employers, and provided business the opportunity to use the campus biotechnology lab facilities.
- ⇒ Workforce Development: In the past ten years, eleven California Community Colleges have developed biotechnology training curriculum and/or programs of various complexity and scope. Other colleges have developed lab skill classes to address the increasing need of companies for trained employees. The needs of the emerging biotechnology manufacturing industry are being addressed through several programs currently in the developmental stage. At least three colleges will be offering courses beginning in fall 1998.
- ⇒ Although it is still common practice for area biotechnology companies to request entry-level technicians with bachelor's degrees, evidence indicated that they rarely stay in these positions and commonly need additional training to become productive workers. More than 50% of the Ventura College program students already have a college degree on entry to the program, a fact supported by enrollment information from other community colleges in the Southern and Northern regions. Training biotechnicians who are productive at the beginning of employment in a biotech company is a goal of each of the community college programs. The activities of the CCBC facilitate this education and training goal of the colleges
- ⇒ The biotechnology training certificate program has a 25 unit course requirement for completion. It routinely has 15 to 20 students each semester that complete either the Bio 31 or Bio 32 capstone courses. Each year, at least three scientists from Amgen participate in student hands-on training in the course, without compensation. Amgen Human Resources has held job fairs at the college and has come to biotech classes to recruit for candidates for positions. Lists of graduates are forwarded to Amgen (when requested) for job recruitment. Amgen expects to continue hiring for at least the next five years.
- ⇒ Three community colleges in San Diego County have biotechnology programs designed to train students as entry level technicians for R&D Labs, QA/QC labs, and production labs (MiraCosta

Continuous Workforce Improvement - Centers for Applied Biological Technologies (CABT)

College, San Diego Miramar College, San Diego City College). In addition, San Diego City College is piloting a training program specifically addressing the needs of manufacturing facilities in bio-processing, where there is anticipated workforce growth in the region. A fourth community college (San Diego Mesa College), is bringing a much needed Chem Tech program on line in 1999 after several years of development with advisement from industry representatives. Southwestern College has received funds to develop a training program appropriate for CalWorks students. The SBDC has supported and fostered these developing programs in a variety of ways.

Continuous Workforce Improvement - Centers for Applied Competitive Technologies (CACT)

- ⇒ The company sees this program as an investment that will pay off in two ways. SGL Polycarbon expects to see reduced costs in extra man-hours and downtime as a result of training. It is also hopeful that the participating employees will use this training opportunity to enroll in additional classes on their own at College of the Canyons.
- ⇒ But sweeter times may lie ahead now that El Camino College in Torrance and a coffee giant have joined forces in the nation's first program designed to train technicians on the ins and outs of roasting, grinding, brewing, steaming and fixing.
- ⇒ 338 employees participated in CACT programs this year. 157 participated in training courses co-sponsored with the School of Continuing Education. These 10-12 week continuing education courses totaled 6,769 contact hours and included: Organizational Management, Electronic Technician/Testing, Personal Computer Repair and Maintenance, Introduction to Novell 3.1, Auto CAD, Novell Network Systems Manager, Introduction to Electronics, Basic Electronics, Introduction to Excel and Introduction to "C" Programming.
- ⇒ Workshops included Aqueous Cleaners, EPA Toxic Release Inventory (TRI) and Ergonomics. At the Aqueous Cleaners workshop participants learned of the new regulations requiring manufacturers to reduce their volatile organic emissions to the atmosphere. Manufacturers are mandated to replace the solvent based chemicals currently used in their cleaning processes to aqueous/water based cleaners. New innovative technologies which can be implemented by manufacturers to comply with this requirement were presented at the workshop. The EPA Toxic Release Inventory (TRI) workshop provided participants with updates of the reporting requirements. Additional types of industries, classified according to SIC's, were added to the list of industries that are captured by this regulation. Attendees were able to obtain hands-on experience in completing the new reporting forms.
- ⇒ The CACT is dedicated to enhancing the strength, productivity and competitiveness of the small and medium sized manufacturing companies in the region. Direct and practical assistance is provided to manufacturers and the CACT acts as a resource for advanced technology information, workforce and management education and training, and technical assistance and counseling. In addition, the CACT at El Camino College serves as a demonstration site for Enterprise Requirements Planning (ERP/MRP) computer software and the CACT functions as a development site for the creation of industry-driven special needs and training programs.
- ⇒ "This new state-of-art technology will require specialized training for a new type of high-tech worker and El Camino College will be a partner in supplying members of that manufacturing team," says Mitchell Brown, General Manager of Manufacturing for PDSC. "Through El Camino College's Center for Applied Competitive Technologies, team members will be introduced to automation, electroplating, hazardous materials and safety, hydraulics and pneumatics, statistical process control and other related skills."

- ⇒ The Gardena-based contract manufacturer of mechanical components and assemblies for aircraft and aerospace industries has experienced rapid growth in the past three years, according to Conrad. "We quickly outgrew our experienced core of technical people and needed a larger workforce of educated, talented employees at all levels." Conrad turned to El Camino College's Center for Applied Competitive Technologies to develop this labor force and at the same time update current workers, with training ranging from basic machine tool technology, shop math and inspection techniques to advanced training in statistical process control to support Boeing D19000 requirements. "The training made people more interested and they started looking at their work a little closer," says Conrad.
- ⇒ The Professional Development Center assisted 295 small to medium sized companies with continuous workforce improvement, technology deployment, and business development by providing technology and training needs assessments, work site and centralized training programs, and onsite technical assistance.
- ⇒ The GARMENT 2000 project was implemented in 1995 and serves as the foundation for the development and enhancement of services through the SFCACT. The SFCACT's strategy for industrial revitalization is three-pronged: (1) Workforce Development to improve worker's skills, knowledge and abilities; (2) Workforce Development to improve companies processes and productivity; and (3) Demonstration and simulation to provide new production, management and communication technologies in the manufacturing process.
- ⇒ The College of the Canyons' CACT, through the College's Employee Training Institute, also provided Employment Training Panel funded classes to employees striving to become high performance workers. Through its ETP contract, the College of the Canyons' CACT has qualified forty-five companies for participation in workforce training programs, which enhance the competitiveness of local manufacturers and other eligible employers. One hundred and seventy-six local employees have received training under this contract in the past five months.
- ⇒ An "update" training session for Boeing Certified Trainers was conducted with great immediate and future consequences. Three of the instructors who updated their training through this sessions will return to their employer, Boeing-McDonald Douglas Division, where they plan to train 3000 aerospace employees over the next twelve months. All instructors will be able to provide the most current training possible. These future sessions will emphasize only the most up-to-the-minute Boeing requirements and philosophy. This particular instructor training should also enable more on site programs to be offered and implemented during the next service year.
- ⇒ The CACT-SD is the major provider of manufacturing education and training for technicians in San Diego County. The Center is responsible for developing/modernizing manufacturing and related advanced technologies curricula for deployment throughout Region 10. The CACT-SD assists regional Community Colleges in the development of new credit courseware relevant to manufacturing. Since San Diego City College is now the only CC in the region with a State approved Manufacturing Technology program and with advanced manufacturing/machine technology labs, most of the Center's developmental efforts involving credit instruction are deployed through its host College. The CACT-SD also provides training in management of manufacturing and in applied and advanced production technologies through workshops, seminars and customized worksite training and technical assistance projects. Due to its unique expertise in manufacturing education and training, the CACT-SD has been named as the State's BioScience Workforce Development Center (BSWDC) by State Controller, Kathleen Connell. The purpose of this designation has been to assist the CACT-SD in obtaining resources for the development of model bioscience technician training programs for pilot testing and subsequent deployment to other CC's

Continuous Workforce Improvement - Centers for Applied Competitive Technologies (CACT)

throughout California. The new BSWDC recently received over \$750,000 in new funds to produce education and training programs for R&D lab technicians, production technicians and service/support technicians for the biotechnology and biomedical device industries which are growing rapidly in San Diego and throughout the State. Industry and industry trade groups have pledged to match these grants with contributions of equipment, supplies and facility upgrades. The National Science Foundation (NSF) is providing funds for nationwide deployment of CACT-SD's model programs.

Continuous Workforce Improvement - Centers for International Trade Development (CITD)

- ⇒ The RCC-CITD took an active role in organizing the Inland Empire International Business Association (IEIBA) 5th annual "World Trade Day" on May 7th and 8th. The RCC-CITD Manager, Jeffery A. Williamson, was the IEIBA director responsible for conceptualizing and organizing the 12 workshops offered at the 5th annual "World Trade Conference" in Ontario, the largest international conference of its kind in Riverside and San Bernardino counties. The workshops offered were: Methods of Payment, Currency Risk Management, Markets for High Value Ag Products, Barriers in International Business ISO 9000, Finding-Selecting-Screening & Appointing Overseas Reps, Cultural Aspects of International Business, Outsourcing Logistics, Export Basics, International Law & Enforcement Agreements, U.S. Government Resources, Ag Exports for the 21st Century, USDA and the Foreign Agriculture Service.
- ⇒ The Coastline CITD provides assistance to Los Angeles and Orange County companies who seek to participate in the global marketplace. Services include one-on-one business consultation, referral information dissemination, access to resource materials, and international trade assistance to expand markets. Coastline CITD provides direct one-on-one counseling to over 200 small and medium-sized business owners in order to assist them in identifying and establishing international markets. Coastline CITD is the only export center that offers on-going entry-level support, and detailed, technical training. In fact, other international service providers often refer clients to the CITD to provide training and specific specialized technical assistance.
- ⇒ The Coastline CITD offers special workshops and training to the community related to international trade. A certificate of Completion can be earned by attending a series of workshops teaching the fundamentals of international trade. Workshops and seminars are conducted by business professionals and teachers involved in the industry. Training not only assists in sales and procurement for our clients, but has prevented companies from making critical mistakes that are often costly.

Continuous Workforce Improvement - Employer-Based Training (EBT)

- ⇒ Employers benefit by the availability of trained workers and of training to upgrade skills for workers who possess obsolete or inadequate job skills or who occupy entry-level positions with few advancement opportunities. Service on the Advisory Committee gives employers the opportunity to influence curriculum.
- ⇒ Created the curriculum and delivered training through contract education to individuals looking to learn new skills for employment opportunities, and to companies wanting to upgrade and make more consistent, the technical skills of their present employees.
- ⇒ The grant contributed to the Santa Barbara region's California's economic growth and competitiveness by developing a program which will prepare a skilled labor pool for new positions in the fast-growing field of computer network engineering and electronics and provide current workers with opportunities to retain and upgrade their skills.

Continuous Workforce Improvement - Employer-Based Training (EBT)

- ⇒ The project addressed the immediate and future labor market need in data communications and network technology, is located in the Santa Barbara region where there is a high concentration of businesses utilizing information networks systems, and was designed to help meet the critical shortage of highly skilled labor to fill existing and projected jobs.
- ⇒ As a result of this project, students throughout the region will benefit by the availability of three levels of training: introductory courses; a core program leading to a Certificate of Completion or the Associate in Science degree in Computer Network Hardware Specialist; and advanced training in specialized areas. Courses will be available in a variety of formats responsive to the needs of students and employers.
- ⇒ This has been an opportunity for unskilled workers to learn skills they thought were to expensive and difficult for them. It has been rewarding to see how the “mystery” of the computer has been lifted through the vehicle of education. We hear that students have been able to gain employment by virtue of their training.
- ⇒ The development and delivery of this program opens employment opportunities to many currently unemployed and under employed individuals. Typical entry-level positions in this field bring a \$9 to \$12 per hour starting wage. With entrepreneurial spirit, a graduate can even use this training to begin their own equipment repair service business. As we anticipated, our program is in demand by students and many companies are waiting in line to interview our graduates for employment.
- ⇒ One of our students is a welfare mother of four. Tired of waiting for governmental assistance, she paid the enrollment fee herself, diligently attended all of the sessions, volunteered to practice her diagnostic skills on her own time at one of our partner locations, and successfully passed the certification examination. Recently she was hired for full-time employment with benefits as a Bench Technician. The 105 hour training course she attended was conducted this summer over a six week period. Through this grant funding which enabled the El Camino College CACT the opportunity of developing and delivering a program designed in partnership with the Specialty Beverage Industry; the life of this woman and her children has been turned around. This is only the first of many such stories.

Continuous Workforce Improvement - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ The MAYA certification will be a major asset for students seeking employment. In addition, regional production companies can be assured of having adequate pools of well-trained individuals to meet their staffing needs.
- ⇒ Outcome: The project team, consisting of industry representatives and College staff and faculty, will prepare a comprehensive plan for training workers in the Santa Barbara Economic Region that includes developing highly technical and artistic skills sets that will enhance the existing SBCC training programs in Multimedia Arts & Technology, Computer-Aided Drafting, and Graphics Communication.
- ⇒ With the burgeoning development of new post-production companies in the Santa Barbara area, the College will be able to offer retraining opportunities for workers interested in taking advantage of these new economic opportunities and companies that must keep their current workforce trained in the latest technology and software.

Continuous Workforce Improvement - Job Development Incentive Training Fund (JDITF)

- ⇒ Establishing a short term training program for insurance workers in computer software applications and insurance policies and procedures. Eleven students in various areas of insurance and computer applications were successfully trained. These classes focused on key issues and skills bringing their skills to a new level and making them eligible for promotions within the field, if not with their current employer.
- ⇒ Recruiting welfare recipients from educational and social service organizations to fill entry-level positions in the insurance industry. There were a significant number of welfare recipients recruited and hired through this process. Most of these individuals were students of Grossmont College's Office Professional Training Program of which have a specialization in Insurance Clerk. As this contract was beginning, a new graduating class was available for such employment in entry-level positions in the insurance industry. With Federal and State funding emphasis on welfare recipients, it is assumed there will continue to be a constant inflow of such individuals for this training and placement.
- ⇒ Employers were provided many opportunities for their current staff to participate in training free of charge to the company. This training was timely and focused of specific needs of the industry. Based on the type of training employers benefited from their current employees having the opportunity to upgrade their skills and apply these newly learned skills on the job. Such employees give their employer the workforce they need to promote from within.
- ⇒ The most notable aspect of this program is the timely success of participants who were willing to attend one or more Saturday classes and that eight out of twenty-eight of these participants received upgraded positions in the field immediately. Such a high percentage of success leads us to believe that this program meets the immediate training needs of the industry and positively affects the financial position of many who participate.
- ⇒ Grossmont College will continue develop entry-level positions by enhancing the skills of individuals already employed in the field by offering computer/technology related training to individuals already employed in need of these skills upgrades to receive promotions.
- ⇒ Outcomes for Participants. All individuals who have participated in the training provided by this contract have been provided the opportunity to upgrade their skills in a fast growing industry. With this upgrading of skills, many have opportunities of which they would not have available to them without this contract which should naturally lead to there moving to the next level of their career and /or their beginning to look at taking certification tests in the field such as C.N.A. (Certified Network Administrator) which can positively affect their current position as well as their career mobility.
- ⇒ The Job Development Incentive Fund (JDIF) Project developed by Ritz Carlton Marina and others is designed to upgrade the skills of hotel employees and create new employment opportunities for welfare recipients. The performance-based computer skills training program solidly addresses the need for hotel industry workforce improvement.
- ⇒ To upgrade the skills of currently employed machine shop workers, the CACT organized timely, pertinent, fast-track training in four machining areas. Visibility for the community college was enhanced with the machining sector.
- ⇒ As originally proposed, the CACT-SD successfully assessed and then designed a customized upgrade program for machine operators which enhanced the ability of participants to function as CNC machinists.
- ⇒ The Center for Applied Competitive Technologies of De Anza College is an economic outreach program established to offer services to the region's manufacturers to help them remain or become

Continuous Workforce Improvement - Job Development Incentive Training Fund (JDITF)

competitive in a global economy. The mission of the Job Development Incentive Training Grant is to provide services to the machining sector in the Bay Area to increase current workers skills and, hopefully, open up new entry level employment positions within the participating companies. The emphasis was on putting those on welfare to work in these new positions.

Continuous Workforce Improvement - Locally-Based Statewide Economic Development Coordination Network (LBSCN)

⇒ Providing Statewide Leadership, coordination, technical assistance, and communication and information services for all Statewide Strategic Priority Initiatives to assure their ability to deliver technical assistance and training to colleges and enable the colleges to continuously develop and improve their ability to serve their local workforce.

Continuous Workforce Improvement - New Media/Multimedia Entertainment Centers (NMMEC)

⇒ The New Media/Multimedia/Entertainment Centers Collaborative has worked with industry partners and faculty from Art/Computer Animation, Graphic Design, and Music Departments to establish as prototypes state-approved web design and multimedia design certificate programs as well as enhance the music technology program. These programs provide portfolio development and professional career preparation by offering courses that deal with specific business issues relevant for designers, illustrators, and fine artists alike.

⇒ The coordination of New Media/Multimedia/Entertainment Initiative activities by the College of San Mateo has resulted in an effective internal structure to meet the workforce needs of the various industry segments. Much of the coordination has been conducted through a combination of information services and presentations at Initiative Committee meetings, Regional Occupational Deans meetings, regional faculty and advisory groups and at conferences, including NC5, FACCC, Workforce Preparation, CCCAOE, TechEd, and League for Innovation in the Community College.

⇒ Discussion of the Department of Labor funded Accelerated Multimedia Training Program curriculum at Initiative Committee meetings and related information distributed through the Internet has strongly promoted the concurrent development of retraining opportunities in new media and multimedia occupations that are contemporary, and effectively connected to developing occupational programs.

Continuous Workforce Improvement - Performance Improvement, Organizational and Institutional Development (PIOID)

⇒ This project addresses both ED>Net and Contract Education strategic priorities for advancing California's growth and global competitiveness through education, training, and services that contribute to continuous workforce development, technology deployment, and business development. This is accomplished by: 1) working with the nine Centers of Excellence, particularly during their developmental phase, 2) coordinating with and assisting the new Professional Development Institute project (the statewide training project for faculty and economic development practitioners in the colleges), 3) coordinating with the Statewide Directors of Contract Education (North and South) and the Statewide Contract Education Strategic Priority Committee to expand upon their technical assistance and regional coordination activities, and 4) providing economic development planning and technical assistance to Districts who are expanding or realigning to deploy their economic development mission and the regional priorities as defined in SB 1809. Because this type of assistance would also involve all economic development programs within a District, including regional ED>Net Centers that reside there, this statewide project is a cross-initiative project.

Continuous Workforce Improvement - Regional Consortia (RC)

- ⇒ To address work force preparation, retraining, and economic development needs, all providers have been included in the network. To ascertain needs, a quick survey/information data base has been integrated into the system. This instrument will record information and identify needs by individual businesses. This information will be distributed to providers by the Consortium office based on zip code. A data base will be maintained to report findings.
- ⇒ The regional economic development plan, Phase 2 identifies strategies which have been identified by the consortium to provide services for workforce reentry. The consortium has been interfacing with local college CalWorks plans, and has invited Chancellor's Office staff to a meeting in the fall to discuss methods by which the regional consortium BRAIN can work hand in hand with welfare reform strategies to meet workforce reentry needs.

Continuous Workforce Improvement - Regional Environmental Business Resource Assistance Centers (REBRAC)

- ⇒ When Congress re-authorized the Super fund program in 1986 and directed OSHA to develop worker protection regulations (29 CFR 1910.120) for handling hazardous waste, it also authorized a division of the National Institutes of Health, the National Institute of Environmental Health Sciences (NIEHS), to fund model worker training programs. Congress intended for these programs to lead the way in developing a highly trained workforce capable of safely handling the cleanup of hazardous waste sites and other incidents in which hazardous materials are involved.
- ⇒ In summer 1998 Applied Pressure Technology needed specialized CSTI Certified General Site Worker Training to meet new compliance needs. Meetings with CSTI Trainers, representatives from Napa Valley College and Applied Technology Executives established a training schedule for the model program developed by this grant. Curriculum outlines prepared by this grant were used to meet 29 CFR 1910.120 for handling hazardous waste. The company saved \$70,000 using a for credit delivery and all attendees successfully completed the certification. AP Tech has requested information about other EH&S related courses deliverable by the CANS Consortium.
- ⇒ Some of the activities accomplished to date by SD/REBRAC have included two 24-hour Emergency Response Training Workshops (HAZWOPER) for employees of NASSCO, a major shipyard and two Incident Command Systems training sessions for employees of NASSCO.
- ⇒ Employers - 477 employees from 267 employers participated in REBRAC sponsored programs this year; 54 participated in training courses relating to First Aid, CPR, Radiological Permits, Air Conditioning and Site Improvements. These 10 week non credit continuing educating courses totaled 3,897 contact hours. This includes two short term Hazard Communication training sessions which were provided to the employees at two facilities on Catalina Island. One was Bombard Enterprises and the other was Catalina Island Marine Institute.
- ⇒ In the second project, REBRAC provided training/counseling in environmental and safety regulatory compliance to companies doing business on Catalina Island. REBRAC trained 24 individuals from various companies on issues related to hazardous materials, hazardous waste and OSHA requirements at Two Harbors. This two day session was a tremendous success and resulted in a second effort to train 22 employees from the Catalina Island Marine Institute (CIMI).

Continuous Workforce Improvement - Regional Health Occupations Resource Centers (RHORC)

- ⇒ The Mission College RHORC has also been instrumental in the development and coordination of a Pharmacy Technician Program which will be graduating it's first class in October of this year. In addition, based on the demand as indicated in a recent RHORC Needs Assessment, a second Pharmacy Technician Program will be starting in November.
- ⇒ Region 10 addressed the issue of global competitiveness by surveying the need for, and developing plans for Bi-National Health Care Network Force Training and Education programs.
- ⇒ The need for an Intravenous Certification for LVNs Program was established via an informal survey of health care facilities. An Intravenous Certification for LVNs Program was developed.
- ⇒ Contributions to meeting regional needs for training: The provision of the PALS, ACLS, and Critical Care training has resulted in the maintenance of a competent and certified health care workforce, able to provide high quality health care in the rural areas of northern California. This training met a need primary in the rural areas of northern California.

Continuous Workforce Improvement - Small Business Development Centers (SBDC)

- ⇒ In Lake County, the SBDC works cooperatively with Community Development Services, which administers the county's and two cities' revolving loan funds and with the Business Outreach Response Team that brings new business into the county. In Yuba and Sutter counties, the regional focus begins with the SBDC's co-location in the Chamber of Commerce that serves the entire two counties. The SBDC participates on the chamber's Business Success Team, and refers clients to the Economic Development Corporation. In Woodland, the SBDC is co-located with the Chamber of Commerce and the new Woodland Renaissance initiative for economic growth. In Colusa, the SBDC works with the EDC and is co-located with all the partner agencies of the One-Stop Career Resource Center.

Continuous Workforce Improvement - Technical Instructor Intensive In-Service Training (TIIT)

- ⇒ These objectives were fulfilled through 60 hours of supervised, intensive educational corporate training followed by 120 hours of intensive in-service training at Mission Research Corporation (MRC), Torrance, CA. Development and integration of the information base and worksite experience into new instructional curriculum was completed that included SCANS skills, and presentation of this curriculum into an automotive laboratory session during the Fall 1997 semester at Ventura College.
- ⇒ The project has added to the regional economic development of the Ventura County area that has been the spawning ground for numerous high technology small companies through the improvement of providing computer and sensor-related technology education. One key transfer area will be the development of the Physics and Technology course at Ventura College that will be open to high technology industrial personnel for the development of knowledge banks and technology skills.
- ⇒ Retraining current industry employees in graphic arts and patternmaking by computer has brought a new level of students to P.C.C. Continued interest by the community has resulted in ongoing phone calls and public inquiries.
- ⇒ The goal was to create opportunities for students to gain valuable experience to make them employable and sought-after graduates. Committee members guided the curriculum development process, offering suggestions and experiences to include in each section of a hospitality property curriculum.

Continuous Workforce Improvement - Technical Instructor Intensive In-Service Training (TIIT)

⇒ The activities resulting from the service provided to college, employer and students include the 120 hours of direct educational experiences and training for the instructor and students in interaction with the nursing staffs at Kaiser Permanente. Experiences in the clinic setting and the updated curriculum prepare nursing program graduates for more diverse employment opportunities.

Continuous Workforce Improvement - Vocational Education Technology Instructor and Career Counselor In-Service (VETICC)

⇒ The worksite experience and training for vocational faculty in the area of Outpatient Ambulatory care have been successfully completed. In the period of July 1, 1997 through June 30, 1998 two hundred and forty hours of hands-on experience in the outpatient departments have been completed. The grant proposal mission has been accomplished and objectives have been met. The six weeks of intensive clinical training providing direct care to clients at ambulatory care setting had been completed.

⇒ The project has provided an opportunity for culturally diverse students to seek employment at the Ambulatory care services through established contract and partnership with the agency. The patient population that agency serves is culturally diverse and includes an international patient population. Bilingual students with different cultural backgrounds have been encouraged to seek employment with Ambulatory department.

⇒ The homecare experience strengthens skills and benefits all employers. Stronger assessment, communication, and documentation skills will improve student's employment potential. One goal was to stimulate knowledge about and interest in home care. This project will increase the numbers of RN's & LVN's with home care knowledge and skills.

⇒ We have agreed to host at least two courses on digital imaging in conjunction with Lightening Powder Co., and Forensic Solutions, Inc. to provide two forty - hour courses for police officers/forensic technicians and students. We had done an earlier one day course on Imageware. The first class is to be held in August of 1998 and the second course in the Spring of 1999.

Continuous Workforce Improvement - Workplace Learning Resource Centers (WpLRC)

⇒ The Merced College WpLRC began Fiscal Year 1997-98 with 5 new contracts and one on-going contract in the First Quarter. An on-going contract with Tri Valley Growers (TVG) of Modesto for 18 hours of refresher forklift training for 14 employees resulted in enhanced forklift safety and operation skills for these employees. All of these employees were re-certified and are working.

⇒ A contract with Yosemite National Park Service resulted in 9 supervisors gaining additional management skills in recognizing and dealing with organizational change in the workplace.

⇒ Product Development Corporation contracted for management development training for 112 employees. These employees received enhanced skills in how to deal with stress in the workplace, the importance of excellent communication skills between and among all levels of the organization, and team building and problem solving skills within the concept of work teams.

⇒ Seventy-eight (78) supervisors of the Merced County Human Services Agency (HAS) received 9 hours of training in Management 50-A, Supervisory Development Skills. Outcomes included an increased understanding of the challenges facing supervisors with increased workloads resulting from projects such as CALWORKS. Participants received training in skills needed to lead employees and work with fellow employees and supervisors at HAS. Increased understanding of communication and team building skills enhanced participant's supervisory skills necessary to perform at increased efficiency. HAS was delighted with the results of this module and is in the process of scheduling

Continuous Workforce Improvement - Workplace Learning Resource Centers (WpLRC)

additional management development classes for supervisors that will result in additional job skills. Upon completion of 7 units all participants will receive certificates of completion in Supervisory Development Skills. These classes are being offered on-site and for credit thereby optimizing access to our community college's economic development services through the WpLRC.

- ⇒ Fifteen (15) employees of the Merced School Employees Federal Credit Union (MSEFCU) received 18-hours of training with emphasis on the application WORD. Outcomes as a result of this training were: Participants received additional word processing skills that raised their performance levels at work. The Merced County Department of Public Health received 27-hours of Management Development Classes for twenty participants. Each employee received 9-hours of training in Managing Organizational Change, The Challenge of Supervision, Conflict Resolution, and Planning For Managers. Outcomes for participants included the attainment of additional literacy skills specifically required for increased performance on the job.
- ⇒ Fifteen (15) supervisors received levels 3, 4 and 5 ESL instruction as part of an on-going ESL class for supervisors at Gallo Livingston Ranch winery. Done as non-credit, the ESL class has been on going for ten years. Outcomes of this class are evidenced by an increased knowledge and application of the English language on the job. Participants are able to communicate and understand verbal and non-verbal memos, instructions, and directions in English at an increased level leading to better communications within and between department.
- ⇒ Our Center's contract for services with Tri Valley Growers of Modesto resulted in very positive outcomes at the close of phase I of the project. This project is a partnership between Modesto Junior College, Merced College, JM Equipment Company, Teamster Local 748, Stanislaus Literacy Center, and Valley Growers...the client company. Merced College WpLRC contracted to deliver to over 700 employees 27 hours of Soft Skills, 18 to 54 hours of Fork Lift Operation and Safety, and 9 hours of Challenger Learning Center as an anchor to the Soft Skills. Each employee received 9 hours of classroom training in Problem Solving 7 Decision-Making, Team Building and communications. The Challenger Center provided experiential learning that served as an anchor to the soft skilled classes.
- ⇒ In an effort to advance California's economic growth and global competitiveness through quality education and services focusing on continuous work force improvement, WpLRC has designed customized training courses for (partial listing): PG&E, Dolby, Kaiser, and the following Government agencies; Dept. of Transportation - Municipal Railway, San Francisco Public Library, San Francisco Dept. of Human Services, San Francisco Airport Commission and International Airport, and the San Francisco Housing Authority.
- ⇒ Much of the research in adult learning theory emphasizes the need to develop training materials that cater to the different learning styles of students. WpLRC has completed a curriculum development project using the newest advances in multimedia technology to create a second interactive CBT program for teaching vocational ESL and customer service to hotel employees. The program will be debuted at a WpLRC Distance Learning workshop in the fall of 1998.
- ⇒ During the 1996-97 grant year, WpLRC has worked on several projects with Bay Area businesses, public agencies and community-based organizations (CBO's) that contribute to continuous work force improvement through economic development activities, training, and technical assistance programs: economic development activities:
 - Blue Shield – WpLRC provided Blue Shield employees with customer service and sales training to support the company's effort to be competitive in the healthcare market by improving service to customer and providing "consultative" selling.

Continuous Workforce Improvement - Workplace Learning Resource Centers (WpLRC)

- Northern California Presbyterian Homes (NCPH) – WpLRC provided NCPH custodians with upgrade training to help them deliver superior performance in an effort to retain and increase business - more retirees buying apartments maintained by NCPH and residents expressing satisfaction with NCPH.
- Dolby – WpLRC provided Dolby production line employees with communication and ESL skills to support the company's total quality program by giving the participants the confidence and language to participate in company teambuilding and problem solving.

Technology Deployment

Another key requirement of educational services in advancing economic growth involves the deployment of technology. In the examples that follow, technology deployment includes the utilization of newer technology (i.e. computers, equipment, software) in the workplace to enhance the efficiency or effectiveness of a business and the adoption of newer technology (e.g. alternative fuel vehicles) within the community and throughout California.

Technology Deployment - Advanced Transportation Technologies (ATT)

- ⇒ This quarter marked the completion of the third phase of training at Long Beach Transit. Phase 3 involved 34 technicians being given advanced level training on Orion II systems. The emphasis of this phase was diagnosis and repair of the Electronic Engine Management system and the Impco CNG system as seen on these buses. It was well received with industry experts coming in to make specialized presentations as well as the new scanner purchased by the college's capital outlay funds to demonstrate the computer system.
- ⇒ The College of the Desert's Energy Technology Training Center (ETTC) in partnership with SunLine Transit has been a leader in the development of alternative fuels in the region. As a result of this effort, the following agencies are currently using alternative fuels: SunLine Transit Agency, Waste Management of the Desert, Desert Sands Unified School District, Palm Springs Airport Taxicabs, U.S. Post Office and the City of Palm Desert.
- ⇒ Communication with industry partners has been improved and the number of alternative fuel vehicles in the region has been greatly increased due to extended facilitation through the ATT Statewide Initiative.

Technology Deployment - Centers for Applied Biological Technologies (CABT)

- ⇒ The incubator support lab is also providing our students with experience assisting in cutting edge technology development and our instructors are gaining valuable training without having to leave the campus. This ancillary experience will be shared with our other constituent educational partners in the coming year when our lab clients give workshops on specific technologies they are using for product development. One of the workshops will be on using a lyophilizer for making protein products put on by David Rozzell, President of BioCatalytics. The laboratory space will also serve as our wet lab training facility. We will host workshops in biotechnology lab experiences and allow other colleges and high schools to run labs in this facility using industry standard equipment. This facility can also serve as a site for biotech contract education services. We have already run a wet lab experience in basic DNA extraction for Blair and Pasadena High School out of our facility.
- ⇒ Through the Wetlab facility we have also provided technical support and consultation for intellectual property via the law firm of Christy Parker and Hale. Our faculty and students have helped technical

Technology Deployment - Centers for Applied Biological Technologies (CABT)

experts run protocols and test new procedures that may be candidates for a patent or may be used to dispute patent claims.

Technology Deployment - Centers for Applied Competitive Technologies (CACT)

- ⇒ Many small companies needing to upgrade their inventory control and financial and manufacturing systems do not know of the affordable options that are available to them. This demonstration site, along with our experts and consultants from the CMTC, can assist these companies to better understand what software technology best fits their needs.
- ⇒ The College of the Canyon's CACT manufacturing demonstration site now includes instruction on Computer Numerical Control (CNC) Machining, operator and engineer level training in IBM's Computer-Aided Three-dimensional InterActive (CATIA) software, CNC Programming, Vericut Software and other technical skills needed by local employers.
- ⇒ Technology deployment: In addition to its education and training programs, the CACT-SD also provides for technology deployment through consultation and technology assistance projects. The CACT's modern manufacturing laboratories, which are the only ones of their kind at any institution of higher learning in Region 10, also serve as demonstration and applied research facilities for a wide variety of manufacturing companies.
- ⇒ Demonstration Site perfected. A fully equipped lab to demonstrate and train on Fine Pitch Surface Mount Technology (SMT) soldering including advanced video inspection aids was installed in the fourth quarter at the Twelve Bridges site. In early September, training is expected to begin on 3 twenty-hour modules totaling 60 hours in High Tech Soldering on a fee basis. The modules will be available both For Credit and Not For Credit, as the curriculum has been approved on campus. Another soldering lab is planned for the Roseville Gateway campus.

Technology Deployment - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ The MAYA certification will be a major asset for students up-grading skills or seeking employment.

Technology Deployment - Job Development Incentive Training Fund (JDITF)

- ⇒ The Ritz/Marriott computer skills training program, and the deployment of this technology, facilitates the implementation of future training programs.

Technology Deployment - Performance Improvement, Organizational and Institutional Development (PIOID)

- ⇒ This project addresses both ED>Net and Contract Education strategic priorities for advancing California's growth and global competitiveness through education, training, and services that contribute to continuous workforce development, technology deployment, and business development. This is accomplished by: 1) working with the nine Centers of Excellence, particularly during their developmental phase, 2) coordinating with and assisting the new Professional Development Institute project (the statewide training project for faculty and economic development practitioners in the colleges), 3) coordinating with the Statewide Directors of Contract Education (North and South) and the Statewide Contract Education Strategic Priority Committee to expand upon their technical assistance and regional coordination activities, and 4) providing economic development planning and technical assistance to Districts who are expanding or realigning to deploy their economic development mission and the regional priorities as defined in SB 1809. Because this type of assistance would also involve all economic development programs within a District, including regional ED>Net Centers that reside there, this statewide project is a cross-initiative project.

Technology Deployment - Regional Environmental Business Resource Assistance Centers (REBRAC)

- ⇒ Energy Audit Training Modules created will assist CCC ET students in accomplishing energy audits for the hotel industry. This program is also associated with the Energy Star program of EPA. PETE and the CCC have received a grant from the US EPA Energy Star Program to establish a nationwide network of member colleges to deliver short term training in energy efficiency and eventually, in-facility energy assessment services. Under this project, CCC will develop and implement the Community Energy Efficiency Initiative in order to accelerate energy efficiency market transformation to a higher level.
- ⇒ In addition, six workshops and seminars were held with 94 participants. The “Meet Your Regulators Workshop” was co-sponsored with the city of Brea. This workshop brought together businesses and government agencies that regulate these companies to discuss ways to reduce cost while achieving compliance. The “Demystifying Deregulation Workshop” was co-sponsored with the South Coast Air Quality Management District (SCAQMD) and was held at their headquarters in Diamond Bar. This was the first workshop held in Southern California on the issues related to deregulation of the Energy Industry. Company representatives went away with many of their questions and concerns having been addressed by the experts in the field of energy deregulation. The concerns demonstrated techniques for the utilization of cost effective biological wastewater treatment for industrial applications. Another Workshop, “How to Comply and Still Stay in Business,” was held at the Yorba Linda School of Continuing Education. This was a very popular workshop for small businesses. The “Aqueous Cleaners” and “Toxic Release Inventory” workshops were co-sponsored with the Center for Applied Competitive Technologies and California Manufacturing Technology Center (CMTC). We also provided a short ISO 1400 seminar for managers at Panasonic’s DVD Division.
- ⇒ Employers - 477 employees from 267 employers participated in REBRAC sponsored programs this year; 54 participated in training courses relating to First Aid, CPR, Radiological Permits, Air Conditioning and Site Improvements. These 10 week non-credit continuing education courses totaled 3,897 contact hours. This includes two short term Hazard Communication training sessions which were provided to the employees at two facilities on Catalina Island. One was Bombard Enterprises and the other was Catalina Island Marine Institute.
- ⇒ In the second project, REBRAC provided training/counseling in environmental and safety regulatory compliance to companies doing business on Catalina Island. REBRAC trained 24 individuals from various companies on issues related to hazardous materials, hazardous waste and OSHA requirements at Two Harbors. This two day session was a tremendous success and resulted in a second effort to train 22 employees from the Catalina Island Marine Institute (CIMI).
- ⇒ As a result of an advisory board meeting and with input from the Environmental Working Group at Vandenberg AFB (VAFB), a concern was voiced that the 40 hr. HAZWOPER and follow-up refresher courses are not standardized in this area. Many of the trainers were doing an excellent job, but some were not. The REBRAC took the lead and established a partnership with The California Specialized Training Institute (CSTI) to develop a state certified HAZWOPER course that was taught at VAFB to 35 students from 20 different companies. This state certified curriculum is available to all community colleges.

Technology Deployment - Small Business Development Centers (SBDC)

- ⇒ This small woman-owned business provides a roller-skating coaching service. She came to the San Francisco SBDC for assistance in developing a marketing plan and materials. The San Francisco

Technology Deployment - Small Business Development Centers (SBDC)

SBDC consultant assisted the client in developing a marketing message, materials, and in researching her competition. The consultant also helped the client develop a web site and find new corporate sponsors. The client got eight new sponsors to invest \$8,000 in the company and was able to launch her business.

Business Development

Another key goal of educational programs and services is to assist in the development of business and industry. As evidenced below, economic development initiatives, programs and projects have been fundamental in helping business stay current or competitive in industry with an effective and efficient workforce. These programs not only help prepare individuals with appropriate work and technical skills but also assist in retraining current employees for continued employment or advancement.

Business Development - Advanced Transportation Technologies (ATT)

⇒ The ETTC, in partnership with SunLine Transit has been a leader in the development of alternative fuels in the region. As a result of this effort, the following agencies are currently using alternative fuels: SunLine Transit Agency, Waste Management of the Desert, Desert Sands Unified School District, Palm Springs Airport Taxicabs, U.S. Post Office, and the City of Palm Desert.

Business Development - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

⇒ Advancing economic growth: The Center of Excellence contributed to the economic growth of the region by providing services to 3 businesses. The Center of Excellence worked closely with the contract education arm of the San Diego Community College District, the Employee Training Institute, to provide these services. As the San Diego region has pulled out of its economic downturn this year and entered a period of vigorous growth, the Center of Excellence has contributed to the economic growth of the regions by coordinating efforts regionally with other Economic Development initiatives including Contract Education and the Workplace Learning Resource Center.

Business Development - Centers for Applied Competitive Technologies (CACT)

- ⇒ The company sees this program as an investment that will pay off in two ways. SGL Polycarbon expects to see reduced costs in extra man-hours and downtime as a result of training. It is also hopeful that the participating employees will use this training opportunity to enroll in additional classes on their own at College of the Canyons.
- ⇒ The Ergonomics workshop provided manufacturers with a working knowledge of ergonomics regulations and ergonomic solutions in manufacturing.
- ⇒ A past and present client of the SFCACT, Cut Loose Manufacturing, was recently featured in our newsletter, "Behind the Seams." Cut Loose participated in a "Management by Knowing" seminar delivered by Jim Knapton of Jonathan Cope and Associates. The MBK system is an innovative approach to TQM, emphasizing data collection, problem identification and process improvement. Jin Soo Terry, Production Manager at Cut Loose implemented a data collection system shortly after the seminar and was astounded by the impact. Ms. Terry has indicated that in the first month she was able to save more than \$30,000.00 attributable to quality defects in fabric. Since then she has tightened up the defect rate on fabrics from suppliers, reduced damages from the dye house and reduced sewn seconds below 10%.

Business Development - Centers for Applied Competitive Technologies (CACT)

- ⇒ The SFACT is coordinating a region wide approach to service delivery and developing regional partnerships. As GARMENT 2000, our project was highly visible and well entrenched within the Bay Area apparel manufacturing community. We are working to broaden our outreach and to expand services to other types of manufacturing and enhance partnerships. Locally, we know we are making a difference. Apparel manufacturing is the largest manufacturing industry in San Francisco. There are 15,000 people employed in apparel manufacturing. The apparel industry in California shows signs of growth. New start ups and niche manufacturing are on the rise in the Bay Area and SFACT is an important resource for them. Since its inception in 1994 GARMENT 2000/SFACT has served more than 5,000 participants from more than 400 companies. The great percentage of these businesses employ unskilled and untrained immigrant labor. The future success of these businesses will be the commitment to train and upgrade employee skills.
- ⇒ Business development: The San Diego Technology Incubator (SDTI), administered by the CACT-SD, was developed through a 1.7 million dollar grant from the Economic Development Administration (EDA) of the Federal Department of Commerce (DoC). The SDTI has now been in operation for 2 ½ years and has now been self-sufficient for one year. The Incubator has been highly successful in hosting 18 companies at its facility on the campus of San Diego City College. Four companies have formally graduated from the program. A fifth company became a resident specifically to conduct an applied R&D project, successfully completed the project on schedule, and departed the Incubator as planned. A sixth company is ready for graduation and is now in the process of planning its transition to the community. To date the SDTI has created over 100 high/paid skilled jobs for the San Diego economy.

Business Development - Centers for International Trade Development (CITD)

- ⇒ The CITD assisted an agricultural chemical company with county/financial/political data for a business deal they were negotiating. The CITD also referred the client to an international banker who helped with payment methods in this particular country. The client credited the CITD with export sales of \$250,000 during program year 1997-98.
- ⇒ The Citrus CITD had provided services to 456 businesses over the course of fiscal year 1997-98. With just 16 (3.5%) businesses having reported, as of this report, international trade transactions of \$4,870,131.00, supporting 69 jobs (14,000 jobs per \$1,000,000,000 international sales). During 1997-98 the Citrus CITD continued its increased focus on smaller firms with new export potential. Evidence of this increased focus is demonstrated by the increase of 222.45% (97-98 vs. 96-97) in average hours (10.9 each, 1,518.75 total).
- ⇒ On March 25, 1998, the CITD presented a seminar on International Trade on the Internet. Twenty-one participants attended the program which included: how to increase your sales on the Internet, how to develop an import/export business on the Internet, how to locate buyers and suppliers from around the world and Internet documentation.
- ⇒ The CITD offered the "ABC's of Exporting" every third Friday of the month during the 1997-1998 program year. These seminars were attended by 220 participants and were promoted and co-sponsored with the World Trade Center San Diego. They were held at a variety of sites in San Diego and Imperial Counties, including Downtown, North and East County areas. The ABC's of Exporting is a 3-4 hour seminar on the fundamentals of exporting that is presented in a PowerPoint format. The seminar is designed for the beginning exporter and covers pricing, transportation, documentation, market research and other introductory topics. This allows our clients to receive an introduction to exporting and international trade as a group prior to receiving one-on-one counseling.

Business Development - Centers for International Trade Development (CITD)

- ⇒ The RCC-CITD took an active role in organizing the Inland Empire International Business Association (IEIBA) 5th annual "World Trade Day" on May 7th and 8th. The RCC-CITD Manager, Jeffery A. Williamson, was the IEIBA director responsible for conceptualizing and organizing the 12 workshops offered at the "5th Annual World Trade Conference" in Ontario, the largest international conference of its kind in Riverside and San Bernardino counties. The workshops offered were: Methods of Payment, Currency Risk Management, Markets for High Value Ag Products, Barriers in International Business ISO9000, Finding-Selecting-Screening & Appointing Overseas Reps, Cultural Aspects of International Business, Outsourcing Logistics, Export Basics, International Law & Enforcement Agreements, U.S. Government Resources, Ag Exports for the 21st Century, USDA and the Foreign Agriculture Service.
- ⇒ During 1997-98, the UCEP-CITD provided services to 960 businesses/employers, of which 70 were women owned, and 100 were minority owned. The UCEP-CITD received 3,855 inquiries and requests, conducted export counseling for 154 new clients for 796 hours and 126 ongoing clients for 189 hours. The Export Center provided 674 clients with 4,289 hours of training for businesses. Included in these totals are market assessments for clients and referrals to CITD or other agencies. During 1997-98, 10 colleges were served with 36 faculty and 330 employees.

Business Development - Employer-Based Training (EBT)

- ⇒ Employers benefit by the availability of trained workers and of training to upgrade skills for workers who possess obsolete or inadequate job skills or who occupy entry-level positions with few advancement opportunities. Service on the Advisory Committee gives employers the opportunity to influence curriculum.
- ⇒ As a result of the acquisition of these skills, this project eliminated workforce development barriers by supporting the development of a Network Hardware Specialist Program which offers students increased competitiveness as they enter the workforce in data communications and network technology. The Program's Advisory Committee identified vital new hardware and software which were purchased with project funds for both the classroom and the laboratory facility.

Business Development - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ The existing CAD laboratory was expanded to accommodate 25 animation workstations running Windows NT MAYA software. Maya software is recognized as the high-end standard for 3D animation software. Regional production companies can be assured of having an adequate pool of well-trained individuals.

Business Development - Job Development Incentive Training Fund (JDITF)

- ⇒ The computer skills training program is consistent with the Ritz Carlton's and others commitment to achieving a high-performance workplace that can meet the demands of the growing tourism industry in Southern California.

Business Development - Model Programs for Community Economic Development (MPCED)

- ⇒ Expansion of Foreign Trade Zone #50 into the San Gabriel Valley is one of the key economic growth strategies being pursued by the San Gabriel Valley Commerce and Cities Consortium (SGVCCC). The FTZ Training program being developed under this grant will acquaint business with the FTZ concept and will potentially be one of the fastest growing and key sectors of the local economy.

Business Development - Performance Improvement, Organizational and Institutional Development (PIOID)

⇒ This project addresses both ED>Net and Contract Education strategic priorities for advancing California's growth and global competitiveness through education, training, and services that contribute to continuous workforce development, technology deployment, and business development. This is accomplished by: 1) working with the nine Centers of Excellence, particularly during their developmental phase, 2) coordinating with and assisting the new Professional Development Institute project (the statewide training project for faculty and economic development practitioners in the colleges), 3) coordinating with the Statewide Directors of Contract Education (North and South) and the Statewide Contract Education Strategic Priority Committee to expand upon their technical assistance and regional coordination activities, and 4) providing economic development planning and technical assistance to Districts who are expanding or realigning to deploy their economic development mission and the regional priorities as defined in SB 1809. Because this type of assistance would also involve all economic development programs within a District, including regional ED>Net Centers that reside there, this statewide project is a cross-initiative project.

Business Development - Small Business Development Centers (SBDC)

- ⇒ Our client Baja Printing, Inc. received the SBA's Minority Owned Small Business of the Year Award. Baja Printing was highlighted in Print Magazine as one of 100 fastest growing companies of 1996. The Center provided assistance to Baja Printing in the areas of business planning, management, marketing and financial services and has maintained a very strong relationship for an extended period of time.
- ⇒ Outcomes: The Silicon Valley SBDC provided 1,489 hours of training and services to 202 businesses to prepare them to improve business management practices, expand production of goods and services and identify new markets. Of that number 44% were women and 40% minorities.
- ⇒ The Butte College SBDC provides training to business owners and individuals wanting to start a business. By providing a wide variety of technical business assistance and training to small business owners and entrepreneurs, the Butte College SBDC serves as a one-stop facility that addresses the entrepreneurial and economic development needs of the region.
- ⇒ Ruiz Foods of Dinuba requested information on the potential market for frozen Mexican entrees. Our office was able to supply them with the information and they are looking to export into Canada. In addition, we agreed to pay half the salary for an intern to work in their office for the summer.

Attraction, retention and expansion of business . . .

As the following examples indicate, through quality education and services focusing on continuous workforce improvement, technology deployment and business development, economic development initiatives, programs and projects have been successful in attracting, retaining and expanding business.

Attraction, Retention And Expansion Of Business - Advanced Transportation Technologies (ATT)

⇒ City College of San Francisco's electric vehicle program was recruited to help an electric vehicle dealership start up in Northern California. This dealership, It's Electric, is well established in the east coast and plans to expand to Santa Rosa. To help meet their current and future employee training needs, they are entering into partnership with City College. They have already paid to send a faculty member to Boston to receive additional training in electric vehicles and will expand the partnership as the business takes hold. This is an exciting opportunity to work with and grow with the

Attraction, Retention And Expansion Of Business - Advanced Transportation Technologies (ATT)

alternative fuels industry.

- ⇒ The students employed in conventional automotive technologies (gasoline and diesel fuels) attended ATTC classes in order to learn new skills related to AFVs. Although many have a high degree of proficiency in conventional automotive skills, their employers have committed investment in AFVs, and accordingly now require human resources trained for the support of these vehicles. The retraining provided by the ATTC directly contributes to the retention of these positions in their current place of employment, and aids in their prospective employability with other similar business organizations.

Attraction, Retention And Expansion Of Business - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

- ⇒ The Center of Excellence contributed to the economic growth of the region by providing services to 3 businesses. The Center of Excellence worked closely with the contract education arm of the San Diego Community College District and the Employee Training Institute to provide these services. As the San Diego region has pulled out of its economic downturn this year and entered a period of vigorous growth, the Center of Excellence has contributed to the economic growth of the regions by coordinating efforts regionally with other Economic Development initiatives including Contract Education and the Workplace Learning Resource Center.

Attraction, Retention And Expansion Of Business - Centers for Applied Biological Technologies (CABT)

- ⇒ Based upon the recommendations from our industry partners we established an industry based laboratory facility for training and incubator services for start-up companies. Cal Tech and Huntington Medical Research Institute (HMRI) spawn 15 new companies every year and many of them cannot find necessary lab space at a reasonable price to perform their initial work. Many of the companies have left our region and even our State in search of better start-up opportunities. Our lab space in conjunction with the Biotechnology corridor and the Business Technology Center of Los Angeles will provide the necessary support to nurture these companies and keep the industry here in our region.
- ⇒ One of the major factors in attracting and retaining industry to a region is the availability of a competent workforce. Entry level lab technician programs have proven successful at supporting industry in the San Francisco bay area and San Diego and we have established a certified Biological Technician training program at PCC and hope to support others in our region.
- ⇒ We have established a lab facility that is part of an incubator project allowing start-up companies to move through their R & D phase with limited capital and link them to the Biotechnology corridor for future development. We have partnered with the Los Angeles Business Technology project to provide support for all types of emerging high tech industry in our region.

Attraction, Retention And Expansion Of Business - Centers for Applied Competitive Technologies (CACT)

- ⇒ The company had saved time and effort through this assistance. In addition, the company felt confident in doing business in California knowing that continued assistance from CACT is available. The company is now in operation, three new jobs were created and they anticipate future expansion.
- ⇒ The college is in the Irvine Spectrum, a major technology research and development park developed by the Irvine Company. It is expected to double its current size-2,200 companies and 40,000 employees. Over 50% of the companies are high-tech companies in technology development or manufacturing. The Irvine Company is very interested in promoting the college as one of the assets

Attraction, Retention And Expansion Of Business - Centers for Applied Competitive Technologies (CACT)

available to companies that locate in the Spectrum. The CACT is working with the company's director of marketing to develop strategies for making Spectrum companies aware of the CACT.

- ⇒ Working closely with Economic Development & Community Development Department at Riverside Community College, RCC's Engineering faculty, and independent trainers/consultants, as well as through partnerships with 3 other community colleges, and 4 business organizations, RCCD-CACT began responding to the community's needs for a coordinated effort to attract, retain, and expand business.
- ⇒ Funding for the El Camino CACT for fiscal year 1997/98 was \$166,800 in State Economic Development Funds. These funds supported direct services to 160 companies for an average expenditure of \$1042 per company. These expenditures brought improved technical skills and insights to the management teams and many of the individual employees of these companies.
- ⇒ Delco Machine and Gear Company is growing rapidly and needed to provide workforce training to its growing numbers of employees in Blueprint Reading, Shop Mathematics, Machine Fundamentals, N/C Fundamentals and Continuous Quality Improvement and Problem Solving Techniques. The ETP funded program brought many of the employees new to Delco and manufacturing in general, to a level of cooperation and understanding that enabled them to identify, analyze and propose specific solutions to manufacturing problems that when implemented enabled Delco Machine and Gear to grow more aggressively.
- ⇒ In 1997, GARMENT 2000 delivered a research paper to the California Wellness Foundation. The R&D project studied the local, state and national apparel industry. This included a review of the current workforce, an analysis of workforce trends, and a review of industry trends. The project next analyzed the main external factors which are impacting the industry, NAFTA and changes in the retail sector. The study also considered a range of strategies to strengthen the apparel industry, locally, statewide and nationally. We translated the findings of the research to develop strategic plan.
- ⇒ This program exemplifies the successful collaboration of Industry, Education and Government. Its positive impact on the employees and the company serves as a model for this type of collaboration. The bottom-line results to Northrop Grumman are highly impressive. There has been an 80% improvement in quality from 1995, while the ratio of inspectors to mechanics is down from 1:10 in late 1996 to 1:35 this year. Moreover, the price of the F/A18 is significantly lower, leading to higher domestic and international product sales. Lou Carrier, vice president of the F/A-18 program management at Northrop Grumman, called the program "a defining moment in this business."
- ⇒ Thanks to the partnership between the PDC and Hydro-Aire, the company will enter the 21st century strong and competitive. In 1994, they weren't sure they'd be entering the 21st century at all. But now, Hydro-Aire is considered a model for the 35 divisions of the Crane Company family, thanks to the fact that they have become such an excellent learning organization through their relationship with the PDC. We are sure new initiatives between the organizations will continue Hydro-Aire's success story into 1999 and beyond.
- ⇒ The SFCACT is coordinating a region wide approach to service delivery and developing regional partnerships. As GARMENT 2000, our project was highly visible and well entrenched within the Bay Area apparel manufacturing community. We are working to broaden our outreach, to expand services to other types of manufacturing and enhance partnerships. Locally, we know we are making a difference. Apparel manufacturing is the largest manufacturing industry in San Francisco. There are over 15,000 people employed in the apparel industry. New start ups and niche manufacturing companies are on the rise in the Bay Area and SFCACT is an important resource for them. Since its inception in 1994 GARMENT 2000/SFCACT has served more than 5,000 participants from more than 400 companies. The great percentage of these businesses employ unskilled and untrained

Attraction, Retention And Expansion Of Business - Centers for Applied Competitive Technologies (CACT)

immigrant labor. The future success of these businesses will depend on the commitment to train and upgrade employee skills.

- ⇒ The company sees this program as an investment that will pay off in two ways. SGL Polycarbon expects to see reduced costs in extra man-hours and downtime as a result of training. It is also hopeful that the participating employees will use this training opportunity to enroll in additional classes on their own at College of the Canyons.

Attraction, Retention And Expansion Of Business - Centers for International Trade Development (CITD)

- ⇒ Focusing on the strategic initiatives, the RCC-CITD conducted 16 workshops, 6 to 8 hours in duration each, attended by a total of 319 individuals, of which 276 firms were represented. Our "Basics of Exporting" workshop, held monthly, is designed to address firms new to export and start-up businesses.
- ⇒ The focus of the Citrus CITD for fiscal year 1997-98 was also on providing in-depth training programs for business participants; 25 business participants received a minimum of 20 hours of training each through specialized training services provided by the Citrus CITD; 90 business participants received an average of 8.10 hours of training; 13 start-up business participants received a minimum of 20 hours of training each through specialized training series provided by the Citrus CITD; 89 start-up businesses received an average of 5.9 hours of international trade training.
- ⇒ **OUTCOME:** To date, Dega Technologies, Inc. has received over fifty-four technical hours from Oxnard College CITD practitioners. As a result, Dega has employed two individuals to work exclusively on new product development for foreign markets and has a distributor relationship with a firm in Germany. They have also opened their firm to public offering, gained new foreign investment capital and are awaiting confirmation of a loan guarantee from the Small Business Administration.
- ⇒ **OUTCOME:** Ken Scanlon, Export Manager for Enviro-Reps International LLC, a small family owned developer of Bioremediation products says that, by working with the Oxnard College CITD they have opened 10 new export markets and maintained 6 jobs.
- ⇒ **OUTCOME:** Using techniques taught by Oxnard College CITD, Paul Janoski, Jr. Traffic Manager with High Performance Appliances, began redefining High Performance's international trade procedures. He also re-classified some of their products to a duty free status from duty rates of over four percent and consolidated freight. Janoski expressed that the CITD was instrumental in saving his company over US\$650,000 dollars annually by explaining the details associated with duty drawbacks, classification and freight negotiation.
- ⇒ **OUTCOME:** Riverside Community College (RCC) CITD participates in Consortia IX and is an integral member in the City of Riverside Office of International Affairs and Protocol, and holds a director's seat on the board of the Inland Empire International Business Association. Twenty-five million dollars in export sales, and 9 jobs were reported by RCC-CITD clients as a result of RCC CITD assistance.
- ⇒ **OUTCOME:** The Citrus CITD had provided services to 456 businesses over the course of fiscal year 1997-98. With just 16 (3.5%) businesses having reported, as of this report, international trade transactions of \$4,870,131, supporting 69 jobs (14,000 jobs per \$1,000,000,000 international sales). During 1997-98 the Citrus CITD continued its increased focus on smaller firms with new-to-export potential.
- ⇒ **OUTCOME:** The resulted outcomes from the Southwestern College CITD activities can be concentrated in three major areas: one-on-one counseling, training and colleges served. The first

Attraction, Retention And Expansion Of Business - Centers for International Trade Development (CITD)

area, one-on-one counseling, provided technical assistance to a total of 252 new and continuing clients. The outcome of this assistance was \$8,128,000 dollars in exports. During this period two clients reported an increase in sales over a million dollars each. The second service area, training, with 17 seminars/workshops resulted in an outcome of 341 participants from which 50 percent of attendees are clients or became clients of the CITD and 95 percent were business owners. The number of Colleges served is the third area. In this fiscal year the program outcome was three colleges.

- ⇒ **OUTCOME:** A total of \$4,598 was spent on contract services providing intensive international trade training programs within Region 5 by the Merced College CITD. Program outcomes as reported by the Merced CITD annual program survey credit the CITD with a total of \$60,067,190 in international sales.
- ⇒ **OUTCOME:** Skyline CITD, in collaboration with ATT, a German trade mission, BARTA, and the California Office of Trade & Commerce played two major roles. The CITD was able to work with Californian companies to identify those that meet the specific needs of the in-coming trade missions and prepare them to work with the delegation. Secondly, CITD's consultants made a series of two-part presentations on international trade financial strategies and legal issues regarding international trade to the Californian companies with the Germans in attendance. Forty representatives of various companies attended these presentations. As a direct outcome, three California companies (including Oracle) have already signed agreements with members of the mission. As of this writing Oracle sent a delegation to Germany to further solidify the agreement.
- ⇒ **OUTCOME:** The Rancho Santiago CCD SBDC International Trade consultant served as a facilitator in arranging for a bridge loan of \$300,00. Due to this funding transaction ten jobs were saved.

Attraction, Retention And Expansion Of Business - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ In October, Prosolvia will send two interns to our center to continue their training with us but also to be available to assist us with additional training. We became aware of product development underway, its impact on all aspects of the organization, and the role Prosolvia wishes to continue to play with our center as an economic development partner. Most critical for us, and the primary reason for the trip, was that we were to be provided intensive training sessions of Prosolvia's latest virtual reality technology and software, specifically in medical applications, driver training simulations, and power and plant process design and maintenance. The trip provided for us a vastly improved knowledge base with respect to partner resource availability.
- ⇒ A "success story" or particularly notable aspect of the project is that through the project advisory committee meetings and meetings with local business councils, the project has brought an awareness to business and industry of new tools (virtual reality) and the training in such tools. This will attract new business to the Region and the project has provided the "seed funds" to establish an Orange County center for training and retraining in high-end interactive multimedia and visual simulation which will assist in retraining existing business and industry.

Attraction, Retention And Expansion Of Business - Job Development Incentive Training Fund (JDITF)

- ⇒ The Center for Applied Competitive Technologies of De Anza College is an economic outreach program established to offer services to the region's manufacturers to help them remain or become competitive in a global economy. The mission of the Job Development Incentive Training Grant is to provide services to the machining sector in the Bay Area to increase current workers skills and,

Attraction, Retention And Expansion Of Business - Job Development Incentive Training Fund (JDITF)

hopefully, open up new entry level employment positions within the participating companies. The emphasis was on putting those on welfare to work in these new positions.

- ⇒ Specifically, the project proposed to upgrade the skills of up to 24 CNC operators at Chemtronics. San Diego is currently experiencing a severe shortage of this type of technical worker. The program was also designed to create job opportunities for new technicians, standardize performance criteria for machinists, enhance quality control, and cross-train operators on a variety of machines. The success of the project will be demonstrated by the ability of the company to actively pursue more and larger contracts, thus creating additional job opportunities at all levels of the company and contributing to the overall economic development of East County.

Attraction, Retention And Expansion Of Business - Model Programs for Community Economic Development (MPCED)

- ⇒ The dynamics of this project were altered as the newly located Santa Barbara Aerospace (SBA) company arrived in San Bernardino, began remodeling their work site, and initiated hiring. The pursuit of aviation mechanics revealed an industry-wide shortage and stimulated the company to think about hiring “apprentice mechanics” that could be trained to an entry level and then add the mechanic certification while employed. The company was also interested in helping place qualified welfare to work participants. The funding for this project and the leveraged resources were used to meet an emerging company need, training entry level apprentice mechanics.

Attraction, Retention And Expansion Of Business - Regional Environmental Business Resource Assistance Centers (REBRAC)

- ⇒ “Brownfields to Goldfields” - REBRAC, City of Pomona and Rio Hondo College are jointly involved in this on-going economic redevelopment project. Over the past few years REBRAC has worked closely with the City of Pomona by assisting them in writing a successful Brownfields grant for which they were awarded \$100,000 this year by EPA Region IX. This Regional Pilot Grant is the first of its kind to be awarded in Southern California. This is a two year grant to be completed by Sept. 1999. This pilot project includes 11 sites slated for redevelopment within the City of Pomona. When the contract is in place, REBRAC will provide Phase I assessment support and oversight of Phase II studies. REBRAC plans to use a GIS system to track the data generated by these studies. REBRAC is also linked to another EPA grant through Rio Hondo College. This grant provides stipends to students and recent community college graduates that work as trainees or interns on Brownfields projects. Through this three way arrangement REBRAC can hire community college students to work on the Brownfields site project under the supervision of a REBRAC Registered Environmental Assessor (REA). The City of Chino provides the Brownfields sites and Rio Hondo College provides the students and stipends for the work. In the near future this project will assist in turning abandoned properties into employment centers and property tax generators for the city and the region. REBRAC will also train Brownfield's site technicians for work in the environmental industry.
- ⇒ Operation “Jump Start” - On July 7, 1998 at a ceremony held at City Hall in Chino, Bill Powers, Director of REBRAC, was given an award by the Mayor of Chino for REBRAC assistance with “Operation Jump Start.” The award was given at a televised meeting with the Board of Supervisors. The City of Chino's Economic Development Department Director stated that the organizations present, including REBRAC, were sharing the award for assistance provided to the city which led to 42 new businesses being established and created approximately 2,700 new jobs for the city and the region.

Attraction, Retention And Expansion Of Business - Regional Health Occupations Resource Centers (RHORC)

- ⇒ Contributions to meeting regional needs for emerging industries: Initial curriculum and program development in areas identified as high need; Community Care Worker, Case Manager, Billing Clerk, Rehabilitative Aide, Clinic Administration, and Integrative Health.

Attraction, Retention And Expansion Of Business - Small Business Development Centers (SBDC)

- ⇒ The Center is actively participating in the Butte County Job Task Force to develop a business plan for meeting federal mandates for the CAL Works program, and participating in Employment Development Department Employers' forum to educate employers on workforce needs that attracts, retains, and expands business.
- ⇒ **Employers:** The Silicon Valley SBDC has assisted employers in retaining 31 positions and creating 180 positions. The SBDC assisted several businesses that were destroyed by fire in San Mateo.
- ⇒ The Southwest Los Angeles County Small Business Development Center has developed a curriculum to meet the changing needs of small businesses. A description of these workshops is detailed in the product listing. A web site enables businesses to learn about the Southwest Los Angeles County SBDC services and also several other web sites including the SBA and the California Trade and Commerce Agency.
- ⇒ The Yuba SBDC helped an important new startup in Lake County that is expected to become a catalyst for expanded tourism and local employment. Outrageous Waters is a waterslides/youth entertainment business that has been three years in development. During this program year the SBDC helped the owners obtain \$1,028,000 in a commercial bank/SBA loan and \$420,000 in public financing to supplement \$670,000 in equity and private investments. With its grand opening on July 25, the new company currently employs 39 FTEs, many of them young people who would otherwise have to seek employment outside the county. The waterslides are being co-advertised by the Konocti Resort in its major regional advertising, thus helping to attract additional out-of-county tourists. Community leaders have lauded the project because, beyond the business and economic development potential, it provides healthy recreation for youth, a critical social need in the county.
- ⇒ The Orange County SBDC not only provided small business counseling to the business community but was innovative in acquiring a Department of Education Grant to provide international consulting to the business owners of Orange County. This grant was completed in early fall 1997. The international consultant continues to work at the Orange County SBDC and in 97/98 she assisted international clients in achieving over \$1,000,000 in sales transactions.

Attraction, Retention And Expansion Of Business - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ The State Director was active in coordination of state efforts to retain technology businesses. Acting through a Trade and Commerce Red Team he was instrumental in maintaining two manufacturing businesses and over 260 jobs in the state.

Attraction, Retention And Expansion Of Business - Technical Instructor Intensive In-Service Training (TIIT)

- ⇒ Faculty and counselors from four community colleges came together to learn about SCANS, to discuss their experiences, and to share their observations of industry needs. Our program will be more relevant due to the newly acquired, up-to-date knowledge and skills of our faculty and

Attraction, Retention And Expansion Of Business - Technical Instructor Intensive In-Service Training (TIIT)

counselors. Therefore, employers will be more likely to remain in the San Gabriel Valley area due to the improved workforce pool.

- ⇒ Adam, one of the students who participated in these events, was inspired by the promise of international trade and immediately began planning a joint business venture involving investors from several Asian countries. The project proposes to create a system which brings wireless cable television to under-developed countries by overcoming many of the barriers of traditional cable network systems. In addition to some thirty channels of television programming, the project will offer “Pay-per-View” programming. An integral part of this entertainment offering will be the opportunity to present college courses on a subscription basis.

Attraction, Retention And Expansion Of Business - Vocational Education Technology Instructor and Career Counselor In-Service (VETICC)

- ⇒ A notable aspect of this project was that new clinical sites were developed for the Napa Valley College Associate Degree Nursing students. These students will be providing direct care to the geriatric population as regards influenza, blood pressure and foot care clinics. In addition, these students are being exposed to new clinical experiences in acute care and extended care rehabilitation at the Queen of the Valley Hospital and the Sierra Vista Extended Care Facility in Napa, California. With the acquisition of newly developed expertise in geriatric assessment, the project faculty will impact patient care through their theory and clinical instruction in Napa Valley College courses entitled Nursing in Health Alterations I and IV (NURS 151 & 264).

- ⇒ This project contributed to economic development training and industry needs by providing the instructor with the up-to-date knowledge and skills in the emerging industries of home health care, out-patient clinics, free-standing clinics, and parish screening clinics. This instructor will utilize the knowledge to assist the other program faculty in revising the curriculum to meet the needs of the current health care delivery system.

Attraction, Retention And Expansion Of Business - Workplace Learning Resource Centers (WpLRC)

- ⇒ Access to convenient, affordable, quality training for business is one large factor in the retention of business in the state. Four Bay Area community colleges met to develop a strategy to assist Kaiser Permanente to retain and expand business. A consortium, the City College Regional Training Consortium (CCRTC) was formed, which includes four community colleges: City College of San Francisco, San Jose City College, Santa Rosa Junior College, and American River College to arrange training and handle billing for all Kaiser Permanente hospitals in the Bay Area. At this time, CCSF’s WpLRC is providing clinical competency training to medical assistants to fulfill a state certification requirement.

Innovative solutions . . .

Below are some ways in which economic development initiatives, programs and projects were able to provide innovative solutions for the delivery and expansion of workforce improvement programs and services, the use of technology and the development and expansion of business and industry.

Innovative Solutions - Advanced Transportation Technologies (ATT)

- ⇒ The program held training sessions during the winter inter-session of the college to avoid conflict with current programs and related parking. The traditional “down” time at the college maximized

Innovative Solutions - Advanced Transportation Technologies (ATT)

utilization of the automotive technology facilities and staff.

- ⇒ The college recently entered into a contract to become a Referee Station. BAR personnel lease the facility and equipment in order to assist those automotive owners that have been identified as gross polluters. The objective is to assist owners of those vehicles in order to make an accurate diagnosis and to recommend the appropriate intervention.
- ⇒ We solicited participation from the local high schools for a concentrated 90-hour summer EV program. Charles Robertson, an experienced EV instructor from Cerritos College, one of our affiliates, agreed to instruct our EV class. In this class we converted a SAAB to an electric vehicle with intentions of having it registered for street use. This will enable us to use the vehicle for outreach and promotional purposes. The greatest achievement is that students attended this class from each of the high schools in Long Beach. The students developed the plan for conversion and worked out the details. Other programs at the school were involved in subassemblies and machining processes.
- ⇒ Orange County Transit, Cypress College, and Rancho Santiago College District are cooperating on the development of a mobile classroom. The mobile classroom will allow the participating parties to bring advanced transportation training directly to the workplace, thereby removing a critical access barrier. The mobile classroom will be a complete multi-media classroom capable of delivering a wide range of advanced transportation programs. One of the modules under development is computer based advanced diagnostics, in a controlled PC based laboratory environment.
- ⇒ Computerized instruction media was developed for the propane program with 40 megabytes of PowerPoint presentations intended to present both IMPCO and GFI engine management systems which are present on the Eldorado brand transit bus. We provided this training to Orange County Transit as a joint venture project with our new affiliate college Cypress College. This gave Cypress a needed boost to get started in industry-based alternative fuels training and provided both colleges with needed propane demonstration vehicles. We had to be creative in our scheduling to accommodate their 4-day/10-hour-shift schedule. This required 4-hour sessions so they could still keep a half-day production and maintain the fleet properly. It also required odd hour scheduling to meet their shift times. We held class on Tuesdays at 4 a.m. and Fridays at 2:30 to reach the largest possible audience without disrupting their schedule.

Innovative Solutions - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

- ⇒ ***Developing innovative training solutions:*** The Center of Excellence adapted performance-consulting tools that can be used to develop training and non-training solutions for employers. The tools were used to recommend solutions for area businesses during the needs analysis process.

Innovative Solutions - Business and Workforce Performance Improvement/Professional Development Institute (BWPI/PDI)

- ⇒ Through June 30, 1998, the Professional Development Institute provided a one-hour workshop on "What is Performance Based Training" at the CCCAOE Conference, to the Vocational Education Subcommittee of the Academic Senate, ED>Net Directors, Contract Education Strategic Priority Committee, Pasadena Workplace Learning Resource Center, the Regional Health Occupations Resource Center directors, the Bay Region Contract Education practitioners, LA/Orange Region Contract Education practitioners, and to the West Los Angeles and Ventura College Centers of Excellence; reaching 118 colleges (some duplication of colleges represented); 173 participants, a number of whom were faculty; for a total of 173 contract hours.

Innovative Solutions - Centers for Applied Biological Technologies (CABT)

- ⇒ One of the more difficult challenges a small biotech company faces is getting started with very little capital. All around the nation there are incubator projects to help such companies get started with business and technical support. In the City of Pasadena we have created an incubator environment for Biomedical/Biotechnology companies that begins with the LAOC Center lab space for initial R & D projects, then moves up to space that is being created in the Fair Oaks Biotechnology Corridor for small production companies. Ancillary business support can be obtained from the Los Angeles Business Technology center located in West Pasadena.
- ⇒ As soon as we began putting together the industry lab facility, Wetlab, we were contacted by Dr. David Rozzell, a Harvard graduate, who owns a small biotech company in Burbank, California. As a small start-up company he has been leasing lab space all over the country and has projects running in Chicago and Florida but there was no reasonably priced facility available in Southern California. He had heard about us through the City of Pasadena and the intellectual property lawyers at Christy Parker and Hale. Upon his first visit he was so impressed with our facility and the faculty and student support that he contracted to use the lab for his next project. Through his enthusiasm for the blending of education and industry he allowed our students to work with him on cutting edge microbial enzyme work providing them with an experience usually reserved for advanced graduate students and post-docs. The students experienced first hand the excitement of new product discovery and the inner workings of industry without having to leave Pasadena Community College. Dr. Rozzell was so pleased with our services and program that he is planning all of his future projects with us and has agreed to help teach in our training program in the fall. It is through relationships like this that the Community College can become an integral part of the economic future of biotechnology in the State of California.

Innovative Solutions - Centers for Applied Competitive Technologies (CACT)

- ⇒ Ms. Terry became an avid supporter of modular manufacturing, team based sewing and solicited GARMENT 2000/SFCACT to assist her in developing a modular team at her local contractor. Ms. Terry considered the conversion to modular a natural progression that would support the work she sub-contracted and the work of other manufacturers. Her approach is innovative. Most manufacturers aren't in the business of promoting and maintaining relationships with their contractors beyond the immediate future. The contractor, Fung Lum received almost 4 months of on-site operator training, skills upgrading, quality control, and supervisory training. To support the reduced output of the plant during training Cut Loose continued to sub-contract work with longer lead-times and to secure additional production from other competitors. We are pleased to report that the modular team is still in place at Fung Lum, and that Cut Loose is now receiving finished goods faster with improved quality. Ms. Terry indicated that "None of this would have ever been possible without the support and expertise of the SFCACT/GARMENT 2000. "This is an important and valuable resource to a very competitive and challenged industry".

Innovative Solutions - Centers for International Trade Development (CITD)

- ⇒ To avoid duplication of services locally, the CITD took the initiative and established the International Trade Coordinating Committee (ITCC). CITD undertook two other unique programs during this fiscal year as well. In conjunction with the Greater Sacramento SBDC, we participated in a strategic planning exercise designed to look at strengths, weaknesses, opportunities and threats. The goal was to identify potential CITD customers in our service area and make them aware of the services CITD has to offer. Once this target was identified, CITD then hired consultants to do outreach to these

Innovative Solutions - Centers for International Trade Development (CITD)

areas.

- ⇒ Innovative solutions were developed to meet international trade needs, such as the provision of one-on-one counseling services at business client sites for businesses with export potential; delivering at the CITD's locations, throughout the year, a comprehensive 6 part International Trade training series that covers the many facets of doing business across national boundaries; presenting this 6 part International Trade workshop series in co-sponsorship with regional community colleges at sites other than the CITD's; and securing international trade information resources for client access at 3 full service centers (with provision for a 4th full service center) and 4 satellite centers, in partnership with the East L.A. SBDC.

Innovative Solutions - Contract Education Technical Support (CETS)

- ⇒ Session Presentations/Workshops, and Seminars: Director/North developed presentations on model technical assistance projects and best practices which were presented at two CCCAOE conferences, the League for Innovation Workforce 2000 conference, Contract Training International conference, and AACC.

Innovative Solutions - Employer-Based Training (EBT)

- ⇒ Created a certification program actively recognized by the Specialty Coffee Industry. The certification will be promoted by the industry through the Specialty Coffee Association of America (SCAA) and accepted by industry members as proof of achieving basic industry-approved skills across a wide spectrum of disciplines including practical problem-solving experience.

Innovative Solutions - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ This ISO 9000 Quality Network is a trail blazing Private/Public Partnership that is focused upon providing a unique opportunity to small manufacturers. It builds upon an effort by the Small Manufacturers Association of California (SMAC) to provide self instruction education and training materials and ISO 9000 audit and registration services to small manufacturers at a significantly reduced cost. In addition, it builds upon lessons learned by the SMAC, SMI and the California Manufacturing Technology Center (CMTC) in implementing a small manufacturer consortium based ISO 9000 Network Program at California State University Los Angeles (CSULA). The CMTC has offered the resources of its Employment Training Panel (EPT)/CMTC contract to conduct follow on training programs at individual companies and/or with network consortiums of companies.

Innovative Solutions - Job Development Incentive Training Fund (JDITF)

- ⇒ To date, a total of 28 participants have been enrolled in the program. As planned, and based on initial assessments of skills and skill deficits, some trainees are taking all 7 modules, while others are participating in just those modules which they, as individuals, need for upgrade. This skill-based performance model has allowed for individualization of the program while ensuring that all participants have this opportunity for upgrade. At the same time, the company has saved by not being required to excuse an employee from the shop floor to attend training not needed by that specific worker for upgrade.
- ⇒ Through this project SMC has introduced the Ritz Carlton and the Marina Beach Marriott to new and innovative avenues and methods of employment recruiting, including the ability for these employers to capitalize on the resources of CPC. As a result, these partners have renewed capabilities for meeting their employment needs.

Innovative Solutions - Locally-Based Statewide Economic Development Coordination Network (LBSCN)

- ⇒ Coordinating and participating in 5 Director's Meetings, 2 Chancellor's Office Advisory Pre-Committee Meetings, 2 Economic Development Program Executive Committee Meetings, 2 ED>Net Statewide meetings, Conferences and 22 Business Partnership Meetings. At each meeting issues and innovative solutions were discussed and forwarded for action as appropriate.

Innovative Solutions - New Media/Multimedia Entertainment Centers (NMMEC)

- ⇒ The New Media/Multimedia/Entertainment Initiative and this collaborative brought together faculty groups who had not previously known each other, and had not visited their neighboring colleges. A notable activity conducted earlier this summer with support from the Center was 'Cyber Summer' camp for high school students, conducted at Moorpark College. The success of this activity, and its exposure to all regional colleges has resulted in similar camps being designed for summer, 1999 with support via Center funding.

Innovative Solutions - Performance Improvement, Organizational and Institutional Development (PIOID)

- ⇒ Developed tools and processes for use by the Centers in making individual visits to colleges. Each Center attempted to meet with the Contract Education unit manager and practitioners, ED>Net Initiative Center personnel, and campus occupational education/workforce administrators at each college to be served by their Center. The visits were to introduce the Center, their staff, and their services, and to collect information on existing capability and partnerships at that college. This information was then used in order to anticipate and plan for overall needs for Center services by each college. The Statewide Director developed a number of materials which explained the roles, differences between a performance-based approach and a traditional approach, and key contact information for use in working within the region. These were used by Centers in the initial outreach to colleges.

Innovative Solutions - Regional Environmental Business Resource Assistance Centers (REBRAC)

- ⇒ To develop innovative solutions to environmental technology priority areas. The cost of environmental training to small businesses was a concern to the Advisory Board. The South Coast REBRAC and Allan Hancock College developed an Environmental Technology Institutes Program that encompasses all training in a credit format with .5 to 3 units of academic credit assigned to each workshop developed as an institute. Small businesses can sign up its employees at a much lower cost than with contract education.
- ⇒ REBRAC initiated a study on the possible reduction in energy usage for lighting in the newly built CCSF library by taking into account daylight illumination. This study which was completed in the spring of 1998, will have a significant impact on the standards used in new and retrofitted buildings.

Innovative Solutions - Regional Health Occupations Resource Centers (RHORC)

- ⇒ RHORC Region 10 is planning on providing distance learning capabilities via video teleconferencing for health care work force distance education programs in remote areas of Region 10.
- ⇒ The Medical Laboratory Technician Advisory Committee, Steering committee, and Curriculum Committee have been meeting on an ongoing basis with support from the Regional Health Occupations Resource Center to develop the first web based Medical Laboratory Technician Program in the State of California.

Innovative Solutions - Small Business Development Centers (SBDC)

- ⇒ The Orange County SBDC not only provided small business counseling to the business community but was innovative in acquiring a Department of Education Title VI B Grant to provide international consulting to the business owners of Orange County. This grant was completed in early fall 1997. The international consultant continues to work at the Orange County SBDC and in 97/98 she assisted international clients in achieving over \$1,000,000 in sales transactions.
- ⇒ The Southwest Los Angeles County Small Business Development Center has developed a curriculum to meet the changing needs of small businesses. A description of these workshops is detailed in the product listing. A web site enables businesses to learn about the Southwest Los Angeles County SBDC services and also several other web sites including the SBA and the California Trade and Commerce Agency.
- ⇒ Identified the need for alternative presentation of small business information. This resulted in the development of the CD training aid "Putting Your Business on the Web."
- ⇒ The Yuba SBDC helped an important new startup in Lake County that is expected to become a catalyst for expanded tourism and local employment. Outrageous Waters is a waterslides/youth entertainment business that has been three years in development. During this program year the SBDC helped the owners obtain \$1,028,000 in a commercial bank/SBA loan and \$420,000 in public financing to supplement \$670,000 in equity and private investments. With its grand opening on July 25, the new company currently employs 39 FTEs, many of them young people who would otherwise have to seek employment outside the county. The waterslides are being co-advertised by the Konocti Resort in its major regional advertising, thus helping to attract additional out-of-county tourists. Community leaders have lauded the project because, beyond the business and economic development potential, it provides healthy recreation for youth, a critical social need in the county.

Innovative Solutions - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ Each Strategic Priority Committee, under the leadership of the appropriate Initiative Directors, has identified strategic priority areas including service gaps and are incorporating them into each Strategic Initiative Plan.
- ⇒ Field test new assessment instruments developed for use within the business community. Develop innovative delivery methodologies which can improve the learning process. Contribute additional products to the ED>Net Data Base. Provide faculty inservice on the development and use of CBT modules.

Innovative Solutions - Workplace Learning Resource Centers (WpLRC)

- ⇒ Macy's contracted with the WpLRC to teach 40 instructional hours for their employees to learn Spanish. The focus was to improve communication with the numbers of Spanish speaking visitors to the valley, the locals of the valley, and to improve the interaction among employees. Another similar language program with Marriott Desert Springs Resort, completed three years ago, resulted in a feature story in the Wall Street Journal on April 22, 1998. The story featured innovative language programs offered through the Workplace Learning Resource Centers statewide.

Identification, acquisition and leveraging of resources . . .

In support of local, regional and statewide economic development, it is required that initiatives, programs and projects identify, acquire and leverage available resources. As the following lists indicate, these programs were successful in identifying logistical and technical resources to help advance their mission and to acquire active participation and funding and/or in-kind support from related economic development agencies and programs and business and industry representatives.

Identification, Acquisition And Leveraging Of Resources - Advanced Transportation Technologies (ATT)

- ⇒ Rio Hondo College was the recipient of new state-of-the-art equipment obtained from the Bureau of Automotive Repair for BAR training. This training, along with use of the new equipment, updated the skills of individuals currently providing Smog Certifications. Utilizing this equipment, the college has provided fee-based training classes to update skills of current technicians required to update their skills due to new state requirements.
- ⇒ Long Beach Transit donated 15 boxes full of brand new heavy-duty DDEC II engine management manuals to our program. These will be very useful in training students on the DDEC system components. We received a donated Cummins CNG phase I engine for our heavy-duty program as well. We also received approximately \$15K of parts and batteries from the local Nissan dealership for use in the program. Negotiations are being completed to receive a propane transit bus for use in our program from Orange County Transit.
- ⇒ College of Alameda has worked closely with the California Air Resources Board to develop training to help workers comply with health and safety laws pertaining to heavy duty emissions. Additionally, College of Alameda participated in the National Science Foundation grant at the College of the Desert and has worked on developing a tech prep curriculum with a local high school in the area of alternative fuels/advanced transportation technology.
- ⇒ The ETTC is working directly with the University of California, College of the Engineering Center for Environmental Research and Technology, and with local High School Districts in the development of training programs and the articulation of curriculum to provide a seamless transition for students from High School to the University level.
- ⇒ COD has received approximately \$450,000 in Federal Grants to support continued development of Advanced Transportation Technology clusters and job training.
- ⇒ At Evergreen Valley and San Jose City College, ALTRANS staff arranged to appear at several new employee orientations during April and May of 1998. At six community colleges and SJSU, the ALTRANS staff has made 26 classroom presentations for faculty and students to become acquainted with alternative transportation methods and advanced transportation technologies.

Identification, Acquisition And Leveraging Of Resources - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

- ⇒ **Identifying and leveraging resources to support economic development:** The Center of Excellence performed an extensive needs assessment of the region's colleges to identify resources needed to support economic development. These resources include mentoring, coaching, and marketing support. The Center of Excellence has collaborated with other initiatives including the Workplace Learning Resource Center, Center for Applied Competitive Technologies, Small Business Development Center, and Contract Education to deliver needs analysis services to area businesses.

Identification, Acquisition And Leveraging Of Resources - Centers for Applied Biological Technologies (CABT)

- ⇒ Kay Azuma remains in close contact with several employees of Reprogen, Inc. including Maria Pellegrini, co-founder of Reprogen, Scientific Advisory Board Member of Reprogen, and Program Director of the W.M. Keck Foundation; Jeffery Miller, CEO/President; Cynthia French, Chief Scientific Officer/Vice-President; Karen Yamamoto, Senior Vice Director of Molecular Biology; Lorna Neilson, Senior Scientist Ali Andalibi, Senior Scientist Doug Kang, Research Associate; and Jeffery Thorton, Research Associate. As a result from this collaboration: (1) Karen Yamamoto and Maria Pellegrini have agreed to serve on the Advisory Board for SMC's Biotechnology Program; (2) Lorna Neilson and Ali Andalibi have agreed to be speakers on our campus; (3) Doug Kang and Jeffery Thorton have agreed to provide their technical expertise in biotechnological experiments employed in our Biotechnology Methods course; and (4) Reprogen encourages and invites SMC's students to apply for student internships.
- ⇒ The CCBC also functions as a recipient and distribution center for donated laboratory equipment (e.g. \$80,000 autoclaves from Amgen Corporation)
- ⇒ The CCBC has established working relationships with about one-third of the 38 biotech companies currently identified in this region. These companies provide faculty support for student training, donate lab supplies and establish internships, and hire technicians from the college training programs.
- ⇒ Amgen provided a \$5000 start-up grant in 1993 to Prof. Bill Thieman at Ventura College to develop a pilot course and determine the need for a biotechnology training program at the college. The success of the program can be measured by the fact that Amgen commissioned a Bio 31 course for the summer of 1997 (under contract education) to train more entry-level technician students.
- ⇒ In order to leverage resources from other public and private institutions that support science education, we have created a Science Alliance allowing public and private stakeholders to participate in science education. We have just begun to recruit members but we have received positive responses from the Los Angeles Science Center and the Long Beach Aquarium. We will draw upon the experience and format of the Science Alliance set up in San Diego to promote the participation of the members in region programs across all levels of education. We hope to have our first event in the coming year.
- ⇒ The MRP received donations of equipment, reagents and supplies from biotechnology companies in San Diego County. Information about these donations were disseminated via flyers and the website, and distributed to faculty on a request basis.

Identification, Acquisition And Leveraging Of Resources - Centers for Applied Competitive Technologies (CACT)

- ⇒ CACT maintains 12 private partnerships with consultants, vendors and government laboratories which help it leverage its resources by providing services at a reduced rate to CACT clients. Through one of our partners we provided technical assistance to a furniture manufacturer in the characterization of their site to determine if soil was contaminated with solvents used in their manufacturing processes.
- ⇒ CACT assists the Orange County Health Care Agency (OCHA) communicating new requirements that affect manufacturers by conducting workshops that bring together the technology vendors and manufacturers. Through these CACT workshops manufacturers obtained insight into the need for effective implementation of new technologies. At these workshops manufacturers get to interact with technology vendors in an informal setting.

Identification, Acquisition And Leveraging Of Resources - Centers for Applied Competitive Technologies (CACT)

- ⇒ Combining the resources of the college manufacturing program and the CACT equipment budget, the CACT was able to design a program to address all of these needs. A generous commitment by the Packaging Machine Manufacturers Institute (PMMI) members will enable the CACT to have a comprehensive packaging program. In addition, Opto 22, a local manufacturer of PLC systems and programming (combined with a purchase of PLC systems from GE), will allow the CACT to have an extensive PLC education offering - i.e., for the Riverside Community College curriculum and the various activities of the CACT. This dual benefit directly supports our Mission Statement for the community of small to medium sized manufacturers.
- ⇒ Cost Reduction or Elimination through Public Partnerships - A new, more improved partnership with the California Manufacturers' Technology Center allowed the PDC to secure additional funding. This partnership enabled the PDC to obtain mini grants totaling approximately \$25,000 from the National Institute of Standards and Technology. These grants allowed the PDC to reduce or eliminate the cost of comprehensive needs assessments. In addition, our partnership with the California Manufacturers' Technology Center allowed the CMTC to receive a \$560,000 contract with the State of California Employment Training Panel, this serving a group of businesses who would have not otherwise been able to afford training and related services.
- ⇒ In a unique collaboration, Serpa and the CACT worked together to develop a program that effectively addressed the problem. Serpa made an extremely generous equipment donation (approximate value - \$400,000) which helped to launch the industrial automation training facility. In turn, the CACT developed industry specific training on behalf of Serpa, recruited senior college students to become participants and initiated an internship training program. Once these students completed their "real-life" training assignments they were offered employment at Serpa.
- ⇒ CACT is working with inspectors for the Orange County Sanitation District to coordinate efforts and provide a cost effective means to support implementation of alternative technologies for manufacturers. Under an informal agreement, county inspectors refer businesses that have violations to CACT for technology assistance.

Identification, Acquisition And Leveraging Of Resources - Centers for International Trade Development (CITD)

- ⇒ In addition, CITD and its board of advisors are contemplating a strategic relationship with the Renaissance Entrepreneurship Center. This relationship will, among other things, facilitate access to the CITD at a unique location, facilitate access by the CITD to the numerous incubator's clients (past and present) and the incubator's relationships with other service providers. Moreover this relationship will allow the CITD a place to host its events in San Francisco, and also allow for after hours and/or weekend work in San Francisco.
- ⇒ A list of cooperative agreements with local and other state & federal agencies is attached in the CITD Service Provider Information. The CITD staff meets on a regular basis with other organizations to develop cooperative projects. In regards to information dissemination, the CITD had drafted a plan to produce the 1998-1999 San Diego World Trade Directory in conjunction with the World Trade Center San Diego and the Greater San Diego Chamber of Commerce. This valuable resource will include data about importers, exporters and other trade related services. Copies of the directory will be distributed to local businesses, economic development organizations, United States Embassies, commercial offices throughout the world, and to principal Chambers of Commerce. The Center's effort will include research and data collection that allow for an expanded directory.

Identification, Acquisition And Leveraging Of Resources - Centers for International Trade Development (CITD)

- ⇒ Initiated a new center within the WTCA LA/LB office in Long Beach, enabling leveraging of resources. Concluded arrangement with DOC ITA FCS in Newport Beach to operate one day a week from their offices giving immediate access to clients.

Identification, Acquisition And Leveraging Of Resources - Contract Education Technical Support (CETS)

- ⇒ The issue of identifying, acquiring, and leveraging resources to support contract education activities was addressed by: Partnering with the Employment Training Panel and Manex to provide presentations at regional meetings of economic development practitioners, as well as referring individual community college programs to this potential resource.

Identification, Acquisition And Leveraging Of Resources - Employer-Based Training (EBT)

- ⇒ Employers benefit by the availability of trained workers and of training to upgrade skills for workers who possess obsolete or inadequate job skills or who occupy entry-level positions with few advancement opportunities. Service on the Advisory Committee gives employers the opportunity to influence curriculum.

Identification, Acquisition And Leveraging Of Resources - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ Alias/Wavefront provided a 25 station site license for its newly developed Windows NT MAYA software as well as training software and consultation services (total contribution = \$974,625). The MAYA software is widely recognized as the high-end industry standard for 3D animation and modeling.
- ⇒ Oracle Corporation is providing a video server and 100 hours of consultant services. The Airborne company provided sixty hours of consultant services in the development of the curriculum and selection of the appropriate equipment. MetaCreations donated software used in the development of digital animation and video editing and effects. The donation included site licenses for Painter, Infini-D, Studio Effects, Final Effects, Poser, and Detailer.
- ⇒ The strategic partnership between the College and Alias/Wavefront (the producers of MAYA) has enabled the College to offer the first certified training program in this state-of-the-art software. College staff trained on “beta-test” versions of the software and had direct access to the developers. The funds from this grant provided the hardware and other support software that enabled the College to begin offering the MAYA training when the fall semester classes started on August 24.
- ⇒ One particularly notable “success story” is the leveraging of funds through a collaboration with the Employment Training Panel, the California Manufacturing Technology Center, West Los Angeles College, Sierra College and PRIDE Industries. The CMTC and WLAC hold a contract with ETP for a training consortium, in which Sierra College is a partner. Through this partnership we were able to leverage funds for our industry partner PRIDE Industries. This collaboration allowed PRIDE to utilize the Workplace Automation Learning Lab and receive 40 hours of training for 29 employees at no cost to them, while at the same time, through the RTP contract, Sierra College received revenue in excess of \$11,000.
- ⇒ To help leverage resources to support local, regional, and statewide economic development, the NTT Collaborative worked with local partners, Sun Microsystems and Cisco Systems, along with their technical teams in planning the lab design, ordering equipment, and physically setting up a state-of-the-art networking lab at Mission College. Sun also matched additional equipment, including ten

Identification, Acquisition And Leveraging Of Resources - Industry Driven Regional Education and Training Collaboratives (IDC)

JAVA stations. Hardware and software interconnections (UNIX) courses will be taught in this enhanced lab.

- ⇒ This film and video course builds on the content of the existing MAT courses in digital imaging and non-linear digital editing. Industry consultants provided advice on the best equipment and instructional methodologies to train students within the budgetary limitations of the College. The grant provided funds for curriculum development and the basic equipment needed to support the new production course.
- ⇒ This Twelve Bridges RMTTC/SMI Metalworking Manufacturing focus is being leveraged regionally and state wide. RMTTC and SMI have visited the state's National Tooling and Machining Association (NTMA) Training Centers in the Los Angeles and San Francisco Bay areas. The team also visited the Van Nuys High School Machining Academy supported by the Small Manufacturers Association of California (SMAC). The CCC Center for Applied Competitive Technology (CACT) Director accompanied the team during the Los Angeles area visits and has committed his support to this effort. The national President of the NTMA has also committed to support our efforts. The RMTTC CACT and SMI previously worked together to establish a regional Machinist Apprentice Program in conjunction with Sierra College Manufacturing Technology Program. As a result of this and the above effort, the RMTTC is subcontracting to SMI for assistance on the following two CCC grants: Machinist Apprentice CCC Resource Survey and Train the Trainers (Ref: RFA/Grant 97-228-28) and Machinist Job Incentive Training Program (Ref: RFA/Grant 98-230).

Identification, Acquisition And Leveraging Of Resources - Job Development Incentive Training Fund (JDITF)

- ⇒ During this shortened period of time, the Center staff, to include industry members, were able to solicit and collect training equipment from industry as well. The primary focus for this phase of training was the very expensive industrial automation software. Faculty were not only able to acquire free training for industry and themselves, but extensive donations of software.

Identification, Acquisition And Leveraging Of Resources - Locally-Based Statewide Economic Development Coordination Network (LBSCN)

- ⇒ Working closely with each strategic Priority Initiative to identify potential partners, funding sources and capabilities of the colleges and regions.

Identification, Acquisition And Leveraging Of Resources - Model Programs for Community Economic Development (MPCED)

- ⇒ The dynamics of this project were altered as the newly located Santa Barbara Aerospace (SBA) company arrived in San Bernardino, began remodeling their work site, and initiated hiring. The pursuit of aviation mechanics revealed an industry-wide shortage and stimulated the company to think about hiring "apprentice mechanics" that could be trained to an entry level and then add the mechanic certification while employed. The company was also interested in helping place qualified welfare to work participants. The funding for this project and the leveraged resources were used to meet an emerging company need, training entry level apprentice mechanics.

Identification, Acquisition And Leveraging Of Resources - New Media/Multimedia Entertainment Centers (NMMEC)

- ⇒ Other funding sources were leveraged to support the multimedia services offered through the Center.

Identification, Acquisition And Leveraging Of Resources - New Media/Multimedia Entertainment Centers (NMMEC)

Dee Heizer, Associate Professor, is assigned to the U.S. Department of Labor multimedia training grant; she will train faculty at three colleges in Front Range College, Denver; Truman College, Chicago; and Palo Alto College, San Antonio, Texas in 1998-99.

- ⇒ By networking with other participating colleges and business representatives affiliated with the ED>Net Initiative, the center continues to compile lists of potential resources which can be leveraged with the Consortium Center.
- ⇒ A partnership between Alias/Wavefront, a major producer of state-of-the-art 3D/Animation software used in the film and video industry, and SBCC. This agreement has provided the college with twenty-five site licenses for Alias/Wavefront's recently released Windows NT MAYA software (worth approximately \$900,000). This partnership was the major component of the successful Economic Development Industry-Collaborative grant that assisted the college in acquiring the equipment, developing the curriculum, and preparing students for MAYA certification.

Identification, Acquisition And Leveraging Of Resources - Regional Environmental Business Resource Assistance Centers (REBRAC)

- ⇒ Certified Unified Program Agencies (CUPAs) - REBRAC coordinated its regional Los Angeles and Orange County efforts with many of the agencies designated as CUPAs for enforcing environmental regulations in Southern California. REBRAC has worked closely with local Fire Departments that have been designated CUPAs. The Fire Department, as an enforcement agency, advises a company of its noncompliance status by interpreting the regulations. In this partnership, once the Fire Department has cited the business, they then refer the noncompliant company to REBRAC which provides guidance, cost effective implementation, and development of an effective compliance program. REBRAC is able to provide a cost effective regional approach to implementation of environmental regulations for small businesses throughout Southern California.
- ⇒ Finally, a strategic partnership between REBRAC and CCSF resulting in a campus wide effort on solid waste recycling initiated in 1997, establishes an example that could be replicated system wide. As a consequence of this partnership, City College was successful in obtaining two grants from the City of San Francisco Solid Waste Program: Grant 1: to conduct solid waste assessments of hotels and community colleges. Grant 2: to purchase large scale composting equipment for City College of San Francisco cafeteria.
- ⇒ To identify, acquire, and leverage resources to support local, regional, and statewide economic development. The South Coast REBRAC and Allan Hancock College have received donations from The California Specialized Training Institute of 30 self-contained breathing apparatus and a test bench. The value of the donation from CSTI was over \$60,000. The apparatus, is currently being used in the new state-certified 40 hr. HAZWOPER course. The Kettleman Waste Treatment Facility also donated personal protective equipment with a value of over \$20,000. This personal protective equipment is also being used in the 40 hr. HAZWOPER courses. Through partnerships with regional employers and organizations, the leveraging of resources will expand.

Identification, Acquisition And Leveraging Of Resources - Regional Health Occupations Resource Centers (RHORC)

- ⇒ RHORC Region 10 has acquired \$81,000 from the Southwestern College District to purchase a video conferencing system for distance education.

Identification, Acquisition And Leveraging Of Resources - Small Business Development Centers (SBDC)

- ⇒ Economic development - The Central Coast SBDC leveraged the \$10,000 funds with the \$200,000 contract from the California Trade and Commerce Agency. The funds assisted us in our efforts to improve our clients' profitability and pre-venture success. All client service statistics far exceeded Trade and Commerce's established milestones, both in training and one-on-one counseling.
- ⇒ Examples of efforts to leverage regional resources include work with the Private Industry Council (PIC), Sacramento Employment Training Agency (SETA), Sacramento Housing and Redevelopment Agency (SHRA), Internal Revenue Service (IRS), Board of Equalization (BOE), Franchise Tax Board (FTB), Valley Vision-Sacramento Region Economic Summit, and others.
- ⇒ The BCSBDC have developed strong partnerships with the cities of Chico, Paradise, and Oroville and Glenn and Tehama Counties. The Center's partnerships assist in leveraging resources in the following ways: Worked with the cities of Oroville, Paradise, and Glenn and Tehama Counties to establish counseling sites in their areas to bring business services to their local communities. Developed cooperative agreements with the cities of Chico, Paradise, and Oroville to provide hands-on counseling and training to micro enterprises within specified city limits. Established a partnership with Pacific Bell Directory to provide training to communities to encourage changes that is evident in other advanced communities and keep abreast of changes nationally and internationally. Worked with the Tri-County EDC Venture Capital Program to provide financial assistance to business owners and prospective entrepreneurs who were unable to obtain financing through "traditional" financial programs.
- ⇒ The Southwest Los Angeles County SBDC leverages resources in many ways, the satellite & outreach centers in Santa Monica, U.S. Small Business Administration Business Information Center, Long Beach, Pico Rivera and Athens Westmont are all in operation as a result of resources such as rent equipment and staff that have been leveraged. By establishing these centers close to the clients, local programs can be tailored to meet individual needs. The El Camino College Center for International Trade Development, which is co-located with the Southwest Los Angeles County SBDC also serves clients in all satellite and outreach locations to assist them with their international needs.
- ⇒ The Yuba SBDC's success in identifying and leveraging local economic development resources is shown through its results in generating capital for small businesses. In this program year, the SBDC had outstanding results in assisting clients to obtain business loans, with impressive job creation results. A total of 33 loans/investments were made resulting in \$4,376,080 in capital for local firms.
- ⇒ In response to the disastrous floods in Lake County this winter, Pacific Bell Directory and Kent Burnes absorbed all the costs for the three days of training seminars he provided in May 1998. The normal \$5,000 required in local sponsorships to support this special program was waived, as a private sector contribution to the recovery of the Lake County business community hard-hit by the El Niño floods.

Identification, Acquisition And Leveraging Of Resources - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ Identifying private sector contributors for sponsorship of a state-wide brochure, monitoring other funding sources and submitting an unsolicited grant proposal; and leveraging dollars and match between the San Diego State University Center for International Business and Education Research (CIBER), CSU Long Beach, Foreign Trade Association of Southern California, and Grace Napolitano's Office and the Leadership Grant.

Identification, Acquisition And Leveraging Of Resources - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ Princeton Center, developer of Express Train Software, contributed over \$127,000 in in-kind match to the WpLR Initiative. MHR & Associates contributed over \$13,000 in in-kind match towards the development of Performance Improvement training modules.
- ⇒ The SBP leadership grant acquired and leveraged resources to support local, regional, and statewide economic development.
- ⇒ San Diego State University Center for International Business and Education Research (CIBER) has committed \$30,000 to the CITDs over the next three years in an effort to assist California Community College faculty in internationalizing curriculum.
- ⇒ EPA plans to fund at least fifty Brownfields Pilots in 1997 and 1998, at up to \$200,000 each, to support creative two-year explorations and demonstrations of brownfields solutions. Rio Hondo College (current grant recipient) and Mission College (future grant recipient) are the most recent CCC's to be part of this program. The Pilots are intended to provide the EPA., States, Tribes, municipalities, and communities with useful information and strategies as they continue to seek new methods to promote a unified approach to site assessment, environmental cleanup, and redevelopment.

Identification, Acquisition And Leveraging Of Resources - Technical Instructor Intensive In-Service Training (TIIT)

- ⇒ Resources of information, services, and equipment have become available to faculty and colleges, such as the donation of animation art tables to Glendale College from Warner Brothers, as a result of the networking of participating faculty and counselors.
- ⇒ This business is two miles from the college and has already used several of our students. All of our advisory committee business members agreed to take interns, and several already have. All the advisory committee indicated a strong need of training and willingness to help. Some will be teaching for us and others have agreed to visiting lectures or on site visits by classes. Most of the advisory members were from relatively new businesses which were meeting needs that did not exist only a few years ago or were working with technology that did not exist until recently, such as Kodak's Event and Destination Imaging division, which is one year old.
- ⇒ Adam is making good progress with this project and has already secured start-up funding for projects in Sri Lanka and Kenya. Without his Economic Development grant, it is unlikely that Adam would have gotten the information and inspiration necessary to begin this innovative new international project.
- ⇒ Internship students are now being placed on job sites as interns where the faculty has made contact through the grant.

Identification, Acquisition And Leveraging Of Resources - Vocational Education Technology Instructor and Career Counselor In-Service (VETICC)

- ⇒ The college will continue to use the beneficial relationship to provide advice for Biopool and internships for students
- ⇒ The worksite experience fellowship at Reprogen, Inc. generated mutual enthusiasm from the SMC faculty supported by this grant, Kay Azuma and Reprogen. Previous to this fellowship, Reprogen as an early stage biotechnology company, employed individuals with a minimum of a baccalaureate degree and had expressed concern in having student internships at their company. As shown in a

Identification, Acquisition And Leveraging Of Resources - Vocational Education Technology Instructor and Career Counselor In-Service (VETICC)

letter written by Dr. Karen Yamamoto, Senior Director of Molecular Biology at Reprogen, they (1) are now encouraging and inviting applications for student internships, (2) realize the importance of community college teaching faculty to be provided with a “hands on” worksite experience, and (3) have a greater sensitivity to the need of effective partnership with community colleges.

Identification, Acquisition And Leveraging Of Resources - Workplace Learning Resource Centers (WpLRC)

- ⇒ WpLRC has identified, acquired, and leveraged resources over this grant year as part of the effort to support economic development activities. An example of this effort is the formation of two Welfare-to-Work training collaborations (described below in item #2) which pool the knowledge, staff, services, and financial support of several organizations to help move people presently dependent on public assistance into the workforce, thereby reducing the drain on public funds while increasing California’s productivity.
- ⇒ The Workplace Learning Resource Center (WpLRC) was instrumental in creating two collaborative efforts with private industry and public agencies to assist welfare recipients to move to employment. First, is the PG&E Welfare-To-Work Training and Employment Program, a program to help prepare 40 welfare, Temporary Assistance to Needy Families (TANF) recipients to enter the workforce. The partners, Pacific Gas & Electric (PG&E), The Women’s Foundation, Department of Human Services, and Roberta Enterprises CORESTAFF (a temporary staffing agency) and CCSF, provided comprehensive pre-employment skills training, post-employment resources, and other social support services to maximize the potential for success of the participants. The WpLRC assessed the skills of the participants and used this information to create individualized programs in the INVEST lab to help students improve their basic reading and math knowledge and employability skills.
- ⇒ The second collaborative project is the San Francisco Housing Authority Pre-Employment Program. Twenty-one residents of the city’s public housing projects worked on improving their reading and math skills in the computer-based training INVEST Lab as a preparation for the Apprenticeship Training Program in the building trades industry. As a pre-requisite to the apprenticeship program, they had to pass the GED exam. In conjunction with the INVEST basic skills component, the students studied life skills, basic skills, and GED preparation. After successful completion of this fourteen week skills preparations and labor market orientation-training program, the students entered a twelve-week pre-apprenticeship in carpentry, painting, and other building trade union programs. As of late summer of 1998, sixteen (16) of the twenty participants were in apprenticeships and the remaining four (4) were in school.

Logistical, technical and marketing infrastructure . . .

To promote economic development activities of the California Community Colleges across the state, there is an identified need for logistical, technical and marketing support systems. While this support is offered through the Locally-Based Statewide Coordination Network (LBSCN), there is also evidence that some initiatives, programs and projects have also individually or jointly created or currently maintain a system of support which promotes the sharing of information, coordination of programs and services, the use of technology, the development and training of faculty and staff, and the marketing of programs and services.

Logistical, Technical And Marketing Infrastructure - Advanced Transportation Technologies (ATT)

- ⇒ Site visit with Metallic Inc., a Zinc/Air Fuel Cell Company in San Diego County. Shared information and created a willingness to work with this aspiring company.
- ⇒ A marketing plan will be jointly developed utilizing the expertise of Rio Hondo College Marketing and External Relations Department.
- ⇒ Computerized instruction media was developed for the propane program with 40 megabytes of PowerPoint presentations intended to present both IMPCO and GFI engine management systems which are present on the Eldorado brand transit bus. We provided this training to Orange County Transit as a joint venture project with our new affiliate college Cypress College. This gave Cypress a needed boost to get started in industry based alternative fuels training and provided both colleges with needed propane demonstration vehicles.
- ⇒ Collaboration with ATT center at Cerritos to produce an ATT Web site: Supplied data, photos, posters etc. for the web-master.
- ⇒ One outcome was the continuation of the regional college consortium for advanced transportation—Bay Area Advanced Transportation Technologies Consortium (BAATTC). Methods of communication were further developed among the colleges, both electronically and through on-site meetings. The BAATTC college faculty and administrators used this consortium as a vehicle to share information and resources, collaborate on projects, and conduct joint planning.
- ⇒ In order to meet the mission goals, Sacramento City College (SCC) faculty and staff attended specialized training in alternative fuels at other institutions in the State and at National conventions. We then offered that training to local educators from our sister Community Colleges and CSU Sacramento. Those educators, in conjunction with our staff, offered a public education symposium in April for students, professionals and industry workers in alternative fuels.
- ⇒ Continue production of the “Wheels of Fortune” publication that supports the dissemination of alternative fuel vehicles technologies at Miramar College.
- ⇒ Lines of communication are well established between ALTRANS staff and both faculty and staff of several community colleges in the Silicon Valley. These lines of communication are also being used to apprise faculty, staff and students about the West Valley/Mission Community College District ATT Center and its programs.

Logistical, Technical And Marketing Infrastructure - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

- ⇒ In addition to San Diego and Mount San Antonio College, there have been continual exchanges of information and working relationships with other centers. This has been accomplished by personal visits, attending ED>Net seminars/workshops, Email, or other means of communication. The primary goal is to share information and methods of operation.
- ⇒ Visitations to colleges within the N/FN Regions were conducted based on three considerations: 1) current knowledge of the initiative, 2) willingness to participate in an on-site interview, and 3) presence of a functioning, viable contract education unit. To facilitate the gathering of information, the Performance Consultant created an Initial Interview Form. This form was sent to the college before the on-site visit to establish focus on the requested information, and to allow the contact person to think through their answers. The colleges, as we suspected, did not have the answers to many of the questions, which allowed the discussion to uncover marketing and delivery needs.
- ⇒ In an effort to promote the services of the Center, the Economic Development Liaison & the

Performance Consultant have developed partnerships with the following ED>Net initiatives in the region:

- The Center for Applied Competitive Technology
- Workplace Learning Resource Center
- Biotechnology

- ⇒ The individual college visits conducted by the EDL and the PC helped the Center staff identify, and acquaint themselves with the numerous training and training-related resources available through the region's colleges. Many of these Colleges have marketing plans and attractive marketing materials that effectively promote the external resources of their colleges. Regional resource materials and source documents were also reviewed by the EDL and the PC. The EDL and PC were received enthusiastically by the college partners, but the question was always, "What can you do for us?" This question was posed by colleges that have successful contract programs and initiative centers, and by colleges that lack financial resources to market and attract contract education (training) opportunities. The existing resource documents did serve the Center staff in learning of the region's resources.
- ⇒ A companion activity to the partnership building was to begin to develop a marketing strategy for the region and marketing materials on a local level. While recognizing a need for a comprehensive and long term marketing plan, Center staff felt it important to develop some material that could be utilized immediately in the promotion of the Center and its services. On a state-wide basis there was also discussion regarding a collaborative approach to marketing - an attempt to establish some consistency among colleges in the state to meet the needs of business and industry.
- ⇒ The staff of the OC4 Center for Excellence conducted several one-on-one meetings and other visits with personnel of each of the four community college districts, as well as with staff and personnel of the nine colleges involved in the consortium. In addition, support was provided to the San Diego region Center for Excellence in their start-up, and to the Mt. San Antonio College's consortium.
- ⇒ The *Center of Excellence (CE)*, has established a partnership with Rancho Santiago Community College, OC4 Center for Excellence, to provide a limited funding source for San Diego satellite Center of Excellence, hosted by San Diego Community College District. This partnership was established in support of the mission of the Center of Excellence ED>Net initiative and to provide services to San Diego area colleges.
- ⇒ The *Center of Excellence (CE)* has been active in marketing the services of CBE and engaging in regional outreach activities to desert region economic development organizations. CBE has: hosted a Desert Region College meeting attended by representatives from region 9 colleges held on August 1, 1998; presentation of CBE mission and services during the consortium meeting held on June 8, 1998; and presentation of CBE mission and services during the consortium meeting held May 15, 1998. EDL was invited by the Montclair Chamber of Commerce, to present the services offered through CBE in coordination with economic development activities of Chaffey College. This presentation was held August 13, 1998, in the city of Montclair. These meetings were attended by representatives of the desert region areas economic development organizations.
- ⇒ In our start-up phase our four Regional Specialists, housed at Modesto Junior College and Bakersfield College, conducted site-visits with thirteen of the fourteen community colleges in the Central Region. The goals of this initial visit were to: 1) introduce ourselves, 2) clarify the services available through the Central Region Center of Excellence and 3) begin the needs analysis process. These meetings gave us a baseline for the planning that allows us to meet our business goals.

Logistical, Technical And Marketing Infrastructure - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

⇒ The Central Region Center of Excellence specialists made eight targeted visits to local economic development councils, associations and agencies. These visits resulted in either one-on-one or group presentations to share the goals and objectives of this initiative and market services available through the regional colleges.

Logistical, Technical And Marketing Infrastructure - Business and Workforce Performance Improvement/Professional Development Institute (BWPI/PDI)

⇒ Through June 30, 1998, the Professional Development Institute provided a one-hour workshop on "What is Performance Based Training" at the CCAOE Conference, to the Vocational Education Subcommittee of the Academic Senate, ED>Net Directors, Contract Education Strategic Priority Committee, Pasadena Workplace Learning Resource Center, the Regional Health Occupations Resource Center directors, the Bay Region Contract Education practitioners, LA/Orange Region Contract Education practitioners, and to the West Los Angeles and Ventura College Centers of Excellence; reaching 118 colleges (some duplication of colleges represented); 173 participants, a number of whom were faculty; for a total of 173 contract hours.

⇒ In addition to training developed and delivered, the PDI has established a Resource Library of books and materials available to community college economic development practitioners to check out and use to further enhance their skills. The Resource Library is posted on the ED>Net Web Board. The continued development of the Resource Library is anticipated throughout the project's lifetime.

⇒ A notable aspect of the training being presented to date is the wide variety of participants who have attended the training sessions and who immediately can apply the skills and information in their own programs. Participants have included faculty, both vocational and those who work directly with employers; administrators from Vocational Education Programs; Contract Education program managers and developers; and Deans and Directors of Economic Development programs, etc.

Logistical, Technical And Marketing Infrastructure - Centers for Applied Biological Technologies (CABT)

⇒ The workshop provided an opportunity for teachers of varying degrees of experience with biotechnology lab methods to build their own micro-centrifuges, extract DNA from green onions, pour their own agarose gels, perform electrophoretic separations, and stain their gels with ethidium bromide to observe the DNA banding pattern.

⇒ Creating a marketing infrastructure support: The Leadership Initiative maintained and updated the ED>Net Biological Technologies Initiative Information and Calendar pages, and created a traveling display depicting the six Centers and the role they play in meeting the needs of the biotechnology industry.

⇒ Retraining: The greatest need for retraining comes from the educational sector rather than from the business world. Each of the six centers focused on providing professional development workshops, seminars and short courses to high school, community college and university faculty.

⇒ The CCBC supported the biotechnology programs at Moorpark College, Santa Barbara City College, and Ventura College. (The other five community colleges in the region include biotechnology content in their current biology courses.) These programs train students for entry-level technician positions in research and development labs and in manufacturing. The biotechnology companies in the area are actively hiring technicians.

⇒ Some have utilized the services of the CCBC and listed their available positions on the Web site. The CCBC also notifies the relevant faculty at regional colleges about positions, using Email.

Logistical, Technical And Marketing Infrastructure - Centers for Applied Biological Technologies (CABT)

- ⇒ The CCBC reinforced the biotechnology training capacity in area high schools and colleges by providing faculty training sessions and industry liaison/referrals. Training sessions were delivered throughout the state at the request of CC faculty (Fresno, Sacramento, Thousand Oaks, Ventura), and were offered as a response to the prioritization of options surveyed from the colleges at the beginning and middle of the year.
- ⇒ The CCBC sponsored three workshops on "How to fund your project" at three different community college sites. These all-day workshops were scheduled to precede November grant deadlines and were attended by 38 community college faculty members.
- ⇒ The CCBC has developed a World Wide Web distributed edition of the newsletter to all area high school and college biology educators and advisory committee members, and developed a guide for developing student internships with biotechnology companies titled "Handbook for Internships," in collaboration with the Northern California Biotechnology Center.
- ⇒ The Director has visited all eight community colleges and talked to several of the 38 biotechnology companies in the region.
- ⇒ The NVMBC has supported the development of biotechnology programs at local educational institutions to support the continued development of biotechnology in the Greater Sacramento region. A needs assessment survey of the firms in the area has been conducted. We have also been working with these same schools in the evaluation and implementation of educational programs that meet the training needs identified by industry. In this regard, we have commenced the acquisition of equipment for a materials resource center. The equipment is now available to all institutions.
- ⇒ The Introduction to Recombinant DNA Workshop took place at American River College during the week of June 22-26, 1998. It was attended by community college instructors, biotechnology firm employees and high school teachers. It was composed of a 3 hour morning lecture given by Tom Sutliff followed by a 4 hour afternoon laboratory section administered by Jeffery O'Neal. Each attendee received printed materials to use in the integration of material into their training programs.
- ⇒ The development of the Wetlab project was the second focal point of our efforts and spending this year, and we have fully functional lab space for industry incubator use, biotech training and workshops. We hope to promote its use by other colleges in our region by hosting a series of workshops in the lab in the coming year. The schedule of the workshops will be sent out by the end of August.
- ⇒ In our meeting with our educational partners on March 28, 1998 it was decided that we would provide support for projects at other regional community colleges including an intensive biotech course offered in conjunction with L.A. Pierce College (Marty Ikanda) and we would help to support the development of a Biotech program to support the workforce needs in Orange County at Orange Coast College (Darla Kelly). Both of these activities will be carried out in the coming year.
- ⇒ Identified colleges to be supported in the next fiscal year for program development and workshop hosting.
- ⇒ The SCBC worked with the San Diego Regional Economic Development Corp to develop a marketing piece for industry that promotes community college biotechnology training programs in San Diego County.
- ⇒ Faculty from 16 community colleges and 38 high schools attended training workshops that provided lab-based activities related to biotechnology. These activities, if implemented in the classroom, will increase student awareness of and interest in the biotechnology industry.
- ⇒ The staff of the SCBC visited numerous high school classes to discuss careers in biotechnology. The

Logistical, Technical And Marketing Infrastructure - Centers for Applied Biological Technologies (CABT)

SCBC also hosted a group of students from San Marcos High School at MiraCosta College, providing them with additional career information and engaging them in a lab activity.

- ⇒ The SCBC has endeavored to retrain faculty at community colleges and high schools in the region, in order to increase awareness of careers in the biotech industry, and to give them lab-based activities they can directly implement in their classrooms.
- ⇒ The SCBC has collaborated with the Regional Consortium, and other community college economic development practitioners to establish a BRAIN plan and to evaluate and implement regional marketing efforts.
- ⇒ The SCBC provided services to help implement new workforce training programs and improve existing programs throughout San Diego County, and at several colleges outside our service area. This included interfacing with the BIOCOM Workforce Committee during the development of the Bioprocessing Technician Program at San Diego City College, encouraging the implementation of a Chem Tech Program at San Diego Mesa College, and providing model curricula and industry contacts for Southwestern College which is developing a Lab Technician Program in conjunction with CalWorks.

Logistical, Technical And Marketing Infrastructure - Centers for Applied Competitive Technologies (CACT)

- ⇒ CACT engineers participated in the statewide ED>Net planning committee for the Centers of Applied Competitive Technologies. This plan is leading to restructuring of the CACT program on a statewide level to make community college programs more accessible to local businesses. The planning sessions include local business managers from the manufacturing community who provided input to the development of the statewide plan.
- ⇒ CACT collaborates with colleges providing them with information on workshops, seminars and training programs. CACT-NOCCCD participated in the Metal Working Collaborative Workshop with El Camino College and representatives from the metal finishing industry to collectively analyze the employment and training needs of businesses. Information obtained from this effort is being utilized for development of courses and delivery methodologies in response to business workforce development needs.
- ⇒ In addition, the College of the Canyons CACT is eager to bring services and technical assistance to the seven other colleges in the South Coast Region (Allan Hancock, Cuesta College, Santa Barbara City College, Moorpark College, Oxnard College, Ventura College and Antelope Valley College). The COC-CACT is the only CACT in the South Coast Region. We are looking forward to providing resources and expertise to the other Region Six colleges in the area of manufacturing CAD/CAM systems, quality assurance, Year 2000 project management, ETP funded training, and Achieve Global training resources. The region meets monthly and the CACT is an active participant in the regional meetings.
- ⇒ RCCD-CACT focused on co-sponsoring 2 events with economic development departments at Riverside Community College, as well as conducted 3 ISO Lead Auditor Training Courses. Promotion of the events was a coordinated marketing effort by all parties along with working closely with our dedicated RCC faculty.
- ⇒ The CACT serves eight colleges in the South Coast Region and provided technical assistance to three community colleges during the first five months of operation. In addition, the CACT is a member of the California Manufacturing Technology Center alliance project and provides services to employers through its relationship with the CMTC. The CACT is also one of only three California Community Colleges certified to provide Achieve Global International programs to small and mid-

Logistical, Technical And Marketing Infrastructure - Centers for Applied Competitive Technologies (CACT)

- sized manufacturers (and other companies). These alliances, along with the aforementioned relationship with Plexus International, allow the CACT to bring new resources and expertise to the South Coast Region in FY 1998/99.
- ⇒ As part of outreach and economic development efforts CACT was represented at three major regional business fairs including: the Yorba Linda Business Fairs at COSTCO and Yorba Linda Education Center and the Los Angeles Metropolitan Transit Districts' business fair in Los Angeles. These business fairs helped CACT reach out to many small businesses in need of information and innovative technologies.
 - ⇒ Workforce Development is a coordinated effort with our Contract Education department. CACT Director and staff collectively visited local manufacturers who showed an interest in manufacturing technology, computer/business skills, and health and safety training. A brochure describing CACT services was distributed to over 1,200 businesses. Through Contract Education, training was provided to employees of the United Auto Workers, Labor Employment Training Corporation (UAW-LETC) in South Gate and Brea. This year, training was provided to 24 employees with total contact hours of 6720.
 - ⇒ CACT-NOCCCD collaborates with OC4 and the Rancho Santiago County Community College District Center for Excellence to enhance the center's marketing capabilities and to effectively reach out to the small and medium-sized manufacturers in the region.
 - ⇒ We also published a newsletter, "Behind the Seams", in the 4th Quarter. The newsletter provides information about past clients, upcoming training and program supporters. The newsletter is sent to businesses, past, current, and potential clients, similar context programs across the United States and for future client and funder cultivation. We plan to publish a newsletter 2-3 times per year. Additionally, we also print and distribute a schedule of upcoming events. We schedule and promote a block of training for each semester. We advertise special events and offerings, separately. One of our methods of promotion is to include materials in Cantonese, the common language of many of the businesses we serve. This may mean flyers, but often it is the actual classroom instructions or on-site services. We also work directly with 2 Chinese language papers - World Journal and Sing Tao Daily. They promote our program and provide press coverage at our public events. For phone in-take, we have several staff members who can answer questions in Cantonese, Mandarin, Spanish, and of course English.
 - ⇒ The SFACT has been working with the Small Business Institute to promote and advertise manufacturing related courses. We also intend to work with the Institute to incorporate apparel related materials into the Business Plan Development class, specifically in the area of cash flow management. We also will collaborate to provide guest lecturers and materials to other offerings, Small Business Management and Supervisory. SFACT intends to also explore how to make the Teaching Factory more accessible to students.
 - ⇒ The CACT serves as a front engine of economic development at WLAC by marketing to business and industry through mailings, workshops, conferences, visits to companies, training, and technical assistance. We contacted thousands of companies by mail, phone, and participation in conferences.

Logistical, Technical And Marketing Infrastructure - Centers for International Trade Development (CITD)

- ⇒ The OC CITD's ability to serve the region is apparent in its cooperative agreements with Santa Barbara City College, Cuesta College, East County Resource Center, Bakersfield College, Antelope Valley College, Allen Hancock College and the North LA SBDC. From its regional center located in Oxnard, the CITD has consolidated training promotional materials to reflect regional training

Logistical, Technical And Marketing Infrastructure - Centers for International Trade Development (CITD)

opportunities, created the "International Observer" as a regional and statewide promotional magazine, managed technical consultants from throughout the region and provided resource support to faculty and businesses alike.

- ⇒ A number of products were created: a joint project among several CITD's in the area regarding international financing curriculum for the following workshops: International Collections and Letters of Credit, International Contract, International Marketing, ISO 9000 Compliance, International Transportation & Logistics, Managing International Cultural Issues, and International Pricing and Quotations.
- ⇒ Resource Dissemination: Each year, in July, the OC CITD disseminates the "International Observer" magazine to all clients, business faculty and economic development specialist. This publication contains: business trade articles, new products, contact information, promotion of the community college network, trade promotion, internship and career information and other valuable topics. The 1997-98 edition has focused articles in Environmental, Agriculture, Multimedia, Biotechnology and International Careers.
- ⇒ Regional Training Series: Under cooperative agreement with the Ventura satellite of the Export Small Business Development Center and the South Central region's community colleges to reduce duplication, the Oxnard College CITD has designed and instituted over 40 fundamentals for international business workshops.
- ⇒ International Studies Program: Sacramento City College has received a Title IV grant to internationalize the curriculum. Not only is CITD on the advisory committee, but it has jointly offered flex-day activities with the program and has assisted with a major conference that was held on campus. Perhaps more importantly, the CITD has been a catalyst in establishing exchange programs with certain colleges and universities overseas. Including the Universidad Vasco de Quiroga in Mexico and Witten University in Germany.
- ⇒ For most of its existence, the Sacramento CITD has been taking a regional approach to its services. We have worked in cooperation with the Merced CITD and San Joaquin Delta SBDC to serve the Stockton area. We have worked closely with the newly formed Butte College CITD to serve the Northern Valley Areas. We have been training the new consultant and the new manager of the Butte College CITD office in Chico. The Sacramento CITD has held two "ABC's of Exporting" seminars in Chico to help get this Center up and going. As for other areas, we also work closely with the Sierra College SBDC and CACT, giving seminars in the Auburn area on an as-needed basis. The same is true with Yuba College. The fiscal year marked many co-sponsored events with the SBDCs.
- ⇒ Regional Support to Colleges: In an effort to provide support to the community college system, the OC CITD has provided services such as resource dissemination and training to region 6 colleges.
- ⇒ Product Development: In product development, the CITD also excelled with the creation of several new documents for small business and community college faculty. The OC CITD created and distributed: 6,000 copies of "International Observer Magazine", "California Trade On-line," "Import/Export Logistic and Trade Program Material," "Trade Questionnaires for Environmental & Agriculture" and an award-winning interactive Internet site and many short offerings. All of this material can be viewed at www.west.net/~citd.
- ⇒ The OC CITD has targeted firms throughout the 805 and 818 area codes and is actively working with community colleges throughout its regions to prepare faculty and programs for the enormous training and technical needs of this growing small and medium sized business base.
- ⇒ RCC-CITD focused on co-sponsoring more than 16 events with economic development departments at Riverside Community College, Mt. San Jacinto Community College and Chaffey College. Two

Logistical, Technical And Marketing Infrastructure - Centers for International Trade Development (CITD)

additional events were co-sponsored by the Workplace Learning Center at College of the Desert. Promotion of the events was a coordinated marketing effort by all parties.

- ⇒ Pro-active marketing efforts have generated the greatest response from business and industry. Targeted direct mailings of workshop and even brochures are made to a database of up to 1,800 businesses throughout the region. RCC-CITD maintains an active web-site linked to the college and the Economic Development and Contract Education Department. During the 1997-98 fiscal year, RCC-CITD gave a total of 29 workshops and training presentations to local business groups, Chambers of Commerce, and colleges reaching out to some 575 individuals/businesses.
- ⇒ Sponsored instructors from Santa Ana College to attend IBEAR conference. Provided equipment to Long Beach City College International Department Center Manager to provide instructional services to LBCC from Spring 1999.
- ⇒ The CITD staff maintains good relations with the other fourteen CITDs in California and call on them to share their expertise on a regular basis. In addition, CITD staff is well connected in the international trade community and utilizes these sources to assist clients.
- ⇒ Southwestern College CITD utilizes a variety of media to publicize available services both to other colleges and to the local businesses.
- ⇒ Southwestern College and CITD aligned recently with the San Diego Regional Environmental Business Resource and Assistance Center (SD/REBRAC). The SD/REBRAC is a collaborative between education and industry and is a Community College Economic Development Initiative. The lead College in the region is Cuyamaca College, in affiliation with East County Regional Chamber of Commerce, Palomar College and Southwestern College. Assistance is provided in the areas of environmental, occupational health and safety. Workshops, seminars, training and referral services to other agencies and centers are available to businesses in both San Diego and Imperial Counties. Support from the Center has been provided to these colleges through the Business Resource Center and the Center counselors.
- ⇒ The Center produced a guide on the resources necessary to establish a Center for International Trade Development. The guide lists videos, CD-ROM programs, tapes, reference books and guides, and self-paced training programs along with a description of the item, its price, how and where to obtain it. The guide was displayed at the May 1998 ED>Net conference and was utilized by the new CITDs in establishing their trade libraries.
- ⇒ The Center participates in all ED>Net and Region 5 Consortia events. During program year 1997-98 the Merced and Fresno Centers mailed letters of invitation regionally inviting faculty and staff to workshops, conferences, special training events, and offering international trade specific training during flex-day activities. The two centers collaborate on services to meet the needs of industry clusters, colleges without centers, and to serve the large service area Region 5 encompasses.
- ⇒ UCEP-CITD has provided more than 91 trade leads to 30 businesses and distributed 50 copies of the "Journal of Commerce" at SJVITA meetings and other events.
- ⇒ UCEP-CITD developed a newsletter titled "Export Update." There was confusion among clients who could not distinguish the difference between UCEP-CITD and SJVITA. The newsletter promotes UCEP-CITD and is not a joint project with SJVITA. It is not practical to publish the newsletter quarterly because of the time and cost involved. Plans are in progress to update our web page and to market more intensively by broadcast fax and email.
- ⇒ The Export Center has also sponsored several receptions and luncheons. In May a reception was held for international students, faculty, and international business students. Approximately 120 attended the reception. The Export Center also sponsored the Business Award Luncheon in May.

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- ⇒ The colleges in Region 7 were all asked to participate in a Center for International Business and Education Research (CIBER) event held in Lake Arrowhead to learn new ways of addressing internationalizing curriculum to meet the changing needs of students and businesses in the global marketplace.
- ⇒ A brochure stating the capabilities of the Center for International Trade Development was developed. The web site will also be linked to other web pages and the ED>Net page.
- ⇒ Presentations by UCEP-CITD were made in CSU, Fresno and Fresno City College classes as well as the California Farm Equipment Show. UCEP-CITD staff appeared on local television stations to promote the Eighth Annual International Business Conference and the California Farm Equipment Show.

Logistical, Technical And Marketing Infrastructure - Contract Education Technical Support (CETS)

- ⇒ Director/North provided information and feedback on grant proposals to 3 colleges who were seeking additional funding for economic development projects.
- ⇒ The Contract Education Technical Support Project addressed the issue of economic growth and advanced global competitiveness by assisting the Chancellor's Office and the Statewide Strategic Priority Committee in the concept development for the nine new Business and Workforce Performance Improvement Centers of Excellence. The Centers were designed to assist colleges and business in identifying and addressing business performance improvement needs, resulting in enhanced growth and productivity. The Centers were launched in February, 1998, as a result of the major augmentation of the Economic Development Program.
- ⇒ The Contract Education Technical Support Project addressed the issue of a coordinated community college response by: Establishing and maintaining communication about local economic development programs through the maintenance of the ED>Net calendar, WebBoard, and print and electronic mail lists for the contract education initiative.
- ⇒ The priority of enhancing technical skills was addressed by: Assisting contract education programs and ED>Net Centers in using a performance approach in the design and delivery of programs, services and technical assistance provided to the field.
- ⇒ Optimizing access to community colleges' economic development services was achieved by: Assisting the State Chancellor's Office in identifying the participation of contract education programs in the Partnership for Excellence proposal.
- ⇒ The issue of identifying, acquiring, and leveraging resources to support contract education activities was addressed by: Partnering with the Employment Training Panel and MANEX to provide presentations at regional meetings of economic development practitioners, as well as referring individual community college programs to this potential resource.
- ⇒ Maintaining and establishing public and private-sector partnerships was achieved by: Continuing to participate in the Business Resource Assistance and Innovation Network development and partner with local and regional economic development agencies to respond to identified priorities that support industry driven regional collaborative development, operation and success.
- ⇒ Frequently, colleges sought advice or best practice information on the use of FTES in contract education, as well as business office and hiring practices, which are two areas that contract education programs need quicker, more flexible District practices than are required elsewhere in their institutions.

Logistical, Technical And Marketing Infrastructure - Employer-Based Training (EBT)

- ⇒ Created a curriculum that has been approved by the El Camino College Curriculum Development Committee for use in future credit programs in the Division of Industry and Technology. This wonderful accomplishment enables El Camino College and other Community Colleges the opportunity to offer their students the option of enhancing their career preparation activities with an industry recognized certification.

Logistical, Technical And Marketing Infrastructure - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ Twelve Bridges RMTCC/SMI team is working to satisfy specific small manufacturer near term and long-term needs through the linkage of high schools, community colleges, universities and other community resources into a coordinated delivery structure.
- ⇒ SMI is simultaneously working with Los Angeles Mission College to develop a San Fernando Valley Regional Manufacturer's Network under another CCC Industry Driven Regional Education and Training Collaborative grant. Communication is being maintained between the networks to incorporate lessons learned from both thrusts. A summary of best practices along with qualitative and quantitative data will be shared and is expected it have substantial impact statewide.
- ⇒ Clearly, one of the most valuable outcomes of this project was the development of a true sense of symbiosis among a broad range of departments at SBCC.
- ⇒ The objective of the Mentoring program is to provide small manufactures the opportunity to mentor both faculty and students relative to employment and growth opportunities in their respective manufacturing industry while providing an orientation on the challenges and functional education and training needs of their specific enterprise. It is anticipated that the faculty mentoring will result in the faculty member utilizing the knowledge gained to influence the educational course structure and priorities of their institution while providing more industry driven employment orientation to their students and the student's families.

Logistical, Technical And Marketing Infrastructure - Job Development Incentive Training Fund (JDITF)

- ⇒ Evaluations were completed during each event to determine if the needs of the faculty, industry and students were being met. The faculty and Board reviewed these evaluations and made changes or additions where appropriate. As a result of the first phase of the Project, the Board was able to compose, print and distribute an informational folder. This folder has been presented to the local Chamber, Rotary, Stanislaus Partners in Education (to include Employment Development Department, Private Industry Council and Department of Social Services). These materials will be used during the 1998-99 phase to increase awareness and participation of industry and local agencies.
- ⇒ The College is now working with the Centers of Excellence and the center for Advanced Manufacturing technology to modularize existing curriculum into units for training. The College has sent two faculty to Kellogg to meet with their faculty and learn ways to modularize the Industrial Technology Program curriculum into modules.
- ⇒ Currently Modesto Junior College is communicating to collaborate with Merced and Fresno to offer training in areas that each college emphasizes. Fresno already has developed a training package in fiber optics for the Center to promote. Merced is collaborating with the Center to provide training to Tri Valley Growers. Faculty in the Electronics area plan to use San Joaquin Delta College's high voltage program.

Logistical, Technical And Marketing Infrastructure - Job Development Incentive Training Fund (JDITF)

⇒ Grossmont College has trained individuals as Local Area Network administrators and begun marketing Webmaster training for the next contract year.

Logistical, Technical And Marketing Infrastructure - Locally-Based Statewide Economic Development Coordination Network (LBSCN)

⇒ Working closely with the Strategic Priority Initiatives and Regional Consortia Chairs, the Coordination Network assists with grant response development, resource development, project coordination, logistical coordination and communication link development.

⇒ Coordinate one statewide meeting for approximately 100 people. Documented by agendas and meeting materials.

⇒ Providing Statewide leadership, coordination, technical assistance, and communication and information services for all statewide Strategic Priority Initiatives to assure their ability to deliver technical assistance and training to colleges that enable the colleges to continuously develop and improve their ability to serve their local workforce.

Logistical, Technical And Marketing Infrastructure - Model Programs for Community Economic Development (MPCED)

⇒ Colleges - The four San Gabriel Valley Community Colleges worked cooperatively in the implementation of grant activities. The grant thus served as a mechanism to further the working relationship the four colleges have forged in regards to economic development and business training activities in the Valley. Three products were developed which will be used in ongoing courses offered to the local business community. In addition, 44 Community College students in international business courses were able to benefit from a guest speaker on FTZs provided as part of the grant.

⇒ The SCSBDC utilized its alliances within the economic development and business development community to effectively market both series of the VET program. The SBDC worked actively with the City of Vallejo, the Vallejo Economic Development Commission, the Vallejo Filipino-American, Solano County Black, and Solano County Hispanic Chambers of Commerce, and other member-at-large throughout the Vallejo Business Assistance Coordinating Committee (VBACC) program. In addition, the Solano SBDC worked cooperatively with Napa Valley College SBDC to promote and implement the VET project. Pooling our resources has enabled more businesses to receive the benefits of these services in both Solano and Napa counties. It also enables the program to reach under-served populations and lower to moderate income participants. All of these agencies have demonstrated strong support in promoting the VET training program. The program was promoted through flyer inserts in Chamber newsletters, newspaper press releases, articles in "The Key" and "Vallejo Biz" newsletters, and other channels.

⇒ This project contributed to meeting the regionally identified needs for economic development and training through the development of a collaboration with another Community College SBDC (Napa Valley College SBDC), several economic development agencies, and the City of Vallejo Economic Development Division to deliver the program services. The collaborative has been extremely successful and effective in the development and delivery of this program by pooling resources and utilizing communication channels to minimize expense and maximize exposure.

Logistical, Technical And Marketing Infrastructure - New Media/Multimedia Entertainment Centers (NMMEC)

- ⇒ During the three-day intensive work sessions in June, the Center Implementation Team developed a description of core courses including course titles, descriptions, and learning objectives to be implemented at the participating colleges. Regional Advisory Committee members provided input on these core courses during a Multimedia Literacy/Entry Level Skills Sub-Committee meeting held on June 8. Core Course Implementation plans were prepared by College of the Canyons, Moorpark College, and Antelope Valley College. The other participating colleges are working on similar plans.
- ⇒ In addition to our standing advisory committee, increased communication with business is further achieved through participation in forums such as the “Orange County Regional Collaborative” which is an outgrowth of the “Business Resources, Assistance, and Innovation Network (BRAIN)”, Los Angeles and Orange Counties’ Regional Consortium mandated through Assembly Bill 3512. In addition, Orange County’s OC4, which is a group consisting of the four Community College Districts that have united as a regional force to better meet the needs of the business community, are combining efforts on a regional level for comprehensive outreach to further break down barriers with business and industry. The OC4 group is also a beneficial forum, for economic development practitioners representing the ten strategic economic development initiatives, to discuss strategies that could further provide business and industry access to the California Community Colleges Economic Development Programs.
- ⇒ A majority of businesses accessing Center services are small and mid-size companies, which do not have in-house training programs. These represent the majority of businesses in the region. Information is continually disseminated to businesses about training that is free (95% of SDCCD North City Career Center classes are free) through FTES generating classes, or purchased at low cost through fee-based contract education. Advertisements appear weekly in the San Diego Union, Computer Link. A SDCCD, Continuing Education marketing campaign is currently underway that has ads on radio, buses and billboards high-lighting our training. Neil Bruington has created brochures for distribution to businesses interested in new media training. Flyers and schedules are being distributed to small businesses in our immediate location in time for fall enrollment. They are invited to contact us for any special new media training needs they have.
- ⇒ The L.A. Digital Media Center perhaps excelled in its services to colleges in the region. We hosted quarterly regional faculty meetings which focused on input from industry related to the needs of the workplace and the latest technology and allowed for networking and development of new collaborative efforts. A highlight of this project was the outstanding VATEA-funded Creative Technologies Institute, which provided an entry-level on-line experience for faculty to incorporate into their instruction in a variety of disciplines. We also completed a highly-successful three-day intensive Training Workshop for faculty from digital media and related discipline areas to provide them with the most current state-of-the-art software equipment and involved expertise from multiple industry partners.
- ⇒ The center staff has been actively involved in four statewide Multimedia Directors’ meetings and the accompanying Statewide Initiative meetings, as well as conducted a regional industry advisory committee meeting.
- ⇒ Fee-based multimedia classes have been conducted at our partner colleges College of San Mateo and San Diego Community College District.
- ⇒ The Music Technology program has begun to partner with the Workplace Learning Resource Center, housed at Mission College, to offer six one-day seminar programs based on curricula written by faculty. Several companies have been recruited including Digidesign (protools software), Coda

Logistical, Technical And Marketing Infrastructure - New Media/Multimedia Entertainment Centers (NMMEC)

(finale software), and Steinberg (cubase software), Opcode (studio vision software), to hold one-day seminars on their products using the Music Technology Lab. Manufacturers and local retailers will be used to promote these seminars and courses. All courses will provide hands-on skills development and retooling for those who are already employed in the field of music technology. Future plans are to include regional educators in a “train the trainer” model.

- ⇒ The Economic Development grant that is the subject of this report was used to establish the South Coast Regional Multimedia Education Center (SCRMEC) at Santa Barbara City College. Seven of the eight colleges in the South Central Coast Economic Development region actively collaborated on the work of the Center and each of those colleges was actively involved in activities and outcomes documented in this report. The Center has maintained strong relations with the Dean’s Council of the South Central Regional Economic Development Consortium to coordinate and serve the regional development of multimedia programs, courses, and instructional delivery models to meet the needs of business and industry in this region.
- ⇒ The objectives, activities, outcomes, and methods of evaluation related to this grant were developed and implemented in a truly regional approach to addressing the needs of multimedia businesses and industry in the South Central region. Each of the colleges is actively involved in developing courses, programs, and instructional delivery models that prepare students and train workers to successfully contribute to the region’s economic development in one of the region’s fastest growing and multifaceted industries.
- ⇒ The collaborative nature of this Center’s workplan posed significant challenges and required careful planning and a strong commitment from the representatives of the seven colleges. The college campuses at either end of this region are separated by over 200 miles and Center activities were scheduled on most of the campuses to give participants an appreciation of the colleges and their service areas. Members of the Center’s Implementation Team, with representatives from each of the seven participating colleges and their service areas. Members of the Center’s Implementation Team, with representatives from each of the seven participating colleges, attended over a dozen formal meetings, several site visits, major industry-related conferences, and a three-day intensive retreat - all in a short, five-month period.
- ⇒ The coordination of New Media/Multimedia/Entertainment Initiative activities by the College of San Mateo has resulted in an effective internal structure to meet the workforce needs of the various industry segments. Much of the coordination has been conducted through a combination of information services and presentations at Initiative Committee meetings. Regional Occupational Deans meetings, regional faculty and advisory groups and at conferences, including NC5, FACCC, Workforce Preparation, CCCAOE, TechEd, and League for Innovation in the Community College.
- ⇒ The New California Center is a concept originally proposed by Senator Richard Polanco to revise the old Lawry’s Center, a famous landmark restaurant/garden center north of downtown Los Angeles, and turn it into, among other things, a New Media training center. LANMC, on behalf of the nine LACCD colleges, has been working in partnership with Glendale Community College, USC and LAUSD to develop both introductory and “capstone” training programs that would, on one hand, attract potential students to the colleges, and, on the other hand, provide advanced training for students once they complete the courses available at the colleges. In addition, manufacturers and suppliers would be invited to showcase their latest hardware/software and train faculty and students on the latest hardware/software.

Logistical, Technical And Marketing Infrastructure - Performance Improvement, Organizational and Institutional Development (PIOID)

- ⇒ Developed tools and processes for use by the Centers in making individual visits to colleges. Each Center attempted to meet with the Contract Education unit manager and practitioners, ED>Net Initiative Center personnel, and campus occupational education/workforce administrators at each college to be served by their Center. The visits were to introduce the Center, their staff, and their services, and to collect information on existing capability and partnerships at that college. This information was then used in order to anticipate and plan for overall needs for Center services by each college. The Statewide Director developed a number of materials which explained the roles, differences between a performance-based approach and a traditional approach, and key contact information for use in working within the region. These were used by Centers in the initial outreach to colleges.
- ⇒ Convened two statewide meetings of all Center Directors and their regional staffs. During the five start-up months, all Center of Excellence Directors and their staffs met with the statewide Directors. The purpose was to coordinate activities across the Centers, orient the staff to their roles, refine workplans, and discuss requirements and issues that are unique to this initiative.
- ⇒ Assisted the Professional Development Institute in developing and delivering the early training needed to begin the system-wide shift to performance-based training and performance consulting, and in identifying additional resources for future training sessions.
- ⇒ Assisted Rancho Santiago and San Bernardino Valley Center of Excellence in meeting the Chancellor's Office request to work with the San Diego/Imperial Region to deliver services, since that region does not currently have its own Center.
- ⇒ Made site visits and assisted individual Centers in addressing challenges to their success, which must be addressed in order to eliminate business access barriers.
- ⇒ This leadership project has contributed to meeting the regional and statewide needs for increased marketing visibility by assisting in the start-up of the nine new Centers of Excellence and helping them define their regional marketing activities.

Logistical, Technical And Marketing Infrastructure - Regional Consortia (RC)

- ⇒ To address work force preparation, retraining, and economic development needs, all providers have been included in the network. To ascertain needs, a quick survey/information database has been integrated into the system. This instrument will record information and identify needs by individual businesses. This information will be distributed to providers by the Consortium office based on zip code. A database will be maintained to report findings.
- ⇒ The Consortium utilized CEOs, CIOs, CSSOs, Economic Development and Vocational Practitioners, Faculty, and Academic Senate representatives in conducting a consortium of the colleges of the Central Region. Conducted regularly scheduled meetings of occupational and economic development practitioners from the region to coordinate programs and services.
- ⇒ Organized a meeting to develop a regional vision statement and corresponding goals and objectives and action plan. Coordinated meetings between C.C.C.A.O.E., Ed>Net and the Chancellor's Office. Contracted with a vendor to create a web site for Central Region to provide information including region contacts, meeting dates, Regional Plan, legislation, and news.
- ⇒ Identified one liaison for each college; distributed data collection forms to all colleges; monitored and motivated data collection input.

Logistical, Technical And Marketing Infrastructure - Regional Consortia (RC)

- ⇒ Ten copies of Report mailed to each Vocational Education Dean college contact to be distributed to all on Matrix with copies of The Resource Group PowerPoint presentations; memo sent to all Region members informing them that their respective Vocational Education Dean has the survey; a district/college Response Team is established to bring forth reactions to The Resource Group report to Regional Forum.
- ⇒ Enhanced collaboration on regional vocational education and economic development issues and planning among CEOs, CIOs, CSSOs, Vocational Education practitioners, Economic Development practitioners, Tech Prep coordinators, faculty, students, the Chancellor's Office and ED>Net.
- ⇒ To address work force preparation, retraining, and economic development needs, all providers have been included in the network. To ascertain needs, a quick survey/information data base has been integrated into the system. This instrument will record information and identify needs by individual businesses. This information will be distributed to providers by the Consortium office based on zip code. A data base will be maintained to report findings.
- ⇒ Key activities of the Central Region focus on addressing communication and collaboration within the region. To enhance these essential elements, a web site has been developed that allow any individual within the region to access information regarding Region activities.
- ⇒ *Develop a Web Site:* As part of information sharing, communication enhancement and marketing tool, a web site has been developed for the Central Region. Features: Service Providers, Training Services, Meetings, Matrix, Services for Businesses (Centers, etc.), News, Training survey (10 questions) - in progress, and Links to other providers of services and training.
- ⇒ During the 1997-98 fiscal year, participation at regional meetings and workshops more than doubled from the previous year. Subregional forums brought together representatives from industry, individual colleges, the Private Industry Council, Small Business Development Centers, and ED>Net Centers to collaborate on how to best serve this vast region. Subregion workforce marketing workshops served to identify specific target markets for colleges participating, as well as for the Regional Consortium as a whole.
- ⇒ Documents are being developed to enhance communication regarding vocational education and economic development programs and issues among staff at all levels of the colleges. An action plan related to increasing the opportunity for all colleges to participate through enhanced communication was devised (see Attachment III). A Regional Assessment of training opportunities and needs was conducted. The Region reviewed the data and outlined a plan for continued assessment and reaction to the findings.
- ⇒ Outcome: Better integration and coordination of economic development and vocational education programs and services has occurred: through two Steering Committee meetings (19 attendees); through 10 monthly meetings of Occupational Deans (55 attendees); through attendance at regular contract education practitioners' meetings; through sponsorship of and attendance at tri-regional work experience educators' meetings; and through a professional development meeting with academic and vocational educators from all nine campuses regarding Biotechnology held in conjunction with the Occupational Deans Meeting on November 21, 1997.
- ⇒ Faculty, staff, and administrators have become more knowledgeable and better informed regarding economic development and vocational education programs: through attendance at statewide workforce leaders institute (Marketing Institute); through attendance at statewide faculty leadership seminar; through attendance at spring and fall CCCAOE Conferences; through attendance at statewide gender equity conference; and through locally sponsored gender equity conference.
- ⇒ Development of the BRAIN Plan for Region 10 involved a Launch Training Session which was held

Logistical, Technical And Marketing Infrastructure - Regional Consortia (RC)

November 11, 1997, for campus teams. All nine (9) campuses in the Region were represented; 28 campus/district representatives attended. A Campus Team Meeting session was also held on December 12, 1997, at which time all nine (9) campuses and the Chancellor's Office, California Community Colleges, had representatives (29 individuals attended). A Region 10 Potential Partners Working Luncheon was held on January 30, 1998. In all, 93 individuals attended the provider luncheon, 57 representatives from community organizations and agencies and 36 representatives from the nine (9) community colleges. A meeting of the San Diego and Imperial Counties Regional Collaborative Planning Committee was held March 9, 1998 and a Business Resource, Assistance, and Innovation Network (BRAIN) Plan for San Diego/Imperial Counties, Region 10, was finalized and published along with an Executive Summary.

- ⇒ Conducted eleven (11) monthly meetings with regional economic and workforce development deans to better coordinate and communicate within the Bay Region.
- ⇒ Coordinated with the lead regional host Los Angeles/Orange Regional Consortium on the Workforce Leaders 1998 Seminar.
- ⇒ The updating, publication and distribution of 50,000 copies to northern California community colleges and high schools of the Northern California Community College Career Guide. The Guide details the career programs of community colleges. This publication was well received by the colleges and high schools.
- ⇒ Allan Hancock College continued to be the lead-college for the South Central Regional Consortium. The eight colleges worked together to integrate and coordinate Economic Development and Vocational Education programs and services, and provide professional development.
- ⇒ The region entered into a contract with Barnett Cox and Associates to develop a marketing plan for the region. The plan will clearly define the opportunities available to regional businesses and industry through the consortium and will promote the consortium programs through various predetermined avenues such as brochures, video, trade-show display, direct mail, etc. The plan has been completed and will be implemented next year.
- ⇒ RHROC Region 10 has acquired \$81,000 from the Southwestern College District to purchase a video conferencing system for distance education.

Logistical, Technical And Marketing Infrastructure - Regional Environmental Business Resource Assistance Centers (REBRAC)

- ⇒ Colleges- REBRAC assisted 36 faculty members from 28 community colleges throughout the region and the state. Through ED>Net REBRAC LA/Orange assisted in the process of establishing 5 new REBRACs at Mission, Bakersfield, Cuyamaca, Allan Hancock and Los Rios colleges. Assistance was provided via presentations on REBRAC operations and by explaining procedural guidelines and providing examples of plans and reports in addition to required financial documents. Tours of the up and running REBRAC facilities were provided to faculty and administrators from the new REBRACs.
- ⇒ The N/FN REBRAC Director attended the one-day workshop "Introduction to Performance Consulting" on June 8th in Sacramento. The workshop introduced the application of performance consulting techniques to REBRAC client services. The main focus of the workshop was on the performance consulting process and the skills and knowledge needed for their use in responding to small business inquires for services.
- ⇒ The new Central Valley Regional Environmental Business Resources & Assistance Center (REBRAC) developed plans to assist California's economic growth in the central region through

Logistical, Technical And Marketing Infrastructure - Regional Environmental Business Resource Assistance Centers (REBRAC)

quality education, work force development and business assistance. The Central Valley REBRAC will provide quality education in the Environmental Technology (ET) and Health and Safety programs through Kern Community College District, Fresno City College, and other partner colleges throughout our service region. Work force development will be achieved through various training courses and a new ET student workplace readiness program. Business development will occur through REBRAC's business assistance program.

- ⇒ Meetings were held with Butte and Shasta colleges to discuss the objective of the REBRAC proposal to provide support for northern California businesses by collaboration with their colleges. The intention is to address the needs of small business by organizing Northern California into three service zones: CRC (Yolo, Placer, Sacramento), Butte College (Glenn, Colusa, Butte, Yuba, Nevada, Sierra), and Shasta College (Shasta, Tehama, Plumas, Lassen, Siskiyou, Modoc, Humboldt, Del Norte). Informal contact was made with many of the six SBDCs that operate within the N/FN REBRAC service area, at the statewide ED>Net conference held in Los Angeles on April 6th through 8th.
- ⇒ A primary effort of the N/FN REBRAC has been to establish a collaborative relationship between the community outreach programs found in its service region (N/FN ED>Net Regions I & II). Many of these initiatives have environmental safety and health components that have not been addressed. It is expected that the N/FN REBRAC can now provide support to the area's community colleges, economic development organizations, industry groups and agencies in addressing a variety of environmental health and safety issues faced by northern California businesses.
- ⇒ To answer these emerging needs the REBRAC Project accomplished the following items: Established distance learning capabilities at 5 college districts; developed 5 hour EH&S training standard for health care workers; delivery of 5 hour module to CANS Consortia; delivery of workshop to RHORC meeting.
- ⇒ The REBRAC Project assisted the Mission College REBRAC with curriculum and workshop development in four key areas. These areas include: Health Care Worker Safety (blood borne pathogens and hazardous material/waste); energy conservation training for ET interns; Automobile Pollution Prevention; CSTI certified General Site Worker Curriculum.
- ⇒ REBRAC also assisted Rio Hondo College with its "Tech Prep" program. Two faculty members spent 3-4 days at REBRAC LA/Orange to study ways in which we communicate with our customers. One of the outcomes was that the instructors now have a better understanding of the types of communications in the environmental field. They said they are now better prepared to adjust their curricula to the needs of the students enrolling in their courses from the Environmental Technology Program.
- ⇒ To create logistical, technical, and marketing infrastructure support for economic development activities within the California Community Colleges. The Central Coast Consortium of Colleges has joined with the South Central Regional Consortium to develop a marketing plan for the region that would include all college affiliated ED>Net centers located in the region.
- ⇒ The REBRAC will continue to serve as the access point for regional colleges to state wide environmental resources (CSTI, ED>NET, and regulatory expertise). We also provide environmental networks and specialized consulting services for all colleges. There is also a need for building and maintaining environmental technology curriculum for all colleges to access as needed.
- ⇒ There is a new economic development organization on the map. It is the CANS (Contra Costa, Alameda, Napa, Solano) consortium. This consortium is made up of the community college districts

Logistical, Technical And Marketing Infrastructure - Regional Environmental Business Resource Assistance Centers (REBRAC)

from this four county region. The consortium has in turn created the Community College Business Training Alliance (CCBTA). The Alliance is committed to employee excellence through continued learning opportunities. The Alliance engages in partnerships for training and education for the ongoing development of a high performance workforce in the four county region.

Logistical, Technical And Marketing Infrastructure - Regional Health Occupations Resource Centers (RHORC)

- ⇒ A state-of-the-art Health Occupations Resource Center has been established at Hartnell College. This Center is technologically advanced in that it has been equipped with a PictureTel unit as well as a fiber optic cabling which allows outreach to the 14 community colleges via interactive video teleconferencing and electronic mail and Internet connectivity.
- ⇒ Conducted five RHORC directors' meetings for the purpose of coordinating regional and statewide activities.
- ⇒ The Regional Health Occupations Resource Center has been staffed with a Director and a full-time Administrative Operations Specialist. The Center has been gradually acquiring new technologies to enhance our capability to offer services to the 14 colleges in our region.
- ⇒ The major health care providers in Region 5 have been contacted and have been sent copies of the ED>Net brochures and of the Regional Health Occupations Resource Center brochures. Additionally, contact people and membership on the Regional Advisory committee have been solicited and are forthcoming. All of the community colleges and relevant governmental agencies have also been contacted. The Office of Statewide Health Planning, the Hospital Council of Northern and Central California, and the Health Human Resources Managers Association have been apprised of the roles and responsibilities of the Regional Health Occupations Resource Centers.
- ⇒ Economic Development activities include: development of a marketing plan to increase the health care industry's awareness of community college offerings and services in the region; a display booth, brochure, and web page. A contract with Olsten's Health Services was signed to provide fee-based competency testing for Home Health Aides.
- ⇒ Allan Hancock College initially noted a community need for an A.S. Pharmacy Technician Program in 1993. The RHORC began working with Allan Hancock College at that time and developed a needs assessment which confirmed the regional need for this program. Finally, through this ED>Net grant, adequate support was provided for the college to move forward in preparing to offer an A.S. Pharmacy Technician Program. Funding provided pharmacist consultants, who have thus far developed three courses, and multimedia training resources. Through these pharmacist consultants and the Dean of Health Occupations at Allan Hancock College, a \$47,100 match in donations was obtained for computer software and dispensary equipment. These equipment donations alone represent 319% more than the \$15,000 provided in grant funds. Additionally, the use of an existing computer lab at Allan Hancock College and staff match in services, represents a total of \$95,850, a 639% match.
- ⇒ A contract was established with Olsten's Health Services to provide competency testing. The major contract education activities included developing a marketing plan to promote the services of community colleges in the region to the health care industry. They include the development of a marketing plan, promotional brochure, display booth, and Web site.

Logistical, Technical And Marketing Infrastructure - Small Business Development Centers (SBDC)

- ⇒ Provided statewide leadership, coordination, and technical assistance, and information services for small business activities, programs, and material to Community Colleges, California Trade and Commerce Agency, and the Chancellor's Office. Provided 45 program improvement and support services to 40 colleges for a total of 323 hours. These services resulted in better services to small business, more thorough quarterly and year end reports, the resolution of one issue between SBDCs and CTCA. Provided 10 project design and development services to 4 colleges for a total of 288 hours.
- ⇒ Support to the ED>Net office, which resulted in dissemination of information about the economic development products/services available for use in all Community Colleges through the ED>Net annual conference, awards to small business economic development partners.
- ⇒ The Sacramento SBDC collaborated with other SBDCs on regional economic initiatives. For example, our SBDC partnered with Sierra SBDC on delivery of the Manufacturing Assistance Program (MAP) by sharing our database, co-hosting training seminars and delivery of one-on-one manufacturing consulting.
- ⇒ The center Director negotiated a new partnership agreement between its host, City College of San Francisco, and Skyline College to establish a mutually beneficial operations plan to develop the counseling and training services of the CITD during the 1998 and 1999 fiscal years. This agreement adds new counseling and training services, and increase outreach sites to under served areas of San Mateo County to the SBDC efforts.
- ⇒ Provided technical assistance in the development and delivery of the ED>Net Annual Conference, which resulted in dissemination of the products developed in funded centers to other Community Colleges.
- ⇒ Coordination resulted in the continuance of a joint project with the Centers for International Trade Development and the Small Business Programs Committee, a CD presentation for all the community colleges on "Putting Your Business on the Web" and import module developed by a college consortia was modified.
- ⇒ Working with the colleges in the region as a referral source for students and developing initiatives to assist them with small business development needs has been very successful. Many times a person does not want to enroll in a college class but needs some immediate or short term assistance, this is where the SBDC is very helpful.
- ⇒ Eighteen Community College-based SBDCs were provided with coordination and leadership that resulted in the testing of new technologies (Chat-lines, desktop videoconferencing for client) to eliminate access barriers to small business services.
- ⇒ The Southwest Los Angeles County SBDC mails over 12,000 workshop schedules each quarter. In addition, the SBDC participates in expos and regional meetings such as the Small Business Tax Day held in Long Beach and at Rio Hondo College, the Regional Business Assistance Network (RBAN), Chamber of Commerce meetings for various cities and Small Business Administration events. The Southwest Los Angeles County SBDC has a web-site to market the services provided at the centers.
- ⇒ Colleges: The Silicon Valley SBDC collaborates with other colleges in the region and college-based SBDC's statewide by serving as a resource for curriculum development, faculty mentorships, institutional support, deployment of new methodologies, performance-based training, credit and non-credit programs at West Valley College, Mission College, San Jose State University and University of California - Berkeley. The SBDC also subsidized student internships from Heald Business College.

Logistical, Technical And Marketing Infrastructure - Small Business Development Centers (SBDC)

- ⇒ Provided demographic data on small businesses to region five that resulted in the proper identification of small business needs.
- ⇒ Over the last several years the Yuba SBDC has succeeded in expanding its economic development impact on the Yuba College serving area by creating new local partnerships that resulted in three new SBDC offices, in addition to the existing Lake County office. The Colusa County SBDC opened in September 1996, and the Marysville SBDC office opened in November 1996 to serve Yuba and Sutter counties. During this just-completed program year the Yuba SBDC opened its fourth satellite location, making local services available to small businesses in the City of Woodland. Each of these offices now provides a local resource for small businesses at either a start-up or expansion phase, plus linkages to all the other economic development resources available through the Chambers of Commerce, Yuba College, the Career Resource Centers, and Economic Development Corporations. Clients have also been referred for assistance from the Manufacturers Assistance Program and the Centers for International Development.
- ⇒ Established and maintained effective communication among Community Colleges implementing BRAIN Programs as a participant in the Economic Development Network by attending scheduled meetings, teleconferences, and the ED>Net conference. The director of the Orange County Small Business Development Center, Gregory Kishel, was the Chairman of ED>Net's Small Business Programs committee; and he performed presentations at the ED>Net conferences. Also, the Center has retained on-going communication and relationships with the community college system.
- ⇒ A VIP reception was hosted at the Downtown Club featuring Asia speakers with cultural entertainment. Fifty-three persons attended and the event received local television coverage. As usual this reception provided UCEP-CITD with excellent exposure in the community.
- ⇒ The UCEP-CITD conducted a Trade Mission to Mexico City and Guadalajara in conjunction with the Mexico Consulate. There were 19 business people, college faculty and staff who spent six interactive days learning how to do business with Mexico. Each participant was given the opportunity to meet with high-ranking Mexican officials to discuss trade and investment, local business and industry and educators. Two sales are pending for office equipment and cars as an immediate result of this project.
- ⇒ The Eighth Annual International Business Conference was conducted on October 30, 1997 with approximately 270 people in attendance. There were 10 corporate sponsors and 22 exhibitors. This was the second year to have premier sponsors, the Fresno Bee and the Trade Bank.
- ⇒ Learning the Laws of a New Land - A Business Planning Guide for Immigrants has been researched and written in cooperation with a third year law student at the University of California, Davis. This pamphlet is available in English and Russian. A Spanish version of "Doing Business in Sacramento County," and "Doing Business in Yolo County" for Spanish speaking entrepreneurs is also available. Both are effective vehicles to extend our SBDC's reach to the burgeoning immigrant population interested in launching their own business.

Logistical, Technical And Marketing Infrastructure - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ Successfully planned and led five SBP statewide Small Business Programs committee meetings. The outcomes of these meetings included state and regional coordination of small business programs, upgrading of knowledge and abilities of the community college staff that attended these meetings, the sharing of the best practices to improve effectiveness and efficiency of training and services offered to small businesses.

Logistical, Technical And Marketing Infrastructure - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ Providing statewide leadership, coordination, technical assistance, and information services for CITD activities, programs, and materials to Community Colleges, agencies, businesses and the Chancellor's Office.
- ⇒ Retraining was a key feature in all of the ATTI colleges. Train the trainer programs are underway at Fresno City College, West Valley/Mission Community College District, College of the Desert, College of Alameda, Miramar College, Cerritos College, Cypress College, and Rio Hondo College. The National Automotive Educational and training Foundation (NATEF) is certifying several of the ATTI Centers for national alternative fuel vehicle training, and named Rio Hondo College its first certified center this year. Also, Automotive Service Excellence (ASE) has worked with each of the six ATTI Centers and affiliate centers to establish concise retraining programs that met national standards. Smog Check II programs have been set up at almost all of the ten ATTI Centers in California.
- ⇒ Support to the ED>Net office, which resulted in dissemination of information about the economic development products/services available for use in all Community Colleges through the ED>Net annual conference and awards to small business economic development partners.
- ⇒ Provided demographic data on small businesses to region five that resulted in the proper identification of small business needs.
- ⇒ Attended four ED>Net director's meetings, one economic development Executive Committee meeting, and the ED>Net annual conference. The outcomes of these meetings included greater coordination with other initiatives, and the highest attendance yet for the ED>Net Annual conference.
- ⇒ Provided statewide leadership, coordination, and technical assistance, and information services for small business activities, programs, and material to Community Colleges, California Trade and Commerce Agency, and the Chancellor's Office. Provided 45 program improvement and support services to 40 colleges for a total of 323 hours. These services resulted in better services to small business, more thorough quarterly and year end reports, and the resolution of one issue between SBDCs and CTCA. Provided 10 project design and development services to 4 colleges for a total of 288 hours.
- ⇒ Coordinating and participating in 1 ITDC, 1 CITD Project Director, and 4 CITD Manager's meetings; attending 4 Director's Meetings, 2 Chancellor's Office Specialists, Regional Consortia Chairs, and ED>Net Directors meetings; 3 Economic Development Program Executive Committee Meetings, 1 ED>Net State-wide meeting, and the ED>Net Annual conference. Strategic priority areas were identified at these meetings, and these priority areas are in the process of being written into the Initiative Strategic Plan.
- ⇒ Additionally, existing modules were revised and distributed, as well as 3 new Computer Based Training (CBT) modules. Marketing on the Web: Tips & Tricks, Financial Transactions on the Internet, and Getting Paid: Setting Up Internet Payment Accounts. Work to ready the 3 CBTs for Internet access was started and the modules will be on-line by December, 1998. Additionally, a CITD Operations Manual was developed and distributed to 8 existing and 6 new CITDs.
- ⇒ The issue of expanding a logistical, technical and marketing infrastructure for both community colleges and international businesses was addressed by: Developing and distributing a new CITD Fact Sheet (marketing tool) and CITD Services pamphlet; an Internet "hot links" page for international trade resources; uploading the 108 modules to the Internet; and providing the economic development funded projects to the Region 5 Consortia Internet page.

- ⇒ Identified the need for alternative presentation of small business information. This resulted in the development of the CD training aid "Putting Your Business on the Web." Provided leadership and participated in 5 SBP committee meetings attended 4 director meetings.
- ⇒ Working with a multitude of economic and development agencies and assistance programs the CACT program is presented to a broad array of business and service providers on an ongoing basis. Through the Employment Training Panel marketing effort the CACTs are highlighted as a major source of "free" workforce development training. Through cooperative marketing with the Lawrence Livermore National Laboratories the CACTs are recognized as the solution provider to assist small manufacturers wanting to partner with the Federal Laboratories Consortium and in partnership with the CMTC, the Community College Applied Competitive Technologies Initiative is recognized as the educational source for small manufacturers.
- ⇒ Providing State-wide leadership, coordination, technical assistance, and information services for international trade activities, programs, and materials to Community Colleges, agencies, businesses and the Chancellor's Office.
- ⇒ Program Improvement & Support. Worked with 14 State-wide Initiative Colleges to assist in day-to-day operations, program management, reporting, problem solving, and made site visits, as needed. Working with the CITDs, providing guidance and coordination enables the Centers to be consistent to the delivery of services and offer uniform training to business and industry.
- ⇒ Project Design & Development. Worked with 18 other Colleges to respond to international needs at the local level, including defining methods for determining international programs, assisting in procuring sponsorship for programs, developing internship programs and developing trade classes. Providing input for local projects assisting Colleges in developing tailored programs that fit the needs of their respective participants/students and faculty.
- ⇒ Participation in the Regional Steering Committee Meetings contributed to the Planning Process and more involvement of the ED>Net initiatives. A listing of all Region 5 ED>Net funded projects and other known service providers were distributed to the Regional Chair and posted to the Region 5 website. The project also worked with the Consortia Chair in conducting a region 5 meeting at the ED>Net Statewide Economic Development meeting and with the Chair, Center of Excellence Director, and the state-wide Contract Education Committee Chair to develop and host a regional meeting with all ED>Net projects. Secondly, a meeting between the ED>Net Centers and the Colleges in Region 5 is under development.
- ⇒ One International Trade Development Committee, a CITD Project Director, and 4 CITD Manager Meetings were coordinated and conducted during the year. As a result of the CITD meetings, the Initiative Strategic Plan, as per California Code Chapter 3.6, 15379.20 - 15379.5 is under development and the Committee membership is being re-structured. This allows for a systematic approach to removing access barriers to business and industry. Three CBT Internet modules were developed on behalf of the Committee, and these modules will be beta tested and distributed state-wide during the 1998/99 year. The 3 modules will be posted on the Internet for on-line training by December, 1998. Additionally, in support of the Initiative, a 2 hour United Nations "Train the Trainer" workshop was conducted for the CITD Managers and consultants.
- ⇒ Provided research to Region Five on their small business needs. Creation of a draft "How to Market Regional Economic Development Programs."
- ⇒ The director for small business programs created a draft document titled "Regional Marketing Plan Guide" which was distributed to region five and six leadership. The purpose of the guide is to

Logistical, Technical And Marketing Infrastructure - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

provide a frame-work on how a region might develop a marketing plan that serves the communication needs of all colleges in a region, and is consistent with local community college marketing efforts as well as marketing plans at the statewide level.

- ⇒ To create logistical, technical and marketing infrastructure support for economic development activities within the California Community Colleges. Expand the content and resources available on the WpLRC page of the ED>Net web site to include resource guide and curriculum. Compile a resource bank of WpLRC workshop materials used for faculty inservice and professional development activities.
- ⇒ In coordination with ED>Net, the WpLR Centers established a comprehensive listing of assessment tools and customized curriculum which can be accessed by other colleges through the Database on the ED>Net web page. The WpLRC Initiative in coordination with the Contract Education Directors, supervised the development of an introduction workshop for Performance Improvement. The workshop was offered four times and was attended by 81 faculty. The workshop will continue to be offered as the foundation course for the Centers of Excellence.
- ⇒ Economic Development Programs and Services are identified as priorities and innovative solutions are supported. These include interactive communication among Community Colleges who implement economic development programs with ATTI as a direct participant. The ED>NET network serves as a conduit reaching all the colleges helping to maintain the transfer of programs, curricula, and training throughout the state.
- ⇒ ATTI has worked with several other Initiatives in order to provide increased cross fertilization of regional contacts. Environmental Technologies (ET) developed, with ATTI, a clean room program for automotive mechanics, and AFV clean fuel technicians. Started at Mission College in Santa Clara, CA, this program resulted in video and course outline now being used in regions throughout California.
- ⇒ Each Center has documented the technical support services provided to other colleges within their region. At the beginning of the new fiscal year, each of the WpLRC's coordinates their individual workplan with that of the statewide Workplace Initiative. This insures that each center's plan addresses the statewide mission and goal for the Economic Development Program. Business representatives attending each of the two WpLR Committee meetings provided the Center Directors with information and recommendations on current needs and trends within the business community.
- ⇒ Much of the marketing effort to attract students and workers to ATTI programs is generated through contract education. Advertising for the Energy Technology Training Center at the College of the Desert is coordinated through the College's Contract Education Division. Ads were developed and placed in newsletters and trade publications. This led to increased awareness and access for students and workers regionally and statewide.
- ⇒ A consortium of local colleges has been formed to provide training and employees for the project. The colleges include: El Camino, Southwest, Compton, Harbor, Long Beach, Rio Hondo, and L.A. Trade Tech.
- ⇒ The CCC Brownfields web site is intended to provide information regarding training and employment opportunities around Brownfield sites. Information to be provided will include: Community College information; links to college "home pages"; course offerings; class schedules; graduation rates; placement information; class size; Union and/or Trade Organizations Information; Job Opportunities; college placement success rates; help wanted ads; projected job opportunities.

- ⇒ Faculty from nine different areas: Art, Broadcasting, Business, Communication Studies, Computer Information Systems, English, Graphics, Music, Photography, and Theater Arts, as well as two Deans, a Director and Vice President. The concept also involves sharing resources such as lab space, technical support, faculty, software and hardware. This saves the college money and uses space and staff in a more efficient way.
- ⇒ Emerging high technology industries in Ventura County such as Advanced Photonix will be able to benefit from this project's outcomes by having their personnel and workers participate in the Physics and Technology course at Ventura College. Advanced Photonix provides light-sensor products for high profile customers such as Hughes Aircraft. A campus marketing campaign to make this course visible to technology firms in the area will be made prior to course offering.
- ⇒ Linkages with business and industry were developed and enhanced through these activities. Faculty increased their knowledge and skills through worksite exposure, integrating academic and vocational curriculum, SCANS and all aspects of industry-specific needs. The four colleges (Citrus College, Glendale College, Pasadena City College, and Rio Hondo College) built seamless collaborations and partnerships between each other to implement economic development and workforce preparation which will better serve our surrounding communities.
- ⇒ These four colleges have a history of collaboration which made this possible and was strengthened by this project. Some of the previous activities demonstrating this collaboration are: Partnering for Welfare Reform, A Mayor's Breakfast; October 1996 Conference - Community Colleges for the 21st Century: Meeting the Challenges; October 1997 conference - The Role Of Our Community Colleges in Our Regional Economic Development.
- ⇒ Citrus College, Glendale Community College, Pasadena City College, and Rio Hondo College developed a model of collaboration which brought instructional, noninstructional and counseling faculty of like disciplines together to obtain current worksite experience in occupations undergoing rapid technological change, to facilitate curriculum relevance which reflects industry standards and workplace competencies and to develop regional community college networks via Email and learning communities and/or activities within their disciplines to better serve students and the California labor market needs.
- ⇒ Regional faculty and counselor collaboration across colleges increased awareness of the different disciplines and also the needs of local business and industry.
- ⇒ As a result of the counselors being at the worksite, they were able to see firsthand what the needs of employers are for future trained employees. The instructional and counseling faculty can now share their insights with the respective college departments to enhance curriculum and advisement to be more relevant to the world of work and the global economy.
- ⇒ All members saw many more businesses coming into the area and many new and emerging markets for their products both in the Inland Empire and the world. The Inland Empire is growing very fast because of the availability of land and workers. Kaufman and Broad just announced major projects in this area for these reasons. Both multimedia and the Inland Empire are growing very fast, and grants like this one help us keep up so we can serve our students and community. It makes it clear that we will be required to keep learning and many new jobs will come from technologies that have not made an appearance yet. The more of these kind of grants we obtain, the better job we, as a community college, will do.
- ⇒ Additionally, two (2) workshops for training faculty (30) at Ventura College in ToolBook II assistant were given during Fall 97 and Spring 98 semesters. Two courses, Introduction to Multimedia

Logistical, Technical And Marketing Infrastructure - Technical Instructor Intensive In-Service Training (THIT)

Authoring (IDS30) and Intermediate Multimedia Authoring (IDS32) have been created which will utilize the Asymetrix software and materials.

⇒ Our program has been advertised in and interviewed by California Apparel News, the West Coast apparel industry newspaper.

Logistical, Technical And Marketing Infrastructure - Vocational Education Technology Instructor and Career Counselor In-Service (VETICC)

⇒ The instructional materials have been incorporated in the curriculum in Fall 1997 and have been shared with faculty teaching teams and the nursing students. In addition instructional information files of N156 Medical Surgical Nursing have been placed on hold in the college library for students and faculty use. These instructional files contain information with specific materials, procedures and treatments relating to the care of patients in the various Outpatient Departments.

⇒ As I return to SCC this semester I am completely satisfied that I am a much better teacher after my experience at Dome Printing. Not only did I greatly enhance my skills in the area of Photoshop (I teach both beginning and advanced Photoshop), but I came away with a realistic understanding of the “real world” and what we must do to prepare students to work there. It is so easy for instructors to “slip” away from the real world when they are in an isolated teaching world. It is my strong opinion that all technology instructors should have the opportunity to participate in the same related situation that I just experienced. I would even go so far to say that all technology instructors should be “required” to work in their related industries at least once every 5-7 years.

⇒ Retail Floristry curriculum will be modified to reflect changes in regulations, trends and technologies; workplace examples will be used in the classroom to illustrate techniques in different areas of Floristry for enhancing customer satisfaction; students will receive realistic information regarding operating a small business; courses will incorporate information on additional aspects of the retail Floristry industry; students have expanded opportunities for training sites and employment.

⇒ Health Care Technology course curriculum will be modified to reflect updated information; current health care software applications will be introduced into curriculum; ties were strengthened to industry; new information will be shared with colleagues in applicable departments.

Logistical, Technical And Marketing Infrastructure - Workplace Learning Resource Centers (WpLRC)

⇒ Two faculty in-services (Dec 4th & 16th) were held for new instructors assembled for the collaborative partnership with Modesto Junior College, JM Equipment Company, Stanislaus Literacy Center, Tri Valley Growers (TVG) and over 1400 trainer hours representing 60 FTES. Classes in soft skills and technical skills will raise the performance level of these employees enabling TVG's to realize corporate objectives, goals, and increased profit margins.

⇒ The staff of the WpLRC attended a SCANS workshop hosted by Modesto Junior College on May 1, 1998. Fresno Community College, Participants received an overview of SCANS into the workplace classroom. Amber Nickerson, Contract Training Coordinator, attended a marketing seminar entitled: “Workforce Marketing In The Central Region” on May 5, 1998. Outcomes from this seminar included concepts and ideas on creating a marketing plan and marketing team to get results.

⇒ **Colleges:** By partnering with and working in close collaboration with other colleges our positive outcomes were realized. An on-going partnership with Modesto Junior College resulted in the delivery of soft skill and technical skills training to over 500 employees of Tri Valley Growers in Modesto. Also in partnership with Modesto Junior College our Center provided \$5,000 in additional

Logistical, Technical And Marketing Infrastructure - Workplace Learning Resource Centers (WpLRC)

- funds in order to develop a self-paced basic skill testing web page. This has resulted in an Internet web page that involves testing of students via the Internet. A workshop hosted by Modesto Junior College was held on June 25th and was attended by faculty and staff of Merced Community College, Modesto Junior College, Columbia College and Gavilan College. Information on how our Center operates, whom we serve, and what products we offer to clients were shared with Columbia College and Bakersfield College. All of these collaborative efforts have enabled our Center to offer services on a regional basis that better serves the economic development of our region and of California.
- ⇒ College of the Desert's Workplace Learning Resource Center has been requested by the district to play the lead role in the district's response to the School-to-Career agenda. A three hour workshop for faculty was held with 15 members of regional faculty present. The integration of School-to-Career in the mix of programs offered through WpLRC is a natural fit as we are working towards preparing the workforce of tomorrow through career pathways with the K-12's, community college and the universities. The WpLRC is currently coordinating a three day retreat for faculty to further the commitment and articulation of pathways on behalf of the institution.
 - ⇒ Thirty-two participants attended our first Faculty In-Service held on August 14. Set up in panel discussion format, recently enacted Welfare-to-Work issues were addressed and resulted in new ideas on how this legislation will impact Merced College and the surrounding region. This in-service provided an additional forum for our Center to gain additional contacts leading to contracts for services. The Director of the Center completed 56 hours of Train-The-Trainer instruction through Chapman University. Entitled "Training & Development (HRM646), this class provided the director with theory and practice on adult learners, lesson planning, curriculum development, and use of training tools and techniques in a training setting. Our Center participated in the Wake-Up-Merced breakfast held on August 13th. This was an opportunity for the Center to hand out brochures and literature to market our Center's programs. On September 10th our Center held our most successful Advisory Committee Meeting to date.
 - ⇒ Marketing efforts included the participation in a Finance Conference through the Valley Sierra Small Business Development Center (SBDC). Held in the Merced City Civic Center, this 8-hour conference resulted in over 61 inquiries for information on our Center, and has resulted in several requests for services. A CEO Breakfast held at the Castle AFB Museum Cafe where a presentation was given outlining the services available to businesses and industries in our region. Attended by 21 participants, this session served as an avenue from which to share with business leaders on a regional basis, information on what services our Center can offer in order to make the workforces of our region more productive.

Optimizing access . . .

Another requirement of the legislation is that the Economic Development Program initiatives, programs and projects must work toward optimizing access. This can include improving business, college and community access to information about community college programs and services and access to available programs and services through technology and/or customized and innovative service delivery solutions.

Optimizing Access - Advanced Transportation Technologies (ATT)

- ⇒ Business access to community colleges was improved through:
 - ◆ the provision of alternative fuel/advanced transportation technology (ATT) classes, seminars, and training presentations to support workforce development and retraining in new technologies.

Optimizing Access - Advanced Transportation Technologies (ATT)

- ◆ the inclusion of industry representatives in ATT train-the-trainer sessions offered to community college faculty.
 - ◆ the increased opportunities for industry to participate in the development and presentation of ATT curriculum.
 - ◆ the strengthening of a partnership with the community colleges through collaboration on educational projects.
 - ◆ the provision of outreach and needs assessment services.
- ⇒ The ATT Grant funds have gone a long way to eliminating many barriers to quality Community College education for local industry. In partnership with the LRCCD Training Source, we offered credit courses in Composite structures. These courses were offered on site at Applied Aerospace in Stockton and have led to a relationship that includes on-going training for all their line staff through several other SCC Instructional Divisions. Also working with the Training Source, we are writing cross-over curriculum that incorporates alternative fuels, electric vehicle technology and basic electronics to be offered for Sacramento Regional Transit employees this year.
- ⇒ The California Energy Commission provided funding to six ATT Centers to create a new Web site to serve as an Advanced Transportation Technology Database Resource Center. Cerritos College hosts the site, and maintains it well.
- ⇒ The program held training sessions during the winter intercession of the college to avoid conflict with current programs and issues related to parking. The traditional “down” time at the college maximized utilization of the automotive technology facilities and staff.
- ⇒ Long Beach City College provides training to Orange County Transit as a joint venture project with our new affiliate college, Cypress College. We had to be creative in our scheduling to accommodate their 4-day/10-hour-shift schedule. This required 4-hour sessions so they could still keep a half-day production and maintain the fleet properly. It also required odd hour scheduling to meet their shift times. We held class on Tuesdays at 4 a.m. and Fridays at 2:30 to reach the largest possible audience without disrupting their schedule.

Optimizing Access - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

- ⇒ In order to eliminate business access barriers, the Center of Excellence first needed to identify local college resources through site visits. The Center and the Bay Region Consortia are coordinating marketing efforts in order to better utilize the marketing expertise of both programs as well as provide the region with a quality marketing program.
- ⇒ The Center has collaborated with the Workplace Learning Resource Center (WpLRC) at City College of San Francisco to discuss scheduling an Industry Breakfast targeted at various industries in the city.
- ⇒ By combining resources with the San Diego Community College Districts Employee Training Institute and collaborating with community college representatives involved in contract education, the regional consortia and economic development programs county-wide, we have been able to extend our marketing reach.

Optimizing Access - Business and Workforce Performance Improvement/Professional Development Institute (BWPI/PDI)

- ⇒ The Professional Development Institute assisted with the final development and the delivery of two full-day training sessions of Introduction to Performance Consulting which was developed through prior arrangements with the Workplace Learning Resource Center Leadership project. These two

Optimizing Access - Business and Workforce Performance Improvement/Professional Development Institute (BWPI/PDI)

sessions were delivered to the Performance Consultants and Economic Development Liaisons of the newly established Business and Workforce Performance Improvement Centers of Excellence which will enhance their skills and abilities and assessing employer needs, determining training and non-training solutions for employers' workforce development, and referral to appropriate community college economic development programs. In this training program, Performance Consultants and Economic Development Liaisons learned about the various ED>Net initiatives that are available to employers. This same training was provided in three additional locations to other ED>Net initiative directors and staff, faculty, and contract education practitioners throughout the state. The results of this training should eliminate access barriers by making all ED>Net programs more effective at determining business needs and bringing to business the appropriate resources through ED>Net.

- ⇒ In an effort to limit the amount of travel time and travel funds that must be expended by participants to attend training, the PDI has in process the purchase of a PictureTel videoconferencing system. It is intended to be used to deliver training to colleges without the requirement of travel. The system was designed to be compatible with systems already at the colleges and will provide greater opportunities for delivery and access.
- ⇒ By working through the already established ED>Net Initiatives, using the ED>Net Web site and program and project lists, the PDI has been able to reach a greater number of participants throughout the colleges and programs.

Optimizing Access - Centers for Applied Biological Technologies (CABT)

- ⇒ Each of the six Biological Technology Centers works collaboratively with regional economic development groups in order to increase business access to community college programs and services. The Leadership Initiative works with Chancellor's Office, California Community Colleges; California Economic Development Department; California Trade and Commerce; California Health and Welfare; California Department of Education; and ED>Net to market the role community colleges play in the economic development efforts of California.
- ⇒ As a regional brokering agency, the CCBC facilitated educational services to companies (information/liason) and hiring opportunities on the World Wide Web site and at area colleges (job fairs). Biotechnology companies in the region received printed material and were contacted by phone or personal visit, presenting the services of the Center. The industry needs assessment RFA was released, the bid was awarded and will provide information needed for additional service in the next year.
- ⇒ The Center plans to hold evening classes that will be useful to industry representatives such as basic DNA manipulation skills, plant cell tissue culture and bioinformatics.
- ⇒ We have run several wet labs at the Center lab facility and done on-site promotions with multimedia shows for South Pasadena, Blair, and Pasadena High Schools to recruit students into careers in biotechnology. Two of the students from Blair High School have been subsequently placed in summer internships at HMRI. We have also negotiated transfer agreements making it easier for students at our local high schools to transfer to PCC in our biotechnology program in the coming year. We will be tracking the success of this type of recruitment in our incoming class for next year.
- ⇒ Our Biotechnology Training Program has been designed to allow access for students with all types of backgrounds to enter the program and proceed through it based upon skills competency so that a student with an advanced degree can finish in 1 year. This allows students in dead-end or downsizing fields to retrain for a career in Biological technologies. It also affords the opportunity to

Optimizing Access - Centers for Applied Biological Technologies (CABT)

upgrade skills for those out of the field for many years.

- ⇒ As a regional service provider, the SCBC facilitated the dissemination of information about existing community college training programs and promoted their capacity to train new and existing employees. A database of all the biotechnology and biomedical companies in San Diego County was compiled and an information packet was sent to each company. In addition, as stated above, a marketing piece was developed and distributed to the members of BIOCUM, the regional industry organization.
- ⇒ The SCBC worked closely with the SD Regional Economic Development Corp to develop a survey instrument which was utilized by Price-Waterhouse to query the industry on workforce needs. Questions were specifically targeted to elicit information about awareness of community college training programs and to determine future workforce needs of community college training programs and to determine future workforce needs at the entry level.
- ⇒ The SCBC maintains databases with contact information about community college and high school faculty. Newsletter, flyers, and announcements are regularly sent out via post and Email to announce the activities of the SCBC.

Optimizing Access - Centers for Applied Competitive Technologies (CACT)

- ⇒ The objective of the CACT program is to improve the competitiveness and productivity of small and mid-sized manufacturing businesses, by providing technical assistance and workforce training in partnership with organizations such as the South Bay Economic Development Partnership, the California Manufacturing Technology Center (CMTCC), the City of Long Beach Private Industry Council, the Southeast Los Angeles County Private Industry Council and other public and private entities. By successfully fulfilling these objectives, the CACT at El Camino College makes it easier for manufacturing companies to access the California Community Colleges' Economic Development initiatives and it creates and fosters mutually beneficial partnerships which continue to strengthen the CACT's ability to effectively serve manufacturers in the region with quality services while continuing to improve and expand those services.
- ⇒ CACT has established a joint advisory committee comprised of manufacturers and others from a variety of areas to identify and develop a plan to help manufacturers access Community College assistance programs. They identified major barriers and potential opportunities for community colleges to work more closely with local manufacturers. Next year's plan is to include additional representatives from the major industries in the region. Two meetings are planned for next year.
- ⇒ CACT responded to a total of 283 requests of which 273 were from manufacturers and 10 from government agencies via our toll free helpline and through our resource center. This year, the number of requests received were from manufacturers of durable goods (45%) and manufacturers of non-durable goods (55%). Manufacturers mainly wanted information concerning Occupational Health and Safety Audits, CACT Seminars, Training (DI-9000, Statistical Process Control (SPC), Site Assessment, and Pollution Prevention.
- ⇒ As part of the School of Continuing Education (SCE), CACT workshops and course offerings were printed in the SCE class schedule which was directly mailed to over 240,000 households and businesses in North Orange County.
- ⇒ CACT under a grant from the National Coalition of Advanced Technology Centers (NCATC) and in cooperation with the Regional Environmental Business Resource and Assistance Center (REBRAC) developed a CD-ROM which demonstrates successful innovative technologies used by manufacturers to reduce their generation of hazardous and toxic wastes. The CD-ROM covers printed circuit

Optimizing Access - Centers for Applied Competitive Technologies (CACT)

board manufacturing, printing, furniture manufacturing, and automotive services and repair. Video clips of interviews with manufacturers and businesses that have successfully implemented Innovative Technologies are the highlight of this CD-ROM. The CD-ROM has been distributed to 106 community colleges throughout California for use in Technology Training Programs and seminars. Copies were also made available to local regulatory agencies and manufacturers in North Orange County.

- ⇒ At the same time, CACT looks for opportunities to expand its program offerings by leveraging resources from other colleges. Next year in partnership with CACT-Fresno City College, we will be holding Fiber Optics Certificate Training Courses in Yorba Linda. Also, in partnership with CACT-College of the Canyons, we will hold the Year 2000 Management Workshop for automotive suppliers.
- ⇒ The El Camino College CACT has increased the number of workshops and seminars provided for manufacturing companies, thus making valuable technical information available to companies at a very low cost. Also, several of the workshops were moved off of the college campus to sites within our region, in an attempt to take the workshop information out closer to the companies and make it easier for them to attend.
- ⇒ Funding workforce training is always difficult for small and medium-sized manufacturers. While the Employment Training Panel (ETP) funding is readily available to all qualifying companies, many of these companies do not understand the application process or find it too burdensome. The El Camino College CACT helps remove those barriers to accessing ETP funds by assisting companies with the application process. As part of the development of a workforce training program, the CACT provides a seamless introduction to the ETP funding process and direct application assistance during the training program design and development process.
- ⇒ The SFCACT has been working with the Small Business Institute to promote and advertise manufacturing related courses. We also intend to work with the Institute to incorporate apparel related materials into the Business Plan Development class, specifically in the area of cash flow management. We also will collaborate to provide guest lecturers and materials to other offerings, Small Business Management and Supervisory. SFCACT intends to also explore how to make the Teaching Factory more accessible to students.
- ⇒ During the first five months of operation, the College of the Canyons CACT improved access to resources and technology through its outreach efforts to manufacturing companies in the South Coast Region. The CACT hosted or participated in seven business/industry events.
- ⇒ Many of Boeing's suppliers are small manufacturers. When Boeing demands that its suppliers comply with their rigorous AQS System of quality, many small companies need to have only one or two people trained in AQS. To satisfy this need, the CACT has conducted Boeing AQS courses on the El Camino Campus that are designed specifically to train individuals from several different companies. With a schedule that addresses the specific needs of our students, access to this sophisticated training is made easy for the small manufacturer.
- ⇒ We also served 958 individuals through our workshop and training programs accounting for over 30,000 hours of individual contact time. We observed that once exposed to community college instructors and materials through our workshops and contract training services, many of these students then made the individual commitment to register themselves and/or family members for community college credit classes.
- ⇒ Development of the SFCACT website. The site provides information about our program, some of the services that we offer, a current listing of workshops, seminars and related non-credit courses at

Optimizing Access - Centers for Applied Competitive Technologies (CACT)

City College of San Francisco. We plan, in the year ahead, to upgrade the information provided on our website. One activity under consideration is the development of a costing reference library. The reference material would include time information on certain sewing assemblies combined with video. This would benefit businesses by allowing them to upgrade cost engineering data through the website. It would also contribute to better and more accurate costing calculations.

- ⇒ Participating employers ranged in size from very tiny (four employees) to large (700+) employees. These companies all share one common goal: To develop their workforce, deploy new and emerging technologies in their manufacturing processes, and implement new production methods in order to become more competitive in the global economy. To accommodate the small employers and improve access to ETP funds, the College of the Canyons CACT offers both consortium-style classes with employees from multiple companies, as well as on-site classes for single employers.
- ⇒ The PDC increased manufacturers' access to California Community Colleges' Economic Development Initiatives by continuing to serve as a resource and referral center, and emphasizing new and continuing partnerships with a wide variety of service agencies including, but not limited to, state-wide associations, colleges, funding sources, and city organizations.
- ⇒ The re-growth of manufacturing in San Diego, especially through the rapid expansion of the telecommunications and bioscience industries, has created a major need for highly skilled technicians for employment at these companies. The CACT's success at developing highly relevant technician training programs and delivering these programs in formats which are within necessary time frames, has made it a leader in the region for the development of new technician training programs. CACT's formats for training which involve accelerated training programs that produce high quality technicians in less than one year have also gained the attention of those in the region interested in workforce development as part of welfare reform. SDCC will be utilizing the CACT-SD's accelerated program format in several other technician development programs beginning in the Fall of 1998.
- ⇒ The hosting of the SDTI at SDCC has also reduced access barriers for businesses to the college. Due to the great interest in this business/technology incubator, SDCC has received a greatly increased number of visitors who are now seeing SDCC as a center for technology business development. The City of San Diego's Centre City Development Corporation (CCDC) is now suggesting that the Enterprise Zone, which is contingent to SDCC, be developed into a technology corridor. CCDC anticipates that the CACT-SD and the SDTI will serve as the focal point out of which this redevelopment strategy for downtown San Diego will grow.
- ⇒ In addition, increased interest in the CACT-SD/SDCC advanced manufacturing technology capacity is leading to more companies approaching the CACT-SD to perform applied research utilizing the CACT-SD and SDCC's manufacturing and machine technology laboratories. The CACT-SD, in partnership with SDCC, operates the only modern advanced/applied manufacturing laboratories in the region, making this more and more an essential element of San Diego's economic development strategy.
- ⇒ De Anza CACT helped eliminate business access barriers to community colleges. CACT offered 28 market driven workshops this project year to manufacturers compared to 18 workshops offered the year before. These workshops were at the request of manufacturers and also through the direction of CACT's Industry Training and Certification, IPC-A-610B Worker Proficiency Training and Certification, Advanced Statistical Process Control, Manufacturing Technology Soldering, Customer Service, Printed Wiring Board Repair, Sheet Metal Design and Processes, Electrostatic Discharge and SBIR/STTR. All the workshops CACT offers give greater visibility to the business community for the De Anza College CACT as an economic outreach program.

Optimizing Access - Centers for International Trade Development (CITD)

- ⇒ Significant progress has been made in eliminating access barriers to the community colleges throughout Region 6. Under cooperative agreements with Cuesta College and Bakersfield College, the Oxnard College CITD has delivered consulting services, resources and training to employees and employers on those two campuses. There has been an increase in the dissemination of services offered by the community college through ED>Net in the OC CITD's "International Observer" as well as in brochures and press releases. This has resulted in increased community and media support for our network.
- ⇒ A web-site for RCC-CITD was developed, and equipment was procured by the CITD to promote better client tracking and management, to create higher impact presentations to the community college faculty and to the business community.
- ⇒ The primary access barrier for business to utilize RCC-CITD is simply awareness that the program exists. RCC-CITD addresses this concern by creating a user-friendly center, providing service area coverage via outreach, partnering with local agencies and business promotion groups and by marketing programs and services via print, electronic and direct mail media, and making both services and workshops available through the Internet.
- ⇒ In the process of editing, an entire workshop dedicated to international trade finance was taped. The participants included the Riverside Community College CITD, Bank of America, CEFO, Ex-Im Bank, SBA, CSUSB Center for Global Management, Long Beach CITD, El Camino CITD, Southwestern CITD, and Coastline CITD. This eight part video tape series will be made available to the business departments at all Region IX community colleges and distributed throughout the state.
- ⇒ LBCC CITD has arranged for a web page to be designed and added to the college web site. The Internet address is included on all marketing pieces. Other activities include co-sponsoring a regional finance conference.
- ⇒ The Center continues to promote internationalization of the post-secondary curriculum through presentations, workshops and counseling. Activities include training instructors, business owners and individuals on the use of the Internet to access international trade information. The Center sent outreach letters and seminar information to staff development professionals at local community colleges.
- ⇒ A joint meeting was held by the SBDC/CITDs to discuss ways of working together to optimize resources and find ways to increase access to economic development activities. Also joint meetings of all initiatives have been held at the Center of Excellence to discuss ways of working together. By all of the initiatives working together, it will avoid duplication of services and create a synergy among them.
- ⇒ In cooperation with the Fresno City College Training Institute and SJVITA, UCEP-CITD utilizes a monthly Basics of Exporting workshop to help small business owners and managers enter new markets as well as to train key company personnel. An international banker and a successful exporter conduct each monthly session.
- ⇒ UCEP-CITD conducted a series of export seminars in Tulare at the 1998 California Farm Equipment Show and International Exposition. Again this year, the show was designated as a foreign Buyers Program by the U.S. Department of Commerce.

Optimizing Access - Contract Education Technical Support (CETS)

- ⇒ Optimizing access to community colleges' economic development services was achieved by: Assisting the State Chancellor's Office in identifying the participation of contract education programs in the Partnership for Excellence proposal.

Optimizing Access - Employer-Based Training (EBT)

- ⇒ As a result of the acquisition of these skills, this project eliminated workforce development barriers by supporting the development of a Network Hardware Specialist Program which offers students increased competitiveness as they enter the workforce in data communications and network technology. The Program's Advisory Committee identified vital new hardware and software which were purchased with project funds for both the classroom and the laboratory facility.
- ⇒ As a result of this project, students throughout the region will benefit by the availability of three levels of training; introductory courses; a core program leading to a certificate of completion or the Associate in Science Degree in Computer Network Hardware Specialist; and advanced training in specialized areas. Courses will be available in a variety of formats responsive to the needs of students and employers. Partnerships with other agencies will develop workforce transition programs. Training will be accessible to workers who possess obsolete or inadequate job skills or who occupy entry-level positions with limited advancement opportunity. Unemployed and underemployed persons will be recruited.
- ⇒ Through aggressive marketing of this program, several key manufacturers of coffee brewing equipment along with coffee roasters and distributors became year-long "working partners" with El Camino College and the CACT. These companies found easy access to the talents and support of the State's Economic Development efforts through the community colleges and the CACT.
- ⇒ The CACT worked closely with Café Au Lait, Inc., a private partner, to establish a Beverage Equipment Technician training site off campus at the Café Au Lait plant location. This enabled our team to develop a model for training site development that will be used as this training program expands out to other community colleges in California and to company locations across the nation. The program's primary training site was developed on the El Camino College campus in close proximity of the college cafeteria and food services area.
- ⇒ Created a curriculum that has been approved by the El Camino College Curriculum Development Committee for use in future credit programs in the Division of Industry and Technology. This wonderful accomplishment enables El Camino College and other community colleges the opportunity to offer their students the option of enhancing their career preparation activities with an industry recognized certification.
- ⇒ Internet/Intranet, PC Networking, LAN Troubleshooting WAN Troubleshooting, Windows NT, and Internetworking training provided through this project eliminated any of Mohammad El-Soussi, Jodi Simpson, and Angel Cardenas-Medrano's expertise-related barriers to developing a comprehensive, innovative Network Hardware Specialist Program. Internet, Email, voice mail, videoconferencing, and virtual lab methodologies were developed to deliver the courses using technologies responsive to the needs of students and employers.
- ⇒ They eliminated retraining barriers by expanding core curriculum and by (1) developing advanced level training in specialty areas (Internet/Intranet, LAN/WAN Specialist, Internetworking, Programming and Windows NT, and Fiber Optics), (2) offering the advanced program in a nontraditional format, and (3) assessing students' training needs and matching their needs with specialty areas, allowing them to design their own curriculum by selecting courses from any of the

Optimizing Access - Employer-Based Training (EBT)

areas.

- ⇒ Training will be accessible to workers who possess obsolete or inadequate job skills or who occupy entry-level positions with limited advancement opportunity.
- ⇒ Business using these computer systems were located with considerable assistance from reps from GGT and Snap Fashion. With their roster of customers, the faculty established contact with several companies to interest them in the 20 hour training that would be offered tuition free. After networking by faculty, 10 students were placed in each workshop: GGT and Adobe Illustrator and Photoshop.
- ⇒ The credit course taught has continued to attract industry employees, being scheduled for Saturday mornings. Department students are also utilizing the training, many returning after graduation to pick up these techniques on their own time as they are employed in entry level industry positions during the week days.

Optimizing Access - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ Academic Calendar Versus Grant and Manufacturer Year Round Calendars: The fact that California's High Schools, Community Colleges and Universities operate upon an academic school year calendar while business operates year round presents a challenge to private/public partnerships. Business is looking for short modular training courses for college credit on a year-round basis. The RMTTC is planning to conduct its activities in this manner and granting college credit where feasible.
- ⇒ The Sierra College/Twelve Bridges Regional Manufacturing Technology Training Center (REMTTC) formed a Private/Public Partnership (Industry Driven) with the Small Manufacturers' Institute (SMI), a nonprofit corporation, to help in eliminating business/CCC barriers.
- ⇒ The Faculty and Student Mentoring Program outlined above is proving to be beneficial in spurring the interest of the manufacturers, high schools, community colleges, existing economic development program centers, existing business networks, employers, and service providers into participating in the Regional Manufacturers' Network.
- ⇒ At the same time that the MAT program was developing, SBCC initiated a college-wide effort to dramatically change the College's means of delivering its instructional and student support services programs as well as its administrative support processes based on the business reengineering model. The goal of the College's reengineering efforts, known as Project Redesign, was to restructure the College to respond more effectively to the needs of students in a fiscal environment with limited resources.
- ⇒ The length and scheduling flexibility of the programs were important considerations. Since a minimum of three levels of sequential courses are required for certification, the courses are organized into intensive half-semester, eight-week modules. It is possible for a student to complete all three levels in less than one year, in addition to the core two-year MAT program. This structure also provides access for industry professionals seeking to upgrade their skills.
- ⇒ To provide direct services to students by strengthening visual communications/multimedia curricula to include technical training in beginning, intermediate and advanced level animation. Outcome: A concentration in video will be available for students enrolled in the visual communications/multimedia programs.
- ⇒ Mission Sierra College developed a transportable Workplace Automation Learning Lab, offering short-term, on-site training. This project eliminated barriers which have inhibited Sierra College's ability to deliver on-site computer training as part of our economic development programs and

Optimizing Access - Industry Driven Regional Education and Training Collaboratives (IDC)

services.

- ⇒ Developing an interactive Web site to provide project/college information, such as an on-line needs assessment (employer feedback of employee training needs and positions).
- ⇒ Developing the structure for delivering on-line interactive introductory courses in Virtual Reality and Multimedia.
- ⇒ Creating a centralized electronic hub for delivery of Newsmedia Online Education Network and providing training to a group of educators/industry trainers.
- ⇒ Twelve Bridges RMTTC/SMI team is working to satisfy specific small manufacturers near term and long term needs through the linkage of high schools, community colleges, universities and other community resources into a coordinated delivery structure.
- ⇒ Significant progress was made in adapting the WVC system to allow new technology curriculum to pass through in a reasonable time manner. Although the number of courses was large, the local curriculum committee agreed a program would be more effective than a “smattering” of courses. Although located in Silicon Valley, the curriculum committee and the deans saw the speed at which UCSC extension were able to adapt to courses. The Dean of Technology worked closely with the curriculum development to plan for equipment needed to implement the program.

Optimizing Access - Job Development Incentive Training Fund (JDITF)

- ⇒ The Economic Development project is helping to make the business community (specifically, the Insurance Industry) aware of the many educational services available at the college in a variety of ways. The first was a marketing letter sent out by San Diego Insurance Temps announcing to all insurance agencies in San Diego and San Diego Insurance Temps employees our collaboration and a copy of the training courses we were offering including insurance courses, agency specific software training and computer software courses. Secondly, an Insurance Business Advisory Committee made up of representatives was developed (as specified by the contract). Each of these actions resulted in more community awareness of services offered by the college.
- ⇒ The services of the college are not offered at a convenient time structure and location for the business community. All classes taught under this program were taught on Saturdays at San Diego Insurance Temps location. On each Saturday two of the three classes were offered and hours of each course were from 9:00 a.m. to 1:00 p.m. Based on the number of students that attended these classes, this day and time were a convenient structure for many individuals to have the opportunity to attend.
- ⇒ The services of the College are too expensive for companies, especially small businesses that compromise 95% of the local companies. These classes were free to all participants. With the support of San Diego Insurance Temps and other insurance companies and their reputation within the community, we were able to hire respected and experienced individuals from the field to train as consultants for these classes. We believe this was of great help in marketing the program as a quality class at no cost to the participant.
- ⇒ Consulting with local business to develop customized training based on individual need analysis. Most companies Grossmont College has approached to become a partner in the contract have received a needs analysis and a proposal of what training Grossmont College can offer them through this contract and what training Grossmont College would propose to provide as customized training. In general, most companies have been very receptive to the idea of allowing Grossmont College the opportunity to submit a competitive bid for such training.

Optimizing Access - Job Development Incentive Training Fund (JDITF)

- ⇒ Grossmont College continues to work very hard at being flexible to meet the needs of the participants while still adhering to educational codes. Location has been the earliest barrier to challenge. With many companies having training rooms on their work sites, Grossmont College has become very open to training off campus, on campus, or facilitating the negotiations to use another training site close to the business.
- ⇒ As a match, the District has leased and remodeled a 2800 square foot facility named the Center for Advanced Manufacturing. An infrastructure was created that provides a "clean" area for computer-assisted/self-paced training separated by walls from the "dirty" area with two large rolling doors to accommodate large equipment to be brought in and out for training. Hydraulic, pneumatic, water and high voltage utilities were provided throughout the Center for multiple training stations. These stations can accommodate most manufacturing equipment. Faculty and staff (with assistance from industry members) installed computer integrated manufacturing software that connects computer interfaces to these training stations.
- ⇒ SMC has demonstrated its commitment to easing businesses' access to community colleges through the formation of Hospitality/Tourism Advisory Committee, including faculty, business and industry and economic development organization representatives. The role of this Committee is to provide guidance and recommendations regarding SMC's curriculum and services for its Hospitality Program.
- ⇒ The courses for machinists were described and marketed in a matrix on one brochure to show the relationship between the subjects. The cost of the series was less than taking each course separately. The courses were offered on Fridays one week apart to be reasonable for workers schedules.

Optimizing Access - Model Programs for Community Economic Development (MPCED)

- ⇒ This Entrepreneurial Training Program assisted both Napa Valley College and Solano Community College to provide further outreach into the community and work closely with the retaining of small business owners. In addition, this program allowed SCC to collaborate with local entities to provide a stronger economic development service to local businesses and to pool the economic development organization's resources for the betterment of the community. Finally, this program allowed the SCC SBDC to provide a train-the-trainer program which was used by over 30 participants from over 15 California Community Colleges. The Train-the-Trainer program will allow for more colleges to effectively utilize an Entrepreneurial Program in their communities.

Optimizing Access - New Media/Multimedia Entertainment Centers (NMMEC)

- ⇒ This project contributed to significant progress in eliminating barriers related to preparation of the workforce in the New Media/Multimedia/Entertainment area. Industry was very directly involved in all project activities and guided. Many of the project outcomes had a direct or indirect impact on curriculum development to prepare a qualified workforce and professional development activities also strengthened faculty skill development in current technology and enabled them either to apply their learning or bring this new knowledge and expertise to their teaching. Additionally, the surveys and labor market information gathering helped to provide a platform for future activities related to ensuring that curriculum and programs are meeting the labor market needs of the region.
- ⇒ To help eliminate business access barriers to community college, the New Media/Multimedia/Entertainment Initiative has a program manager who is the single point of contact for the regional center to respond to media industry requests, provide assistance in accessing and understanding the community college system, and facilitating industry/education partnerships.

Optimizing Access - New Media/Multimedia Entertainment Centers (NMMEC)

Potential students may also inquire about multimedia courses and services through the program manager.

- ⇒ The primary tool for assessing barriers between business and participating colleges was a comprehensive regional industry needs assessment that was developed and implemented in consultation with Eckstone Communications, a professional marketing survey company hired to administer and assist in the analysis of survey results. The survey participants consisted of 878 multimedia hardware and software firms and 252 businesses that use, or desire to use multimedia. At the June retreat, the Implementation Team conducted a detailed review of the findings in consultation with the chief researcher and members of the Regional Advisory Committee and its subcommittees.
- ⇒ SDCCD and Palomar College are providing direct service to business and industry and to the community college network system by developing and linking appropriate Web Sites.

Optimizing Access - Performance Improvement, Organizational and Institutional Development (PIOID)

- ⇒ This project addresses both ED>Net and Contract Education strategic priorities for advancing California's growth and global competitiveness through education, training, and services that contribute to continuous workforce development, technology deployment, and business development. This is accomplished by: 1) working with the nine Centers of Excellence, particularly during their developmental phase, 2) coordinating with and assisting the new Professional Development Institute project (the statewide training project for faculty and economic development practitioners in the colleges), 3) coordinating with the Statewide Directors of Contract Education (North and South) and the Statewide Contract Education Strategic Priority Committee to expand upon their technical assistance and regional coordination activities, and 4) providing economic development planning and technical assistance to Districts who are expanding or realigning to deploy their economic development mission and the regional priorities as defined in SB 1809. Because this type of assistance would also involve all economic development programs within a District, including regional ED>Net Centers that reside there, this statewide project is a cross-initiative project.

Optimizing Access - Regional Environmental Business Resource Assistance Centers (REBRAC)

- ⇒ Identifying Barriers: REBRAC has established an advisory committee comprised of small businesses. This advisory board is tasked with developing a plan to overcome the barriers businesses have in accessing community colleges and environmental assistance programs. This year, 2 meetings will be scheduled for the purpose of overcoming barriers identified.
- ⇒ To optimize access to the economic development services of community colleges, The South Coast REBRAC has initiated a partnership with Concurrent Technology Corporation to develop a curriculum that will provide a community based life-cycle systems approach to cleanup, finance, and restore land to productive use. Brownfields and federal facilities (LandTech Program and LandTech Financial) are targeted for clean-up planning. We held one public symposium and had over 18 different businesses and 46 individuals attend.

Optimizing Access - Regional Health Occupations Resource Centers (RHORC)

- ⇒ Optimizing access to the Regional Health Occupations Resource Centers services was accomplished by distributing information through the RHORC Advisory Committee Members.
- ⇒ RHORC Region 10 was instrumental in developing the San Diego Nursing Service/Education Consortium. The consortium was established to develop and implement a clinical affiliation schedule

Optimizing Access - Regional Health Occupations Resource Centers (RHORC)

- by collaborative interface between Clinical Service Agencies and Academic Institutions associated with the San Diego Consortium for Nursing.
- ⇒ The RHORC sponsored a regional workshop, *Critical Thinking: Strategies for the 21st Century*, to respond to the health care industry's expressed need for greater skills in this area. Sixty-nine (69) participants, including staff nurses, educators, administrators, nurse practitioners, a registered record administrator, and consultants, demonstrated a higher level of critical thinking skills at the conclusion of this workshop. This grant also supported the RHORC director's participation in a *Systematic Curriculum Instrumental Development (SCID)* workshop, to enhance her ability to develop curricula for statewide projects.
 - ⇒ RN Weekend Program - To respond to the nursing shortage, assessments were developed, distributed, and analyzed to determine if non-traditional scheduling, primarily on week-ends, would appeal to nursing students, decrease the stress of traditional scheduling, and possibly improve recruitment and retention.
 - ⇒ Progress made in eliminating business access barriers to community colleges were primarily in the area of workforce development. To assist in meeting the training needs of retail pharmacies, a *Retail Pharmacy Technician Training* program was initiated through the combined funding of a grant from the Long's Foundation as well as through ED>Net. Prior to the initiation of this program, pharmacists had to devote considerable time to training individuals hired without previous pharmacy exposure to all of the roles and responsibilities of the pharmacy technician. With the new training program in place, pharmacists can now focus their efforts on client teaching and only supervising pharmacy technicians.
 - ⇒ One of the barriers to our work is that the limits on faculty hours impede the work of contract education and therefore the ability to provide direct service to industry. We received clarification from Butte College legal counsel of the education code, that if FTES are not being generated, teaching hours of contract education do not count toward the 60% load limitation. This enhances our ability to provide quality workforce development and education.
 - ⇒ Another barrier to effective workforce development is the perception that the community college does not respond fast enough to meet the needs of the health care industry. We are working on developing certificate of completion programs that augment current offerings. We are also working on direct service via contract education to develop curriculum and programs more rapidly for a more expedient response to industry needs.
 - ⇒ A major barrier for the North and Far North Regional Health Occupations Resource Center is the large geographic area served and the rural and urban mix of clients served. To meet these diverse needs, major effort has been placed on the development of distance education programs. This includes development of the infrastructure and partnerships necessary to implement distance education effectively.

Optimizing Access - Small Business Development Centers (SBDC)

- ⇒ The director of the Orange County SBDC reports to the director of Economic Development and Workforce Education at Rancho Santiago Community College District. The Orange County service area overlaps four community college districts. The Center's staff works with personnel at all community colleges in Orange County. Also, the Center is a conduit for getting information about the community college economic development services to the business community.
- ⇒ Outcomes relative to this project are specifically reflected in the service provider information with the exception of two self-paced on-line courses entitled, "The Business Plan" and "Starting a

Optimizing Access - Small Business Development Centers (SBDC)

Business.” These courses will be made available statewide as part of the ED>Net network. In addition to the courses, new hardware and software was purchased to add Internet access as a part of the center’s resource library. This access has been added specifically to provide clients access to the Internet, who otherwise do not have the financial or other means to do so.

- ⇒ Diverse Business Communities: *Learning Laws Of a New Land-Business Planning Guide for Immigrants* has been researched and written in cooperation with a third year law student at the University of California, Davis. This pamphlet is available in English and Russian. A Spanish version of “Doing Business in Sacramento County” and “Doing Business in Yolo County” for Spanish speaking entrepreneurs is also available. Both are effective vehicles to extend our EBDC’s reach to the burgeoning immigrant population interested in launching their own business.
- ⇒ The BCSBDC marketed Butte College Small Business Management Fast Tract (2-day, 3 weekend) courses to small and medium sized business owners and entrepreneurs. The BCSBDC Director also participated in the presentation of the Small Business Management Courses. Courses offered included “Steps To Business Start Up,” “Marketing Research and Analysis,” and “Record and Bookkeeping.” 60 participants attended resulting in one-on-one counseling through the BCSBDC, 2 business start-ups, 3 jobs retained and 2 jobs created.
- ⇒ Optimize access to small business development programs was accomplished by working with the U.S. Small Business Administration and California Trade and Commerce Agency through the SBDC network. A joint meeting was held between the SBDC/CITD to discuss ways of working together to leverage resources and meet the needs of the colleges and surrounding communities.
- ⇒ The Yuba SBDC has become an important avenue for encouraging small business owners to take advantage of classes and seminars at both the SBDC and at Yuba college that will strengthen their business management skills. In this program year, the Yuba SBDC provided training to 923 people in 42 separate training sessions, for a total of 3,928 hours of instruction. The nine Kent Burnes seminars in Lake County in May 1998 drew 500 attendees in all, the largest attendance of any Kent Burnes program in the entire state in the past several years, according to the primary sponsor, Pacific Bell Directory. The extensive press coverage of these events provided tremendous outreach in making the general population aware of Yuba College’s economic development activities through the SBDC. At both the Yuba-Sutter and Lake County SBDC’s, a series of four small business courses is offered twice each year, covering the fundamentals of business start-up, financing, marketing, and business plan development.
- ⇒ Provided 295 hours of support to ED>Net and the Chancellor’s Office on marketing, access to Community Colleges’ economic development services, writing grants and proposals. Maintained two SBDC web sites (San Joaquin Delta and ED>Net Web site).
- ⇒ The SBP has responded to the lack of awareness by increasing accessibility to the Small Business Development Centers through an updated web site at San Joaquin Valley SBDC and updated with ED>Net technical support and the ED>Net Web site Small Business pages. The Internet addresses are also included on all marketing pieces for the initiative. The Director also provided technical assistance to first attempts to offer small business courses on-line. Many small business owners cannot take time to be away from their businesses to learn better business techniques. On-line activities such as desktop video conferences, chat rooms and courses on the Internet, allow the owners to participate directly from their businesses. The Small Business Programs Initiative has begun to offer all of these.

Optimizing Access - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ REBRACs offer free environmental assistance, education and service referrals in energy conservation and environmental technologies to California businesses through: Technical Evaluations; Energy Management and Environmental Technologies; Cost Control Demonstrations; Resource Workshops; Environmental Sponsors and Partners; REBRAC Business Energy Survey; 40-Hour Energy Assessment Training Curriculum.
- ⇒ The initiative was responsible for developing 16 hours of Health and Safety Training for Laboratory workers over the Internet. This project was requested by the Bio-Technology industry as a needed product and meets the description as an emerging industry. This training has the ability to create new employment opportunities, skills enhancement and accelerate work force reentry.
- ⇒ Access through the Internet: CACT is continuing to provide better service to manufacturers by improving access to information through its Internet Web site, as part of its outreach efforts to the manufacturing community. Through these efforts, CACT acts as the access point for technologies transfer information and provides manufacturers access to statewide technology resources. This year the CACT section of the ED>Net web site was upgraded to make it more user friendly for small manufacturers.
- ⇒ Identifying Barriers - CACT has established a joint advisory committee comprised of manufacturers from a cross section of businesses to identify and develop a strategic plan to help manufacturers access Community College assistance programs. They have identified major barriers and potential opportunities for community colleges to work more closely with local manufacturers. Two separate grants for Industry Driven Regional Collaboratives one north, the other south were awarded to give business and industry representatives a voice in identifying their needs to the community colleges.
- ⇒ Industry access is enhanced by the increasing awareness of the programs and technical assistance that is available to them from the community colleges and the CACT program. This past year the Applied Competitive Technologies Initiative has worked at increasing its publicity and information dissemination to business and industry.
- ⇒ Optimizing access to international education and trade services was achieved by: Upgrading and maintaining a CIRD Web site, distribution of marketing materials at the United Nations Multilateral Procurement Conference and the Chancellor's Office, Trade and Commerce Agency, Small Business Administration, SBDC and CIRD Joint Meeting.
- ⇒ To counter the lack of awareness in all areas, the CIRD worked with the ED>Net Central Office to upgrade and maintain a CIRD Site that contains: international trade resource hot-links for business and industry, as well as faculty and students; 108 international modules; and international market research reports for agricultural products. This Web site is hyper-linked to ED>Net Home page, <http://ednet.cc.ca.us>, which contains information on all the Initiatives, houses a Calendar of Events, a product database, and information that is of use for businesses, colleges and faculty. The Internet address is included on all marketing pieces, including presentations and presentation hand-outs, modules, flyers, fact sheets, and other marketing materials.
- ⇒ Most of the WpLR Centers have designed their own web pages or are working in conjunction with their college's web site and several are hot linked to the ED>Net web site. Each of the twelve WpLR Centers have developed a series of comprehensive materials which are used to promote their services at conferences and other networking activities. The Coordination Network has updated the state-wide brochures to include the new WpLR Centers at Bakersfield and Pasadena Colleges. At each of the two WpLR Centers attendants are given suggestions on marketing, services that may be needed and how the colleges can increase access for the business community.

Optimizing Access - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ Provided 295 hours of support to ED>Net and the Chancellor's Office on marketing, access to Community Colleges' economic development services, writing grants and proposals. Maintained two SBDC web sites (San Joaquin Delta and ED>Net Web site).
- ⇒ Over 1997-98, the Small Business Programs Committee's dedicated program directors continued their efforts to identify those specific barriers to small business success and supported policies and programs that provide small business with increased opportunities. The directors helped small business by working to increase access to credit and capital, market and counsel businesses on Federal procurement opportunities, and enhanced entrepreneurial development through one-on-one counseling and workshops, courses, and conferences. The Small Business Programs Committee of the future will improve the delivery of this continuum of support to small business, through better coordination of community college and other various programs, more effective use of the latest technologies, and increased reliance on the strengths of our resource partners. The Small Business Programs Committee must also redouble its efforts to identify which small businesses face barriers to their full participation in private markets and ensure that its resources are focused on assisting those barriers under-served by private markets.
- ⇒ The SBP has responded to the lack of awareness by increasing accessibility to the Small Business Development Centers through an updated web site at San Joaquin Valley SBDC. The Internet addresses are also included on all marketing pieces for the initiative. The Director also provided technical assistance to first attempts to offer small business courses on-line. Many small business owners cannot take time to be away from their businesses to learn better business techniques. On-line activities such as desktop video conferences, chat rooms and courses on the Internet, allow the owners to participate directly from their businesses. The Small Business Program Initiative has begun to offer all of these.
- ⇒ The Small Business Programs Initiative implemented the following products and services to increase awareness of small business economic development programs: Maintained the small business page at the ED>Net web site which also provides links to other small business assistance web sites; promotion in center monthly newsletters of other Initiatives; referrals to other initiatives; articles and announcements in media throughout the state; and participation and presentation in other conferences.
- ⇒ Discussions were held with the State Assembly Transportation Committee and the Senate Transportation Committee regarding barriers to deploying natural gas vehicles.
- ⇒ The Statewide ATTI Committee functions as a systematic approach to removing barriers to business and industry. They represent ten colleges from City College of San Francisco to San Diego Miramar, which enables the colleges to increase service delivery to faculty, students and employers. The initiative director attends Statewide ATTI Committee meetings, ED>Net executive committee meetings, regional college and regional ATTI meetings.

Optimizing Access - Technical Instructor Intensive In-Service Training (TIIT)

- ⇒ With the presence of instructional and counseling faculty at the worksite, local business and industry is more aware of what the college can offer in resources and training. Avenues are now available to establish communication, mentoring, networking, sharing of resources, etc.
- ⇒ We are working with the One-Stop Career Center, part of the Jobs Employment Service Department of San Bernardino County. The One-Stop Career Center will be used extensively to help with workforce development, retraining, and economic development programs and services. This Career Center has 27 agencies and is located at Victor Valley Community College.

- ⇒ The worksite experience of faculty at MRC established a dialogue between college faculty and business and technical personnel. This dialogue has continued beyond the initial worksite training period in meaningful ways. For example, MRC personnel have assisted college faculty in finding suitable technical equipment vendors for purchase of state-supplied equipment. The worksite experience allowed participating faculty to retrain in the areas of computer and sensor-related technology through the design, integration, and testing of projects at MRC. These experiences and ongoing dialogues have helped to eliminate business access barriers to community colleges.
- ⇒ This project eliminated any of John's expertise-related barriers in digital photo imaging by giving him the opportunity to acquire all the skills that he needs to develop and teach the curriculum students need to compete in the world of digital photo imaging.
- ⇒ In the area of Access Barriers to Business, we are working with the college's Cal Works Program in developing short term training in specialized areas and breaking up our two year certificates into competence modules for the different areas so that students will have received certificates when they reach different levels of training. The positive outcomes for the college are the new curriculum and certificates, and the bringing together of faculty and programs around new and emerging fields.
- ⇒ This project eliminated Bill's expertise-related barriers to teaching a current, complete curriculum in international marketing by giving him the opportunity to acquire all the skills that he needed to develop and teach the curriculum necessary for students to compete in the global marketplace. As a result of the acquisition of these skills, this project eliminated Workforce Development barriers by supporting the development of an international marketing curriculum which offered students increased competitiveness as they entered the workforce in the global marketplace.
- ⇒ This project eliminated any of George's expertise-related barriers to teaching a current, complete curriculum in Oracle. It gave him the opportunity to acquire all the skills that he needed to develop and teach the curriculum necessary for student to compete in information technology with cutting-edge skills.
- ⇒ As a result of the acquisition of these skills, this project eliminated Workforce Development barriers because the Oracle coursework offered to students increased their level of competence and allowed them to be more competitive as they entered the workforce in information technology.
- ⇒ Access Barriers to Business Student internships were established at many factories, and have led to job interviews and hiring of PCC graduates. This is a valuable asset to vocational education, and creates a priceless link for the graduating student as they move into a career.
- ⇒ We have scheduled our computer courses at weekend and evening time slots for convenient access to working students. Our program has been advertised in and interviewed by California Apparel News, the west coast apparel industry newspaper.
- ⇒ Access Barriers to Business: Faculty were able to access local industry management personnel and secure cooperation and support of the Chaffey College Hospitality Management program. This allows local industry personnel the opportunity to access these local businesses as internship sites and mentor relationships. Current employees of industry have now been exposed to the hospitality management program possibilities for them. They may also access the program as a retraining site to help them move up to entry level management positions from current line positions. Community services or contract education may offer additional sections of the curriculum/courses for specific properties/community needs. One course internship component explores career development, an integral part to workforce development. Students must identify goals and develop career plans.
- ⇒ Outcomes: The college has secured additional internship sites with community participants as a result of this grant. Employers have secured access to a college program and internship opportunities to

Optimizing Access - Technical Instructor Intensive In-Service Training (TIIT)

develop their workforce. Training current labor force with minimal economic involvement. One success story includes an international student who accessed the partnership with a local property and not only developed competencies for employment, but has been employed full-time, and received sponsorship by the high-end hotel for continued employment. The activities to meet the objectives have been completed. The intensive training at the Disney Institute and the Council on Hospitality Restaurant Institution and Education workshop were completed by the June 30th deadline. The information gleaned from these activities has been incorporated in the competencies for student internships and curriculum for management students. The advancement of California economy and global competitiveness will be accelerated by the expanding hospitality market in Chaffey College's service area. This expansion in properties supports the local and state economy.

- ⇒ Progress was made in eliminating business access barriers to community college interagency in a) workforce development, b) retraining and c) economic development programs and services. This progress was accomplished by workforce development activities at the Kaiser Permanente clinics in Napa and Vallejo. Strong rapport was established between Napa Valley College and the Kaiser Clinics as a result of efforts of the instructor working closely with the agency personnel, especially Karman Ward, the clinic director.
- ⇒ The worksite experience of faculty at MRC established a dialogue between college faculty and business and technical personnel. This dialogue has continued beyond the initial worksite training period in meaningful ways. For example, MRC personnel have assisted college faculty in finding suitable technical equipment vendors for purchase of state-supplied equipment. The worksite experience allowed participating faculty to retrain in areas of computer and sensor-related technology through the design, integration, and testing of projects at MRC. These experiences and ongoing dialogues have helped to eliminate business access barriers to community colleges.

Optimizing Access - Vocational Education Technology Instructor and Career Counselor In-Service (VETICC)

- ⇒ The In-Service Training Program has provided an important link to local businesses. With the participant's direct involvement in industry, In-Service Training creates a viable means in which to eliminate barriers that historically exist. Outcomes of these partnerships include acquisition of sites for student internships and job shadowing opportunities, with the opportunity of possible employment. Participants were able to recruit industry leaders to take more interest in college curriculum.
- ⇒ The development of the Biotechnology Training Program at Santa Monica College is in its initial stage of development. As such, our active recruitment of input from biotechnology companies ensures that our program will meet the needs of the industry. The worksite experience at the biotechnology company, Reprogen, Inc., supported by this grant, specifically gave insight in the biotechnological methods employed by the industry, the importance of good manufacturing practice and good laboratory practice, and the importance of documentation of data generated to protect intellectual property.

Optimizing Access - Workplace Learning Resource Centers (WpLRC)

- ⇒ In an effort to become more flexible in delivering training when and where the employee needs it, WpLRC is continuing to explore the new opportunities offered by distance education. An upgrade purchased for the INVEST Lab, to bring the computers into the Windows environment, will make it possible for students to access the Web in conjunction with the INVEST Destinations Program.
- ⇒ In an effort to optimize access to CE's and WpLRC's economic development services, WpLRC has

Optimizing Access - Workplace Learning Resource Centers (WpLRC)

created an Internet web site which has a potential for great statewide and nationwide exposure. WpLRC has been contacting business organizations in San Francisco to discuss linking sites for mutual benefit. In addition, WpLRC will be part of the COE's Intranet linking the regional community college partners.

- ⇒ WpLRC offers customized courses to fit company's specific needs in management/supervisory training, basic computer knowledge from keyboarding through current software applications, and customer service from A to Z.
- ⇒ The Center sponsored an Accident Investigation in-service for 16 law enforcement members receiving 40 hours each of classroom instruction on accident investigation skills and current techniques.
- ⇒ Center of Excellence - WpLRC is working with the new Center of Excellence (COE), established at CCSF this spring, to identify regional business training needs and cooperate in providing a regional response to these needs. As a first step in this collaboration, COE and WpLRC held a joint industry breakfast for Bay Area companies in the telecommunications, finance, healthcare, and multimedia industries.

Strategic partnerships . . .

To stay current and support local, regional and statewide economic development it is essential that community college economic development initiatives, programs and projects develop strategic partnerships with public and private entities. The programs, as evidenced below, have been successful in developing, maintaining and expanding these partnerships locally and statewide to assist in the funding, development, updating and evaluation of programs and services.

Strategic Partnerships - Advanced Transportation Technologies (ATT)

- ⇒ Our major objective over this period involved the promotion of the program and development of partnerships and linkages with business and industry. We were very successful in this endeavor, with cooperative training programs going on with several fleets as well as developing a cooperative training program with one college and outreach to the 5 local high schools.
- ⇒ Advisory committee members from private industry, public agencies, and colleges continued to meet to help decide the direction for the consortium, support implementation of activities, and share updates on legislation and other issues impacting advanced transportation technology.
- ⇒ As a result of COD's reputation for training alternative fuel technicians and a strong partnership with SunLine Transit and the University of California, Riverside, the National Automotive Center has awarded a \$2.5 million Research and Development project to be accomplished by the above-mentioned partners. Because of this project and a variety of other activities in the area of environmental transportation, the economy of the Coachella Valley has been strengthened.
- ⇒ Cypress College has participated in many activities which support and promote the mission of ED>Net. Richard Bettendorf has been actively involved with the Advanced Transportation Industry Consortium (ATIC), as a member of the strategic initiative work group. ATIC is a five county, multi-agency, consortium, created to promote the development of a skilled workforce for the advanced transportation industry.
- ⇒ An advisory committee was identified specifically for the advanced transportation technologies center. This committee is broadly representative of the regional stake holders, and includes business, industry, government and education. The first meeting was held and a planning agenda identified. In

Strategic Partnerships - Advanced Transportation Technologies (ATT)

addition, an advanced transportation technologies item was placed on the agenda of the two standing advisory committees for automotive technology, and the Toyota Technical Education Network.

- ⇒ One of the most significant outcomes has been the development of a partnership with the Orange County Transit Authority. Through this partnership Cypress College provided 40 hours of gaseous fuel in-service training to transit technicians. In addition, Cypress in cooperation with Rancho Santiago is developing the mobile classroom. The mobile classroom will be a 65 foot towable trailer fully equipped for multi-media presentation, as well as computer based instruction. The partners envision the use of the classroom, not only for on-site training, but also as a marketing, and public information vehicle which can be used at job fairs and other recruiting activities.
- ⇒ As an organizational member of the Clean Cities Coalition, San Joaquin Valley Chapter, the ATTC networks with a multitude of private businesses (small shops and large corporation), government agencies, municipal fleets, public utility companies, and other educational institutions.
- ⇒ Business/education partnerships were initiated with Pacific Gas and Electric Co. and SJV Unified Air Pollution Control District. These agencies allowed ATTC the instructional use of their CNG vehicles.

Strategic Partnerships - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

- ⇒ Through marketing outreach, new regional business and industry partnerships were identified and established with the International Disk Drive Equipment and Materials Association (IDEMA). IDEMA is comprised of 500 member companies that manufacture disk drive production, equipment and materials. These companies represent some of the largest manufacturers in Region 3 which include Komag, Hewlett Packard (HP), Hitachi, IBM, Read-Rite, Raychem, Seagate Technology, SONY, and Quantum.
- ⇒ Mt. San Antonio College: partnership in TRW/Dyncorp/Census 2000 project (potential 2,000 new jobs), and Vertiflex and MicroCentre project (potential 32 to 40 new jobs) partnership in The Training Source and Brownfields Education Forum Conference for 100 attendees.
- ⇒ The *Center for Business Excellence (CBE)*, has established a partnership with the California Manufacturing Technology Center (CMTC) located in Ontario, California. This partnership is to identify local area businesses who can utilize the services of the ED>Net contract education programs of Chaffey College and Riverside Community College districts. The CMTC is supportive of the goals of CBE and has worked jointly with CBE, the Chaffey College in providing service to local area businesses.
- ⇒ There are several success stories. However, the story that has the most effect for the region is in the establishing of a business partnership with the International Disk Drive Equipment and Materials Association (IDEMA). The disk drive industry is a 35 billion dollar industry comprised of companies, equipment and service providers for the drive manufacturers. This association was formed to support this industry cluster by providing quality education, corporate exposure, information on the latest technology, marketing opportunities, and input on the development of the industry. Of the 500 members located throughout the world, members in the region include 3M, Komag, Quantum, BF Goodrich, Raychem, IBM, Hewlett Packard, Lucent Technologies, Seagate, Silicon Valley Bank, Western Digital, and SONY Corporation.
- ⇒ Maintaining and establishing public and private-sector partnerships was achieved by: Continuing to participate in the Business Resource Assistance and Innovation Network development and partner with local and regional economic development agencies to respond to identified priorities that

Strategic Partnerships - Business and Workforce Performance Improvement/Centers of Excellence (BWPI/COE)

support industry driven regional collaborative development, operation and success.

- ⇒ Maintaining and establishing public and private-sector partnerships was achieved by: Continuing to strengthen partnerships with Employment Training Panel, MANEX, California Association of Local Economic Development (CALED), private sector training and development partners such as Zenger Miller, Blanchard Training and Development, and Partners in Change.

Strategic Partnerships - Centers for Applied Biological Technologies (CABT)

- ⇒ Developing strategic public and private sector partnerships: The Leadership Initiative has established key working relationships with the following entities: University Extension at U.C. Davis, Biotechnology Education Program at Lawrence Livermore National Laboratory, BIOCOM, BIO Organization, Southern California Biotechnology Council, Trade and Commerce Economic Strategy Panel, Agricultural Network, San Diego/Imperial Region Consortium, National FFA Organization, American Vocational Association, California Food, Fiber & Futures Project, Pasadena Biotechnology Corridor, California Tech-Prep/School-to-Career, Department of Labor, National Science Foundation and California State University Program for Education and Research in Biotechnology.
- ⇒ *Business/Community/Based Organizations.* The Biotechnology Advisory Committee luncheon meeting held on May 14, 1998, provided an opportunity to share the Center's mission and goals with the following individuals: Harvey Campbell, the President/CEO of BC Cotton, a local agricultural company; John Stinson, Assistant City Manager, City of Bakersfield; Jennifer Faughn, Vice President, Kern County Community Planning Corporation; Dr. Sharon Roberts, Professor, California State University, Bakersfield; Kathy Smith, Clinical Laboratory Manager, Memorial Hospital; Dr. Tom Jones, Superintendent, Kern High School District; Cory Daxy, representing Irma Carson, Bakersfield City Councilwoman; Robing Panker, Center for Professional Development, Bakersfield College; Kim Perry, Biotechnology Initiative Director, ED>Net; Charles E. West, Director of Cooperative Work Experience, Bakersfield College; Bakersfield College faculty & staff (Science, Engineering & Agriculture Division). The luncheon meeting also provided an opportunity to update the committee members as to the status of Bakersfield College's new Biotechnology Associate Degree program, scheduled to begin in the fall of 1998. The discussion that followed the luncheon yielded concerns, suggestions, and recommendations (see recommendations below).
- ⇒ Strategic Partnerships outside the community college system have been developed with 15 public and private businesses/agencies.
- ⇒ The CCBC has established working relationships with about one-third of the 38 biotech companies currently identified in this region. These companies provide faculty support for student training, donate lab supplies and establish internships, and hire technicians from the college training programs.
- ⇒ We have made critical contacts with the following economic development agencies: Sacramento Area Commerce and Trade Organization (SACTO), Yolo County, City of Davis, CERES Corporation, Jim Naekel Realty, Al Smith for the development of the Stonegate Ag-Research Park in Davis. Educational-Economic Development Agencies: Linking Education and Economic Development, Sacramento (LEEDS) and the Davis Senior High School ROP program.
- ⇒ In the first five months of our project, we met with industry and education partners to identify the needs of our local industry and form a response plan to address those needs. Our activities are based on the suggestions made at our Education Partners meeting on March 28, 1998 and our industry partners meeting in May.

Strategic Partnerships - Centers for Applied Biological Technologies (CABT)

- ⇒ The SCBC has developed contacts at 70 biotechnology companies, staffing agencies, business consortia and governmental agencies in the San Diego region. The working relationships have resulted in donations of equipment, reagents and supplies, initiations of curriculum development, incubation of a start-up company, and the identification of job and internship opportunities for community college program graduates.
- ⇒ In the fall of 1997 the SCBC Project Director was contacted by Rochelle Bold, the VP of Governmental Affairs at the San Diego Regional Economic Development Corp. Ms. Bold wanted to learn more about the role of community colleges in supporting the biotech/biomed industry in the San Diego Region. Several phone calls and a meeting at the office of the industry organization, BIOCOM, resulted in several important collaborations over the course of the year. This partnership has resulted in ever increasing interaction with industry, and acknowledgment of the important role community colleges can play in economic development.
- ⇒ The SDSA is a consortium of science-related industries, institutions of research and higher education, museums, medical health networks, and science competitions dedicated to regional K-12 literacy and education, fostering excellence in science education through its network of business, educators, and scientists. The SCBC partnered with the SDSA to implement the following activities: 1) The SCBC served to coordinate the implementation of the Lawrence Livermore Biotechnology Education Program (BEP) Hub for 5 high schools in San Diego County, and to provide technical support for the lab-based activities; 2) The SCBC co-sponsored an Agricultural Biotechnology Symposium, providing secretarial and organizational support and offering a session on bio-ethics; and 3) The SCBC helped organize the Educational Technology Fair, which was developed with the goal of making science concepts and careers come alive with hands-on interactive exhibits and information from San Diego's high-tech and biotech businesses. These three activities successfully presented community colleges as sources of information, expertise, and training to secondary school teachers and students throughout the region. In addition, these activities allow the SCBC to work side-by-side with industry representatives who have come to value community colleges as a resource and partner to achieve goals held in common.

Strategic Partnerships - Centers for Applied Competitive Technologies (CACT)

- ⇒ CACT maintains partnerships with 4 public organizations. The public sector organizations co-sponsor workshops and provide referrals for businesses that need technology assistance.
- ⇒ This year CACT coordinated its efforts closely with the cities of Anaheim, Fullerton, Signal Hill, Brea, Bellflower, Pomona, Compton, Santa Ana and Irvine. CACT held many of its seminars in cities throughout Southern California. Seminars were hosted by the City of Irvine and are planned for the City of Brea and elsewhere in Orange and Los Angeles counties.
- ⇒ The CACT has nurtured and maintains mutually beneficial partnerships with local and regional associations. Among those we work with are the California Manufacturing Technology Center (CMTC), the Southwest Los Angeles County Private Industry Council, the City of Long Beach Private Industry Council, the South Bay Economic Development Partnership, the Gateway Cities Economic Development Partnership, the South Bay Private Industry Council and the Carson, Lomita, Torrance Private Industry Council. Working together these partnerships bring valuable training resources to manufacturing companies and individuals.
- ⇒ The SFCACT has developed an exhaustive list of Advisory Board Members. Membership totals 34, comprised of 21 manufacturing businesses, 2 suppliers, 6 related industry services providers, and 2 political representatives. The original GARMENT 2000 consortium members included small and

Strategic Partnerships - Centers for Applied Competitive Technologies (CACT)

medium sized contractors and manufacturers, organized labor, educators, the City of San Francisco, and the local district office of the US Department of Labor. The SFCACT has built upon the initial consortium to develop a more strategic and regional representation. The SFCACT maintains the following mutually beneficial partnerships: the Center for Manufacturing Excellence (Manex), The Center for International Trade Development (CITD-Skyline), the Small Business Development Center, the San Francisco One Stop and Career Link.

- ⇒ We continued our strategy of cultivating existing and developing new strategic partnerships with other economic development organizations such as the Mayor's Office, the CMTC, other CACTs, the Business Technology Center (BTC) of L.A. County, and the Los Angeles Regional Technology Alliance (LARTA). The CACT Director serves on the advisory board of the Minority Business Opportunity Committee of the Mayor's Office Economic Development, and the BTC of L.A. County. We collaborated with the Mayor's Office, LARTA, the CMTC, and Loyola Marymount University and extended a conference to regional manufacturing companies regarding business opportunities through the Alameda Corridor. Through the BTC, we continue to serve high technology start-ups in Southern California.
- ⇒ The CACT at WLAC has developed a strong partnership with the CMTC and the CACTs at Sierra, Riverside, and Fresno Colleges. The consortium offers training in a variety of areas: management development, total quality management, statistical process control, programmable logic controllers, soldering, printed wire board repair, through hole technology, geometric tolerancing, production skills, offices automation, customer service, team building, problem solving, hazardous materials, CNC programming, DI-9000 AQS, vocational english, basic skills, communication, Kaizen, JIT, lean manufacturing, blueprint reading, industrial electrical, and industrial mechanical.

Strategic Partnerships - Centers for International Trade Development (CITD)

- ⇒ The OC CITD has instituted relationships with lead consultants that have specific industry cluster skills and are able to focus promotion on behalf of the community colleges in Region 6 counties. Most importantly the CITD focuses its efforts on the Pacific Agribusiness Alliance, Space & Technology Alliance, SOFTEC and ED>Net Biotechnology and Environmental program clients at Allen Hancock, Ventura and Oxnard Colleges. General support has been provided to each of these clusters yet more in-depth targeted activity is needed.
- ⇒ Developing strategic private sector and public partnerships that foster international trade development. Partnerships have been developed or improved with the WTCA, International Marketing Association, US Department of Commerce, the Port of Long Beach, and the City of Los Angeles.
- ⇒ The Center staff continues to be actively involved in specific related committees. For the last four years Bernie Weiss has been a member of the Board of Directors of the World Trade Center San Diego (WTCSD). The CITD continues to participate closely with the WTCSD events and community outreach through Mr. Weiss's involvement on the board. Victor Castillo is a member of the Board of Directors of the South San Diego County Economic Development Council. In addition, CITD staff are members of the following committees: the Economic Development Corporation International Advisory Committee, the San Diego State University Advisory Committee for the Center for International Business Education and Research (CIBER), the Greater San Diego Chamber's SBDC Advisory Committee, the MEXUS Advisory Committee for San Diego State University and the City of Chula Vista's Economic Development Commission.
- ⇒ Strategic partnerships were created between the Southwest Los Angeles County SBDC, U.S. Small Business Administration, California Trade and Commerce Agency and the South Bay Economic

Strategic Partnerships - Centers for International Trade Development (CITD)

Development Partnership.

- ⇒ The El Camino College CITD is continuing to strengthen the partnerships with the U.S. Small Business Administration and the California Trade and Commerce, the Small Business Development Center, the South Bay Economic Development Partnership, the Port of Los Angeles and local Chambers of Commerce.
- ⇒ RCC-CITD developed 16 new partnerships with private and public concerns to expand on delivery of international trade assistance to local firms and educational institutions. Each of the new partnerships participated in or assisted in organizing RCC-CITD workshops and training presentation and/or direct counseling to area business. New partnerships include: Bank of America, Center for Global Management, California Export Finance Office, California Office of Export Development, Export Import Bank of the United States, Small Business Administration, U.S. Export Assistance Center, Ontario International Airport Public Affairs, Southern California District Export Council, Riverside Office of International Affairs & Protocol, U.S. Department of Agriculture, ALROD International, Centers for International Business Education Research, SDSU and Tokai Bank.
- ⇒ The CITD maintains high visibility in the small business community as a viable training agency for businesses looking to expand into international trade. The CITD continues to develop linkages with international trade agencies and the international banking community to assist Center clients in expanding into global markets thus stimulating California business internationally. The Center's Advisory Committee meets quarterly and is composed of both small business and international trade representatives from private industry as well as public agencies and organizations. The continuing collaboration with other agencies has resulted in positive outcomes for our clients.
- ⇒ A unique service opportunity was identified by the CITD—outreach to the “forgotten” mass. The Skyline CITD has established relationships with the San Francisco Black Chamber of Commerce, San Francisco Hispanic Chamber of Commerce, the Northern California Asian American Business Association, all Chambers of Commerce located in San Mateo County, and the Renaissance. The Center Director is also a key player in the international trade committees of all the organizations mentioned above.
- ⇒ UCEP-CITD worked with the U.S. & Foreign Commercial Service to co-sponsor a Canada First seminar in October, 1997. In November, UCEP-CITD co-sponsored a Targeting Your Export Market seminar with Merced CITD at three locations in California. In March 1998, UCEP-CITD sponsored The International Business & Trade Conference at the Monterey Institute of International Studies in Monterey, California. During the year, UCEP-CITD received several referrals from Bakersfield and worked in cooperation with the Bakersfield Small Business Development Center to provide a consultant to both Bakersfield and Tulare for several days each month.

Strategic Partnerships - Employer-Based Training (EBT)

- ⇒ The CACT has nurtured and maintains mutually beneficial partnerships with local and regional associations. Among our public partners are the California Manufacturing Technology Center (CMTC), the Southwest Los Angeles County Private Industry Council, the City of Long Beach Private Industry Council, the South Bay Economic Development Partnership, the Gateway Cities Economic Development Partnership, the South Bay Private Industry Council and the Carson, Lomita, and Torrance Private Industry Council.
- ⇒ Private Partnerships: The CACT maintains partnerships with many key industry manufacturing companies that continue to participate on this development project on a regular basis. With national attention being paid to our work, the largest brewing equipment manufacturer in the United States,

Strategic Partnerships - Employer-Based Training (EBT)

Bunn-O-Matic in Springfield, IL, is regularly represented in our monthly Steering Committee meetings. Other private partners of this collaborative effort are, Wilbur Curtis Company, Brewmatic, FETCO, Newco Enterprises, Café Au Lait, Inc., Bloomfield Industries, the Specialty Coffee Association of America (SCAA).

- ⇒ Developed partnerships with Private Industry Councils in our region to identify those unemployed and underemployed individuals who can most benefit from this training opportunity and who will be most likely to succeed in the training.

Strategic Partnerships - Industry Driven Regional Education and Training Collaboratives (IDC)

- ⇒ The Industry Partnership and Focus Group Meeting was held June 10th at Mission College; it was attended by Mission administrators (Workforce Development Dean, Technical Dean), department chairs (Computer Electronics Technology and Computer Information Systems), and a workforce development counselor as well as the industry partners: Sun Microsystems, BayNetworks, 3Com, Siemens Business Communications: Information Technology Division, and Cisco have agreed to be part of the on-going collaborative. We are still building our relationship with Hewlett Packard and @Home.
- ⇒ At the time the ECP report was released, faculty and administration at Santa Barbara City College (SBCC) were already meeting with an industry advisory council to solicit advice on the formation of a comprehensive multimedia training program to meet the needs of regional business and industry.
- ⇒ The partnership between the contractor group and the Department of Labor is an important one. Since 1995 the compliance in San Francisco has gone up to about 93%, while in Los Angeles it remains at 50%. This unique partnership is based on trust and understanding; it is a help to guide contractors to stay within the law, not to “catch” them.
- ⇒ Several effective partnerships have been formed that actively participate in the design, development and overall strategy for execution of the MLT program. Specifically, there is a well established steering committee and curriculum committee with consistent representation from six hospital affiliates and three education affiliates/community colleges. Each committee meets monthly and has been directly responsible for the proposed curriculum.
- ⇒ This project provided the opportunity for Santa Barbara City College to make substantial progress in the development of video, film, and 3D animation programs in partnership with such companies as Alias/Wavefront, MetaCreations, The :30 Airborne, GTE, and Oracle Corporation. It also provided an opportunity to collaborate with the existing regional network education and training service providers in the South Central Regional Economic Development Consortium. Representatives from these companies served on an advisory committee to review courses and program offerings, providing advice on technical support and faculty training.
- ⇒ The ISO 9000 Quality Network in a trail blazing Private/Public Partnership that is focused upon providing a unique opportunity to small manufacturers. It builds upon an effort by the Small Manufacturers Association of California (SMAC) to provide self instruction education and training materials and ISO 9000 audit and registration services to small manufacturers at a significantly reduced cost. In addition, it builds upon lessons learned by the SMAC, SMI and the California Manufacturing Technology Center (CMTC) in implementing a small manufacturers consortium based ISO 9000 Network Program at California State University Los Angeles (CSULA). The CMTC has offered the resources of its Employment Training Panel (ETP)/CMTE contract to conduct follow on training programs at individual companies and/or with network consortiums of companies.
- ⇒ The Industry Driven Regional Education and Training Collaborative Grant is helping to gradually

Strategic Partnerships - Industry Driven Regional Education and Training Collaboratives (IDC)

integrate the Twelve Bridges RMTTC/SMI Partnership into SMI's state wide and regional activities. For example, the SMI is expanding upon the Greater Sacramento Region (GSR) Regional Manufacturers' Network developed under a State Technology Extension Planning (STEP) Grant funded by the California Trade and Commerce Agency and the U.S. Department of Commerce's National Institute of Standards and Technology Manufacturing Extension Partnership.

- ⇒ The RMTTC/SMI team is working with the National Institute of Metalworking Skills (NIMS) to ensure that we are giving full consideration to the subject of Skills Standards. A state wide NIMS Forum is being planned in conjunction with the Los Angeles Mission College (LAMC) San Fernando Valley (SFV) Industry Driven Regional Education and Training Collaborative Grant.
- ⇒ The RMTTC/SMI Partnership is contributing to meeting the region's needs for Economic Development; Training; and Emerging Industries by helping to define and respond to the regional manufacturers' work force development education and training needs.

Strategic Partnerships - Job Development Incentive Training Fund (JDITF)

- ⇒ Creating partnerships with local businesses to establish and implement an integrated training upgrade and placement plan. Many partnerships with local businesses have been established in this first calendar year of the contract. Through these partnerships Grossmont College has provided assessments of the companies needs, plans for performance improvements, and developed Memorandums of Understanding and partnering Agreements with many of the companies contacted.
- ⇒ To ascertain and validate training content/needs, a Board of Directors was formed from related manufacturing industry and instructional faculty from technical areas. Nine large manufacturing industries were, and continue to be, represented. The Board of Directors meets on Tuesday mornings at the Center for Advanced Manufacturing to discuss training-issues. Their primary function during this phase of the Project was to delineate a common technical knowledge base mandated by industry. Faculty from related programs met to develop Board-identified training needs into training curriculum.
- ⇒ This project has spurred dialog among regional Chambers of Commerce in the areas of resource development and utilization for greater economic development.
- ⇒ Santa Monica College, Career Planning Center, Ritz Carlton and Marina Beach Marriott have developed a sound partnership that will support future successful collaborative efforts for regional economic development.

Strategic Partnerships - Locally-Based Statewide Economic Development Coordination Network (LBSCN)

- ⇒ Continuing to strengthen partnerships with Employment Development Department (EDD), Trade and Commerce Agency (TCA), California Association of Local Economic Development (CALED), California State Universities, University of California Campuses, Federal Department of Labor, Federal Department of Defense, Employment Training Panel (ETP), National Institute Standards and Technology (NIST), other Community Colleges and entities of higher education.

Strategic Partnerships - Model Programs for Community Economic Development (MPCED)

- ⇒ Company and college representatives met with the local JTPA SDA, San Bernardino Employment and Training Agency (SBETA), to plan advertisement, recruitment, assessment, curriculum development, and supportive services all within the context of timelines and budget. The project was rather large and detailed and this summary will use numbers to reflect the impact of the effort. Three hundred hours of curriculum were designed with about 60% lab based instruction. Another 960

Strategic Partnerships - Model Programs for Community Economic Development (MPCED)

hours of paid and supervised On-the-Job-Training (OJT) rounded out the training. Assessment procedures generated a training class of 20 students for a projected 6000 student contract education course. Three students dropped early for personal reasons and three students failed due to course work deficiencies. Fourteen students started the OJT component at an entry rate of \$9.50/hr. Ninety days into the OJT the company added paid benefits.

Strategic Partnerships - New Media/Multimedia Entertainment Centers (NMMEC)

- ⇒ Department of Labor partnership was the foundation of the center grant and that PCC has been funded through the Verdugo Private Industry Council (VPIC) to offer interactive curriculum based on the model developed by the Department of Labor (DoL) grant.
- ⇒ We have standing contracts with local JTPA agencies and are involved in district, county and state level workforce training committees.
- ⇒ The Center has begun to form partnerships with industry, both regionally and within the service areas of participating colleges. The Regional Advisory Committee is one of the primary vehicles for facilitating these relationships. Two broad-based civic and industry alliances are taking an active role in Center activities. The Santa Barbara Regional Economic Community Project is a regional planning and economic development support agency working to facilitate the development of multimedia business and industry in the region. The Santa Barbara Systems and Software Consortium is an alliance of business and industry dedicated to developing and supporting the common needs of industry in the region and assisting in work force development and retraining. The directors of both of these agencies are actively involved in the RAC and provide advice to the Implementation Team and assist with the identification of industry professionals who can assist the activities of the Center.
- ⇒ A partnership was developed between Alias/Wavefront, a major producer of state-of-the-art 3D/Animation software used in the film and video industry, and SBCC. This agreement has provided the college with twenty-five site licenses for Alias/Wavefront's recently released Windows NT MAYA software (worth approximately \$900,000). This partnership was the major component of successful Economic Development Industry-Collaborative grant that assisted the college in acquiring the equipment, developing the curriculum, and preparing students for MAYA certification.
- ⇒ SDCCD reinforced its partnerships in the San Diego Metro Career Center, one of two sites where the New Media/Multimedia/Entertainment Center has been established. Other Career Center partners include the San Diego Workforce Partnership, Inc. - JTPA/PIC, Employment Development Department (EDD), County of San Diego Department of Social Services, Labor's Community Service Agency, Small Business Development Center of the Greater San Diego Chamber of Commerce, and the Consumer Credit Counselors of San Diego and Imperial Counties. Collaborative services include outreach, intake, assessment, career counseling, training, retraining, case management, job development, job placement, follow-up, and economic development.
- ⇒ The Implementation Team developed a master list of advisory Committee members and individuals involved in industry partnerships working with the college in the consortium. The IT analyzed the potential membership for the RAC and developed a roster of individuals who would reflect the breadth of multimedia companies in the region and provide representation of business and industry across the region. The Center's first Regional Advisory Committee meeting was held on April 29, 1998, at Santa Barbara City College. During the April 29th meeting, the Center conducted an "interest survey" to determine on which sub-committees the Advisory Committee members felt they could make the best contribution. Based on that survey, RAC members were invited to serve on one or more subcommittees including: 1) Program and course Review; 2) Multimedia Literacy/Entry

Strategic Partnerships - New Media/Multimedia Entertainment Centers (NMMEC)

Level Skills; 3) Future Technologies; and 4) High School/College Relations. Regional Advisory Committee Sub-Committee meetings were held during the 3-day June Retreat.

- ⇒ Finally, the Center has begun to form partnerships with industry, both regionally and within the service areas of participating colleges. The Regional Advisory Committee is one of the primary vehicles for facilitating these relationships. Two broad-based civic and industry alliances are taking an active role in Center activities. The Santa Barbara Regional Economic Community Project is a regional planning and economic development support agency working to facilitate the development of multimedia business and industry in the region. The Santa Barbara Systems and Software Consortium is an alliance of business and industry dedicated to developing and supporting the common needs of industry in the region and assisting in work force development and retraining. The directors of both of these agencies are actively involved in the RAC and provide advice to the Implementation Team and assist with the identification of industry professionals who can assist the activities of the Center.
- ⇒ SDCCD and Palomar College have strong partnerships with hundreds of local businesses. SDCCD has recently developed customized multimedia training programs for Sony Corporation, the U.S. Navy, Qualcomm, Inc., Solar Turbines, Inc., the City of San Diego, YMCA, Channel 10 TV, TEAL, and Josten's Learning Corporation to name a few. These were continued and were expanded to include the San Diego County Sheriff's Office and Sharp's Hospital.

Strategic Partnerships - Regional Consortia (RC)

- ⇒ During the 1997-98 fiscal year, participation at regional meetings and workshops more than doubled from the previous year. Subregional forums brought together representatives from industry, individual colleges, the Private Industry Council, Small Business Development Centers, ED>Net Centers to collaborate on how to best serve this vast region. Subregion workforce marketing workshops served to identify specific target markets for colleges participating, as well as for the Regional Consortium as a whole.
- ⇒ The formation of community-based agencies, provider organizations and region community colleges into a Regional Partner Collaborative to carry out the economic and workforce development planning process was very successful. There was a high degree of collaboration among the partners which resulted in new and strong working relationships between on-and-off-campus providers.

Strategic Partnerships - Regional Environmental Business Resource Assistance Centers (REBRAC)

- ⇒ As a result of an advisory board meeting and with input from the Environmental Working Group at Vandenberg AFB (VAFB), a concern was voiced that 40 hr. HAZWOPER and follow-up refresher courses are not standardized in this area. Many of the trainers were doing an excellent job, but some were not. The REBRAC took the lead and established a partnership with The California Specialized Training Institute (CSTI) to develop a state certified HAZWOPER course. It was taught at VAFB to 35 students from 20 different companies. This state certified curriculum is available to all community colleges.
- ⇒ REBRAC joined forces with the EPA Region IX and have been assisting the Metal Finishing Industry (MFI) with resolving environmental compliance and pollution prevention issues. Through this on-going effort so far, REBRAC has assisted metal finishers with pollution prevention and compliance. Through this joint strategic planning effort the REBRAC concept has been supported through the Common Sense Initiative (CSI).
- ⇒ To develop strategic public and private sector partnerships, The South Coast REBRAC has

Strategic Partnerships - Regional Environmental Business Resource Assistance Centers (REBRAC)

developed partnerships with the following agencies: Department of Energy, Department of Defense -Vandenberg AFB, Concurrent Technologies Corporation, Lompoc Unified School District, Environmental Working Group - Vandenberg AFB Contractors, and the Institute of Environmental Solutions.

Strategic Partnerships - Regional Health Occupations Resource Centers (RHORC)

- ⇒ Partnerships have been formed with 28 health care businesses, 8 government agencies and 5 community colleges.
- ⇒ The Mission College Regional Health Occupations Resource Center, in conjunction with Workforce Silicon Valley, has provided a forum for industry to come and network with educators in Health Occupations through training, such as Work-based Learning and The Summer Leadership Institute. It is also establishing a Health Occupations Advisory Committee made up of members of the industry and the education providers within the region and which will have it's first meeting in Fall of 1998. Prior to this, the Mission College RHORC will be hosting a reception in September to bring together the potential members and introduce the goals of the grant and its timelines for further implementation.
- ⇒ In partnership with the Border Health Programs and the Office of Statewide Health Planning and Development, RHORC Region 10 is in the process of applying for a NAFTA Grant to fund distance education health care training programs.
- ⇒ In the development of public sector partnerships RHORC Region 10 is in the planning stage of development, with the Area on Aging Program and Home Health Care Collaborative, of an elder health care training program.

Strategic Partnerships - Small Business Development Centers (SBDC)

- ⇒ Our EBDC actively participated in Sacramento Municipal Utility District (SMUD) General Manager's Task Force planning sessions on Small and Emerging Business. Proposed principles include visible SMUD commitment to small business, collaborative partnerships making small business a part of SMUD's strategic plan.
- ⇒ Private sector partnership includes financial institutions such as Wells Fargo Bank. Through a grant from Wells Fargo Bank, the Butte College SBDC was able to provide specialized financing training to remote rural areas.
- ⇒ To develop strategic public and private sector partnerships. The SBP Leadership grant developed strategic public and private sector partnerships: Continued to strengthen partnerships with the California Trade and Commerce Agency, U.S. Small Business Administration.
- ⇒ A working relationship was maintained with the California Trade and Commerce Agency, Office of Small Business, SBDC program.
- ⇒ At each Yuba SBDC location the SBDC draws upon a broad cross-section of both public and private sector partnerships. Twenty-three of these important organizations are detailed in the Strategic Partnerships section of the Final Statistical Report enclosed with this Narrative Report. These partnerships provide information/referrals to each other, and enable the leveraging of local and state resources to expand the effectiveness of the SBDC program. They also provide linkages to sources of both private and public capital for business expansion.
- ⇒ The partnerships with six chambers of commerce and three economic development offices has proven to be an excellent avenue to provide training workshops, seminars and conferences to clients

Strategic Partnerships - Small Business Development Centers (SBDC)

in this area. The resource centers in Gilroy and Salinas have been used by clients to gain information and data for small business and international trade needs.

- ⇒ The Southwest Los Angeles County SBDC has partnerships with several entities. The El Camino College CITD is co-located with the SBDC which is very efficient for cross referrals and meets the needs of the business on a domestic and international level. Southwest Los Angeles County SBDC has partnerships with the cities of Santa Monica, Long Beach and Pico Rivera, the County of Los Angeles and the South Bay Economic Development Partnership. The Southwest Los Angeles County SBDC also works with many local banks to assist their clients.
- ⇒ The Center has worked with the following organizations in the past year: Anaheim Chamber of Commerce, Bankers' Small Business Community Development Corporation of OC, CDC Small Business Financial Corporation, California Employment Training Panel, California Export Finance Office, California State University Fullerton, California Trade and Commerce Agency, Carson/Lomita/Torrance Private Industry Council, Hispanic Chamber of Commerce, Huntington Beach Chamber of Commerce, Orange County Business Council, Orange County Register, Pacific Bell, Service Corps of Retired Executives (SCORE), Southland Economic Development Corporation, and the U.S. Department of Commerce, and the U.S. Small Business Administration.
- ⇒ In Lake County, the SBDC works cooperatively with Community Development Services, which administers the counties and two cities' revolving loan funds and with the Business Outreach Response Team that brings new business into the county. In Yuba and Sutter counties, the regional focus begins with the SBDC's co-location in the Chamber of Commerce that serves the entire two counties. The SBDC participates on the Chamber's Business Success Team, and refers clients to the Economic Development Corporation. In Woodland, the SBDC is co-located with the Chamber of Commerce and the new Woodland Renaissance initiative for economic growth. In Colusa, the SBDC works with the EDC and is co-located with all the partner agencies of the One-Stop Career Resource Center.
- ⇒ In response to the disastrous floods in Lake County this winter, Pacific Bell Directory and Kent Burnes absorbed all the costs for the three days of training seminars he provided in May 1998. The normal \$5000 required in local sponsorships to support this special program was waived, as a private sector contribution to the recovery of the Lake County business community hard-hit by the El Nino floods.
- ⇒ Our SBDC participated in Valley Vision's Sacramento Region Economic Summit. The Goal of the process was to organize business, education, community and government leadership around specific initiatives that help promote long term economic vitality and quality of life in the region. The Sacramento Region Economic Cluster Project is a collaborative process that includes initiatives with written action plans including measurable objectives.
- ⇒ Our SBDC actively participated in Sacramento Municipal Utility District (SMUD) General Manager's Task Force planning sessions on Small and Emerging Business. Proposed principles include visible SMUD commitment to small business, collaborative partnerships making small business a part of SMUD's strategic plan.
- ⇒ Our SBDC actively collaborates with representatives from the Internal Revenue Service, Board of Equalization, Franchise Tax Board on a regionally-based Tax Assistance program. The goal is to foster business tax compliance by helping entrepreneurs access pertinent tax information - quickly, confidentially and in easily understandable language rather than "tax legalese." As a result of the positive response to last year's pilot program, our comprehensive resource document "Doing Business in Sacramento County" has been supported and promoted by the Tax Assistance Connection.

Strategic Partnerships - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

- ⇒ Public Partnerships: CACT maintains mutually beneficial partnerships with over 40 public associations. Typical are: The California Manufacturing Technology Center (CMTC), the Small Business Development Centers (SBDCs), Lawrence Livermore National Laboratories (LLNL), the Federal Laboratories Consortium (FLC), the Economic Development Network (ED>Net), the California Supplier Improvement Program (CalSIP), the three Regional Technology Alliances (RTA's), the California Regional Environmental Business Resource Assistance Center (REBRAC), the Orange County Business Council (OCBC) and the Los Angeles Regional Business Assistance Network (R-BAN). Such partnerships are vital to CACT's outreach activities, training programs, and business services.
- ⇒ One of the greatest strengths of the Applied Competitive Technologies Initiative has been our private sector partnerships. Working with Business and Industry not as clients but as partners has allowed us to garner great resource leverage both financially and technically. Several successes entailed donations of equipment and software provided by partners to CACTs. Hass Machine Works, a Los Angeles machine tool builder, has donated several CNC vertical and horizontal machining centers to Glendale College, College of the Canyons, and L.A. Valley College. General Electric has allowed five CACTs to purchase their curricula for workplace training. ESRI has donated over \$160,000 in software to begin this new emerging technology.
- ⇒ Continuing to strengthen partnerships with California Trade and Commerce Agency, United States Export Assistance Center (USEAC), California Association of Local Economic Development (CALED), U.S. Agency for International Development (USAID), San Diego State University Center for International Business and Education Research (CIBER), and developing new partnerships with the United Nations, Foreign Trade Association, and UCLA, Thunderbird, Brigham Young University, University of Utah, USC, and University of Colorado CIBERs.
- ⇒ Ten new partnerships were developed and twelve existing partnerships were strengthened or developed with new participants. Maintaining these partnerships resulted in the Initiative being able to offer training sessions to faculty and sponsored conferences to business and industry.
- ⇒ The SBP Leadership grant developed strategic public and private sector partnerships. Continued to strengthen partnerships with California Trade and Commerce Agency, U.S. Small Business Administration.
- ⇒ Additional WpLRC Centers have become involved with Welfare to Work projects which provide leveraged resources. Pasadena City College has developed linkages with their local Private Industry Council for contracts with their WpLR and Multimedia Center. Strong Initiative partnerships continue between American College Testing ACT, and Princeton Center. Over \$ 140,000 in in-kind match was contributed during FY 1997-98.
- ⇒ Success stories were plentiful during the last year. In November, 1997, ATTI hosted its first ATT Network Forum. It brought together over 75 representatives from business and industry, as well as state agencies such as California Air Resources, California Energy Commission, and Trade and Commerce. These facilitated discussions which covered topics from new technological advances, to federal funding for ATTI activities. Economic development was the principal focus of the day long event.

Strategic Partnerships - Technical Instructor Intensive In-Service Training (TIIT)

- ⇒ Chaffey College is in the unique position of having a Center for Economic Development that has the ability to research funding sources and to actively pursue grant acquisitions. The Center also works

Strategic Partnerships - Technical Instructor Intensive In-Service Training (THIT)

closely with city governments, redevelopment agencies, and other agencies devoted to research and committed to resource development.

- ⇒ Through this training and work experience, John acquired the skills, knowledge, and methodologies required to integrate digital photo imaging into his curriculum. He revised all of his Photo courses, incorporated academic/vocational skills and SCANS competencies, developed classroom strategies to counteract gender bias in the workplace, and disseminated information about Graphic Communications courses to counselors in programs serving special populations. Additionally, he established partnerships with Brooks Institute and Media 27 and disseminated information about his project to his colleagues and the community.
- ⇒ This project has allowed Allen Dooley, a full-time faculty member in the Computer Studies Department of Pasadena City College, to achieve certification in the following networking industry recognized standards: (1) Certified Novell Administrator NetWare 3, (2) Certified Novell Administrator IntraNetWare, (3) Certified Novell Engineer NetWare 3, and (4) Certified Novell Engineer IntraNetWare. This certification will allow Mr. Dooley to pursue Novell Academic Partnership and offer authorized coursework. Networking careers are considered by industry analysts as one of the 10 most in demand career areas for the coming decade. This project will have significant potential economic impact by preparing students for this high demand career skills area.
- ⇒ This partnership with the hospitality industry and other supporting businesses and organizations is in place and has been a contributing partner in the early stages of this project. It is through the advisory committee that hands-on experience has been arranged. Further, the gathering of information on the hospitality industry needs has been ongoing and will continue to be an ongoing process after the expiration of the request grant. It is the endeavor of the Chaffey College hospitality program to continually strengthen business and industry linkages with the full knowledge that it enhances the relevance of vocational educational programs to the workplace and to the occupation for which the student is being trained. Students will have this opportunity to collaborate with industry leaders and businesses to gain valuable work experience.

Strategic Partnerships - Vocational Education Technology Instructor and Career Counselor In-Service (VETICC)

- ⇒ Current small business and entrepreneurial trends will be provided to students in advisement and counseling setting; a partnership was created with an employer to assist with student employment; SCANS competencies will be integrated into curriculum; and in-service training will be provided to other faculty.
- ⇒ The instructors' six week training session had definitely increased the visibility and awareness of Orange Coast Community College by the potential employer Gulfstream. The Instructor has learned the qualifications the employer desires and can prepare his graduates and refresh former graduates removing objections and barriers for employment. Within two semesters after the instructors training, Gulfstream's employment of OCC graduates increased from one person to twelve. Gulfstream has indicated that graduates and former students of OCC have received a quality education with little need of refresher or retraining. The company had made inquiries to have the Community College educate their workforce in Avionics and Airframes. Overall the Instructors retraining has paid untold dividends in stronger relationships and bonds with the corporate and business world.

Strategic Partnerships - Workplace Learning Resource Centers (WpLRC)

- ⇒ In addressing local business and industry needs for training for the retail sector, College of the Desert's Workplace Learning Resource Center has created the Institute for Retail Studies (IRS). Being guided by the 35 member Advisory Council, comprised of various retail entities throughout the Coachella Valley, the IRS has completed the development of the Retail Skills Center curricula.
- ⇒ During the First Quarter a partnership was established between our Center and the Challenger Learning Center located on the former Castle AFB. The Challenger Center emphasizes the classroom elements of problem solving and decision-making, team building, and communication skills within a model framework of experiential learning.

Strategic Partnerships - 1997-98

	Service Leveraging	Resource Leveraging	Worksite Experience	Product Development	Economic Development Consortia	Information & Referral Network	Other
<i>ATT</i>	10.4%	18.3%	11.9%	9.4%	9.4%	39.6%	1.0%
<i>BWPI/COE</i>	26.5	16.2	7.4	14.7	11.8	20.6	2.9
<i>CABT</i>	13.7	21.1	15.3	11.1	8.9	17.4	12.6
<i>CACT</i>	26.8	25.5	5.6	10.8	12.7	18.6	—
<i>CITD</i>	26.0	22.2	2.3	9.6	10.6	27.1	2.2
<i>CETS</i>	25.0	26.9	—	11.5	11.5	25.0	—
<i>EBT</i>	4.2	8.3	33.3	20.8	—	33.3	—
<i>IDC</i>	12.1	16.0	9.6	12.5	16.4	33.5	—
<i>JDITF</i>	37.8	21.0	5.0	3.4	16.8	16.0	—
<i>MPCED</i>	18.5	24.1	3.7	7.4	22.2	22.2	1.9
<i>NMMEC</i>	24.6	26.1	11.9	18.7	11.9	6.7	—
<i>SBDC</i>	25.4	22.6	1.9	6.7	14.3	28.4	0.7
<i>REBRAC</i>	16.8	24.2	9.6	12.4	9.3	25.0	2.7
<i>RHORC</i>	17.1	20.4	5.9	13.2	0.7	38.2	4.6
<i>SPLCTA</i>	13.1	20.9	11.1	13.5	14.1	24.2	3.0
<i>TIIT</i>	13.3	19.3	19.3	9.6	8.1	20.0	10.4
<i>VETICC</i>	7.2	7.9	44.7	5.4	5.6	27.7	1.5
<i>WpLRC</i>	19.3	17.3	13.7	13.4	9.8	26.5	

Community assistance . . .

Through training programs and services, the Economic Development Program initiatives, programs and projects can assist displaced workers and businesses impacted by base closures. Following are examples of activities which were designed to meet this need:

Assistance In Response To Military Base Downsizing/Closure - Centers for International Trade Development (CITD)

⇒ Assisted communities experiencing military base closures and downsizing through cooperation in providing entrepreneurial training for displaced aerospace workers through 3 full service centers, and 4 satellite service centers in the Los Angeles area.

Assistance In Response To Military Base Downsizing/Closure - Contract Education Technical Support (CETS)

⇒ The military base downsizing and closure needs were addressed by: Continuing to provide technical assistance to contract education programs who are designing and delivering services to workers displaced through military base closings and downsizing or programs who are participating in facilities planning for reuse within their communities.

Assistance In Response To Military Base Downsizing/Closure - Locally-Based Statewide Economic Development Coordination Network (LBSCN)

⇒ Providing support to the Chancellor's Office for the Department of Defense (DoD) grant, and to State Center Community College District and North Orange County Community College District on the Department of Labor Grant in Multimedia.

Assistance In Response To Military Base Downsizing/Closure - Model Programs for Community Economic Development (MPCED)

⇒ The Solano County Small Business Development Center developed a pilot Entrepreneurial Training program for existing and start-up businesses in the Vallejo and South Solano County Region. This program was entitled the Vallejo Entrepreneurial Training (VET) Program. Two sessions of the program were held during this program year, a Winter 1998 series and a Spring 1998 series. The primary objectives of the program were to provide a quality training program for businesses who have been impacted by the closure of the Mare Island Naval Shipyard; to collaborate with local and state economic development organizations to enhance the business community of South Solano County; to pool local resources to cooperate in offering quality services to local businesses and residents from Vallejo; to create a quality "hands-on" training program that can be shared by other Community College Districts; and to eventually have a program that is financially self-sufficient to meet the on-going needs of the business community.

Assistance In Response To Military Base Downsizing/Closure - Regional Environmental Business Resource Assistance Centers (REBRAC)

⇒ To assist communities experiencing military base downsizing and closures. With Vandenberg AFB in the region, the effects of military downsizing have been felt locally. The South Coast REBRAC is working with the local communities to retain displaced workers. The environmental technology area is one where the military has down-sized and the jobs have been contracted out to local companies with a need for trained workers.

Assistance In Response To Military Base Downsizing/Closure - Small Business Development Centers (SBDC)

⇒ Rancho Santiago Community College District/Orange County SBDC have provided specialized entrepreneurship training through its Business Ownership Service System (BOSS) program to laid-off workers of Orange County.

Assistance In Response To Military Base Downsizing/Closure - Small Business Development Centers (SBDC)

⇒ The Quick Start Entrepreneurial program was funded by the Department of Defense and supplemented by the community college funds through the Small Business Development Center. It was part of a statewide community college pilot program to provide targeted entrepreneurial training to displaced workers. The participants included previous employees within industry as well as workers from bases that closed. Training program included 128 hours of classroom training, 8 hours of technical assistance and 4 hours of mentoring per participant.

Assistance In Response To Military Base Downsizing/Closure - Strategic Priority Leadership, Coordination and Technical Assistance (SPLCTA)

⇒ Due to the time since the last base closing, the WpLR Centers involvement with these type of activities have decreased; however several of the centers continue to serve dislocated workers from a variety of business sectors.

PROGRESS IN ELIMINATING BUSINESS ACCESS BARRIERS

Another requirement of the legislation related to the annual report is to document . . .

“Progress made in eliminating business access barriers to community college workforce development, retraining, and economic development programs and services.”

Identified Barriers

Multiple barriers and challenges exist in creating and maintaining a world-class workforce. The following provides a discussion of frequently expressed concerns:

Need for Additional Statewide Training Incentives for Business: Other states, such as North Carolina, Iowa, and others have designated specific funding to the community colleges that employers may access to plan and implement training and performance improvement programs for their employees. The intent of these programs is to increase business retention, attraction and expansion. No similar program exists in California. Beyond those businesses that can qualify for Employment Training Panel funds, similar incentives and funding have not been made available to the majority of California's employers.

Need for Expanded Funding for College Capacity Building: There is an ongoing need to provide workforce development professionals at the Colleges with training and tools to conduct needs assessments of local and regional employers. This was identified as the highest priority professional development need in a recent statewide survey of community college practitioners. A second capacity building area would be preparation of faculty and the development of workplace specific curriculum to respond to emerging technologies and industries. The February 1996 report by the California Economic Strategy Panel "Collaborating to Compete in The New Economy," stated that "every industry emphasized that skill-sets improvement through education and workforce training is its top priority." Funding is needed for the colleges to adequately address the needs of California's changing workforce, industry clusters and economic base.

Personnel Statutes: The current *Education Code* is unclear as to whether or not a non-apportionment supported assignment for a part-time instructor should count toward instructional load and tenure (per *Education Code* Section 87482.5 relating to the 60 percent limit for part-time instructional employees). Many of the contract education courses are taught by part-time faculty. This may occur because full-time faculty may have already reached the overload limitations of their district, or simply are not interested in

additional assignments. Unfortunately, these circumstances produce a situation where the part-time instructor, even though the employer may be fully satisfied with the ability of the instructor and is willing to bear the cost, is barred from providing instruction because of load limitations. This has resulted in the loss of contracts with employers. Legislative change to this Education Code section is needed to eliminate this problem for both colleges and employers.

Local Policies and Procedures: Local policies or regulations may create conflicts in meeting employer needs by increasing the difficulty of various processes, such as:

1. Generally lengthy processes for the review and approval of new curriculum;
2. Practices for recruitment, selection and approval of instructional and operational personnel; and
3. Procedures for contract or proposal approval.

Funding Source and Reporting Complexities: Numerous and differing requirements or priorities associated with multiple funding streams severely hinder the ability of training providers to integrate various programs and services. Each program must often operate independently of other efforts due to reporting requirements. Differing eligibility requirements, outcome measures, and reporting requirements frequently do not support the concept of integration or collaboration at the service delivery level.

Cost Recovery Mandates: Current legislation requires economic development programs to cover or match all costs incurred in providing training and services. The strict interpretation of this requirement limits the initial development and growth of programs and also impedes the attention to new, small businesses that are such a strong potential audience for college services.

Breaking Down The Barriers

Before the Economic Development Program was formally launched, California Community Colleges offered few systematic educational and training services related to economic development. The extent of economic development education and training services was typically limited to community services offered to individuals and contract education programs offered to businesses. Today many avenues exist for business, industry, employers, employees, faculty, and students to learn about and gain access to workforce and economic development programs and services offered by the colleges and their centers.

The earlier section "Optimizing Access" documents the ways in which the initiatives, programs and projects are working to improve business, college and community access to information about community college programs and services and access to available programs. Following is a summary of these types of activities and their intended impact:

- ◆ **Increased number and diversity of workforce development programs . . .** leads to increased visibility of colleges and can contribute to lowered costs of training.
- ◆ **Creative scheduling of courses . . .** making classes available year-round and during the evenings to meet the scheduling needs of business and industry.
- ◆ **Alternative training delivery . . .** offering consortium-style classes with employees from multiple companies or on-site classes for individual businesses, making services and workshops available through the Internet, developing short-modular courses, and increasing the distance education possibilities.
- ◆ **Helping employers access ETP funds to subsidize training**

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- ◆ **Industry representation on advisory committees and task forces . . .** promotes relationships with business and can be used as vehicle to advance the work and services of the colleges and their programs; helps in the understanding of business access barriers.
- ◆ **Partnering with other organizations** (i.e. statewide associations, colleges and other college initiatives, funding sources, local agencies, business promotion groups) . . . allows for fuller range of access, advances colleges' visibility within industry and community, promotes collaboration on educational and economic development related projects.
- ◆ **Outreach and needs assessment services . . .** helps in understanding how better to serve clients.
- ◆ **Marketing programs and services via print, electronic and direct mail media . . .** advances understanding of the types of programs and services available.
- ◆ **On-site promotions with multimedia shows . . .** assists in the recruitment of students and business and industry partners.
- ◆ **Websites . . .** offer immediate access to information about colleges and available programs and services.
- ◆ **Direct involvement in industry through in-service training projects . . .** outcomes include acquisition of sites for student internships and job shadowing opportunities with possibility of employment and recruitment of industry representatives.

SERVICES PROVIDED TO COLLEGES AND EMPLOYERS

A third requirement of the legislation related to the annual report is to document . . .

“The type of services provided to colleges and employers and the resulting outcomes”

Current performance reporting forms collect data regarding the type of services provided to colleges and employers; however, no forms collect data regarding *“resulting outcomes.”*

This lack of information does not represent a weakness of the programs or reports but rather a weakness of the reporting system. Therefore, given the data collected and available, it is not possible to report on resulting outcomes.

The light at the end of the tunnel is twofold. First, and most important, is the new focus and direction toward a performance-based format. Secondly is the commitment by the Chancellor's Office to update the current performance reporting system to better define and measure outcomes.

Below are tables, by initiative, program or project, which display the types of services provided to colleges and employers during the 1997-98 program year.

Technical Assistance & Information Services - 1997-98

PROGRAM	ACTUAL # OF SERVICES	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/ Center	Worksite	Other
DEMONSTRATIONS								
ATT	32	115	13	1,265	284	16	5	—
BWPI/ COE	34	78	—	189	537	13	3	4
CACT	145	299	39	639	1,326	13	5	2
NMMEC	27	—	—	159	420	2	—	—
RHORC	16	18	60	454	99	5	9	—
WpLRC	95	209	3	738	1,088	14	18	7
ORGANIZATIONAL NEEDS ANALYSIS								
BWPI/ COE	58	10	—	130	565	12	8	6
CETS	171	4	—	173	1,228	—	—	—
NMMEC	44	35	—	—	—	—	44	—
PIOID	15	—	—	31	180	—	—	—
RHORC	45	35	—	169	30	1	31	2
SPLCTA	45	85	—	332	717	—	—	—
WpLRC	132	126	—	1,743	938	72	19	6
ASSESSMENTS								
ATT	10	13	—	—	77	2	1	—
BWPI/ COE	82	29	—	301	761	31	29	1
CACT	215	234	—	126	1,052	7	89	4
IDC	23	23	—	—	58	23	—	23
MPCED	1	2	—	65	—	—	—	—
NMMEC	1	232	—	232	—	—	—	—
RHORC	82	33	—	1,369	62	—	6	—
WpLRC	1,837	1,548	—	4,395	10,102	50	34	13
INQUIRIES & REQUESTS								
ATT	271	—	—	—	—	—	—	—
BWPI/ COE	137	—	—	—	—	—	—	—
CABT	730	—	—	—	—	—	—	—
CACT	3,476	—	—	—	—	—	—	—
CITD	22,720	—	—	—	—	—	—	—
JDITF	207	—	—	—	—	—	—	—
NMMEC	524	—	—	—	—	—	—	—
REBRAC	544	—	—	—	—	—	—	—
RHORC	454	—	—	—	—	—	—	—
SBDC	21,161	—	—	—	—	—	—	—
WpLRC	6,175	—	—	—	—	—	—	—

Technical Assistance & Information Services - 1997-98

PROGRAM	ACTUAL # OF SERVICES	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/ Center	Worksite	Other
INFORMAL ENGAGEMENTS								
ATT	433	—	—	—	—	—	—	—
CACT	8,981	—	—	—	—	—	—	—
JDITF	207	—	—	—	—	—	—	—
PROVIDE PROCUREMENT LEADS								
SBDC	156	—	—	—	—	—	—	—
LEARNING LAB FACILITATION/TUTORING								
NMMEC	14	1	—	37	196	—	—	—
RHORC	3	2	—	9	32	1	—	—
WpLRC	92	42	—	1,905	17,839	33	—	—
EMPLOYEE EDUCATION/CAREER PLANNING								
RHORC	246	22	—	72	52	1	7	17
WpLRC	134	73	—	880	1,955	98	1	1
CUSTOMIZED CURRICULUM DEVELOPMENT								
ATT	6	4	—	6	80	1	4	—
BWPI/ COE	19	11	—	147	587	6	2	—
MPCED	1	3	—	12	300	—	—	—
NMMEC	10	3	—	36	87	2	—	—
RHORC	31	29	—	67	148	3	14	—
WpLRC	132	92	—	1,349	6,983	37	34	24
INITIAL SITE VISITS AND INFORMAL ASSESSMENTS								
ATT	78	75	—	202	592	9	18	1
CACT	495	456	—	768	1,571	40	376	1
ENVIRONMENTAL AUDIT								
CABT	12	12	—	42	72	7	3	2
REBRAC	150	96	2	179	632	1	25	—
INFORMATION SERVICES UTILIZATION								
ATT	2,175	2,171	40	2,281	260	5	2,206	7
BWPI/PDI	7	—	2	7	9	—	—	—
CABT	203	189	15	423	756	20	62	97
CACT	170	166	—	185	61	49	22	87
CETS	99	49	54	526	2,557	—	—	—
LBSCN	260	—	106	—	130	—	—	—
PIOID	15	1	25	45	168	—	—	—
RC	9	—	28	215	644	149	—	1
REBRAC	203	167	14	295	344	—	—	—
SPLCTA	388	122	560	40,953	1,373	—	—	—

Technical Assistance & Information Services - 1997-98

PROGRAM	ACTUAL # OF SERVICES	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/ Center	Worksite	Other
REGULATION/COMPLIANCE COUNSELING								
CABT	2	2	—	4	32	—	—	—
REBRAC	99	110	6	112	665	74	5	6
TECHNICAL COUNSELING								
ATT	3	3	1	7	5	1	1	—
CABT	231	6	1,728	147	—	—	—	—
REBRAC	198	119	4	173	384	16	6	—
ONE-ON-ONE COUNSELING - NEW								
CITD	1,855	—	—	2,907	3,400	1,011	100	91
SBDC	5,247	—	—	5,003	12,893	106	38	—
ONE-ON-ONE COUNSELING - ONGOING								
CITD	1,034	—	—	1,397	5,954	654	84	132
SBDC	3,428	—	—	3,142	2,5673	83	32	—
FINANCIAL ASSISTANCE								
REBRAC	7	5	2	5	9	6	—	—
TECHNICAL ASSISTANCE TO OTHER COLLEGES								
ATT	35	—	32	108	344	23	1	1
BWPI/ COE	57	—	30	—	—	1	1	—
CABT	196	—	194	303	1,994	30	34	115
CACT	59	—	72	408	1,033	22	6	15
CITD	116	—	97	117	323	—	—	—
NMMEC	36	—	109	—	—	—	—	—
REBRAC	53	9	59	89	307	46	3	4
RHORC	18	—	36	—	—	—	—	—
SBDC	53	—	26	113	514	—	—	—
WpLRC	615	—	227	—	—	—	—	—
PROVIDE TRADE LEADS								
CITD	18,667	—	—	1,175	124	—	—	—
SBDC	91	—	—	—	—	—	—	—
PROVIDE TRADE INFORMATION								
CITD	9,843	—	—	7,713	6,685	—	—	—
SBDC	1,847	—	—	—	—	—	—	—
TECHNICAL ASSISTANCE PROJECTS								
ATT	31	31	—	193	350	8	8	—
CACT	156	151	—	1,393	19,403	43	128	2
IDC	29	29	—	58	178	29	—	—
PROGRAM IMPROVEMENT & SUPPORT								
CETS	683	2	198	865	2,798	—	—	—
LBSCN	233	—	106	132	335	—	—	—

Technical Assistance & Information Services - 1997-98

PROGRAM	ACTUAL # OF SERVICES	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/ Center	Worksite	Other
<i>PIOID</i>	42	—	11	60	91	—	—	—
<i>SPLCTA</i>	456	38	427	753	3,085	—	—	—
PROJECT DESIGN & DEVELOPMENT								
<i>BWPI/PDI</i>	10	—	—	33	200	—	—	—
<i>CETS</i>	452	52	156	303	1,612	—	—	—
<i>PIOID</i>	29	—	10	28	566	—	—	—
<i>SPLCTA</i>	93	41	80	289	1,523	—	—	—
REGIONAL COORDINATION ASSISTANCE								
<i>ATT</i>	4	65	4	16	59	—	—	—
<i>BWPI/PDI</i>	1	—	5	5	10	—	—	—
<i>CETS</i>	311	245	252	2,625	20,202	—	—	—
<i>PIOID</i>	9	—	27	132	701	—	—	—
<i>SPLCTA</i>	175	84	247	468	1,268	—	—	—
RESOURCE DEVELOPMENT								
<i>BWPI/PDI</i>	2	—	—	5	13	—	—	—
<i>CETS</i>	263	30	70	310	1,154	—	—	—
<i>PIOID</i>	24	—	13	15	124	—	—	—
<i>SPLCTA</i>	201	56	122	256	807	—	—	—
RFP OPPORTUNITIES								
<i>BWPI/PDI</i>	2	—	2	—	16	—	—	—
<i>CETS</i>	135	—	320	134	232	—	—	—
<i>LBSCN</i>	12	—	—	—	18	—	—	—
<i>SPLCTA</i>	163	31	267	854	934	—	—	—
ARTICLES/POSITION PAPERS								
<i>CETS</i>	29	6	16	37	128	—	—	—
<i>LBSCN</i>	33	1,306	106	4,355	—	—	—	—
<i>PIOID</i>	1	—	106	40	85	—	—	—
<i>SPLCTA</i>	42	24	126	373	366	—	—	—
ED>NET PROJECT DEVELOPMENT								
<i>BWPI/PDI</i>	7	—	26	56	300	—	—	—
<i>CETS</i>	279	—	174	345	734	—	—	—
<i>PIOID</i>	4	—	2	4	80	—	—	—
<i>SPLCTA</i>	51	37	216	499	4,150	—	—	—
COMMITTEE SUPPORT & LEADERSHIP								
<i>BWPI/PDI</i>	4	—	24	34	251	—	—	—
<i>CETS</i>	384	14	110	469	5,379	—	—	—
<i>LBSCN</i>	9	20	106	370	2,918	—	—	—
<i>PIOID</i>	7	—	25	50	427	—	—	—
<i>SPLCTA</i>	378	52	397	1,086	5,611	—	—	—

Technical Assistance & Information Services - 1997-98

PROGRAM	ACTUAL # OF SERVICES	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/Center	Worksite	Other
ED>NET SUPPORT								
CETS	88	70	252	1,474	6,830	—	—	—
LBSCN	10	—	106	13	4,480	—	—	—
PIOID	16	16	106	123	783	—	—	—
SPLCTA	229	150	706	1,215	2,740	—	—	—
REGIONAL SUPPORT								
BWPI/PDI	2	—	5	12	8	—	—	—
CETS	89	1,392	63	2,466	8,530	—	—	—
SPLCTA	67	15	251	410	1,087	—	—	—
EXTERNAL VISIBILITY/NETWORKING								
BWPI/PDI	5	—	23	43	25	—	—	—
CETS	84	512	105	997	7,977	—	—	—
LBSCN	5	—	75	105	285	—	—	—
PIOID	1	—	18	18	108	—	—	—
SPLCTA	65	242	306	3,493	4,146	—	—	—

Training - 1997-98

PROGRAM	ACTUAL # OF EVENTS	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/Center	Worksite	Other
CONFERENCES SPONSORED								
ATT	16	210	88	848	1,574	—	—	—
BWPI/COE	5	11	21	107	193	—	—	—
CABT	3	3	2	3	6	—	—	—
CACT	16	1,626	16	6,290	2,215	—	—	—
CITD	13	1,491	9	1,608	2,709	—	—	—
EBT	—	—	2	2	—	—	—	—
IDC	2	13	1	13	52	—	—	—
LBSCN	1	—	106	300	3,000	—	—	—
NMMEC	4	16	46	485	2,284	—	—	—
REBRAC	1	41	56	126	3	—	—	—
RHORC	3	81	6	227	216	—	—	—
SBDC	12	485	6	901	3,409	—	—	—
SPLCTA	77	1,307	194	1,526	2,216	—	—	—
WpLRC	8	206	33	446	1,176	—	—	—

Training - 1997-98

PROGRAM	ACTUAL # OF EVENTS	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/ Center	Worksite	Other
TRAINING PRESENTATIONS								
ATT	77	127	67	529	3,700	—	—	—
BWPI/ COE	4	4	—	25	4	—	—	—
BWPI/PDI	1	—	15	22	22	—	—	—
CABT	15	160	21	2,976	1,230	—	—	—
CACT	93	717	27	1,300	6,499	—	—	—
CITD	50	190	45	951	1,523	—	—	—
CETS	63	191	256	1,340	3,598	—	—	—
EBT	1	—	—	52	10	—	—	—
IDC	7	3	34	203	336	—	—	—
JDITF	38	109	4	332	74	—	—	—
LBSCN	8	32	106	393	409	—	—	—
MPCED	2	58	2	58	348	—	—	—
NMMEC	16	26	67	198	1,136	—	—	—
PIOID	11	7	106	235	640	—	—	—
REBRAC	157	103	84	1,443	434	—	—	—
RHORC	14	19	3	249	228	—	—	—
SBDC	11	—	1	78	210	—	—	—
SPLCTA	83	314	425	4,352	1,629	—	—	—
WpLRC	201	155	423	2,589	3,716	—	—	—
FACULTY IN-SERVICE TRAINING								
ATT	30	17	20	82	673	—	—	—
BWPI/PDI	1	—	9	9	9	—	—	—
CACT	22	39	14	107	507	—	—	—
CETS	5	—	26	48	418	—	—	—
EBT	—	—	—	14	3	—	—	—
PIOID	2	—	20	33	258	—	—	—
SPLCTA	28	50	178	230	440	—	—	—
WpLRC	—	—	—	—	—	—	—	—
TRAIN THE TRAINER								
ATT	9	10	14	46	460	—	—	—
BWPI/PDI	3	—	32	59	413	—	—	—
CACT	13	8	5	46	652	—	—	—
CITD	18	6	10	41	173	—	—	—
EBT	1	1	—	—	40	—	—	—
IDC	15	1	1	2	90	—	—	—
MPCED	13	39	2	39	1,521	—	—	—
REBRAC	3	—	—	—	—	—	—	—
RHORC	4	2	1	27	17	—	2	—

Training - 1997-98

PROGRAM	ACTUAL # OF EVENTS	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/ Center	Worksite	Other
SBDC	4	36	11	111	755	—	—	—
SPLCTA	29	58	76	296	2,824	—	—	—
WpLRC	151	43	28	200	619	10	—	1
WORKSHOPS AND SEMINARS								
ATT	17	98	19	257	488	—	—	—
BWPI/ COE	61	11	10	13,166	2,219	—	—	—
BWPI/PDI	9	—	94	146	146	—	—	—
CABT	25	9	62	248	2,253	14	3	4
CACT	209	840	17	2,290	13,180	—	—	—
CITD	592	2,393	37	3,836	15,132	—	—	—
CETS	14	2	131	238	1,384	—	—	—
IDC	18	30	3	319	1,129	—	3	—
JDITF	26	57	2	162	440	6	—	—
NMMEC	76	11	90	24	4,927	30	—	—
PIOID	7	—	48	72	576	—	—	—
REBRAC	32	163	5	364	833	2	1	1
RHORC	16	79	33	225	100	2	3	1
SBDC	1,136	8,693	318	14,752	61,839	—	—	—
SPLCTA	70	81	380	1,017	2,352	—	—	—
WpLRC	73	156	262	865	2,974	25	—	13
CONTRACT TRAINING/ALTERNATIVE DELIVERY COURSES								
ATT	25	16	3	122	2,196	—	—	—
BWPI/ COE	—	—	—	345	—	—	—	—
CABT	2	—	—	150	300	—	—	—
CACT	217	129	4	3,917	58,801	—	—	—
EBT	—	—	2	6	—	—	—	—
IDC	23	23	—	97	2,387	—	23	—
NMMEC	10	7	7	78	768	—	—	—
REBRAC	15	75	3	184	5,357	1	—	—
RHORC	3	1	—	11	9	—	1	—
SBDC	1	11	—	11	440	—	—	—
WpLRC	616	40	8	1,392	51,866	16	28	3
REGULAR COURSES								
CABT	4	—	4	38	5,855	—	—	—
EBT	—	—	2	6	—	—	—	—
IDC	65	—	2	1,464	76,155	—	—	—
JDITF	3	—	—	53	—	—	—	—
NMMEC	564	46	14	22,411	455,674	29	—	—

Training - 1997-98

PROGRAM	ACTUAL # OF EVENTS	# EMPLOYERS	# COLLEGES	# PARTICIPANTS	# OF CONTRACT HOURS	LOCATION		
						College/ Center	Worksite	Other
REBRAC	22	5	5	362	5,967	6	—	—
RHORC	2	—	—	—	—	—	—	—
SBDC	46	160	4	881	6,310	—	—	—
WpLRC	1,046	165	25	2,652	66,122	5	23	1
TRAINING PROGRAMS								
BWPI/ COE	3	26	2	52	1,056	—	1	—
CABT	1	—	—	17	34	—	—	—
CACT	50	114	63	157	6,769	—	—	—
CITD	4	6	48	39	95	75	—	—
EBT	19	9	10	9	759	2	—	—
IDC	47	24	3	191	6,444	20	24	—
JDITF	26	31	1	235	2,908	—	6	—
MPCED	2	3	16	62	1,650	1	—	—
NMMEC	22	—	12	48	684	—	—	—
REBRAC	22	60	28	314	5,437	13	—	2
RHORC	74	57	3	273	3,003	2	9	—
SBDC	7	21	2	73	2,231	—	—	—
WpLRC	1,079	456	703	3,691	112,215	10	115	—

STATISTICAL DATA OF PROGRAM PARTICIPANTS

The fourth requirement of the legislation related to the annual report is to document . . .

“Statistical data, by factors including, but not limited to, industry, gender, and ethnicity regarding the level of services provided to program participants served by the training and technical assistance programs in each program area. The program areas shall include, but need not be limited to, program participants in the California Small Business Innovation Research Pilot Projects, as authorized by Sections 15379.50 and 15379.61, the California Procurement and Technical Assistance Network, as authorized by Section 15379.1, and the regional Business Resource Assistance and Innovation Network infrastructure plan, as authorized by subdivision (c) of Section 15379.25.”

Business-College Profile - 1997-98

Program

	<i>ATT</i>	<i>BWPI/ COE</i>	<i>BWPI/ PDI</i>	<i>CABT</i>	<i>CACT</i>	<i>CITD</i>
NUMBERS SERVED						
Businesses served	244	75	—	103	2,158	3,146
CBOs served	0	12	—	0	50	124
Colleges served	78	70	—	86	113	116
Number of new contracts	2	34	—	0	3	2
GENDER & ETHNICITY OF BUSINESS OWNERS SERVED						
Women-owned firms	1.2%	30.7%	—	4.9%	6.1%	24.2%
Minority-owned firms	4.9	1.3	—	1.0	4.1	31.6
EMPLOYEE SIZE OF BUSINESSES SERVED						
1 - 19 employees	27.1%	9.9%	—	32.0%	33.5%	64.5%
20 - 49 employees	22.1	4.9	—	18.4	17.6	26.0
50 - 249 employees	20.4	25.9	—	35.9	33.9	7.1
250 - 499 employees	14.2	17.3	—	5.8	6.2	1.3
500 or more employees	16.3	42.0	—	7.8	8.9	1.2
INDUSTRY OF BUSINESSES SERVED						
Agriculture	0.0%	0.0%	—	1.1%	0.9%	18.2%
Manufacturing-Durable	4.7	8.4	—	6.8	72.7	15.3
Wholesale Trade	0.0	0.0	—	0.0	0.3	30.1
Health Services	0.0	6.3	—	5.7	0.2	1.7
Mining	0.0	0.0	—	0.0	0.0	0.1
Manufacturing-Non-Durable	5.8	5.3	—	45.5	13.2	12.5
Retail Trade	15.3	1.1	—	1.1	0.2	6.5
Other Service	10.2	21.1	—	30.7	8.2	13.4
Construction	0.7	0.0	—	2.3	0.8	0.6
Transportation/Utilities	40.1	4.2	—	2.3	1.1	0.4
Finance/Insur./Real Estate	0.7	5.3	—	0.0	0.8	0.3
Government	22.3	48.4	—	4.5	1.4	0.9

Business-College Profile

	<i>Program</i>					
	<i>EBT</i>	<i>EDTSA</i>	<i>IDC</i>	<i>JDITF</i>	<i>LBSCN</i>	<i>MPCED</i>
NUMBERS SERVED						
Businesses served	43	—	146	131	—	89
CBOs served	0	—	0	0	—	0
Colleges served	0	—	6	18	—	1
Number of new contracts	0	—	0	3	—	0
GENDER & ETHNICITY OF BUSINESS OWNERS SERVED						
Women-owned firms	9.3%	—	13.0%	4.6%	—	21.3%
Minority-owned firms	2.3	—	22.6	3.8	—	22.5
EMPLOYEE SIZE OF BUSINESSES SERVED						
1 - 19 employees	19.0%	—	33.1%	2.2%	—	62.9%
20 - 49 employees	21.4	—	16.9	2.4	—	2.2
50 - 249 employees	31.0	—	29.7	2.9	—	2.2
250 - 499 employees	7.1	—	5.4	60.9	—	16.9
500 or more employees	21.4	—	14.9	31.7	—	15.7
INDUSTRY OF BUSINESSES SERVED						
Agriculture	0.0%	—	0.0%	0.0%	—	3.4%
Manufacturing-Durable	37.5	—	30.4	80.5	—	0.0
Wholesale Trade	0.0	—	0.0	0.0	—	4.5
Health Services	6.3	—	23.2	0.8	—	12.4
Mining	0.0	—	0.0	0.0	—	0.0
Manufacturing-Non-Durable	12.5	—	5.4	0.8	—	3.4
Retail Trade	18.8	—	5.4	2.5	—	6.7
Other Service	12.5	—	24.1	4.2	—	24.7
Construction	0.0	—	0.0	0.8	—	6.7
Transportation/Utilities	12.5	—	2.7	1.7	—	1.1
Finance/Insur./Real Estate	0.0	—	1.8	1.7	—	1.1
Government	0.0	—	7.1	6.8	—	36.0

Business-College Profile

	<i>Program</i>				
	<i>NMMEC</i>	<i>PIOID</i>	<i>RC</i>	<i>REBRAC</i>	<i>RHORC</i>
NUMBERS SERVED					
Businesses served	208	—	—	437	320
CBOs served	6	—	—	0	68
Colleges served	224	—	—	59	131
Number of new contracts	83	—	—	0	66
GENDER & ETHNICITY OF BUSINESS OWNERS SERVED					
Women-owned firms	5.3%	—	—	5.3%	5.3%
Minority-owned firms	2.9	—	—	8.0	5.3

Business-College Profile

	<i>Program</i>				
	<i>NMMEC</i>	<i>PIOID</i>	<i>RC</i>	<i>REBRAC</i>	<i>RHORC</i>
EMPLOYEE SIZE OF BUSINESSES SERVED					
1 - 19 employees	32.7%	—	—	50.8%	6.6%
20 - 49 employees	21.0	—	—	23.9	12.3
50 - 249 employees	28.3	—	—	5.6	40.3
250 - 499 employees	10.7	—	—	13.0	30.0
500 or more employees	7.3	—	—	6.7	10.9
INDUSTRY OF BUSINESSES SERVED					
Agriculture	0.5%	—	—	2.4%	0.0%
Manufacturing-Durable	4.1	—	—	12.6	0.0
Wholesale Trade	0.0	—	—	1.0	0.0
Health Services	3.1	—	—	1.7	100.0
Mining	0.0	—	—	0.7	0.0
Manufacturing-Non-Durable	8.8	—	—	5.3	0.0
Retail Trade	1.6	—	—	3.1	0.0
Other Service	64.8	—	—	50.7	0.0
Construction	0.0	—	—	2.9	0.0
Transportation/Utilities	0.0	—	—	3.4	0.0
Finance/Insur./Real Estate	1.0	—	—	2.2	0.0
Government	16.1	—	—	14.0	0.0

Business-College Profile

	<i>Program</i>				
	<i>SBDC</i>	<i>SPLCTA</i>	<i>TIIT</i>	<i>VETICC</i>	<i>WpLRC</i>
NUMBERS SERVED					
Businesses served	9,867	0	—	1	1,818
CBOs served	192	0	—	0	15
Colleges served	76	0	—	2	277
Number of new contracts	3	0	—	0	135
GENDER & ETHNICITY OF BUSINESS OWNERS SERVED					
Women-owned firms	41.8%	0.0%	—	0.0%	0.9%
Minority-owned firms	38.7	0.0	—	100.0	0.6
EMPLOYEE SIZE OF BUSINESSES SERVED					
1 - 19 employees	86.6%	0.0%	—	100.0%	50.0%
20 - 49 employees	11.7	0.0	—	0.0	20.1
50 - 249 employees	1.5	0.0	—	0.0	19.3
250 - 499 employees	0.1	0.0	—	0.0	5.6
500 or more employees	0.0	0.0	—	0.0	5.0

Business-College Profile

	Program				
	SBDC	SPLCTA	TIIIT	VETICC	WpLRC
INDUSTRY OF BUSINESSES SERVED					
Agriculture	7.7%	0.0%	—	0.0%	0.4%
Manufacturing-Durable	9.1	0.0	—	0.0	4.1
Wholesale Trade	5.3	0.0	—	0.0	5.5
Health Services	6.8	0.0	—	100.0	1.5
Mining	0.0	0.0	—	0.0	0.0
Manufacturing-Non-Durable	7.5	0.0	—	0.0	4.3
Retail Trade	19.3	0.0	—	0.0	7.0
Other Service	39.0	0.0	—	0.0	54.1
Construction	3.7	0.0	—	0.0	8.2
Transportation/Utilities	0.5	0.0	—	0.0	5.9
Finance/Insur./Real Estate	0.7	0.0	—	0.0	3.9
Government	0.3	0.0	—	0.0	5.0

Participants Profile - 1997-98

PROGRAM	ACTUAL TOTAL PARTICIPANTS	GENDER		ETHNICITY					
		Males	Females	White (non-Hispanic)	Hispanic	Asian/Pacific Isl./Filipino	African American	Native American /AI	Unknown
CBO CLIENTS									
BWPI/COE	52	62.1%	37.9%	51.9%	13.5%	5.8%	15.4%	0.0%	13.5%
NMMEC	471	27.4	72.6	87.1	6.4	3.8	0.6	1.1	1.1
RHORC	12	35.0	65.0	100.0	0.0	0.0	0.0	0.0	0.0
WLRC	740	49.5	50.5	36.7	26.7	18.8	9.7	0.4	7.7
COUNSELORS									
VETICC	4	37.5%	62.5%	50.0%	16.7%	0.0%	16.7%	16.7%	0.0%
EMPLOYEES									
ATT	499	88.9%	11.1%	43.3%	34.3%	11.9%	8.2%	0.6%	1.7%
BWPI/COE	294	74.3	25.7	35.6	15.8	32.7	13.9	0.0	2.0
CABT	357	52.4	47.6	68.3	8.2	7.0	10.3	0.0	6.2
CACT	8,707	80.0	20.0	49.4	21.9	10.2	4.6	0.3	13.7
CITD	7	100.0	0.0	57.1	42.9	0.0	0.0	0.0	0.0
IDC	2,394	18.6	81.4	13.3	2.3	81.5	0.4	0.6	1.9
JDITF	264	55.1	44.9	64.9	15.2	6.9	6.1	3.0	3.9
MPCED	49	37.3	62.7	27.6	13.8	41.4	17.2	0.0	0.0
NMMEC	82	65.9	34.1	93.5	2.7	0.1	0.1	0.1	3.5
REBRAC	1,170	68.6	31.4	62.9	13.9	4.8	4.9	0.4	13.2
RHORC	801	22.5	77.5	54.9	16.7	13.4	12.1	0.7	2.1
SPLCTA	10	50.0	50.0	—	—	—	—	—	—
W/RC	6,251	63.6	36.4	31.5	24.1	14.3	6.7	0.6	22.7

Participants Profile - 1997-98

PROGRAM	ACTUAL TOTAL PARTICIPANTS	GENDER		ETHNICITY					
		Males	Females	White (non-Hispanic)	Hispanic	Asian/Pacific Isl./Filipino	African American	Native American /AI	Unknown
IN-SERVICE FACULTY									
ATT	322	77.9%	22.1%	53.3%	22.0%	15.8%	1.2%	7.3%	0.4%
BWPI/COE	15	26.7	73.3	33.3	13.3	46.7	6.7	0.0	0.0
CABT	315	52.2	47.8	74.8	7.2	6.4	3.2	0.0	8.4
CACT	103	59.4	40.6	54.1	8.2	8.2	4.1	1.0	24.5
CITD	51	59.0	41.0	28.1	37.5	18.8	9.4	3.1	3.1
EBT	8	50.5	50.0	75.0	25.0	0.0	0.0	0.0	0.0
IDC	202	46.7	53.3	76.7	7.9	4.8	4.0	1.8	4.8
JDITF	13	61.5	38.5	88.9	11.1	0.0	0.0	0.0	0.0
MPCED	34	58.8	41.2	52.9	5.9	0.0	38.2	2.9	0.0
NMMEC	1,110	56.7	43.3	54.5	19.0	15.1	4.9	1.7	4.8
REBRAC	105	67.0	33.0	72.1	2.9	3.8	6.7	1.0	13.5
RHORC	79	20.4	79.6	60.2	14.8	11.4	11.4	0.0	2.3
SBDC	582	33.3	66.7	75.8	14.0	4.4	3.7	1.3	0.7
SPLCTA	110	68.2	31.8	88.2	0.0	7.3	0.9	0.0	3.6
TIIT	36	71.8	28.2	88.9	0.0	8.3	2.8	0.0	0.0
VE TICC	71	59.2	40.8	80.3	6.6	5.3	7.9	0.0	0.0
WLRC	1,874	31.3	68.7	68.0	11.3	5.8	7.7	0.3	6.9
NEW TO INTERNATIONAL TRADE									
CITD	1,144	67.7%	32.3%	50.0%	20.1%	21.5%	4.4%	0.3%	3.8%
EXISTING TRADERS									
CITD	1,372	64.2%	35.8%	49.7%	14.1%	21.6%	8.0%	0.1%	6.5%
PLACEMENT PERSONNEL									
VE TICC	20	65.0%	35.0%	90.0%	10.0%	0.0%	0.0%	0.0%	0.0%
SMALL BUSINESS OWNERS/EMPLOYEES									
SBDC	5,024	53.4%	46.6%	53.9%	20.8%	6.3%	15.1%	1.8%	2.1%
START-UP INDIVIDUALS									
CITD	944	68.6%	31.4%	42.9%	23.0%	22.2%	6.2%	0.7%	5.0%
SBDC	2,511	52.0	48.0	52.9	12.8	6.0	21.5	2.1	4.7
STUDENTS									
EBT	1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0	0.0%	100.0%
IDC	1,638	49.5	50.5	51.6	17.4	4.7	1.7	12.6	12.0
JDITF	127	33.9	66.1	36.8	23.5	16.2	4.4	2.9	16.2
MPCED	20	60.0	40.0	35.0	35.0	0.0	30.0	0.0	0.0
NMMEC	20,574	42.3	57.7	51.6	16.4	22.2	5.6	1.0	3.2
RHORC	990	19.4	80.6	6.0	6.1	6.3	3.4	0.0	78.2
WLRC	5,904	57.2	42.8	13.6	56.4	20.5	2.9	0.2	6.4

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STATUS REPORT ON CONTRACT EDUCATION ACTIVITIES

Another requirement of the legislation related to the annual report is to provide . . .

“A status report on contract education activities.”

Contract Education is a primary delivery system used by colleges and many of the ED>Net initiatives 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.”

Contract Education departments oversee delivery of many workforce development activities and are often part of an evolving economic development unit within the college, working cooperatively with instructional divisions, ED>Net initiative centers and external partners on workforce development, business retention, and attraction.

Contract education departments offer one or more of the following services:

- ⇒ Off-the-Shelf Training
- ⇒ Customized Training
- ⇒ Related Services
 - Assessment of Employee Skills
 - Consulting Services
 - Curriculum and Materials Development
 - Development of Job Aids
 - Job Task Analysis
 - Needs Analysis

The California Education Code (Sections 78020-78023) also states that “the contracting community college district or districts shall recover, from all revenue sources, including, but not limited to, public and private sources, or any combination thereof, an amount equal to, but not less than, the actual costs, including administrative costs, incurred in providing these programs or training.” Colleges receive revenue for contract programs and services from sources such as individual employers and organizations, job training grants, as well as fee-based individual enrollment programs.

Contract Education Three-Year Comparison

The following tables indicate the contract education revenue and client data by funding source for fiscal years 1994-95, 1995-96 and 1996-97 (data for fiscal year 1997-98 is currently being collected). The statewide data table is followed by tables presenting data by region.

Contract Education Three-Year Comparison STATEWIDE

STATEWIDE	1996-97	1995-96	1994-95
Contract Ed	\$ 34,954,482	\$ 31,491,112	\$ 24,605,627
Enrollees	85,077	73,801	76,890*
Employers Served	1,263	975	670
< 250 Employees	688	540	313
"New" Clients	46%	46%	41%
Not for Credit	78%	72%	86%
Credit	21%	28%	14%
Job Training Grants	\$ 13,736,163	\$ 16,253,594	\$ 16,562,884
Enrollees	11,341	17,573	*
Fee Based Training	\$ 8,191,508	\$ 4,766,646	\$ 2,864,494
Enrollees	157,557	140,505	*

* 1994-95 enrollees not separated by category.

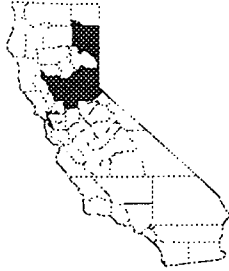
Contract Education Three-Year Comparison REGION ONE - FAR NORTH



Butte CCD
Feather River CCD
Redwoods CCD
Shasta-Tehama-Trinity CCD
Siskiyou CCD

REGION 1: FAR NORTH	1996-97	1995-96	1994-95
Contract Ed	\$ 691,873	\$ 473,470	\$ 99,685
Enrollees	2,354	1,389	n/a
Employers Served	48	46	15
< 250 Employees	35	41	14
"New" Clients	38%	78%	60%
Job Training Grants	\$ 0.00	\$ 0.00	\$ 1,842
Enrollees	0	0	n/a
Fee Based Training	\$ 29,645	\$ 20,570	n/a
Enrollees	903	400	n/a

**Contract Education Three-Year Comparison
REGION TWO - NORTH**



LAKE TAHOE CCD
 LASSEN CCD
 LOS RIOS CCD
 American River College
 Cosumnes River College
 Sacramento City College
 SIERRA JOINT CCD
 YUBA CCD

REGION 2: NORTH	1996-97	1995-96	1994-95
Contract Ed	\$1,176,175	\$ 1,259,536	\$ 1,143,291
Enrollees	6,074	3,408	n/a
Employers Served	49	45	47
< 250 Employees	11	10	13
"New" Clients	18%	26%	27%
Job Training Grants	\$ 213,248	\$ 556,918	\$ 0.00
Enrollees	400	541	n/a
Fee Based Training	\$ 42,000	\$ 41,628	n/a
Enrollees	3,225	654	n/a

**Contract Education Three-Year Comparison
REGION THREE - BAY**



CABRILLO CCD
 FOOTHILL-DE ANZA CCD
 De Anza College
 Foothill College
 MENDOCINO-LAKE CCD
 MONTEREY PENINSULA CCD
 SAN JOSE-EVERGREEN CCD
 Evergreen Valley College
 San Jose City College
 SAN MATEO COUNTY CCD
 Cañada College
 College of San Mateo
 Skyline College
 WEST VALLEY-MISSION CCD
 Mission College
 West Valley College

REGION 3: BAY	1996-97	1995-96	1994-95
Contract Ed	\$ 2,016,253	\$ 3,827,940	\$ 3,181,413
Enrollees	8,255	10,026	n/a
Employers Served	182	140	121
< 250 Employees	82	77	47
"New" Clients	59%	41%	43%
Job Training Grants	\$ 2,620,054	\$ 2,885,638	\$ 2,950,560
Enrollees	1,323	1,432	n/a
Fee Based Training	\$ 2,039,867	\$ 1,557,091	n/a
Enrollees	56,101	33,976	n/a

**Contract Education Three-Year Comparison
REGION FOUR - INTERIOR BAY**



CHABOT-LAS POSITAS CCD <i>Chabot College</i> <i>Las Positas College</i>	PERALTA CCD <i>College of Alameda</i> <i>Laney College</i>
CONTRA COSTA CCD <i>Contra Costa College</i> <i>Diablo Valley College</i> <i>Los Medanos College</i>	Merritt College <i>Vista College</i>
FREMONT-NEWARK CCD <i>Ohlone College</i>	SAN FRANCISCO CCD <i>City College of San Francisco</i>
MARIN CCD	SOLANO COUNTY CCD
NAPA VALLEY CCD	SONOMA COUNTY CCD <i>Santa Rosa Junior College</i>

REGION 4: INTERIOR BAY	1996-97	1995-96	1994-95
Contract Ed	\$ 2,613,971	\$ 2,546,911	\$ 2,440,303
Enrollees	7,646	6,141	n/a
Employers Served	165	146	88
< 250 Employees	70	74	38
"New" Clients	37%	42%	39%
Job Training Grants	\$ 195,951	\$ 320,060	\$ 640,947
Enrollees	191	445	n/a
Fee Based Training	\$ 38,037	\$ 28,400	n/a
Enrollees	362	440	n/a

**Contract Education Three-Year Comparison
REGION FIVE - CENTRAL**



GAVILAN CCD	STATE CENTER CCD
HARTNELL CCD	<i>Fresno City College</i>
KERN CCD	<i>Kings River Community College</i>
<i>Bakersfield College</i>	WEST HILLS CCD
<i>Cerro Coso Community College</i>	WEST KERN CCD
<i>Porterville College</i>	<i>Taft College</i>
MERCED CCD	YOSEMITE CCD
SAN JOAQUIN DELTA CCD	<i>Columbia College</i>
SEQUOIAS CCD	<i>Modesto Junior College</i>

REGION 5: CENTRAL	1996-97	1995-96	1994-95
Contract Ed	\$ 972,855	\$ 1,678,122	\$ 704,473
Enrollees	6,096	6,385	n/a
Employers Served	247	137	79
< 250 Employees	190	85	34
"New" Clients	47%	35%	37%
Job Training Grants	\$ 2,657,445	\$ 1,354,810	\$ 2,106,063
Enrollees	711	334	n/a
Fee Based Training	\$ 712,091	\$ 633,238	n/a
Enrollees	9,093	7,671	n/a

**Contract Education Three-Year Comparison
REGION SIX - SOUTH COASTAL**



ALLAN HANCOCK JOINT CCD
 ANTELOPE VALLEY CCD
 SAN LUIS OBISPO COUNTY CCD
Cuesta College
 SANTA BARBARA CCD
 SANTA CLARITA CCD
College of the Canyons
 VENTURA COUNTY CCD
Moorpark College
Oxnard College
Ventura College

REGION 6: SO. COASTAL	1996-97	1995-96	1994-95
Contract Ed	\$ 1,166,490	\$ 909,410	\$ 462,874
Enrollees	12,217	9,922	n/a
Employers Served	131	77	61
< 250 Employees	97	29	22
"New" Clients	48%	34%	49%
Job Training Grants	\$ 118,022	\$ 78,731	\$ 25,788
Enrollees	9,596	151	n/a
Fee Based Training	\$ 128,549	\$ 20,437	n/a
Enrollees	10,250	800	n/a

**Contract Education Three-Year Comparison
REGION SEVEN - LOS ANGELES COUNTY**



COMPTON CCD
 EL CAMINO CCD
 GLENDALE CCD
 PASADENA AREA CCD
 RIO HONDO CCD
 SANTA MONICA CCD

LOS ANGELES CCD
East LA College
LA City College
LA Harbor College
LA Mission College
LA Pierce College
LA Southwest College
LA Trade-Technical College
LA Valley College
West LA College

REGION 7: LA COUNTY	1996-97	1995-96	1994-95
Contract Ed	\$ 6,541,058	\$ 1,549,440	\$ 1,832,408
Enrollees	6,289	4,577	n/a
Employers Served	136	113	54
< 250 Employees	44	54	23
"New" Clients	46%	45%	37%
Job Training Grants	\$ 3,152,852	\$ 5,476,511	\$ 5,457,905
Enrollees	1,077	3,036	n/a
Fee Based Training	\$ 1,660,154	\$ 1,238,932	n/a
Enrollees	25,543	21,378	n/a

**Contract Education Three-Year Comparison
REGION EIGHT - ORANGE COUNTY**



CERRITOS CCD
CITRUS CCD
COAST CCD
Coastline Community College
Golden West College
Orange Coast College
LONG BEACH CCD
MT. SAN ANTONIO CCD

NORTH ORANGE COUNTY CCD
Cypress College
Fullerton College
RANCHO SANTIAGO CCD
Santa Ana College
Santiago Canyon College
SOUTH ORANGE COUNTY CCD
Irvine Valley College
Saddleback College

REGION 8: ORANGE CO.	1996-97	1995-96	1994-95
Contract Ed	\$ 3,193,123	\$ 2,670,699	\$ 2,222,059
Enrollees	8,877	8,921	n/a
Employers Served	113	104	64
< 250 Employees	43	43	24
"New" Clients	42%	66%	61%
Job Training Grants	\$ 1,933,061	\$ 2,312,619	\$ 3,116,353
Enrollees	1,722	2,588	n/a
Fee Based Training	\$ 1,700,477	\$ 166,512	n/a
Enrollees	22,065	1,984	n/a

**Contract Education Three-Year Comparison
REGION NINE - DESERT**



BARSTOW CCD
CHAFFEY CCD
DESERT CCD
MT. SAN JACINTO CCD
PALO VERDE CCD
RIVERSIDE CCD
SAN BERNARDINO CCD
Crafton Hills College
San Bernardino Valley College
VICTOR VALLEY CCD

REGION 9: DESERT	1996-97	1995-96	1994-95
Contract Ed	\$ 616,921	\$ 671,585	\$ 402,705
Enrollees	8,471	14,125	n/a
Employers Served	72	64	57
< 250 Employees	59	53	42
"New" Clients	62.5%	52%	42%
Job Training Grants	\$ 50,988	\$ 52,110	\$ 25,000
Enrollees	73	3,798	n/a
Fee Based Training	\$ 1,294,588	\$ 740,247	n/a
Enrollees	23,931	8,048	n/a

**Contract Education Three-Year Comparison
REGION TEN - SAN DIEGO/IMPERIAL**



GROSSMONT-CUYAMACA CCD
Cuyamaca College
Grossmont College
 IMPERIAL CCD
 MIRA COSTA CCD
 PALOMAR CCD
 SAN DIEGO CCD
San Diego City College
San Diego Mesa College
San Diego Miramar College
 SOUTHWESTERN CCD

REGION 10: SAN DIEGO/IMPERIAL	1996-97	1995-96	1994-95
Contract Ed	\$ 16,091,900	\$ 15,904,001	\$ 12,116,686
Enrollees	18,753	20,046	n/a
Employers Served	129	103	95
< 250 Employees	55	74	68
"New" Clients	50%	66%	48%
Job Training Grants	\$ 2,725,835	\$ 3,216,189	\$ 2,238,426
Enrollees	5,585	8,831	n/a
Fee Based Training	\$ 342,528	\$ 319,592	n/a
Enrollees	4,308	4,902	n/a

RECOMMENDED LEVEL OF SERVICES

Another requirement of the legislation related to the annual report is to document . . .

"Recommendations on the level of services to be provided, by program category, for college and participant services for the succeeding fiscal year."

Advanced Transportation Technologies

The ATT Centers very much need additional funding and support. In order to fully develop programs there has been increased capacity at the centers, but with limited funding, only so much can be done successfully. Just the costs for the equipment, and facility training needed at the centers exceeds the current funding level.

To fully participate, the Centers will need \$250,000 per ATT Center for faculty and staff training, equipment, curriculum development, and support costs to meet regional business workforce needs and skill development strategies.

Also, to match the needs of our state, there should be a minimum of twenty (20) ATT Centers in California, particularly in regions with non-attainment air quality and high risk areas with severe air quality problems. Fully funding twenty ATT Centers would enable the colleges to train and retrain for school-to-career, workforce preparation and provide assistance to welfare-to-work programs.

A Budget Change Proposal would increase the funding to these recommended levels. Training modules could be developed through computer-based methods. Performance-based training would ensure that employer's needs are met. Best practice methods would be instituted at each center in a consistent manner. This would provide greater benefits in service delivery statewide through this highly effective economic development effort of the ATT initiative.

Centers for Applied Biological Technologies

The current level of Center funding is inadequate. The Centers are providing professional development opportunities, writing curriculum, contacting businesses, working with four-year colleges, collaborating with regional economic development activities in biotechnology, coordinating center activities with other ED>Net Centers in the region, attending statewide biotechnology and economic development meetings and workshops, developing instructor and student internship opportunities, and are beginning to serve as laboratory space for small start-up businesses. Several of the Center Directors also teach classes.

Additional funds will enable Centers to release faculty for intensive curriculum and professional development activities and will pay for the equipment necessary for the Center Model Labs to keep abreast of industry standards.

Centers for Applied Competitive Technologies

As we anticipate the future, the CACTs are excited about several partnerships which will allow us to develop industry initiative partnerships. We see our ability to partner with the Electronics Manufacturing Production Facility (EMPF), Lucent Technologies, Specialty Coffee Associates, Packaging Machinery Manufacturing Institute (PMMI), BOEING Aerospace and Environmental Systems Research Institute (ESRI) as bringing opportunity for the CACT initiative to: a) upgrade skills of hundreds of individuals working in small companies, b) bring technology to the operations and maintenance of small business and c) demonstrate emerging technologies for implementation into small businesses.

As productivity increases in manufacturing, the number of workers will decrease but the level of output will increase requiring the workers of the future to be technologically sophisticated and trained in advanced skills. The CACTs will play an important role in facilitating the use of new technologies and assisting in the implementation capable of reaching the very small entrepreneur and local manufacturer.

Additional funding will allow the CACTs to participate in a student internship program. CACTs will be able to provide between 24-36 internships. These internships will be for a period of not less than 90 days allowing students to work with the CACT engineers on industry-based problems and solutions. Internships will be distributed amongst regional colleges who offer technological degrees and vocational programs. We anticipate that more than 20 colleges would be able to participate.

We strongly recommend that each Center be funded to the full amount of \$250,000 per annum for center operating expenses and that a level of funding be made available to assist the centers with the ability to obtain equipment grants. These are needed to allow demonstration sites of new technology available for use by small businesses.

In order to enhance the effectiveness of regional coordination, special economic regions, aligned with business and industry needs, and not vocational deans, needs, should be developed. This would mean an

increase to about 22 regions to accommodate local needs. Funding for each region could be minimized but require an industry match to allow all regions to participate.

A council of initiative directors and regional consortia chairs should be convened to meet quarterly for strategic planning and coordination under ED>Net.

Centers for International Trade Development

The Centers for International Trade Development have reached capacity for training and one-on-one counseling service delivery under the current funding. The International Trade Initiative recommends the following:

A. Colleges:

- 1) Submit a Budget Change Proposal to increase the funding to the recommended \$250,000 per Center level.
- 2) Use a portion of the funding increase to: utilize regional community college faculty to develop curriculum, modules, and materials for delivery through distance learning technologies, including but not limited to the Internet and use of existing college satellite down-link equipment; develop curriculum, modules, and materials for regional and state-wide emerging international trade sectors; and train faculty to deliver programs at colleges within the respective regions.
- 3) Conduct uniform statewide "best practices," "performance-based training," and "employer needs assessment" in-service training for economic development and contract education practitioners, with advanced training for practitioners to work with college CEOs and other key administrators in instituting campus-wide implementation of these practices.

B. Participants:

Under the Leadership Grants, participants are covered under Colleges.

Contract Education Technical Support

Contract Education recommends the following level of services:

1. **Provide targeted financial support for local contract education programs.**

Frequently required to demonstrate revenue before adding human resources, contract education units are limited in their capability to identify and develop customized programs requested by emerging industries. It is recommended that the Chancellor's Office provide resources to each local contract education program, tied to performance indicators that would be established in consultation with the Statewide Strategic Priority Committee.

2. **Streamline local and statewide processes for contract education and economic development programs.**

It is recommended that state funding be provided for colleges who wish to systematically document, then improve, their processes to enable contract education units to operate more efficiently and to increase the level of their services to business. It is also recommended that the Chancellor's Office work with a task force of local colleges to streamline, clarify, and improve the grant and reporting paperwork, the selection process, and reporting requirements.

3. Make legislative relief for contract education barriers a system legislative priority.

It is requested that the Board of Governors put the 60% load issue into the first tier of their legislative priorities for their next legislative program, and that staff work with the Statewide Strategic Priority Committee to assure that the legislative language and intent will resolve the current barriers.

New Media/Multimedia Entertainment Centers

A number of services are necessary to continue the progress made during 1997-98. Services recommended and requested by colleges involved with the New Media/Multimedia/Entertainment Initiative include:

- ◆ ED>Net web site posting of curricula.
- ◆ Expanded participation in college and regional industry advisory committees.
- ◆ Industry and college site visits as part of Initiative Committee meetings.
- ◆ Expanded networking opportunities at Initiative Committee meetings.
- ◆ Input from statewide industry advisory panel participants as well as from college personnel have identified a number of recommended services for program participants during 1998-99. Those services include:
 - Expanded faculty in-service training opportunities.
 - Increased numbers of courses across the new media/multimedia curriculum.
 - Expanded numbers of course offerings more easily accessible to working adults.

Regional Environmental Business Resource Assistance Centers

Based on recent meetings of regional Environmental Technical Advisory Committees (ETAC), the following has been recommended:

1. That the curriculum be expanded to cover the included areas of Environmental, Health and Safety Technologies. This would reflect a current industry change where the focus has also become expanded. This is due to the fact that, during major pollution events and subsequent clean-ups, the scope has to include safety and health as a major component. During these discussions it was also felt that health and safety issues would include those of worker health and safety as well.
2. Due to the demonstrated increase in services, it was suggested that a seventh REBRAC and a Far North Environmental Health and Safety Advisory Committee be instituted. This would reflect the addition of 5 additional colleges that have expressed an interest to join the original Environmental Technology program.
3. There is a continued need for this initiative to work cooperatively with other initiatives. The ETAC's recognize three main areas of important collaboration:
 - Biotechnology
 - International Trade
 - Advanced Transportation
 - Information Technologies/Geographic Information Systems (GIS)

4. With the regionalization of economic development program, it has become clear that delivery of environmental services to outlying communities is needed. We propose that an emphasis be placed on distance learning capabilities and video conferencing over the Internet as well as on-line education as an answer to this need. Lead colleges must be identified in each region and become the delivery point for the newly developed Environmental Health and Safety Technologies curriculum as well as become the delivery mechanism for REBRAC services.
5. Along with these regional needs, it has become clear that the EPA has identified regions for brownfields funding. Brownfields is a national effort by EPA to clean-up and restore the most contaminated sites to a useable condition for economic development. It has been recognized that most of these sites occur in the poorest communities across the nation.

Regional Health Occupations Resource Centers

The newly funded Regional Health Occupations Resource Centers are building capacity for delivering services with a commitment to quality and flexibility by providing the following applications for training and education in health care workforce preparation:

- On-campus and at the workplace
- Performance-based
- Credit/non-credit/not for credit
- Fee-based
- Distance learning
- Computer-based learning

The RHORCs have identified training needs in the entry level positions of Community Care Worker, Medical Records Technician, Unit Secretary, Certified Nursing Assistant, Developmental Disabilities Aide, Medical Lab Technician, Operating Room Technician, and Pharmacy Technician. In addition, training needs have also been identified at the professional level for pediatric and perioperative nursing specialty areas. These needs have been identified through random surveys conducted regionally as well as through employer request.

A statewide survey that encompasses the whole continuum of health care is recommended in order to identify other areas of critical training needs.

Small Business Development Centers

The Small Business Programs have a unique array of resources that allow it to contribute to the President's promise to end welfare as we know it. To fulfill the promise of the welfare reform legislation, California must now provide jobs for those people who are coming off the welfare rolls. Since small businesses create most of the new jobs in this economy, it is critical that California establish linkages between welfare recipients and small business employers. With our extensive network of center and resource partners, and our direct relationships with small businesses and their organizations, the Small Business Programs Committee can play an important role in the welfare-to-work effort.

The Small Business Programs represent the "work" side of the welfare-to-work equation. The centers can identify those barriers that small businesses might encounter in successfully hiring people off the welfare rolls and provide the information and services to small businesses so that they can successfully participate. The Small Business Programs in the California Community Colleges must coordinate with the other Federal agencies and State agencies that provide the resources and services to prepare welfare recipients for work. Small business owners will benefit from having access to work-ready employees and will have the opportunity to help transform our society for the better.

An additional \$30,000 per center to screen and provide intensive training for welfare recipients would be required.

Learner-Centered Services

According to *An American Imperative: Higher Expectations for Higher Education*, "An increasingly open, global economy requires—absolutely requires—that all of us be better educated, more skilled, more adaptable, and more capable of working collaboratively. These economic considerations alone mean that we must change the ways we teach and learn." The California Community Colleges must add on to the regional collaboratives or the Centers for Excellence an economic development educational/training infrastructure for training centers to become learning-centered, as espoused by Dr. Terry O'Banion, President and CEO for the League for Innovation in the Community College. This structure is necessary to provide efficient, quality workforce training. It is recommended that regional collaboratives or the Centers for Excellence be asked to take the lead on implementing development of "learning college" practices for the economic development programs of the California Community Colleges. According to the "Learning College" philosophy, the ideal workforce training and education system would:

- A. Be customer driven -- organized around the needs of students, workers and employees.
- B. Be easy to find and enter, and be designed so that people can move easily among and between community college programs, and between programs and the workplace.
- C. Meet the needs of all learners, including those who have been under served in the past because of racial, ethnic, or cultural differences; gender; disability; or learning style.
- D. Provide support services such as career counseling, child care and financial aid to those who need them.
- E. Be competency-based, so that all students are able to master the skills and knowledge they need in as much or as little time as they need to do so.
- F. Be staffed by people who are prepared to teach a diverse student body, and who have relationships with employers and the college that help them stay up to date on changes in their fields.
- G. Be coordinated with private sector training programs, with social and other services, and with economic development strategies.
- H. Coordinate goals and objectives with discretion on how the goals can be reached.
- I. Be based on full partnerships between business, labor and training and education representatives.
- J. Promote the dignity of work and value of workforce training and education.
- K. Rely on the best labor market information, so that people acquire skills that local industries need.

- L. Seek out additional funding sources to allow for more specialized training for high paying jobs.
- M. Be accountable for results, and committed to using outcome measures to continuously improve program quality.

Workplace Learning Resource Centers

In discussions with the Initiative Committee and the Center Directors, the types of services which should be developed or expanded by the WpLR Centers and the initiative as a whole are included within the following recommendations:

1. As a result of an increase in requests for technical assistance and resources from other colleges, additional resources and funds are needed to allow the Centers to adequately operate as regional resource centers.
2. Most small businesses are unable to afford the costs associated with customized training, and yet their need to remain competitive is the same as their larger competitors, thus placing them at a distinct disadvantage in the marketplace. Technology is now available to develop customized computer-based training programs and deliver this training using a distance learning process such as the Internet. This type of delivery methodology combined with strategically scheduled on-site instruction and technical support has been proven extremely effective with adult learners. Additional resources and staff training are needed to begin this process and offset the development costs for the small business owner.
3. The Centers must expand their efforts to implement alternative delivery methods utilizing telecommunications to disseminate products, instruction and information regarding services via web pages and through the development of instructional software programs supporting the Centers' curricula. Resources for equipment upgrades which will enable the Centers to remain competitive using new technologies are needed immediately.
4. There is continued need for statewide leadership to:
 - Provide the necessary coordination of programs;
 - Identify resources which can be leveraged with state funds;
 - Develop new partnerships with vendors to test and assess new products appropriate for workplace programs;
 - Interact with other state agencies to form alliances in the delivery of workplace programs; and
 - Research new methodologies for program delivery.

BUDGET EXPENDITURES

A final requirement of the legislation related to the annual report is to document . . .

“Budget expenditures for the fiscal years reviewed for program performance and outcomes.”

As mentioned previously, current performance reporting forms collect data regarding the type of services provided to colleges and employers but are not designed to collect data regarding *“resulting outcomes.”* There is some data related to outcomes in the “narratives” (i.e. supporting written report) but such information is not consistently available within or across initiatives and programs.

Again, this lack of information does not represent a weakness of the programs or reports but rather a weakness of the reporting system. Therefore, given the data collected and available, it is not possible to examine budget expenditures in relation to *“program performance and outcomes.”* Thus, presented below are tables, by initiative, program or project, which display funding, expenditures and matching funds during the 1997-98 program year.

What may be useful to keep in mind when reviewing budgets and expenditures is the requirements of each initiative, program or project and the types of training and services provided to business and industry, employer, employees, faculty, and students, products developed and strategic partnerships developed and nurtured throughout the funding period.

Specifically, recall that during a funding year, initiatives, programs or projects may be involved in any or all of the following activities that relate back to the legislative intent:

- (1) Quality education and services focusing on continuous work force improvement, technology deployment, and business development
- (2) Activities related to the attraction, retention and/or expansion of businesses
- (3) Activities resulting in the development of innovative solutions in identified strategic priority areas, including but not limited to:
 - Advanced Transportation Technologies
 - Biotechnologies
 - Small Business Applications
 - Applied Competitive Technologies, including Computer Integrated Manufacturing, Production and Continuous Quality Improvement
 - Environmental Technologies
 - Health Care Delivery
 - International Trade
 - Workplace Literacy
- (4) Activities designed to identify, acquire, and leverage resources to support local, regional, and statewide economic development
- (5) Logistical, technical, and marketing infrastructure support for economic development activities within the California Community Colleges
- (6) Activities aimed at optimizing access to community colleges' economic development services
- (7) Activities related to the development and nurturing of strategic public and private sector partnerships

- (8) Activities designed to assist communities experiencing military base downsizing and closures.

Additionally, in September 1997, with the passage of Government Code 15379.653, economic development program centers and California Community College participation in industry-driven regional collaboratives were required to provide the following services and perform the following functions as participants of networks:

- a) Curriculum development, design, and modification that contributes to workforce skill development common to industry clusters within a region.
- b) Development of instructional packages focusing on the technical skill specific to emerging occupations in targeted industries and growing industry clusters.
- c) Faculty mentorships, faculty and staff development, in-service training and worksite experience supporting the new curriculum and instructional modes responding to identified regional needs.
- d) Institutional support, professional development, and transformational activities focused on removing systematic barriers to the development of new methods, transition to a flexible and more responsive administration of programs, and the timely and post-effective delivery of services.
- e) The deployment of new methodologies, modes, and technologies that enhance the performance and outcomes and improve cost effectiveness of service delivery.
- f) One-on-one counseling, seminars, workshops, and conferences that contribute to the achievement of the success of existing business and foster the growth of new business and jobs in emerging industry clusters.
- g) Performance-based training on a matching basis to business and industry employers that promote continuous work force improvement in identified strategic priority areas, identified industry clusters, or areas targeted by network infrastructure plans pursuant to this chapter.
- h) Credit and non-credit programs and courses that contribute to work force skill development common to industry clusters within a region or that focus on the technical skills specific to emerging occupations in targeted industries and industry clusters as identified by regional needs assessment.
- i) Subsidized student internships in on a cash or in-kind matching basis in targeted industries or industry clusters.
- j) Acquisition of equipment to support eligible activities and limited renovation of facilities to accommodate the delivery of services.

Funding & Budget Expenditures - 1997-1998				
<i>Advanced Transportation Technologies</i>				
College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
College of the Desert	97-198-006	166,800	166,800	275,360
Cerritos College	97-198-007	166,800	168,660	178,875
Rio Hondo College	97-198-008	166,800	166,800	172,693
Long Beach City College	97-198-009	166,800	166,800	166,800
San Diego Miramar College	97-198-010	166,800	161,544	168,228
City College of San Francisco	97-198-011	166,800	166,800	168,274
Sacramento City College	97-198-012	166,800	135,444	171,600
Cypress College	97-198-013	166,800	157,045	157,340
West Valley-Mission CCD	97-198-014	166,800	166,800	203,436
Fresno City College	97-198-015	166,800	166,800	166,800

Funding & Budget Expenditures - 1997-1998				
<i>Business and Workforce Performance Improvement/Centers of Excellence</i>				
College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Mt. San Antonio College	97-225-001	166,800	118,567	119,218
Los Rios CCD	97-225-002	166,800	132,510	132,571
San Jose-Evergreen CCD	97-225-003	166,800	166,800	166,800
City College of San Francisco	97-225-004	166,800	119,599	120,096
Bakersfield College	97-225-005	166,800	101,488	101,700
West Los Angeles College	97-225-006	166,800	166,800	188,127
Rancho Santiago College	97-225-007	166,800	128,262	130,105
Ventura College	97-225-008	166,800	128,523	233,769
San Bernardino Valley College	97-225-009	166,800	103,046	103,046

Funding & Budget Expenditures - 1997-1998				
<i>Business and Workforce Performance Improvement/Professional Development Institute</i>				
College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
San Jose City College	97-232-001	300,000	300,000	300,000

Funding & Budget Expenditures - 1997-1998

Centers for Applied Biological Technologies

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
MiraCosta College	97-192-001	166,800	166,800	177,207
City College of San Francisco	97-192-002	166,800	166,800	169,109
Ventura College	97-192-003	166,800	159,339	159,339
American River College	97-192-004	166,800	142,960	170,186
Bakersfield College	97-192-005	166,800	35,745	59,399
Pasadena City College	97-192-006	166,800	159,981	259,936

Funding & Budget Expenditures - 1997-1998

Centers for Applied Competitive Technologies

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
San Diego City College	97-144-001	166,800	166,800	169,978
DeAnza College	97-144-002	166,800	166,798	168,899
Sierra College	97-144-003	166,800	166,800	175,625
Fresno City College	97-144-004	166,800	166,800	166,800
Glendale Community College	97-144-005	166,800	167,240	244,711
Fullerton College	97-144-006	166,800	134,008	134,298
El Camino College (CACT)	97-144-007	166,800	166,009	174,083
West Los Angeles College	97-144-008	166,800	166,800	166,800
City College of San Francisco	97-144-009	166,800	166,800	166,800
College of the Canyons	97-144-010	166,800	162,516	173,267
Irvine Valley College	97-144-011	166,800	96,618	109,216
Riverside Community College	97-144-012	166,800	166,800	199,037
El Camino College (CMTC)	97-144-013	160,000	160,031	162,470
Mt. San Antonio College	97-144-014*	79,727	79,727	98,699

* One-time funding

Funding & Budget Expenditures - 1997-1998

Centers for International Trade Development

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Southwestern College	97-145-001	166,800	166,739	79,316
Oxnard College	97-145-002	166,800	164,166	167,254
Riverside Community College	97-145-003	166,800	166,800	168,139
Coastline Community College	97-145-004	166,800	165,386	191,843
Citrus College	97-145-005	166,800	166,800	358,658
Sacramento City College	97-145-006	166,800	166,800	170,186
Merced College	97-145-007	166,800	169,800	166,947
Vista College	97-145-008	166,800	155,751	167,000
West Valley-Mission CCD	97-145-009	166,800	100,000	108,832
Butte College	97-145-010	166,800	165,390	165,508
Skyline College	97-145-011	166,800	125,550	75,613
Fresno City College	97-145-012	166,800	166,800	179,570
El Camino College	97-145-013	166,800	166,798	166,800
Long Beach City College	97-145-014	166,800	121,410	166,800

Funding & Budget Expenditures - 1997-1998

Contract Education Technical Support

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
DeAnza College	97-147-001	135,000	96,156	147,148
Mt. San Antonio College	97-147-002	135,000	135,000	137,260

Funding & Budget Expenditures - 1997-1998

Economic Development Training Set-Aside

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Bakersfield College	97-207-001	189,818	181,336	191,500

Funding & Budget Expenditures - 1997-1998

Employer-Based Training

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Santa Barbara City College	97-206-001	146,907	146,120	206,278
El Camino College	97-206-002	109,687	105,100	110,371
Pasadena City College	97-206-003	150,000	149,961	360,094

Funding & Budget Expenditures - 1997-1998

Industry Driven Regional Education and Training Collaboratives

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Santa Barbara City College	97-228-001	169,750	169,750	1,542,046
San Jose City College	97-228-002	71,924	60,684	611,242
Saddleback College	97-228-003	250,000	250,000	283,066
Los Rios CCD	97-228-004	249,946	231,901	254,702
Sierra College	97-228-005	86,850	83,335	88,853
Mission College	97-228-006	250,000	250,000	257,154
West Valley College	97-228-007	84,490	84,490	84,490
City College of San Francisco	97-228-008	71,770	71,770	145,540
Santa Barbara City College	97-228-009	42,244	42,244	65,300
Sierra College	97-228-010	246,100	237,654	267,280
Hartnell College	97-228-011	200,118	200,118	200,118

Funding & Budget Expenditures - 1997-1998

Job Development Incentive Training Fund

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Coastline Community College	97-230-001	41,590	41,590	62,000
Grossmont College	97-230-002	257,443	61,851	63,980
DeAnza College	97-230-003	62,400	62,400	65,097
San Diego City College	97-230-004	15,559	12,979	13,032
Modesto Jr. College	97-230-005	114,978	110,034	148,394
Santa Monica College	97-230-006	163,374	163,374	189,602
Santa Monica College	97-230-007	167,687	167,687	219,471
Grossmont-Cuyamaca CCD	97-230-008	24,224	11,016	11,356
Sierra Joint CCD	97-230-014	91,561	91,561	97,333

Funding & Budget Expenditures - 1997-1998				
<i>Locally-Based Statewide Economic Development Coordination Network</i>				
College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
State Center CCD	97-154-001	537,121	537,131	538,237
State Center CCD	97-154-002	211,879	211,879	211,985

Funding & Budget Expenditures - 1997-1998				
<i>Model Programs for Community Economic Development</i>				
College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Solano Community College	97-205-001	37,482	37,482	40,000
San Bernardino Valley College	97-205-002	70,000	69,962	143,017

Funding & Budget Expenditures - 1997-1998				
<i>New Media/Multimedia Entertainment Centers</i>				
College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Santa Monica College	97-204-001A	166,800	166,800	166,800
Santa Monica College*	97-204-001B	1,250,000	1,110,000	1,110,000
Pasadena City College	97-204-002	166,800	146,003	609,031
Mission College	97-204-003	166,800	166,800	166,800
Santa Barbara City College	97-204-004	166,800	166,601	1,718,298
North Orange County CCD	97-204-005	166,800	158,927	170,317
San Diego CCD	97-204-006	166,800	166,800	209,768
College of Marin *	97-204-007	166,800	68,416	164,181
Los Angeles CCD *	97-204-008	166,800	82,949	318,070

* One-time funding

Funding & Budget Expenditures - 1997-1998				
<i>Performance Improvement, Organizational and Institutional Development</i>				
College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
San Jose City College	97-231-001	101,698	101,698	101,698

Funding & Budget Expenditures - 1997-1998

Regional Consortia

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Cuyamaca College	97-159-001	38,000	25,080	38,042
Rio Hondo College	97-159-002	76,000	72,733	87,148
Cosumnes River College	97-159-003	76,000	76,000	77,286
San Bernardino Valley College	97-159-004	38,000	36,923	36,923
Foothill College	97-159-005	76,000	72,000	82,440
Yosemite CCD	97-159-006	38,000	7,058	38,000
Allan Hancock College	97-159-007	38,000	38,000	38,000

Funding & Budget Expenditures - 1997-1998

Regional Environmental Business Resource Assistance Center

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Fullerton College	97-148-001	166,800	136,975	140,250
City College of San Francisco	97-148-002	166,800	166,800	166,800
Cosumnes River College	97-148-003	166,800	123,658	172,329
Bakersfield College	97-148-004	166,800	166,309	193,588
Allan Hancock College	97-148-005	166,800	166,800	220,442
Cuyamaca College	97-148-006	166,800	107,024	174,861
Diablo Valley College	97-148-007	166,800	158,985	170,484

Funding & Budget Expenditures - 1997-1998

Regional Health Occupations Resource Centers

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Butte College	97-226-001	166,800	165,263	165,508
Mission College	97-226-002	166,800	166,800	189,200
Hartnell College	97-226-003	166,800	166,728	248,502
Santa Barbara College	97-226-004	166,800	128,427	244,000
Mt. San Antonio College	97-226-005	166,800	150,000	150,049
Saddleback College	97-226-006	166,800	166,800	166,800
Southwestern College	97-226-007	166,800	166,800	169,848

Funding & Budget Expenditures - 1997-1998

Small Business Development Centers

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Los Rios CCD	97-143-001	200,000	200,000	382,728
Rancho Santiago College	97-143-002	250,000	254,262	251,878
Fresno City College	97-143-003	75,000	74,999	122,000
Southwestern College	97-143-004	166,264	166,264	72,640
Mt. San Antonio College	97-143-005	151,477	151,477	247,865
Bakersfield College	97-143-006	167,378	167,378	197,456
Sierra College	97-143-007	105,000	105,000	165,000
Solano Community College	97-143-008	152,824	142,824	169,200
Gavilan College	97-143-009	134,474	134,474	134,474
San Joaquin Delta College	97-143-010	117,123	117,123	120,773
Napa Valley College	97-143-012	163,600	163,600	165,289
Vista College	97-143-013	200,000	190,826	200,000
Yuba College	97-143-014	153,600	153,600	169,797
Butte College	97-143-015	10,000	10,000	10,727
Cabrillo College	97-143-016	10,000	9,904	9,519
El Camino College	97-143-017	60,000	60,000	60,000
City College of San Francisco	97-143-018	150,000	149,526	151,138
Santa Rosa Junior College	97-143-019	32,000	32,000	32,000
West Valley-Mission CCD	97-143-020	50,000	50,000	50,000

Funding & Budget Expenditures - 1997-1998

Strategic Priority Leadership, Coordination and Technical Assistance

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Bakersfield College (BRAIN)	97-146-001	135,000	123,646	135,000
Fullerton College (Workplace Learning)	97-146-002	135,000	84,896	84,896
Diablo Valley College (ET)	97-146-003	135,000	135,000	136,220
Sacramento City College (IT)	97-146-004	161,000	150,775	161,479
Ventura College (Biotech)	97-146-005	135,000	123,508	125,500
Fresno City College (ACT)	97-146-006	135,000	135,000	141,445
College of the Desert (ATT)	97-146-007	135,000	135,000	135,000
College of San Mateo (MEC)	97-146-008	135,000	135,000	202,908
Sacramento City College (HORC)	97-146-009	101,697	53,849	101,698

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Funding & Budget Expenditures - 1997-1998

Technical Instructor Intensive In-Service Training

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Napa Valley College	97-208-001	9,059	9,059	8,973
Santa Barbara City College	97-208-002	6,725	6,725	7,862
Chaffey College	97-208-003	15,321	10,944	11,212
Pasadena City College	97-208-004	12,019	11,712	14,000
Santa Barbara City College	97-208-005	8,137	8,137	8,172
Pasadena City College	97-208-006	14,996	14,995	16,700
Santa Barbara City College	97-208-007	9,328	9,328	9,336
Ventura County CCD	97-208-008	7,885	7,560	13,634
Ventura County CCD	97-208-009	13,980	13,789	14,148
Pasadena City College	97-208-010	25,000	25,000	31,000
Ventura County CCD	97-208-011	8,143	8,039	12,109
Chaffey College	97-208-012	14,402	13,570	13,879
Victor Valley College	97-208-013	25,000	24,070	25,000

Funding & Budget Expenditures - 1997-1998

Vocational Education Technology Instructor and Career Counselor In-Service

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
Los Angeles CCD	97-209-001	284,321	284,321	309,192
Santa Monica College	97-209-002	14,810	14,810	15,097
City College of San Francisco	97-209-003	99,875	99,797	102,692
Santa Monica College	97-209-004	44,517	44,517	46,572
Grossmont College	97-209-005	8,655	8,228	12,297
Sacramento City College	97-209-006	24,711	12,557	38,535
Sierra College	97-209-007	8,851	8,851	8,851
Citrus College	97-209-008	200,000	173,063	173,063
Orange Coast College	97-209-009	12,979	12,966	34,687
Napa Valley College	97-209-010	9,457	9,457	11,609
Chabot College	97-209-011	49,917	38,823	66,079
Cuyamaca College	97-209-012	8,453	8,453	21,118
Diablo Valley College	97-209-013	11,265	11,265	13,910
Saddleback College	97-209-014	10,000	10,000	10,000

Funding & Budget Expenditures - 1997-1998

Workplace Learning Resource Centers

College	RFA	97-98 Funds	97-98 Expenditures	97-98 Cash/In Kind Match
El Camino College	97-135-001	166,800	166,767	211,673
Rancho Santiago College	97-135-002	166,800	157,707	168,049
Oxnard College	97-135-003	166,800	166,800	186,545
College of the Desert	97-135-004	166,800	166,800	180,416
American River College	97-135-005	166,800	166,800	95,200
City College of San Francisco	97-135-006	166,800	166,800	166,800
San Diego City College	97-135-007	166,800	166,372	166,474
Merced College	97-135-008	166,800	166,800	168,560
Mission College	97-135-009	166,800	166,797	172,500
Fullerton College	97-135-010	166,800	166,718	166,721
Pasadena City College	97-135-011	166,800	161,578	180,823

A P P E N D I X A

P R O D U C T S

PRODUCTS

(Dissemination inside CCC System)

Advanced Transportation Technologies

1997-98

Advanced Composite Structures
Alternative Transportation Fuel
ATT: Electric Vehicle; Electric Bicycle
CD ROM: Introduction to Propane Vehicles
Curriculum - Electric Vehicle Conversion
Curriculum - Gaseous Alternative Fuel Systems
Curriculum - Alternative Fuels I
Curriculum - Alternative Fuels II
Curriculum - Aero 85: Special Material and Handling Processes
Cynamometer Testing Manual
Dynamometer Testing Manual
Electric Vehicle Course Outlines/Materials
Handbook-Introduction to Propane Fueled Vehicles
Introduction to Composite Structures
Lesson Plans for Aero 85 (Special topics)
Orioane Curriculum on CD-ROM
Propane Curriculum on CD-ROM
Special Material and Handling Processes
Video of training: Composite Seminar for Electric Vehicle

PRODUCTS

(Dissemination inside CCC System)

Business and Workforce Performance Improvement/ Centers Of Excellence

1997-98

COE Information Binders

College needs analysis finding report

Communication

ED>Net: Maximizing Your Impact in Contract Education - A Handbook for Community Colleges

PRODUCTS

(Dissemination inside CCC System)

Centers for Applied Biological Technologies

1997-98

Bioethics and Ethical Decision Making-Modules for Biotechnology Teachers

Bio-Link Proposal to establish a National ATE Center for Biotechnology Education at City College of San Francisco

Biotech Curriculum: 5 courses (4 lab skills and 1 Bioethics course) based upon industry standards

Course outlines for Biol 51, Biol 30, Biol 31, Biol 52 TOP Code 0430.00

Curriculum Module (lab-based) Easy PCR

Curriculum Module (lab-based) Build a Minicentrifuge

Curriculum Module (lab-based) ELIZA

Curriculum Module (lab-based) Ion Exchange Chromatography

High School Articulation Agreements: For transfer of some High School credit and pre-enrollment in College courses for the senior year

Industry model laboratory with industry standard equipment

Mailing list of Biotechnology Companies in San Diego County

Model Curriculum Advanced Lab Skills

Model Curriculum Basic Lab Skills Outline

Multimedia protocols: Sets of digital images for training in fermentation and plant tissue culture

PowerPoint Presentation Biotechnology Training at Community Colleges

San Diego Community College Biotech Program Comparison

Tri level, University-Community College-High School Lab experience based upon industry style SOPs and QA/QC

PRODUCTS

(Dissemination inside CCC System)

Centers for Applied Competitive Technologies

1997-98

Apparel Inspection Report

CD-ROM-Pollution Prevention for Manufacturers

Course Outline - Introduction to Gerber Systems (IGO11)

Course Outline - Marker Making level 1 (MMO11)

Manufacturing Facility Assessment (FEA) Apparel Inspection Report

Mid-level multimedia presentation of interdisciplinary GIS curriculum in modularized CD format

New Course - Engineering 199A CATIA I; 3 unit credit bearing class for entry-level CATIA students

New Course - Engineering 199B CATIA II; 3 unit credit bearing class for CATIA, includes solid modeling and numerical control functions.

New Course - Engineering 199C CATIA III; 3 unit credit bearing class for CATIA, includes fixed and multi-axis milling.

New Course - MECH 199C Blueprint Interpretation; 3 unit credit bearing class for interpreting engineering/manufacturing blueprints.

New Course - MECH 199E CNC Machine Operation and Manual Programming; 3 unit credit bearing course for CNC machine tool set-up, simple programming, operations and safety.

PRODUCTS

(Dissemination inside CCC System)

Centers for International Trade Development

1997-98

"Economic Summit VII, Conference Proceedings"
"The Market for Raw Materials, Components and Machinery Parts in Mexico's Maquiladora Industry"
Curricula in process: Negotiate in International Business
Audio Tape of 21 hours Training: "Basics of Importing"
Audio Tape of 3 Hours Training: "International Marketing on the Internet"
Commercial Trade On-line
Curricula Development-Course Outline in process
Environmental Questionnaire
Export/Import At A Glance Guide Book
Export/Import Documentation Guidebook
Foreign Trade Zone 24 Hour Training Program Manuals
Foreign Trade Zone 4 Hour Training Program Manuals
Guide to Certificates of Origin for Chambers of Commerce
International Business Plan Outline
International Collections and Letters of Credit
International Contracts
International Marketing
International Observer
International Order Flowchart
International Pricing & Quotations
International Sales Negotiation workshop
International Transportation & Logistics
ISO 9000 Compliance
Library Building Materials - "International Marketing on The Internet"
Library Building Materials: 21 Hrs. Training: "Basics of Importing"
Library Resources
Managing International Cultural issues
Manufacturer's Questionnaire
New Course: BUS 119-65 "Sourcing Materials for Maquiladoras," 3 Unit Course, and part of the
Maquiladora Certificate program at SWC
Procurement Tips & Tricks
Self paced Learning - Audio Tape of 3 Hrs. Training
Summary of International Payment Terms in order of increasing risk to seller
Transportation and Logistics Workshop Manual
Video: "Financing Alternatives for Exports"

PRODUCTS

(Dissemination inside CCC System)

Contract Education Technical Support

1997-98

Concept Paper: Performance-Based Training

Developing Business Goals for Contract Education-Template

Direct name lists (DNL's) for 7 Regions/Contract Education practitioners, mailing list of practitioners

Follow up Study: Impact Measurement of 1994-1995 Performance Consulting Program

Guidelines for FTES in Contract Education

Session Presentation- "New directions for Community Colleges in the 21st Century: Moving from the Training business to the Performance Business"

Session Presentation: "Environmental Scanning"

Session Presentation: "Redesigning Workforce Development Programs for Organizational Excellence"

Status Report on Contract Education 1995-96

PRODUCTS

(Dissemination inside CCC System)

Employer-Based Training

1997-98

Budget Report (Equipment Inventory of Computer Lab)

Career Link

CNEE 113 LAN: Planning, Configuration, and Installation

CNEE 204 CISCO Routers

CNEE 101 Introduction to Data Communications and Networks

CNEE 102 Multimedia Computer Configuration

CNEE 103 Introduction to Networking

CNEE 105 Networking Wiring and Cabling

CNEE 112 Advanced Multimedia Computer Configuration

CNEE 124 Internetworking: Bridges, Switches, and Routers

CNEE 203 High Performance Ethernet

Curriculum: "Specialty Beverage Training Certification" For Credit Approved course #110 or not for credit Contract Education and Workforce Training

Fashion 130 300: Revised existing curricula (all courses)

Fashion 130 300: New courses with manuals - Fashion 150,151,152,115

Fashion '98 (Showcase of student work)

Fashion Video (promotional)

Manuals: Fashion 109 (Computer Technology) Fashion 21 (Principles of Fashion) Handouts-Fashion 115-New Adobe Photoshop Illustrators

Newspaper Publicity (Star News, La Opinion)

Revised: Fashion 108, 107A, 107B, 109 & Manual 1A, 1B, 1C, 130, 110, 111A, 111B, 111C, 21,124, 101, 9

Specialty Beverage Training Certification Program, Textbook, Student Manual and Lab Book, and Instructor's Guide

State Advisory Meeting (San Francisco) - presented grant results

Student Internships (three new companies)

UNIX Systems Administration Certificate

PRODUCTS

(Dissemination inside CCC System)

Industry Driven Regional Education and Training Collaboratives

1997-98

CIS 46: UNIX Operating System

Dacum Job/Task Analysis

Database Certificate Program at American River College

Market Analysis

Medical Laboratory Technician Program Brochure

Networking and Telecommunications Brochure (Marketing tool)

Networking Certificate at American River College

Networking Industry Standards: Focus Group Recommendations

New core program in Computer Information Science at Cosumnes River College: Bus 41, CIS 2, Math 51, CIS 14A, CIS 14B, CIS 41

New Course at Cosumnes River College: CIS 41 Algorithm Development/Problem Solving

PC Support Certificate at American River College

Revised Curriculum MAT 136, 137, 138, and 175 (TOP Code 0799.00)

TechForce 2000 Recruitment Brochures

Thirteen Proposed New Course Outlines

Web site: www.silicon.com/~snelson/mat142/intro_to_internet

PRODUCTS

(Dissemination inside CCC System)

Job Development Incentive Training Fund

1997-98

Fiber Optic Cabling Training Workshop

New Course - CST 102 - Cabling-Fiber Optic

PRODUCTS

(Dissemination inside CCC System)

Model Programs for Community Economic Development

1997-98

NxLevel Business Plan Workbook

NxLevel Guide for Entrepreneurs

NxLevel Instructors Guide

Project and curriculum overview was presented at the Mesa Conference

The Key Resource Guide

Vallejo ETP Program Outline

VET Graduates Business Plans

PRODUCTS

(Dissemination inside CCC System)

New Media/Multimedia Entertainment Centers

1997-98

Animated poster

Brochures

CD of Mission College's Chamber Orchestra

Designed and presented to Ed>Net a student gallery Web page for statewide college and student use

Distance education class

Formation of student Web page with links to student's digital profiles and resumes

Interior Bay Region MMNME

Multimedia digital media industry interviews

Multi-college curriculum database

Multimedia bootcamp curriculum and materials for hands-on training

Multimedia Certificate (state approved)

Multimedia Core Curricula

New/revised curriculum

On-line Multimedia Hyperlink Resources

Regional Industry Needs Assessment

Regional Video - "Type of Work at Center Colleges"

Video: Multimedia in Focus

Videos

Web Animation

Web Graphic Design Certificate

Web Tutorial Bringing Multimedia into the Classroom

Web Tutorial Design

Web Tutorial Navigation

Web Tutorial Searching

PRODUCTS

(Dissemination inside CCC System)

Regional Environmental Business Resource Assistance Centers

1997-98

24 Hour HAZWOPER Curriculum

40 hour HAZWOPER Curriculum

A Workplace Readiness Program for Environmental Technology students is being developed by Ann Boyce and Stephanie McCaughan

EHS for health workers

Energy Audit Training for interns

Financial Responsibility/Financial Assurance Self-Study Workbook for Hazardous Waste Facilities was developed by Ann Boyce

New Curriculum was developed for 2 introduction to Environmental Technology Internet classes by Ann Boyce

REBRAC Strategic Plan and Procedure Manual was developed by Ann Boyce and Stephanie McCaughan

Reused and Recycled Oil training

Teachers guide for the Introduction to Environmental Technology course was developed by Ann Boyce

Underground Storage Tank Management Module & Book was developed by Ann Boyce

PRODUCTS

(Dissemination inside CCC System)

Regional Health Occupations Resource Centers

1997-98

CAN Program Brochure

Certified Nursing Assistant Program (Moorpark)

Dacum Task List for MLT

Home Care of the Elderly Curriculum

Medical Transcription Brochure

Nutrition/Fitness Course

Paramedic Program (1250.00) including: Paramedic Theory PM 1-15 Units, Paramedic Clinical Lab PM2 - 9 Units, Paramedic Field Internship PM 3 - 6.5 Units

Regional Health Information Technician Program (Course Outline)

Regional Health Occupations Resource Center Flyer

Retail Pharmacy Technician Program Brochure

Retail Pharmacy Technician Training Program (1250.00) Provides Comprehensive theory and clinical skills to students, decreasing training costs to pharmacies; improves safety in practice.

RHORC ED>Net Brochure Draft

RHORC Web site draft

RN Home Health Modularized Program Brochure

Sexual Assault Response Team and Sexual Assault Nurse Examiner Training

PRODUCTS

(Dissemination inside CCC System)

Small Business Development Centers

1997-98

"Annual Rx for Business Program" - Provided brochures and information on setting up an Annual Rx for Business Program to Yuba College SBDC

"Economic Summit VII, Conference Proceedings"

"How to Start a Business Web Site" - Provided content for international trade and procurement sections; this site is being developed as part of an ED>Net Small Business Program Committee

"How to Start Small Business"

"NxLevel Entrepreneurial Training" - Participated in a Train the Trainer program for SBDCs interested in offering NxLevel Training

"Small Business Innovation & Research Workshop" - Provided brochure and copy of course material to assist the East Bay SBDC with similar workshop

"The KEY" Newsletter

"The KEY" Resource Guide

"The Market for Raw Materials, Components and Machinery Parts in Mexico's Maquiladora Industry"

Bookkeeping Basics

California Employment Tax Seminar

Documentation for International Company

Effective Female Entrepreneur

Entrepreneurial Training with California Employment and Training Panel

Financial Resources for Small Businesses Guide Book

How to Use the Internet for International Market Research (Course Outline)

Is Your Business at Risk

Maximizing Customer Loyalty

New Course: BUS 119-65 "Sourcing Materials for Maquiladoras", 3 Unit Course, and Part of the Maquiladora Certificate Program at SWC

New Yuba College course "Small Business Management"

O.C. Business Licensing Information

On-line Course: Business Planning

On-line Course: Business Start-up

Resolving Conflicts

Small Business Short Course Outline

Spanish Language Business Pamphlets

Start-up Book

The International Informer (Newsletter)

The Real Business of Show Business (film)

The Real Business of Show Business (music)

Tools to Increase Your Business

Vallejo Biz Newsletter

Video Tapes-Marketing/Startup

Web Site: Increased and updated

PRODUCTS

(Dissemination inside CCC System)

Strategic Priority Leadership, Coordination and Technical Assistance

1997-98

ABC's of Exporting (PowerPoint Office 97 Version)
Advanced Alternative Fuels 40 (Rio Hondo College)
Alternative Fuels 35 (Rio Hondo)
Automotive P2 Workshop
Building a Quotation
CITD Operations Manual
CITD Presentation
CNG Conversion (Long Beach City College)
CNG Conversion Class (College of the Desert)
CNG Conversion/Introduction (Rio Hondo College)
CNG Fleet Manager Training (Rio Hondo College)
CNG Heavy Duty (College of Alameda)
CNG Heavy Duty (Miramar College)
CNG System Maintenance and Diagnosis (Rio Hondo College)
CNG/NGV & LPG training (College of the Desert)
Diab Health and Safety (CD-ROM)
Doing Business Locally and Globally on the Internet
ED>Net Web Site Health Initiative
Electric Vehicle (Cerritos College)
Entrepreneurial Export Series (6 modules) 97 version
Exporting Your Services
Express Train Training
Handouts for Building a Quotation
Handouts for Entrepreneurial Export Series (6 modules)
Handouts for Women in International Trade
Health Care Brochure (Draft Form)
How to Provide Workplace Training
Instructor's Electric Vehicle Training (College of Alameda)
Introduction to Performance Consulting
Introduction to CNG/NGV & LPG (College of the Desert)
Introduction to Converted and Dedicated CNG/NGV & LPG (College of the Desert)
Lab Health and Safety (CDROM)
Lab Health and safety (WWW)

LPG Curriculum Pilot Training (College of the Desert)

Marketing Your Region

Overview of the Entrepreneurial Export Series

Putting Your Business on the Web (CD-ROM)

RHORC Map

Train the Trainer (College of the Desert)

Update International Trade Module

Women in International Trade

PRODUCTS

(Dissemination inside CCC System)

Technical Instructor Intensive In-Service Training

1997-98

Arrange workshop for school counselors to discuss new career options for students

Art 401 Introduction to Computer Graphic or the Mac 1030.2

Art 407 History of Design

Art 433 Illustration Skills for Animators 1030.20

Art 470 Introduction to Multimedia 1030.2

Art 473 Typography and Layout

Art 474 Identify System Design

Art 475 Motion Graphics and Video Editing

Art 476 Sound for Multimedia

Art 477 Computer Animation and 3-D Drawing

Art 478 Illustration on the Computer

Art 479/ENGL 479 Written for Multimedia

Art 480 Portfolio and Presentation

Art 481 Multimedia Programming

Art 483 Web Design

Art 485 Information Design

Art 486 Marketing for New Media

Art 490 Professional Design Studio

Art 67A Computer Graphics I 1030.2

Art 68 ABC Computer Graphics Laboratory 1030.2

Auto 40 New laboratory instructional curriculum including computer/sensor related demonstrations, oscilloscopes

Budget Report (equipment inventory of computer lab)

Bus 10 Business Management

Bus 9 Introduction to Business

BusAd 101

CIS 107

CIS 242

Competency-based criteria/objectives for 18 week semester

Curriculum development - ISO Component; Bus 9 Introduction to Business; Bus 10 Business Management

Fashion 130 300 (150,151,152,115) - Computer course using new technology

GP 109; GP 209

Handouts: Fashion 115 - New Adobe Photoshop Illustrators

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Internship site development/list of partners developed

Irvine Valley College Administration 4.11 Course

Manual: Fashion 109 (Computer Technology)

Manual: Fashion 121 (Principles of Fashion)

Marketing 101; 203; 205; Bus Ad 101

Novell Exam #804

Nurs 151 Course objectives updated for currency in medical-surgical nursing

Physics and Technology (new) Course to be offered to technical vocational majors in Spring 1999

Professional Criteria for Development Day

Retraining and updating of nursing skills to meet health care industry and nursing board standards.

Revised: Fash 105,107A, 107B, 109 & Manual, 1A, 1B, 1C, 130, 110, 111A, 111B, 11C, 21, 124, 101,
9

Revision of HOTFS 496 Internship Seminar class

Schedule new language class for fall semester 1998

State Advisory Meeting (San Francisco) - presented grant results

Student Internships: Swat-Fame, Jelate, Tops N Down

Submit new curricula for department peer review CIS 113, 135,137A

Ventura College is an Authorized Training Center (ATC) for Asymetrix Learning Systems. As a partner, the college has copies of all software from Asymetrix for training and learning purposes. We have developed 2 courses for their ToolBook II products.

PRODUCTS

(Dissemination inside CCC System)

Vocational Education Technology Instructor and Career Counselor In-Service

1997-98

- A basic Hemodynamic folder was devised for students to carry into the clinical area for a quick reference
- Adult Day Care Nursing Objectives
- Ambulatory Care Nursing Objective
- Ambulatory Care Outpatient Department facilities contract list
- Ambulatory Care Outpatient Department preceptor list
- Animation curriculum
- Applying new information gained (e.g. using content for a radio show for KCCSF Radio at City College of San Francisco)
- Arranged field trip(s) for baking students to Fine Baking as part of the curriculum to give them a "real world" view of the high volume production segment of the baking industry
- Automotive Electrical Systems - AUTO 103/094800 (modify curriculum)
- Business for the Entertainment Industry
- Cardiovascular Laboratory Objectives
- Clinical Competencies List
- Competencies Performance Evaluation Tool
- Comprehensive Co-Operative Work Experience Handbook for Faculty, Students, and Employers
- Course Outline alterations for Photo 20 and Photo 21 to accommodate new computer information
- Course Outlines for OA-23 & OA-24
- Course outlines to be revised during Fall 1997 semester to be further evaluated then implemented in spring 1998
- Critical Objectives for Nursing Students & Community Health
- Curriculum for Biology 102 A-D
- Design for New Media - GRPH 140/103020 (modify curriculum)
- Development of co-operative Education Work Experience Course to replace existing course and formalize internship approved for a limited number of students in the Media Industry
- Digital Images from Georgetown University, Stratagene, Inc., in La Jolla, LAPD Serology Lab, Huntington Memorial Research Institute, National Wildlife Forensics Lab in Ashland, Oregon, CAIGene, Inc., in Davis, and Human Genetics Institute, Inc. in Pasadena
- Electronics Class EL 91 has received some benefit to date
- Electronics Classes 54 and 56 will receive benefit
- Employee Health Nursing
- First Level Assessment Tool
- GI Laboratory Objectives

Guest lecture by owner of Fine Baking scheduled
 Health Fairs and Flu Clinics
 Held workshop for faculty members at WLRC to infuse SCANS competencies into classes & courses
 Hospitality Information Technology - Intro to HIT, Advanced HIT, Managerial HIT Curriculum (new development)
 2 courses related to computer servicing: Computer Service Technologies 110A 2 units TOP Code 0934
 Information of ambulatory care process, methodology, equipment medications and nursing process will be incorporated into our nursing 444 seminar class
 Integrated Home Health Curriculum
 Intro to Environmental Horticulture - OOH 50/00100900 (modify curriculum)
 Introducing the use of new equipment and small wares as a result of my exposure to same during worksite experience
 Landscape Construction - OH 71/010910 (update curriculum)
 Making Digits Dance: Visual Effects & Animation Careers in the Entertainment Industry
 Medical Administrative Practices - MED 56/120370
 Medical Typing and Transcription - HCT 66/122300 (modify curriculum)
 Multimedia Internship - IDST 160/069900 (modify curriculum)
 New course outline discussed at City's Curriculum Committee meeting (and how it can apply to CalWORKS classes and other courses requiring SCANS competencies)
 New course outline for OA 47 now being used at City College
 New course outline will be given to sister colleges at our Spring 1998 District Discipline Committee meeting
 New trends in ambulatory nursing care will be threaded throughout the appropriate classes in Nurs 404
 Nurs 151, Nurs 264 course objectives updated for currency in Medical-surgical nursing and geriatrics
 Objectives were added to the course module incorporating addition of role of care manager
 Observation of Fine Baking has led me to fine tune my list of student competencies for first and second semester students
 Oncology Nursing Objectives
 Opportunities in Multimedia: A Job or Market Analysis of the Interactive Digital Media Industry
 Orientation to Multimedia Studies - IDST 110/069900 (modify curriculum)
 Perioperative Nursing Objectives
 Planning Ambulatory Care Rotation
 Presentation to Voc. Ed. Chairs on WORKFORCE Program
 Product Development - Syllabus RE 9-Real Estate Appraisal, RE 1 Real Estate Principles
 Product Development - Syllabus BUS 32-Business Communications, OA 32 Business Communication, OA 37 - Sec. Accounting
 Publishing for New Media - GRPH 145/103020 (modify curriculum)
 Recommended new course "American Cinema/American Culture" - consists of 14 videotape lectures, 2 open forum discussions, summation lecture and final written test
 Recommended new course-103-20 "Counter Culture Films" - 60 feature films spanning 1455 to 1981; lecture & forum discussions
 Retraining and updating of nursing skills to meet health care industry and nursing board standards

Revised copy of current syllabus

Revised course in program of second semester nursing at Los Angeles Harbor College; Nursing 325 was revised after completing the summer 1997 vocational training as a care manager

Revised course outline for 501 B

Revised courses Avt 151, Avt 160

Revised module E - Infection control

Revised the course outline assignment and lecture notes for mechanical and new technicians

Revision of course outline RE9 - Real Estate Appraisal & RE 1 Real Estate Principles

Revision of current Title 3 course outlines to incorporate Secretary's Commission on Achieving Necessary Skills (SCANS) competencies with existing Communications classes at WLAC

Sect. # 0307 Auto 202 ASEP-Brakes and Alignment (new course)

Sect. # 0290 Auto 203 ASEP-Engine Repair (new course)

Sect. # 0294 Auto 201 ASEP-Electrical (new course)

Sect. # 0308 Auto 206 ASEP-Work Experience (new course)

Sect. # 0294 Auto 204 ASEP - Power Train (new course)

Sect. # 0293 Auto 200 ASEP Orientation (new course)

Set Design

Shared information with faculty members of Business Administration and Office Departments; demonstrated the use of Appraisal software that can be used in classroom instruction

Syllabus N245 updated

Testing of students on computer competency as per instruction

"The Low Budget Video Bible" By Cliff Roth takes student from traditional video practices up to modern digital, non-linear editing, multi-media applications

Updated Graphic Communication 66, Beginning Photoshop

Updated Graphic Communication 67, Advanced Photoshop

Using and applying new formulas and production methods gleaned from my worksite experience at Fine Baking

Vocational Nursing/Maternity - VOCI 34/120320 (modify curriculum)

Work Experience - Auto 133/094800 (modify curriculum)

Written report distributed to about 30 community college journalism program instructors at the Journalism Association of Community Colleges conference

PRODUCTS

(Dissemination inside CCC System)

Workplace Learning Resource Centers

1997-98

"Communications Skills for the Cosmetology Industry"

"Math Refresher Curriculum"

"Preparing Teachers for workplace Basic Skills Instruction: A CD-ROM Workshop Handout

"Putting your Business on the Web"

"Tapping Community Resources for Training Funds and Programs"

"Using Employee Skills Assessments to Assist In Hiring and Promotions"

"Workplace Basic Skills Instructor's Workbook"

"Workplace Instructor Training"

(1&2) Authorware Class Curriculum Outline & Materials for Faculty Training

(1&2) FrontPage 98 Class Curriculum Outline & Materials for Faculty Training

(1&2) Title : Making your ESL Class Immediately Relevant for Working Students. Description: Packet of handouts from a two-hour Capital Area CATESOL Conference in February 1998.

(1&2) Title: How to Jazz Up Your Documents So Others Can't Wait to Read Them. Description: Fun handouts from one of our most popular faculty workshops on Microsoft Word formatting.

(3) "Guided Computer Research: Reading Through Electronic Media" Instructional Packets

4930.80 ESL 271-2-3-W Title: 270-level Workplace ESL Writing/Grammar

4930.80 ESL 271-2-3-R Title: 270-level Workplace ESL Reading/Vocabulary

4930.80 ESL 281-2-3-L Title: 280-level Workplace ESL Listening/Speaking

4930.80 ESL 281-2-3-R Title: 280-level Workplace ESL Reading/Vocabulary

4930.80 ESL 281-2-3-W Title: 280-level Workplace ESL Writing/Grammar

4930.80 ESL 291-2-3-L Title: 290-level Workplace ESL Listening/Speaking

4930.80 ESL 291-2-3-R Title: 290-level Workplace ESL Listening/Speaking

4930.80 ESL 291-2-3-W Title: 290-level Workplace ESL Writing/Grammar

Adobe PageMaker 6.5

Advanced Access Manual

Advanced Word Manual Advanced Excel Manual

Beginning Access Manual

Business Writing a Curriculum Level 1 and 2

CD-ROM multimedia project: Authoring software developed for this on-going project with Merced Junior College.

Computer Skills for Middle School Teachers

Computers, Safety & NEC: 54 Hours. Total 108 hours: 4 units Course # IT-71-TT MX-Skill Program

Conversational Spanish for medical field

Counseling 12: Career Exploration

Curriculum for workplace instructors orientation and training developed by Jonae Pistoressi, full-time Business Division Instructor.

Customized Curriculum for Tri Valley Growers. Sanitation and Safety Class. Curriculum shared with Modesto Junior College.

Customized Curriculum: Maintenance Electrician Skills Basic Elec. Fundamentals AC/DC & Intermediate Elec. 54 Hrs.

Disseminated curriculum at the ED>Net Conference in Irvine, May 7, 8, & 9. Shared Management Development and Fork-lift Training curriculum with all the ED>Net initiatives.

Distance Learning: The Merced College WpLRC in Partnership with Modesto JC provided \$5,015.00 to Modesto JC to aid in applications in educational software involving testing, assessment and hyper links to courseware for students in need of specialized content.

Employee Development Training in ESL (Manual) and English Training Program Workbook for B/E Aerospace

English 59: Technical Writing (On-line)

Epson Expression 636 Flatbed Scanner

ESL 65: (ONLINE) Grammar and Writing for the Workplace

ESL Training for Agricultural Workers

Handouts for CCCAOE Presentation "Are On-line Courses in Our Student's Future?" By Robin Carvajal and Marian Thatcher

HP Deskjet 1120 Printer

Institute for Retail Studies Curricula

Intermediate Access Manual

Interpersonal Skills Training

Joblink Orientation Video

Keys to Effective Communication

Lap-Top Computer and LCD projector loaned to city of Merced, ROP, PITD, and Merced Redevelopment Agency for presentations to employers and employees.

Microsoft Outlook Training and Communicating Online

Modifications and update to Web Site

Multimedia Training CD-ROM for Customer Service Skills for Hotel Employees

Nagaholics Video Series & Guidebook. Training & classroom aid for Management Development Instructors.

PowerPoint Manual

Preparing teachers for workplace "Basic Skills Instruction - CD-ROM"

Public Relations Materials (folders, stationery, brochures, logo)

Rancho Santiago Community College District's Workplace Instructor's Manual

Readability Scales Handbook

SDCCD Board Meeting Presentation on the WpLRC

Shared Fork Lift Curriculum with Butte Community College Course Outline for 54 hour beginning course was given to Butte College.

Shared information about our WpLRC with Cuesta JC and sent ED>Net Training Manual.

Shared information and gave assistance to Bakersfield City College that aided their startup as a WpLRC.

Shared Management Development Curriculum with Riverside Community College, Riverside, California - course outlines for 22 modules

Shared Mission Statement, Goals, Workplan with YMCA at Dartmouth, Nova Scotia, Canada. Request was via Email, sent course catalog, letter detailing the WpLRC basic mission and what we do.

Shop Math Training

Six Laptop Computers

Teaching "Interpersonal Skills for the Workplace"

The Team Handbook Overheads - 2nd edition

Tutor Training

TVG Project put into professional quality binder. Will share with other Centers and colleges in region.

Video: "C and The Box- A Paradigm Parable"

Video: "The Goal" #3

Video: "Windows of Change"

Video: "Meetings, Bloody Meetings"

Video: "Zapp! The Video"

Vocational English as a Second Language (Generic) VESL for Manufacturers Manual

Working Together Works: Cultural Diversity and Teamwork Training

Writing a Well-Organized Report or Document

A P P E N D I X B

S T R A T E G I C P A R T N E R S

STRATEGIC PARTNERS

Advanced Transportation Technologies

1997-98

AC Propulsion
AC Transit
ACME Bread Company
Airport Parking Management of Oakland
Antelope Valley Schools
AS/SJSU
Bay Area Air Quality Management District
Berkeley Unified School District
Bevilaqua Knight, Inc.
Boeing Rocketdyne Division
Burgess Electric
California Air Resources Board
California State University, L.A.
Calstart
Caltrain
CalTrans
City & County of San Francisco
City of Alameda Electric Vehicle Program
City of Alameda Engineering Division
City of Berkeley, Public Works Department
City of Brentwood
City of El Monte
City of Emeryville Environmental Programs
City of Lancaster
City of Santa Rosa Public Works Department
City of Walnut Creek
College of the Desert
Commonwealth Enterprises
County of Alameda Motor Vehicle Division
County of Sonoma
Coval H2 Partners
Cummins CAL- Pacific
Cummins West
DiviCom
East Bay Municipal Utility District
East Bay Regional Park District
Eco Trans
EcoSoul
Edison EV
Elite Tow Service
Fleet Works Plus
General Motors Corporation
General Motors Training
GFI Canada
Grand Auto
GSA
Hawthorne Machinery Company
Homestead Enterprises
Honda
Industry Hills Landfill
Innovative Systems Enterprises
It's Electric
Jamie Jarvis
Joint Apprenticeship Committee
KTA Services
Lawrence Berkeley Lab
LAX
Long Beach City College
Long Beach Gas Company
Long Beach Transit
Marcum Fuel Systems, Inc.
Mutual Gas
NATEF
Navy Public Works Center
NGV Ecotrans
Orange County Transit
Pacific Cryogenics, Inc. Clean Fuels
Pacific Gas & Electric Co. Clean Air Transportation
Pacific Gas & Electric Company
Pearson Ford
PG&E Marketing
Phillips Industries
Port of Oakland
Public Works Agency
RIDES for Bay Area Commuters
S & C Ford of San Francisco
Samtrans
San Diego Gas & Electric
San Diego Regional Clean Cities Partners
San Diego Unified Port District
Saturn of San Francisco
SFSO, U.S. Department of Energy
Southern California Edison
Southern California Gas Company
Spectrum Link
Staples & Associates
State of California Department of Energy
State of California Department of Transportation

State of California Dept. of General Services
Taylor Dunn
The Gas Co.
Toyota Motor Sales
University of Ca. Parking & Transit Operations

Valley Detroit Diesel
Villa Ford
Voltage Inc
Xerox Corporation

STRATEGIC PARTNERS

Business and Workforce Performance Improvement/ Centers Of Excellence

1997-98

Aidco
Alpha
Anco Manufacturing
Chapman University
City of Pomona & Brownfield Education
Communication Consultants
Consul of El Salvador
Economic Dev Collaborative of Ventura County
Flojet
Hispanic Chamber of Commerce
IDEMA
Little Company of Mary Medical Center
Manex
Milgard Windows
Mimi's Café
OCTA
One Stop Center

Ontario Pomona Association Retarded
Q Logic
ROP North Orange County
Rose Hills Inc.
San Diego Workforce Development
San Francisco International Airport
San Gabriel Valley Commerce & Cities Consortium
State of the Art
Steelcase
The Training Source
TRW and Census 2000
Ventura Chamber of Commerce
Ventura County Economic Development Assoc.
Vertiflex & MicroCentre
Vietnamese Community of Orange County
Virtual Service Corporation
Webtrend Graphics

STRATEGIC PARTNERS

Centers for Applied Biological Technologies

1997-98

Abbot Laboratories
Adv. Technology Ed. Program Nat'l Science
Advanced Bio-mechanics
Asymetrix, Inc.
AgraQuest, Inc.
Agriculture Commissioner
Alpha One
Antibodies Inc.
Apton Corporation
Applied Phytologics, Inc.
ASI Consulting Engineers
Aspect Electronics Inc.
Axygen Scientific
Bay Area Bioscience Center
Berkeley Antibody Co, Inc.
Berlex Bioscience
Bio-trends International, Inc.
BioCatalytics, Inc.
BIOCOM San Diego
Biorad
Biosource
Biotech Education Program
CA Employment Development Department
Cal Poly Pomona
Calgene LLC
California Department of Food & Agriculture
California Institute of Technology
Calydon
Campbell Research and Development
Cedaron Medical Inc.
Christie Parker & Hale
City of Davis
City of Pasadena
Commerce and Trade Organization
Community Development Commission (L.A.)
Dade Microscan
Davis Unified School District
Dehlinger & Associates, LLP
Department of Justice State of California
East County Economic Development Corporation
Economic Development Corporation
Endosonics Corporation
Genentech, Inc.
Genetics Institute
Goodell and Associates
Huntington Medical Research Institute
Immuno Concepts Inc.
Integrated Surgical Systems
Interlink Associates Inc.
International Cancer/AIDS Research Foundation
J&W Scientific Inc.
Kern County Community Planning Corporation
L.A.P.D. Forensics
Lab Support
Lawrence Berkeley National Lab
LINKS Program
LXR Biotechnology, Inc.
Miltenyl Biotech Inc.
MoBio
Mycogen Corporation
NASA/PSA
Nimbus Inc.
Novo Nordisk Biotech Inc.
Ophthalmic Imaging Systems Inc.
PE Zoogen
Pharmingen
Prentiss Hall
Sacramento Chamber of Commerce
San Diego City Schools
San Diego County Office of Education
San Diego High School Biotech Curriculum
San Diego Regional Economic Development Corp.
San Diego Science Alliance
San Diego Workforce Partnership
San Francisco Partnership
SBDC: San Diego Chamber of Commerce
SBDC: Southwestern Community College
Seminis Vegetable Seeds Co.
Service Genetics Institute
Southern California Biomedical Counsel
Stratagene
Synvasive Technology Inc.
Thermogenesis Corporation
UCLA
University of California, Davis
University of California, San Francisco
USC Far West Regional Technology Transfer
Center
Woodside Biomedical
Yolo County Agriculture Commissioner
Zeneca, Inc.

STRATEGIC PARTNERS

Centers for Applied Competitive Technologies

1997-98

Abbot Academics & Associates
Achieve Global
Aerojet General
Aerospace Dynamics International
American Competitiveness Institute/EMPF
American Electronic Association
ASQC- Education Division
ATOCA
Auto Desk
Bay Area Regional Technology Alliance
Boeing Aerospace
Boeing Commercial Airline Group
Butte College SBDC
CACT Collaborative Partners
California Legislature Senator Johnson's Office
California Manufacturing Technology Center
Cascade SBDC
Center for International Trade Development
Cerritos CCD (MOU)
City of Long Beach Private Industry Council
City of Los Angeles- Mayor's Office MBOC
CMTC
Congressman John T. Doolittle
County of L.A. Business Technology Center
Crosby Laboratories
Culver City Redevelopment Agency
Dassault Systems
Destination Irvine
East County Economic Development Corp.
Economic Development Office Placer County
EDS
Electronics Manufacturing Productivity Facility
Employment Development Department
Employment Training Panel
Environmental Management Center
ESRI
Fadal Engineering
Far West RTTC
Fresno CC
Functional InfoSystems
Gateway Cities Partnership
Golden Sierra Job Training Agency
Greater Sacramento Small Business Development
Grossmont CC
Hedman & Associates
Hewlett Packard
Hydro-Aire
IBM
Irvine Company
Jones Futurex, Rocklin, CA
L & H Consultants
Latin Business Association
Lawrence Livermore National Laboratories
Los Angeles Chamber of Commerce
Los Angeles Regional Technology Alliance
Loyola Marymount University
Manex: Center for Manufacturing Excellence
NASA Ames
NAWBO
NCATC
Northern California Manufacturers Assistance
Northrop Grumman
Nova Private Industry Council
Occupational Training Institute
One-Stop/Career Link
Orange County Business Council
Organizational Development Resources
Pacific Coast Manufacturers
Placer Union High School District
PRIDE Electronics, Rocklin, CA
S.F. Mayor's Office of Community Development
S.W. Los Angeles County Private Industry Council
Sacramento Area Commerce & Trade Org. (SACT)
San Francisco Mayor's Office of Community Dev.
San Gabriel Valley Economic Council
San Joaquin Delta College SBDC
Sandia National Laboratory
SBDC: San Diego Chamber of Commerce
SBDC: Southwestern Community College
Semcor
Semiconductor Industry Project
Small Business Development Center
Small Manufacturers' Institute
Sonora Community Hospital
South Bay Economic Development Partnership
South Bay Private Industry Council
Southwest L. A. County Private Industry Council
Specialty Coffee Association of America

The City of Santa Clarita
The Resource Group
University of California, Irvine
USC Far West Regional Technology Transfer Ctr.
Valencia Industrial Association

Valenite
VICA
West Los Angeles CC/CMTC ETP Consortium
Yuba Community College
Yuba/Sutter Satellite SBDC

STRATEGIC PARTNERS

Centers for International Trade Development

1997-98

A & A Contract Customs Brokers, Ltd.
Alameda Center for Environmental Technology
Alameda Co Hispanic Chamber of Commerce
Alameda County Economic Development Group
ALROD International
AMTRDE International Corporation
Antelope Valley College
Asia Pacific Chamber of Commerce
AT&T
BADCAT
Bank of America
Bank Of America International Trade Bank
Bay Area League of Industrial Association
Bay Area Regional Technical Alliance
BAYTRADE
BAYTRADE Greater Oakland
BAYTRADE San Francisco
Border Environmental Business Cluster
Border Environmental Commerce Alliance
Border Environmental Cooperation Commission
Border Environmental Technology Resource
British Consul General
Bureau of Export Administration
Butte College SBDC
CA Procurement Training and Assistance Center
Cal/EPA Office of Pollution Prevention
California Agriculture Export Program
California Department of Food and Agriculture
California Environmental Business Council
California Export Finance Office
California Manufacturing Association
California Manufacturing Extension Center
California Office of Export Development
California State World Trade Commission
California Trade and Commerce Agency
CALSTART
Canadian Consul General
Cascade SBDC
Center for Intl. Business Education Research
Center for New Venture Alliance
Center for Software Development
Chico Chamber of Commerce
Chico Economic Planning Corporation
Circle International
City of Berkeley Economic Development
City of Merced Economic Development
City of Modesto Community Development
City of Riverside
City of San Jose Economic Development
Coachella Valley Small Business Development
Consulate General of the Republic of Poland
Corona Chamber of Commerce
CSU, Chico Center for Economic Development
CSUSB Center for Global Management
Cuesta College SBAC
Custom House Brokers & Freight Forwarder
Department of the Treasury United States Customs
East Bay Conversion & Reinvestment
East Bay Small Business Development Center
Economic Development Agency of Riverside
ED>Net Environmental Technologies
Emerald Empire Group
Encon Associates
Energy Technology Export Program
Environmental Business Cluster
Environmental Engineering Concepts
Environmental Partnership
Environmental Technology Export Program
Export SBDC
Export-Import Bank of the U.S.
Foreign Trade Association Southern California
Forrest & McLaughlin
French Consul General
Gilroy Economic Development Corporation
Gold Coast SBDC
Golden & Associates
Golden Valley
Greater Riverside Chambers of Commerce
Greater Sacramento SBDC
Hispanic Chamber of Commerce
Imperial Bank, International Banking Division North
Industry Manufacturers Council
Inland Empire International Business Association
Inland Empire International Trade
Inland Valley Economic Development Corporation
International Business Development Specialists
International Business Incubator
International Marketing Associates

International Marketing Association of O.C.
 International Relations Council of Riverside, Inc.
 International Trade Administration
 International Trade Council
 J.I.B. International
 Japan External Trade Organization
 JETRO Japanese External Trading Organization
 KPBDOC
 Los Angeles Area Chamber of Commerce
 Los Rios Community College Training Source
 MBDC
 Merced County Office Of Information Technology
 Mexican Consulate General
 Modesto Chamber of Commerce
 Monte Jade Association
 Monterey Bay International Trade Association
 Moreno Valley Chamber of Commerce
 Morgan Maryanov Gordon and Campbell
 North American Development Bank
 Northern California Business Environment
 Northern California District Export Council
 Norwegian Consul General
 Oakland Economic Development Office
 Ontario Intl. Airport Dept. of Public Affairs
 Paulo Sato Design
 Private Industry Council of Southeast LA County
 Regional Consortium
 River City Small Business Chamber of Commerce
 Riverside Office of Intl. Affairs & Protocol
 Sacramento Black Chamber of Commerce
 Sacramento Hispanic Chamber of Commerce
 Sacramento World Trade Center
 San Gabriel Commerce and Cities Consortium
 San Jacinto Chamber of Commerce
 San Joaquin Delta College SBDC
 San Jose Foreign Trade Zone Administration
 San Jose USEAC and BAYTRADE
 San Jose/Santa Clara Chamber of Commerce
 Santa Clara USEAC
 Sanwa Bank, Sacramento Commercial Banking
 SBDC Central Coast
 SBDC Gavalin College
 SBDC Silicon Valley
 SCORE
 SCORE Oakland
 SCORE San Francisco
 SCORE San Jose
 Sierra College CACT
 Sierra College SBDC
 Silicon Valley Defense/Space Consortium
 Silicon Valley Economic Development Corporation
 Silicon Valley World Internet Center

SJVITA
 Small Business Administration
 Small Business Dev Resource Center Redwood
 Southbay Economic Development Partnership
 Southern California District Export Council
 Southwest L.A. SBDC
 Southwest Riverside County Manufacturers Assoc.
 State of CA, OED
 State of California Department of Food & Ag.
 Sumitomo Bank
 Team Chico
 Ted L. Rausch Company
 TGS Transportation
 The Center for International Business Education
 The Environmental Business Cluster
 The Environmental Export Council
 The Trade Bank
 Thomas, Snell, Jamison, Russel & Asperger
 Tokai Bank
 U.S. Agency for International Development
 U.S. Commercial Service
 U.S. Department of Commerce International Trade
 U.S. Department of Commerce U.S. Consulate in
 U.S. Export Assistance Center
 U.S. Small Business Administration Fresno District
 U.S.D.A. Shipper & Exporter Assistance Program
 Union Bank of California
 United Parcel Service
 University of California Extension
 University of California, Riverside
 US Agency for International Development
 US Asia Environmental Partnership
 US Department of Commerce Intl. Trade Assoc.
 US Dept. of Commerce Bureau of Export Admin
 US Export Assistance Center
 US Small Business Administration
 USAID
 Valley Intl. Trade Assoc.
 Valley Sierra Small Business Development Center
 WDD
 Western United States Agricultural Trade
 World Affairs Council
 World Affairs Council of Inland Southern California
 World Affairs Council of Northern California
 World Trade Association San Francisco/Bay Area
 WSM
 Yuba/Sutter SBDC

STRATEGIC PARTNERS

Contract Education Technical Support

1997-98

California Employment Training Panel
California Research Bureau
California Trade & Commerce
City of Palm Desert
Consortium for Continuing Improvement
Contract Training International
Council for Adult & Experiential Education
Employment Development Department

Kaiser Permanente
Manex
Miller-Heiman
Partners in Change
San Francisco State Instructional Design Dept.
The Resource Group
Workforce Silicon Valley
Zenger-Miller, Education & Econ Dev Division

STRATEGIC PARTNERS

Employer-Based Training

1997-98

Apparel Ventures

Bloomfield Industries

Brewmatic

Bunn-o-matic

Café Au Lait

Chorus Line Company

Cisco

C-Tech/Lucent Technologies Training Academy

ECCO

GAP

Graeton International

Jelate

Jerry Leigh

Job Link

Joe Boxer

Jowett Garments Factory

Karen Kane

Lavasse Company of America

Leon Max

Long Beach City Private Industry Council

Lucky Brand

Mancuseo

Podell

Snap Fashun

Southwest Los Angeles Cty.. Private Industry

Specialty Coffee Association of America

Swat Fame

Swim Faire

Tarrant Apparel Group

Topson Downs

Wilbur Curtis Company

STRATEGIC PARTNERS

Industry Driven Regional Education and Training Collaboratives

1997-98

@ Home
3COM
49er Regional Occupation Program (ROP)
Alias Wavefront
American College Testing
Applied Materials
Asymetrix Learning Systems, Inc
Bakersfield Memorial Hospital
Bay Area Industry Education Coalition
Bay Networks
Caliber Logistics
California College of Communications
California Department of Education Employment
California Department of Education, Office of ROP
California Employment Development Department
California Manufacturing Technology Center
California State University Sacramento
CalWorks
Campbell Union High School District
Central County Occupational Center
Cisco Systems
Coalinga Regional Medical Center
Colfax High School
College of Alameda
Community Health System
Community Hospital of the Monterey Peninsula
Cordova High School
Cordova High School Tech. Prep Academy
Department of Labor
DPI
EA/QA USA Registrars
EDD
Evergreen College
George Mee Memorial Hospital
Golden Sierra JTPA
Good Samaritan Hospital
Hazel Hawkins Memorial Hospital
Hewlett Packard
Independent Learning Center (McClellanTech) Ctr.
Institute for Business & Community Development
Intel
Kaiser Foundation Hospital
Kaweah Delta Health Care District Lab
Keith English Design
Kern Medical Center
Level One Communications
Los Banos Memorial Hospital
Los Medanas
Luther Burbank High School Academy
Manex
Memorial Medical Center
Merced Community Medical Center
Mercy Hospital
Mercy Hospital & Health Services
N. California Chinese Garment Contractor Assn.
National Semiconductor
Navidad Medical Center
NEC Electronics
Nevada County Economic Resource Council
Orange County Business Council
Placer County Office of Economic Development
Precision Printers PRIDE Industries
Prosolvia, Inc
Regional Health Occupation Resource Center
Ridgecrest Regional Hospital
Sacramento City Unified School District (ROP)
Sacramento County Vocational Education
Sacramento Employment & Training Refugee
Sacramento Employment & Training Welfare
Sacramento High School Core Tech. Prep.
Sacramento LEED
Saint Agnes Medical Center
Saint Joseph's Medical Center
Salinas Valley Memorial Hospital
San Francisco Fashion Industries
San Joaquin Community Hospital
San Joaquin County General Hospital
San Jose State University
Sansum Medical Clinic
Santa Barbara Cottage Hospital
Sequoia Union High School
Siemens Business Communication
Sierra-Kings District Hospital
Small Manufacturers' Association of California
Solectron Corporation
St. Francis Medical Center
State Job Training Coordination Council Mgmt.
State Job Training Coordination Council, ROP

State Job Training Council
Sun Microsystems
The :30 Airborne
TIPHIN
Truckee/Donner Public Utilities Dist.
Tuolumne County General Hospital
University Medical Center

USCS International
Volt Services Group
Washington Unified School District
Watsonville Community Hospital
West Side District Hospital
West Valley Community College
Workforce Silicon Valley

STRATEGIC PARTNERS

Job Development Incentive Training Fund

1997-98

American Airlines
Barney and Barney
Barona Casino
Bigger Than Life
BIOCOM San Diego
Bowen Enterprises
Buck Knives
Cajon Valley School District
California Business Incubation Network
California Trade and Commerce Agency
Chem-Tronics
Cisco Systems
City of San Diego Regional Technology Alliance
City of San Diego, Economic Development
Coastal One-Stop Center
County of San Diego
Department of Social Services
E & J Gallo
East County Development Corporation
Economic Development Corporation
El Cajon Police Department
El Cajon Valley Veterinarian Hospital
Farmer's Insurance
Flexonics/Ketema Division
Foster Farms
Fresno Community College
Full Spectrum
Golden Eagle Insurance

Guntert Steel
Hershey Chocolate USA
Mid Cal
Naval Research and Development
Orange Coast Cabling
Pacific Southwest Container
San Diego Insurance Temps.
San Diego Manufacturing Extension Center
Sanoi Kruse Insurance Training
Santee School District
SBDC: San Diego Chamber of Commerce
SBDC: Southwestern Community College
Scripps East County
Sea World of California
State Farm Insurance
State of California Employment Training Panel
Teague Insurance
Tiger Reprographics
Training Resource Center
Tri Valley Growers
UCSD Connect
UCSD Temporary Employment Division
USC Far West Regional Technology Transfer
Valley Electric
Vieja - Casino and Turf Club
Willey Electric
Windowmaster Products
World Trade Center

STRATEGIC PARTNERS

Model Programs for Community Economic Development

1997-98

California Trade and Commerce Agency
Central Core Restoration Corporation
City of Vallejo
Fil-Am Chamber of Vallejo
Hispanic Chamber of Commerce
Napa Valley College SBDC
Private Industry Council of Solano

San Bernardino Employment and Training Agency
Santa Barbara Aerospace, Inc.
Sierra West Bank
Solano Black Chamber
Vallejo Chamber of Commerce
Vallejo Economic Development
Western Entrepreneurial Training Network

STRATEGIC PARTNERS

New Media/Multimedia Entertainment Centers

1997-98

Addison Wesley Longman
Animatics
Apple Computer
Arboretum Systems
Bay Area Multimedia Partnership
Broadcast Production Group
Brooks/Fleming
Cabrillo College
Capcom
Centropolis Effects
College of San Mateo
Creative Labs
Digidesign
Digital Domain
Digital Village Foundation
Economic Community Project
EDD
Electronic Arts
Evergreen College
Foothill College
Gist and Eardman
GTE

Hartnell College
Imageview
Leland High School
Light Speed Interactive
Lincoln High School
Macromedia
Novell Corporation
Opcode Systems
Pacific Data Images
Rhythm and Hues
Roland Musical Instruments
San Jose City College
San Jose State University
Santa Monica Studios
Skyline College
Systems and Software Consortium
The Stevens Group
UCSC Extension
Web Staff
West Valley College
Westek
Workforce Partnership

STRATEGIC PARTNERS

Regional Environmental Business Resource Assistance Centers

1997-98

A.J. Diani Construction
AC Plating
Accolade Environmental Division
Aerojet General
Affiliates Compliance
Afloat Training Group Pacific
Aggregate Envirotech Services
Anmar Environmental Compliance Specialists
Assemblyman Torlakson's Office
Automotive Trade Association of California
Baker & Hostetler Counselors at Law
Bakersfield College
Bay Region
Bentley
Bureau of Energy Conservation
Business Continuity Resource (BCR)
Business Environmental Resource Center
Business Revitalization Center (BRC)
Butte College
Cal/EPA: DTSC
California Association of Realtors
California Automotive Service Councils
California Mortgage Bankers Association
California Service Station - Garage Owners Assn.
California State Association of Counties
California State University Bakersfield
California Trade & Commerce
Capital Consulting Ltd.
CCSF Small Business Development Center
CEBC
Central Valley Consulting
City College of San Francisco
City of Chula Vista
City of Fullerton
City of San Diego Metropolitan Wastewater Mgmt.
City of Santa Maria
City of SD Metropolitan Wastewater Management
Community Awareness & Emergency Response
Community Environmental Council
Concurrent Technology Corporation
Continental Maritime
CTL Environmental
Cuyamaca College
Day Star Energy
Department of Energy
DOD-USAF Vandenberg AFB
DOE-Deputy Director Oakland
Dynamic Science, Inc.
East County Educational Development Council
East County Regional Chamber of Commerce
ED>Net Environmental Technology
El Camino Community College
Environmental Site Assessment Professionals
EPA Waste Wise
ESRI
Excel Environmental Services
Federal Telephone Services
Fisher Consultants
Flamer Consulting
Fresno County Environmental Health
Gateway Associates
General Services Administration
Geomatrix
Gibbons and Associates
Gore Lighting
Greater Sacramento SBDC
Green City
GRC Consulting
GSA
HMTRI
Hotel Environment Network
IEA
Inland Empire Permit Assistance Center (PAC)
ITT/FSC
Kathleen A. Hurley, REA
Kern County Waste Management
Lawrence Berkeley National Laboratory
Link USA
Lockheed Martin
Mandarin Oriental Hotel
Mission College
Napa Valley College
National Steel & Shipbuilding
NETA
Occidental Power
Orange County Permit Assistance Center (PAC)
Orange County SBDC
Partnership for Environmental Tech Education

PG&E
PG&E/Diablo Canyon
PICTURE TEL
RAM Environmental Services
RE/Engergy
Recycled Paper Coalition
ReEnergize
Reznick-Reznick
Rhan Walling Consultants
S.F. Hazardous Materials Advisory Council
SF Solid Waste Management
Sacramento Association of Realtors
Sacramento Automotive Service Council
Sacramento County Environmental Management
Sacramento Public Works Agency
Sacramento Regional Sanitation District
Sacramento Unified School District
San Diego Regional Permit Assistance Center
San Francisco State University

Schools Insurance Authority
Sesto Enterprises
SF State University-Recycling Program
Shasta College
Small Business Development Center North LA Co
So Cal Pollution Prevention Committee
Solana Recycling
Southern California Council on Environment
Southern California Edison
State Compensation Insurance Fund
Torch
TRANSTAR Industries Inc.
Trend Western
Tulare County Environmental Health
U.S. EPA/Energy Star
UNISYS
United Paradyne Corporation
Wellmade Products
Western PETE

STRATEGIC PARTNERS

Regional Health Occupations Resource Centers

1997-98

American Nursing Informatics
Area on Aging-Home Health
Arizona Hospital and Healthcare Association
Bakersfield Memorial Hospital
Baxter Health Care
Bi-National Border Health Education Program
Butte-Glenn-Colusa Inservice Council
California Strategic Planning Committee
California Telehealth & Telemedicine
Center of Excellence in Education
Clinica De Salud
Coalinga Regional Medical Center
Community Hospital of the Monterey Peninsula
Cottage Health System
Donahue & Associates
Enloe Hospital
Freedom Village
Fresno Community Hospital and Medical Center
George Mee Memorial Hospital
Good Samaritan Hospital
Hazel Hawkins Memorial Hospital
Healthcare Council of Southern California
Hospital Council, Northern Division
JD Systems
Kaiser Foundation Hospital
Kaiser Hospital
Kaiser Permanente
Kern Medical Center
Lassen Community Hospital
Long's Foundation
Los Baños Memorial Hospital
Marion Medical Center
Mary Health of the Sick
Memorial Medical Center
Merced Community Medical Center
Mercy Hospital
Mercy Hospital & Health Services

Natividad Medical Center
Northern Sierra Rural Health Network
Office of Statewide Health Planning
Office of Statewide Planning and Development
Orange County Emergency Medical Service
Oroville Hospital
Palomar/Pomeroado Medical Center
Ridgecrest Community Hospital
Sacramento Health Employees Education
Sacramento Health Employers
Saint Agnes Medical Center
Saint Joseph's Medical Center
Salinas Valley Memorial Hospital
San Joaquin Community Hospital
San Joaquin County General Hospital
Santa Barbara County Emergency Medical
Scripps Health Care
Sharp Health Care
Sierra View District Hospital
Sierra-Kings District Hospital
Simi Valley Hospital
Sonora Community Hospital
Stanislaus Medical Center
Sutter Health Care
TIPHIN
Total Health Care Products
Tuolumne County General Hospital
Twin Cities Community Hospital
UC Davis Medical Center
University Medical Center
Ventura County Emergency Medical Services
Visalia Community Hospital
Watsonville Community Hospital
West Side District Hospital
Western Medical Center
Workforce Silicon Valley
Xebex Data Systems

STRATEGIC PARTNERS

Small Business Development Centers

1997-98

Aerojet General
African American Chamber of Commerce
African American Network
Aggregate Envirotech Services
Alameda County Economic Development
Alameda County Environmental Health Care
Alameda County Waste Management Authority
Alpine Chamber of Commerce
Amador EDC
AnaGrafx Advertising Design
Anmar Environmental Compliance Specialists
Aptos Chamber of Commerce
Area Chamber of Commerce
Asian Pacific Chamber of Commerce
Association of Bay Area Governments
Baker & Hostetler Counselors at Law
Bank of America
Bank of Lake County and Westamerica Crop
Bankers' CDC
Bay Area Regional Technology Alliance
Bay Area Small Business Development
Benicia Chamber of Commerce
Berkeley Chamber of Commerce
Black, Asian, Hispanic, Portugese C of C
Business Continuity Resources
Business Revitalization Center
Butte College Business Education
CA Central Valley Contract Procurement Center
Cal State University, Bakersfield
Cal-Coastal Rural Development Corp.
Calaveros EDC
California Capital Small Business Development
California Coastal Rural Dev. Corp.
California Export Finance Office
California Manufacturing Technology Center
California State University, Sacramento
California Trade & Commerce Agency
Cañada College SBDC
Capital Consulting Ltd.
Capitola Chamber of Commerce
Career Resource Center
CDC Small Business Finance Corporation
Center for Economic Development
Center for International Trade Development
Center for International Trade-Oakland
Center for the Study of Community Colleges
CITD
CITIBANK
City of Bakersfield
City of Berkeley
City of Chico
City of Chula Vista-Community Development Dept.
City of Delano
City of Dixon
City of East Palo Alto
City of Fairfield-Dept. of Planning
City of Fullerton-Economic Development
City of Galt
City of Lodi
City of Long Beach
City of Manteca
City of Napa-Redevelopment/Economic
City of Oakland-One Stop Capital Shop
City of Ridgecrest
City of San Jose-Economic Development
City of San Leandro
City of San Rafael Redevelopment Agency
City of Santa Ana
City of Santa Monica
City of Shafter
City of Stockton
City of Suisun-Redevelopment Agency
City of Tehachapi
City of Tracy
City of Union City
City of Vacaville-Economic Development Dept.
City of Vallejo-Economic Development Dept.
City of West Covina
Colusa County Economic Development Corp.
Communications Technology Cluster
Community Awareness & Emergency Response
Community Development Commission
Community Development Services
Community Environmental Council
County of Kern
County of Napa Environmental Health
CTL Environmental
County of Santa Cruz, Office of Economic Dev

Department of Social Services
 Department of Vocational Rehabilitation
 Downtown Improvement District
 Downtown Vacaville Business Association
 East Bay Conversion and Reinvestment
 Economic Development Corp. of Monterey
 ED>Net
 ED>Net Environmental Technology
 Edison International
 El Pajaro Community Development Corp.
 Employment Development Dept.-Lake County
 Environment Site Assessment Professionals
 Ewing Marion Kauffman Foundation
 Fairfield-Suisun Chamber of Commerce
 Filipino-American Chamber of Commerce
 First Counties Bank
 Flamer Consulting
 Geomatrix
 George Dudikoff Insurance Agency
 Gilroy Chamber of Commerce
 Gilroy EDC
 Governor's Business Revitalization Center
 GRC Consulting
 Greater Chico Chamber
 Greater Stockton Chamber of Commerce
 Hayward Chamber of Commerce
 Hispanic Chamber of Commerce
 Huntington Beach Chamber of Commerce
 Incubator Network
 Inland Empire Permit Assistance Center
 International Marketing Association
 IRS
 Joint Ventures of Silicon Valley
 Kern Economic Development Corporation
 Kern Hispanic Chamber of Commerce
 KGET Television
 LA's Business Team
 Lake Community Bank
 Lake County Office of Education
 Lake Publishing Company
 Lakeport Chamber of Commerce
 Lassen Career Network
 Lawrence Livermore National Lab
 Lenders for Community Development
 Lodi Chamber of Commerce
 Los Angeles Area Chamber of Commerce
 MANEX
 Manteca Chamber of Commerce
 Maximus/Gain Service Center
 Mendocino Community College
 Mexican American Chamber of Commerce
 Modoc Development Authority
 Modoc New Directions
 Monterey County EDC
 Monterey Peninsula Chamber of Commerce
 Morgan Hill Chamber of Commerce
 Napa Chamber of Commerce
 Napa National Bank
 Napa Valley Economic Development Corporation
 Napa Valley Training & Education Center
 Nevada County Economic Resource Council
 Newark Chamber of Commerce
 North Central Counties Consortium
 North LA County SBDC
 NOVA Private Industry Council
 Oakland Business Development Corporation
 Oakland Housing Authority
 Oakland Private Industry Council
 Oakland Small Business Growth
 Orange County Business Council
 Orange County Permit Assistance Center
 Orange County Small Business Development
 Oroville Area Chamber
 Pacific Asian Consortium of Education
 Pacific Bell Directory
 Paradise Ridge Chamber of Commerce
 Pasadena Enterprise Center
 PG&E
 Placer County Economic Development
 Plumas Corporation
 Plumas Job Training
 Private Industry Council
 Private Industry Council of Solano County
 Regional Business Assistance Network
 Reznik-Reznik
 Rhan Walling Consultants
 Sacramento Hispanic Chamber of Commerce
 Sacramento Metropolitan Chamber of Commerce
 Salinas Chamber of Commerce
 San Benito Chamber Of Commerce
 San Benito County EDC
 San Francisco Renaissance Entrepreneurship
 San Gabriel Valley Cities & Commerce Consortium
 San Joaquin Bank
 San Leandro Chamber of Commerce
 Sandia National Laboratories
 SBA/Business Information Center
 SBDC National Research Center
 SCORE - Service Corps of Retired Executives
 SCORE - Monterey County
 Selaco Business Service Center
 Sierra College SBDC
 Sierra Economic Development District
 SierraWest Bank

Silicon Valley Economic Development Corporation
Small Business Administration
So California Pollution Prevention Committee
Solano Economic Development Corporation
Solano/Napa Hispanic Chamber of Commerce
Sonoma County Private Industry Counsel
South Lake Tahoe Chamber of Commerce
Southbay Economic Development Partnership
Southern California Council on Environment & Dev
Southern California Edison
Southland Economic Development Corporation
Stanford University-School of Business
State of California Employment Development Dept.
State Trade & Commerce Agency
Strategic Organizing Solutions
Tahoe Community College
Tehama Local Development Corporation
Texaco
The Bookkeepers
The Vintage Bank
Thurmond Law Office
Town of Paradise
Tracy Chamber of Commerce

Tri-County EDC
U.S. Small Business Administration
UC Berkeley-HAAS School of Business
Union City Chamber of Commerce
US Aid
US DOC-Bureau of Export Administration
US DOC-Export Assistance Center
US Small Business Administration
Vacaville Chamber of Commerce
Vallejo Chamber of Commerce
Various Banks
Vermont Slauson Economic Development Corp.
Webster University
Wells Fargo Bank
West Sacramento Chamber of Commerce
Westamerica Bank
Women's Economic Development Corporation
Woodland Chamber of Commerce
World Trade Finance
Yuba Community College
Yuba-Sutter Chamber of Commerce
Yuba-Sutter Economic Development Corp.

STRATEGIC PARTNERS

Strategic Priority Leadership, Coordination and Technical Assistance

1997-98

ADC 2000	LA/NTMA
Advanced Environmental Technical Service	Lawrence Livermore Natl. Labs
American College Testing	Leuzinger High School
AMP Matrix Science Corporation	Los Angeles RTA
Apple Computer	Macromedia
Applied Pressure Technology	MHR & Associates
Assemblywomen Grace Napolitano	Mobil Oil Corporation
Autodesk	NACFAM
Bay Area Multimedia Partnership	NASA FWRTTC
Bay Trade	National Natural Gas Vehicle Coalition
Brigham Young University	NCACT
CA Association for Health Services at Home	Newman Machine
CALED	Office of Statewide Health Planning
California Association for Economic Development	Organization of Nurse Executives
California Dental Hygienist's Association	PETE
California Department of Education	PG&E
California Employment Training Panel	Princeton Center
California Environmental Business Council	Pyramid Health Solutions
CCIE	Senior Home Care Connections
Cedar Sinai Hospital	Small Mfg. Institute
CIBER	So California Association of Governments
CIBER/UCLA	Southern California Edison
City of Santa Maria	Southern California Gas Company
CMTC/NIST	Southern California Regional Occupational
Coastal Community Hospital	SunLine Transit Agency
Community Health Worker Training	Thunderbird
CSU Long Beach	TORCH
CTCA	Trade & Commerce Agency
Desert Hospital	Trade & Commerce Agency-SBDC Program
DRSC	U.S. Small Business Administration
Economic Partnership	United Nations
Electronic Arts	United Paradyne Corporation
Emergency Medical Services	University of Colorado
Employment Training Panel	University of Utah
ESRI	USC
Foreign Trade Association	USEAC
Freedom Village	Westek
Kahler International	Western PETE
LA Environmental Job Training	Woodward-Clyde

STRATEGIC PARTNERS

Technical Instructor Intensive In-Service Training

1997-98

Apparel Ventures
Asymetrix Learning Systems
BioSource International
Brooks Institute of Photography
California Business Incubation Network
California Manufacturing Technology Center
California Trade & Commerce Agency
Chorus Line Company
City of San Diego Economic Development
City of San Diego Regional Technology Alliance
Dacor Industries
DoubleTree Hotel
Ecco
GAP
Graeton International
Heritage Inn
Hermie Sniffen
Jelate
Jerry Leigh
Job Link
Joe Boxer
Jowett Garments
Kaiser Permanente
Karen Kane
Lavasse Company of America

Leon Max
Lucky Brand
Mancuseo
McKesson Water Products
Media 27, Inc.
Mission Research Corporation
Naval Air Warfare Weapons Division
North American Computer Consultants
Novell
Ontario Airport Marriott
Ontario Convention Center
ORACLE
Perry Johnson
Podell
Quality Management Institute
Snap Fashun
Southern California World Trade Center
State of California Employment Training Panel
Swat Fame
Swim Faire
Tarrant Apparel Group
Topson Down's
UCSD CONNECT
University of South Carolina
World Trade Center

STRATEGIC PARTNERS

Vocational Education Technology Instructor and Career Counselor In-Service

1997-98

A. Shulman
A1 Security Iron Works
ABC Music Center
Act 1 Personnel Services
Activision
Alfigen, The Genetics Institute
Alfred Publishing, Inc
Aligen, The Genetics Institute
Alliance of Digital Effects Production Trainers
Allied Engine & Auto Repair, Inc.
Arboretum Systems
ARS Nova Software
Art Center
Auto Electric-Plus
Belmont University
Beverly Hospital
Beverly Memorial Hospital
BioCatalytics, Inc
Blue Sky VIHX
Boeing/Rockwell International
Box Top
Business Technology Center
CA State Summer School for the Arts Foundation
CA State University-Northridge
California Box Company
California Offset Printers
California Summer School for the Arts Foundation
California State University, Northridge
Camp Louise
Caribbean Educational Media
Cast & Crew Payroll
Chase-Rucker Productions (Post Productions)
Chula Vista PD
CIMEX Studios
City of Hesperia
City of Hesperia, Water Dept.
City of Hesperia, Dept. of Finance
City of Ontario
Clinishare
Co of LA Emergency Management Information
Columbia Tri-Star
Cool Breeze Systems
Copenhagen Bakery
County of Los Angeles
CSUN/College of Animation
CVPD
Cybermotion, Inc
Daily News
Dalrymple Productions
DEA
Dean Witter Reynolds, Inc
Department of Rehabilitation
Digital Domain
Disney Feature Animation
DMD Appraisals, Inc
Dom Cicchetti Productions
Dome Printing & Lithograph
DreamWorks SKG Animation Department
Earthlink Network, Inc
ECPD
El Cajon PD
Electric Image
Electronic Courseware Systems
Ernest Mueller Fine Baking
Extensis Corporation w/ Art Center College of Dsn.
Family House, Inc
Film Roman
Formerly City of Hesperia, Now City of Ontario
Future Concepts
Gamma Knife Center, Hoag Cancer Center
General Motors Corporation
Georgetown University Biochemistry
Glendale Adventist Medical Center
Goulds Pumps, Inc.
Gulfstream Aerospace
Hoag Cancer Center
Hoag Dialysis Center
Hoag Hospital
HOT
Huntington Medical Research Institute
Huntington Memorial Hospital
Huntington Memorial Research Institute
Imageware
Intelcom
International Game Technology
Investigation Training

Irvine Adult Day Health Services
James Dalrympce Productions
James Irvine Surgical Center
Javelosa Studios
Jonathan Miller Productions
Kansas City Community College
Kansas City Community College Music Technology
King Drew Medical Center
Kronos
L.A. Regional Technology Alliance
L.A. Police Dept.-Department of Serology
Little Company of Mary Hospital
Los Angeles County Harbor
LSI Management, Inc.
Lynda.Com
Magic Elixir Products
Marta's Flowers
Martin H. Rub Law Office
Martin Luther King Drew Hospital
Maxim Home Health Services
Metro Goldwyn Mayer
Mid-San Gabriel Valley Consortium
MultiMedia Workshop Inc
Musitek Music Recognition Technologies
N & K Commercial Property
N.C. School of Art, School of Filmmaking
Nelson/Keystone
New York Lights Inc
NN Productions
Nordic Computers
North Bay Health at Home
On Assignment, Lab Support
Pacific Gas & Electric
Pacifica Services, Inc
Paramount Digital Design
PDQ Personnel Services
PMR Group
Point Reyes Light
Post Tool Design
QIAGEN, Inc.
Quality Time Computers
Quantel
Radiation Oncology, Hoag Cancer Center
Reel Productions
Rhythm & Hues Studios
Rock and Rose Landscaping
Rose Hills Cemetery
S and C Ford of San Francisco
Sacred Cow
San Diego PD

San Diego Sheriff's
San Francisco General Hospital
San Francisco Hilton and Towers
San Gabriel Valley Tribune
Sanit John Regional Medical Center
Screen GEMQ Studios
SD County ME's Office
SD DA's Office
SDPD
SDSO
Shepherd Machinery
Sierra Nevada Home Care
Silicon Studios
Sony Imageworks
Soundelux
Southern California Edison
Southern California Edison Rosemead
Southern California Edison Santa Fe Springs
St. Christopher's Federal Credit Union
Stratagene, Inc.
Surgical Admission Unit
Surgical Diagnostic
Sutter Visiting Nurse Association
Tacoma PD
Texas Instruments
Texas Instruments Product Marketing
The Huntington Gardens
Titanium Music, Inc. (Digital Recording Studio)
TLC Hospice
TLC Hospice (Simi Valley)
Toast Work Group
Toyo
United Diesel Fuel Injection Pumps & Injectors
Universal
University of Southern California
US Public Health Office
Veteran's Administration Center
Video Symphony
Visual Effects Society
VONS Companies, Inc.
Wagner Hohns Inglis, Inc.
Walt Disney Animation
Warner Bros.
West Valley Service Center
Western Instructional Television
Wet, Inc.
White Memorial Hospital
Women in Animation
Women's Initiative for Self Employment
Yamaha Corporation of America

STRATEGIC PARTNERS

Workplace Learning Resource Centers

1997-98

@ Home
50/50 Club
ACER America
Ag RX
Air Louvers, Inc
Albert Monroe Magnet Middle School
American Car Wash
American College Testing
Annenberg Center for Health Sciences
Apple Computer
Applied Materials
B/E Aerospace, Inc
Bay Area Industry Council
Blue Shield of California
Boeing
BRAIN
Cal State University, Chico
Cal State University, Sacramento
California Conservation Corporation
Cardima
CASAS
Challenger Learning Center
Chevron Oil
City of Roseville
CNA Insurance
Colmac
Commission on the Status of Women
Corelink Staffing Services
Cytec/Fiberite Holdings, Inc
Data Bases and Systems Designers
Davicom
DOW Chemical
Economic Development Corp.
EDS
Excel Soft
Excellon, Inc
Fashion Knitwear
Fleet Industrial Supply Corporation
Fujitsu
Golden Valley High School
Greater Avenues of Independence
Greater San Diego Chamber of Commerce
Hal Computers
HDR Engineering, Inc
Head Start of Merced County
Hewlett Packard
HMT
IBM Global Services
IDT
Imbsen & Associates, Inc
Industry Manufacturers Council
International Business & Trade
Joblink/Tustin
Kaiser Aluminum
Kaiser Permanente Hospitals
Kelco
KESQ TV
Kimco Staffing Solutions
Lao Family Community, Merced County
Lipton Foods
Macy's
MANEX
Mayor's Office of Housing
MCCAA, WIC Program
MD Pharmaceutical
Merced County Association of Governments
Merced School Employees Fed. Credit Union
Micro Enterprise Loan Program of OC
Milgro Nursery, Inc
Mimi's Café
Montenegro & Company
NASSCO
National Coalition for Advanced Manufacturing
NEW
Northern California Presbyterian Homes
OC4
Oxnard Union High School District
Pacific Gas & Electric
Packard Bell NEC
Pasadena Chamber of Commerce
Precision Solutions
Prentice Hall
Princeton Center
Proctor & Gamble Manufacturing
Product Development
Qualcomm
Rancho Mirage Public Library
Rank Video Services of America

Raychem
Sacramento Bee Newspaper
Sacramento County Department of Airports
Sacramento County Department of H.R.
Sacramento County Probation Department
Sacramento County Public Works Agency
Sacramento County Training Office
Sacramento Regional Transit District
Samos Group
San Diego Imperial Counties Labor Council
San Diego Regional Technology Alliance
San Diego Workforce Partnership
San Francisco Dept. of Human Services
San Francisco Dept. Of Public Works
San Francisco General Hospital
San Francisco Housing Authority
San Francisco Municipal Railway
San Francisco Police Department
San Francisco Port Commission
San Francisco Public Library
San Gabriel Valley Commerce & Cities Consortium
San Jose State University
Santa Clara County Juvenile Hall
School to Career
Sequoia Union High School
Service Masters
SETA
Siemens
Small Manufacturers' Institute
So California Employment Training Solutions
South Bay Center for Counseling
South Bay PIC
Southern California Edison
St. John's Hospital
State Compensation Insurance Fund
State of California Employee Training Panel
State of California Personnel Board
State Water Resources Control Board
Sun Micro Systems
Supercuts
Sweetwater Union High School District
TEAL Electronics
The Santa Ana Work Center
The Villages Golf and CC
The Women's Foundation
Thomas Staffing
Training Resources International
Trim Masters of Modesto
UCLA Food & Housing Services
United State Postal Service
Vandenberg Air Force Base
Ventura County Entrepreneur Academy

Veteran's Charity
Veteran's Hospital
Workforce America
Workforce Partnership
Workforce Silicon Valley

A P P E N D I X C

California Community Colleges Economic Development Program

California Community Colleges - Economic Development Program

Year	Program	Authority	Augmentation <i>(in millions)</i>	Total Appropriation <i>(in millions)</i>
1982-83	The Investment in People Program was Initiated.	Gov.'s Exec. Order	\$1.9	\$1.9
1984	Employer-Based Training replaced the Investment in People Program.	Budget Language and Augmentation	2.0	3.9
1984-85	Vocational and Technology Instructor and Counselor In-service Training Program, and a Contract Education Study added.	AB 3938 (Farr)	1.05	4.95
1986	Small Business and Economic Development Programs Initiated and planning initiated on the ED>Net Concept. The ED>Net Steering Committee was formed and Completed the Community College Economic Development Activities Survey.	Chancellor's Initiative and Board of Governors (BOG) Action Item Expenditure Plan	0.0039 Redirection of Existing Funding to Expanded Categories	4.989
1987	A Master Inter-Agency Agreement was executed with Commerce Agency and the Initial Phase of ED>Net was Implemented, launching several statewide Initiatives.	Chancellor's Initiative and BOG Action Item Expenditure Plan	Redirection of Existing Funding to Expanded Categories	4.989
1988	The Statewide Coordination Network was implemented, and the Steering Committee was reorganized into the Executive Committee. The first four Small Business Development Centers were designated.	Chancellor's Initiative and BOG Action Item Expenditure Plan	Redirection of Existing Funding to New Categories	4.989
1989	The ED>Net Centers for Applied Competitive Technologies and International Trade Development and the Environmental Technologies Programs were implemented.	Budget Change Proposal and BOG Action Item Expenditure Plan	0.188	5.177
1990	The ED>Net Centers were expanded. The ED>Net Regional Coordination and Leadership Projects were established in seven regions of the State.	Budget Change Proposal and BOG Action Item Expenditure Plan	1.129	6.306
1991	The ED>Net Program, Mission and Goals were Codified in statutes and the BRAIN Trust Fund Established.	AB 1497 (Polanco)		6.306
1992-93	The ED>Net Strategic Plan was Developed and approved. Work Place Learning Centers and Environmental Resource Centers were added.	Budget Change Proposal	0.667	6.973
1994	Legislative Reauthorization of ED>Net Program was approved and Formal Intent, Executive Committee, Regional Planning and Reporting and Program Review Requirements were added.	AB 3512 (Polanco)		6.973
1995	Existing programs were augmented and Centers for Advanced Transportation Technologies and Applied Biotechnologies were added	Budget Change Proposal	2.100	9.073
1996	The Community College' Mission was amended to include "advancing economic growth and global competitiveness". New requirements for Regional Planning and program audits were added. New Media/ Multi-Media/Entertainment Centers were added.	SB 1809 (Polanco) BOG Action Item Expenditure Plan		9.073
1997	A budget augmentation to the ED>Net program and statutory language was added to expand Centers, create Industry Driven Regional Collaboratives and provide Job Development Incentive Training.	Governor's Budget Revision and AB 1578	15.000 Economic Development Program 5.000 Job Development Incentive Training	29.073



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