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

California Community Colleges Chancellor’s Office
Jack Scott, Chancellor

APRIL 2012
April 6, 2012

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

Dear Governor Brown:

I am pleased to present the California Community Colleges Economic and Workforce Development Program Annual Report for 2010-11.

As the United States climbs out of one of the worst economic downturns since the Great Depression, an overwhelming majority of Californians believe the most important issues facing the Golden State today are jobs and the economy.

The Economic and Workforce Development (EWD) program invests in the skills of California’s workforce. We are helping California’s economic recovery by successfully responding to the state’s workforce and business development needs.

As you know, California community colleges train the 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 10 key strategic priority areas that address emerging areas and local project needs.

If you have questions regarding this annual report, please call Van Ton-Quinlivan, Vice Chancellor of the Workforce and Economic Development Division at (916) 327-5492 or vtquinnivan@cccco.edu.

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

Sincerely,

Jack Scott, Ph.D.
Chancellor
Economic and Workforce Development

Executive Summary

California’s Community Colleges are vital to the economy. California Community Colleges play an important role in boosting our state’s economy by serving more than 2.6 million students a year. In fact, one out of four community college students in the U.S. is enrolled in a California community college, making it the nation’s largest system of higher education. Our 112 colleges provide students with the knowledge and background necessary in today’s competitive job market. With a wide range of educational offerings, the colleges provide workforce training, basic skills courses in English and math, certificate and degree programs and preparation for transfer to four-year colleges and universities.

The California Community College Economic and Workforce Development (EWD) program helps students, incumbent workers, business partners and industries develop skilled competencies in critical industry sectors. As a source for developing and implementing training and curriculum, the EWD program is instrumental in helping the community college system respond to markets in a rapid and flexible manner. Economic & Workforce Development programs also grow local jobs by improving local business competitiveness and by training workers the skills they need to keep their job or to move to a higher paying one. The EWD program is so effective at increasing local business activity, employment and worker income that state and local tax revenues exceed the cost of funding EWD programs.

In fiscal year 2010-11, EWD program funding remained at $22.9 million, roughly half of pre-recession levels. Though this budget represents less than one percent of the overall Community Colleges system budget, the EWD program proponents were able to provide more than $42 million in matching resources. The success of the EWD program is built on the continued support of the businesses, industries and college proponents.
This year’s annual report to the Legislature highlights the continued relevance and support of the colleges to play an integral role in helping California build its workforce despite budget cuts and stagnant economic growth:

- 929 people received jobs
- 9,475 jobs retained
- 2,388 businesses served
- 7,409 industry certifications
- 710 internships
- 77 apprenticeships

Success stories from each of the strategic priority areas are provided to showcase how the regional centers work well with their partners.

The EWD program will play a substantial role in the Workforce and Economic Development Division’s two-year campaign for DOING What Matters™ for Jobs & the Economy. This effort will align statewide resources and improve accountability. As a result, decision-making at the local regional and state levels will be better informed, students will receive relevant workforce training and education and larger workforce issues faced by industries will be more effectively addressed.

The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 112 colleges serving 2.6 million students per year. Community colleges supply workforce training, basic skills education and prepare students for transfer to four-year institutions.

For more information about the EWD program visit www.cccewd.net.
Background

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.). Partners in the EWD program engaged in an extensive statewide strategic planning process that included contributions 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)). It was the intent of the Legislature that the EWD program’s capacity and mission be maximized to provide critical support for continuous workforce improvement and economic development in a manner that is adaptive and responsive to the changing needs of regional economies.

In 2010-11, the EWD program fostered 51 Regional Centers in 10 strategic priority areas that address emerging areas and local project needs (See Appendix A for detailed descriptions):

- Advanced Manufacturing & Advanced Technology
- Advanced Transportation Technology & Energy
- California Biotechnology Initiative
- Business and Entrepreneurship
- Centers of Excellence
- Environment, Health, Safety & Homeland Security Training
- Health Workforce Initiative
- Centers for International Trade Development
- Interactive Internet & Mobile Applications for Business (formerly New Media & Entertainment Initiative)
- Workplace Learning Resource Centers

New to the EWD program in 2010-11 was the statewide effort to bolster entrepreneurship through the Business and Entrepreneurship Centers. This effort to train and provide technical assistance on how to embark on business ownership and development fosters the entrepreneurial spirit and provides tools to enable success. Another change to the EWD strategic priority areas refocused the broad New Media and Entertainment Initiative to a more social media support for businesses. The Interactive Internet and Mobile Applications for Business Initiative will impact how businesses and their workers use effectively use technology in their marketing, customer service, operational efficiency and productivity.

In conjunction with the Regional Centers, the EWD program supports short-term grant opportunities for emerging industries and regional projects.

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California Community Colleges Chancellor’s Office

Vision:

Access to lifelong learning for all citizens and create a skilled, progressive workforce to advance the state’s interests

EWD Mission:

We invest in California’s economic growth and global competitiveness through industry-specific training and services that contribute to a highly skilled and productive workforce.
Methodology

The data for this report was collected through both quantitative and qualitative methods. Financial and certain performance criteria were collected through online reporting systems. While qualitative data, such as success stories, were collected through the direct reporting to monitors, the EWD Dean or Vice Chancellor, or at various meetings where EWD Initiative activities were highlighted (Economic and Workforce Development Program Advisory Committee or EDPAC, Initiative Director’s Meetings, Regional Consortia Meetings, etc.)

Quantitative Reporting

EWD program expenditures and performance were collected online. With oversight by their EWD grant monitors in the Chancellor’s Office, Project Directors and Chief Business Officers reported and certified their budget and expenditures quarterly in the EWD Online Expenditure System. Project Directors also provide a brief summary of quarterly activities. Before grants closed, a report of their required match and any additional resources leveraged were also collected.

As with the Expenditure System, EWD program performance data were collected online through the Data Collection System (DCS). This event-driven system collects information throughout the performance period of the EWD grants. Project Directors provided 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 qualitative data, the success of our program was 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 the vice chancellor. These successes are then shared throughout the year with EDPAC, among initiative director, and even statewide through the Regional Consortia.
Key Findings

Adapting to Budget Reductions

Due to federal and state budget challenges, the EWD program also was impacted as the chart below shows. For the 2010-11 fiscal year, funding remained at $22,929,000, relatively same level as 2009-2010. This is a nearly 50 percent reduction in funds as compared to the $46,790,000 received in 2008-2009.

Economic Development Funds

<table>
<thead>
<tr>
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<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
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<tbody>
<tr>
<td>Funds</td>
<td>$46,790,000</td>
<td>$22,929,000</td>
<td>$22,929,000</td>
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</table>

As a result, the total number of Regional Centers was decreased from 108 to 51 for 2010-11. The EWD program realized a reduction in capacity of more than 52 percent. Every Strategic Priority Initiative suffered a reduction in the number of regional centers.
The total number of EWD Industry Driven Regional Collaboratives was reduced by more than half from 2009-10 (37 total) to 2010-11 (15 total).

Despite these challenges, the strong commitment of the colleges to the goals of economic development is reflected in their continued support of the program. Their ability to leverage funding to support their projects was on par with efforts in 2008-09 and 2009-10 fiscal year, with $26,712,809 in matching resources contributed by donors in 2010-11.
**Keeping Californians Employed**

Regional Centers reported that more than 929 jobs were created or placed in 2010-11. Despite cutbacks in Regional Centers and resulting service capacity, more than 9,460 people were able to retain their jobs with the help of the EWD program.

**Number of Jobs Placed**

![Bar chart showing employment outcomes](chart.png)

Regional Centers and short term grant programs have also yielded many internship, apprenticeship and industry certification opportunities vital to students’ professional growth and development.

**Table 1: Employment Outcomes**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>New Jobs</td>
<td>929</td>
</tr>
<tr>
<td>Retained Jobs</td>
<td>9,475</td>
</tr>
<tr>
<td>Internships</td>
<td>741</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>77</td>
</tr>
<tr>
<td>Industry Certifications</td>
<td>7,409</td>
</tr>
</tbody>
</table>
Responding to Training Needs

Through the EWD program, 45,910 people were trained in fiscal year 2010-11. This includes 6,322 entrepreneurs, 20,322 employees and 18,967 students. Nearly 192,441 hours of training were provided.

<table>
<thead>
<tr>
<th>People Trained</th>
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<tbody>
<tr>
<td>Employees trained</td>
</tr>
<tr>
<td>18,967</td>
</tr>
<tr>
<td>42%</td>
</tr>
</tbody>
</table>

Adding Value to Business

The EWD program also provides services and technical assistance to companies involved in small business and international trade. In 2010-11, the EWD program served 3,127 organizations and 2,388 businesses. The Centers for International Trade Development Initiative reported $39,133,220 in business value in sales, exports, imports and productivity.

Table 2: Financial Practices & Increased Business Value

| Business Technical Assistance to Small Business in Management/Financing Practices Created |
|----------------------------------------|----------------------------------|
| Sales Increases                        | $5,361,824                       |
| Loans Funded                           | $885,000                         |
| Equity Investments                     | $9,749,000                       |

<table>
<thead>
<tr>
<th>Business Technical Assistance in International Trade Created</th>
</tr>
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<tbody>
<tr>
<td>Increased Business Value (sales, exports/imports, productivity)</td>
</tr>
</tbody>
</table>

| Total Completed Business Financial Transactions | $55,129,044 |
Regional Centers and Industry-Driven Regional Collaboratives

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 compliment 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 2010-11 there were 51 Regional Centers and 15 IDRC projects. The IDRCs received less than half the funding that the Regional Centers received. The Regional Centers invested 7 percent of their funding in performance-based training, while the IDRCs invested 3 percent. IDRCs garnered nearly $3 million in matching resources as compared to the Regional Centers $22 million dollars in matching resources. The Regional Centers reported more than 36,982 contract education hours while the IDRCs reported 1,601 contract education hours. The number of credit/non-credit hours reported were more than 17,000 for Regional Centers and more than 700 for IDRCs. Regional Centers were able to serve more employees (40,148) than students (39,981). In contrast, the IDRCs were able to serve more students (5,147) than employees (401). Both the Regional Centers and IDRCs served businesses, 2,593 and 57 respectively. Likewise, both reported job placements.

| Table 3: Overall Comparison of Regional Centers and Industry-Driven Regional Collaboratives (IDRCs), 2010-11 |
|---------------------------------|-----------------|-----------------|
| **Regional Centers**           | **IDRCs**       |
| Number of Centers and IDRCs    | 51              | 15              |
| Funding by category            | $10,589,403     | $3,517,221      |
| Total business and industry match by category | $22,167,175 | $2,306,126 |
| Funds spent on performance-based training | $769,513 | $113,389 |
| Business/industry match for performance-based training | $1,502,159 | $160,563 |
| Number of contract education hours reported | 36,982 | 1,601 |
| Number of credit/non-credit hours reported | 17,325 | 702 |
| Number of students served      | 39,981          | 5,147           |
| Number of employees served     | 40,148          | 401             |
| Number of businesses served    | 2,593           | 57              |
| Number of job placements reported | 920            | 20              |
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 2010-11 can be grouped into six areas:

1) Agriculture & Environment  
2) Transportation & Energy  
3) Healthcare  
4) Manufacturing  
5) Homeland Security  
6) 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 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. Homeland Security included FEMA Certified Hospital Emergency Response Training and also Standardized Emergency Management Systems. 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.

<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>$1,435,000</td>
<td>7</td>
</tr>
<tr>
<td>Applied Biotechnology</td>
<td>$820,000</td>
<td>4</td>
</tr>
<tr>
<td>Centers for Applied Competitive Technologies</td>
<td>$1,230,000</td>
<td>6</td>
</tr>
<tr>
<td>Centers for International Trade Development</td>
<td>$1,025,000</td>
<td>5</td>
</tr>
<tr>
<td>Centers of Excellence</td>
<td>$820,000</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Training Centers</td>
<td>$820,000</td>
<td>4</td>
</tr>
<tr>
<td>New Media and Entertainment Initiative</td>
<td>$615,000</td>
<td>3</td>
</tr>
<tr>
<td>Health Workforce Initiative</td>
<td>$954,403</td>
<td>5</td>
</tr>
<tr>
<td>Small Business Development Centers</td>
<td>$1,435,000</td>
<td>7</td>
</tr>
<tr>
<td>Workplace Learning Resource Centers</td>
<td>$1,230,000</td>
<td>6</td>
</tr>
<tr>
<td><strong>Regional Centers Grand Total</strong></td>
<td><strong>$10,384,403</strong></td>
<td><strong>51</strong></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>$476,505</td>
<td>2</td>
</tr>
<tr>
<td>Transportation &amp; Energy</td>
<td>$1,824,205</td>
<td>7</td>
</tr>
<tr>
<td>Healthcare</td>
<td>$413,767</td>
<td>2</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>$995,937</td>
<td>2</td>
</tr>
<tr>
<td>Homeland Security</td>
<td>$280,470</td>
<td>1</td>
</tr>
<tr>
<td>Multi-Industry</td>
<td>$194,827</td>
<td>1</td>
</tr>
<tr>
<td><strong>IDRC Grand Total</strong></td>
<td><strong>$3,517,221</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

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Initiative Success Stories

Center for Applied Competitive Technologies (CACT)

Veterans Go from Serving the Nation to Building Energy Conservation

Veterans who served as medics, ammunition specialists and security forces are transitioning to civilian employment as the result of a Sierra College Center for Applied Competitive Technologies (CACT) and California Conservation Corps (CCC) partnership. Nine veterans who were on the CCC crew were awarded Energy Technology and Lighting Systems Completion Certificates from Sierra College CACT (www.sierracollegetraining.com). The Energy Technology and Lighting Systems training program developed by Sierra College CACT covers energy systems, electricity, lighting, photovoltaic systems, energy efficiency retrofits and safety. After graduation, they’ll work on the only CCC Veterans crew in the state focused on energy efficiency. Rod Thornhill, center director, CCC Sacramento & Placer, explained that the California Conservation Corp has a contract agreement with the Department of Motor Vehicles (DMV).

“The graduates will do energy lighting retrofits and maintenance throughout DMV’s many offices in the state,” said Thornhill. Through this work, crew members will gain valuable field experience that is the conduit to highly paid, in-demand local careers. The Sierra College CACT will also provide coaching in resume development, interview skills and job search techniques. Putting veterans to work is the goal of the program, partially funded by the California State Assembly Speaker’s Office according to David Muraki, CCC director. “The training provided by Sierra College CACT, together with the hands-on experience the veterans will get installing energy conservation measures at DMV offices, will give them skills needed to qualify for a good job after the CCC,” said Muraki.

Alexandra Warner served in the Army for nearly two years, specializing in ammunitions and special explosives, based in Fort Hood, Texas. Her interest in joining the CCC resulted in discovering the Energy Technology and Lighting Systems program at the CCC’s Placer Energy Center. “I didn’t know anything about electricity but I was intrigued by solar energy,” said Warner. “This program is much more than I expected and now I have a passion for learning about energy systems, especially solar, and how people can save money.” Warner also says that as a woman she has no problem keeping up with the men in the class. “This course covers the basics with hands-on practice, so I’d tell others, don’t hesitate about trying it. If you make a mistake while installing electrical wiring and lighting systems in the lab, you learn from it and will be confident doing the work correctly on the job site,” said Warner.

According to Brian Hurd, CACT instructor and president of Hands On Solar Inc., who is co-teaching the class with Aaron Fry of the CCC, the Corps members in this program are gaining skills that prepare them for employment.

“Manufacturers, utilities, solar installers, electricians and contractors would benefit from hiring these veterans for entry level electrical repair, maintenance, retrofit and construction positions,” said Hurd. Their

1 Press Release;1/19/12 | Sierra College, Marketing/Public Relations-Sue Michaels/Diane Wright
military experience makes them ideal employees as they know how to work as a team, arrive on time, show respect, take instruction and complete the mission.” Isaac Hall served three years in security forces, stationed at Minot Air Force Base in North Dakota, and says that this program is a great opportunity for him. “I’m getting paid to learn and get practical experience through the CCC,” said Hall. “I love what I’m doing and am really glad to be in this program. The teacher is great, the class size is small so you get the attention you need and I like the hands-on lab where you do work like you’d do on the job site. Now I’m looking at the possibility of a career as an electrician.” For three years, Eric Juhnke was a medic in the Army deployed to Iraq before joining the CCC. He says that he is excited about working in alternative energy. “I have a passion for solar energy and want to help the world move forward in using renewable energy,” said Juhnke. “I’m excited to get into the energy efficiency field just as it is taking off.”

Carol Pepper-Kittredge, director, Sierra College CACT, explained that the partnership with CCC benefits the regional economy. “This program puts veterans to work while they gain electrical skills that are transferable to a variety of careers,” Pepper-Kittredge said. “Businesses become more competitive by employing these skilled Corps members who’ve acquired practical experience through this program. Energy costs are also reduced by retrofitting buildings to make them more efficient.”

Advanced Transportation Technology and Energy (ATTE)

College of the Desert ATTE and First Solar’s Desert Sunlight Project Brings Jobs to the Desert Region

Through a partnership established between the College of the Desert ATTE, First Solar and several other utility-scale solar energy companies, the Desert Sunlight project was created to develop and deliver workforce training for the clean energy industry sector. Bringing substantial economic benefits to the Desert Region communities, including Riverside and San Bernardino County, as well as California, the first of several of these large energy projects slated for construction in the desert region of Southern California, is estimated to employ an average of more than 440 workers per year during construction with economic benefits to the region of over $336 million.

Through EWD Initiative funding, training is already being conducted in Palm Springs through the partnership of the College of the Desert ATTE, the Employment Development Department, and California Energy Commission. Support is also being provided to Palo Verde Community College in Blythe and Barstow Community College in Barstow to establish this training in other communities near to future projects.

The three partner colleges are strategically located to train workers for projects in California’s key solar resource areas. Many projects will be staffed through project labor agreements as the local Workforce Investment Boards enroll unemployed workers into the program and with the regional trade unions and their apprenticeship programs. The training has already made a great difference in the lives of the College of the Desert ATTE training graduates including
Peter Mayo, who lost his house during the recession, and Steve Sisco, who was unemployed for more than two years. Both are now on the job at Desert Sunlight and both proud of the fact that they are now, not only a part of the solar industry, but are working for the largest thin-film solar project in the world.

California Applied Biotechnology Initiative (CalABC) – Biotechnology Training & Education

Pasadena Biosciences Collaborative

The Biotechnology Initiative does much of its work through partnerships. Partnerships with industry, trade organizations, universities and research institutions. An established example of these highly effective partnerships is the Pasadena Biosciences Collaborative, the only bioscience incubator in the state connected to a community college. Pasadena Bioscience Collaborative (www.pasadenabiosci.org) in partnership with the LA/Orange County Biotech Center at Pasadena City College (PCC), CSU and the City of Pasadena opened an intersegmental (multi-educational level) training center and incubation facility for very early stage start-up companies in 2004. The facility and has been furnished with equipment from donations to PCC and PBC, from Biogen Idec, Beckman, Amgen and many other industry partners. It is both a training center for skills development and an incubator with shared-use equipment. Research benches, desks, wireless connectivity and a shared-use tissue culture facility are available. PBC currently has 13 tenants, seven graduates and has a total of 15,000 sq. ft. The LA/OC Biotech Center Director’s office is hosted within the PBC. This project received the EWD Partnership Award in 2005. Current tenants include companies working on stem cell technologies, innovative drug delivery methods and drug discovery and development. A complete list of tenants and graduates is available at the PBC website (http://www.pasadenabiosci.org/companies.htm).

The incubator is now serving as model program for Life Science industry economic development in other cities in the state. A meeting was held late in 2011 with representatives of the City of Davis, including the Mayor Pro Tem of Davis, representative of UC Davis, and the Director and the COO of the Pasadena Biosciences Incubator to discuss replicating the successful model of the PBC incubator in Davis.

Business and Entrepreneurship Centers

Formerly Small Business Development Centers (SBDC)

Business & Entrepreneurship Center at Cuesta College

Israel Dominguez, Director

Within six months of working with inventor Patrick Pinkart, the Business & Entrepreneurship Center (BEC) at Cuesta College had assisted this client with taking his business idea from concept to reality. Pinkart, an occupational therapist, developed QUANTUM GRIP several years after a paralyzing spinal cord injury left him with difficulty holding a golf club securely. QUANTUM GRIP utilizes the very simple, yet effective technology of "hook and loop" to make golf more accessible to physically challenged
persons and enable them to easily and securely hold a golf club. The sales projections for the first year are estimated to be in excess of $1 million.

This specially engineered premium quality golf glove looks like any typical glove, but contains a long-life Velcro loop material constructed into the palm. The club does not slip or twist in the golfer's hands when swinging the club and hitting the golf ball. Very little strength is needed to hold the club securely to be able swing with confidence. It is exceptionally comfortable to wear, and allows the golfer to maintain a very secure grasp with the club grip throughout the entire golf swing. Yet it is easy and quick to release the hand(s) from the club grip when desired. As Bill Gibbs, pro golf instructor at Avila and Black Lake Golf Resorts in California, and co-host of ESPN's Golf Talk Radio says, "when the glove and the grip meet, it is magic! It makes the disabled able again."

For more information on Quantum Grip please visit: http://www.quantumgrip.com

Centers of Excellence (COE)

The Issue
While the video and computer game industry continues to evolve, there was no current data for the Los Angeles and Orange counties and San Francisco Bay regions on the number of firms and employees, the future employment trends and growth in employee demand and types of entry-level opportunities available for community college graduates. Getting this data was critical to both community colleges and the industry to better understand future directions and to prepare the future workforce.

The Response
The Centers of Excellence partnered with EWD's Multimedia and Entertainment Initiative (MEI), the Entertainment Economy Institute (EEI), and Godbe Research on a study to identify the workforce needs of the video and computer game industry, a significant sub-sector of the digital media industry. Other strategic partners in the project included the Employment Development Department Labor Market Information Division, the Workforce Investment Boards in Los Angeles and Silicon Valley, Game Developer Magazine, and the International Game Developers Association. An environmental scan report was produced providing an overview of the industry, its economic impact, training needs, and possible college responses. A database of employers, previously unavailable to colleges, and a report on occupational profiles were also produced as part of the project.

The Findings
Based upon a survey of industry executives, it was estimated that video and computer game companies would require an additional 4,000-7,000 workers over the subsequent 12 months across Los Angeles and Orange counties and San Francisco Bay regions, representing a growth rate of 21 percent.

In November 2006, MEI and the Centers of Excellence produced a statewide Webinar to introduce the findings to more than 45 faculty, administrators and partners interested in responding to the industry. The Webinar inspired a statewide discussion resulting in a spring symposia held at Mission College. Fifty-six faculty and 10 industry partners were brought together to discuss skills needed, instructional technologies and curriculum. Subsequently, MEI Centers at Pasadena and Santa Barbara hosted events to bring together faculty and industry. In February 2007, the MEI sponsored more than 50 faculty from
across the California Community Colleges to attend the Game Developers Conference in San Francisco including a special evening session.

The Results
To date, 18 colleges from across the state have reported that they are currently developing or planning on developing or adapting courses, certificates, and degree programs within the next year. The findings from the Computer and Video Game Scan were also cited on National Public Radio.

Environment, Health, Safety and Homeland Security Training (ETC)

LAOC|ETC Green Building Training Program

Like most Americans, Daniel Giron, believed in the ethos of the American Dream: hard work is the key to success. Giron, 57, had worked as an Architectural Designer for the same company for fifteen years and was looking forward to retirement. That all changed once the economy tanked—with so many people unemployed and the housing market at an all-time low, Daniel’s company began losing business and laying off employees. Daniel knew that his age—and expertise in an industry that was stagnant—would put him at a disadvantage.

Daniel received a Green Building Training Program flyer from his representative at the Employment Development Department office and immediately, he realized the potential for such an opportunity. During registration, Daniel explained to the LA/OC Environmental Training Center-North Orange County Community College District staff that a program such as the Green Building Training Program would prepare individuals for the inevitable changes California’s economy faces. “Everybody knows that green initiatives will drive our economy,” he asserted, “the shift to clean energy is almost inevitable.”

During the training, Daniel’s commitment and passion were evident: he was a very responsible, hardworking, and dedicated student. Daniel successfully completed all eight courses offered in the GBTP as well as two additional classes in OSHA and HAZWOPER.

Once the training portion of the program ended, Daniel met with ETC staff to develop a Career Action plan, revise his resume and create a cover letter. Daniel and the ETC staff looked for many openings within his area of interest but nothing materialized. One day, the ETC staff received an email from Daniel entitled “Thanks for your Help.” In it, Daniel informed the ETC staff of a job he had been offered by a local design firm. “The boss was impressed with the Green Building Design, energy efficiency, renewable/sustainable design classes listed on my resume,” Daniel asserted, “he said that everyone seems to be headed in that direction.” He closed that email by assuring “I don't know how many other resumes he had to look through, but I'm sure your classes put me on the top of the stack.”

After 10 months of unemployment, Daniel is finally working for a local design firm. He also is interested in receiving certifications that will complement his already extensive background in architectural design.
Health Workforce Initiative (HWI)
Formerly Regional Health Occupations Resource Centers (RHORC)

Welcome Back Initiative Earns National Prize for Exceptional Immigrant Integration Initiatives

The Migration Policy Institute [MPI] announced that the Welcome Back Initiative is one of four recipients of its 2011 E Pluribus Unum Prizes for exceptional immigrant integration initiatives. The national award honors the Welcome Back Initiative [WBI], which has California centers in San Francisco and San Diego and affiliates in eight states, for its work with foreign-trained health professionals living in the United States. The WBI helps these skilled immigrants to obtain the professional licenses they need to join a U.S. health care sector experiencing worker shortages and increased demands as the nation’s population ages.

The San Diego/Imperial Health Workforce Initiative [HWI] is hosted by Grossmont College. The WBC is housed in office space generously donated by our partner/champion, Kaiser Permanente. With educational partner Grossmont College, the San Diego WBC has been providing educational counseling, employment assistance and support to foreign-trained medical professionals since 2001. To date, services have been provided to more than 3,300 physicians, nurses, dentists, and other medical professionals from 94 countries.

The Welcome Back Initiative was honored at a ceremony in Washington, D.C. The E Pluribus Unum Prizes program, established in 2008 by MPI’s National Center on Immigrant Integration Policy with generous support from the J.M. Kaplan Fund, seeks to encourage the adoption of effective integration practices and inspire others to take on the important work of integrating immigrants and their children so they can join the mainstream of U.S. society.

The Welcome Back Initiative provides orientation, links to education and language training offered elsewhere in the community, and support in securing appropriate U.S. licenses and credentials so that foreign-trained health professionals can re-start their careers in the U.S. health sector. The Welcome Back Centers leverage the training, experience and language skills of these underemployed migrant professionals, helping them move from low-skill to high-demand jobs in the health care profession.

“The Welcome Back Initiative taps into an available supply of health care professionals in ways that can help relieve vacancies in high-demand health care occupations and improve health resources in medically underserved communities,” said Margie McHugh, co-director of MPI’s National Center on Immigrant Integration Policy. “The nimble Welcome Back Centers work tirelessly to prevent the talents of skilled immigrants from going to waste, allowing them instead to be used for the benefit of all Americans.”

The daunting tasks of transferring credentials obtained internationally and getting licensing in the United States—coupled with language barriers and confusion about the U.S. job search process—can prematurely end the careers of immigrants. The result is that career physicians and registered nurses often languish in jobs such as taxi drivers or other unskilled work as their high-demand occupations lay seemingly out of reach.
“The underemployment of foreign-trained health professionals is a loss not only to these individuals, but to the United States as a whole—especially in the face of many states facing serious shortages of health professionals, particularly in minority communities,” said José Ramón Fernandez-Peña, founder and director of the Welcome Back Initiative in San Francisco. “California, for example, has a population that is nearly one-third Latino, yet only 4 percent of the state’s doctors and nurses are Latinos. These shortages mean that providers may not be available in minority or immigrant communities who speak the residents’ language or understand their culture.”

“The work of the San Diego WBC has never been more relevant and needed, as medical licensure has grown in complexity for the foreign-trained, and as immigrants and refugees grow in numbers,” said Gail Patterson, Ph.D., Project Manager. “Moreover, as we go about our daily work, we understand that we address a critical need within California’s health care system, which is providing a linguistically and ethnically diverse population of health care workers.”

**To date the Welcome Back program in California has the following results:**

- 2,504 people validated their credentials
- 1,318 passed licensing exams
- 713 obtained license in their original professions
- 471 entered new careers in health
- 1,331 obtained new employment in the health sector
- Total participants seen 11,829, with 4,178 active participants.

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**Centers for International Trade Development (CITD)**

**Leading the way for The Cure for Diesel™**

Springboard Biodiesel LLC, is a Chico-based biodiesel solutions company that is leading the way in developing a vibrant, small-scale biodiesel production industry.

The company’s automated biodiesel processing equipment converts used (or virgin) vegetable oil into premium grade biodiesel for a fraction of the cost of regular diesel. With installations in 14 countries, Springboard Biodiesel has identified Hong Kong and the China mainland as important export markets. A participant in the U.S. Pavilion via El Camino CITD’s Green Export Enabler Program (GEEP), Springboard Biodiesel made a $40,000 sale of two of its units to a Hong Kong entity.

Prior to exhibiting at Eco Expo Asia 2011, CEO, Mark Roberts, did some investigative work and cold called potential customers, lining up meetings to occur during the show. One of these meetings led to the purchase of two of his biodiesel equipment models a month after the show. Springboard Biodiesel is focused on delivering the most innovative biodiesel products and technologies that enable local biodiesel production from the widest array of feed stocks. By allowing its customers to make biodiesel from multiple sources (virgin oil seed crops, animal oils and waste veg. oil), Springboard Biodiesel helps its clients minimize their costs and earn a compelling economic return for an environmentally beneficial fuel. In this way, Springboard’s goal is to make biodiesel the preferred fuel, not just the alternative. [http://www.springboardbiodiesel.com/about](http://www.springboardbiodiesel.com/about).
IIMA4Biz Initiative-Interactive Internet & Mobile Applications for Business
(formerly New Media and Entertainment (NMEI))

New Markets Reached

From January 2011 to June 2011, Internet staffing firm Onward Search reports that the number of jobs with the phrase ‘social media’ in their description increased by more than 45 percent. During that time the former New Media and Entertainment Initiative, NMEI, had completed its transformation to the interactive internet and mobile applications for business Initiative, iima4biz.

In 2010-11 iima4biz launched a workshop series and online community aimed at assisting small and mid-size California companies in becoming more competitive and profitable through the use of interactive internet applications, social media, and mobile technologies. Targeting the adult workforce, and underemployed and small business these workshops help to reverse the technological obsolescence that threatens every worker over thirty.

IIMA4biz also enlisted Ariel Coro, founder of Tu Technologia – a non-profit Spanish language technology training organization – to provide the same information during two one-day free Spanish language conferences called ‘Tecnificate’, which means ‘to technologize oneself’. Spanish language TV, radio and newspapers have covered Tecnificate, hosted at community colleges featuring Internet experts, elected officials and college executives to share their stories about the new opportunities for doing business on the Internet. More than 500 small business owners and entrepreneurs attended these events took notes and stayed after to talk to the experts.

Spanish speaking entrepreneurs armed with Internet skills can help the California economy reach into new markets throughout North, Central and South America or wherever Spanish is spoken. In the Internet age this language –Internet based opportunity may be the next big economic development asset for California. The reaction has been so positive that we will be repeating all of the programs at other colleges throughout the California Community College system in the 2011-2012 academic year.

Workplace Learning Resource Center

Next Skills Prep: Community Collaboration Prepares Emancipated Foster Youth for Self-Sufficiency

Next Skills Prep, a soft and employability skills curriculum developed by the Los Rios Workplace Learning Resource Center, provides the core educational foundation for JumpStart 21’s Emancipating Foster Youth Program run by the Sacramento Asian Pacific Chamber of Commerce Foundation (SAPCCF). The Next Skills Prep coursework includes four primary components: Employability Skills; Creativity and Innovation; Service Orientation; and Effective Communication. JumpStart 21, funded by grants from Wal-Mart and Sierra Health Foundation, is designed to equip up to 60 young adults who have aged out
of the foster system with 21st century life and work skills and to match them with quality internships at Sacramento area businesses. “This has taken such traction and impetus.... I can’t even tell you how successful this has been,” explains Pat Fong Kushida, former President/CEO of the SAPCCF and incoming President/CEO of the Sacramento Metro Chamber. “Our commitment was that after they graduated from the training program, we would find them internships. They have gotten internships at Sac State, Catholic Healthcare West, UC Davis Health Systems, PRIDE industries, Good Will....” The program is a 12-week life and work skills training followed by a 12-week internship program designed to give graduates the opportunity to apply their new knowledge and skills in a real-world setting. There is currently enough funding for four of these 24-week sessions. All students from the first and second sessions have been placed in either internships or jobs; the third session just began mid-August.

JumpStart 21 is training young adults residing at Volunteer of America’s Former Foster Youth Transitional Housing Program, which provides supportive services and housing options for Sacramento County emancipated foster youth. In addition to providing life and work skills, JumpStart 21 provides healthcare access and mental health support through partnerships with Center for AIDS Research Education and Services (CARES) and El Hogar Community Services. A Sacramento City College counselor also comes out each session to talk to students about enrolling and registering at the community college. Joining the collaboration in the near future, Bank of America will be teaching these young adults about financial literacy.

This November, the Foundation and its numerous community partners will hold an eight-city basketball tournament to raise awareness and funding for this JumpStart21 program.
Conclusion

The EWD program faced the 2010-11 budget challenges with an enduring commitment to provide training and technical assistance to California’s students, colleges, employees, employers and entrepreneurs. The strength of the program stems from the continued support of industries and organizations that see the value in economic development. Likewise, the capacity of the EWD program is extended through the colleges who participate in the program as Non-Financial Affiliate Centers. It is these partners who understand that the EWD program is a means to serving their regional economic workforce employment needs.

The EWD program will play a valuable role in the California Community Colleges Chancellor’s Office Workforce and Economic Development Division’s two-year campaign for DOING What Matters™ for Jobs & the Economy. This effort will better address the structural skills mismatch facing California’s workforce. This four-pronged effort will inform local decision making, address regional economies and focus on competitive and emerging industry sectors.

DOING What Matters™ for Jobs & the Economy

• **1A.** Consider labor market needs when making local decisions: budgets, programs, course offerings.
• **1B.** Decide on program capacity as a region.
• **2.** Retool programs that are not working or not meeting a labor market need so that students can study what matters.
• **3A.** Adopt common metrics and skills panels in CCCCORFAs.
• **3B.** Strengthen regions with four skillsets: data mining, convening, technology, and curriculum approval.
• **4.** Solve a complex workforce training need so that our system can better deliver for employers and sectors.

We look forward to embracing the challenge to develop, sustain and advance California’s economic growth and global competitiveness.
EWD Program Advisory Committee

Dr. Patrick Ainsworth - Associate Superintendent and Director, High School Leadership Division

**Department of Education Representative**

**Ms. Barbara Edna Baehre-Kolovani** - Napa Valley College, Superintendent/President

**College CEO Representative, Region 4**

**Mr. Bruce Baron** - San Bernardino Community College District, Chancellor

**College CEO Representative, Region 9**

**Ms. Yolanda Benson** - Government Strategies

**Co-Chair, Networks & Legislation Subcommittee**

**Mr. John Chocholak** - Small Manufacturers’ Institute

**Business/Industry Representative - Chancellor's Appointee**

**Mr. Jeff Cummings** - College of the Redwoods, Dean, Career & Technical Education

**Faculty Representative**

**Dr. Benjamin Duran** - Merced College, Superintendent/President

**Co-Chair, Networks & Legislation Subcommittee**

**College CEO Representative, Region 5**

**Dr. Douglas B. Houston** - Yuba Community College District, Chancellor

**College CEO Representative, North Region 2**

**Dr. Patricia Hsieh** - San Diego Miramar College, President

**Chair, Advisory Committee**

**Chair, Strategic Review & Advance Subcommittee**

**College CEO Representative, Region 10**

**Ms. Laurel Jones** - Mission College, Santa Clara, President

**College CEO Representative, Region 3**

**Mr. Jerry Levine** - U.S. Export Council, Chair Emeritus

**International Trade Representative**

**Dr. Erlinda Martinez** - Santa Ana College, President

**College CEO Representative, Region 8**

**Ms. Renee Martinez** - East Los Angeles College, Vice President, Workforce Education

**Chief Instructional Office, Region 7**

**Mr. Brian McMahon** - California Employee Training Panel, Executive Director

**ETP Representative**

**Mr. Marty Mechsner** - Industrial Metal Supply Company, General Manager

**Business/Industry Representative - Chancellor's Appointee**

**Ms. Lupe Mercado** - Communications Workers of America, Local 9421, Executive VP

**Labor Representative**

**Dr. Jamillah Moore** - Los Angeles City College, President

**College CEO Representative, Region 7**
Mr. Wheeler North - San Diego Miramar College
*Academic Senate Representative*

Ms. Alice Perez - Board of Governors, California Community Colleges
*Board of Governors Representative*

Dr. Jessica Pitt - Bay Area Workforce Funding Collaborative, San Francisco Foundation, Coordinator
*Foundation Representative*

Senator Richard Polanco (Ret.) - Chairman of the CA Latino Caucus Institute

Mr. Ken Quesada - California Workforce Investment Board
*CA Workforce Investment Board Representative*

Mr. Tim Rainey - California Workforce Investment Board, Executive Director
*CWIB Representative*

Mr. Henry Ramos - California Community Colleges Board of Governors

Ms. Marlene Ruiz - Kaiser-Permanente, Director of Education & Consulting
*Business/Industry Representative - Chancellor's Appointee*

Mr. Wayne Schell - California Association for Local Economic Development (CALED), President & CEO
*CALED Representative*

Dr. Ron Taylor - Feather River College, Superintendent/President
*College CEO Representative Region 1*

Mr. Joseph Tucker - Student Senate for California Community Colleges, Los Angeles Trade Technical College
*Student Representative*

Ms. Van Ton-Quinlivan - California Community Colleges Chancellor's Office, Vice Chancellor

Dr. Dianne G. Van Hook - College of the Canyons, Chancellor
*College CEO Representative, Region 6 South Central Coast*

Mr. Jeffrey Williamson - Economic and Workforce Development Program
International Trade Development, Director
*Initiative Director Representative*

Mr. Spencer Wong - California Employment Development Department, Deputy Chief, Labor Market Information

Mr. Ray York – California Community Colleges Chancellor's Office
Dean, Economic and Workforce Development and Nursing & Allied Health
Acknowledgements

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EWD Program Initiative Directors and Project Directors
Appendix A

Statewide Strategic Priority Initiatives

There are 10 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 Manufacturing & Advanced Technology
- Advanced Transportation Technology & Energy
- California Biotechnology Initiative
- Business and Entrepreneurship (formerly the Small Business Development Program)
- Centers of Excellence
- Environment, Health, Safety & Homeland Security Training
- Health Workforce Initiative
- Centers for International Trade Development
- Initiative-Interactive Internet & Mobile Applications for Business (formerly New Media & Entertainment Initiative)
- Workplace Learning Resource Centers

Advanced Manufacturing and Advanced Technology - [www.makingitincalifornia.com](http://www.makingitincalifornia.com)

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.

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

**Statewide Director:** José Anaya

**Project Monitor:** Katie Faires
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Advanced Transportation Technology & Energy - www.attecolleges.org

- **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.

**Statewide Director:** Peter Davis  
**Project Monitor:** Katie Gilks

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California Biotechnology Initiative – Biotech Training & Education - www.cccbiotech.org

- **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.

**Statewide Director:** Jeffery O'Neal  
**Project Monitor:** Rita Levy

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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 percent of all California 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 small business assistance. This initiative is part of a national program and is a partnership with higher education, state and federal agencies and 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.

Statewide Director: Michael Roessler    Project Monitor: David Lawrence

Centers of Excellence - [www.coeccc.net](http://www.coeccc.net)

- **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.

EWD’s Centers of Excellence support business and industry through its nationally recognized industry reports. The 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.

Statewide Director: Elaine Gaertner    Project Monitor: Erin Larson

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2 The SBDC Program of EWD restructured and is currently known as the Business and Entrepreneurship Centers.
Environment, Health, Safety and Homeland Security Training - [www.envtraining.org](http://www.envtraining.org)

- **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.

**Statewide Director:** Richard Della Valle  
**Project Monitor:** Katie Gilks

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Health Workforce Initiative\(^\text{3}\) - [www.ca-hwi.org](http://www.ca-hwi.org)

- **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.

**Statewide Director:** Linda Zorn  
**Project Monitor:** Brenda Fong

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\(^3\) Formerly the Regional Health Occupation Resource Centers (RHORC)
Centers for International Trade Development (CITD) - www.citd.org

- 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

**Statewide Director:** Jeff Williamson

**Project Monitor:** Jeff Lawrence

Interactive Internet & Mobile Applications For Business (IIMA4BIZ) - www.iima4biz.org

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

The Interactive Internet & Mobile Applications For Business 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, IIMA4BIZ 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 IIMA4BIZ initiative also is 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 online seminars covering the business adoption, management and legal concerns of new media applications.

**Statewide Director:** Steven Wright  
**Project Monitor:** David Lawrence

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4 Formerly the New Media & Entertainment Initiative (NMEI)

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**Workplace Learning Resource Centers (WpLRC) - [www.wplrc.org](http://www.wplrc.org)**

- **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.

**Statewide Director:** Bruce Whistler  
**Project Monitor:** Katie Gilks