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ABSTRACT

The Economic Development Network (ED>Net) of the California Community Colleges was designed to advance the state's economic growth and competitiveness by coordinating and facilitating workforce improvement, technology deployment, and business development initiatives. This report reviews outcomes for ED>Net for 1995-96 based on reports prepared by funded projects. First, ED>Net is described and information is provided on program goals, methods through which employers can access ED>Net services, barriers to access, programs developed in response to the closure of 22 military bases in California, and resources available through the Locally-Based Statewide Economic Development Coordination Network and InfoNet/ED>Net telecommunications partnership. Status reports of 1995-96 accomplishments, including information on the purpose, clients served, and sample activities, are then presented for the Locally-Based Statewide Leadership and Technical Assistance program and contract education. Outcomes are then described for ED>Net initiatives related to advanced transportation technologies, biotechnologies, environmental technologies, health care delivery, international trade development, small business applications, applied competitive technologies, and workplace literacy. Status reports are then provided for the following annual projects: Model Programs for Community Economic Development, Employer-Based Training, Faculty In-Service/Intensive In-Service Training, and Worksite Experience for Vocational Faculty and Vocational Counselors In-Service Training. Finally, recommendations for program improvement are presented. Appendixes provide a table of ED>Net programs by year of foundation, a list of strategic partners by program, and a list of ED>Net executive committee members. (HAA)

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# Economic Development Network (ED>Net)

*1995-96 Report to the  
Governor and the Legislature*



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JC 970 319



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# **Economic Development Network (ED>Net)**

*1995-96 Report to the  
Governor and the Legislature*

**April 1997**



**Economic Development/Vocational Education Division  
Chancellor's Office  
California Community Colleges  
1107 Ninth Street  
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# **Executive Summary**

*1995-96 Report to the  
Governor and the Legislature*

## **California Community Colleges Economic Development Program "ED>Net"**

This report provides an overview of the California Community Colleges Economic Development Program "ED>Net" activities which collaborate with businesses, employers, workers and governmental entities to offer systematic educational and training services to support economic development throughout the state.

### **Mission Statement**

The mission of the California Community Colleges Economic Development Program, "ED>Net" is to advance California's economic growth and global competitiveness through quality education, and services focusing on continuous work force improvement, business development and technology deployment.

The Economic Development Program (ED>Net), serves as the economic development network of the California Community Colleges. The Network serves as the system's broker and facilitator for the delivery of education, training and information to the business and industrial sectors statewide. ED>Net's goals are to:

1. To coordinate a community college response to meet statewide work force needs that attracts, retains, and expands businesses.
2. To develop innovative solutions, as needed, in identified strategic priority areas.
3. To identify, acquire, and leverage resources to support local, regional, and statewide economic development.
4. To create logistical, technical, and marketing infrastructure support for economic development activities within the California Community Colleges.
5. To optimize access to community colleges' economic development services.
6. To develop strategic public and private sector partnerships.

## **Economic Development Network**

The purpose of ED>Net is to strengthen the ability of colleges to provide education, training and technical services to business and industry. ED>Net leverages resources for colleges to serve new and expanding businesses in California. The network includes more than 90 local projects, 44 regional centers, active contract education programs in 59 of 71 districts, and over 500 local, regional and statewide partners from industry, government, and service agencies. Community colleges in 10 regions of the state are helping to identify and coordinate programs and training in their regions. Access to the community colleges' economic development services has been systematically developed and includes:

- *On-line Internet services,*
- *On-site services;*
- *Telecommunications Downlinks;*
- *One-stop services;*
- *800-line services ;*
- *Drop in, phone, fax, consultation sessions;*
- *Introductory workshops and materials packets*
- *Professional development workshops;*
- *Individualized/customized services; and*
- *Marketing information.*

Access has been created by collaborating with businesses as well as various agencies, civic and professional/trade/union groups, and others with links to those who would benefit, but generally not seek, education and training on their own. For information regarding ED>Net the address on the World Wide Web is <http://ednet.cc.ca.us> or at their toll-free 800 telephone number (1-800-344-3812) that assures "one-stop" access and referral enabling ED>Net to respond to business and industry education and training needs anywhere in the state.

## **Network Coordination and Support**

The Statewide Economic Development Coordination Network serves as the support structure for the statewide leadership and strategic priority Initiatives that provide the back bone of the economic development program coordination, planning, and delivery of services throughout the state. A support staff, equipment and facilities, provide state of the art communication, logistical, and operational support to the committees and directors of the program. Efficiencies are increased and the resources of the initiatives are leveraged by avoiding duplicative expenses. The Network coordination and support project provided 74 technical and informational services to 1,852 employers. Some level of services were provided to all 106 colleges. Approximately

6,472 participants were identified, 93 percent, coming from having received articles or position papers from ED>Net. Nearly 1,868 contact hours were reported from beneficiaries of ED>Net services.

## **Regional Coordination of Service Providers**

In response to the legislative intent, the California Community Colleges have established ten established regional consortia. Regional consortia activities during the grant period include designation of coordinators and regional chairs, involvement in team and leadership workshops and conferences integrating faculty, counselors and administrators from vocational and academic disciplines to improve communication practices and share information. Efforts are continuing to expand collaboration, coordination and communication to better integrate economic development and vocational education. The Consortia are working to increase knowledge of programs and services within regions and to disseminate best practices.

## **New Program Development and Marketing**

The goals of this program are to develop and identify new program and funding opportunities and market the programs and services of the community colleges. The project also disseminates articles and position papers in the areas of program improvement and support to community colleges. In the current reporting period, new program opportunities were identified and referred to leadership programs and colleges for the development of proposals. Fifty-three (53) articles were developed with a distribution to 7,452 employers, 106 colleges and 24,840 participants.

## **Leadership and Technical Assistance Programs**

Leadership and technical assistance provide an integral part of the statewide infrastructure that supports the over-all economic development programs of community colleges. Locally-based directors support local colleges in their economic development programs to: build the system's capacity to deliver education, training, and services appropriate to small-and-medium-sized business; coordinate resources, and; provide a system-wide response to economic development opportunities.

The seven projects provide statewide leadership in the identified strategic priority areas. Projects included extensive technical assistance to colleges, proposal writing, education and training for faculty and students and access to research opportunities, a video conferencing pilot test for small business applications and multimedia development.

## **Contract Education Technical Support**

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 of the direct and administrative costs of providing instruction or services or both by the community college". In addition to traditional instruction, contract education programs also offer additional services designed to improve business or individual performance including: academic assessment, training material development, performance needs analysis, job profiling, counseling, job placement, and other consulting services.

The direct and administrative costs of providing these services, which include credit, noncredit, and not-for-credit offerings, are typically recovered through fees paid by the employer or organization to the college. 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.

Collectively, 59 community college districts reported providing contract education programs and services totaling \$52,511,352 delivered through contract education, job training and fee-based programs. This represents an increase of \$8,478,347, or 16% over the reported amount from 1994-95. Of the 975 employers and organizations served, 447 or 46% were reported as being new business for the districts. The 975 employers and organizations served represents an increase of 305 (45%) over the 1994-95 figure of 670. Clients also demonstrated their satisfaction with the services provided by the California Community Colleges through their repeat business. 528 or 54% of the organizations served were reported as being repeat business.

Beyond the contract education activity of individual districts, Economic Development funds support two directors to implement the Contract Education Technical Support Program. The goals of the Contract Education Technical Support Program include: (1) providing regional coordination of economic development programs; (2) improving statewide coordination of contract training; (3) enhancing the technical skills of college faculty and staff to assess business needs, market the colleges services, provide training, and develop materials; and (4) developing partnerships, resources, and projects

The Contract Education Technical Support Program expended \$246,849 in economic development grant funds in 1995-96, which resulted in \$1,205,887 in leveraged resources--a return of \$4.89 for each grant dollar invested.

## **Strategic Priorities Addressed By ED>Net Centers**

**Advanced Transportation Technologies:** The Advanced Transportation Technologies Centers provided a variety of technological training services to 186 largely small businesses and employ-

ers in the areas of **alternative fueled vehicles, intelligent transportation systems, and wireless communications**. Training was provided to 35 faculty and 259 employees at 73 colleges. A total of 8,341 hours of services were provided which included presentations, workshops and seminars, in-service training and train-the trainer instruction. Instruction included a variety of topics, such as: Introduction to Alternative Fuels, Introduction to CNG/NGV and LPGV Technology, advanced course work in Alternative Fuel Technology, Train-the Trainer, NGV, Fleet Manger Training in CNG, Electric Vehicles, and Converted and Dedicated NGV training. The Centers, in partnership with 43 business and governmental entities, expended \$120,861 while incurring \$254,716 in matching funds. A return of \$2.11 for each grant dollar spent.

**Biotechnologies:** Biotechnology continues to be a major growth industry for California with a growth rate of over 16%. The success of California's biotechnology companies is clearly reflected in the over \$350 million in Initial Public Offerings in 1996, a figure that far exceeds any other region of the country.

The California Community College Economic Development Network Biological Technologies Initiative was established in late 1994 through a Statewide Leadership Grant. Two Centers for Applied Biological Technology have been initiated through competitive California Community College Chancellor's Office grants. The two Centers for Applied Biological Technologies were initially funded in May 1996 at \$150,000. They are sited in the two areas of heaviest industry concentration in the State, San Diego County and the San Francisco Bay area. The Biological Technologies Initiative has been guided by the advice of the California Biotechnology Education Consortium that includes representatives of the industry, government and education (including secondary and university).

The Centers are actively involved in this process to help insure broad representation reflecting the diversity of the industry and the State. Significant to the Biological Technologies Initiative has been the response to numerous inquiries from colleges seeking to develop biotechnology programs. Also, because of the significant component of the workforce required by the biotechnology industry who need BA/BS and/or higher levels of education, the initiative has also worked to help colleges infuse biotechnology and molecular biology components into their biology and chemistry curricula. Workshops have been offered by the Centers for faculty. Each Center has established a World Wide Web sites on the internet. The Centers are actively engaged in developing curriculum for use in community college biotechnology programs and other related fields.

**Small Business Applications:** As a part of the Business Resource Assistance Innovation Network, Small Business Development Centers provide comprehensive services to small business owners and to individual interest in starting businesses. The Centers offer an immediate response to clients' inquiries and requests; they provide one-on-one counseling services to new clients and continue to work with them through the start-up phase of establishing a business. Some Centers also provide assistance to businesses interested in participating in innovation, research, and procurement programs. In addition, the Centers offer technical assistance to other colleges.

Centers responded to 17,874 individual inquiries representing 7,735 businesses and employers, including self employed and start-up entrepreneurs; a 50 percent increase in the number of inquiries from the prior year. Over-all, Centers increased their level of technical assistance contacts by 64 percent in a single reporting year. Service areas continued to provide the greatest numbers of participants followed the by health services.

Centers sponsored 483 training-related events serving over 2,615 businesses/employers throughout the state. Over 17,220 individuals participated entailing 38,800 contact hours for all types of activities and instruction. The twelve grantees reported actual expenditures of \$1,512,899 for the year, matched by \$2,179,243--reflecting an immediate measurable cash return of \$1.44 for each dollar spent.

**Applied Competitive Technologies:** The Centers for Applied Competitive Technologies share four characteristics, or features, in common: (1) a demonstration site built around a Computer-Integrated Manufacturing and/or Enterprise; (2) a philosophy based on Total Quality Management; (3) a commitment to provide training and services to promote the quality concept; and (4) the use of technology transfer teams. Training includes continuous process improvement, "just-in-time," statistical process control, team work, leadership, and communication skills. The Centers provide training in cooperation with the California Manufacturing Technology Center (affiliated with El Camino College).

The California Manufacturing Technology Center is funded by the National Institute of Standards and Technology , the California Trade and Commerce Agency, the Employment Training Panel , and the California Community Colleges. The primary goals of the seven centers are to: (1) improve the competitiveness of small and medium-sized manufacturers; (2) assist in the conversion of defense suppliers to commercial applications; and (3) increase the adoption of environmentally and economically sound manufacturing technologies and techniques.

In 1995-96 the seven Centers for Applied Competitive Technologies served 582 employers throughout the state--61 percent with fewer than 50 employees. Manufacturing companies (for both durable and non-durable goods) represented 83 percent of the businesses seeking assistance from the Centers.

Centers provided 356 training events during the reporting period. These events, led by the number of training presentations at 239, were provided for 1,822 employers. The events reached 4,860 participants and measured a total of 11,782 contact hours.

**Environmental Technologies:** Regional Environmental Business Resource and Assistance Centers coordinate statewide programs and services designed to mitigate the impact of environmental compliance regulations and represent the community colleges in areas of environmental technology education. Centers reported serving 2,280 employers and businesses throughout the state with the bulk made of small manufacturing businesses and service industries with less than 50 employees. Over 8,000 training hours was provided to nearly 2,000 participants; a significant increase from the previous reporting period. A Home Page (<http://ednet.cc.ca.us/>) on the World

Wide Web provides immediate access and information on the Internet to environmental data bases.

**Health Care Delivery:** The Health Care Centers were established with Vocational Applied Technology Education Act funds. The six Centers developed a model curriculum for Physical Therapist; a Certified Nurse Assistant Refresher Course; provided for Home Health Aide Competency Training; and facilitated a new Dental Hygiene Training Program at Oxnard College; and a Certified Nursing Assistant/Home Health Aide Training Program at Santa Barbara City College. In addition, SCANS workshops were conducted.

Each of the Center directors are experts at developing curricula and are available for consultation on the coordination and development of health occupation curricula. In conjunction with curriculum development, coordinators are available to facilitate the development of job analyses or competency profiles using the Design a Curriculum process.

Each of the Centers acts as a central location for resource information in their respective regions. This may involve such resources as data-base management and compilation (Health Program Evaluation Project), health occupations inquiries, educational videos, curricula and text books.

A brief overview of this program is provided in this report because these activities are funded by the Vocational Applied Technology Education Act. Specific information regarding this program is reported in the annual Vocational Applied Technology Education Act report.

**International Trade:** Centers for International Trade Development assisted small businesses in generating over \$225.3 million in international sales in 1995-96; up from \$40 million the previous year. In 1995, California exports supported approximately 1.8 million jobs based on figures supplied by the California Trade and Commerce Agency.

The goals of the community colleges and their business partners in establishing these Centers, are to enhance the competitive strength of California businesses in the international market place and support international trade development in their local communities. Centers offer specialized export workshops and seminars, referral and resource services, international databases and trade libraries as well as advanced technical assistance in export application, international marketing, financing, and regulations in addition to specialized training in a variety of specialized trade areas.

Centers sponsored training-related events serving over 2,900 employers/businesses and 6,120 individuals statewide; Centers reported more than 55,200 requests for information services and technical assistance from more than 1,081 employers/businesses during the 1995-96 fiscal year.

**Workplace Literacy:** Workplace Learning Resource Centers provide effective workplace learning programs designed to meet the needs of the organization and the worker by successfully translating learning into improved job performance and increased potential for greater earnings. Centers, through 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 work force.

The ten Centers served 213 employers and 30 community-based organizations throughout the state during the reporting year. The benefits of this program to small businesses is clear as nearly half of the employers served had less than 250 employees.

A total of 1,376 college faculty received training or technical in-service from the Centers. Of those, 609 were male with 55 percent female. Over 1,660 students received services with male students predominant, 63 percent. College faculty receiving training were predominantly white, 66 percent. Students more closely reflected the ethnicity of the state with 72 percent of the participants being Hispanic, Asian or African-American.

### **Strategic Priorities Addressed By ED>Net Annual Projects**

**Model Programs:** This program is designed to help community colleges participate in local community economic development activities. Although funding is limited, the program has the added dimension of providing technical services to colleges that wish to replicate all or parts of the models in their regions. Resulting products, such as "How To" manuals, handbooks, curricula, survey instruments, marketing materials, and project reports are disseminated and regional training sessions are provided to help community colleges understand the practical application of the model within their specific communities.

**Employer-Based Training:** In partnership with other governmental agencies and business, the Employer-Based Training program is designed to develop projects which enable the community colleges to meet new and changing employment needs in their communities. The intent of this program is to expand employer-based training by providing funds that are matched from other sources. Proposed projects focus on new or changing job opportunities, or are in new or emerging technological fields. These projects assist community colleges in meeting immediate and future labor market needs as well as fostering innovation. Emphasis is placed on projects that address the strategic priority areas of the Economic Development Program.

The three colleges receiving grants reported that 67 businesses were served, with 25 percent of those being women-owned and 75 percent being minority-owned. The majority of businesses served, 52 percent, had fewer than 50 employees. Health and services were the industry sectors dominating the types of sectors served. Of the 672 business employees receiving services, males again received the greatest level of training and instruction with a rate of 61 percent. The number of Asian employees participating increased significantly, to 70 percent. Over 500 individuals representing 108 employers participated. Approximately 2,742 contact hours were spent in providing training to these individuals. The three colleges receiving grants expended \$348,712 and leveraged \$706,593 in matching resources.

**Intensive In-Service Training:** The purpose of this program is to provide community college faculty with opportunities to receive intensive in-service training on emerging technologies. Projects include a 40-to-60-hour intensive training component prior to the structured 120-hour worksite experience. The funds for this program are particularly aimed to increase instructional capabilities in the identified strategic priority areas of the Economic Development Program. Based on 1995-96 reports, 26 faculty received intensive in-service training for the period. Approximately 41 percent of the faculty were male and 50 percent of the faculty served were white

**Worksite Experience and In-Service Training Projects for Vocational Faculty and Counselors:** The intent of this program is to increase effectiveness by upgrading the knowledge and working skills of vocational education/technology instructors and career counselors in community colleges. Further, its purpose is to promote the development of new curricula with emphasis placed on those occupations undergoing the most rapid technological change. Emphasis is placed on the identified strategic priority areas of the Economic Development Program. Projects target the need for actual hands-on experience at the worksite by providing individual instructors, or counselors, with a minimum of six weeks in a structured worksite assignment. In 1995-96, 104 faculty received in-service training. Program is 58 percent male, and 75 percent White. A total of 17 counselors and placement personnel received in-service training, with 10, or nearly 59 percent, being male. Minorities represented 71 percent participation, up from the 62 percent reported in 1994-95.

## Recommendations

**Finding #1:** Reporting by the community colleges participating in the Economic Development Program has improved in both consistency and quality. Standardized information collection and common definitions pertaining to data collected have contributed to the improvement. Collection and analysis could be improved by adding a software support and statistical analysis package to support automated data collection. This addition would speed up data computation and analysis.

**Recommendation:** The Chancellor's Office should consider developing grant or contract specifications which would allocate or augment the resources of a local college to enable the development of a support software statistical analysis package designed to automate reporting and data collection activities.

**Finding #2:** Reporting on contract education activities continues to be more difficult and time consuming than necessary. Currently all reporting on contract education activities is voluntary. Contract education practitioners at community colleges provide the information to ED>Net Directors and it is compiled and presented in an annual status report. A clear set of reporting requirements need to be established and agreed upon by the colleges and the Chancellor's Office.

**Recommendation:** The Chancellor's Office should explore the possibility of integrating data collection elements should into the Management Information System of the Chancellor's Office and the Community College Districts. In particular staff should explore making use of existing course activity data elements to meet this particular reporting need.

**Finding #3:** Responding to unmet participant needs identified by the participating colleges should be a priority. The evolution of the Economic Development Program funding has been incremental and limited by constraints on prior budget years. Many budget proposals have either not been considered or funded at a significantly lower level than the program models were designed for. Funding for the regional Health Delivery Resource Centers was deleted from the VATEA funding. Neither these Centers or the Statewide Leadership for this Initiative is currently funded even though this is an sector in transition and expansion in California. Typical center services should be supported by a minimum total budget of \$500,000 including matching resources. Original requests were made to fund these programs at those levels. Economic Development Program funding for center programs now range from \$25,000 to \$164,000. These funding levels (including minimum matching requirements) only support program budgets ranging from \$50,000 to \$328,000. At these minimum funding levels centers struggle to provide the level of services required.

**Recommendation:** The Chancellor's Office should include as one of its 1998/99 Budget Change Proposal (BCP) funding concepts the need to provide funding parity to all service programs by ensuring a \$250,000 minimum funding levels for each center. This figure is consonant with the recommendations for model program delivery standards set by the Strategic Priority Committees of the Economic Development Program.

**Finding #4:** Limited Economic Development Program staff support in the Chancellor's Office restricts the efficiency and accountability of the program. Limited by little staff and outdated technology the Chancellor's Office's role in the program leadership, development, implementation and accountability is at a minimum.

**Recommendation:** The Chancellor's Office should establish a separate administrative unit dedicated to the oversight and implementation of the systems' economic development program. In addition expanded resources should be sought through the Budget Change Proposal process to support much needed state operations leadership and coordination activities in this area.

**Finding #5:** Development of regional plans identifying critical unmet needs in each region of the state and providing recommendations for new programs to meet the needs of new and emerging economies are in preparation. The Chancellor's Office needs to identify funding sources and prepare to support these regional responses by collaboratives of local community colleges to workforce training and business development.

**Recommendation:** A funding proposal should be submitted by the Chancellors office to accommodate the expansion of regional support of unmet emerging economic needs . A Budget

Change Proposal should be developed based on the outcomes of the regional plan development process.

***Finding #6:*** The Economic Development Program's services provide a "gateway" to community college services for businesses and employees of businesses. Access to the community colleges for small business persons and employees of businesses currently employing the workforce needs to continue to be expanded. Economic Development and Contract Education services need to be institutionalized as integral consonants of the comprehensive community college. Current statutes and codes are in need of review to optimize the impact community colleges can have in providing workforce education and training and services to businesses.

***Recommendation:*** Staff should develop proposed recommendation for Board of Governor's consideration aimed at reviewing statutes, codes and administrative policies and practices of college districts relating to the delivery of contract education with the intent of improving services to businesses and employers.

***Finding #7:*** Organizational and professional development technical assistance and training is needed by colleges to improve their college's marketing and service performance. Existing organizational structures inhibit efficient client services. Services provided by community colleges need to become more performance oriented. Professional skills of community college practitioners are in need of continuous development and improvement. The current Contract Education Technical Support program needs to be expanded to include funding for organizational transformation and professional development

***Recommendation:*** The Chancellor's Office should consider the development and submittal of a Budget Change Proposal to support further development of training and technical assistance for colleges in the area of marketing and service performance of the economic development activities of local colleges.

California Community Colleges  
1995-96 Report to the Governor and the Legislature

**California Community Colleges  
Economic Development Program  
"ED>Net"**

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**California Community Colleges  
Economic Development Program  
"ED>Net"**

The mission of the California Community Colleges Economic Development Program "ED>Net" is to advance California's economic growth and global competitiveness through quality education and services focusing on continuous workforce improvement, technology deployment, and business development.

## **Overview**

### **Introduction**

The 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.

In the late 1980's the challenge to the California Community Colleges grew beyond training and educating a future workforce to include changing the corporate culture of existing companies and retraining the existing workforce.

Tremendous changes were occurring in the state's employment base: the state was entering what would be a long-term recessionary period; the computer and communication "revolution" was beginning to soar; the defense industry, a major employer in the state for decades, would be drastically altered by the fall of Communism in Eastern Europe; employment in manufacturing would decline to be replaced, in large part, by demand for increased services in technology. Immigration from Mexico and other Latin-American countries, as well as Asia, would greatly increase an already diverse population. Natural disasters played a part -- devastating earthquakes

in the San Francisco Bay Region coupled with incapacitating tremors in the Whittier foothills and the San Fernando Valley in the southern part of the state acted to alter transportation opportunities and economic optimism.

Long favored by a golden business and environmental climate, California was undergoing a rapid economic transformation from a manufacturing and defense employment base to widely dispersed fields of highly competitive advanced technologies and international trade along with a broad demand for increasing services to a diverse population.

### **The California Community Colleges Economic Development Network (ED>Net)**

California Community Colleges ED>Net serves as the system's broker and facilitator for the delivery of education, training, and information methods to business and industrial sectors statewide.

The infrastructure for ED>Net consists of five basic components:

1. Regional Community College resource and training centers.
2. An electronic communication network offering marketing strategies, a database system, and utilizing the Internet;
3. An entrepreneurial, highly skilled technical leadership, offering a large degree of accessibility;
4. Initiative committees whose responsibilities are to foster the State's priorities for workforce development;
5. A toll-free 800 telephone number (1-800-344-3812) that assures "one-stop" access and referral enabling ED>Net to respond to business and industry education and training needs anywhere in the state.

Ten statewide initiatives focus on the State's strategic priority areas for action. Local and regional needs are identified and prioritized by assessments and collaborative planning. Community Colleges in 10 regions of the state are helping to identify and coordinate programs and training in their regions.

Delivery of services is supported by local and regional economic development projects implemented by local Community Colleges. ED>Net consists of more than 90 local projects. The network includes 44 regional centers, contract education programs in 59 colleges and 71 districts, and over 500 local, regional and statewide partners from industry, government, and service agencies.

The Economic Development program Executive Committee, established in 1995 by AB 3512, plays an important policy advisory role to the Board of Governors and the Chancellor's Office regarding the California Community Colleges Economic Development Program.

The organizational and statewide coordination structure of ED>Net is college-based. It is currently located at State Center Community College District. Directors of the ED>Net Initiatives provide leadership, committee support, and technical assistance to colleges. ED>Net Initiative Directors and Centers (located at college districts throughout the state) lead the colleges in addressing the program's identified strategic priority areas.

California Community Colleges use ED>Net to address the following economic development goals:

1. Coordinating a community college response to meet statewide workforce needs that attracts, retains, and expands business.
2. Developing innovative solutions, in identified strategic priority areas.
3. Identifying, acquiring, and leveraging resources to support local, regional, and statewide economic development.
4. Creating logistical, technical, and marketing infrastructure support for economic development activities within the California Community Colleges.
5. Optimizing access to community colleges' economic development services.
6. Developing strategic public and private sector partnerships.

### **Strategic Partners: Economic Development Partnerships Established Outside the Community College System**

Strategic Partnerships are partnerships established with business, industry, community-based organizations, agencies, and others which share a set of goals. These partners may participate by acting as a co-sponsor to an activity or event or contributing to a project in support of economic development. A complete listing identifying strategic partners for the various initiatives and projects discussed in this report is located in Appendix 2.

### **Employer Access**

Before the economic development program was formally launched, California Community Colleges offered no 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 of access exist, not only for the business interested in the kinds of knowledge and skill development offered by the colleges, but also for workers whose only encouragement to advance their skills and knowledge is through the worksite.

Access to the Community Colleges' employer services has been systematically developed and now includes:

- ***On-line Internet services***, offer immediate access to information on all the initiatives and hot links to legislative and other sites;
- ***On-site services*** established so employees can receive customized training, attend on company time and be encouraged by their peers, unions, and supervisors;
- ***Telecommunications Downlinks*** established to inform groups statewide about new technologies appropriate for them and to provide training on those technologies from high level experts at low cost;
- ***One-stop services*** in civic centers and business centers with formal co-located arrangements to provide the help that's needed to get started and address specific kinds of issues;
- ***800-line services*** with calls from out-of-state companies seeking to relocate and requesting information on the kinds of programs offered by the California Community Colleges, and in-state companies requesting information about resources in other regions of the state for consistent training;
- ***Drop in, phone, fax, consultation sessions*** at centers located in the community or on campuses. Services range from initial inquiries about the business knowledge and skills needed to start a small business to corporate partners involved in the delivery of post-secondary training leading to degrees or skills advancement for their employees;
- ***Introductory workshops and materials packets*** to guide one's consideration of suitability for starting an enterprise;
- ***Professional development workshops***;
- ***Individualized/customized services*** based on assessments; and
- ***Marketing information*** which has spread the word about services.

Access has been created by collaborating with businesses as well as various agencies, civic and professional/trade/union groups, and others with links to those who would benefit but generally not seek education and training on their own.

## Access 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. This has resulted in the loss of training 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.

#### **A Federal Response to Military Base Closures and Realignment: Department of Defense Grants**

California has suffered 22 major military base closings and realignments as a result of the first three rounds of closures which occurred in 1988, 1991, and 1993. These closures, along with the downsizing of the California's defense industry, have impacted an estimated 200,000 workers and their communities, predominantly in Southern California.

In the fall of 1995, the California Community Colleges received a \$3.25 million grant from the Department of Defense Office of Economic Adjustment to develop and deliver new high technology programs for displaced defense workers in California. Coordinated by ED>Net, these new and innovative programs were strategically focused in those geographic regions of the state where the massive defense downsizing posed the greatest threat to local economic stability.

Three major areas of emerging technology and expanded job growth were identified for the project including, Advanced Transportation Technologies, Environmental Technology Transfer, and Small Business Development/International Trade. In each of these areas, a consortium of community colleges was formed to develop new curriculum, provide in-service training and/or internships for their faculty and to redesign facilities as needed in order to have new program offerings operational by March, 1997. A total of 20 colleges participated.

The products of this grant project include:

- Developed highly integrated Web pages, establishing a state-of-the-art interactive information and resource database which includes cutting edge technologies and technology transfers;

- Developed modularized curriculum in technical transportation and environmental technologies for small business entrepreneurs with an expanding interest in international trade; and
- Transferred newly developed curricula to interactive computer-based training modules. This type of instructional methodology will enable students to access technical instruction in a "just in time" training format.

This program will have far reaching impacts as the advanced curriculum will be disseminated and implemented at other community colleges throughout the state and supported by technical assistance from the well established infrastructure. The newly trained workforce resulting from these programs will positively impact California's economic development potential as new jobs are created in industries which project substantial growth well into the 21st century. Additionally, as a result of new program development over 45 new public and private working partnerships have been established between the colleges, business and industry, and local and state government entities.

California's recovery process has been a team effort. The community colleges have played a critical role in putting the state's workforce back to work by providing new skills and training opportunities in emerging job markets. In less than eighteen months, three major instructional programs in high demand occupations have been developed and implemented creating new opportunities for workers and business through economic development.

## **1995-96 Annual Report to the Governor and the Legislature**

This Report, is Submitted In Accordance with the Statutory Requirements for the California Community Colleges Economic Development Program for the Fiscal year 1995-96 (pursuant to *California Government Code* §15379.20 through §15379.90 et al established by AB 1497 Chapter 1214, statutes of 1991 and AB 3512 Chapter 805, Statutes of 1994)

The following report provides information on the progress and success of economic development grant programs funded by the Chancellor's Office of the California Community Colleges during the 1995-96 fiscal year.

The report, is based on a compilation of findings from a comprehensive review of documents and reports from funded projects as well as random validation of reported data. Project managers submitted a final annual report to the Chancellor's Office in which they described project performance and provided data profiles on program participants, activities, services and expenditures based on the expanded information requirements of AB 3512 (Chapter 805, Statutes of 1994). This report was prepared in response to the requirements outlined in the Government Code, Section 15370.23.

## **Locally-Based Statewide Economic Development Coordination Network**

This program provides the operational, technical, logistical, and marketing infrastructure supporting all of the economic development programs. The locally-based statewide leadership directors support the mission of the program by providing assistance at the local level to all colleges involved with the ED>Net program. The database and electronic Bulletin Board Systems (BBS) provide information and communication support necessary to coordinate statewide activities and resources. A central toll-free telephone number (1-800-344-3812) provides businesses a single point of access to all of the community colleges' training services. In addition to the electronic network, information, and infrastructure support, this project plans and coordinates the system's ED>Net programs and services that makes California's program a unique national model.

## **Services Provided by the InfoNet/ED>Net Telecommunications Partnership**

Operating under the umbrella of the California Community College-InfoNet telecommunications system housed at the Yosemite Community College District, ED>Net was provided with considerable support and services, as follows:

- Around the clock system support, 7 days per week access for users of the ED>Net electronic bulletin board system;
- A minimum of 4 modems and toll telephone lines for ED>Net user dial-up access;
- A minimum of 4 to toll-free (800) dial-up lines, phone charges to be paid by ED>Net directly;
- Internet e-mail accounts to all ED>Net users (**username@ccc-infonet.edu**);
- Inbound telnet sessions via the Internet;
- Support staff necessary to provide reliable remote access, remedies for access problems, registration of new users, maintenance of user accounts and databases.
- Specific ED>Net menu areas with the CC-InfoNet system, and general systems maintenance;
- Assistance with system design and remote management, by ED>Net staff, of all ED>Net menu areas; and
- Provided training and support in the aim of promoting the use of computerized telecommunications as an effective and important tool for workplace learning.

## 1995-96 Economic Development Grant Funds for Coordination and Support of the Network

The following table displays those colleges receiving Economic Development grant funds in 1995-96 for coordination of the Network.

**TABLE 1**

### Locally-Based Statewide Economic Development Coordination Network College Participation, Strategic Partners, Grant Funds and Match

Participating Community Colleges	Strategic Partners	1995-96 Actual Expenditures, to date	1995-96 Cash/In-kind Match
State Center	9	\$477,709	*

\*Reporting extension authorized; Information to be submitted in the final report to the Chancellor's Office due on June 30, 1997

## Accomplishments of the Economic Development (ED>Net) Program During the 1995-96

The statewide coordination of ED>Net serves as the support structure for the program Initiatives which address the identified strategic priority areas of the Economic Development Program. Support staff, equipment and facilities and coordinated, efficiencies are increased and the resources of the initiatives are leveraged.

The Statewide coordination and Support project for the ED>Net program provided 74 technical and informational services to 1,852 employers and served all 106 colleges. Approximately 6,472 participants were identified with the bulk of the benefit, 93 percent, coming from having received articles or position papers from ED>Net. Nearly 1,868 contact hours were reported for beneficiaries of ED>Net services.

Two conferences were held during the reporting period, which were attended by 562 participants. The grant has been granted an extension for reporting the 1995-96 data to June 30, 1997, therefore a final report containing cumulative information for the full reporting period will be provided to the Chancellor's Office at that time.

**Executive Committee Support:** Legislation was enacted in 1994, AB 3512 (Polanco) extending authorization for the ED>Net program through 1998. A significant provision of this legislation mandated ordered that an Executive Committee be established with membership comprised of representatives from business, industry, public and private entities as well as community colleges. The 27-member Economic Development Program Executive Committee is in place.

Their first meeting was in May, 1995. The Committee is advisory to the Board of Governors on Economic Development issues and will continue to meet twice a year (see Appendix 3).

## **Regional Planning and Coordination of Service Providers**

### **Regional Consortia**

Significant legislation, AB 3512 (Polanco) in 1994, clearly established the intent of the Legislature to maximize the resources of the 71 districts of the California Community Colleges to fulfill their role as the primary provider in fulfilling the vocational education and training needs of California business and industry.

Based on this legislative directive each Regional Consortia shall develop or coordinate the development of one or more regional business, resource, assistance and innovation network infrastructure plans for its region or sub-regions for submission to the Economic Development Program Executive Committee and the Chancellor's Office. The plan shall maximize the resources of the community colleges to achieve the goals and objectives established in the mission of the economic development program.

The Regional Plans shall facilitate the California Community Colleges in fulfilling their role as the primary provider of educational programs and services to meet the needs of California business and industry. The areas of focus are: (1) Economic Development, (2) Vocational Education, and (3) Training.

The Economic Development Network (ED>Net), serving as the statewide coordination network, shall develop and/or coordinate the development of a statewide strategic plan for the program for submission to the Executive Committee, the Chancellor's Office and the Board of Governors.

In response to the legislative intent the California Community Colleges have designated ten established regional consortia with the following primary objectives to:

- Integrate and coordinate economic development and vocational education programs and services;
- Provide professional development;
- Increase knowledge of programs and services of the regions and disseminate best practices;
- Develop and implement regional economic development plans and link economic development to work force preparation in emerging occupations and high growth industries; and
- Develop regional collaboratives and strategies for implementation of federal and state legislation regarding work force preparation.

The ten currently established Regions are identified geographically as: (1) Far North, (2) North, (3) Bay Area, (4) Interior Bay, (5) Central, (6) South Coast, (7) Los Angeles, (8) Orange, (9) Desert, and (10) San Diego/Imperial. Regional Consortia are collaborating, some of the regions have agreed to collaborate among regions for the purpose of administering the grant funding.

The Chancellor's Office provided grant funding to facilitate the development of the regional plans.

The following table identifies grantee and grant economic development funding information for the Regional Consortia for the 1995-96 reporting period:

**TABLE 2**  
**Regional Consortia**  
*(Grantee, Grant Funding Level, and Matching Funds, by Region)*

<b>Regional Consortia</b>	<b>Lead College</b>	<b>1995-96 Expenditures</b>	<b>Matching Funds</b>
1. Bay Area/ Interior Bay	Foothill-De Anza CCD/ Foothill College	\$13,416	\$25,000
2. Central	Yosemite CCD/ Modesto Junior College	8,000	8,000
3. Desert	Chaffey College	0	0
4. Los Angeles/ Orange	Rio Hondo college	11,654	16,000
5. North/ Far North	Los Rios CCD/ Consumnes River College	15,603	19,060
6. San Diego/ Imperial	Grossmont-Cuyamaca CCD/Cuyamaca College	7,324	8,979
7. South Coast	Allan Hancock CCD/ Allan Hancock College	8,000	8,000
<b>TOTAL</b>		<b>\$63,997</b>	<b>\$85,039</b>

Regional Consortia activities during the grant period have included designation of coordinators and Regional Chairs, involvement in team and leadership workshops and conferences integrating faculty, counselors and administrators from vocational and academic disciplines to improve communication practices and share information. Efforts are continuing to expand collaboration, coordination and communication to better integrate economic development and vocational education. The Consortia are working to increase knowledge of programs and services within regions and to disseminate best practices.

## **New Program Development and Marketing**

The goals of this program are to identify and develop new program and funding opportunities and market the programs and services of the community colleges. The project also disseminates articles and position papers in the areas of program improvement and support to community colleges. In the current reporting period new program opportunities were identified and referred to leadership programs and colleges for the development of proposals. 53 articles were developed with a distribution to 7,452 employers, 106 colleges and 24,840 participants.

### **1995-96 Economic Development Grant Funds for New Program Development and Marketing**

The following table displays grantee, expenditure and matching funding information based on the year-end report:

**TABLE 3**  
**Technical Support/Marketing**  
**Participating College and 1995-96 Expenditure/Matching Funds Information**

<b>Participating Community College</b>	<b>1995-96 Actual Expenditures</b>	<b>1995-96 Cash/In-kind Match</b>
Chaffey College	\$164,589	\$165,000

## **Locally-Based Statewide Leadership and Technical Assistance Programs**

### **The Purpose of Leadership and Technical Assistance Programs**

Leadership and technical assistance provide an integral part of the statewide infrastructure that supports the over-all economic development programs of community colleges. The locally-based statewide leadership directors support the mission of the program by providing assistance at the local level to all colleges involved with the Economic Development program.

Local colleges provide statewide leadership to: (1) Build the system's capacity to deliver education, training, and services appropriate to small-and-medium-sized businesses; (2) Coordinate resources; and (3) Provide a system-wide response to economic development opportunities.

There are seven colleges funded under this category. Each college provides specific locally-based leadership for each Economic Development Network (ED>Net) initiative. The lead colleges provide leadership activities such as described below:

- development of innovative solutions in strategic priority areas;
- identification, acquisition, and leveraging resources to support their initiatives;
- assisting colleges in building the capacity to respond to local, regional and statewide economic development opportunities;
- assist in providing optimum employer access to community colleges economic development programs and services; and
- building strategic public and private sector partnerships.

By having the basic economic development infrastructure in place and functioning at the various Centers and colleges, opportunities can be leveraged to expand dollars, services and capabilities beyond the basic equity levels. An example of leveraging resources is as follows:

*Desert Community College District/College of the Desert (Transportation), Palm Desert:* The 1995-96 fiscal year saw significant advances in the community colleges' involvement in transportation technologies, i.e. three additional Advanced Transportation Technologies Center Affiliates were added: at Sacramento City College in Northern California, and in Southern California at Cuyamaca College (El Cajon) and Cypress College (Cypress). Each Center increased its number of on-site alternative fuel training courses and workshops; they ranged from electric vehicles and composites at Cerritos College (Cerritos), to free evening classes at Rio Hondo College (Whittier). Miramar College (San Diego) hosted a "Fuels Fair" for high school students that attracted 400 participants. At Long Beach City College, hundreds attended the opening of their state-of-the-art Center in March, 1996.

The State Legislature awarded the initiative \$200,000 from the Petroleum Violation Escrow Account (PVEA) Funds to be used to broaden the alternative fuels program through the Centers with increased marketing and technical assistance. An additional \$800,000 in PVEA funding is proposed in the current year to build on the expanding technological and organizational efforts by community colleges.

#### **An Example of the Economic Development Leadership and Technical Assistance Program**

*Biotechnologies:* The 1995-96 reporting year marks the second phase of a statewide biotechnologies initiative. The biotechnology industry is in transition from research and development, with its attendant high-end employment force, to a broader-based, vastly enlarged, technical work force that will handle the manufacturing, sale, and distribution of its products.

As biotechnology advances from the laboratory and clinical trials, investors and outside agencies are expected to spur growth by putting \$3 billion to \$5 billion into the biotechnical industry in the next few years. The biotechnology industry in California is most heavily concentrated in the San Francisco Bay area in the north, and in San Diego County in the southern part of the state.

*Environmental Technologies:* Work on the Environmental Technology home page continued with the establishment of the EPA Region IX link as well as an on-line resume' builder. A teacher help page is now being designed with an on-line chat section for environmental trainers nationally. The home page is continually updated and all announcements, minutes, agendas, newsletters, etc. are posted and are available to all interested parties. For additional resource information on the Internet: rocdoc@nvc.cc.ca.us or contact ED>Net by phone at (800) 344-3812.

The Environmental Technologies initiative is currently designing the Environmental Technologies Bookshelf. This section of the home page will house all the curriculum that is now being developed through a series of screens. Once at the proper site, the user will see a bookshelf with titled books. Each book will house a different curriculum on-line and each book is also available as a file.

### **Locally-Based Statewide Leadership and Technical Assistance Projects**

The following table displays districts/colleges participating in the leadership and technical assistance programs, the number of partnerships developed and the level of grant fund expenditures and matching funds generated:

**TABLE 4**

**Locally-Based Statewide Leadership and Technical Assistance Programs  
Participating Colleges, Partnerships and Expenditure/Matching Funds Information**

Participating Community College Districts/Colleges	Project Category	Number of Strategic Partners	1995-96 Reported Actual Expenditures	1995-96 Cash/In-kind Match
1. Contra Costa CCD/ Diablo Valley College	Environmental Technology	39	\$55,371	\$55,371
2. Desert CCD/ College of the Desert	Transportation	8	13,000	70,000
3. Kern CCD/ Bakersfield College	BRAIN	7	113,225	116,559
4. Los Rios CCD/ Sacramento City College	International Trade	8	45,429	84,506
5. No. Orange County CCD/ Fullerton College	Workplace Learning	7	102,994	103,248
6. State Center CCD/ Fresno City College	Biotechnology	4	110,344	110,344
7. Ventura CCD/ Ventura College	Applied Technology	8	56,403	56,403
<b>TOTAL</b>		<b>81</b>	<b>\$496,766</b>	<b>\$596,431</b>

**Other Examples of Leadership and Technical Assistance Program Efforts**

*Proposal Writing:* Due to a prior collaborative success between Lawrence Berkeley National Laboratory, faculty members of the California Biotechnology Education Consortium, representatives of the biotechnology industry and Biological Technology Initiative, a \$495,000 grant proposal was developed and submitted for funding to the US Department of Energy. The proposed project was funded and implementation began in Spring 1996.

The 3-year project, "*Community College Initiative: A Proposal for Preparing Community College Students for Work in Biotechnology*", will provide education and training for community college teachers and students in biotechnology. The project will enable faculty members to work in the research laboratories of Lawrence Berkeley National Laboratory during the academic year and establish workshops for students to work with these community college faculty members during the summer. This presents an excellent model of cooperation between community colleges and a national research laboratory.

*Videoconferencing:* The Director of Small Business Programs joined with others to sponsor a pilot project to test the suitability of desktop videoconferencing in a business assistance environment. The committee that was established believed that the ability to conduct fact-to-face meetings and to share applications between individuals many miles apart offers important benefits. With videoconferencing, clients will have ready access to consultants without traveling

and can readily work on complex documents such as spreadsheets conveniently and inexpensively.

*Multimedia:* Called the marriage of Silicon Valley and Hollywood, multimedia is generally defined as the convergence of advanced computer hardware and software with the art of visual and audio communication. The multimedia industry is continually evolving in terms of its structure and products. The boundaries of the industry are extremely fluid and its outputs changing constantly in form. The entertainment market, though relatively mature, is driving the development of new multimedia and related technology, especially computer-generated graphics.

Multimedia comprises the most recently established economic development Initiative.

*Strategic Public and Private Partnerships:* The Fullerton Center for Applied Competitive Technologies leadership received a national Rebuild America Award; the award ceremony was conducted in Washington DC.

The leadership wrote the workforce section of California's Trade and Commerce Defense Conversion Plan.

The Centers for Applied Competitive Technologies provide over \$1 million in state match for the California Manufacturing Technology Center's federal grant. In previous years this investment generated a few training leads. This year cash mini grants were conducted. These grants generated resources for the Centers that was used to increase outreach activities. The Centers for Applied Competitive Technologies are involved in these solicitations and will increase their annual funding by approximately 33%.

## **Contract Education Status Report for 1995-96**

### **The Purpose of the Contract Education Technical Support Project**

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 of the direct and administrative costs of providing instruction or services or both by the community college". The direct and administrative costs of providing these services, which include credit, noncredit, and not-for-credit offerings, are typically recovered through fees paid by the employer or organization to the college.

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. Besides instructional programs, contract education programs also offered additional services designed to improve business and individual performance. These included academic

assessment, training material development, performance needs analysis, job profiling, counseling, job placement, and other consulting services.

A summary of contract education programs and services provided by California Community Colleges in 1995-96 is as follows:

***Contract Education:***

- **\$31,491,112** was generated through contract education
- **73,801** enrollees were trained in **187,386** hours of instruction
- **975** unduplicated employers or organizations contracted with the colleges for services

***Job Training Grants:***

- **\$16,253,594** was generated through job training grants
- **17,573** enrollees were served
- **582,470** instructional hours delivered

**Fee-Based Programs:**

- **\$4,766,646** was generated through fee-based/professional development offerings
- **140,505** enrolled in fee-based programs
- **53,584** instructional hours

Collectively, **59** community college districts reported providing contract education programs and services totaling **\$52,511,352** delivered through contract education, job training and fee-based programs. This represents an increase of **\$8,478, 347**, or **16%** over the reported amount from 1994-95.

Of the 975 employers and organizations served, **447** or **46%** were reported as being new business for the districts. The 975 employers and organizations served represents an increase of **305 (45%)** over the 1994-95 figure of 670. Clients also demonstrated their satisfaction with the services provided by the California Community Colleges through their repeat business. **528** or **54%** of the organizations served were reported as being repeat business.

**Role of the Contract Education Technical Support Program**

The goals of this program include: (1) providing regional coordination of economic development programs; (2) improving statewide coordination of contract training; (3) enhancing the technical skills of college faculty and staff to assess business needs, market the colleges services, provide training, and develop materials; and (4) developing partnerships, resources, and projects.

There are two regional directors, one from Rio Hondo College in the South, and DeAnza in the North, to provide system leadership of contract education statewide for the 1995-96 reporting period. The types of assistance provided differs somewhat based on local and regional trends and the organizational needs of each contract education program.

Overall, Northern California colleges have longer established programs in Contract Education program than in Southern California. Technical assistance in the North has focused on helping these mature programs move to new levels both organizationally and programmatically. The approach to assisting these programs has involved conducting an organizational assessment, identifying improvement opportunities, developing business goals, and identifying and addressing the work environment enablers and barriers to growth. College senior management is involved in establishing business goals for the program as a first step for the technical assistance. This approach enables the program director to establish priorities that have the support of internal management as well as establishing realistic goals given the level of resources allocated.

In Southern California the nature of the technical assistance has been to work with colleges that have either established an economic development/contract education program or have revived the function. Of the 28 colleges that received assistance, 35% added new staff in the reporting year and needed assistance at a basic level of setting priorities and hiring program coordinators. The

reviving of contract education at colleges has usually been accompanied by an interest on the part of the college in economic development. The number of staffing positions being filled is an indicator of the growing acceptance by colleges of economic development as a primary mission.

There continues to be a movement of program consolidation across the state, so that community education, contract education and job training grants are within one organization. Besides leveraging resources, this allows colleges to reduce the financial vulnerability of each of these programs. This model also enables them to become one-stop centers for externally-focused training and retraining programs. Another consolidation model that is being piloted in Southern California is the regional training consortium. Four colleges in the San Gabriel Valley have combined their resources to collectively market the offerings of these colleges to employers in San Gabriel Valley.

The following is a summary of the services provided by the two directors in the Contract Education Technical Support Program:

Separate from the employers served through local contract education programs, the Directors of the Contract Education Technical Support Program directed an additional 18 statewide employers to the services of local colleges.

Technical assistance given by the Directors to colleges includes the following categories:

- organizational assessment (a systematic self-assessment process);
- program improvement (increased productivity, improved system quality and expansion of skills and abilities of staff);
- project design and development (project scoping, partnerships, educational articulation, and new or changing curricula);
- regional coordination and support (utilization of regional consortia and industry linkages);
- resource development (development of resources such as grants; facilitating activities to support and expand new areas);

Other types of Core Services available through the contract education program include those categories which strengthen the system as a whole, such as economic development partnership project development, regional support, and networking.

The remaining category of services is Information Dissemination. This category focuses on the transmission of information based on special expertise such as knowledge of economic development procedures, resources, models, directories and curricula. The remainder of services are made up of the drafting and publishing of materials for wide distribution outside of routine technical assistance.

Training sessions were a significant contributor of contract education technical support services. Over 3,233 contact hours were reported in providing training to 389 participants serving 22 employers.

### **Identify Key Projects of the Contract Education Initiative**

A major project for the contract education initiative in the reporting year was to position the field to respond to changes required of training and development professionals by employers. Employers are becoming increasingly concerned that training programs result in performance change in the workplace and, ultimately, improvement in business performance. This has required traditional training organizations to change their focus from offering training only, to offering both non-training and training solutions to employer performance problems. In response to this trend, the contract education initiative undertook two major projects in 1995-96:

An intensive skill development program in performance consulting, designed to teach contract education practitioners the new skills needed to identify workplace performance problems and to design performance improvement solutions. Sixty practitioners were trained by a national expert on performance consulting, Dana Gaines Robinson. The ED>Net Directors of Contract Education then worked with the practitioners on the application of these skills when working with employers. This application work, largely in the form of coaching, will be continued during the 1996-97 year. There have a number of inquiries from other states as to how to replicate this program with their practitioners, as this new skill will be required of community colleges nationwide if they are to stay competitive.

A new Contract Education Handbook, *Maximizing Your Impact in Contract Education* was developed. This handbook, first published in 1990, was revised in order to include the performance improvement focus as well as other topics pertinent to the new contract education professional. This handbook includes contributions from Economic Development Program Directors as well as experienced practitioners throughout the state.

### **Contract Education Technical Support Grant Funds in 1995-96**

The following table displays those community colleges receiving economic development grants, the number of strategic partners, and the level of leveraged/match funding generated for the reporting year:

**TABLE 5**  
**Contract Education**  
**1995-96 Chancellor's Office Economic Development Grants**  
**College Participation, Strategic Partners, Expenditure and Match Information**

<b>Participating Community Colleges</b>	<b>Number of Strategic Partners</b>	<b>1995-96 Actual Reported Expenditures</b>	<b>1995-96 Leveraged Funding/ Matching Funds</b>
1. Foothill-De Anza CCD	13	\$118,145	\$1,070,191
2. Rio Hondo CCD	4	128,704	135,696
TOTAL	17	\$246,849	\$1,205,887

### **Examples of Contract Education Partnerships**

The Contract Education directors have worked with colleges to establish business goals, develop marketing and operational plans, and develop recommendations for infrastructure support. The organizational assessment process is used extensively to involve senior management and identify priorities.

*San Jose/Evergreen Community College District, San Jose:* In January, 1995, ED>Net began technical assistance to the San Jose/Evergreen Community College District's Institute for Business and Community Development (IBCD). IBCD conducts the District's contract education, community education, and job training grants programs. The ED>Net Director conducted an organizational assessment of IBCD, following up with a written report and presentation to the District Board of Trustees in July. The report outlined certain strategies for IBCD's growth and improvement.

One year later the Institute reported on progress as a result of the strategies and recommendation, as follows:

- New business of \$1.2 million;
- All three profit centers are self supporting;
- Savings of \$114,000 was derived from the recommendations made for staffing and reorganization;
- A 60% reduction in cycle time and error rates in the delivery of two major programs
- Internalization on campus of a microelectronics program begun at Intel Corporation by IBCD. The new program has revitalized the campus electronics program; has resulted in Intel building a simulated clean room at San Jose City College, and has placed six instructors in paid internships at the company.

*Mt. San Antonio CCD/Mt. San Antonio College, Walnut:* In June 1995 the Southern California Director for Contract Education facilitated a strategic planning retreat for the college's economic development team. During that retreat, revenue and other goals were established for the subsequent year. The technical assistance provided resulted in the program exceeding the revenue goal with 100% further projected growth.

## **Strategic Priorities Addressed by ED>Net Initiatives**

### **Advanced Transportation Technologies Initiative**

In 1993, Advanced transportation technologies was added as an ED>Net initiative to build capacity to respond to the challenges of emerging technologies which would effect California's economy and workforce. These technologies include: alternative fueled vehicles, intelligent transportation systems, and wireless communications.

The Bureau of Labor Statistics predicts that jobs for skilled technicians will have increased 37% from 1990 to 2005. These are high pay, highly skilled jobs which require intensified training and continuing education. Workers who have traditionally worked with their hands must be armed with the flexible skills needed to prosper in a rapidly changing economy.

Creating and preserving jobs while improving the environment and stimulating California's economy is the combined mission of the Advanced Transportation Technologies Initiative. This is accomplished by coordinating an Advanced Transportation Technologies Initiative response which meets the statewide economic development needs and works to attract, retain and expand business.

The Advanced Transportation Technologies Initiative was originally developed by the College of the Desert as an extension of its Energy Technology Training Center which was developed through the Economic Development Program's Model and Employer Based Training Grants. The program's goals include: (1) establishing a statewide consortia of colleges; (2) providing coordination; (3) identifying and developing resources; (4) identifying college sites to respond to statewide training needs; and (5) expanding California's leadership role in model curriculum, instructional materials, training, and technical services. The initiative leverages resources and provides an infrastructure for professional certified training which is consistent and creditable statewide.

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

Based on the 1995-96 final reports submitted to the Chancellor's Office the Advanced Transportation Technologies Initiative served 186 businesses and employers. Small businesses of 50 to 249 employees requested training services the most, 28 percent. This category represents approximately 90 percent of California's job market. Businesses with more than 500 employees usually have greater resources on hand and are usually better equipped to meet their technological training needs. These businesses sought assistance the least, representing only 13 percent of the total businesses served.

Advanced Transportation Technologies Initiative served transportation and utility companies the most of all industrial sectors, with nearly 65 percent. These industries are experiencing the most immediate changes in advanced transportation technologies.

Wholesale/Retail trade comprised the next most served industry sector, in a virtual tie with government, at approximately 13 percent. Other sectors including agriculture, manufacturing, construction, mining, finance, and health and other services comprised the balance of types of businesses served.

Faculty was integrated into Advanced Transportation Technologies Initiative by including 35 in-service faculty and 259 employees. Most of the recipients of services were male; women represented less than 4 percent of the total. The ethnicity report, however, showed a marked correlation to the state's diverse population. As reported, Hispanics comprised approximately 30 percent of those served; African-Americans comprised 15 percent, 5 percent were Asians and Native Americans, and Whites represented 50 percent of those receiving services.

The Advanced Transportation Technologies Initiative was associated with 73 colleges out of the total 106 California Community Colleges. Nearly 1,550 participants associated with approximately 500 employers received training during the reporting period. They received a total of 8,431 hours of services which included presentations, workshops and seminars, in-service training, and train-the-trainer instruction.

Instruction included topics such as: Introduction to Alternative Fuels, Introduction to CNG/NGV and LPGV Technology, advanced coursework in Alternative Fuel Technology, Train-the-Trainer NGV, Fleet Manager Training in CNG, Electric Vehicles, and Converted and Dedicated NGV training.

Much of the early and immediate need for training in alternative fuel vehicles (AFV's) comes from public and private fleets, who have a greater need to put AFV's into service due to state and federal laws mandating their use. Fleets also have a central fueling base, a limited service area, trained mechanics, a diverse number of light, medium and heavy duty vehicles, and buy and sell large numbers of vehicles on a regular basis. This combination of factors meant that fleets would be using AFV's first in far greater numbers than consumers in California. As a result, fleets would need services in greater numbers early on in 1995-96.

For every 200 AFV's, one highly trained and skilled AFV mechanic is needed. California currently has approximately 25,000 AFV's in operation, with 300,000 projected by 2005. There

are also thousands of mechanics currently working in both the public and private sectors, who need training in clean fuels technology: methanol, ethanol, propane, natural gas and electricity.

The Advanced Transportation Technologies Initiative also is developing programs in response to the other advanced transportation areas of intelligent transportation systems (ITS). These represent global positioning systems (GPS), traffic control and monitoring, automated highway systems, and networks based in computer and electronic technology. Wireless Communications covers mobile phones, paging devices, computer hardware and software, microwave and satellites.

Technician jobs usually require training beyond high school with a continued upgrading of skills as technology and competition reshape our markets. Job security will occur through investment in a workforce who will possess up-to-date skills to meet the needs of emerging technologies.

Nearly 33,400 technical assistance services were provided to 33,475 employers during the reporting period. Approximately 35,400 contact hours were provided to 34,607 participants. Services included resource development, Request for Proposal (RFP) opportunities, information services as well as articles and position papers.

Six Advanced Transportation Technologies Centers are located throughout the state. All received grant funding for 1995-96 through the Chancellor's Office. The following Table provides information as to the number of colleges receiving Economic Development Program grant funding, partnerships, expenditure data, and leveraged dollars in support of the transportation initiative.

**TABLE 6**

**Advanced Transportation Technology Initiative  
Participating Colleges, Partnerships and Expenditure/Matching Funds Information**

<b>Participating Community College Districts/Colleges</b>	<b>Number of Strategic Partners</b>	<b>1995-96 Reported Actual Expenditures</b>	<b>1995-96 Cash/ In-kind Match</b>
1. Cerritos CCD/ Cerritos College	Not Reported	Not Reported	Not Reported
2. Desert CCD/ College of the Desert	8	\$20,861	\$25,000
3. Long Beach CCD/ Long Beach City College	12	25,000	72,033
4. Rio Hondo CCD/ Rio Hondo College	13	25,000	53,250
5. San Diego CCD/ Miramar College	4	25,000	51,183
6. San Francisco CCD/ San Francisco City	6	25,000	53,250
<b>TOTAL</b>	<b>43</b>	<b>\$120,861</b>	<b>\$254,716</b>

### **Examples of Recent Accomplishments**

Advanced Transportation Technologies Initiative was asked by Atlanta Gas/Light, and MARTA (Metro Atlanta Transit) to provide the training to their mechanics for the 1996 Summer Olympic Games in Atlanta. Four Colleges, College of Alameda, Long Beach City College, College of the Desert, and San Diego Miramar College fielded a faculty team of trainers who directed the effort.

More than a year before the Games were to start, Atlanta Gas/Light began sending fleet mechanics to the College of the Desert to receive training in CNG.

"We could have chosen any company in the United States to do this high level AFV training", said Dennis Smith, Atlanta Gas/Light manager, "but, ATTI (Advanced Transportation Technologies Initiative) was head and shoulders above everyone in their professionalism, and expertise in AFV training. They are the best in the country".

An Advanced Transportation Technologies Initiative team also traveled to Atlanta prior to the start of the Olympics to administer training on site. NGV and electric vehicle training courses

were given almost around the clock in preparation for the games. This maintenance effort paid dividends when alternatively fueled vehicles (AFV's) ran into less service problems than other vehicles.

The Advanced Transportation Technologies Initiative faculty team was asked to return to Atlanta after the 1996 Summer Olympic to continued to provide AFV training to MARTA staff. Other community colleges in Georgia, and elsewhere, have asked for technical assistance in AFV training. This training continues at the nine Centers located throughout California.

*Long Beach CCD/Long Beach City College, Long Beach:* Long Beach City College marked "Earth Week" in 1996 by ushering in a new era of automotive technology with the grand opening of it's Advanced Transportation Technology Center. Highlights of the day included a dedication ceremony by the mayor of Long Beach, and the president of Long Beach City College. The event included a trade show with a large display of alternatively fueled vehicles and equipment. The highlight of the trade show was the showcasing of Long Beach's new natural gas Cummins diesel trash packer, GM's new (unreleased) EV1 electric car, and a methanol-top fueled funny car, as well as hydrogen, propane and liquefied natural gas vehicles.

Long Beach City College has been a partner with the City of Long Beach since first embarking on the "Clean Cities" designation in 1993. In August 1994, Long Beach achieved the Clean City status by the US Environmental Protection Agency, becoming the first such designated city in California. The designation was earned by the city's widespread use of alternatively fueled vehicles.

## **Biotechnologies Initiative**

Biotechnology continues to be a major growth industry for California with a growth rate of over 16%. The success of California's biotechnology companies is clearly reflected in the over \$350 million in Initial Public Offerings in 1996, a figure that far exceeds any other region of the country.

California's biotechnology companies exhibit a wide range of diversity. Target products currently in Phase III clinical trials (the final stage before filing for FDA approval) are designed for the treatment of cancer and cardiovascular, immunological, infectious and neurological disorders/diseases. The diverse areas of market segments include research and development, manufacturing, industry suppliers, ag-biotechnology, chemicals and therapeutics. The number of employees in California's biotechnology companies range from less than 10 to several thousand.

The biotechnology industry is rapidly moving from a largely venture capital-based industry to a revenue driven one. One California company alone posted \$1.8 billion in revenue which represents over 10% of the nation's total. Reinvestment in R & D generally ranges between 25-50% of sales and fuels continued growth as evidenced by the large number of products in the FDA trials/approval pipeline.

## **Centers for Applied Biological Technologies**

The California Community College Economic Development Network Biological Technologies Initiative was established in late 1994 through a Statewide Leadership Grant. Two Centers for Applied Biological Technology have been initiated in the last year through competitive California Community College Chancellor's Office grants.

Each of the two Centers serves approximately one half of the State. The Northern California Biotechnology Center is a consortium effort centered at City College of San Francisco that includes Contra Costa College, DeAnza College, Skyline College, Solano College and Vista College serving the northern half of the State. Serving the southern region is the Center located at Mira Costa College in San Diego County.

The two Centers for Applied Biological Technologies were initially funded in May 1996 at \$150,000 and have been in operation less than a year. They are sited in the two areas of heaviest industry concentration in the State, San Diego County and the San Francisco Bay area. The needs of these two industry concentration areas were considered in selecting a regional model for the design of the competitive RFA for the funding grants.

Although the two existing Centers well address the needs of the biotechnology industry concentrations in the Bay Area and San Diego County, the increasing biotechnology growth in the Los Angeles/Ventura County areas and increasing interest in the Central Valley confirm the need for a third Center. It is recommended that a third Center designed to serve the region from Los Angeles County north to Salinas County be funded on a level and duration equivalent to the existing Centers.

The Biological Technologies Initiative has been guided by the advice of the California Biotechnology Education Consortium that includes representatives of the industry, government and education (including secondary and university). A re-structuring of the Initiative Committee is currently underway to broaden the participation to include additional organizations, agencies, businesses and colleges. The Centers are actively involved in this process to help insure broad representation reflecting the diversity of the industry and the State. The Committee will develop and implement a new Committee Strategic Plan designed to address the needs of the rapidly expanding biotechnology industry.

## **Products and Other Services for California Community Colleges**

Although only recently established, the Centers for Applied Biological Technologies have already established themselves as focal points for information acquisition and dissemination. Especially significant to the Biological Technologies Initiative has been the response to numerous inquiries from colleges seeking to develop biotechnology programs to which they have responded with useful and appropriate information. Also, because of the significant component of the workforce required by the biotechnology industry who need BA/BS and/or higher levels of

education, the initiative has also worked to help colleges infuse biotechnology and molecular biology components into their biology and chemistry curricula.

Workshops have been offered by the Centers for faculty on topics including internet uses in biotechnology, bioethics and High Performance Liquid Chromotography (HPLC).

Each Center has established a World Wide Web sites on the internet through which they disseminate information on community college programs and economic development support for the biotechnology industry.

Begun in 1995 as a joint project with Lawrence Berkeley National Laboratory (LBNL) and representatives of the Biological Technologies Initiative, the LBNL Community College Initiative began operation in 1996. This program offers the opportunity for both community college instructors and students to complete internships at LBNL in biotechnology-related research laboratories.

The Centers are actively engaged in developing curriculum for use in community college biotechnology programs and other related fields. Examples include the Northern California Biotechnology Center's efforts to develop biotechnology-forensics curriculum and the Southern California Biotechnology Center's staff involvement with the Environmental Technology Initiative in developing modules for environmental technology training specifically designed for the biotechnology industry.

## **Environmental Technologies Initiative**

### **The Environmental Technologies Training and Education**

Environmental Technology leadership strengthens community colleges' economic development offerings in short term and contract education offerings and represents the community colleges to other agencies, organizations, and partnerships in areas of environmental technology education. In addition, this leadership coordinates, distributes and provides assistance for the continued development of up-to-date short-term instructional materials and represents the community colleges on the various public safety committees. The Environmental Technology curriculum is currently being offered at 24 colleges and is the basis for a national curriculum being developed by the National Science Foundation.

The Environmental Technologies initiative has established a Home Page (<http://ednet.cc.ca.us/>) for Environmental Technology on the World Wide Web at State Center in Fresno. This Home Page acts as a gateway to environmental data bases offering expanded access and information on the Internet.

Based on the 1995-96 final Economic Development Program reports filed with the Chancellor's Office, small manufacturing companies were the greatest users of services (52 percent), followed by health and other service industries (27 percent), with wholesale and retail trade being a distant third at 9 percent. Of the other business and industry sectors measured finance was in last place, reporting less than 1 percent of participation from businesses/employers.

### **Regional Environmental Business Resource and Assistance Centers**

Regional Environmental Business Resource and Assistance Centers 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. Also, they 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 assisted in the development of model certificate and associate degree programs in Environmental Technologies.

During 1995-96 the two grantees reported serving 2,280 employers and businesses in both Northern and Southern California. Of those businesses served, nearly 79 percent had fewer than 50 employees; only 3 percent had more than 500 employees. Over 8,000 training hours was provided to nearly 2,000 participants; a significant increase from the previous reporting period. Instruction included a variety of topics such as: Release Reporting Seminar, Hazardous Materials First Responder Technician Refresher, Hazardous Materials, First Responder Awareness, ENFLEX for Windows, Biological Hazards Management and 40 Hour Energy Assessment Training.

The Center's helped to retrain over 3,000 displaced defense workers and place 800 in environmental-related jobs.

Regional Environmental Business Resource and Assistance Centers provided in-service to 1,134 faculty during the 1995-96 reporting period. Information gathered reflecting the gender and ethnicity of faculty receiving services indicates that whites and males were the predominant recipients, 40 percent and 69 percent respectively; Both figures are significantly above a year ago. Nearly 1,800 employees received services during the reporting year. As with faculty, males and whites far exceeded the number of females and minorities in receiving services. Female employees receiving services increased significantly, up to 28 percent, compared to the 17 percent previously measured.

More than 60,030 technical assistance and information services were provided to 2,854 businesses and 128 colleges. More than 16,397 contact hours were utilized to provide information to 33,947 participants. The participants received services and information relating to financial assistance, environmental audits, and technical and compliance counseling and Internet inquiries are included as well.

A total of 152 training sessions were provided, up from 111, to 739 employers through presentations, workshops, seminars, training programs and instructional courses. The number of employers/businesses increased as well, up 46 percent. Nearly 1,950 individuals participated in these events involving a total of 8,006 contact hours.

The following table displays the colleges which received grant funds for environmental technologies in 1995-96, the number of partnerships outside the community colleges, and the level of actual expenditures and matching funds based on the final reports provided to the Chancellor's Office.

**TABLE 7**

**Regional Environmental Business Resource and Assistance Centers  
Participating Colleges and Expenditure/Matching Funds Information**

<b>Participating Community Colleges/ Grantees</b>	<b>Strategic Partners</b>	<b>1995-96 Reported Actual Expenditures</b>	<b>1995-96 Cash/In-kind Matching Funds</b>
1. San Francisco City College	30	\$100,000	\$124,310
2. Fullerton College	6	100,000	104,268
<b>TOTAL</b>	<b>36</b>	<b>\$200,000</b>	<b>\$228,578</b>

**Examples of the types of services provided by Regional Environmental Business Resource and Assistance Centers:**

The following examples demonstrate the varying roles played by the Regional Environmental Business Resource and Assistance Centers in small business development and base closure issues.

*San Francisco CCD/San Francisco City College, San Francisco:* Based on extensive marketing research indicating that the food service industry was a small business sector which could highly benefit from environmental technology the Regional Environmental Business Resource and Assistance Center continued to expand its assistance and consulting to the industry. The PG&E Food Service Technology Center also provided technical support and resources to further develop and refine a comprehensive on-site energy survey. The assessment and survey thoroughly reviews energy consumption in restaurants in the areas of: food preparation, lighting, refrigeration, sanitation and HVAC systems (heating, ventilation and air conditioning). As a result several restaurants were recognized for exceptional energy conservation standards while others were provided with technical assistance and information to increase energy efficiency, develop conservation methods and other technological support.

*North Orange County Community College District/Fullerton College, Fullerton:* The Business Environmental Assistance Center has served over 8,000 businesses in the past five years providing free, confidential and non-regulatory technical assistance to small and medium-sized businesses throughout southern California seeking to comply with environmental and regulatory guidelines. The Center was recently honored by Renew American as one of the 24 outstanding environmental programs in the country.

## **Health Care Delivery Initiative**

The Health Care Centers were established with Vocational Applied Technology Education Act funds. The six Centers developed a model curriculum for Physical Therapist; a Certified Nurse Assistant Refresher Course; provided for Home Health Aide Competency Training; and facilitated a new Dental Hygiene Training Program at Oxnard College; and a Certified Nursing Assistant/Home Health Aide Training Program at Santa Barbara City College. In addition, SCANS workshops were conducted.

Each of the Center directors are experts at developing curricula and are available for consultation on the coordination and development of health occupation curricula. In conjunction with curriculum development, coordinators are available to facilitate the development of job analyses or competency profiles using the Design a Curriculum process.

The following is a listing of curricula developed through the statewide efforts of the health care industry, education and coordinated by the Center directors:

**Model Curriculum for Certified Nurse Assistants** --this 150 hour course is approved by the California Department of Health Services and prepares candidates to take the certification examination and to function as nurse assistants in long term care facilities.

**Model Curriculum for Home Health Aides** this 40 hour addition to the Certified Nurse Assistant Model Curriculum is approved by the Department of Health Services and prepares certified nurse assistants to function in the home health industry.

**Emergency Medical Technician Model Curriculum** this 110 hour course represents a statewide collaborative effort of many Emergency Medical Service personnel and has received the approval of all County Emergency Medical Services Authorities. This curriculum is a basic course which prepares candidates to take a certification examination and to function as emergency medical technician.

**Sheltered Strategies** is being finalized to augment the Certified Nurse Assistant Model Curriculum. These strategies are designed to assist educators in preparing Limited-English Proficient Certified Nurse Assistant training for the nurse assistant certifying exam and to expand the English skills of those who are already Certified Nurse Assistant.

Information about these curricula can be obtained from any of the Centers.

Each of the Centers acts as a central location for resource information in their respective regions. This may involve such resources as data-base management and compilation (Health Program Evaluation Project), health occupations inquiries, educational videos, curricula and text books.

A brief overview of this program is provided in this report because these activities are funded by the Vocational Applied Technology Education Act. Specific information regarding this program is reported in the annual Vocational Applied Technology Education Act report.

## **International Trade Development Initiative**

### **The Purpose of Centers for International Trade Development**

Based on a client survey, over \$225.3 million in international sales were reported in 1995-96, up from \$40 million the previous year. In 1995, California exports directly, and indirectly, supported approximately 1.8 million jobs per year-to-date reports from the California Trade and Commerce Agency. Expanding trade opportunities worldwide mean businesses will continue to expand their global marketing efforts. That expansion can only be accomplished by developing new strategies, learning new languages, keeping abreast of expanding markets and complying with varying regulatory and market demands globally. International trade is now recognized by such sources as the New York Times and The Economist as one of the three pillars of California's economic strength.

The goals of the community colleges and their business partners in establishing the Centers for International Trade Development as an initiative of the Economic Development Education Network are to enhance the competitive strength of California businesses in the international market place and support international trade development in their local communities. Recognizing the growing interest in developing global partnerships, community colleges have developed courses in international business, identified local businesses interested in international trade, distributed leads on international trade to local businesses and provided technical support to businesses. Last year the Centers for International Trade Development assisted small businesses in generating over \$225.3 in export and import trade.

Established in 1989, the nine Centers and a satellite office are located throughout the state. The nine Centers received Economic Development or Business Resource, Assistance, and Innovation Network funding grants from the Chancellor's Office in 1995-96 and their year-end reports provide the basis for this portion of the report.

All Centers offer specialized export workshops and seminars, referral and resource services, international databases and trade libraries as well as advanced technical assistance in the areas of export application, international marketing, financing, and regulations. The Centers offer ready

access to computer networks providing up-to-the-minute data on international business including country profiles and information on government reports. In addition, the Centers provide specialized training in areas of export documentation, freight forwarding, pricing, terms of sale, contracts and agency agreements, and methods of payment.

The Centers provide specialties that meet specific requirements such as staff members fluent in most major languages and who can provide expert advice on establishing global partners in areas such as the Far East, the Middle East, Eastern and Western Europe, South America, Japan, Mexico, and Latin America. Having gained expertise in a variety of entrepreneurial areas, the trained professional staff is able to supply information relating to export strategies, logistics and finance as well as product and international market research and development.

### **Centers for International Trade Development Locations**

Eight International Trade Centers are located throughout the state and all received grant funding from the Chancellor's Office in 1995-96. In the Southern California regions, those receiving grant funds are: Citrus College (*Glendora*), Coastline Community College (*Fountain Valley*), Oxnard College (*Oxnard*), Riverside Community College (*Riverside*), and Southwestern College (*Chula Vista*). In the Central and Northern California regions the colleges are: Merced College (*Merced*), Sacramento City College (*Sacramento*), and Vista Community College (*Berkeley*).

The University Export Center located at Fresno City College (*Fresno*), and Gavilan College (*Gilroy*) are not actual International Trade Centers, but do provide certain export services. Fresno City College is currently providing economic development services based on a federal export grant as well as having received funding from the Business Resource, Assistance, and Innovation network administered by the Chancellor's Office.

### **Centers for International Trade Development Participants**

During fiscal year 1995-96 nine Centers for International Trade Development received grant funds from the Chancellor's Office. The Centers served 2,612 businesses and employers located throughout the state--reflecting a significant decline from the prior year. Upon investigation of why such a significant drop in the number of businesses served in a single year it was learned that the statistical distortion occurred when one college inadvertently double-counted last year's figure (then reported correctly in the current reporting year), and two other colleges failed to fill their program director positions; one for three months, and the other for seven months, in the 1995-96 reporting period. These reporting and isolated management problems distort the overall productivity of the remaining Centers. Those colleges generally maintained the level of businesses served from the previous year and at least three centers show increases of 65% or greater in the number of clients served, as shown in the following table:

**TABLE 8**  
**Centers for International Trade**  
**Number of Clients Served: Comparison by Reporting Year**

College Reporting	1994-95 Report	1995-96 Report	Rate of Change
. Citrus College	354	638	+80%
. Coastline College	1,647	151*	-1,091%
. Merced College	122	149	+22%
. Oxnard College	145	239	+65%
. Riverside College	319	285*	-11%
. Sacramento City College	58	101	+74%
. Southwestern College	77	74	-4%
. State Center/ Fresno College	1,093**	881	-24%
. Vista College	71	94	+32%
TOTAL	3,886	2,612	

\* Management vacancies during reporting period

\*\* Reflects corrected reporting amount for 1994-95

Of those reported, approximately 77 percent were small businesses having fewer than 20 employees with 95 percent having 49 or fewer employees—less than 1 percent had more than 500 employees. Nearly 33 percent of the businesses contacting the Centers were minority owned with more than 20 percent of the employers being women.

The following table displays those served by the International Trade Centers, by business/industry type, contrasted by reporting year:

**TABLE 9**  
**Centers for International Trade**  
**Businesses/Industries Served, By Sector**

<b>Business/Industry Sector Measured</b>	<b>1994-1995 Reported (Percentage)</b>	<b>1995-1996 Reported (Percentage)</b>	<b>Percentage of Change (Increase/Decline)</b>
Agriculture	34%	22%	-12%
Manufacturing (Durable/Non-Durable)	27%	26%	-1%
Wholesale and Retail Trade	22%	28%	+6%
Health and Other Services	12%	19%	+7%
Construction	1%	1%	No Change
Transportation & Utility	1%	1%	No Change
Finances/Insurance/ Real Estate	1%	1%	No Change
Mining	1%	1%	No Change
Government	1%	1%	No Change
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	

Of the industry sectors identified, the greatest number of types of businesses seeking assistance, approximately 28 percent, were wholesale and retail trade, followed by health and other services, with 19 percent. Manufacturing showed an insignificant decline from the prior year, from 27 percent reported in 1994-95 to 26 percent in 1995-96. Agriculture showed the most significant decline from the prior year, dropping from 34 percent of the employers served to 22 percent of the client base in the current reporting year. Construction, transportation and utilities, finances, insurance, real estate and government continued to show little interest in global partnerships utilizing the Centers in either of the reporting years.

The Centers served 66 colleges throughout the state during the 1995-96 reporting period.

## **The Types of Services are Provided by Centers for International Trade Development**

Centers for International Trade Development across the state provide classes, workshops and one-on-one counseling to small- and medium-sized businesses already involved in, or with an expressed interest in, international trade. In 1995-96, 63 community colleges participated in over 285 Center-sponsored training-related events serving over 2,900 employers/businesses statewide. The bulk of the events, 94 percent, were Center-sponsored conferences, workshops and seminars. The balance of activities included training programs, regular coursework and train-the-trainer events.

Over 6,120 individuals participated in the training-related activities cited above--a 7 percent increase from the previous year. The largest number of participants, 3,706, or nearly 61 percent, attended workshops and seminars; Center-sponsored conferences comprised the second most heavily attended functions with 1,622, or 26 percent of total participation, followed by training presentations (more than 10 percent). Other activities, including train-the-trainer programs and alternative and regular coursework, comprised the balance of participants (3 percent).

It's clear from the data gathered for both report years that the greatest level of client education and activity is through conferences, workshops, and seminars rather than from course delivery. In 1995-96, the Centers managed a total of nearly 19,100 contact hours with participants (an average of 3.12 hours per participant--up slightly from the prior year).

Based on year-end reports filed by grantees with the Chancellor's Office, Centers for International Trade Development responded to more than 55,200 requests for information services and technical assistance from more than 1,081 employers/businesses in the 1995-96 fiscal year. The types of informational services and technical assistance provided to the 4,433 participants include: providing one-on-one counseling (both to new and on-going participants), 60 percent; providing trade leads (approximately 11 percent), trade information (24 percent) and providing technical assistance to 62 other colleges (5 percent). In nearly 60 percent of the events identified, the activities occurred at community college sites which serves to demonstrate how the colleges continue to function as the educational hub for adult learning in their respective communities. The Centers reported a total of 7,222 hours of service to clients (contact hours) for the one year period, for an average of 1.63 hours per participant.

## **1995-96 Economic Development Grant Funds for International Trade Development**

The Chancellor's Office provided \$989,425 in Economic Development funding to eight International Trade Centers and the International Export Center in 1995-96. This funding was provided with the expressed contractual understanding that these dollars would be matched, and exceeded, by local business and other partners for the purpose of providing trade assistance, referrals, counseling and other services to meet international trading needs. Without including funds from other state and federal partners, Centers receiving grants leveraged \$1,080,825. This

means that each dollar of grant funding returned the cost of the grant plus an economic development dividend of approximately 10 percent from business partners during 1995-96.

The following table provides grantee, partnership and grant funding information for Centers for International Trade Development for the 1995-96 fiscal year.

**TABLE 10**  
**Centers for International Trade Development**  
**1995-96 Economic Development/BRAIN Grant Funds,**  
**Expenditures and Match Information, by College/Project**

<b>Participating Community Colleges</b>	<b>Strategic Partners,</b>	<b>1995-96 Actual Reported Expenditures</b>	<b>1995-96 Cash/ In-kind Match</b>
1. Citrus CCD/ College	22	\$125,000	\$196,084
2. Coast CCD/Coastline College	35	125,000	125,000
3. Los Rios CCD/Sacramento City College	8	125,000	126,480
4. Merced CCD/College	14	125,000	50,475
5. Peralta CCD/Vista College	44	79,462	80,000
6. Riverside CCD/ Community College	11	125,000	130,761
7. Southwestern College	21	124,963	125,000
8. State Center/Fresno City College	10	35,000	122,025
9. Ventura CCD/Oxnard College	7	125,000	125,000
<b>TOTAL</b>	<b>172</b>	<b>\$989,425</b>	<b>\$1,080,825</b>

#### **Examples of the Types of Services Centers for International Trade Development Provided**

*Riverside CCD/Riverside College, Riverside:* Ana Marie Payan, business manager for AQUAWORLD, which is a watersport and entertainment facilities business located in California, Florida, Mexico and Guam, came to the Center for assistance with NAFTA exporting regulations.

At the locations in the Florida Keys and in Cancun Mexico, AQUAWORLD operates scuba diving and snorkeling adventures, in addition to renting various watersport equipment including jetskiis. In Cancun alone AQUAWORLD has more than 300 employees including scuba instructors and marine biologists to keep its clientele safe and well informed about the underwater environment. The company has built its own private island "Paradise Island", on the single largest reef of the western hemisphere, Punta Nizuc, a few miles off the coast of Cancun; the island offers day trips to snorkelers, scuba divers and sunbathers.

Ms. Payan came to the Center when she encountered problems passing scuba gear and watersport equipment through Mexican customs. AQUAWORLD was consolidating its freight in Miami using the vendor's export documentation covering each shipment which resulted in a single consignment (container) having several sets of documentation. With monthly shipments averaging \$150,000 the company was receiving fines for various NAFTA certificates and certificate of origin discrepancies because of the complexity of multiple vendors, most of whom were unfamiliar with the necessary paperwork processes for export to Mexico. The "red tape" was also leading to shipping delays.

The Center was able to assist Ms Payan in developing a method of preparing a single set of documentation for each consignment which significantly reduces documentation problems. This intricate system is controlled through tracking dock-receipts, air-way bills and corresponding invoices from vendors to control and coordinate consignments. This has ultimately resulted in more accurate and complete documentation.

AQUAWORLD sees tremendous opportunity for growth and expansion in their field for the coming years.

*Peralta CCD/Vista College, Berkeley:* The Vista Center for International Trade Development utilized the MARKETPLACE database to conduct a concentrated outreach program to manufacturers with sales greater than \$1 million in annual sales. This outreach effort resulted in expanded sales prospects for three BAYTRADE Environmental Technologies Export Project companies owned or joint ventured with a single Center client. With the assistance of the Center the client was able to arrange U. S. Department of Commerce Gold Key and Trade Fair services in both Germany and Austria for catalytic and thermal converter processes for cleaning up factory emissions, as well as a turn-key plant for converting waste paper into durable pallets.

*State Center CCD/Fresno City College: University Center Export Program, Fresno:* The University Center Export Program at Fresno City College received Economic Development Program Grant funds from the Chancellor's Office as well as federal grant funds to deliver technical assistance, conduct applied research and disseminate the results, particularly in exporting to businesses in economically distressed rural counties and some larger counties of Central and Southern California.

The types of technical assistance provided include conducting feasibility studies on proposed economic development projects and current export issues, identifying and/or implementing

technology to improve productivity and increasing export markets. Other activities included resolving manufacturing or processing problems and conducting workshops on strategic planning for local officials. Businesses are provided with individualized export counseling, export seminars, development of marketing plans, an international trade library, international trade lead opportunities, federal and state export financing programs, letters of credit and documentation, international market profiles, access to the computerized trade leads, the San Joaquin International Trade Association (SJVITA) and the University Center Trade Export Newsletter.

The Export Program at Fresno City College won third place in the business assistance category of a competition conducted by the National Association of Management and Technical Assistance Centers (NAMTAC). The Export Program at Fresno City College won the award for its efforts to help a local manufacturer, La Tapatia Tortilleria, Inc., create an export business. La Taptia shipped their first container to Japan in February 1996. The deal was a year in the making.

A program survey was conducted with 40 companies responding. The findings demonstrated that the Export Center assisted companies in generating \$26 million in sales from July 1995 to June 1996.

## **Small Business Applications Initiative**

### **Business Resource, Assistance and Innovation Network**

#### **The Purpose of Small Business Development Centers**

According to the California Chamber Economic Advisory Council, the California economy continues to grow. During 1996, the California gross state product exceeded \$1 trillion for the first time. California's economy will continue to grow in 1997 and add another 330,000 jobs, the Economic Advisory Council predicts. According to the Employment Development Department's Labor Market Information of a;; businesses in California, approximately 94% have 49 or fewer employees. Also, greatest job growth in California comes from these small businesses.

Because of this anticipated growth in the small business sector, there is a need for continued support of small businesses who are not able to hire the expert specialized staff larger companies hire in areas such as law, accounting, personnel, business planning and more.

**Center Goals:** The goals of the community colleges, their numerous local business and government partners, and their statewide and national partners is to assist California's economic growth by assisting small business start-ups, expanding existing businesses, and retaining businesses within the state. The ultimate goal is the creation of jobs for Californians.

**Center Objectives:** As a part of the Economic Development Program's statewide program these Small Business Development Centers provide comprehensive services to small business owners and to individuals interested in starting businesses. The Centers offer an immediate response to

clients' inquiries and requests; they provide one-on-one counseling services to new clients and continue to work with them through the start-up phase of establishing a business. Some Centers also provide assistance to businesses interested in participating in innovation, research, and procurement programs. In addition, the Centers offer technical assistance to other colleges.

These Centers serve as a business resource, assistance and innovation networks of information, resource, and referral agencies for the small business community. In addition, the centers provide "How To" training workshops and classes. The end result is the creation of new businesses, improved management, increased productivity, business expansion, and job creation. By promoting successful and stable enterprises, the centers support the vital role of small business in California's economic development.

### **Small Business Development Centers: State and National Partners, Number of Centers, Regional Locations.**

In partnership with the California Trade and Commerce Agency and the U.S. Small Business Administration, the California Community Colleges host 18 of the State's 43 Small Business Development Centers. The 18 sites are located in the following regional areas and also have numerous local business and government partnerships:

**North:** Butte College SBDC, Los Rios Community College District (also known as Greater Sacramento SBDC), Sierra College SBDC, Yuba College SBD, and three satellites (Yuba/Sutter SBDC, Colusa SBDC, and Woodland SBDC);

**Bay Area:** Cabrillo College (Central Coast SBDC), West Valley Mission CCD, (Silicon Valley SBDC), Solano College (Solano County SBDC), West Company satellite SBDC, satellite of Santa Rosa Jr. College (Redwood Empire SBDC), City College of San Francisco (San Francisco SBDC), Napa Valley College SBDC, Santa Rose Jr. College (Redwood Empire SBDC), Vista College (East Bay SBDC);

**Central Valley Area:** Bakersfield Collège (Weill Institute SBDC), Gavilan College SBDC, San Joaquin Delta College SBDC and three satellites (Amador SBDC, Alpine SBDC, Calaveras SBDC);

**Los Angeles/Orange County Area:** Mt. San Antonio College (Eastern Los Angeles County SBDC) and four satellites (South Central Los Angeles SBDC, Pico Rivera SBDC, East Los Angeles SBDC Pasadena SBDC), El Camino College (Southwest Los Angeles County SBDC) and one satellite (Westside SBDC); Region 8-Rancho Santiago College (Orange County SBDC);

**San Diego Area:** Southwestern College SBDC and CITD and one satellite (Imperial Valley SBDC).

Twelve of the eighteen Centers have received Economic Development grants in 1995-96. All Centers offer a series of specialized small business courses, seminars, hands-on workshops and conferences to address needs not being met by existing small business program providers.

Topics covered include how to do business on the world wide web, marketing on the internet, employment law, bid package preparation, contract assistance, government bidding and contracting, and how to develop linkages with lenders to secure loans.

### **Small Business Assistance Clients**

During the 1995-96 fiscal year ending June 30, 1996 approximately 17,874 individual inquiries representing 7,735 businesses and employers were served by Small Business Development Centers, including self employed and start-up entrepreneurs. This reflects a 50 percent increase in the number of inquiries fielded by the Small Business Development Centers in a single reporting year. The number of employers served increased by nearly 68 percent in the same period. Overall the Centers increased their level of technical assistance contacts by 64 percent from 1994-95 to the 1995-96 reporting cycle.

Of those businesses served, over 98 percent had fewer than 20 employees--up 8 percent in that category from a year ago. Approximately 6,714 , or 87 percent, of the businesses/employers contacting Centers were minority or women-owned.

Participation by industry sector remained relatively stable. Of the industry sectors identified, the greatest number of participants, 32 percent, were again from the service areas, followed by retail owners, 30 percent. Health services, up slightly at 18 percent; manufacturing, up slightly, to 10 percent from 9 percent; with the remaining 10 percent involving businesses in agriculture, wholesale trade, transportation and utilities, construction, finance, insurance, real estate and government remaining stable.

### **The Types of Services are Provided by Small Business Development Centers**

Providing an information network, training and technical assistance are key ingredients to a successful Small Business Development Center. In 1994-95, 40 colleges participated in training sponsored by the community college based Centers. 483 Center-sponsored and training-related events served over 2,615 businesses/employers throughout the state. In 1995-96 the number of colleges participating dropped to 17, but the number of Center-sponsored and training-related events jumped more than 25 percent, to 3,279. The bulk of those events continued to be workshops and seminars, 76 percent, with other activities such as Center-sponsored conferences (19 percent), and regular and alternative delivery courses (approximately 4 percent), and training programs and presentations making up the remaining 1 percent of events.

Over 17,220 individuals participated in the above events with the largest volume of participants, 15,689, attending Center-sponsored conferences, workshops and seminars. This reflects an increase in overall attendance of approximately two and one-half times compared to the previous year. Participation entailed 38,800 contact hours for all types of events including those described above as well as training presentations and programs, and regular and alternative delivery coursework.

Based on year-end reports filed with the Chancellor's Office, Small Business Development Centers responded to nearly 17,874 inquiries and requests for information during 1995-96. Of 10,870 participants, over 6,150 were new to the system and received one-on-one counseling with 4,714 individuals seeking on-going counseling. Other services included 112 procurement leads as well as providing technical assistance sessions to 6 other colleges.

Technical assistance sessions spent with other community colleges are to determine whether those colleges may wish to start, initiate, or develop similar services or programs. This activity includes demonstrating materials or assisting the colleges in how to use specialized program materials; troubleshooting problems related to the kind of services the program provides; and coaching new staff or new skills in other colleges related to the program's mission.

### **1995-96 Economic Development Grant Funds for Small Business Development Centers**

The community colleges which received economic development grants for Small Business Development Centers in 1995-96, the number of partnerships with business, industry and other governmental entities, actual expenditures and matching funds reported are provided in the following table:

**TABLE 11**

**Business Resource, Assistance and Innovation Network  
Small Business Development Centers/  
1995-96 Grant Funds, Expenditures and Match Information, by College/Project**

<b>Participating Community Colleges</b>	<b>Number of Strategic Partners</b>	<b>1995-96 Actual Reported Expenditures</b>	<b>1995-96 Cash/In-kind Match</b>
1. Gavilan CCD	0	\$100,674	\$101,600
2. Kern CCD, Bakersfield	20	142,378	197,622
3. Los Rios CCD	28	150,000	353,736
4. Mt. San Antonio CCD	8	141,404	276,611
5. Napa Valley CCD	7	163,600	219,536
6. Peralta CCD, Vista College	13	145,277	163,875
7. Rancho Santiago CCD	15	150,000	182,448
8. San Joaquin Delta CCD	25	107,123	108,583
9. Sierra Jot. CCD	7	85,000	165,200
10. Solano CCD	15	142,824	216,500
11. Southwestern CCD	35	116,219	116,264
12. Yuba CCD	7	68,400	77,268
<b>TOTAL</b>	<b>180</b>	<b>\$1,512,899</b>	<b>\$2,179,243</b>

*\*Note: State Center (Fresno City) has a grant funded in this category, but is included with the International Trade Development report in the next section.*

**Examples of the Types of Services Small Business Development Centers Provided**

*Napa CCD/Napa College, Napa:* Jose Vega took advantage of the short term workshops and counseling services to open his own business. The owner of Maya's Imports, along with his wife Maricela, credits the Napa Center as providing the "needed push" and source of knowledge to guide the young entrepreneur to open his own store on the Main Street of Napa.

All the products from *Maya's Imports* are artesania, or hand crafted artifacts of Mexico. Jose chooses only the best artifacts from many different states including Jalisco, Puebla and Juanajato, famous for its papier mache. His collection includes talevera, the famous colorful Spanish pottery, and he plans to carry the high quality black clay art of Oaxaca. Jose hopes to introduce the diverse Mexican culture to an expanding client base beyond the Napa Valley with additional store locations.

*Napa CCD/Napa College, Napa:* Sharon (Shari) Goetting, a breast cancer survivor, and indignant at the undergarments available to women who have endured radical mastectomies, began a whole new career in lingerie design although she had no previous experience in that field.

Several years ago, Goetting lost both breasts to cancer and had 19 lymph nodes removed to ensure the cancer hadn't spread. Following the drastic surgery and upset with the discomfort and quality of available lingerie she founded her own business, *Lillian James*, designing and manufacturing special lingerie for women who have had breast surgery.

Shari worked with Small Business Development Center counselors who provided assistance on the financial and marketing strategies of the garment industry and who have served as a resource as her business has grown. Her lingerie is available at the Personal Images boutique in the new Sutter Home Cancer Center, and the LaVann Boutique, both in Sacramento. *Lillian James* specialty lingerie has also successfully premiered at McCaulou's in Napa, Eccola in St. Helena and Shari is negotiating with Nordstrom and other retailers.

*Southwestern CCD/Southwestern College, Chula Vista:* Mr. Albert Soto, president of Precision Equipment contacted the Small Business Development and International Trade Center at Southwestern (the Center is certified as both and operates as a combined Center) on the referral of a business associate.. Mr. Soto contacted a consultant of the Center to discuss expansion strategies, problems with accounting and access to capital for his company. Following an assessment of the company's financial situation and market opportunities Center staff were able to assist Mr. Soto in developing a marketing plan and financial strategy for company expansion. Together with San Diego National Bank and the SBDITC a loan package was successfully submitted and funded under the new California Economic Development Lending Initiative CEDLI program. This was the first EDLI loan in San Diego County and the funds are supplied in equal shares from the participating bank and the CEDLI program headquarters.

This case is a good example of the intelligent use of a variety of resources and programs, personal initiative of the client, and collaboration of technical assistance providers.

## **Applied Competitive Technologies Initiative**

### **The Purpose of Centers for Applied Competitive Technologies**

The Centers for Applied Competitive Technologies share four characteristics, or features, in common: (1) a demonstration site built around a Computer-Integrated Manufacturing and/or Enterprise; (2) a philosophy based on Total Quality Management; (3) a commitment to provide training and services to promote the quality concept; and (4) the use of technology transfer teams. Training includes continuous process improvement, "just-in-time," statistical process control, team work, leadership, and communication skills. The primary goals of the seven centers are to: (1) improve the competitiveness of small and medium-sized manufacturers; (2) assist in the conversion of defense suppliers to commercial applications; and (3) increase the adoption of environmentally and economically sound manufacturing technologies and techniques.

The Centers for Applied Competitive Technologies also provide training in cooperation with the California Manufacturing Technology Center affiliated with El Camino College. The California Manufacturing Technology Center is funded by the National Institute of Standards and Technology, the California Trade and Commerce Agency, the Employment Training Panel, and the California Community Colleges.

### **Center for Applied Competitive Technologies Participants**

During 1995-96 the seven Center for Applied Competitive Technologies projects currently receiving grant funds from the Chancellor's Office served 582 employers throughout the state, up significantly from the 433 served during the previous reporting period. Of those served, approximately 34 percent had fewer than 20 employees and 61 percent having less than 50 employees. Large companies, those with more than 500 employees or more, comprised less than 5 percent of employers served.

Based on year-end reports filed with the Chancellor's Office, small manufacturing companies were, by far, the most highly represented industry sector served by Centers for Applied Competitive Technologies in 1995-96. Of all the business categories for which information was collected, manufacturing (for both durable and non-durable goods), represented 82 percent of the businesses seeking assistance from the Centers for Applied Competitive Technologies, up 6 percent from the prior year. The remaining 10 industry sectors for which information was collected accounted for the remaining 18 percent of services with agriculture, mining, trade (both wholesale and retail) virtually seeking negligible assistance from Centers for Applied Competitive Technologies for the reporting year.

Centers for Applied Competitive Technologies provided 356 training events during the reporting period. These events, led by the number of training presentations at 239, were provided for 1,822 employers and a cumulative total of 157 colleges. The events reached 4,860 participants and measured a total of 11,782 contact hours.

## 1995-96 Economic Development Grant Funds for Centers for Applied Competitive Technologies

The following table provides a display of those colleges receiving 1995-96 economic development grant funds for Centers for Applied Competitive Technologies, identifies the number of partnerships, and provides a breakdown of actual expenditures and matching funds based on year-end reporting, by project.

**TABLE 12**  
**Centers for Applied Competitive Technologies**  
**Participating Colleges, Partnerships, and**  
**1995-96 Grant Expenditure/Matching Funds Information**

Participating Community Colleges	Number of Strategic Partners	1995-96 Actual Reported Expenditures	1995-96 Cash/In- kind Matching Funds
1. El Camino CCD/College	0	\$300,000	\$300,000
2. Foothill-De Anza CCD/ DeAnza College	8	140,000	141,918
3. Glendale Community College	2	140,213	167,672
4. No. Orange County CCD/ Fullerton College	15	140,000	158,566
5. San Diego CCD/ San Diego City College	9	139,899	146,620
6. Sierra Jt. CCD/Sierra College	0	140,000	151,094
7. State Center CCD/ Fresno City College	7	140,000	140,000
TOTAL	41	\$1,140,112	\$1,205,870

### Examples of services provided by Centers for Applied Competitive Technologies

*El Camino CCD/El Camino College, Torrance:* President Jim Hughes, of Hughes Bros. Aircrafters, Inc. wanted a better trained workforce because prime contractors are demanding continuous improvement from their suppliers. The company, which makes sheet metal components for the aerospace industry, is located in South Gate. The training request was referred by the California Manufacturing Technology Center to the Center for Applied Competitive Technologies at El Camino College. The Center for Applied Competitive Technologies Director worked with Hughes to design a series of courses to meet the company's needs and showed the company how California's Employment Training Panel (The Panel would pay for a portion of the costs involved. The training effort was extensive and long term. The company president was impressed that workers met after work to do homework, came to work early and studied during lunch to complete assignments.

According to President Hughes, the results from the courses in blueprint reading, metallurgy, basic math, statistical process control, total quality management, teamwork, leadership and communications, have been far greater than he anticipated.

*Foothill-De Anza CCD/De Anza College, Cupertino:* The Center for Applied Competitive Technologies was selected by the National Coalition of Advanced Technology Centers to host a northern California business and industry conference on global competitiveness called "Doing Business in a Global Environment." The conference took place on the De Anza Campus. The program focused on the pulse of changing markets, adjusting strategies and business plans, seizing fleeting opportunities, developing relationships with strong partners, satisfying customer demands, and opening new markets within a global setting. The conference was covered by the local media and was attended by over 50 participants representing small businesses, trade associations, economic development agencies, and government/educational entities throughout the region.

## **Workplace Literacy Initiative**

### **The Purpose of the 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 and increased potential for greater earnings. 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 work force.

The ten current Workplace Learning Resource Centers, located 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.

As a network of colleges within the Workplace Learning Initiative, resources from business partners, vendors, and government funding agencies is critical to the success of each Workplace Learning Resources Centers. The initiative has grown from four to ten successful Workplace Learning Centers. Each of the Centers have developed areas of expertise based upon needs within the region they serve. Seven Centers are highly involved with developing computer based training (CBT) modules for use in both the classroom and onsite in business and industry. This type of delivery offers just-in-time training allowing the student the greatest flexibility and

control over their individual learning experience. Other Centers have specialized in offering a comprehensive job skills and employee assessment process which is currently being utilized by several large companies. Each of the Centers develops a significant amount of customized curriculum each year, which is offered through a contract education basis to business and government organizations. This curriculum is then made available to any other community college who has received similar requests to provide services within their region. The Workplace Learning Centers also provide technical assistance to insure that the quality during the delivery of the curriculum is consistent.

In building this strong and effective initiative, significant partnerships have been established with Invest Learning and Princeton Center which have brought products and services to the Centers thus leveraging private resources with public funding. Beginning in 1996, new web sites were established for the initiative providing access for all colleges to curriculum, products, and technical assistance.

### **Workplace Learning Resource Center Participants**

Economic Development funds are utilized at Workplace Learning Resource Centers to design and develop model workplace training programs which can be used to provide needed instructional resources for local businesses, government agencies and community-based organizations.

In 1995-96, ten Workplace Learning Resource Centers received Economic Development grant funds from the Chancellor's Office. The Centers served 213 employers and 30 community-based organizations throughout the state--a significant increase of services to employers (up from 82 the prior year) and an equally significant drop in the number of community-based organizations served. The decline in services to community-based organizations is directly related to the elimination of Vocational Applied Technology Education Act fund which were used in previous years to support these services. Of those businesses served, 48 percent had less than 250 employees with 25 percent having between 250 and 499 employees; The remaining percentage was comprised of businesses with greater than 500 employees. These numbers reflect a significant decline in the number of large, over 500 employees, businesses, but the number of smaller businesses served has surged. As reported, 4 businesses served were owned by women, with only one business identified as being minority-owned--a notable overall decline in serving the state's diverse population.

Of the industry sectors identified, the highest rate of participation was, in descending order, manufacturing (34 percent), government (30 percent), services (17 percent), with construction, financial services and transportation/utilities making up the remainder. A total of 253 colleges (reflects duplicate counts based on the numbers of times colleges received services and assistance) received technical assistance and training during the course of the year (this number reflects duplicate counts in some cases because colleges utilized the Centers in more than one reporting quarter). A total of 147 new contracts were initiated--a significant jump, 45 percent, over the number initiated in the prior year.

A total of 1,376 college faculty received training or technical in-service from the Workplace Learning Resource Centers during the 1995-96 fiscal year. Of those, 609, or 45 percent, were male, and 55 percent were female which reflects a small percentage decline for women from the prior year. The majority of the faculty, 66 percent, were white; 14 percent were Hispanic; 13 percent were Asian; 5 percent were African-American; less than 1 percent were Aleutian; and the remainder were of unknown ethnicity.

Over 1,660 students received services from the Centers with women making up 36 percent of the enrollees and men comprising the remainder. This reflects a sizable drop in the number of female students reported a year ago. The diversity of the student population remained stable with only slight fluctuations, as follows: Nearly 35 percent of the students were white; 28 percent were Hispanic; 29 percent were Asian; 5 percent were African-American; only 3 students were identified as being of Aleutian ancestry, and the remaining population were of undetermined ethnicity.

In addition to the students identified above, 3,660 clients were served based on arrangements with community based organizations. The number of women receiving services from the Centers, 63 percent last year, dropped to 49 percent during the 1995-96 reporting period. Hispanics again, at nearly 50 percent, were identified as the greatest beneficiaries of services, followed by white clients, 18 percent; Asian clients comprised 22 percent (up slightly); African-American participation remained stable at 10 percent.

The number of participating employees, whether from business or government nearly doubled—up from 2,450 reported last year to nearly 5,000 in this reporting period. Males made up nearly 59% of the total number of participating employees, up 4 percent from the previous period. The ethnicity of participants breaks down as follows: Hispanic, 34 percent (up 3 percent); White, 31 percent; Asian remaining at 24 percent; African-American, as last year at 5 percent; Aleutian, a total of 16 in number with unknowns making up the remaining participants.

### **The Types of Services Received From the Workplace Learning Resource Centers**

The following technical assistance and information report phase profiles the types of services received rather than emphasizing the individuals or groups served. However, employers, whether from the private sector, government or community based organizations utilized technical assistance and information services from the Centers. Based on reports filed by the grantees, nearly 4,241 responses were made to requests for information. These inquiries may have been made by phone, fax, or in-person—all contacts or inquiries are included in this count and include referrals to other resources.

Demonstrations of equipment and software-based presentations of techniques, equipment, software, and automated processes nearly tripled, from 100 previously to 289 in the current reporting period. Demonstrations were provided for over 719 participants representing 221 employers and community-based organizations. The purpose of these demonstrations was to

potentially improve the functioning of the client organization. The Centers provided nearly 1,179 contact hours for these services.

An organizational needs analysis and literacy task analysis is the basis for conducting a formal assessment of a company's or government agency's needs as a context for developing an appropriate intervention strategy. The number of analyses performed increased from 60 to 65 and the number of participants more than doubled, from 234 to 558. The analysis may have been conducted for an entire company, a department, or a job type. More specifically, a literacy task analysis assesses literacy requirements of a specific job task in an organization. Centers provided over 993 contact hours for these types of analyses in 1995-96.

Nearly 775 assessments were conducted to measure employee's skill levels and to appraise for placement based on individual competency levels for a job type. The areas most likely measured would include reading, writing and English language skills. Approximately 4,410 contact hours were provided by Centers to nearly 2,207 participants.

Contracts were initiated for learning lab development and tutoring. These arrangements provide students and/or employees with coaching outside of class in order to complete course proficiencies. More than 3,500 participants benefited from these instructional arrangements with 62 employers. Centers provided nearly 106,944 contact hours of services for these purposes, up dramatically from the previous reporting period.

Employee education and career planning was, for the second year, the least utilized profiled category for technical assistance and information services based on reports submitted to the Chancellor's Office. Approximately 121 students/employees in this program were assisted in identifying career aptitudes, career goals and paths, or career ladder options. An educational course of action, which usually includes a written plan which is reviewed with the employee, was developed for employees to attain some identified goal. Centers provided 213 contact hours in performing these services.

Centers more than doubled the number of customized curriculum services, from 74 to 185. Services were provided to 1,055 participants from 139 employers. These services are designed for a particular business or group of businesses with unique, identified needs for which off-the-shelf curriculum modules are unsuitable. More than 3,805 contact hours were utilized by the Centers to provide these curriculum services.

According to year-end reports, Centers offered 286 technical assistance sessions to other colleges during the reporting period. These sessions may determine whether to initiate similar services at other sites, demonstrate materials, troubleshoot problems, or to coach new staff or new skills in other colleges related to the program's mission. These sessions are separate from in-service training which is discussed later in this report.

The Centers offered a total of 1,111 training sessions to 1,967 employers during the reporting fiscal year, a significant increase in activity from the prior year. The greater level of activity has shifted to providing regular, full length courses taught by faculty or providing alternative course

delivery, up from 41 percent to over 53 percent. Alternative delivery courses are defined as a number of sections of a course taught in an alternative manner such as in an intensive time frame, or through telecourses. Approximately 28 percent of sessions offered were made up of training presentations and programs, and train the trainer types of activities. Conferences, workshops and presentations comprised the balance of activities. Nearly 11,651 individuals from business, government, community based organizations and colleges participated in training events, up from 4,250 reported a year earlier.

Business, government, community-based organizations and colleges reported a total of 108,041 contact hours of training from Workplace Learning Resource LRC Centers. As reported previously, business and government were the largest users with nearly 77,579 contact hours, followed by community-based organizations with 27,211 contact hours. Colleges, a distant third place, reported 3,251 contact hours for training from the Centers; somewhat down from the 3,761 hours previously reported.

The Centers also increase the capacity to deliver these services throughout the state by serving as a valuable resource to all the community colleges for faculty in-service training, instructional delivery models, curriculum and instructional materials and technical assistance.

### **1995-96 Economic Development Grant Funds for Workplace Learning Resources Centers**

The following table displays those community colleges receiving economic development grants, identifies the number of strategic partners, and provides actual expenditure and matching funds information for Workplace Learning Resource Centers for 1995-96:

TABLE 13

## Workplace Learning Resource Centers

## 1995-96 Grantee Partnerships, Expenditures and Match Information, by College/Project

Participating Community Colleges/ Grantees	Number of Strategic Partners	1995-96 Actual Reported Expenditures	1995-96 Cash/In- kind Match
1. Desert CCD/College of the Desert	29	\$95,200	\$116,000
2. El Camino College	8	95,200	95,200
3. Los Rios CCD/ American River College	22	90,215	90,215
4. Merced CCD/College	14	95,200	95,546
5. No. Orange County CCD/Fullerton College	11	90,533	103,099
6. Rancho Santiago	16	94,984	95,200
7. San Diego	19	95,063	95,063
8. San Francisco City College	10	95,200	97,222
9. Ventura CCD./Oxnard College	11	95,200	95,200
10. West Valley-Mission CCD	15	95,200	95,200
TOTAL	155	\$941,995	\$977,945

**An Example of the Types of Services a Workplace Learning Resource Center Provides**

*North Orange County CCD/ Fullerton College, Fullerton:* The Workplace Learning Resource Center at Fullerton College hosted a workshop entitled "End of the Job as We Know It" which was a resounding success. Forty participants came to hear a diverse panel speak about the changes occurring in the corporate culture and the impact these changes have had, and will continue to have, on all workers. Panelists include a telecommuting Vice President from Pacific Bell, a representative from the Employment Development Department, the CEO of the Orange County Business Council and a representative from Manpower, one of the largest employment agencies in the nation.

**Strategic Priorities Addressed by ED>Net Annual Projects****Model Programs for Community Economic Development****The Purpose of the Model Communities Program**

The purpose of this program is to help community colleges participate in local community economic development activities. Although funding is limited, the program has the added dimension of providing technical services to colleges that wish to replicate all or parts of the models in their regions. The resulting products, such as "How To" manuals, handbooks, curricula, survey instruments, marketing materials, and project reports are disseminated and

regional training sessions are provided to help community colleges understand the practical application the model may have in their communities.

The following table provides the college receiving Economic Development grant funds in 1995-96 for Model Programs as well as a breakdown of actual expenditures and matching funding based on year-end reporting.

**TABLE 14**  
**Model Programs for Community Economic Development**  
**Participating College and Expenditure/Matching Funds Information**

Participating Community College	Number of Strategic Partners	1995-96 Actual Expenditures	1995-96 Cash/In-kind Match
Allan Hancock	15	\$60,000	\$66,438

### **An Example of a Model Economic Development Project**

*Allan Hancock CCD/Allan Hancock College, Santa Maria:* Following an initial needs assessment, the Advisory Committee, made up of faculty and administrative personnel as well as community leaders, space industry executives, military personnel and others, determined the need for a Commercial Space Curriculum.

The curriculum established an Associate of Arts Degree in Space Engineering and another Associate Degree in Space Operations. The Space Operations Degree is offered in three areas of emphasis: electronics technology, environmental technology, or business management. Three new courses were added for the Space Operations Degree and coursework available is now available.

Currently 15 space companies support the program and the number is growing. The response to the new curriculum is overwhelmingly and the positive involvement of businesses in the community assures the future of this program.

## **Employer-Based Training**

### **The Purpose of the Employer-Based Training Program**

In partnership with other governmental agencies and business, the Employer-Based Training program is designed to develop projects which enable the community colleges to meet new and changing employment needs in their communities.

The intent of this program is to expand employer-based training by providing funds that are matched from other sources. Proposed projects focus on new or changing job opportunities, or are in new or emerging technological fields. These projects assist community colleges in meeting immediate and future labor market needs as well as fostering innovation.

The following information is based on reports submitted to the Chancellor's Office for 1995-96 for Employer-Based Training:

The three colleges receiving Employer Based Training grants reported that 67 businesses were served, with 25 percent of those being women-owned and 75 percent being minority-owned. The majority of businesses served, 52 percent, had fewer than 50 employees. Health and services were the industry sectors dominating the types of sectors served. Seven colleges were served as well and there were 12 new contracts initiated.

Faculty in this category were predominantly white females. Male instructors numbered 14 and there were 33 women instructors. Only 2 instructors were non-white. The 75 students were considerably more diverse in ethnicity and gender than the faculty: women made up 55 percent of the student population. As reported last year, whites dominated the student population represented (nearly 69 percent). Asians followed with 25 percent, Hispanics with 5 percent with other minorities having negligible participation. Only one African-American participated.

Of the 672 business employees receiving services, males again received the greatest level of training and instruction with a rate of 61 percent. However, participation by Whites dropped from 67 percent of the total participants to 28 percent. The number of Asian employees participating increased significantly, to 70 percent. Only 9 Hispanics and 4 African-Americans were reported to have participated.

Nearly 530 participants, up from 130 in the prior reporting year, received training. These participants represented 108 employers, also up from the 32 employers previously reported. Based on the training profile submitted approximately 2,742 contact hours were spent in providing training to these individuals.

Participation in the form of workshops and seminars continued to serve the community well with 33 percent of the participation. Training presentations followed immediately behind with 32 percent; training programs at 22 percent, and regular courses attracted 9 percent. Train-the-trainer, conferences and alternative coursework attracted the fewest participants for the remaining 4 percent.

The following table displays those colleges receiving Economic Development grant funds in 1995-96 for Employer-Based Training, identifies the number of strategic partnerships developed, as well as a breakdown of actual expenditures and matching funding based on year-end reporting, by project.

**TABLE 15**  
**Employer-Based Training**  
**Participating Colleges and 1995-96 Expenditure/Matching Funds Information**

Participating Community Colleges	Number of Strategic Partners	1995-96 Actual Expenditures	1995-96 Cash/ In-kind Match
1. Foothill-De Anza CCD	10	\$91,646	\$134,279
2. Redwoods CCD	26	107,066	125,568
3. San Francisco City College	5	150,000	446,746
TOTAL	41	\$348,712	\$706,593

### **An Example of an Employer-Based Training Project**

*Redwoods CCD/College of the Redwoods, Eureka:* The College of the Redwoods has developed a new interdisciplinary program called Multimedia Communications. Courses from Journalism, Drafting Technology, Speech, Electronics, Computer Information Systems, and one MMC course requiring an art instructor as faculty, accompanying several MMC courses, complete the major. A total of 51 semester units are required for a certificate and a total of 63 semester units are required for an Associate of Science degree.

Outreach was done to advertise the new program to other colleges and high schools, including contact with the North Coast Business Educators Network. A substantial number of inquiries from out of the area resulted from these various sessions and student enrollment has exceeded expectations. The courses, plus associated lab classes, have been filled and an extra section added to satisfy the demand.

### **Faculty In-service/Vocational Education Technical Instructor Intensive In-service Training**

#### **The Purpose of the Faculty In-Service/Technology Instructor Intensive In-service Training Program in Community Colleges**

The purpose of this program is to provide community college faculty with opportunities to receive intensive in-service training on emerging technologies. Projects include a 40-to-60-hour intensive training component prior to the structured 120-hour worksite experience. The funds for this program are particularly aimed to increase instructional capabilities in the following technical areas: Advance transportation technology, Biotechnologies, Advance Manufacturing, Environmental Hazardous Materials Technology, and Telecommunications.

Based on 1995-96 reports submitted to the Chancellors' Office, 26 faculty, up from 21 during the previous reporting period, received intensive in-service training for the period.

Approximately 41 percent of the faculty were male and 50 percent of the faculty served were white. Ethnicity information was not collected for nearly half the participants.

The following table identifies colleges receiving 1995-96 grant funds, identifies strategic partnerships, and provides expenditures and matching funds information, by college.

**TABLE 16**  
**Vocational Education Technical Instructor Intensive In-service Training**  
**Participating Colleges and 1995-96 Expenditure/Matching Funds Information**

<b>Participating Community Colleges</b>	<b>Number of Strategic Partners</b>	<b>1995-96 Actual Expenditures</b>	<b>1995-96 Cash/ In-kind Match</b>
1. Chaffey CCD/College	1	\$1,902	\$1,924
2. Chaffey CCD/College	5	16,914	17,100
3. El Camino CCD/ College	4	11,404	11,404
4. El Camino CCD/College	3	5,343	5,343
5. El Camino CCD/College	3	10,057	10,057
6. Napa Valley CCD	2	16,139	18,528
7. Orange Coast CCD/Golden West	1	24,755	36,000
8. Pasadena CCD/ City College	1	10,504	11,792
9. Pasadena CCD/ City College	2	8,585	16,128
10. Pasadena CCD/City College	1	6,013	6,241
11. Saddleback CCD	1	14,482	15,000
12. Saddleback CCD	2	13,306	16,671
13. Sierra CCD/College	27	104,270	139,437
<b>TOTAL</b>	<b>53</b>	<b>\$243,674</b>	<b>\$305,625</b>

#### **Examples of the Types of Services Provided by Vocational Education Technical Instructor Intensive In-service Training**

*Napa CCD/Napa College, Napa:* Over the past decade, new technology has had a major impact on the field of nursing. Both nursing practice and the equipment used has undergone dramatic changes due to the emerging technologies and changing needs of patients. The changes in the field include new technologies, new treatment techniques, as well as new nurse training requirements that have resulted in the need for curriculum changes.

Two of the nursing faculty in Health Occupations at Napa College completed an intensive in-service training project designed to upgrade their skills and knowledge of new practices and technological advances, and to meet health care industry and state licensing standards. The grant provided each faculty with intensive training and structured worksite experience training for a minimum of 120 hours of on-site training at Queen of the Valley Hospital in Napa and Sutter/Solano Hospital in Vallejo.

These new competencies will be utilized to further develop and revise courses in the nursing program which will provide students with current theory and practice and ensure job competencies to maximize employment opportunities.

*Chaffey CCD/Chaffey College, Rancho Cucamonga:* Goals for the grant were three-fold: to develop course materials for computer network courses at Chaffey; to establish closer ties with the community; and, to develop short-term courses to be presented through community services.

The grantee worked with Kaiser Permanente in Fontana to develop community and collaborative ties in the design of computer network courses. As a result of these collaborative efforts Kaiser has expressed interest in placing a number of interns from the college in their computer areas. In addition Kaiser is working with the college regarding the possibility of donating computer equipment.

## **Worksite Experience for Vocational Faculty and Vocational Counselors In-Service Training Projects**

### **The Purpose of the Vocational Faculty and Counselors In-Service Training Project in Community Colleges**

The intent of this program is to increase effectiveness by upgrading the knowledge and working skills of vocational education/technology instructors and career counselors in community colleges. Further, its purpose is to promote the development of new curricula with emphasis placed on those occupations undergoing the most rapid technological change. Projects target the need for actual hands-on experience at the worksite by providing individual instructors, or counselors, with a minimum of six weeks in a structured worksite assignment.

Based on the 1995-96 year-end reports, 104 faculty received in-service training during the reporting period. As has been reflected in other technical training programs discussed in this report and as reported in 1994-95, participants have generally been male and white. This program continues to follow that pattern of participation with 58 percent of the participants being male, and 75 percent being White.

A total of 17 counselors and placement personnel received in-service training, with 10, or nearly 59 percent, being male. Minorities, as occurred last year, were strongly represented with 71 percent participation, up from the 62 percent reported in 1994-95.

The following table displays those colleges receiving Economic Development grant funds in 1995-96 for Worksite Experience for Vocational Faculty and Vocational Counselors In-service Training, identification of the number of partnerships, a breakdown of actual expenditures and matching funding, as reported by project.

TABLE 17

**Worksite Experience for Vocational Faculty and  
Vocational Counselors In-Service Training Projects  
Participating Colleges and 1995-96 Expenditure/Matching Funds Information**

Participating Community Colleges	Number of Strategic Partners	1995-96 Actual Expenditures	1995-96 Cash/ In-kind Match
1. Chaffey CCD	3	\$7,981	\$7,971
2. Chaffey CCD	2	7,800	7,968
3. Chaffey CCD	2	7,338	7,718
4. Chaffey CCD	4	7,756	7,768
5. Contra Costa CCD/Diablo Valley	1	7,500	7,500
6. Grossmont-Cuyamaca CCD	4	7,500	8,162
7. Las Positas CCD/Chabot College	8	49,720	60,205
8. Los Angeles CCD	29	262,217	0
9. Los Rios CCD	19	85,238	91,974
10. Marin CCD/College of Marin	2	20,642	26,404
11. Mira Costa CCD	1	7,500	0
12. Rancho Santiago CCD	3	4,791	7,273
13. Saddleback CCD	1	13,003	52,560
14. San Francisco CCD/City	12	95,647	105,146
15. Santa Barbara CCD	3	22,500	26,105
16. Santa Barbara CCD	1	7,500	10,037
17. Ventura County CCD	8	28,988	32,179
TOTAL	103	\$643,621	\$458,970

**Examples of the Types of Services Provided by In-service Training**

*Chaffey CCD/Chaffey College, Rancho Cucamonga:* Nursing faculty successfully completed the six weeks work experience through San Antonio Community Hospital Home Health Department. Clinical experience was made possible through direct one-on-one contact with the Clinical Nurse Educator at the department. The faculty member worked alongside and with all members of the team of registered nurses, licensed vocational nurses, and home health aides. She attended several case conferences which included other disciplines of the health team in order to gain more knowledge and insight for incorporating home health as part of Chaffey's vocational nursing curriculum.

Gaining experience in these area allows the faculty member to be approved by the Department of Health Services Licensing Division to teach the theory component of the Home Health Aide Course. Because only one faculty member was previously certified in this course area, the college was limited to the number of students that could be enrolled in the class as well as reducing the frequency of class offerings.

The faculty advisor can now disperse information about the Chaffey College Vocational Nursing Program to students who are potential candidates and, because of this training, different options can be given to students regarding career choices and alternative ways and steps to complete the program. In job placement, hours spent in clinical time is usually included as experience which allows students a "better edge" when seeking employment.

*Rancho Santiago CCD/Rancho Santiago College, Santa Ana:* Faculty gained worksite experience and received retraining at several work places designed to update knowledge and skills in the latest technology and service procedures in container transport refrigeration micro-processor controls, retrofitting units to chlorine-free refrigerants, and alternate fueled transportation vehicles.

Project goals were to develop the knowledge and skills to teach the industry approved service, repair, and needed troubleshooting procedures. These improved methods provide employment opportunities for students and develops new professional contact with the industry.

*Sealand* shipping services was selected as the worksite for transport refrigeration because of the aggressive program in retrofitting, purchasing of the latest model units, and the company's desire to work closely with Rancho Santiago's students to train future technicians.

Students have worked both with the Orange County Transportation Authority and the Los Angeles County Metropolitan Transportation Authority to gain work experience in alternate fuels. Students have received training and "hands on" work experience in methanol, ethanol, and compressed and liquefied natural gas engines.

## **Recommendations**

***Finding #1:*** Reporting by the community colleges participating in the Economic Development Program has improved in both consistency and quality. Standardized information collection and common definitions pertaining to data collected have contributed to the improvement. Collection and analysis could be improved by adding a software support and statistical analysis package to support automated data collection. This addition would speed up data computation and analysis.

***Recommendation:*** The Chancellor's Office should consider developing grant or contract specifications which would allocate or augment the resources of a local college to enable the development of a support software statistical analysis package designed to automate reporting and data collection activities.

***Finding #2:*** Reporting on contract education activities continues to be more difficult and time consuming than necessary. Currently all reporting on contract education activities is voluntary. Contract education practitioners at community colleges provide the information to ED>Net

Directors and it is compiled and presented in an annual status report. A clear set of reporting requirements need to be established and agreed upon by the colleges and the Chancellor's Office.

**Recommendation:** The Chancellor's Office should explore the possibility of integrating data collection elements should into the Management Information System of the Chancellor's Office and the Community College Districts. In particular staff should explore making use of existing course activity data elements to meet this particular reporting need.

**Finding #3:** Responding to unmet participant needs identified by the participating colleges should be a priority. The evolution of the Economic Development Program funding has been incremental and limited by constraints on prior budget years. Many budget proposals have either not been considered or funded at a significantly lower level than the program models were designed for. Funding for the regional Health Delivery Resource Centers was deleted from the VATEA funding. Neither these Centers or the Statewide Leadership for this Initiative is currently funded even though this is an sector in transition and expansion in California. Typical center services should be supported by a minimum total budget of \$500,000 including matching resources. Original requests were made to fund these programs at those levels. Economic Development Program funding for center programs now range from \$25,000 to \$164,000. These funding levels (including minimum matching requirements) only support program budgets ranging from \$50,000 to \$328,000. At these minimum funding levels centers struggle to provide the level of services required.

**Recommendation:** The Chancellor's Office should include as one of its 1998/99 Budget Change Proposal (BCP) funding concepts the need to provide funding parity to all service programs by ensuring a \$250,000 minimum funding levels for each center. This figure is consonant with the recommendations for model program delivery standards set by the Strategic Priority Committees of the Economic Development Program.

**Finding #4:** Limited Economic Development Program staff support in the Chancellor's Office restricts the efficiency and accountability of the program. Limited by little staff and outdated technology the Chancellor's Office's role in the program leadership, development, implementation and accountability is at a minimum.

**Recommendation:** The Chancellor's Office should establish a separate administrative unit dedicated to the oversight and implementation of the systems' economic development program. In addition expanded resources should be sought through the Budget Change Proposal process to support much needed state operations leadership and coordination activities in this area.

**Finding #5:** Development of regional plans identifying critical unmet needs in each region of the state and providing recommendations for new programs to meet the needs of new and emerging economies are in preparation. The Chancellor's Office needs to identify funding sources and prepare to support these regional responses by collaboratives of local community colleges to workforce training and business development.

**Recommendation:** A funding proposal should be submitted by the Chancellors office to accommodate the expansion of regional support of unmet emerging economic needs . A Budget Change Proposal should be developed based on the outcomes of the regional plan development process.

**Finding #6:** The Economic Development Program's services provide a "gateway" to community college services for businesses and employees of businesses. Access to the community colleges for small business persons and employees of businesses currently employing the workforce needs to continue to be expanded. Economic Development and Contract Education services need to be institutionalized as integral consonants of the comprehensive community college. Current statutes and codes are in need of review to optimize the impact community colleges can have in providing workforce education and training and services to businesses.

**Recommendation:** Staff should develop proposed recommendation for Board of Governor's consideration aimed at reviewing statutes, codes and administrative policies and practices of college districts relating to the delivery of contract education with the intent of improving services to businesses and employers.

**Finding #7:** Organizational and professional development technical assistance and training is needed by colleges to improve their college's marketing and service performance. Existing organizational structures inhibit efficient client services. Services provided by community colleges need to become more performance oriented. Professional skills of community college practitioners are in need of continuous development and improvement. The current Contract Education Technical Support program needs to be expanded to include funding for organizational transformation and professional development

**Recommendation:** The Chancellor's Office should consider the development and submittal of a Budget Change Proposal to support further development of training and technical assistance for colleges in the area of marketing and service performance of the economic development activities of local colleges.

## Appendix 1

### California Community Colleges: Economic Development Program

Year	Program	Authority	Augmentation (in millions)	Total Appropriation (in millions)
1982-83	Investment in People	Governor's Executive Order	\$1.9	\$1.9
1984	Employer-Based Training Program	Budget Change Proposal	2.0	3.9
1984-85	Vocational and Technology Instructor and Counselor In-service Training Program, and Contractual Education Study	AB 3938 (Farr)	1.05	4.95
1986	Small Business and Economic Programs Initiated Began Plans of ED>Net Concept	Calif. Community Colleges, Board of Governors (BOG)	0.0039 Redirection of Existing Funding to Expanded Categories	4.989
1987	Inter-Agency Agreement with Commerce Agency Implemented Initial Phase of ED>Net	Chancellor's Initiative and BOG Action Item on Annual Plan	Redirection of Existing Funding to Expanded Categories	4.989
1988	ED>Net Implemented Statewide Coordination Network	Chancellor's Initiative and BOG Action Item on Annual Plan	Redirection of Existing Funding to New Categories	4.989
1989	Implemented ED>Net Centers	Budget Change Proposal	0.188	5.177
1990	Expanded ED>Net Centers	Budget Change Proposal	1.129	6.306
1991	ED>Net Program, Mission and Goals Codified Trust Fund Established	AB 1497 (Polanco)		6.306
1992	Added Work Place Learning Centers	Budget Change Proposal	0.667	6.973
1993				6.973
1994	Legislative Reauthorization of ED>Net Program and Addition of Formal Intent, Executive Committee and Reporting Requirements	AB 3512 (Polanco)		6.973
1996	Community College' Mission amended to include advancing economic growth and global competitiveness.	SB 1809 (Polanco)		

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The following information identifies the colleges receiving economic development grants for the 1995-96 reporting period, partnerships with business, industry and government, by Initiative/Category:

**Workplace Learning Resource Center (WPLRC)**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. College of the Desert/CCD	29
2. El Camino CCD	8
3. Fullerton/N. Orange County CCD	11
4. Los Rios CCD	22
5. Merced College/CCD	14
6. Oxnard/Ventura CCD	11
7. Rancho Santiago CCD	15
8. San Diego CCD	19
9. San Francisco City/CCD (from 4th Qtr. report)	10
10. West Valley-Mission CCD	15
<b>TOTAL</b>	<b>154</b>

**College of the Desert/CCD**

1. A & R Productions
2. Bird Medical Corporation
3. California Highway Patrol
4. California Restaurant Association
5. Campesinos Unidos
6. Chillers, Inc.
7. Coachella Valley Mosquito & Vector Control
8. Colmac, Inc.
9. Computer Gallery
10. Covey Leadership Center
11. Fume-A-Pest
12. Invitational School of Golf/Focus Enterprises
13. Ironwood State Prison
14. Junior League of the Desert
15. La Quinta, City of
16. Marriott Corporation
17. Metropolitan Water District
18. Palm Springs Business Attraction Team
19. Professional Disabilities Network
20. Reebok
21. Ritz Carlton
22. Riverside County Assessor's Office
23. Riverside County Economic Development Agency

24. Riverside County Office on Aging
25. Spotlight 29 Casino
26. SunLine Regulatory Administration
27. SunLine Transit Agency
28. UAW-LETC (United Auto Workers-Labor Training Corp.)
29. University of Calif./ Riverside @ Coachella Valley

#### **El Camino CCD**

1. Chevron
2. Dow Chemical
3. Hitco Technologies
4. The HON Company
5. Mobile Oil
6. Northrop Grumman
7. South Bay Counseling Center
8. Toshiba

#### **Fullerton/N. Orange County CCD**

1. Anaheim Chamber of Commerce
2. Anaheim Redevelopment Committee
3. Brea Council for Excellence
4. Eli House
5. Fullerton Chamber of Commerce
6. Fullerton Industrial Committee
7. OrangeCounty Conservation Corp.
8. OCIS
9. Orange County Business Council
10. The Resource Group
11. YWCA

#### **Los Rios CCD**

1. Aerohaven School
2. Bell Avenue School
3. Castori School
4. Foothills Oaks School
5. GAIN (Greater Avenues for Independence)
6. Harry Mayo English/Critical Thinking Consultant
7. Joyce School
8. Kohler School
9. Madison School
10. Nadia Leslie Marketing Consultant
11. Noralto School
12. North American Termite & Pest

13. Oakdale School
14. Packard Bell
15. Pioneer School
16. Sacramento County Department of Airports
17. Sacramento County Public Works Agency
18. Sacramento County Regional Wastewater Treatment Plant
19. Sacramento Municipal Utility District
20. Smart Kids
21. State of California Personnel Board
22. State Teachers Retirement System

### **Merced College/CCD**

1. Arvin - Sango
2. Atwater Police Department
3. City of Merced Redevelopment Agency
4. County Bank
5. Greater Merced Chamber of Commerce
6. Merced, City of
7. Merced County Sheriffs Department
8. Merced County Small Business Development Center
9. Merced Economic Development Corporation
10. Merced Lao Family Community, Inc.
11. Private Industry Training Department
12. Product Development Corporation
13. San Joaquin Power Company
14. Weaver Union School District

### **Oxnard/Ventura CCD**

1. California Amplifier, Oxnard
2. County of Ventura
3. Gold Coast Small Business Development Center
4. Greater Oxnard Economic Development Corporation
5. Hispanic Chamber of Commerce
6. Practical Peripherals, Thousand Oaks
7. Royce Medical, Camarillo
8. St. John's Hospital, Camarillo
9. Navy, Pt. Magu
10. Navy, Pt. Hueneme
11. Vandenberg Air Force Base

### **Rancho Santiago CCD**

1. Fiberite, Inc.
2. Ingram Micro, Fullerton & Santa Anna
3. Interpore International
4. Joblink/Tustin (Coastline Community College)
5. MD Pharmaceuticals
6. Molex Ultimate
7. Orange County Register
8. Polyclad Laminates, Inc.
9. Rank Video
10. Santa Ana W.O.R.K. Center (One-Stop)
11. Smartflex, Inc.
12. Staff Development Institute
13. The Cambodian Family
14. Vietnamese Community of Orange County
15. Vietnamese League of Orange County

### **San Diego CCD**

1. ACCEL Technologies
2. ACT Workkeys
3. Cableconn
4. Chemtronics
5. Comprehensive Adult Student Assessment
6. Drake Beam Morin, Inc.
7. Dynabil, Industries West, Inc.
8. Integrated Microwave
9. Invest Learning
10. National Alliance of Business
11. Princeton Center
12. Qualcomm
13. SMS Technologies
14. Sony Electronics, Inc.
15. TEAL Electronics
16. Technology Integration Group
17. TOPS: The Staffing Solution Company
18. VQS Enterprises, Inc.
19. Zenger Miller

**San Francisco City/CCD (from 4th Qtr. report)**

1. Ana Hotel
2. AT & T
3. Federal Reserve Bank
4. Holiday Inn
5. Marriott Hotel
6. Pillsbury, Madison, & Sutro
7. San Francisco Controller's Office
8. San Francisco Hilton & Towers
9. Sheraton Palace Hotel
10. Postal Service

**West Valley-Mission CCD**

1. Applied Materials
2. Career Resource Development Center
3. Connor Formed Metals
4. County of Santa Clara
5. HAL Computers
6. Institute for Business & Community Development
7. Linguatex
8. Los Angeles Unified School
9. National Semiconductor
10. PictureTel
11. Raychem
12. San Jose State University
13. Solectron Corporation
14. State Personnel Board
15. The Terraces

**Model Community Economic Development Programs**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. Allan Hancock CCD	15
<b>TOTAL</b>	<b>15</b>

**Allan Hancock CCD**

1. ACTA Inc.
2. Astrotech
3. BD Systems
4. IIT/FSC
5. Lockheed Martin
6. McDonnell Douglas

7. MoonSpace
8. Orbital Science
9. Space Systems International
10. SW/Environmental
11. SW/Safety
12. The Aerospace Corporation
13. Trident Data Systems
14. TRW
15. Western Commercial Space Center

**Business Resource Innovation Network (BRAIN/SBDC)**

1995-96 Economic Development Grantees	Strategic Partners
1. Gavilan CCD	0
2. Kern CCD, Bakersfield	20
3. Los Rios CCD	36
4. Mt. San Antonio CCD	8
5. Napa Valley CCD	7
6. Peralta CCD, Vista College	13
7. Rancho Santiago CCD	15
8. San Joaquin Delta CCD	25
9. Sierra Jt. CCD	7
10. Solano CCD	15
11. Southwestern CCD	35
12. State Centered CCD/Fresno City College	10
13. Yuba CCD	9
<b>TOTAL</b>	<b>200</b>

Gavilan CCD (*none listed*)

Kern CCD, Bakersfield

1. African American Network
2. Cal State Univ./Bakersfield
3. City of Bakersfield
4. City of Delano
5. City of Ridgecrest
6. City of Shafter
7. City of Taft
8. City of Tehachapi
9. County of Kern
10. Kern Economic Development Corporation
11. Kern Hispanic Chamber of Commerce
12. Kern Housing Authority

13. KGET Television
14. Pacific Bell Directory
15. PG & E
16. San Joaquin Bank
17. SCORE - Service Corps of Retired Executives
18. State Trade & Commerce
19. Texaco
20. Wells Fargo Bank

Los Rios CCD
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1. American River College Business Division
2. Asian Pacific Chamber of Commerce
3. Beale Air Force Base
4. Butte College TriCounty SBDC
5. California Capital Small Business Development Corporation
6. California State University, Sacramento, School of Business Administration
7. California Trade & Commerce Agency
8. Center for the Study of Community Colleges
9. Cosumnes River College Business Division
10. Davis Chamber of Commerce
11. Downtown Sacramento Merchants Association
12. El Dorado County Chamber of Commerce
13. Elk Grove Chamber of Commerce
14. Ewing Marian Kauffman Foundation, Center for Entrepreneurial Leadership
15. Folsom Chamber of Commerce
16. McClellan Air Force Base
17. Private Industry Council/Sacramento Employment Training Agency
18. River City Small Business Chamber
19. Sacramento International Trade Development Centers (CITD)
20. Sacramento City College Business Division
21. Sacramento DVBE Network
22. Sacramento Hispanic Chamber of Commerce
23. Sacramento Metropolitan Chamber of Commerce
24. San Joaquin Delta SBDC
25. SBDC National Research Center
26. SCORE - Service Corps of Retired Executives
27. Sierra College SBDC
28. South Lake Tahoe Chamber of Commerce
29. Tahoe Community College
30. Small Business Administration
31. West Sacramento Chamber of Commerce
32. Women Incorporated
33. Woodland Chamber of Commerce
34. Yuba College
35. Yuba/Sutter Chamber of Commerce

### 36. Yuba/Sutter Economic Development Corporation

#### Mt. San Antonio CCD

1. Cal Poly, Pomona
2. City of Pico Rivera
3. City of Pomona
4. County of Los Angeles
5. CPTAC
6. Pasadena Development
7. RBAN
8. SBA-Los Angeles

#### Napa Valley CCD

1. Clear Lake National Bank
2. EPA
3. Napa National Bank
4. Napa Valley Training & Education Center
5. Redwood Empire SBDC
6. Vintage Bank
7. Westamerica Bank

#### Peralta CCD, Vista College

1. Alameda County Economic Development Alliance for Business
2. Bay Area Regional Technology Center
3. City of Berkeley
4. City of Oakland
5. City of San Leandro
6. East Bay Conversion and Reinvestment Commission
7. Electronic Commerce and Resource Center
8. Minority Business Opportunity Committee
9. Oakland Housing Authority
10. San Leandro Chamber of Commerce
11. Service Corps of Retired Executives
12. Small Business Administration
13. Union City Chamber of Commerce

#### Rancho Santiago CCD

1. Cal Trans (Triaxial Mgmt.)
2. CDC Small Business Finance Corp.
3. City of Santa Ana
4. Cordoba Corp.
5. Department of Justice Immigration & Naturalization

6. Electronic Commerce Resource Center
7. Hispanic Chamber of Commerce
8. Huntington Beach Chamber of Commerce
9. Inland Empire SBDC
10. McDonald Douglas
11. NASA Dryden - Edwards AFB
12. Orange County Business Council
13. Santa Ana Economic Development Corp.
14. GSA
15. Small Business Administration

<b>San Joaquin Delta CCD</b>
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1. Alpine County Chamber of Commerce
2. Amador Economic Development Corp.
3. Calaveras County Economic Development Company
4. California Trade and Commerce Agency SBDC Program
5. Center for International Trade Development-Sacramento
6. Central Valley Contract Procurement Center
7. City of Stockton
8. Economic Development Association
9. Greater Stockton Chamber of Commerce
10. Lodi District Chamber of Commerce
11. Manteca Chamber of Commerce
12. Merced Center for development
13. Mexican-American Chamber
14. Orange County SBDC
15. Pacific Bell Directories
16. Private Industry Council of San Joaquin County
17. Ripon Chamber of Commerce
18. Service Corps of Retired Executives
19. Sierra College SBDC
20. Stockton Minority Business Development Center
21. The Business Center
22. Tracy District Chamber of Commerce
23. Small Business Administration
24. University of the Pacific
25. Woman's Business Opportunities, Inc.

**Sierra Jt. CCD**

1. Lassen County Community Development
2. Modoc Development Authority
3. Nevada County Economic Development Council
4. Placer County Economic Development
5. Plumas Corporation
6. Sierra County & Plumas County Housing & Development
7. Sierra Economic Development District

**Solano CCD**

1. Benny Manalang, CPA
2. Business Resource & Training Company
3. City of Fairfield Redevelopment Agency
4. City of Suisan
5. City of Vacaville
6. City of Vallejo, Use of JFK Library
7. Continental Pacific Bank
8. Fairfield-Suisan Community Library
9. Formation
10. Fourth Dimension
11. Private Industry Council of Suisan
12. Surety Savings Bank
13. Vacaville Chamber of Commerce
14. Vallejo Chamber of Commerce
15. West America Bank

**Southwestern CCD**

1. American Chamber of Commerce
2. American Indian Business Association
3. Bankers Small Business CDC
4. Border Environmental Technology Resource Center (BETRC)
5. California Southern Small Business Development Corp.
6. Chula Vista Chamber of Commerce
7. City of Chula Vista
8. City of Imperial Beach
9. City of San Diego Enterprise Zone
10. City of San Diego Mayor's Office/Office of Small Business
11. City of San Diego Small Business Advisory Board
12. Coronado Chamber of Commerce
13. Department of Commerce Joint Int. Business & Trade Committee
14. Greater San Diego Chamber of Commerce
15. Greater San Diego Chamber of Commerce SBDC
16. Hispanic Chamber of Commerce
17. Imperial Valley SBDC Satellite Center
18. MAAC Project

19. National City Chamber of Commerce
20. Otay Mesa Chamber of Commerce
21. Point Loma Nazarene College
22. Private Industry Council (PIC)
23. San Diego City College
24. San Diego Contracting Opportunities Center (COC)
25. San Diego County Certified Development Corporation
26. San Diego Economic Development Corporation
27. San Diego Incubator Corporation/Business Innovation Center (BIC)
28. San Diego Minority Business Development Center
29. San Diego Southeast Economic Development Corporation
30. Service Corps of Retired Executives (SCORE)
31. Small Business Administration
32. South County Economic Development Council
33. State of California Employment Development Department
34. Western Maquiladora Association
35. World Trade Center San Diego (WTCSD)

#### **State Center CCD/Fresno City College-Fresno**

1. Department of Commerce, ITA
2. Small Business Administration
3. CDFA
4. Patterson, Jim-Mayor; Office of the City of Fresno
5. Wilson, Pete-California, Office of the Governor
6. California Trade and Commerce
7. Weil Institute
8. Central California Small Business Development Center
9. Chamber of Commerce, Central California Hispanic Chamber
10. Chamber of Commerce, City of Fresno

#### **Yuba CCD**

1. Clearlake Chamber of Commerce
2. Community Development Services
3. Greater Lakport Chamber of Commerce
4. Lake County Career Center (JTPA)
5. Lakeport Employment Development Department
6. Maximus/GAIN (Greater Avenues for Independence) Service Center
7. Mendocino Community College
8. Redwood Empire Small Business Development Center
9. Yuba Community College

**Applied Competitive Technology Centers and  
California Manufacturing Centers (CACTs)**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. El Camino CCD	0
2. Foothill-De Anza CCD/De Anza	8
3. Glendale CCD	2
4. Orange County. CCD/Fullerton	15
5. San Diego CCD/San Diego City	9
6. Sierra Jt. CCD/Sierra College	0
7. State Center CCD/Fresno College	7
<b>TOTAL</b>	<b>41</b>

**El Camino CCD (*none listed*)**

**Foothill-De Anza CCD/De Anza**

1. Bay area Regional Technology Alliance (BARTA)
2. California Manufacturing Technology Center (CMTC)
3. Electronic Commerce Resource Center (ECRC)
4. Joint Venture: Silicon Valley Network (JVSVN)
5. National Coalition of Advanced Technology Centers (NCATC)
6. Northern California Manufacturing Extension Center (NCMEC)
7. San Jose State University Mechatronics Program
8. Sandia National Laboratories

**Glendale CCD**

1. Employment Training Panel
2. Verdugo Private Industry Council

**N. Orange County. CCD/Fullerton**

1. Aerojet General
2. ASQC - Education Division
3. ATOCA
4. Auto Desk
5. Boeing Aerospace
6. City of Pomona
7. CMTC
8. Electronic Data Systems
9. Hewlett Packard
10. Lawrence Livermore National Labs
11. Sencor

12. Southern California Council on Environmental Development
13. The Resource Group
14. University of Irvine
15. VICA

**San Diego CCD/San Diego City**

1. City of San Diego/High Technology Resource Center
2. East County Economic Development Corp.
3. NISE West/Federal Labs Consortium
4. San Diego Economic Development Corp.
5. San Diego Regional technology Alliance
6. SBDCs: Chamber
7. Southwestern Community College
8. University of California San Diego Connect
9. Workplace Learning Resource Center Ed Net initiative San Diego

**Sierra Jt. CCD/Sierra College (*none listed*)**

**State Center CCD/Fresno College**

1. Baltimore Aircoil Co.
2. Cantisano Foods Inc.
3. Fresno Community Hospital
4. Kerman Telephone Inc.
5. Leprino Foods Inc.
6. Pacific Gas & Electric
7. Sealed Air Corporation

**International Trade Development Centers (CITD)**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. Citrus CCD/College-Glendora	22
2. Coast CCD/Coastline College-Fountain Valley	35
3. Los Rios CCD/Sacramento City College-Sacramento	8
4. Merced College-Merced	14
5. Peralta CCD/Vista Community College-Berkeley	44
6. Riverside Community College-Riverside	11
7. Southwestern CCD/College-Chula Vista	21
8. Ventura CCD/Oxnard College-Oxnard	7
<b>TOTAL</b>	<b>162</b>

**Citrus CCD/ Citrus College-Glendora**

1. California Central Coast World Trade Center Association
2. California Export Finance Office (CEFO)
3. California State University, Long Beach-University College & Extension Services
4. County of Los Angeles, Public Library-Research/Rapid Information Delivery
5. Export Small Business Development Center
6. Export-Import Bank of the US
7. Greater Los Angeles World Trade Center Association
8. Industry Manufacturers Council
9. Los Angeles Area Chamber of Commerce
14. Los Angeles Customs and Freight Brokers Association, Inc.
15. Monterey Park Chamber of Commerce
16. Office of Export Development
17. Southern California District Export Council
18. US Agency for International Development
19. US Bureau of Export Administration
20. US Export Assistance Center
21. Valley International Trade Association
22. World Trade Center Association, Orange County

**Coast CCD/Coastline College-Fountain Valley**

1. AT&T
2. Bureau of Export Administration of Newport Beach
3. California State University, Long Beach
4. California State University, Dominguez Hills
5. California State University, Los Angeles
6. California Trade & Commerce
7. Cathay Bank
8. CEFO (California Export Finance Office)
9. Erie Community College
10. Exim Bank (Export-Import Bank of the United States)
11. Goodwill Industries of Orange County
12. Inland Empire District Export Assistance Center
13. International Marketing Association of Orange County
14. International Visitors and Protocol Foundation
15. Liberty National Bank
16. Minority Chambers of Commerce (Vietnamese, Laotian, Hispanic, Black, Chinese, Thai)
17. National Bank of Southern California
18. Orange County Business Consortium
19. Orange County Business Council
20. Orange County Minority Business Council
21. Orange County Small Business Development Center
22. Pepperdine University

23. Protocol Office of Orange County
24. Senator Rob Hurtt, California State Senate
25. Southern California Edison Company
26. The Gas Company
27. United Parcel Service
28. United Thai Council
29. US Export Assistance Center
30. US Foreign Commercial Service
31. US Small Business Association-World Trade Center of Orange County
32. USAID (US Agency for International Development)
33. Webster University
34. West Coast University
35. West Los Angeles College

#### **Los Rios CCD/Sacramento City College-Sacramento**

1. Asia Pacific Chamber of Commerce
2. California Agriculture Export Program
3. California Resources Agency
4. California Trade and Commerce Agency
5. Japan External Trade Organization
6. Redwood Regional Economic Development Commission
7. Sacramento Hispanic Chamber of Commerce
8. Sacramento Metropolitan Chamber of Commerce

#### **Merced CCD/College-Merced**

1. Advanced Technology Information
2. American Info-Metrics
3. Bancorp Financial Investigation Group
4. California Coastal Rural Development Corporation
5. Central California Small Business Development Center
6. City of Merced
7. City of Merced-Economic Development Office
8. City of Modesto Community Development Department
9. Japan External Trade Organization (JETRO-San Francisco)
10. Osaka Chamber of Commerce and Industry
11. The Greater Merced Chamber of Commerce
12. US Department of the Treasury Customs Service Office of Inspection and Control
13. Valley Sierra Business Development Center
14. Valley Sierra Small Business Development Center, Merced

**Peralta CCD/Vista Community College**

1. Alameda Center for Environmental Technologies
2. Alameda County Economic Development Group
3. Alameda County Economic Development Group-International Trade Committee
4. Alameda County Hispanic Chamber of Commerce
5. BADCAT (Bay Area Defense Conversion Action Team) Program
6. Bay Area League of Industrial Associations
7. Bay Area Regional Technical Alliance
8. BAYTRADE-Oakland International Trade & Visitors Center
9. BAYTRADE-World Trade Center of San Francisco
10. Border Environment Cooperation Commission
11. Border Environmental Business Cluster
12. Border Environmental Commerce Alliance
13. Border Environmental Technology Resource Center
14. Bureau of Export Administration
15. Cal/EPA-Office of Pollution, Prevention, and Technology Development
16. California Environmental Business Council, Inc.
17. California Export Finance Office
18. California Manufacturing Association
19. California Manufacturing Extension Center
20. California State World Trade Commission
21. CALSTART
22. Center for New Venture Alliance
23. City of Berkeley-Economic Development Group
24. Custom House Broker & Freight Forward Association of Northern California
25. East Bay Conversion & Reinvestment Commission
26. ED>Net Environmental Technologies Program
27. Energy Technology Export Program
28. Environmental Partnership
29. Environmental Technology Export Program
30. Export-Import Bank
31. International Trade Administration
32. International Trade Council
33. JETRO
34. North American Development Bank
35. Northern California Business Environment Assistance Center
36. Northern California District Export Council
37. Oakland Economic Development Office
38. Small Business Development Center
39. The Environmental Business Center
40. The Environmental Export Council
41. US Agency for International Development
42. US Small Business Administration
43. US-Asia Environmental Partnership[

#### 44. World Affairs Council of Northern California

##### **Riverside CCD/College-Riverside**

1. Barstow Chamber of Commerce
2. City of Riverside, Office of the Mayor
3. Contractor Services Company
4. Corona Chamber of Commerce
5. Greater Riverside Chamber of Commerce
6. Inland Empire International Business Association
7. Temecula Valley Economic Development Corporation
8. Union Bank of California
9. University of California, Riverside
10. US Department of Commerce-Inland Empire Export Assistant Center
11. World Affairs Council

##### **Southwestern College: Chula Vista**

1. American Chamber of Commerce
2. BANCOMEXT-BANCO NACIONAL DE COMERCIO EXTERIOR, S.N.C.
3. California Export Finance Office
4. California Office of Export Development
5. California Office of Mexican Affairs
6. Canacina-Camara Nacional De La Industria De Transformacion
7. CANACO (Camara Nacional De Comercio)
8. City of San Diego Enterprise Zone
9. Consulate General of Mexico in San Diego
10. Export Managers Association of Commerce
11. FTA of Southern California
12. Greater San Diego Chamber of Commerce
13. Nafin-Nacional Financiera, S.N.C.
14. San Diego Economic Development Corporation (EDC)
15. SECIFI (Secretaria De Comercio Y Fomento Industrial)
16. Secretaria De Desarrollo Economico Gobierno Del Estado De Baja California
17. Tijuana EDC-Desarrollo Economico De Tijuana, A.C.
18. Trade Commission of Mexico
19. US Department of Commerce
20. Western Maquiladora Trade Association
21. World Trade Center San Diego

##### **Ventura CCD/Oxnard College-Oxnard**

1. Export Small Business Development Center
2. Small Business Development Center
3. US Foreign Commercial Service
4. Valley International Trade Association

5. Ventura County Economic Development Association
6. World Affairs Council of Ventura
7. World Trade Center

**Locally-Based Statewide Leadership and Technical Assistance Programs**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. Contra Costa CCD/Diablo Valley College	39
2. Desert CCD/College of the Desert	8
3. Kern CCD/Bakersfield College	7
4. Los Rios CCD/Sacramento City College	8
5. North Orange CCD/Fullerton College	7
6. State Center CCD/Fresno City	4
7. Ventura CCD	8
<b>TOTAL</b>	<b>81</b>

**Contra Costa CCD/Diablo Valley College**

1. Advanced Environmental
2. Alltech Services
3. AMP Matrix Science Corp.
4. BC2 Environ Corp.
5. City of El Segundo Environ. Safety
6. City of Los Angeles-Parks & Recreation
7. CSTI
8. DTSC: EPA, Long Beach
9. Earthwise Industrial
10. Hazmat (Hazardous Materials) Training, County of Los Angeles
11. Hazmat, City of Huntington Beach
12. HAZPAK, Inc.
13. Integrated Waste Management
14. Kahler Plating
15. LAPD Hazmat Unit
16. Leuzinger Academy
17. Long Beach Naval Shipyard
18. Los Angeles Environ. Jobs
19. Los Angeles Regional Tech. Alliance
20. Mare Island PIC
21. McDonald Douglas Corp.
22. MINSY
23. Mobil Oil Corp.
24. Norris Environmental Services
25. ONSITE
26. PETE
27. REBRAC
28. Skaggs Island

29. Southern California Regional Occupation Center
30. SoCal PETE
31. State Insurance
32. State of California Employment Development Department--Torrance
33. Team One--Irvine
34. Team One--Los Angeles
35. Terra Vac
36. University of California Davis
37. University of Southern California--Norris Hospital
38. US Army Corps of Engineers, Sacramento
39. Video Ent.

#### **Desert CCD/College of the Desert-Palm Desert**

1. California Association for Local Economic Development (CALED)
2. California Employment Training Panel (ETP)
3. Economic Partnership
4. National Natural Gas Vehicle (NGV)
5. Southern California Association of Governments (SCAG)
6. Southern California Edison
7. Southern California Gas Company
8. Sunline Transit Agency

#### **Kern CCD/Bakersfield College**

1. Alliance for Television and Motion Picture Products
2. Bay Area Multimedia Partnership
3. California Trade and Commerce Agency
4. IDG
5. Macromedia
6. Prentice Hall Software Division
7. Small Business Administration

#### **Los Rios CCD/Sacramento City College**

1. Assembly member, Grace Naplitano
2. Bay Trade
3. California Society of CPAs
4. CIBER
5. CMTC
6. LA Trade
7. Monterey Institute of International Studies (MIIS)
8. Redwood Empire Economic Development

**North Orange County CCD/Fullerton College**

1. Invest Learning
2. San Joaquin County Employment Development Department
3. San Luis Obispo County Private Industry Council (PIC)
4. Santa Clara County Job Training Partnership Act (JTPA) Manager
5. Tech Expo
6. TRO Learning Inc.
7. View Tech, Inc.

**State Center CCD**

1. California Manufacturing Technology Center (CMTC)
2. California Trade and Commerce
3. Hughes Electronic
4. Western Research Application Center

**Ventura CCD**

1. Amgen, Inc.
2. Lawrence Berkeley National Laboratories
3. Madison Area Technical College
4. Middlesex Community College
5. National Association of Biology Teachers
6. Stanford University-Human Genome Project
7. Texas A & M University-Teacher Education
8. University of Florida Teacher Education

**Contract Education**

1995-96 Economic Development Grantees	Strategic Partners
1. Foothill-De Anza CCD	13
2. Rio Hondo College	4
<b>TOTAL</b>	<b>17</b>

**Foothill-De Anza CCD**

1. Consultative Resources Corp.
2. Contract Training International
3. Diablo Valley Chapter, American Society of Training/Development
4. Employment Development Department
5. Employment Training Panel
6. Kaiser Permanente
7. Ohio Board of Regents
8. Partners in Change

9. Plexus Corporation
10. State Water Resource Control Board
11. The Resource Group
12. Training Magazine
13. Zenger Miller, Education and Economic Development Division

Rio Hondo College

1. Partners in Charge, Inc.
2. Plexus Corp.
3. The Resource Group
4. Training Magazine

**In-Service Training Coordination & Marketing**

1995-96 Economic Development Grantees	Strategic Partners
1. Chaffey College	0
<b>TOTAL</b>	<b>0</b>

Chaffey College (*none listed*)

**Regional Environmental Business Resource and Assistance Centers**

1995-96 Economic Development Grantees	Strategic Partners
1. No. Orange County. CCD/Fullerton	29
2. San Francisco City College	6
<b>TOTAL</b>	<b>35</b>

North Orange County. CCD/Fullerton

1. Aerojet General
2. Aggregate Environtech Services
3. ANMAR Environmental Compliance Specialists
4. Baker & Hosteller Counsellors at Law
5. Business Continuity Resources (BCR)
6. Business Revitalization Center (BRC)
7. Capital Consulting Ltd.
8. City of Chula Vista, Community Development Dept.
9. City of Fullerton Economic Development
10. Community Awareness & Emergency Response
11. Community Environmental Council
12. CTL Environmental
13. ED>Net Environmental Technology
14. Env. Site Assessment Professionals
15. Flamer Consulting

16. Geomatrix
17. GRC Consulting
18. Inland Empire Permit Assistance Center (PAC)
19. Kathleen A. Hurley, R.E.A.
20. Mr. Bill Beck
21. Mr. Luis A. Cujino
22. Orange County Permit Assistance Center (PAC)
23. Orange County SBDC
24. Rahn Walling Consulting
25. Reznik - Reznik
26. Small Business Development Center for North LA County
27. So. Cal. Pollution Prevention Committee
28. Southern California Council on Economic Development
29. Southern California Edison

<b>San Francisco City College</b>
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1. California Restaurant Association - San Francisco Chapter
2. California Restaurant Association - Shasta Chapter
3. California Restaurant Association - South Coast Chapter
4. City of San Francisco Business Development
5. PG&E EERC
6. PG&E FSTC

**Locally-Based Statewide Coordination Network**

1995-96 Economic Development Grantees	Strategic Partners
1. State Center CCD ( <i>no report</i> )	0
<b>TOTAL</b>	<b>0</b>

<i>State Center CCD (no report)</i>
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**Vocational Education Technical Instructor  
Intensive In Service Training**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. Chaffey CCD (95-165-007)	1
2. Chaffey CCD (95-165-008)	5
3. El Camino CCD (95-165-003)	4
4. El Camino CCD (95-165-005)	3
5. El Camino CCD (95-165-010)	3
6. Golden West/Orange Coast CCD	1
7. Napa Valley CCD	2
8. Pasadena City/Pasadena CCD (95-165-001)	1
9. Pasadena City/Pasadena CCD (95-165-009)	2
10. Pasadena City/Pasadena CCD (95-165-011)	1
11. Saddleback CCD (950165-012)	1
12. Saddleback CCD (95-165-013)	2
13. Sierra College/Sierra Jt. CCD	27
<b>TOTAL</b>	<b>53</b>

**Chaffey CCD (95-165-007)**

1. NGV Eco Trans

**Chaffey CCD (95-165-008)**

1. Computer Technologies Advisory Committee
2. Grand View Elementary School
3. Kaiser Permanente
4. Net Shapes, Inc.
5. Wave Technologies

**El Camino CCD (95-165-003)**

1. College of the Desert
2. Natural Gas Vehicle Group
3. Southern California Gas
4. Thomason Assoc.

**El Camino CCD (950165-005)**

1. CAD Research
2. Thomas Paton & associates
3. TRW Space & Electronics Group

**El Camino CCD (95-165-010)**

1. Codey & Associates
2. HITCO Technologies, Inc.
3. Thomas Paton Associates

**Golden West/Orange Coast CCD**

1. A-TEK Solutions

**Napa Valley CCD**

1. Queen of the Valley Hospital
2. Sutter/Solano

**Pasadena City/Pasadena CCD (950165-001)**

1. Warner Bros. Inc.

**Pasadena City/Pasadena CCD (95-165-009)**

1. California State University - Los Angeles
2. Skylock Industries

**Pasadena City/Pasadena CCD (95-165-011)**

1. Arcadia Radiology Medical Group

**Saddleback CCD (95-165-012)**

1. CHOC Hospital

**Saddleback CCD (95-165-013)**

1. California State University - Dominguez Hills
2. Laguna Beach Community Clinic

**Sierra College/Sierra Jt. CCD**

1. AMDAHL
2. Arizona Medical Assoc.
3. ASYST Technologies, Inc.
4. Brooktree Corporation
5. Buck Knives
6. California Community Colleges - Board of Governors
7. California Community Colleges Foundation - Quality Consortium

8. California State College - Dominguez Hills
9. Children's Hospital - San Diego
10. City of Merced
11. Contra Costa County Office of Education
12. Federal Express Corporation
13. Fluid Components International
14. Hewlett-Packard - San Diego
15. Hewlett-Packard - Santa Rosa
16. Institute for Business & Community Development (San Jose/Evergreen CCD)
17. Interim Medical Center
18. Life Scan
19. Merced Color Press
20. Merced County Planning Dept.
21. Natividad Medical Center
22. NUMMI
23. Redwood Health Services
24. Sutter North Medical Foundation
25. The Projects Factory
26. Tri-Continent Scientific
27. Verti Com, Inc.

**Employer-Based Training (EBT)**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. De-Anza/Foothill-De Anza CCD	10
2. Redwoods CCD	26
3. San Francisco City CCD	5
<b>TOTAL</b>	<b>41</b>

**De-Anza/Foothill-De Anza CCD**

1. Anergen
2. Biostride Inc.
3. DNAX Research Institute
4. Genencor
5. Microcide Pharmaceuticals
6. Palo Alto Research Foundation
7. Sang Stat Medcorp
8. Stanford University Carnegie Institute
9. Stanford University Dept. of Pharmacology, School of Medicine
10. Stanford University Human Genome Project

**Redwoods CCD**

1. AGS
2. Camera World
3. CIS Club
4. Computer Price Club
5. Control Cable
6. Cosco
7. EdTech
8. Eureka Audio/Visual
9. Evergreen Computer Systems
10. Excel
11. Highsmith
12. Humboldt Bank
13. Humboldt County Office of Education
14. Macromedia Training
15. Micron
16. NMS Consulting
17. Optical Laser
18. PC Zone
19. Pixel touch
20. Platt Electric
21. PRC Consulting/.Pacific Rim Computers
22. Sears
23. Six Rivers National Bank
24. Tough 'n Tender Consulting
25. Troxell
26. Westek

**San Francisco City CCD**

1. Northern California Chinese Garment Contractor Association
2. San Francisco Fashion Industries
3. San Francisco Mayor's Office of Community Development
4. Union of NeedleTrade Industrial and Textile Workers
5. United States Department of Labor

**Worksite Experience for Vocational Faculty and Vocational Counselors In-Service Training Projects**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. Chabot College/Las Positas CCD	8
2. Chaffey CCD (95-167-005)	3
3. Chaffey CCD (95-167-008)	2
4. Chaffey CCD (95-167-009)	2
5. Chaffey CCD (95-167-015)	4
6. College of Marin/Marin CCD	2
7. Diablo Valley/Contra Costa CCD	1
8. Grossmont-Cuyamaca CCD	4

9. Los Angeles CCD	29
10. Los Rios CCD	19
11. Mira Costa CCD	1
12. Rancho Santiago CCD	3
13. Saddleback CCD	1
14. San Francisco City/CCD	12
15. Santa Barbara CCD (95-167-004)	3
16. Santa Barbara CCD (95-167-010)	1
17. Ventura County CCD	8
<b>TOTAL</b>	<b>103</b>

**Chabot College/Las Positas CCD**

1. ETCC Systems, Inc.
2. Hewlett Packard
3. Jones Mortuary, Inc.
4. KTVU - Fox
5. Walch Co., Inc.
6. Tri-City Glass
7. R&R Classic Cabinets
8. Vesper Hospice & Home Health

**Chaffey CCD (95-167-005)**

1. Coordination of Student Seminar
2. Pomona Valley Hospital Medical Center
3. San Antonio Community Hospital

**Chaffey CCD (95-167-008)**

1. Excelsior Home Health
2. San Antonio Community Hospital

**Chaffey CCD (95-167-009)**

1. Kaiser Permanente Hospital
2. Visiting Nurse Association & Hospice

**Chaffey CCD (95-167-015)**

1. Advisory Committee
2. Chino Valley Medical Center
3. Community Care
4. Hillhaven-Del Rosa

**College of Marin/Marin CCD**

1. All American Printing Services
2. Gardenside, Ltd.

**Diablo Valley/Contra Costa CCD**

1. Siemen's Medical Systems

**Grossmont-Cuyamaca CCD**

1. University of California San Diego Medical Center. (Neonatal Clinical Support Center)
2. University of California San Diego Medical Center. (Neonatal Intensive Care)
3. University of California San Diego Medical Center (Neonatal Respiratory Care Research Assistant)
4. University of California San Diego Medical Center. (Respiratory Care Department)

**Los Angeles CCD**

1. A-1 Security Iron Works
2. American Cartridge Recyclers
3. BGH Gallery
4. CANAAN Housing Corporation
5. Chefs de Cuisine Assn. of California
6. Community Health Councils Project
7. DA Design
8. Daily News
9. David E. Bazil
10. Electron Electric
11. Electronic Kits International, Inc.
12. Exceptional Children's Foundation
13. Group K3
14. Handy Cycle, Inc. Marina Suzuki
15. Liborio Market, Inc.
16. Medifyere Manufacturing
17. Pedi-Care Nursing Services, Inc.
18. Publishing Technologies, Inc.
19. Result's Computerized Grading Marketing & Serv.
20. Rialto Collection
21. Robertson Protection Agency
22. The Foothill Leader
23. Torrance Bakery
24. Training & Learning Concepts
25. Valley Detroit Diesel Allison
26. Visitation School
27. West Angeles Church of God in Christ
28. Women's & Children's Center
29. Yukon Financial

**Los Rios CCD**

1. Asset Training Software Co.
2. Clarksburg Air Repair
3. Eastman Kodak
4. Electronic Data Systems
5. Maita Chevrolet
6. McClellan AFB
7. McClellan AFB, Manufacturing & Services Division
8. McDonalds
9. McGee & Thielen
10. Mogavero Notestine Associates of Sacramento
11. Orange Blossom Restaurant
12. Pacific Bell-Digital/Special Services
13. Placer County Administration Center
14. Sacramento Bee
15. State Controller's Office
16. State Training Center
17. Sutter Health
18. Davis Veterinary Hospital (Cheryl Buch)
19. Davis Veterinary Hospital (Kathryn Graham)

**Mira Costa CCD**

1. System Machine Automation Corp.

**Rancho Santiago CCD**

1. MTA
2. OCTA
3. Sealand Services, Inc.

**Saddleback CCD**

1. The Source Marketing and Investment Co.

**San Francisco City/CCD**

1. Alta Bates Medical Center
2. Brookside Hospital
3. Century 21
4. Frederick Douglas Designs
5. Kaiser Permanente
6. Lawrence Berkeley Laboratory
7. Lili Butler Studio, Inc.

8. Micronics Computer, Inc.
9. Nicole's Work Construction
10. United Airlines
11. Watermark Press
12. West Oakland Health Council, Inc.

**Santa Barbara CCD (95-167-004)**

1. Durand Communications
2. Magellan Geographix, Inc.
3. MetaTools

**Santa Barbara CCD (95-167-010)**

1. Four Seasons Biltmore Hotel

**Ventura County CCD**

1. Alternative Transportation Technologies
2. Automatic Transmission Rebuilders Assn.
3. Bureau of Automotive Repair
4. COMP USA
5. Deltronic Corp.
6. Image Source
7. Machinery Sales Company
8. Ventura Toyota

**Advanced Transportation Technologies**

<b>1995-96 Economic Development Grantees</b>	<b>Strategic Partners</b>
1. Cerritos CCD/College (not reported)	
2. Desert CCD/College of the Desert	8
3. Long Beach CCD/College	13
4. Rio Hondo CCD/College	13
5. San Diego CCD/Miramar	5
6. San Francisco CCD/City College	19
<b>TOTAL</b>	<b>58</b>

**Cerritos CCD/College (not reported)**

**Desert CCD/College of the Desert**

1. California Association for Local Economic Development (CALED)
2. California Employment Training Panel (ETP)
3. Economic Partnership

4. National Natural Gas Vehicle (NGV) Coalition
5. Southern California Association of Governments (SCAG)
6. Southern California Edison
7. Southern California Gas Co.
8. Sunline Transit Agency

**Long Beach CCD/College**

1. Bonded Motors
2. Cardinal Automotive
3. Caterpillar Systems
4. CNG Cylinder Company
5. Cummins Cal-Pacific
6. Employment Training Panel
7. Ford Motor Company
8. Gas Co.
9. Long Beach Water Department
10. NGV ECO Trans
11. Southern California Gas Co.
12. United Auto Workers-Labor Training Corp. (UAW-LETC)
13. Valley Detroit Diesel

**Rio Hondo CCD/College**

1. A-Z Bus Sales
2. American Honda
3. American Hydrogen Association
4. American Isuzu Motors, Inc.
5. Bonded Motors
6. GM Training Center
7. County Sanitation District
8. Dept. of Water & power
9. Mazda R & D of North America
10. McDonald Douglas
11. Southern California Gas Co.
12. Steve's Shell Service
13. Touchstone Technologies

**San Diego CCD/Miramar**

1. Clean Air Partners
2. College of the Dessert
3. Hawthorne Machinery Co.
4. San Diego Gas & Electric Co.
5. Sea World

<b>San Francisco CCD/City College</b>
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1. AC Transit
2. American Gas Association
3. Atlanta Gas & light Company
4. Bay Area Quality Management District
5. BKI
6. California Air Resources Board
7. Cummins Engine
8. General Motors Training Division
9. General Services Agency - Fleet Management Division
10. Joint Apprenticeship Committee
11. Long Beach City College
12. Lucky Stores
13. Metropolitan Atlanta Rapid Transit Authority
14. Miramar College
15. Pacific Gas & Electric
16. SamTrans
17. Sierra Detroit
18. sun Line Bus System
19. Super Shuttle

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9. Vacant		Region 4 - Interior Bay
10. Bennett Tom	Modesto	Region 5 - Central State
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23. Artie Dukes	Seal Beach	Rockwell International
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25. Connie Martinez	San Jose	Joint Venture Silicon Valley
29. Vacant		
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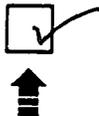
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