July 27, 2010

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

Dear Governor Schwarzenegger:

I am pleased to present to you, Investing in California’s Economic and Workforce Development, prepared by the Chancellor’s Office Economic and Workforce Development Division.

As you know, economic and workforce development is a critical mission of the California Community Colleges. Pursuant to state statute, this year’s annual report to the Legislature highlights projects funded in 2008/09. It also underscores the critical need to engage in curriculum development, forging new partnerships and aligning community college programs with emerging sectors of the economy. Information contained in this report is based upon a review of documents and reports on local projects.

If you have any questions or comments, please contact Erik Skinner, executive vice chancellor for programs, at (916) 323-7007 or skinner@cccco.edu.

Thank you for your continued support for these programs and the students they serve.

Sincerely,

Jack Scott, Ph.D.
Chancellor
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The Economic and Workforce Development (EWD) program is a critical mission of the California Community Colleges. This year’s annual report to the Legislature highlights the continued relevance of curriculum development, partnerships, alignment of programs with emerging sectors of the economy, and the investment in economic recovery.

Curriculum Development
Today’s workforce is directly affected by globalization, the changing needs of the workplace, and an economy in transition. There is an urgent need for resources to provide education and workforce training responsive to rapidly changing economic conditions unique to California’s regional economies. Colleges are responding to this need by creating new curricula for business and industry that adapts to new technology and skill sets.

Partnerships
The EWD program places emphasis on partnership development, utilizing the expertise and entrepreneurial spirit of California’s businesses to focus on collaborative solutions to workforce transition. These partnerships focus on developing solutions to meet the workforce needs in each region of the state and provide incentives for collaboration with employers and local municipal agencies such as cities, counties, transit agencies and air resource and water districts. The report chronicles the community colleges’ role in defining emerging sectors of the green economy and how it changes job skill requirements, affects curriculum and creates new jobs.

Emerging Sectors
The EWD program through the California Community Colleges promotes understanding the role of business in the global economy. It prepares colleges to respond to future workforce readiness needs. It encourages adoption of new and innovative methods and technologies.

Investment in Economic Recovery
The California Community Colleges are a vital investment in California’s economic recovery – as the state’s largest workforce training provider, they serve over 2.9 million Californians each year. The Chancellor’s Office Economic and Workforce Development division provides critical programs to develop and implement training in strategic industry sectors, creating jobs and career pathways for students.

The hallmark of EWD is remaining agile, flexible, and timely in the development and delivery of newly identified training and education programs and services. It is the glue that brings and holds new partnerships together. It is a launching pad for new programs stemming from dialogue about solutions to regional training needs. One local vice chancellor summed the program up this way: “It’s the duct tape for community colleges and their partners to get programs off the ground with scarce resources in these times of great need.”

Direct investment in the people of California translates into a more productive workforce and sustains small businesses. These are crucial ingredients in the recipe for California’s global prominence. This report substantiates community colleges as highly skilled at adapting education to meet the needs of employees by working with employers who are struggling to compete in the new economy. The community colleges, with the assistance of the EWD program, are successfully preparing the workforce for a new economic reality that will require entrepreneurial skills to enhance workplace productivity. The colleges provide certificates to meet the technical skill demands of emerging industries, as well as basic work readiness skills that California’s employers need. EWD’s statewide strategic priority
initiatives address several industry sectors. Areas include: advanced transportation; alternative energy and green technologies; biotechnology, small business and entrepreneurship; applied competitive technologies, including computer integrated manufacturing; production and continuous quality improvement; analytical data for defining emerging economic sectors that spur business expansion and workforce improvement; environmental health and safety, health care delivery; multimedia and entertainment; international trade; and workplace literacy.

Regional centers act as the delivery system for the strategic priority initiatives, leveraging resources and implementing new strategies to support and expand college offerings and services. The majority of the centers emphasize college capacity building and workforce development in emerging sectors of California’s economy. Numerous initiatives allow partners to develop new curriculum for use by colleges to meet the emerging needs of business. The program has a diverse set of services. They are generally categorized into: services to students, services to employers, and services to colleges.

The data for this report was synthesized from EWD’s online data collection system, which captures information on the project performance. Throughout the fiscal year, each college participating in the EWD program responds to a standard set of forms that ask about business information, trainings, and technical assistance activities. Personal success stories were shared by the initiative and center directors as a part of the final report narrative requirements. These stories are edited to give a brief synopsis or flavor of the EWD program. All of the stories to be told are not included in this report. However, further information is available upon request.

**Highlights of 2008/09**

<table>
<thead>
<tr>
<th>Jobs</th>
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<tbody>
<tr>
<td>People getting jobs</td>
<td>2,895</td>
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<tr>
<td>People keeping jobs</td>
<td>7,338</td>
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<tr>
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<tbody>
<tr>
<td>People being trained</td>
<td>65,105</td>
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<tr>
<td>% Employees</td>
<td>29%</td>
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<td>% Entrepreneurs</td>
<td>47%</td>
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<tr>
<td>% Students</td>
<td>24%</td>
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<tr>
<td>Hours of training</td>
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<tbody>
<tr>
<td>People receiving technical assistance</td>
<td>30,525</td>
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<tr>
<td>Hours of technical assistance</td>
<td>63,499</td>
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<table>
<thead>
<tr>
<th>Organizations</th>
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<tbody>
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<td>Number of organizations</td>
<td>2,822</td>
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<tr>
<td>Number of businesses</td>
<td>7,462</td>
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<tr>
<td>Number of partnerships</td>
<td>1,143</td>
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<tr>
<th>Financial</th>
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<tr>
<td>Business Impacts</td>
<td>$200,962,722</td>
</tr>
<tr>
<td>Match</td>
<td>$50,767,584</td>
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</table>
The California Community College system is vital in training a new generation of “green collar” workers. Public and private entities are setting goals and objectives in the areas of energy use, sustainable design, and environmentally responsible operations. Emerging industries continue to show a demand for specialized skills and the continuous need for a more specialized workforce. To remain competitive in the global marketplace, businesses in California will require training and technical education in green that align with current and future energy workforce needs.

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

In FY 2008/09, the EWD program helped the California community colleges to provide green education to their communities. Colleges are creating curriculum for green businesses, solar energy, and green collar energy efficiency. General courses include California Green Solutions and a New Energy Class. Specialized green training includes biomass, construction, emissions, solar, water, and wind. In addition to course work, colleges also offered related conferences and workshops.

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>Biomass Energy Production: Food versus Fuel</td>
</tr>
<tr>
<td>Construction</td>
<td>Green Plumbing</td>
</tr>
<tr>
<td></td>
<td>Introduction to Green Roof Design &amp; Construction</td>
</tr>
<tr>
<td></td>
<td>Construction 101: Photovoltaic Installation</td>
</tr>
<tr>
<td>Emissions</td>
<td>Hybrid Course</td>
</tr>
<tr>
<td></td>
<td>Introduction to Alternative Fuels and Electric Hybrid Vehicles</td>
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<td>Emission Control</td>
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<td>Introduction to Hybrid/Electrical Vehicle Technology</td>
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<td>Solar</td>
<td>Solar Rooftop Installation</td>
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<td>Solar Power Train-the-Trainer</td>
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<tr>
<td></td>
<td>Solar Power Systems for Career Seekers</td>
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<tr>
<td></td>
<td>Solar Power Systems for Contractors and Workers</td>
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<tr>
<td></td>
<td>Photovoltaic Faculty Professional Development</td>
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<td>Water</td>
<td>Geothermal, Hydropower and Ocean Power</td>
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<tr>
<td></td>
<td>Water Wise Landscaping</td>
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<tr>
<td>Wind</td>
<td>Wind Technician</td>
</tr>
<tr>
<td></td>
<td>Wind Train-The-Trainer Workshop</td>
</tr>
<tr>
<td></td>
<td>Wind Generation Technology Training</td>
</tr>
</tbody>
</table>

**Snapshot of 2008-09 Conferences, Workshops and Other Events**

- Faster Freight Cleaner Air Conference and Expo
- Heavy Duty Clean Vehicle Conference and Expo
- Photo Seminar
- Photovoltaic Systems Course Development Workshop Wind Energy & Wind Farm Tour
The EWD program places emphasis on partnership development utilizing the expertise and entrepreneurial spirit of California’s businesses to focus on collaborative solutions to workforce transition. These partnerships focus on developing solutions to meeting the workforce needs in each region of the state and provides incentives for collaboration with employers and local municipal agencies such as cities, counties, transit agencies and air resource and water districts.

The EWD Program engaged in over 1,100 partnerships in 2008-09. Utilizing state resources along with federal funds procured by Congresswoman Hilda Solis, Rio Hondo College, East Los Angeles College, the Southern California Clean Cities Coalition, the Bureau of Automotive Repair, and the South Coast Air Quality Management District formed a partnership to battle air pollution in the San Gabriel Valley. The Tune In & Tune Up Company tested vehicle emissions by using a two-stage emission-testing device that measures the vehicle’s tail pipe emissions and the company uses qualified emission specialists to administer all testing onsite. Students from Rio Hondo College and East Los Angeles College are trained in preparing the vehicles for the testing in conjunction with the two colleges’ clean air courses. Students at both colleges are preparing for their State of California Smog Technicians license while completing the training program.

The SanFACC “Simulation Center”

In the fall of 2008, six community colleges, Mt. San Antonio College as the lead, Glendale Community College, Pasadena City College, Citrus College, Chaffey College, and Rio Hondo College, formed a new consortium named the San Gabriel-Foothill Association of Community Colleges (SanFACC). The project also involves industry partners: Pomona Valley Hospital, Citrus Valley Health Partners, Arcadia Methodist Hospital, Presbyterian Intercommunity Hospital, and others in the region. Medical Education Technologies Inc., has committed significant resources to the development of a regional simulation center and training site for simulation technicians on the West Coast. Currently in a cognitive/virtual mode, the SanFACC collaborative plans to pool resources and create a physical training site and a resource center for human patient simulation users. This “Regional Simulation Center” will provide member campuses:

(a) facilitate the use of human patient simulation in curricula for allied health, fostering an interdisciplinary approach to simulation and skills enhancements,
(b) serve as a clinical site for students displaced as a result of accreditation,
(c) function as a disaster training center for events such as: cardiac arrest, mass casualty preparedness, natural disasters, fire and bioterrorism, and
(d) provide a site for the West Coast for training of infant, child and adult human patient
simulator maintenance and repair technicians.

The center will also host “Moulage for Simulation” workshops. Open to all human patients, the workshops’ experts guide participants in realistic scenarios and encourage sharing individual, innovative practices in clinical experiences.

California Transportation and Logistics Institute

The California Transportation and Logistics Institute (CaTLI) is a partnership of the California Community Colleges, the California state university system and the state’s transportation and logistics businesses and organizations (http://catli.org/). CaTLI was formed to address the employment needs of the transportation and logistics industry, which has become one of the fastest growing, high demand industries in California. The California Community Colleges Chancellor’s Office was awarded a Department of Labor Employment and Training Administration Community Based Job Training Grant to establish CaTLI. The grant began in June 2007, and included approximately $1.4 million for local community and four-year colleges. There are eight community colleges and three California state universities funded, along with a K-12 partnership group. The grant will run through December 2009, and is expected to provide training in transportation and logistics to approximately 1,200 people. The program will also increase the training and educational opportunities in transportation and logistics by adding curricula and developing training programs. Additionally, it will create an articulated educational pathway from high school to community college and beyond. The institute promotes the growth of careers in the transportation and logistics industry in California and addresses the growing need for skilled workers.

Although there are a number partners closely associated with CaTLI, one significant partner for this program is the Los Angeles County Economic Development Corporation. The nonprofit development corporation leverages its significant resources, partnerships and diverse interests to market and promote the program to transportation and logistics companies and businesses as well as to students, incumbent workers and workers in transition. However, a primary means of promoting and communicating CaTLI will be through a web-based portal, one that was built through the collaboration of the participating organizations including the community colleges, the California state universities, high schools and companies in the industry. One example of the program’s cross-pollination is its utilization of the expertise of the Centers for International Trade Development. The centers have significant expertise in export and import logistics dating back to 1989. The centers offer workshops throughout the year and technical assistance to firms on import and export logistics.
The Context of Today’s Workforce Needs

Several themes repeatedly emerge from surveying California’s employers. These can be clustered into the three main issues impacting the strength and competitiveness of the workforce. Most of the studies reviewed recently discussed the following topics directly or indirectly:

- globalization,
- adapting education to meet the changing needs of the workplace, and
- preparing a workforce for an economy in transition.

Future Workforce Readiness

The workforce readiness survey asked employers to select emerging content areas they believe will become increasingly important over the next five years. On the right, the graphic displays the content areas proportional to how often that item was selected by employers.2

- Sixty-three percent of employers identified using entrepreneurial skills to enhance workplace productivity and career options as a critical skill.
- Fifty-nine percent of respondents indicated job seekers that exercise personal financial responsibility will be viewed favorably in the next five years, an indication of how the economic downturn is affecting change in the workplace.
- Fifty-eight percent felt understanding economic issues and the role of business in the U.S. and global economy is an increasingly necessary skill.
- In the “other” category, respondents listed emerging areas such as the ability to multi-task, maintain a work-life balance, take personal responsibility, self-educate, and enhanced computer skills.

Nationally, employers indicated that making appropriate choices concerning health and wellness is critical for job seekers in the future, while personal financial responsibility and entrepreneurial skills will also be in demand.3

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1 Workforce Readiness in California, California Community Colleges Centers of Excellence, Economic and Workforce Development Program and BAYWORK, p 4., Preliminary Draft.
2 Totals for this question exceed 302 (number of respondents) as employers were allowed to select more than one emerging area options. Number of responses per emerging area included in parentheses.
The California Community Colleges are a smart investment for California’s economic recovery – they are the state’s largest workforce training provider serving over 2.9 million Californians each year. The California Community Colleges’ Economic and Workforce Development program develops and implements training and curriculum in key strategic industry sectors that create jobs and career pathways for students.

Three reasons EWD is a smart investment:

1. **RELEVANCY:**
   Improving educational attainment benefits our state through increased tax revenues and the social and economic mobility that accompanies higher levels of education.

2. **SENSE OF URGENCY:**
   Our programs ensure that all Californians, including our current high rates of displaced workers, have access to education that can retool their skills and prepare them for market demands.

3. **COST:**
   At a time when every dollar counts, where else can you get a 2:1 return on your investment?

**Expediting Workforce Training**

*Aligning Supply with Demand*

The community colleges currently face unprecedented enrollment demands, due to California’s economic crisis. The state’s unemployed workforce and displaced university students due to restricted admissions are coming to community colleges by the thousands. Classrooms are full, waiting lists are long, and many students cannot access the courses they need to progress. Currently, the colleges are serving more than 140,000 students beyond funded levels.

Fact

California Community Colleges offer more than 175 degree and certificate programs in hundreds of vocational fields that are in need of skilled workers.
The EWD program extends the resources of the community colleges by developing partnerships that share the costs of the services provided. This has been a cornerstone of the program since its inception. The graphic, below, illustrates the importance of how collaboration with partners maximizes impact.

Responding to Business & Industry

California’s current and future economic growth is directly related to the skill base of its workforce. Our ten initiatives are industry specific, regional solutions to employers’ needs for skilled workers that focus on short-term and long-term market needs in emerging technologies.

The EWD program continues to provide value for business and industry. California’s small businesses and international trade investments benefited from more than $200 million in sales, loans, equity investments, and other transactions that sprung from EWD funds.

Resources Leveraged

Most EWD grants require matching resources dedicated to the success of the project. Match is the term used to describe resources contributed to EWD projects by partners. For the 2008/09 fiscal year, $50,767,584 in matching resources were contributed. There are also leveraged resources in addition to the match contributed to projects by donors.

Fact

Last year, EWD’s innovative sector based initiatives served 48,470 organizations - resulting in improvements in productivity, sales and new equity investments of over $215,000,000. EWD consistently creates or retains more than 16,000 jobs through its high growth initiatives.
Defining the Green Economy

The Centers of Excellence researched the green economy and clarified the following definition for curriculum development and resources decisions:

- A Green Firm is an organization that provides products or services that are aimed at utilizing resources more efficiently, providing renewable sources of energy, lowering greenhouse gas emissions, or otherwise minimizing environmental impact.

- A Green Job is an occupation that:
  1) directly works with policies, information, materials, and/or technologies that contribute to minimizing environmental impact, and
  2) requires specialized knowledge, skills, training, or experience in these areas.

Under these definitions, major sectors or areas of the green economy were identified. Each represents a value chain of activities (research and development, manufacturing, distribution, installation, maintenance and repair) that are clustered around a similar green technology or purpose.

<table>
<thead>
<tr>
<th>Green Industry Sectors</th>
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</thead>
<tbody>
<tr>
<td><strong>Renewable Energy:</strong> Energy Generation, System Installation and Storage. Includes solar, wind, water and hydro-electric power; geothermal power; hydrogen; energy storage, transmission, distribution, and services; and utility-scale renewable energy plants.</td>
</tr>
<tr>
<td><strong>Green Building and Energy Efficiency.</strong> Includes product manufacturing; construction materials (wholesale); energy services; design, construction, retrofitting, and retro-commissioning of buildings; operations and maintenance; certifications (LEED); and landscaping.</td>
</tr>
<tr>
<td><strong>Biofuels Production and Farming.</strong> Includes biofuels production, organic farming practices, biomethane production (energy from animal waste and landfills), and sustainable fisheries.</td>
</tr>
<tr>
<td><strong>Transportation and Alternative Fuels.</strong> Includes green transportation technology, fuel-efficient vehicle manufacturing, repair and maintenance of alternative fuel vehicles, logistics, and green infrastructure (ports, airports, etc.).</td>
</tr>
<tr>
<td><strong>Water, Wastewater and Waste Management.</strong> Includes watershed conservation and management, water treatment, rainwater harvesting, graywater recycling, wastewater treatment and management, and solid and hazardous waste management and recycling.</td>
</tr>
<tr>
<td><strong>Environmental Compliance and Sustainability Planning.</strong> Includes air quality, conservation and pollution prevention, rule development and enforcement, cleanup and safety, emissions control, monitoring and compliance, and transportation systems.</td>
</tr>
</tbody>
</table>
IN FOCUS – Certifying Green Business

The North Far/North Environmental Training Center, in conjunction with the North Coast Small Business Development Center, developed a Green Business Certification program. The program provides access and support services for businesses seeking certification as a green business. These businesses must have instituted green activities in the operations associated with recycling and waste reduction, energy conservation, water conservation, and pollution prevention. Initially piloted in the hotel industry, the program will expand to include other industry segments.

Services to Students

*Edison International Uses Center of Excellence Green Framework for Green Jobs Education Initiative*

Southern California Edison recently launched a $1 million Green Jobs Initiative to fund sustainable green education and job training at 10 California community colleges. The funding will provide up to $2,000 scholarships for students with financial needs who are enrolled in green job workforce preparation programs.

Scholarships will be awarded for study in six Green Jobs Education Subject Areas referenced by Southern California Edison and taken directly from the Green Economy Overview produced by the Center of Excellence in June 2009. This report will guide the colleges in program offerings to prepare these students for the growing green jobs workforce.

Ten community colleges received $100,000 each to support 50 students at each college. Each of the ten colleges also has the opportunity to invest their funds in the California Community College Scholarship Endowment to receive an additional $50,000 match from the endowment’s benefactor, The Bernard Osher Foundation.

Services to Employers

*Partnering with Industry to Identify Energy Efficiency Workforce Needs*

California’s persistent move towards energy efficiency has spurred a rising need for workers, especially in eight key occupations, which were identified in 10 regional studies conducted by the Centers of Excellence. These workforce studies were conducted in partnership with Pacific Gas and Electric, Southern California Edison, San Diego Gas & Electric, the United States Green Building Council, and the California Building Performance Contractors Association, as well as several other key industry associations.

The studies identify and profile occupations that are vital to sustaining economic growth in the energy efficiency industry: project managers for construction and design work; building performance or retrofitting specialists; heating, ventilating, and air-conditioning mechanics, technicians and installers; energy auditors or home energy raters; resource conservation or energy efficiency managers; building controls systems technicians, compliance analysts or energy regulations specialists, and building operators or building engineers.

“These numbers show a real opportunity to train individuals into high growth occupations,” said Executive Director Dan Geiger of the U.S. Green Building Council. “Knowing what occupations and skills are most important is a key factor in retraining displaced workers, which will ultimately help re-energize our economy here in California.”
Small Business Programs

Financial Practices and Increasing Business Value

The EWD program adds value and opportunities to small business as well as international trade. For example, the Small Business Development Centers reported that in FY 2008/09, businesses receiving their services showed millions of dollars in increased sales, funded loans and new equity investments. Likewise, the Centers for International Trade Development Initiative reported that businesses receiving their services had increased business value in sales, exports, imports, and productivity.

Financial Practices and Increased Business Value

| Business Technical Assistance to Small Business in Management/Financing Practices Created |
|-----------------------------------------------|-----------------------|
| Sales Increases                               | $73,273,354           |
| Funded Loans                                  | $37,605,041           |
| New Equity Investments                         | $52,390,636           |

| Business Technical Assistance in International Trade Created |
|--------------------------------------------------------------|-----------------------|
| Increased Business Value (sales, exports/imports, productivity) | $37,693,691           |

Total Completed Business Financial Transactions $200,962,722

IN FOCUS – Globalizing Small Business

The Oroville, California-based company Barrels 4 You: Country Connection contacted the Butte College Center for International Trade Development in July 2008 to investigate the feasibility of buying locally used wood wine barrels and exporting them. The company had been successful in the domestic market and it wanted to enter the significantly larger international market. The center’s staff conducted a research on the best international markets and found target markets in Europe and the Caribbean. With the center’s help, the company learned about export procedures, letters of credit, Incoterms, ocean container capacities and international contracts. As a result, Barrels 4 You sold over 8,000 barrels overseas, and brought in more than $220,000 in export sales. The company plans to expand the green exports concept of reworking used wine barrels and making them into barrels for aging rum and tequila.
Looking Forward: Embracing Entrepreneurship

The Chancellor’s Office Small Business Programs Initiative expanded in FY 2008/09 to include fostering entrepreneurship. The Chancellor’s Office began the transformation of Small Business Development Centers into Business and Entrepreneurship Centers (BEC) to facilitate the success of business and entrepreneurship through partnerships and collaborations with business, industry, education and government. The BECs will advance entrepreneurship training and technical assistance at community colleges and high schools in their region through low-unit certificate classes and a focus on Youth Entrepreneurship Program activities. The BECs will improve the management and stability of businesses that lead to increased numbers of new and retained jobs, sales and investments through direct efforts of new and existing partnerships and collaborations. BECs will efficiently utilize the resources of other business-related organizations to broaden the services available to clients. They will integrate their management and services into the region’s network of principal economic development organizations and community colleges. Targeted special projects and services will address the unique small business needs. Entrepreneurial conferences, workshops and seminars, designed to provide information and tools to assist the small business community, will be held.

IN FOCUS – Youth Taking Charge

The Small Business Development Center at San Joaquin Delta College supports the Youth Entrepreneurship Program. Aspiring young entrepreneurs, representing minority populations and living in rural areas, have the opportunity to increase their awareness of self-employment as a legitimate career path that provides livable wages. Students receive training in activities designed to increase business management skills, revitalize interest in career technical education, and develop bridges to enable ease of movement between high schools and community colleges. Successful participants expressed an increased willingness to stay in school, to continue their education after high school, and to pursue being their own boss in their very own business. The Youth Entrepreneurship Program is the collaborative effort implemented by the Small Business Centers and funded by the Career Technical Education Initiative (SB 70, Scott).

Faculty Entrepreneurship Program

The EWD program provides funding for the Faculty Entrepreneurship Program. Its purpose has been to enhance California community college enrollments by improving and increasing entrepreneurship courses, certificates and degrees and to expand entrepreneurship curriculum across disciplines. In FY 2008/09, the EWD staff contacted all of the California community colleges, starting with the occupational deans (since all entrepreneurship courses were under business disciplines at that time). Of the 110 colleges, 60 faculty members agreed to serve as champions at their college. Thirty-six champions received training to improve their entrepreneurship offerings. An advisory group representing the ten Economic and Workforce Development regions was formed, and it was through this group that the mini-grant project was established.
In an economic downtown, Californians are faced with challenges in finding and keeping jobs. The EWD program is also experiencing similar challenges. In FY 2008/09, the number of job placements through the EWD program dropped, ending a three-year rising trend (see chart). Similarly, though more than 7,000 jobs were retained as a result of the program, that figure is significantly lower than last year. In spite of these drawbacks, the EWD program and the community colleges are committed to investing in Californians. Through upskilling and retraining, California’s workforce will continue to stay competitive and weather this economic storm.

**IN FOCUS – Learning the Pipeline**

Long Beach City College’s Advanced Transportation Technologies & Energy Center, in collaboration with the Port of Long Beach, Kenworth Truck and Westport Innovations, provide a series of college level, alternative-fuel classes at Cabrillo High School. Students receive training in liquefied natural gas technologies that will be used in more than 18,000 trucks that serve the Port of Long Beach. Both Long Beach City College students and high school students have the opportunity to learn an exciting new trade and are on a fast track towards a certificate of completion in alternative fuels.

As a teenager and young adult, Mr. Felix took whatever odd jobs he could find in order to help his parents. In trying to find a way to make enough money to consistently support himself and his family, Mr. Felix went to the Inglewood One-Stop where he learned about a new training program offered through the El Camino College - Center for Applied Competitive Technologies (CACT). CACT, through funding from a DOL WIRED grant, created aircraft structures technician training, a full college-credit program. In partnership with Northrop Grumman, displaced workers with no entry-level experience in aerospace manufacturing were trained. The program provided 320 hours of instruction in basic blueprint reading, mathematics, aircraft structures assembly, fastening systems, composites structures, safety, and other technical subjects. A real-world work experience was created, where students had to be in the class ready to start at four o’clock in the morning, five days a week for eight weeks. Training was provided at the Northrop Grumman Integrated Defense Systems facility near Los Angeles International Airport. Trainees used actual aerospace components, and were provided all the tools they needed for an effective, realistic experience. Mr. Felix entered the program and was soon recognized by the instructor as one of the best performing students. When training was complete, Mr. Felix was offered a job at Northrop Grumman on a trial basis. He accepted the offer and has since been hired on a permanent basis as a structural composites worker.
Training

As a means toward job placement and retention, the EWP program assists community colleges to provide training to California’s workforce. Over 65,000 students, employees and entrepreneurs benefited from 828,802 hours of training in FY 2008/09. As further evidence of the economic downturn, the recession brought more entrepreneurs than employees to seek training as compared to last year.

IDEAS, an MEI Regional Center hosted by Los Angeles Valley College, focuses on the needs of the entertainment industry workforce. Working in a project based industry like entertainment means ‘downtime’ between the projects that pay the bills. IDEAS, in collaboration with the Multi-Local Skills Training Committee, aims to fill this time with custom training to improve skill levels in new technologies.

The multi-local group represents over 20,000 entertainment industry behind-the-scenes professionals. Over the past two years, MEI-IDEAS has provided training to over 900 union members and expects that to double this year as a result of this new program. Union members receive half of their tuition paid by the Contract Services Administration Training Trust Fund. Now the MEI-IDEAS program and the Entertainment Industry Training Collaborative have received film and television industry support to provide training and matching funds. The matching funds come from a responsive training grant fund that MEI-IDEAS applied for and has received. Now there is no cost for attending. MEI-IDEAS’ collaboration with the entertainment industry is providing access to advanced skills training for regional incumbent behind-the-scenes professionals.

IN FOCUS – Diversifying Experience

With the support of the Rancho Santiago Community College District Workplace Learning Resource Center, 39 human development students were able to gain a much needed, credit-bearing course in supervision and administration in early childhood programs. Previously cut from the regular schedule and with no future plans to offer it, the Workplace Learning Resource Center stepped in and provided this vital springboard class. Students were able to continue through to advanced courses, or upgrade their current child development permits from child development teacher to site supervisor and program director. This allows these workers to remain competitive in the job market and able to accept promotional positions as they arise.

The Long Beach City College Center for Training and Professional Development and the Workplace Learning Resource Center partnered with AT&T Mobility to bridge organizational training gaps. AT&T found that a growing problem in the workplace was generational differences. That is, the Baby Boomers, Gen X and Gen Y each had unique mindsets and expectations about their jobs and careers. Training in Workplace Success Skills included Generational Issues: Oh! That’s how you see it! This component of the training focused on each generation's unique characteristics and helped explore how to effectively handle miscommunications and misunderstandings that impact productivity and organizational dynamics. As a result, participants gained a better grasp of the factors that led to generational misunderstandings and offered concrete ways on how to be more mutually accepting, appreciative, and gracious towards one another.
Technical Assistance

Through the EWD program, organizations receive technical assistance to increase their effectiveness, competitiveness, and economic development. Technical assistance available includes assessments on organizational needs, technological needs, the environment and energy (including audits), and manufacturing process capability. Beyond assessments, organizations might see demonstrations on new generation equipment, new software, advanced production techniques or other new technologies. Technical assistance available through the EWD program also includes consulting in the fields of finance, marketing, technology, research, management and other types of counseling. In FY 2008/09, more than 30,525 people received some technical assistance. That accounts for more than 63,499 hours.

IN FOCUS – Incubating Innovation

The Los Angeles and Orange County Biotechnology Center, hosted at Pasadena City College, functions as a training hub and incubation facility for early stage bioscience companies. Through partnerships with different sectors − government, education, non-profits and private industry − the center supports emerging technologies, assists both individuals and entities needing skill development and provides an incubator with share-use equipment. It also serves as a point of access to experts in business fields such as intellectual property, bioinformatics, stem cell culture, law, and financial planning. Advantageous Systems LLC is one company that has benefited from the center’s services. Advantageous Systems LLC is a start-up, medical device company incorporating nanotechnology and biotechnology to revolutionize health care by replacing conventional slow, painful, and often times unreliable blood tests with a fast, reliable, and painless point-of-care diagnostic device.

Producers Dairy, a long time family business operating out of Fresno, engaged the Fresno City College Training Institute to deliver industrial electrical and motor controls training as part of a company-wide initiative to improve productivity and reduce machine down time. The training occurred on-site with 15 maintenance technicians and machine operators participating. With training as one aspect of a multifaceted approach, Producers Dairy recognized greater production efficiencies on multiple lines. More recently, in 2009, Producers Dairy engaged the FCC Training Institute to facilitate programmable logic controller (PLC) training. This provided maintenance technicians, who had been with the company for many years, an opportunity to learn more about PLCs through hands-on training. The objective was to improve individual troubleshooting skills and reduce machine down time.

The Amgen-Bruce Wallace Biotechnology Lab Program, a Southern California biotechnology center, partners area biotech industry leaders with educators to provide hands-on training through summer workshops for high school and college students and teachers. It was recognized as having exemplary practices in K-12 and higher education in the Practices with Promise 2008 Report, by the Campaign for College Opportunity. The nonprofit is devoted to ensuring that the next generation of college age students in California has the chance to go to college as promised by the state’s 1960 Master Plan for Higher Education.
Identifying Growth Opportunities for Rural Colleges

The Centers of Excellence are helping rural colleges and their community partners by providing customized information on industry workforce needs through data-rich reports. They contain industry and occupational profiles, economic indicators, training and skill requirements for the highest and fastest growing occupations. The reports were provided to colleges to guide them in program planning; beginning, revising or retiring curriculum; engaging their community partners; securing additional federal and state grants; and determining new and emerging industries and occupations for which training may be needed in the future.

Dr. Phoebe Helm, president of Hartnell College in Salinas, California, states: “Colleges depend on these reports to make significant decisions to start or end programs as we strive to meet community needs. When we consider the importance of these decisions, especially in the context of growing unemployment and dwindling budgets, one can quickly see the tremendous value that the Centers of Excellence add in their efforts to help colleges manage and keep their programs current with community workforce needs. In my more than 30 years in community college work, I have not seen an internally developed market analysis that could even begin to be compared to the quality of work the Centers of Excellence produce.”

Types of Programs Developed or Revised

Partnerships Produce Real Time Data to Advance Community Colleges

The Centers of Excellence (COE), in partnership with business and industry, provide customized workforce information for use by community colleges in program and resource enhancement. Using the COE environmental scan reports, community colleges created or revised 176 programs during FY 2008/09. The chart, above, displays the types of programs developed or revised by industry sector. Nearly one-third of these programs are preparing workers for the green economy, ranging in disciplines from photovoltaic installation, energy auditing, sustainable urban landscapes, solar sales and estimates, alternate fuels, and home weatherization. Seventy-five percent of the programs developed or revised are credit programs, with the remaining 25 percent as either noncredit or not-for-credit.
Appendix A
Statewide Strategic Priority Initiatives

Appendix B
Comparison of Regional Centers with Industry-Driven Regional Collaboratives
Statewide Strategic Priority Initiatives

There are ten statewide strategic priority initiative areas for which the EWD program provides a variety of solutions for business development workforce training needs.

**Advanced Transportation Technology & Energy**

Advanced Transportation Technology and Energy (ATTE) is an initiative that was created as a means for keeping California competitive as a national leader in advanced transportation and energy technologies. ATTE aims to transform the workforce in the rapidly developing, technology-driven transportation and energy industries, while improving the environment and stimulating the economy. The initiative provides an array of transportation and energy technology and related technical education, assistance and outreach programs that reduce California’s dependency on foreign oil, promote cleaner air, and to ensure that California businesses remain competitive in a global market. The results are consistent, replicable curricula, services and programs tailored to the needs of each region’s employers and employees in California providing student career pathways, certificates, and two-year degrees. For further information, please visit: http://www.attecolleges.org/.

*Peter Davis, Initiative Director*  
*Katie Gilks, Project Monitor*

**California Community College Biological Technologies Initiative**

Biotechnology couples scientific and engineering principles with commercial considerations to develop and improve products and processes made from living systems. California is home to almost 50 percent of the nation’s biotechnology companies, about half of the biotech employees, and about half of all the biotechnology revenue in the United States. Between 100,000 and 125,000 Californians are currently employed in the biotechnology field, and it is projected that there will be about 10,000 to 12,000 new jobs every year due to growth and turnover. The initiative supports biotechnology training at the California community colleges and aids in the development of innovative and relevant training programs. This initiative also helps to provide professional development experiences for faculty, and aids in increasing the capacity of the colleges to provide training aligned with modern industry practice. For further information, please visit: http://www.cccbiotech.org/.

*Jeffery O'Neal, Initiative Director*  
*James Harris, Project Monitor*
Environmental Training Centers

The Environment, Health, Safety and Homeland Security (EHS2) Initiative coordinates statewide services designed to mitigate the impact of environmental health and worker safety compliance regulations. It specifies the manner in which businesses may handle, store, use and dispose of hazardous materials, regulates air and water pollution; and minimizes the production of waste. The Environmental Training Centers provide services to businesses in the areas of compliance counseling, applied technology counseling, energy management/efficiency, and environmental audit assistance. In addition, the centers supply assistance to colleges developing offerings in geographic information systems, global positioning systems, and homeland security training, such as first responder operations and the Incident Command System. For further information, please visit: http://www.envtraining.org/.

Richard Della Valle, Initiative Director, North
Ken Zion, Initiative Director, South

Regional Health Occupations Resource Centers

The purpose of the Health Care Initiative is to identify workforce needs of the health care delivery system and to develop solutions. Regional Health Occupations Resource Centers (RHORCs) are geographically located to develop partnerships that facilitate collaboration between the health care delivery system and education providers. The RHORCs also specialize in conducting needs assessments and job analyses, developing curricula and training, and providing certification testing and referrals to health care industry employers. The centers’ focus is partnering community colleges with the critical needs of the health care delivery industry, which is experiencing high job growth. They work to coordinate community college responses to health care workforce development needs. For further information, please visit: http://www.healthoccupations.org/.

Jim Comins, Initiative Director
Kathy Pulse, Project Monitor

Centers for Applied Competitive Technologies

Through the Centers for Applied Competitive Technologies Initiative, California’s manufacturing industries strengthen their ability to compete successfully in changing markets and the global economy. The Centers for Applied Competitive Technologies (CACTs) are dedicated to serving advanced technology companies with innovative solutions that are unique and customized to businesses. CACT professionals are versed in high-tech skills training, technical business solutions, sustainable practices and green technologies, industry and professional certifications, and process improvements. Regionally located, CACTs provide technology education, manufacturing training, and consulting services that contribute to continuous workforce development, technology deployment and business development throughout California. For further information, please visit: http://www.makingitincalifornia.com/.

Katie Faires, Project Monitor
Centers of Excellence

The Centers of Excellence (COE) strive to advance California’s economic growth through partnership development and data driven analytics for curriculum planning, development and decision-making. The centers’ efforts contribute to workforce improvement, technology deployment and business development consistent with the state’s regional economies. They empower California’s workers to be more competitive in their region’s labor market, increase their competencies, and identify career paths to economic self-sufficiency and lifelong access to good-paying jobs. Located strategically to study the regional economies of California, the initiative produces industry validated environmental scan reports designed to enable community colleges to remain relevant and responsive in their offerings. These reports focus on areas that have demonstrated labor market needs leading to high-growth, high-wage jobs. The studies of an industry or occupation provide detailed information on how colleges are currently responding, as well as information on workforce and occupational needs from the perspective of employers and industry associations. By serving professionals in college, workforce or economic development, COE assists in the community colleges’ mission to support California’s businesses. For further information, please visit: http://www.coeccc.net/.

Elaine Gaertner, Initiative Director

John Prentiss, Project Monitor

Centers for International Trade Development

The Centers for International Trade Development Initiative (CITD) promotes California’s economic development and global competitiveness by providing quality training and services to small-to-medium-sized enterprises that are potential or current exporters or importers. The CITDs enhance the competitive strength of California businesses in the international trade marketplace and support international trade development in their local and regional communities. The network has existing working relationships with local, industry, federal and international partners, and has contractual relationships with the U.S. Department of Commerce, the International Trade Administration, the Western United States Agricultural Trade Association, the U.S. Agency for International Development, and the U.S. Department of Education, Business and International Education Programs. They serve over 2,000 California businesses each year, offering a range of value-added services including individualized assistance to businesses, global business information, international reference and referral services, trade missions, leads and delegations and internationalization of community college curricula and programs. For further information, please visit: http://www.citd.org/.

Jeff Williamson, Initiative Director

Brenda Fong, Project Monitor

Multimedia & Entertainment Initiative

The Multimedia & Entertainment Initiative (MEI) is a statewide network of community college educators working strategically with businesses, industry and community organizations to identify and develop effective training solutions for California’s workforce and economic development needs in the emerging areas of entertainment and new media convergence. Accessible and timely training solutions will target the artistic, technological and communications expertise needed in both the entertainment industry and in general business for new media applications involving Internet business marketing, customer service, productivity and collaboration. For further information, please visit: http://www.cccmei.net/.

Steven Wright, Initiative Director

Brenda Fong, Project Monitor
Small Business Development Centers & Business Assistance Centers

Small businesses are an essential part of California’s economy. The SBDC Centers generate jobs, provide economic opportunity and flexibility, and boost economic output. California is home to 2.6 million small businesses, including the self-employed. More than 7.5 million people, or half of the state’s employment is in small business. In a recent study, 98% of all California small businesses have fewer than five employees.

The purpose of the Small Business Development Center Initiative is to grow California business through the delivery of one-on-one counseling, seminars, workshops, conferences and other technical activities. These services contribute to the success of existing business and foster the growth of new business and jobs. Small business services include management, marketing, financing, accounting, strategic planning, regulation, taxation, capital formation, procurement, human resource management, production, operations, agribusiness, computer applications, limited business law assistance, office automation, site selection and many more areas of assistance. This initiative is part of a national program and is a partnership with higher education, state and federal agencies.

This initiative allows the California Community Colleges’ participation in the national SBDC system and can be partnered with the Small Business Administration program at a local level. For further information, please visit: http://www.businesss.ca.gov/.

Michael Roessler, Initiative Director

Teresa Parkison, Project Monitor

Workplace Learning Resource Centers

Workplace Learning Resource Centers drive economic and workforce development in California by providing high quality, innovative, education, learning and training solutions through community colleges. Services are tailored to the new basic skills for the 21st century have been identified by employers as critical in meeting the needs of a technology-based and highly-competitive global economy. They serve colleges, employers and the community, building California’s future workforce, and are customized for the local communities they serve. A variety of unique workplace learning services are offered, including occupation-specific skills assessment, needs and task analysis of requirements of the job, basic skills instruction, math, vocational English as a second language, analytical and problem-solving skills, and customer service training. Services are functional in context to the job. They provide skill enhancement that employees can apply immediately to their work after training. Centers also provide technical assistance to all community colleges within their respective regions and are seen as resource centers that assist in customized curriculum development, assessment and task analysis. Curricula developed is stored in one web-based location and is accessible to all colleges. Faculty in-service training in contextualized curriculum development and train-the-trainer sessions are offered throughout each calendar year. For further information, please visit: http://www.wplrc.org/.

Bruce Whistler, Initiative Director

John Prentiss, Project Monitor
Comparison of Regional Centers with Industry-Driven Regional Collaboratives

The EWD regional centers and Industry-Driven Regional Collaboratives (IDRC) play significant, but very different, roles in supporting the mission of economic and workforce development for community colleges. Where the centers are the long-term infrastructure of the EWD program, the IDRCs are the flexible, responsive, short-term (one to two years) tool to develop new programs. Regional centers give the community college system the strength and stability to obtain additional resources such as endowments for nursing programs, facilities for advanced transportation, and major pieces of equipment for manufacturers. To complement these efforts, the regional centers meet specific industry needs and provide outreach to economically distressed areas. Regional centers and IDRCs are necessary for the EWD program to remain effective and meet the needs of California’s business, industry, and workforce.

The California Community Colleges Chancellor’s Office is required to submit an annual report that includes details of the funds provided to each Economic Workforce Development regional center and each industry-driven regional education and training collaborative, and, to the extent practicable, the total number of hours of contract education services, performance improvement training, credit and noncredit instruction, and job placements created as a result of this program by each center and collaborative.

Specifically EWD must compare the Economic and Workforce Development regional centers and the Industry-Driven Regional Education and Training Collaborative on the following criteria:

- Amount provided to each,
- Total number of hours of contract education services, performance improvement training, credit and noncredit instruction, and
- Number of job placements created.

Comparison Summary Tables

In the 2008/09 fiscal year, more than 100 regional centers and 38 IDRCs were funded through EWD. Though several IDRCs were at risk of budget cuts, many were only delayed in receiving their award. Performance of the delayed IDRCs will be during the 2009/10 fiscal year. As a result, in the following comparison summary tables, IDRC performance may be an underestimation.

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4 As required by Item 6870-101-0001, Budget Act of 2008 (Chapter 268, Statutes of 2008).
### Summary Analysis

Table 1 shows a comparison of the regional centers and the IDRCs on summary measures.

<table>
<thead>
<tr>
<th></th>
<th>Regional Centers</th>
<th>Industry-Driven Regional Collaboratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding by category</td>
<td>$19,993,443</td>
<td>$8,048,919</td>
</tr>
<tr>
<td>Total business and industry match by category</td>
<td>$24,337,210</td>
<td>$5,656,097</td>
</tr>
<tr>
<td>Funds spent on performance improvement training</td>
<td>$577,646</td>
<td>$175,977</td>
</tr>
<tr>
<td>Business/industry match for performance improvement training</td>
<td>$1,737,319</td>
<td>$258,215</td>
</tr>
<tr>
<td>Number of students served</td>
<td>20,236</td>
<td>2,065</td>
</tr>
<tr>
<td>Number of contract education hours reported</td>
<td>98,391</td>
<td>319</td>
</tr>
<tr>
<td>Number of credit/noncredit hours reported</td>
<td>540,498</td>
<td>24,590</td>
</tr>
<tr>
<td>Number of job placements reported</td>
<td>2,687</td>
<td>155</td>
</tr>
<tr>
<td>Number of businesses served</td>
<td>19,748</td>
<td>490</td>
</tr>
<tr>
<td>Number of employees served</td>
<td>19,898</td>
<td>446</td>
</tr>
</tbody>
</table>
Funding by Category

Tables 2 and 3, below, show the number of projects, funds per project, and the total funding in each initiative category for the regional centers, and each subject area for the IDRC grants. Table 3 groups the Industry-Driven Regional Collaboratives by strategic priority area or subject matter area. College districts may also complete projects in subject areas that are determined by the local economy, including such subjects as hospitality and tourism, agriculture, and materials handling.

### Table 2
**Funds Provided to Regional Centers, 2008/09**

<table>
<thead>
<tr>
<th>Regional Centers by Initiative</th>
<th>No. of Projects</th>
<th>Funds per Center</th>
<th>Funding this Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation Technology &amp; Energy</td>
<td>10</td>
<td>$205,000</td>
<td>$2,050,000</td>
</tr>
<tr>
<td>Applied Biotechnology</td>
<td>6</td>
<td>$205,000</td>
<td>$1,230,000</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>12</td>
<td>$205,000</td>
<td>$2,460,000</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>14</td>
<td>$205,000</td>
<td>$2,870,000</td>
</tr>
<tr>
<td>Centers for Excellence</td>
<td>9</td>
<td>$205,000</td>
<td>$1,845,000</td>
</tr>
<tr>
<td>Regional Health Occupations Resource</td>
<td>8</td>
<td>$205,000</td>
<td>$1,640,000</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>6</td>
<td>$205,000</td>
<td>$1,230,000</td>
</tr>
<tr>
<td>Environmental Training</td>
<td>6</td>
<td>$205,000</td>
<td>$1,230,000</td>
</tr>
<tr>
<td>Small Business Development</td>
<td>26</td>
<td>Various</td>
<td>$2,800,000</td>
</tr>
<tr>
<td>Workplace Learning Resource</td>
<td>12</td>
<td>$205,000</td>
<td>$2,460,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>109</strong></td>
<td></td>
<td><strong>$19,815,000</strong></td>
</tr>
</tbody>
</table>

### Table 3
**Funding for Industry-Driven Regional Collaboratives by Strategic Priority Area/Subject Matter, 2008/09**

<table>
<thead>
<tr>
<th>Strategic Priority Area/Subject Matter</th>
<th>No. of Projects</th>
<th>Average Grant</th>
<th>Funding this Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Biotechnology</td>
<td>1</td>
<td>$83,427</td>
<td>$83,427</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>7</td>
<td>$232,450</td>
<td>$1,627,150</td>
</tr>
<tr>
<td>Advanced Transportation Technology &amp; Energy</td>
<td>4</td>
<td>$234,321</td>
<td>$937,284</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>1</td>
<td>$274,210</td>
<td>$274,210</td>
</tr>
<tr>
<td>Environmental Training</td>
<td>2</td>
<td>$234,845</td>
<td>$469,691</td>
</tr>
<tr>
<td>Regional Health Occupations Resource</td>
<td>6</td>
<td>$197,345</td>
<td>$1,184,074</td>
</tr>
<tr>
<td>Workplace Learning Resource</td>
<td>3</td>
<td>$295,981</td>
<td>$887,945</td>
</tr>
<tr>
<td><strong>Joint Projects</strong></td>
<td></td>
<td></td>
<td><strong>$8,299,170</strong></td>
</tr>
<tr>
<td>ATTE and CACT</td>
<td>1</td>
<td>$249,655</td>
<td>$249,655</td>
</tr>
<tr>
<td>ATTE and ETC</td>
<td>7</td>
<td>$228,093</td>
<td>$1,596,655</td>
</tr>
<tr>
<td>CACT and ETC</td>
<td>1</td>
<td>$250,251</td>
<td>$250,251</td>
</tr>
<tr>
<td>CACT and MEI</td>
<td>1</td>
<td>$300,000</td>
<td>$300,000</td>
</tr>
<tr>
<td>CITD and ETC</td>
<td>1</td>
<td>$120,021</td>
<td>$120,021</td>
</tr>
<tr>
<td>ETC and WLRC</td>
<td>1</td>
<td>$318,807</td>
<td>$318,807</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$8,299,170</strong></td>
</tr>
</tbody>
</table>
### Instructional Services

Table 4 shows a breakdown of the funding for performance improvement training, credit and noncredit hours, and contract education hours by initiative for each regional center category, and by subject area for IDRC grants.

<table>
<thead>
<tr>
<th>Regional Centers</th>
<th>Funds for Performance Improvement Training</th>
<th>Students Served</th>
<th>Credit/Noncredit hours</th>
<th>Contract Education Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation Technology &amp; Energy</td>
<td>$71,115</td>
<td>2,669</td>
<td>243,221</td>
<td>2,646</td>
</tr>
<tr>
<td>Applied Biotechnology</td>
<td>$18,350</td>
<td>4,284</td>
<td>6,982</td>
<td>2,118</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>$177,909</td>
<td>2,262</td>
<td>115,760</td>
<td>62,695</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>0</td>
<td>533</td>
<td>5,193</td>
<td>240</td>
</tr>
<tr>
<td>Business and Workforce Performance Improvement (Centers for Excellence)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Regional Health Occupations Resource</td>
<td>$70,002</td>
<td>2,623</td>
<td>5,276</td>
<td>2,604</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>$15,840</td>
<td>868</td>
<td>67,929</td>
<td>224</td>
</tr>
<tr>
<td>Environmental Training</td>
<td>$11,000</td>
<td>3,129</td>
<td>81,159</td>
<td>13,664</td>
</tr>
<tr>
<td>Small Business Development</td>
<td>*NA</td>
<td>*NA</td>
<td>*NA</td>
<td>*NA</td>
</tr>
<tr>
<td>Workplace Learning Resource</td>
<td>$213,430</td>
<td>1,747</td>
<td>23,939</td>
<td>14,699</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$577,646</strong></td>
<td><strong>18,115</strong></td>
<td><strong>549,459</strong></td>
<td><strong>98,890</strong></td>
</tr>
<tr>
<td>Industry-Driven Regional Collaboratives Total</td>
<td>$97,959</td>
<td>1,238</td>
<td>24,050</td>
<td>319</td>
</tr>
</tbody>
</table>

*NA–Not Applicable
Job Placements, Businesses, and Employees Served

Table 5 shows job placements, businesses served, and employees served by initiative for regional center grants and by subject area for IDRC grants.

<table>
<thead>
<tr>
<th>Regional Centers</th>
<th>Job Placements</th>
<th>Businesses Served</th>
<th>Employees Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Transportation Technology &amp; Energy</td>
<td>90</td>
<td>329</td>
<td>455</td>
</tr>
<tr>
<td>Applied Biological Technologies</td>
<td>76</td>
<td>518</td>
<td>750</td>
</tr>
<tr>
<td>Applied Competitive Technologies</td>
<td>41</td>
<td>801</td>
<td>2,719</td>
</tr>
<tr>
<td>International Trade Development</td>
<td>55</td>
<td>2,709</td>
<td>772</td>
</tr>
<tr>
<td>Business and Workforce Performance Improvement (Centers of Excellence)</td>
<td>N/A</td>
<td>75</td>
<td>N/A</td>
</tr>
<tr>
<td>Regional Health Occupations Resource</td>
<td>8</td>
<td>845</td>
<td>1,673</td>
</tr>
<tr>
<td>Multimedia and Entertainment</td>
<td>52</td>
<td>537</td>
<td>8,822</td>
</tr>
<tr>
<td>Environmental Training</td>
<td>716</td>
<td>612</td>
<td>4,261</td>
</tr>
<tr>
<td>Small Business Development</td>
<td>1,676</td>
<td>13,153</td>
<td>*NA</td>
</tr>
<tr>
<td>Workplace Learning Resource</td>
<td>23</td>
<td>994</td>
<td>6,891</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,737</strong></td>
<td><strong>20,573</strong></td>
<td><strong>26,343</strong></td>
</tr>
<tr>
<td><strong>Industry-Driven Regional Collaboratives Total</strong></td>
<td><strong>109</strong></td>
<td><strong>487</strong></td>
<td><strong>398</strong></td>
</tr>
</tbody>
</table>

*NA—Not Applicable