Train Today...Jobs Tomorrow
Economic and Workforce Development Report

California Community Colleges Chancellor’s Office
Jack Scott, Chancellor

Students working on hybrid cars within the San Diego Miramar College Automotive Technology and Advanced Transportation Technology program. California Community Colleges are leaders in workforce development in fields such as biotechnology, green jobs, healthcare and automotive repair. Photo Credit: Alan Decker

OCTOBER 2011
October 3, 2011

The Honorable Jerry Brown  
Governor, State of California  
State Capitol  
Sacramento, CA 95814

Dear Governor Brown:

I am pleased to present to you the Economic and Workforce Development 2009/10 Annual Report, *Train Today. Jobs Tomorrow.*

The Economic and Workforce Development (EWD) program invests in the skills of California’s workforce. They successfully respond to California’s workforce and business development needs despite the economic recession.

As you know, the important role of California community colleges is to provide a trained workforce to fuel the state’s economy. This report captures the highlights of our progress in the various components of the EWD Program including short-term grants and the ten key strategic priority areas that address emerging areas and local project needs.

If you have questions regarding this annual report, please call Erik Skinner, vice chancellor for programs at 916.323.7007 or eskinner@cccco.edu.

Thank you for your interest in the Economic and Workforce Development program.

Sincerely,

Jack Scott, Ph.D  
Chancellor
Executive Summary

The California Community Colleges serve 2.7 million students and is the largest system of higher education in the nation. The state’s 112 colleges provide workforce training, teach basic math and English, and prepare students for transfer to four-year universities.

The Economic and Workforce Development (EWD) program continues to lead the state in economic development and workforce training despite the magnitude of the cuts to the program. EWD creates pipelines between community colleges and businesses to ensure there are jobs waiting at the end of the certification period or degree path.

The fiscal year 2009/10 budget appropriation for EWD was $22.9 million, which was more than a 50 percent reduction from the previous year’s appropriation of $46.7 million. These cuts, along with the economic recession, devastated programs critical to California’s economic recovery; however, EWD continued to help California build its economic development capacity by leveraging resources and designing programs to create jobs.

The EWD program serves employees who need to upgrade their skills; small businesses seeking to move into international markets; and assists colleges with contract education, professional development, environmental scanning, and revenue generation. The EWD program creates future-directed strategies in order to invest in areas that create career pathways for students.

Currently, EWD fosters ten key strategic priority areas (See Appendix A) and provides other short-term grant components that address emerging areas and local project needs. Regional centers and partners work well together to upgrade skills and develop the workforce, creating pages of success stories throughout this report.
The EWD program provides positive results:

- 3,060 people were hired
- 121,544 people received training
- 14,854 people gained technical assistance
- 7,484 businesses were served

### Highlights of 2009/10

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Jobs</strong></td>
<td></td>
</tr>
<tr>
<td>People getting jobs</td>
<td>3,060</td>
</tr>
<tr>
<td>People keeping jobs</td>
<td>14,287</td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td></td>
</tr>
<tr>
<td>People being trained</td>
<td>121,544</td>
</tr>
<tr>
<td>Employees</td>
<td>30%</td>
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<tr>
<td>Entrepreneurs</td>
<td>46%</td>
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<tr>
<td>Students</td>
<td>24%</td>
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<tr>
<td>Hours of training</td>
<td>149,012</td>
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<td><strong>Technical Assistance</strong></td>
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<tr>
<td>People receiving technical assistance</td>
<td>14,854</td>
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<tr>
<td>Hours of technical assistance</td>
<td>21,154</td>
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<td><strong>Organizations</strong></td>
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<tr>
<td>Number of organizations</td>
<td>6,875</td>
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<tr>
<td>Number of businesses</td>
<td>7,484</td>
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<td><strong>Financial</strong></td>
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<tr>
<td>Business Impacts</td>
<td>$145,160,580</td>
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<td>Match</td>
<td>$42,696,188</td>
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</table>
Background

It was the intent of the Legislature that the EWD provide critical workforce improvement and economic development in a manner responsive to the changing needs of regional economies.

Codified in statute in 1991, the EWD program formalized earlier efforts to coordinate statewide technical training and programs for small business and economic development. *(Ed. Code, §88500 et seq.)*

The Economic and Workforce Development program supports the vision and mission of the California Community Colleges Board of Governors and the state Chancellor’s Office. The EWD acts as a catalyst to become market responsive and creates vital career pathways for students.

Partners in the EWD program engaged in an extensive statewide strategic planning process, utilizing a broad range of representatives from community colleges, businesses, and workers. In 1996, economic development became part of the statutory mission of the California Community Colleges. *(Ed. Code, §66010.4(a)(3).)*

In 2009/10, the EWD program fostered 108 regional centers in 10 strategic priority areas (See Appendix A):

- Advanced Manufacturing & Advanced Technology
- Advanced Transportation Technology & Energy
- California Biotechnology
- Centers for International Trade Development
- Centers of Excellence (Industry Studies & Reports)
- Environmental Health, Safety & Homeland Security
- Health Workforce
- New Media & Entertainment
- Small Business Development Centers
- Workplace Learning Resource

It is through these regional centers that the core of the EWD program’s services is provided. In conjunction with the regional centers, the EWD program supports short-term grant opportunities for emerging industries and regional projects.
For more information about the EWD program visit www.cccewd.net.

Methodology

The data for this report was collected through both quantitative and qualitative methods.

Quantitative Reporting

EWD program expenditures and performance are collected online. With oversight by their EWD grant monitors in the Chancellor’s Office, project directors and chief business officers report and certify their budget and expenditures quarterly in the EWD Online Expenditure System. Project Directors also provide a brief summary of quarterly activities. Before the grant closes, a report of their required match and any additional resources leveraged is also collected.

As with the expenditure system, EWD program performance is also collected online through the Data Collection System. This event-driven system collects information throughout the performance period of the EWD grants. Project directors provide details about the people or businesses served, the types of training conducted, any curriculum developed, and what technical assistance was provided.

Qualitative Reporting

Beyond the accounting and numbers, the success of our program is demonstrated through those who that have benefited by our efforts. Project directors highlight those instances that they are most proud of and inform EWD staff, dean and vice chancellor. These successes are then shared throughout the year EDPAC, amongst initiative directors, and even statewide through the Regional Consortia.

Key Findings

The New Budget Reality

As a reflection of the federal and state budget deficits and within the context of a nationwide economic recession, the EWD program was also impacted as the chart below shows. With a nearly 50 percent reduction in funds, the EWD program received $22,929,000 in 2009/10 as compared to the $46,790,000 received in previous years. As a result, each of the 108 regional centers and all of the EWD projects funded by short term grants that were awarded in fiscal year 2008/09 were retained on 2009/10 but also suffered a 50 percent cut in funds.

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1 Budget Act, 2009-2010 (Ch.1, Section 482, Item 6870-101-0001, Provision 19)
This drastic reduction in resources did not adversely affect the commitment of the colleges to the goals of economic and workforce development. The colleges’ continued support of the program remains strong. Their ability to leverage funding to support their project was on par with efforts in 2007/08 and 2008/09. For the 2009/10 fiscal year, $42,696,188 in matching resources was contributed by donors.
In 2009-2010, regional centers reported that more than 3,000 jobs were placed. Though this is a slight increase compared to 2008-09, previous performance shows that we have been able to double the number of people placed in jobs. In the face of the economic recession and high unemployment rates, more than 14,000 people were able to retain their jobs with the help of the EWD program. Regional centers and short term grant programs have also yielded internships, apprenticeships, and industry certification opportunities vital to individuals’ professional growth and development.

<table>
<thead>
<tr>
<th>Number of Jobs Placed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Year</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>5,090</td>
</tr>
<tr>
<td>2,805</td>
</tr>
<tr>
<td>3,060</td>
</tr>
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</table>

Table 1: Employment Outcomes

<table>
<thead>
<tr>
<th>Employment Outcomes</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Jobs</td>
<td>3,060</td>
</tr>
<tr>
<td>Retained Jobs</td>
<td>14,287</td>
</tr>
<tr>
<td>Internships</td>
<td>1,056</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>158</td>
</tr>
<tr>
<td>Industry Certifications</td>
<td>5,222</td>
</tr>
</tbody>
</table>

Responding to Training Needs

Through the EWD program, 121,544 people were trained in fiscal year 2009/10. This includes 55,768 entrepreneurs, 36,113 employees and 29,663 students. Nearly 150,000 hours of training were provided.

The community colleges continue to benefit from the work of the EWD program’s course and curriculum development. More than 350 courses and/or curriculum developed with EWD funds were offered in fiscal year 2009-10. More than half of those courses were primarily developed using EWD funds while the remaining courses were partially developed using EWD funds.

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2 Data derived from the Chancellor’s Office Management Information System, Data Element Dictionary Number CB23: Funding Agency Category.
Adding Value to Business

The EWD program also provides services and technical assistance to companies involved in small business and international trade. In 2009/10, the EWD program served 6,875 organizations and 7,484 businesses. A total of 21,154 hours of technical assistance was provided.

Also in fiscal year 2009/10, small businesses that received EWD services saw an increase in sales, funded loans and new equity investments. Additionally, the Centers for International Trade Development reported $34,541,298 in business value in sales, exports, imports, and productivity.

Table 2: Financial Practices & Increased Business Value

<table>
<thead>
<tr>
<th>Business Technical Assistance to Small Business in Management/Financing Practices Created</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Increases</td>
<td>$95,729,282</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans Funded</td>
<td>$30,209,592</td>
<td></td>
<td></td>
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<tr>
<td>Equity Investments</td>
<td>$43,052,014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Technical Assistance in International Trade Created</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased Business Value (sales, exports/imports, productivity)</td>
<td>$34,541,298</td>
<td></td>
<td></td>
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<tr>
<td>Total Completed Business Financial Transactions</td>
<td>$203,532,186</td>
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<td></td>
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</tbody>
</table>

Regional Centers versus Industry-Driven Regional Collaboratives

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3 Comparison is required by Item 6870-101-0001, Budget Act of 2008 (Ch. 268, Stats. 2008).
The EWD Regional Centers and Industry-Driven Regional Collaboratives (IDRC) projects 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. 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 IDRCs meet specific short-term industry needs and provide outreach to economically distressed areas. Centers and IDRCs are necessary for the EWD Program to remain effective and meet the needs of California’s business, industry, and workforce.

As shown in Table 3, in 2009/10, there were 108 Regional Centers and 37 IDRC projects. Both the IDRCs and Regional Centers spent 2 percent of their funding on performance-based training. IDRCs garnered over three million dollars in matching resources of which 4% is attributed to performance-based training. In comparison, Regional Centers garnered nearly 24 million dollars in matching resources of which 2 percent was attributed to performance-based training. The Regional Centers reported over 13,000 contract education hours while the IDRCs reported 603 contract education hours. The number of credit/non-credit hours reported were over 40,000 for Regional Centers and over 10,000 for IDRCs. Regional Centers were able to serve more employees (12,791) than students (8,309) while IDRCs were able to serve more students (2,946) than employees (871). Both the Regional Centers and IDRCs served businesses, 2,430 and 610 respectively. Likewise, both reported job placements.

<table>
<thead>
<tr>
<th></th>
<th>Regional Centers</th>
<th>IDRCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Centers and IDRCs</td>
<td>108</td>
<td>37</td>
</tr>
<tr>
<td>Funding by category</td>
<td>$10,754,389</td>
<td>$4,451,438</td>
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<tr>
<td>Total business and industry match by category</td>
<td>$23,976,972</td>
<td>$3,030,464</td>
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<tr>
<td>Funds spent on performance-based training</td>
<td>$191,079</td>
<td>$81,971</td>
</tr>
<tr>
<td>Business/industry match for performance-based training</td>
<td>$457,255</td>
<td>$126,271</td>
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<tr>
<td>Number of contract education hours reported</td>
<td>13,496</td>
<td>603</td>
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<tr>
<td>Number of credit/non-credit hours reported</td>
<td>40,878</td>
<td>10,456</td>
</tr>
<tr>
<td>Number of students served</td>
<td>8,309</td>
<td>2,946</td>
</tr>
<tr>
<td>Number of employees served</td>
<td>12,791</td>
<td>871</td>
</tr>
<tr>
<td>Number of businesses served</td>
<td>2,430</td>
<td>610</td>
</tr>
<tr>
<td>Number of job placements reported</td>
<td>2,643</td>
<td>72</td>
</tr>
</tbody>
</table>

The funding amounts and number of projects for the Regional Centers and IDRCs are displayed in Table 4. Regional Centers are disaggregated by strategic priority initiative (see Appendix A for details about the initiatives). IDRCs are grouped by industry type. The IDRC projects for 2009/10 can be grouped into five areas: 1) Agriculture & Environment, 2) Transportation & Energy, 3) Healthcare, 4) Manufacturing, and 5) Multi-Industry. Projects such as water utility and ancillary agricultural fields such as agri-business, agri-manufacturing, agri-food safety are
included in the Agriculture & Environment category. Transportation & Energy encompass projects related to green technology and transportation as well as renewable energy. Healthcare IDRCs primarily focused on occupational training (pharmacy/phlebotomy/surgical technician, physical therapist assistant, para-educator companion assistant) and animal biotechnology. Manufacturing was fostered regionally through EWD projects that included an advanced technology incubator, heavy and industrial equipment maintenance, construction, welding, and metal fabrication. Finally, some regions identified multi-industry needs and responded by either tailoring their IDRC project to incorporate a multi-Industry project or applied a single solution to multiple industries. For example, one multi-industry IDRC included energy efficiency and a medical lab technician. Another IDRC project focused on applying vocational English to the automotive and ornamental horticulture fields.

<table>
<thead>
<tr>
<th>EWD Regional Centers</th>
<th>Funded Amount</th>
<th>Number of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Technology Transportation and Energy</td>
<td>$1,122,820</td>
<td>10</td>
</tr>
<tr>
<td>Applied Biotechnology</td>
<td>$673,569</td>
<td>6</td>
</tr>
<tr>
<td>Centers for Applied Competitive Technologies</td>
<td>$1,347,384</td>
<td>12</td>
</tr>
<tr>
<td>Centers for International Trade Development</td>
<td>$1,478,837</td>
<td>13</td>
</tr>
<tr>
<td>Centers of Excellence</td>
<td>$1,122,820</td>
<td>10</td>
</tr>
<tr>
<td>Environmental Training Centers</td>
<td>$675,414</td>
<td>6</td>
</tr>
<tr>
<td>New Media and Entertainment Initiative</td>
<td>$673,692</td>
<td>6</td>
</tr>
<tr>
<td>Health Workforce Initiative</td>
<td>$898,256</td>
<td>8</td>
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<tr>
<td>Small Business Development Centers</td>
<td>$1,414,213</td>
<td>25</td>
</tr>
<tr>
<td>Workplace Learning Resource Centers</td>
<td>$1,347,384</td>
<td>12</td>
</tr>
<tr>
<td>Regional Centers Grand Total</td>
<td>$10,754,389</td>
<td>108</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IDRC Industry Type</th>
<th>Funded Amount</th>
<th>Number of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Environment</td>
<td>$705,795</td>
<td>7</td>
</tr>
<tr>
<td>Transportation &amp; Energy</td>
<td>$1,548,055</td>
<td>12</td>
</tr>
<tr>
<td>Healthcare</td>
<td>$705,164</td>
<td>7</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>$860,888</td>
<td>7</td>
</tr>
<tr>
<td>Multi-Industry</td>
<td>$631,536</td>
<td>4</td>
</tr>
<tr>
<td>IDRC Grand Total</td>
<td>$4,451,438</td>
<td>37</td>
</tr>
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</table>

Specific outcomes for IDRCs are shown in Table 5. It details the numbers of groups served, training counts and financial resources.
<table>
<thead>
<tr>
<th>Groups Served</th>
<th>Agriculture &amp; Environment</th>
<th>Transportation &amp; Energy</th>
<th>Healthcare</th>
<th>Manufacturing</th>
<th>Multi-Industry</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Businesses Served</td>
<td>34</td>
<td>200</td>
<td>28</td>
<td>20</td>
<td>328</td>
<td>610</td>
</tr>
<tr>
<td>Organizations Served</td>
<td>30</td>
<td>168</td>
<td>24</td>
<td>18</td>
<td>244</td>
<td>484</td>
</tr>
<tr>
<td>Executives &amp; Entrepreneurs Served</td>
<td>48</td>
<td>201</td>
<td>-</td>
<td>16</td>
<td>4</td>
<td>269</td>
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<tr>
<td>Employees Served</td>
<td>0</td>
<td>18</td>
<td>96</td>
<td>481</td>
<td>276</td>
<td>871</td>
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<td>Students Served</td>
<td>596</td>
<td>599</td>
<td>701</td>
<td>941</td>
<td>109</td>
<td>2946</td>
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<tr>
<td>New Courses Developed</td>
<td>45</td>
<td>49</td>
<td>30</td>
<td>67</td>
<td>23</td>
<td>214</td>
</tr>
<tr>
<td>Industry Certifications</td>
<td>0</td>
<td>12</td>
<td>45</td>
<td>224</td>
<td>51</td>
<td>332</td>
</tr>
<tr>
<td>Contract Education Hours</td>
<td>-</td>
<td>314</td>
<td>200</td>
<td>-</td>
<td>89</td>
<td>603</td>
</tr>
<tr>
<td>Credit/Noncredit Hours</td>
<td>2,042</td>
<td>280</td>
<td>60</td>
<td>7,615</td>
<td>459</td>
<td>10,456</td>
</tr>
<tr>
<td>Hours of Training</td>
<td>2042</td>
<td>1982</td>
<td>782.5</td>
<td>7660</td>
<td>612</td>
<td>13,079</td>
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<tr>
<td>Training Completion Rate</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
<td>92%</td>
<td>90%</td>
<td>93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>New Courses Developed</th>
<th>Industry Certifications</th>
<th>Hours of Training</th>
<th>Contract Education Hours</th>
<th>Credit/Noncredit Hours</th>
<th>Training Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>EWD</td>
<td>45</td>
<td>49</td>
<td>30</td>
<td>67</td>
<td>23</td>
<td>214</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>49</td>
<td>30</td>
<td>67</td>
<td>23</td>
<td>214</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial</th>
<th>EWD Funds</th>
<th>Total Resources</th>
<th>Industry Resources</th>
<th>College Resources</th>
<th>Other Resources</th>
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<tbody>
<tr>
<td>EWD Funds</td>
<td>$705,795</td>
<td>$1,548,055</td>
<td>$705,164</td>
<td>$860,888</td>
<td>$610</td>
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<tr>
<td>Total</td>
<td>$705,795</td>
<td>$1,548,055</td>
<td>$705,164</td>
<td>$860,888</td>
<td>$610</td>
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<tr>
<td>Industry</td>
<td>$496,243</td>
<td>$108,830</td>
<td>$59,821</td>
<td>$650,325</td>
<td>$4,451,438</td>
</tr>
<tr>
<td>College</td>
<td>$325,278</td>
<td>$328,698</td>
<td>$104,376</td>
<td>$314,668</td>
<td>$3,030,464</td>
</tr>
<tr>
<td>Other</td>
<td>$56,938</td>
<td>$210,000</td>
<td>$10,053</td>
<td>$10,050</td>
<td>$287,041</td>
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</table>
EWD Initiative Success Stories

Center for Applied Competitive Technologies

**FastTrack Manufacturing Bootcamp.** This award winning program targets at-risk youth. Through an intensive ten-week curriculum, it prepares participants for entry level positions in aerospace and commercial manufacturing. Over 90 percent of students are placed in industry positions at graduation.

A creative partnership between El Proyecto del Barrio (EPDB), the Centers for Applied Competitive Technologies (CACT), and California manufacturers was forged to help prepare at-risk youth for manufacturing careers through a FastTrack Manufacturing Bootcamp. The EPDB Program Haimanot Fekadu, director for the South and North San Fernando Valley, said, "Our mission is to provide high quality service in the areas of education, training and skill development, leading to employment in a chosen career path for youth living in underserved communities. The partnership with the College of the Canyons for the Manufacturing Bootcamp is a perfect fit for our clients."

The FastTrack Manufacturing Bootcamp prepares youth, ages 18-21, for high-paying, upwardly laddered careers in manufacturing. The intensive education and training helps participants quickly gain the skills needed to succeed in manufacturing positions. "Initial training includes a 40-hour employability skills class focusing on basic math and English skills," said CACT Director, Keith Rypka at the College of the Canyons. "After it's determined that students have the basic skills to continue in the program, they enter a 140-hour technical skills bootcamp covering general manufacturing and computer numerical control skills taught at the college's Manufacturing Education Center, a space provided by Aerospace Dynamics International, Inc. (ADI)."

The manufacturing portion of the program is intense with students attending class for at least seven weeks. Coursework includes blueprint reading, shop math, trigonometry and precision measurement along with CNC setup, operation, programming and hours of hands-on practice, using industrial sized equipment to work with aircraft aluminum and titanium donated by ADI.

In addition, classroom work is augmented by online training exercises. This enables students to review principles of their CNC work outside of the classroom, even after the program has ended.
Advanced Transportation Technology and Energy

**Clean Energy Engine Training.** The Advanced Transportation Technology and Energy (ATTE) Center located at Long Beach City College addressed a pressing industry need by developing and offering seven different classes on the new ISL-G natural gas running Test-Stand Cummins engine. Used in school and transit buses as well as industrial trucks and equipment, these clean energy engines experience significant down time when not maintained properly. LBCC leveraged funds from the California Energy Commission, the Employment Development Department, and the Governor’s Workforce Investment Act 15 percent fund to purchase the Test-Stand engine, develop the curriculum and present training and materials to our industrial partners. Currently, we are working with regional transit authorities, the Port of Long Beach, Disneyland and others. The ATTE Center is fortunate to have serving as consultant on INSITE and the Cummins ISL-G engine, one of the few industry experts from the field. The consultant assisted with technical expertise and actually teaches the INSITE one day class. As transportation technology advances rapidly and air quality regulations try to keep pace, the regional employers count on the ATTE to provide them with the training they need to transition to new equipment. The ISL-G/ATTE success story is one of partnerships, leveraged funding, and meeting an urgent industry need.

California Applied Biotechnology Initiative – Biotechnology Training & Education

**Southern California Biotechnology Center (SCBC) at Miramar.** The Regional Centers of the CalABC program connect community colleges with industry needs, develop programs and customized training, and fosters the skills of students and biotechnology professionals.

Through the efforts of the SCBC community colleges in southern California have expanded biotechnology programs, and obtained ARRA grants and contracts. The SCBC’s successful Life Sciences Summer Institute Teacher Program has entered its sixth year and is expanding connections between educators and industry to ensure a pipeline of skilled workers for the region.

SCBC was able to leverage more than $1,000,000 through donations of supplies, materials, staff time, and grants/contracts. SCBC also leveraged American Recovery and Reinvestment Act of 2009 (ARRA) funds for a Medical Laboratory Technician Training Program –an industry identified need. ARRA funds were also used to develop an accelerated Applied Biotechnology Certificate program where the first cohort of 21 participants completed the training in May 2010. Sixty percent are currently working in the industry. The SCBC also boasts the following accomplishments:
• More than 677 hours career assessment and counseling to 175 students and incumbent workers
• 58 hours of technical assistance to employers
• 932 employees and incumbent workers received customized training services
• Supported High School Career Pathways

Small Business Development Centers

Premier Finishing, Wendy Foulks and David Dixon. Wendy Foulks, one of the owners, had completed the Women’s Entrepreneur Training Program in 1993. She, her husband and partners started Premier Finishing, an industrial coating and finishing company, shortly thereafter. They have moved locations several times and changed their form of ownership. The Northeastern California Small Business Development Center (SBDC) at San Joaquin Delta College provided numerous workshops (most recently government contracting) and counseling on bidding and obtaining contracts.

As a result, the business obtained a $2,772,602 contract with the U.S. Army in April 2009, an $11,333 contract with the General Services Administration in June in of 2009, and a $4,500 contract with the ICAM Housing in August 2009 for a total of $2,788,435 in government contracts in 2009. Clients retained five jobs. Foulks said “We appreciate all that the SBDC has done to help in our success. Premier Finishing has retained five full-time employees because of our involvement in government contracting.”

Centers of Excellence

Inland Empire Energy Efficiency Occupations. In 2009, the Centers of Excellence (COE) conducted a business survey focusing on eight energy efficiency occupations relevant for community college education/training. The San Bernardino Community College District (SBCCD) COE coordinated the Inland Empire research and survey development plan, partnered with key associations and economic development agencies, and delivered the final environmental scan to regional colleges.

The regional COE then went above-and-beyond the stated work plan requirements by delivering the research findings at a regional consortium meeting, convening regional partners to develop a collaborative energy efficiency training partnership, and then leading a grant writing effort to seek training funds to implement the environmental scan’s recommendations. As a result, the regional collaborative, led by the SBCCD COE, received over $869,000 from the California Energy Commission to provide training to the unemployed residents of the region in three of the researched energy efficient occupations. The COE also secured a dollar-for-dollar
match from counties, community colleges, high schools, regional occupational programs, and private industry partners. The regional COE remains a pivotal partner in the clean energy training grant; ensuring that the educational, industry, and community partner at the table grow in number and significance. The COE will also leverage existing industry partnerships to achieve 80 percent training and placement rate for training participants.

This example is illustrative of how the SBCCD Center of Excellence identifies labor market needs, informs partners on emerging workforce, and facilitates job placements through established partnerships. Through these activities, the Center of Excellence promotes economic development and regional labor market improvement, supports the success of local business, and in turn helps to advance California’s competitiveness.

**Environment, Health, Safety and Homeland Security Training**

**Energy Efficiency Occupations.** The San Diego Environmental Training Center, in conjunction with the San Diego Center of Excellence, produced an informative environmental scan, *Energy Efficiency Occupations, San Diego and Imperial Region* (July 2009), that provided current labor market information useful to the Center and related industries.

The environmental scan report served three main purposes: 1) Provide community colleges in the San Diego and Imperial Region with data reflecting the environmental technology industry’s workforce needs; 2) Provide colleges in the region with recommendations to address the gaps in the Environmental Technology workforce; and 3) Provide best practice examples for addressing challenges in environmental technology programs.

Per the scan, though renewable energy may be getting most of the media attention in San Diego and Imperial Counties, environmental technology is one of the most important “green” sectors in our economy. As one of the mature sectors in the green economy, environmental technology training programs offer lessons in how to effectively produce green workers. As stimulus funding increases for environmental cleanup and governments pass more stringent pollution laws, demand for environmental workers is soaring. In fact, San Diego and Imperial counties are expected to experience an average between 6 percent and 27 percent five-year growth rate across environmental technology-related fields. This increase, coupled with an aging workforce, has the potential to create a steep workforce shortage in the region. As new training dollars become available for developing the green workforce, community colleges should consider expanding offerings that train for these exciting opportunities.
Health Workforce Initiative
Formerly Regional Health Occupations Resource Centers

Curricula Sharing. While health care industries continue to grow in California, the Regional Health Occupations Resource Centers (RHORC) have continued to share valuable heath workforce curriculum throughout the state. When a new curriculum becomes available, they are distributed at meetings as a free resource by each director. The Butte College RHORC is the statewide contact for the distribution of the 24-model curriculum products developed by the RHORC’s. In 2009-10, overall distribution exceeded 4400. Topping the list was the electrocardiography course, followed by the newly release Certified Nursing Assistant/Home Health Agency. Also new was the Associate Degree in Nursing Test Maker. The feedback from the users has been positive for all the curriculum model.

Centers for International Trade Development

Shilling Robotics. Sacramento Center for International Trade Development (CITD) International Trade specialists responded to an SOS from Schilling Robotics, a local manufacturer of deep sea remote controlled vehicles, when company officials learned that an international order and its vague shipping instructions had triggered U.S. export control inquiries, including national security concerns. Schillings’ export brokers and outside experts had advised the company to cancel the order. After stalling the $4.5 million order for months due to a lack of knowledge and familiarity with U.S. Export Control regulations, the local company was referred to the Sacramento CITD director and his team. He reviewed the issue and had several meetings which led to the CITD team and Shilling resolving the issues, learning more about compliance and implementing an export compliance management system, which helped to make the sale and ship it successfully.

The expertise of the CITD team extended to another tricky issue for Shilling. The importing of “control van containers” which are in turn re-exported with the remotely operated vehicles (ROV) package were costing Shilling freight of $20,000 a unit to import. The CITD team helped Shilling’s brokers navigate the nuances of certificate standards and were able to bring the costs down to less than $5,000 a unit. Year-to-date, total real savings is $125,000 with a total estimated savings of over $300,000 projected. Shilling found that knowledge that drives savings like these is priceless and it allowed them to remain competitive in a worldwide market and helped keep hi-tech jobs in the valley.

Schilling Robotics has seen growth because of worldwide demand for deep sea ROVs. Though it seems counterintuitive for a company in the central valley of California to be a world leader in
deep sea technology, ROV manufacturing, and worldwide leader in the deep sea manipulators, Shilling Robotics attributes this unexpected success to the CITD.

New Media and Entertainment

A New Media and Entertainment Regional Center, **Impact of Mobile Technology** (**MoblEd10**) Mini-Conference at Pasadena City College was held two days in April of 2010 by the Digital Media Center. Billed as an event to explore how mobile technologies are impacting the ways we learn, work, and play: Anytime, Anywhere, Everywhere!, MoblEd 10 provided timely workshops and a panel of experts. Delivering the keynote, “The World is a Mess,” was Ian Bogost, video game designer, critic, researcher, associate professor at the Georgia Institute of Technology and founding partner at Persuasive Games LLC.

MoblEd10 invited participants to understand “the cloud” and explore the new landscape of learning everywhere, especially how mobile devices are impacting education and work. This focus on community college instructors’ educational concerns also addressed how to create dynamic learning experiences and gave instructors an opportunity to gain hands-on experience with the technologies and mobile applications that foster collaboration and critical thinking skills.

Workplace Learning Resource Center

**Southern California Sheet Metal Joint Apprenticeship Testing Program and Job Placement.** Now in its eighth year of activity, the Workplace Learning Resource Center’s (WpLRC) partnership with the Southern California Sheet Metal Joint Apprenticeship and Training Program is still going strong. Under this agreement, the WpLRC provides assessment and evaluation to determine the basic skills levels of potential sheet metal apprentices as a component of the total evaluation for program participation.

Applicants that are accepted into the training program are placed on a dispatch list based on a face-to-face interview and in the order of their cumulative scores on four skills assessments: general learning ability, mathematics achievement, mechanical and special aptitude. Sheet metal workers hired receive on-the-job training at the worksite. They also undergo five years of classroom training to prepare them to become a “journeyperson” in the Sheet Metal Worker’s International Association. An apprentice will earn $19.04 during their first year in the program. After the first year, they progress on a wage scale leading to a journeyman position, which currently pays $38.07 per hour. Last year, over 1,200 sheet metal workers were assessed and
interviewed for apprenticeships with the program and approximately 90 applicants were transitioned into the apprenticeship program.

Conclusions

Despite economic downturn and budget challenges the EWD program continued to serve California’s students, colleges, employees, employers, and entrepreneurs. The strength of the program stems from the continued support of industries, organizations and colleges who see the value in economic development and understand that the EWD program is a means to serving their regional economic workforce employment needs. The EWD program’s adaptability allows for a flexible response to changing industry trends with a focus on emerging technologies.

In 2010/11 the EWD program will continue to adapt to the ongoing economic and budget crises. Efforts will be focused on maintaining the Regional Centers, the long-term delivery infrastructure of the program, as well as the short term projects that address market-responsive industries and local area needs. We look forward to sharing the successes of embracing the challenge to develop, sustain and advance California’s economic growth and global competitiveness.

For current information on the EWD program visit www.cccewd.net.
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Appendix A

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. Services for these initiatives are provided through the EWD program regional centers.

- Advanced Transportation Technology & Energy
- California Biotechnology Initiative
- California Small Business Development Program
- Centers for Applied Competitive Technologies
- Centers of Excellence
- Environment, Health, Safety & Homeland Security Training
- Health Workforce Initiative
- Centers for International Trade Development
- New Media & Entertainment Initiative
- Workplace Learning Resource Centers

Advanced Transportation Technology & Energy

- Responds – to California’s Environmental Challenges
- Creates – Transportation and Energy Training and Curriculum
- Transforms – through Innovations in New Technologies

The Advanced Transportation Technology & Energy (ATTE) was created as a means for keeping California competitive as a national leader in advanced transportation and energy related technologies. Its ultimate goal is to transform the California workforce into a technologically superior green workforce serving the rapidly developing technology-driven transportation and energy industries. Areas of emphasis include emerging transportation technology training, emerging energy technology training, the development of effective energy management plans, and the efficient utilization of energy and energy management resources.

Our transportation and energy technology and related technical education, assistance and outreach programs are tailored to the needs of regional employers and employees in California.

We provide students, technicians, faculty, public and other initiative centers with the education, training and resources they need to effectively learn, teach and work with advanced transportation and energy technologies. For further information, please visit: http://cccedwd.net/initiative_atte.cfm.

- Electric, Hybrid, and Hydrogen Fuel Cell Programs
- Gaseous Fuel Programs for Heavy Duty Vehicles
- Gaseous Fuel Programs for Light Duty Vehicles
- Intelligent Transportation Systems Programs
- Railroad Operation Programs
- Lightrail Maintenance Aeronautics and Flight
- Technology Programs
- Motorcycle Maintenance Programs
- Automotive Clean Air Car, Emissions Programs
- Energy Programs

Director: Peter Davis  Project Monitor: Katie Gilks

California Biotechnology Initiative

- Collaborates – Connecting Community Colleges with Industry Needs
- Facilitates – Program Development and Customized Training
- Initiates – Students and Biotech Professionals

EWD’s Biotechnology Centers specifically serve the workforce needs of the biotechnology and biosciences communities in California. The statewide and regional directors of the CalABC program partner with local and regional industry professionals to design skill-based instruction for employer needs; provide employees for both established and start-up bioscience companies, including bioscience company incubators; work with legislative, governmental, and economic development agencies regarding the bioscience workforce; and partner with biotechnology industry organizations on workforce issues. Emphasis is placed on biotech skills training and education, biology research and bioscience manufacturing. For further information, please visit: http://www.cccewd.net/initiative_biotechnology.cfm.

Director: Jeffery O’Neal  Project Monitor: Teresa Parkison

California Small Business Development Program

- Generates – Jobs
- Provides – Economic opportunity and flexibility
- Boosts – Economic output

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 businesses have fewer than five employees.

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4 The SBDC Program of EWD restructured and is currently known as the Business and Entrepreneurship Centers.
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 small business 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://cccewd.net/initiative_business_entrepreneurship.cfm.

Director: Michael Roessler  Project Monitor: Teresa Parkison

Centers for Applied Competitive Technologies

- Develops – Workforce skills in advanced technology
- Improves – Advanced management and manufacturing processes
- Accesses – New manufacturing technologies

California Centers for Applied Competitive Technologies (CACT) are dedicated to serving California’s advanced manufacturing and advanced technology companies with innovative solutions that are unique and customized to your business. Our grant programs and leveraged partnerships allow us to offer the most cost-effective workforce training and consultative services for California’s advanced technology businesses. We have the same goals as California businesses—when you succeed, we succeed. For further information, please visit:

- A better return on your workforce investment
- Our experts make it easy for you
- Greater profitability and improved quality
- Increased productivity and reduced waste
- College approved curriculum and excellent training expertise
- Unbiased professional evaluation
- Access to advanced technology
- Competitive pricing due to leveraged public sector funding
- High performance employees
- Improved employee safety and reduced hazards

Director: José Anaya  Project Monitor: Katie Faires

Centers of Excellence

- Inform – through real-time regional and local labor market
research and data validated by industry partners.

- Connect – business and industry with community colleges, and workforce and economic development professionals who are committed to developing an outstanding workforce.
- Advance – the economic and workforce development mission of California’s community colleges in partnering with business and industry and preparing the workforce to succeed in the future.

EWD’s Centers of Excellence support business and industry through its nationally recognized industry reports. The real-time regional and local labor market research and data is validated directly by California business and industry. Our environmental scans and customized reports are used by business and industry to access current, relevant labor market information about wages, career ladders, and the offerings currently provided by community colleges. For further information, please visit: http://cccedw.net/initiative_coe.cfm.

Director: Elaine Gaertner  Project Monitor: John Prentiss

Environment, Health, Safety and Homeland Security Training

- Delivers – Onsite Training and Education
- Conducts – Compliance Audits
- Maximizes – Health and Safety

California’s environment, health, safety, and homeland security initiatives all benefit from the workforce training provided by our Environmental Training Centers (ETC). They also assist small-to-medium-sized businesses with federal and California state compliance issues related to our environment, health, safety and homeland security. Based upon the needs of your business, ETC offers low-cost or free technical assistance.

The assistance that the ETCs provide is designed to help businesses comply with, and mitigate the impact of, regulations pertaining to our environment, health, safety, and homeland security. We collaborate with Professional Associations, Cal-EPA, Federal EPA, FEMA, OES, Department of Health and many other federal and state agencies to provide this training. For further information, please visit: http://cccedw.net/initiative_etc.cfm.

- Regulatory Compliance
- Homeland Security Training
- Hazardous Material Handling
- Medical Waste Management
- Asbestos and Lead Remediation
- Occupational Health & Safety
- Emergency Response
- Pollution Prevention
- Waste Water Treatment
- Managing Universal Waste
- Controlling Worker's Comp Costs
- Bloodborne Pathogens
- CPR/AED Training
- Stormwater Compliance
- Toxic Release Inventory Federal EPA
- Title 22: Hazardous Waste Management
- Industrial Safety Program
- 40-Hour Hazwoper
- Mold Remediation
- Business Emergency Preparedness
- Personal Protective Equipment and Fit Testing
- Standardized Emergency Management System
- Incident Command System - FEMA Certified
- Hospital Emergency Response Training - FEMA Certified
- Geospatial Technology Training
- First Aid Training
- Energy Management/Conservation

Director: Richard Della Valle  Project Monitor: Katie Gilks

Health Workforce Initiative

- Expands – California's Vital Health Care Workforce
- Trains – Health Care Job Analysis and Curriculum Development
- Partners – Solving Challenges in Health Care

Health care continues to be one of the fastest growing industries in California and faces unprecedented challenges to its delivery systems. Our Health Workforce Initiative Centers identify the workforce needs of California's health care delivery systems and develop solutions through a comprehensive problem-solving process that includes assessment and analysis, planning and development, and implementation and evaluation. We provide education and training programs to meet emerging demands for California's health care industry workers; to determine needs, facilitate development of innovative solutions and to locate resources to implement planned responses; to evaluate and initialize health-related educational programs.

For further information, please visit: http://www.cccewd.net/initiative_hwi.cfm.

Director: Linda Zorn  Project Monitor: Kathy Pulse

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5 Formerly the Regional Health Occupation Resource Centers (RHORC)
Centers for International Trade Development

- Deliver – Export and Import Programs
- Inform – Transaction & Regulatory Assistance
- Expand – International Marketing Opportunities & Resources

The Centers of International Trade Development (CITD) has 14 offices across California and assists thousands of companies annually in conducting international business. Our free or low-cost programs and services include one-on-one technical assistance and consulting, market research, training and educational programs, trade leads and special events.

The CITD is a place to learn about international matchmaking events and other programs taking place both in California and abroad. Let us help you succeed:

- Individualized assistance as an exporter, importer, or global marketing organization
- Export and import education programs for businesses and entrepreneurs
- "Help Desk" to ask questions about international trade and help solve international business transaction challenges

For further information, please visit: http://cccewd.net/initiative_citd.cfm.
Director: Jeff Williamson     Project Monitor: Brenda Fong

New Media & Entertainment Initiative

- Builds – Business and Education Communication
- Accesses – Industry Labor Market Needs
- Delivers – Emerging and Re-entry Workforce Training

The New Media & Entertainment Initiative is a statewide network of Community College educators working in strategic partnerships with businesses, industry and community organizations to identify and meet California's workforce and economic development needs in the areas of digital arts and new media applications.

Consisting of a statewide initiative director, regional centers and affiliated colleges, the New Media & Entertainment Initiative is committed to identifying and specifying training experiences that develop artistic communications skills and technological expertise to meet California's workforce needs involving multimedia, entertainment, interactive web and new media skill sets.

The New Media & Entertainment Initiative is also dedicated to support the growing needs of
small and medium business that are compelled to adopt new media applications which enable better marketing, customer service, productivity and collaboration.

Our curriculum and contract learning products cover the application of digital arts to new media, multimedia and entertainment. They span topics from hands on classroom software training to community outreach and on-line seminars covering the business adoption, management and legal concerns of new media applications. For further information, please visit: http://cccewd.net/initiative_nmei.cfm.

Director: Steven Wright       Project Monitor: Brenda Fong

**Workplace Learning Resource Centers**

- Upgrade – Onsite Workforce Skills Instruction
- Enhance – Job Retention, Career Readiness and Career Advancement
- Improve – Productivity through Basic Workforce Skills Training

The Workplace Learning Resource Centers (WpLRC) is a statewide economic and workforce development program that provides business and industry with customized training and education solutions. The goal is to improve workplace skills, assist in workforce preparation, and foster work readiness and career readiness.

We specialize in basic skills, math, occupational skills assessment, vocational English as a second language (ESL) and basic mathematics training programs and services to ensure California's workforce has the skills necessary to be successful and that employers have the highly trained and productive workforce they need to compete.

The WpLRC is a network of 12 centers across California that develop and implement innovative, effective, responsive and affordable training solutions that include customized training for the individual customer and certificate training in such areas as customer service, generational diversity and basic skills in the green economy. The centers serve public entities, private businesses, non-profits and workforce development organizations.

The WpLRC also provide services to community colleges through faculty in-service training, technical assistance, curriculum contextualization and ESL course integration for colleges, by partnering with individual colleges, career technical education, the Basic Skills Initiative and the Academic Senate. For further information, please visit: http://cccewd.net/initiative_wplrc.cfm.

Director: Bruce Whistler       Project Monitor: John Prentiss

**Appendix B**

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

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

With reductions in funding, colleges are looking more to their entrepreneurial units for more discretionary revenue. Colleges who previously had little or no contracts with employers are now seeking assistance from the Economic & Workforce Development Program to establish or grow their contract training business. The Training and Development Institute from EWD has conducted a field gaps study to identify the needs of the colleges and has developed a plan for providing professionals in the field with an Economic Development Professional Certification. The core program will begin in Spring 2010. In addition, an online, self-paced “Nuts and Bolts of Contract Training” will be launched with the updated EWD website.

In order to address the needs of large employers in California with training needs in multiple locations, the Chancellor’s Office engaged the Training & Development project in establishing the California Corporate College. During the 2008-09 year, an advisory board made up of college professionals worked to develop an operations plan and identify resources for the implementation of the California Corporate College. The California Corporate College serves as a single point of contact for businesses, governmental agencies, associations, and organizations to access training and workforce development services throughout California. Services are delivered through the local colleges. The California Corporate College became operational in July 2009 with several promising contracts in development.

As colleges develop their employees and their resources in contract training, they will realize the benefits of these efforts. It is the goal of the Economic and Workforce Development program to assist colleges in developing their skills to better serve their employers’ needs.