

**California Community Colleges
Economic and Workforce
Development Program**



**Advisory Committee Meetings
October 26, 2011**



Advisory Committee Meeting
California Community Colleges Chancellor's Office
3rd Floor Boardroom

AGENDA

Wednesday, October 26, 2011

8:30 – 9:30	Executive Committee Meeting <i>(to include Chair, Vice Chair, Subcommittee Chairs, Board of Governors Representatives and Chancellor's Office Management)</i> Mr. Ray York, Dean, CCCCCO Economic & Workforce Development	Information
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Main Meeting: 10:00 a.m. to 4:00 p.m.

10:00 – 10:15	Welcome and Introductions Dr. Patricia Hsieh, Chair	Information
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10:15 – 10:45	Introduction: Van Ton-Quinlivan, Vice Chancellor, Workforce and Economic Development Division.	
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10:45 – 11:00	1. Budget Update and Discussion Diane Brady, Fiscal Budget Division	Information
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11:00 – 11:45	2. Economic Growth and Competitiveness Agenda for California Lieutenant Governor Gavin Newsom	Information
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11:45 – 12:00	3. Approval of Minutes, June 15, 2011 Dr. Patricia Hsieh, Chair	Action
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12:00 – 12:15	Working Lunch	
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12:15 – 1:00	4. Skills Gap: What to Do Regarding Basic Skills Linda Collins, Career Ladders Projects Debra Jones, Workforce and Economic Development Division	Information
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1:00 – 2:00	5. Student Success Task Force Committee Amy Supinger, Executive Director, Community Colleges Task Force on Student Success Van Ton-Quinlivan, Vice Chancellor, Workforce and Economic Development Division	Information
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2:00 – 2:30	6. Strategic Review Committee Recommendations Mr. Ray York, Dean, Economic and Workforce Development Ms. Elaine Gaertner, EWD Centers Of Excellence, Statewide Director	Information
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2:30 – 3:00	7. EWD Updates Mr. Ray York, Dean, Economic and Workforce Development	Action
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3:00 – 4:00	8. Public Comment Adjournment	
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EDPAC Agenda Index October 26, 2011

Time	Agenda Item	Supporting Materials
10:00 – 10:15	Welcome and Introductions	N/A
10:15 – 10:45	Introduction: Van Ton-Quinlivan, Vice Chancellor, EWD	N/A
10:45 – 11:00	Budget Updates and Discussion	N/A
11:00 – 11:45	Economic Growth and Competitiveness Agenda for California	N/A
11:45 – 12:00	Approval of Minutes	<ul style="list-style-type: none"> • Minutes of EDPAC Meeting, June 15, 2011
12:00 – 12:15	Working Lunch	N/A
12:15 – 1:00	Skills Gap: What to do Regarding Basic Skills	N/A
1:00 – 2:00	Student Success Task Force Committee	N/A
2:00 – 2:30	Strategic Review Committee Recommendations	N/A
2:30 – 3:00	EWD Updates	<ul style="list-style-type: none"> • EWD 2012-2013 Expenditure Plan • Initiative Reports
3:00 – 4:00	Public Comment Adjournment	N/A



Advisory Committee Meeting Economic & Workforce Development Wednesday, June 15, 2011



I. Dr. Patricia Hsieh, Chair, Advisory Committee, called the meeting to order at 10:00 a.m.

II. Members Present:

- ✓ Dr. Edna Baehre, Superintendent/President, Napa Valley College
- ✓ Ms. Lilia Chavez, Program Officer, San Joaquin Valley, Workforce Funders Collaborative
- ✓ Mr. John Chocholak, Small Manufacturers' Institute, Northern California Representative
- ✓ Mr. Jeff Cummings, Dean, Career & Technical Education and Economic Development, College of the Siskiyous
- ✓ Dr. Benjamin Duran, Superintendent/President, Merced College
- ✓ Dr. Nicki Harrington, Chancellor, Yuba Community College District
- ✓ Dr. Douglas Houston, Superintendent/President, Lassen Valley College
- ✓ Dr. Patricia Hsieh, President, San Diego Miramar College
- ✓ Ms. Laurel Jones, President, Mission College, Santa Clara
- ✓ Mr. Marty Keller, Deputy Director, Small Business Advocate California Governor's Office of Economic Development
- ✓ Mr. Jerry Levine, Chair Emeritus, U.S. Export Council
- ✓ Ms. Lupe Mercado, Executive Vice President, Communications Workers of America, Local 9421
- ✓ Mr. Wheeler North, Academic Senate, San Diego Miramar College
- ✓ Dr. Jessica Pitt, Coordinator, Bay Area Workforce Funding Collaborative
- ✓ Mr. Ken Quesada, California Workforce Investment Board
- ✓ Ms. Marlene Ruiz, Director of Education and Consulting, Kaiser-Permanente
- ✓ Mr. Wayne Schell, President/CEO, California Association for Local Economic Development
- ✓ Dr. Dianne Van Hook, Chancellor, Santa Clarita Community College District
- ✓ Mr. Jeff Williamson, Statewide Director, International Trade Development, EWD
- ✓ Mr. Spencer Wong, Deputy Division Chief for Labor Market Information Division, California Employment Development Department
- ✓ Mr. Ray York, Dean, Economic & Workforce Development, Chancellor's Office

Also Present:

- ✓ Ms. Kay Ferrier (representing Dr. Ainsworth)

III. Budget Update and Discussion

Dr. Hsieh introduced Mr. Dan Troy, Vice Chancellor of College Finance and Facilities Planning Division, to present the budget. Mr. Troy began by stating the already known fact that the democratic majority of legislators has thrown in the towel in terms of fighting for tax extensions and ballot initiatives. They have decided to go ahead with majority vote budget using authority from Proposition 25. The chief component of the budget that would go to community colleges

appear to be broadly similar to that in March retaining the \$400 million base cut, and would increase unit fees from \$36 to \$46. Putting these two together would be a net of \$290 million cut, which is about 5% of the base. Additionally, a year to year deferral of \$129 million, making it 17% of total budget base, gives community colleges a significant challenge.

In terms of EWD, there are no changes in budget year to year, still at \$22.9 million as seen in 2010. EWD will remain in flex category, so districts can move money out. In terms of Career Tech, there was \$68 million in 2010 and it went down to \$48 million. Mr. Troy noted that this will be an interesting issue to watch over the next three years. With the new governor in office, there are new priorities and time will tell on what he does with the Career Tech budget in the future. The federal budget program, Tech Prep Fund, has been lost which gives Career Tech another \$8 million hit. The democrats are scheduled to vote today but Mr. Troy sees many pitfalls. The legislators are putting back in the \$1.2 billion surplus, which was rejected by the Governor earlier this year, and they are assuming the \$700 million of federal reimbursement from the medical budget, and their proposing to do the RDA shift.

Mr. Troy said the Governor indicated all along that he will be doing tax extensions or all cuts. On Monday, the Governor appeared to have some give in his statement so this may be a good indicator that he will pass the budget without letting it go to the Republicans for 13 days of negotiations. Mr. Troy noted that there will be a lot of details in the next 24 hours. He then opened up for questions.

Question: Dr. Duran asked, in terms of flexibility, do you know how many districts took advantage of it?

Mr. Troy said there were 33 districts, totaling about \$1 million. They mainly used it to get out from the red tape.

Question: In terms of Initiative dollars, does same flexibility apply to the Chancellor's Office?

Mr. Troy's answer was no.

Question: Of the \$22 million, how much is available in terms of flexibility?

Dean Ray York responded by stating that the legislation grants the Chancellor's Office oversight on statewide and regional projects. The flexibility already applies to those specific grants that were localized. What extent that amounts to? Dean York said that he would have to go back to see how much is available in flex. He did say that there was one college that did flex \$1 million, Los Rios for the RTF training fund grant.

Question: Dr. Van Hook asked if the budget sent yesterday was scenario "A".

Mr. Troy said that she was correct and once the final vote is complete, he will send out a formal update.

IV. Approval of Minutes

Dr. Hsieh entertained the motion of the approval of minutes for February 3, 2011. The minutes were adopted and motioned to be approved.

V. Presentation and Discussion – Many Shades of Green Report

Dr. Hsieh introduced Ms. Tracey Grose, Vice President of Collaborative Economics, to share the report on Many Shades of Green. Ms. Grose introduced her partner Ms. Sarah Henry, Program Director of Next 10. Ms. Henry began with an introduction of her company Next 10. Next 10 was founded in 2003 by F. Noel Perry with focus on state budget and educating people on the budget crisis. Ms. Henry said that they commission expert researchers and this has brought them to partner with Collaborative Economics. The focus at this time is on the green economy, state budget and California Choices, which is a nonpartisan clearinghouse for state governance reform issues that will enable more Californians to participate in the public conversation about how we can get our state back on track. Ms. Henry said that with familiarity of the budget challenge, her company has an online budget simulation that runs through a series of policy budget options. Her company runs through options for the community colleges, for example: leaving things at status quo, pursuing the unit increase, reducing support, increasing funding, etc. This information also comes with background.

In regards to the budget and environment, Next 10 reports that without the balanced budget, California cannot focus on the Green economy and this is the future of the state. Ms. Henry then turned the conversation to Ms. Grose who presented the key findings of the research. Two reports were presented. The first report, California Green Innovation Index, is a unique way of examining the economy and the environment. The success and interest in this document is that it dispels the myth that it is a choice that must be made between investing in the environment and growing the economy. She then presented visual charts and key findings:

- California is a pioneer in terms of environmental policy, since 1947
- After OPEC crisis, established California Energy Commission
- Compliancy Standards and Building Efficiency Standards, est. in 1970s
- Emissions per capita has gone down and GDP (Gross Domestic Product) per capita is rising

Ms. Grose said that this report reveals that improvement in environment can be accomplished with economic growth. She stated that California has a wealth of assets in terms of reducing emissions and other forms of pollution and improving resources for efficiency. California alone represents 59% of all U.S. clean venture investments and 28% of global investments. The information tract by Next 10 demonstrates that California as a leader in all Green Tech across all categories (hydro power, energy storage, and solar). However, these technologies are rising faster outside of the U.S. based on the U.S. Patton Trade Office data. Ms. Grose then reflected back to the 1970s, illustrating the divergent path taken by California in implementing these efficiency standards. Since the 1970s, not a whole lot of progress has been made outside of California in terms of energy consumption per capita. The absolute consumption data shows an increase in population causing rise of consumption which California is doing well in per capita measure. Energy productivity is an important concept. This means that for every single unit of energy how much is produced. California produces 68% making it the leader in the U.S. which is due to energy efficiency. The importance is about competitiveness, as an economy gets more out of all natural resources.

Ms. Grose discussed her business climate analysis. Her analysis exhibited that in any given year, there are many businesses opening as there are closing making it a normal business churn. She said that the state is not hemorrhaging in businesses or jobs.

Comment: Be careful on what you are saying about jobs. Look at the jobs that are being left behind and type of good paying jobs and type of companies.

Ms. Grose apologized and said that this is just very complex data and she is to present as a myth buster.

Comment: Type of businesses leaving California does have a definite impact.

Question: Where are you getting this data?

Ms. Grose said that the data is from the National Establishment Times-Series Database.

Comment: I think there is something missing other than companies opening and closing. For example, a major California company, Intel, who hired 5000 employees, leaves California to New Mexico; it should be asked where do they put their expansion and where do they close their local operations.

Ms. Grose commented that analyzing this data would be productive. She then began her presentation on the second report, Many Shades of Green, which focuses on the Green economy, the businesses and employment associated with California's Green economy. Corporate green economy has expanded 56% since 1995. In the years 2008 through 2009, growth has been strong in energy generation, energy storage and transportation. California Green economy is diverse and located throughout the state and offers very broad occupations. It has improved resource sustainability and competitiveness and results into about 1% of California total economy or 174,000 jobs. The rate of growth of green jobs is similar to the growth of jobs in software in 2005.

Ms. Grose disclosed that California's economy has seen great demand in natural resources. With rising prices and climate change, as public entities there are opportunities. Green economies are taking the emergence of new and transformation of old. The green economy has different facets. The core green economy consists of businesses that enable transformation. The adaptive green economy consists of businesses, households and public entities. They are re-examining how things are done. They represent the market of the core green economies. The last facet is the rest of the economy which consists of businesses, households, non-profit and public entities that hang on to business as usual. This will not be an option for much longer. The green economy is growing. The core is "what" and the adaptive is "how" it is growing.

The core green economy consists of 15 segments which relate to the growth rates. These include energy efficiency, energy storage to transportation and agricultural support. California's overall growth is largest in environmental consultant. Energy storage has grown by 11% and energy generation by 8%. The 15 industry segments cut into primary values depicts that services are the largest share of California economy. The second largest is manufacturing at 11% of the economy. This illustrates the broad spectrum of opportunity.

There have been different rates of growth in different regions across California. The Bay Area and Sacramento have been the leaders in growth of green employment. Air and Environment and Energy Generation have been the major employment drivers in the Sacramento Area's Core Green Economy. The Bay Area is a global hub for solar and other energy generation technology and the Bay Area accounts for 45 % of California's employment in Energy Storage. In the Inland Empire region, Recycling & Waste accounts for the largest employment share. Employment growth in the Inland Empire has been driven by other segments of the Core Green Economy.

Energy Generation has been a key driver, and Clean Transportation represents a growing regional strength. In the San Joaquin Valley Water & Wastewater and Clean Transportation represents important specializations in San Joaquin Valley's green economy. The largest segment in the region is Recycling & Waste, which accounts for 24 % of green employment. The Central Coast is one of only two regions in which the Core Green Economy as a whole is lagging overall economic growth which is explained by the move of a single software company. However, there is promise in Energy Generation, Energy Storage and Green Building. The Sacramento Valley leads the state in Agriculture Support and is a leader in the production of biofuels. Surging activity related to Biomass and Solar, Energy Generation has become highly concentrated in the region and represents 16 % of green employment. There is also a high concentration of companies within energy efficiency, business activity related to solar powered appliances and devices. However, there has been a drop in agricultural support in Sacramento Valley.

Ms. Grose welcomed questions at the end of her presentation.

Question: How did you come up with the 15 segments?

Ms. Grose said that the key is innovation and economic change and tracking venture capital investment. She said that they took a look at Cleantech Network and examined their novel services and took their novel categories context and expanded to broader context of climate change.

Question: The reports on Biotech, how is it defined?

Ms. Grose said that there are two definitions of Biotech. The short term is simply Biotech and the broader definition is life sciences and pharmaceuticals. The one that was looked at and used for the reports was the broader version.

Statement: It is given that most Venture Capital companies are located in the Bay Area due to the trends in technology.

Ms. Grose response was in disagreement with the bias concept. She said that traditionally the VC model wants to invest in companies within an hour drive. Distance is the nature of the industry. The Silicon Valley has the most diverse high tech industry mix and there is nowhere else that has this concentration.

Question: Patent trends and foreign patents that are facing the U.S. Is there a cluster or global?

Ms. Grose said that there could be an analysis but at this time it seems that Japan is very strong.

Question: Core 15 areas in Green Energy Storage, what is the nature of that other than battery?

She said that energy storage represents a broad array of technologies. Each of these technologies offers a different application. They each serve different purposes. If there are gained efficiencies in energy storage it will impact entire economy.

Statement: Attended conference at Lawrence in regards to Energy Storage and they did say it would be much more useful and needs to be taken advantage of. It is a vital component of the transformation. Need the clear exchange of information on market needs and technology to get up and going.

Question: Have you done any analysis on the credentials needed for these jobs?

Ms. Grose said that the public data and data she uses have different codes. Her data must translate with results into NETS (National Establishments Time-Series) codes and details are lost. However, looking at Core Green Economy as a whole, makes it possible to map to the occupational data. She found that there is a huge spectrum from PhD scientists to skilled trades. Carol Chapin at U.C. Berkley is also doing studies on this. Ms. Elaine Gaertner said that she has been part of this study with Ms. Chapin. With a large construction workforce out of work, the conclusions were that an existing workforce could transition into these jobs. Ms. Gaertner is also working on solar study, water waste and energy efficiencies. In regards to the Next 10 database, Ms. Gaertner asked what source the database came from for the green establishment.

Ms. Grose said that they had begun development on the database in the last 5 to 6 years. The intentions were to track green economy in individual companies, economy change, and technologies. Looked at membership list in solar and wind associations and mapped to NETS database. A pattern was recognized in which we subcategories were created and have continually expanded development. Next 10's database is the most developed business establishment of green economies.

Question: Where are the other clusters in the world; given the fact that Detroit will soon be eclipsed by San Paulo and Shanghai as the automotive cluster and Hollywood being eclipsed by Shanghai?

Ms. Grose said that the clusters can be found by taking a look at the public policy environment. Europe, Germany in particular. Very generous feed in tariff driving demand and it supplied materials. The interest is being close to the market. China is also hot in technologies. They are implementing wind and solar, also opening solar markets in Mexico.

Comment: Train the existing workforce or you move out of the country where the workforce is. The problem in manufacturing, the manufacturing programs are diminishing in California education.

Ms. Grose agreed and said that Germany has the most advance vocational education.

Question: What is your perspective about the real time employment data?

Ms. Grose said that they have not done any analysis on this data but are working with a company called Burning Glass, in Arizona.

Ms. Gaertner commented that the Centers of Excellence (COE) will begin to work with employment development department by using real time LMI. It will bring in information to analyze on skills, wage levels, types of jobs, and job categories. Also, COE intends to work with Burning Glass. Ms. Gaertner asked what the Next 10 report means to community colleges.

Ms. Grose said that the Many Shades of Green report is important because it is broken down by region and will be helpful for the community colleges to get to know their own region. Community colleges should get together with their county and city of their regions that are administrating the Energy Upgrade California and other programs. Get important technologies out there.

Question: When doing your analysis of the various green technologies and occupations, did you come across which areas were most receptive?

Ms. Grose said that the analysis did not go into that detail.

Question: It is encouraging data, where I am seeing people coming out without jobs. Seeing a disconnection between what I know and what I am seeing, this very optimistic report.

Ms. Grose appreciated the comment and said that it has been one of the most major economic crisis and financial crisis but it does not mean that we cannot be on this same trajectory. Attention needs to be on green house gas emission, growing demand for natural resources, and rising cost for energy. She said that there is a struggle to get people placed in energy efficiency jobs. The need is there but the barrier is financial. There needs to be an alignment with the driving demand.

Comment: To produce a machinist for the industry, it takes 6-8 years along with some type of employment of on the job training. We need to start thinking about training real skilled and technical jobs or we will never get around this hump.

Comment: You need to be aware what kind of level the jobs are. High tech employment needs basic skills and ways of thinking and this is a failure in our education system. We need to look at how we train students and skill sets and then we could fill jobs. The argument of cutting education is wrong.

Ms. Grose agreed and said when the data was put together the core economy was looked at as a whole but the public data was not used for the analysis therefore do not have the earnings.

Comment: Culturally we need to take a look at what the word “career” means. It is about training and reinventing. The educational model needs to act as a ladder. Is there any data showing this change and how fast it is changing?

Ms. Grose said that three years ago they did an analysis on behalf of Joint Venture in the Silicon Valley.

Dr. Hsieh thanked Ms. Grose and commented that this information is one of the central things of this committee in which industry needs are matched and would like Ms. Grose to further explore and share with the group in the future.

VI. Strategic Review Analysis and Recommendation

Dean Ray York and Ms. Elaine Gaertner, EWD Statewide Director, gave an update on the activities of a workgroup formed to streamline the current complex process for the strategic review of initiatives. Each initiative must go through a five year review process. There are five initiatives that have not been through the review process. They will be looked at in how they fit into the trends. The goal of the workgroup is to make the strategic review process less labor intensive, less costly, and less time-consuming. Discussion ensued on the need for initiatives to be relevant to economic conditions and labor market trends. The Workgroup will present recommendations to EDPAC in the Fall.

Ms. Gaertner shared the past history and the new framework for implementing the operational review process. The new review consists of four phases which are planned to have completion of review in six months. The work plan is in draft form at this time. It will be brought before the Strategic Review Committee to thoroughly look at it during summer months before the actual initiative review process is released. For the review process, the work plan was based on the 2003 guidance document that actually laid a process of a three prong parts that is in legislature.

She concluded the update of the new initiative review process.

Dr. Nicki Harrington responded to the presentation noting the use of the word “relevance” as strong. It is extremely important that external review is in the report more so than the internal. Deliverables, where the program is going, included is a great piece in the review. Veering away from continuance or discontinuance, and focusing solely on improvements and recommendations may fall into a trap. There should be a hard look that maybe things need to be discontinued and not improved and go into a new direction.

Comment: The slide on the initiative portfolio review should include business formation that would show the stakeholders that are served since this is relevant to Economic and Workforce Development Program.

Comment: Shared an observation, knowing the legislation goals. This process should acknowledge project continuance relevancy in morphing the existing silos that is changing so quickly in the state’s economy. This should be an ongoing thought process for all the initiatives. Do not be welded to the industrial categories that are archaic.

Ms. Gaertner thanked everyone for their comments and concluded the presentation.

VII. Special Recognition for Dr. Nikki Harrington

Dr. Hsieh welcomed everyone back from lunch and gave special recognition to Dr. Nicki Harrington, who is retiring.

VIII. CTE Education Issues

Mr. John Chocholak distributed two documents to the Committee (attachments A and B). The first was a policy statement by the Small Manufacturers’ Institute concerned with the lack of training and opposing the closure of shop classes in high schools and community colleges. It is requested that the California Department of Education and California Community College Chancellor’s Office system to take immediate action to stop closing the shop programs in the public school system. The second was from CITA (California Industrial and Technology Education Association) regarding AB 1330 and an amendment that has been added to the bill. This bill adds the CTE course as requirement for graduation. The major wrong doing of this bill is the amendment added stating, “that parent’s be told that if students take the CTE course that will be impossible for the student to attend college”. Mr. Chocholak is in support of this bill with the amendment of “inability to attend college” be removed.

Mr. Chocholak made a motion, seconded by Marty Keller, that EDPAC support both initiatives and forward the issues to Government Relations for further action. The motion passed unanimously.

Dean York commented that he is all for the program but he is obligated by the chain of command since it represents the Chancellor's Office. In order for the legislation to approve the program, the first step is providing the support of the EDPAC and then moves it up the chain. The Board of Governors is another body needed to be forwarded to.

Comment: This information should also be brought to the League and to the CEO Board meeting scheduled for tomorrow, June 16, 2011.

IX. Presentation: Economic and Workforce Development

Dr. Dianne Van Hook, Chancellor, Santa Clarita Community College District, gave a presentation on the vital role of community colleges in workforce development and the CEO's role in supporting economic growth. She was asked to share her presentation to the committee because of her passion for the community colleges ability to train the workforce.

She began by reviewing the history of a project that she was asked to work on with the congressman of Orange County. She was counselor at Santa Ana College in the 1970's and was asked to put together a symposium for over 300 CEOs. The point was how to train the workers who were part of the companies that were to move into Orange County. There were restrictions in the 1970's, district boundaries. Community colleges could only be attended by students living the district. Therefore, she needed to figure out how to broker training needs between community college districts. As a result, there was a facility that began called Technology Exchange Center, for training needs found for businesses. Her interest was struck in training when she saw companies that were turn-key with the labor needed to get going as well as people to move in and make a meaningful wage. She knew that when she would be a CEO that she would develop this passion to make wealth of education fuel the economy.

Dr. Van Hook's passion believes that workforce development is good for the individual, good for the economy and good for the state. She stated that she will share why the community colleges should support economic development. It is the CEO's job to promote the college's role in economic development of their region. First reason to support it is in the mission statement. The mission helps to rally the troops and build a case. Due to the efforts of the Chancellor's Office and Board of Governors, it makes it easy for community colleges to streamline the rules enabling community colleges to respond in a timely manner. In the case of College of the Canyons (COC) with growth of 159% in enrollment and funding in 9 years, new rules were made. She formed the curriculum committee and it was to meet two times a month. When a business comes to COC and needs curriculum developed, COC gets things through from idea to offering within 3 months. Need to be able to do it on their time. Need to respond quickly to change. The reason that the community colleges are uniquely qualified is because they are the public area of California that does technical training, 80% of the jobs in the future require post secondary education but only 25% of that 80% require a bachelor's degree. When economic development and contract training are embraced, it boosts California economic growth, provides edge in global competition, meets diverse industry needs, and creates job training opportunities. As a college utilizing economic development, there is a built trust, goodwill, and confidence. It builds a base that advocates for things other than economic development, builds partnerships, pass local bonds, increase foundation revenue, get donations, etc. It is a concentric circle.

The economy is counting on community college. Education is an investment. Dr. Van Hook said that a concern she has is that community colleges have lacked in competition and innovation. She noted that innovation comes from experience, knowledge and dreams; must figure out a way

to foster innovation. Need to compete in science, engineering and math. Companies who are in the top 500, 46% of their income is generated outside of the U.S. The CEO's role in leading economic development needs to be on the campus, in the community, and state and federal levels. The information about the ten initiatives from this group needs to be on the CEO's desk because they do not know about these programs going on through EDPAC. This will make CEO passionate to advocate for it. On campus, the CEO needs to lead the effort. They have to be seeing the structure, see the planning and make sure contract education is integrated into planning processes. Have to highlight, promote and share with foundation. Take a risk. On campus must keep finger on pulse of a lot of variables. Do not change the message. Realize unexpected market demands. A CEO must anticipate future competition, know about quality of what is being done, talk about potential partnerships and supporters, and reexamine how business is done.

In the community, the CEO symbolizes the college commitment to contract training and the being available to the business community. The CEO needs to develop business partnerships. Have to be networked and get word out, try and say yes and be willing to invest. Listen and think on putting people together.

At the state and federal level, the CEO must envision what is possible, work to shape policy, impact structure to maximum funding, initiate advocacy, and work to change the laws. If things do not work, fix it. Dr. Van Hook asked how do you get started and take it to the next level. She said the CEO's role is to help people succeed in the workforce. Be the trainer of the workforce. Listen to customers and look at it from their perspective. Provide leadership to the community. Broker deals and plant lots of seeds and leverage networking power. Foster relationships. Learn to live each other's oddities and find common interest for mutually beneficial outcomes. Celebrate small successes and thank everyone. Prepare for next move. Dr. Van Hook said that CEO's must leverage resources by constant dialogue with local industries. Administrators and faculty leaders involve in community groups and task forces, performed strategic alliances. Demonstrate abilities to partner and get match from industry. Serve all people in businesses in credit and non-credit curriculum. Always looking for different ways of doing things; result in jobs saved and more created.

Dean York thanked Dr. Van Hook for her wonderful presentation and strong support of the Economic and Workforce Development Program.

Question: What is the next innovation?

Dr. Van Hook said she is working Bill and Linda Gates Grant on helping students being successful. She is still working on integrating and coordinating the curriculum and the things that need to be done for CTE. She believes this area needs a lot of work. The start has been with the FastTrack program. She is also in the process of raising money for a Culinary Arts Institute. Instead of students taking loans of \$52,000 subsidized with state funds, Pell Grants and Cal Grants, she wants to offer students a program for \$720.

Comment: We need to think about training in the public sector. We need to provide on consistent bases for local communities in California.

Dr. Van Hook said that College of the Canyons has an extensive professional development program with 10 to 20 trainings per week for COC staff. Government entities are invited to these trainings. Launched a Customer service training institute, a master's in Public Administration was brought into the University Center at the request of the city and leadership to train the trainers at all levels.

Comment: Los Rios also has a program that is utilize with the state.

Dr. Van Hook agreed that this would be a good model for training local communities.

Question: Having knowledge of grant making with community colleges, there seems to be disconnection between the colleges and the WIBS. How are you working with those partnerships?

Dr. Van Hook indicated that COC has a Chancellor's Business Council that holds quarterly events in which CEOs and public sector are invited. There is a lot of ongoing dialogue. The Santa Clarita District does a lot of work with National Science Foundation and private and public employers from San Luis Obispo to San Diego to Antelope Valley forming strategic alliances. Communication needs to be done not only within education but outside of education. Also, need to align two funding streams.

Dr. Hsieh agreed that CEOs need to dream big and go with what is stated. She thanked Dr. Van Hook for being a wonderful role model and invited her to speak at the CEO conference.

X. Presentation: Environmental Technology

Mr. Richard Della Valle, Environmental, Health, Safety & Homeland Security Statewide Initiative Director, gave an overview of the evolution of the Environmental Technology Initiative. The initiative began in 1991 as EHMT to provide knowledge and skills to work with toxic materials in compliance with government regulations while protecting the environment. The needs began with Clean Air Act and Department of Defense, etc. Six core courses were put together with many variations on theme throughout the community colleges. After 2001 environmental safety and homeland security became huge. Mr. Della Valle then introduced Mr. Michael Hall, Director, Northern California Environmental Training Center, who described his organization's efforts to extend environmental, health, safety and security education programs in California. Mr. Hall's major clients are California Conservation Core, Santa Clara County, and L-3 Communications. Currently, Mr. Hall is working with California Conservation Core on a large project on CTE with one of their charter high schools. Other projects that Mr. Hall is involved in are technical assistance of health and safety with nanotechnology and the launching of a pilot initiative to train the trainer for certified emergency response training. He is in collaborations with Environmental Safety Group, Northern California Alliance Fuel Professionals, Bay Area Environmental Safety Group, etc. He is the only community college to be a Registered Environmental Health Specialist making them a credited agency. Most exciting happening is a Resource Conference being hosted at Santa Clara, summer of 2012. His program offers scholarships to students, other colleges in his region, and those misplaced; whatever helps develop a career ladder. Mr. Hall introduced Mr. David Senior, Department Chair, Public Safety, Central California Environmental Training Center. He gave a presentation on the expansion of their First Responders Training facilities for fire, police, and EMS personnel. They do their training based on customer's needs. The college in Lompoc Valley supports their new facility that will be built to train for environmental technology, training props for both police and fire, city grids for driving and responding to emergencies, and green technology. Plan to open in August of 2013. In the meantime, going through ways of making facility self-sufficient once completed.

Mr. Della Valle comments that as an initiative they progress by meeting needs and change of local region and state wide.

Comment: Who do you envision the new facility supporting?

Mr. Senior said that the facility is meant to be a statewide facility.

Dr. Hsieh thanked all the presenters of Environmental Technology. She referred everyone to review the information provided for item VII on the agenda and introduced those for public comment.

XI. Public Comment

Mr. Mark Epstein, Executive Director of the Secondary Environmental and Science Educators Institute, gave an update on his organizations Environmental Career Preparation program and highlighted areas where EWD could provide assistance. Pushing for ABA 35 designed to help serve career academy and theme academy pathways. One program is for developing pre professional training. The budget situation has caused roadblocks. EWD can help serve the academies with these needs for classes.

Dr. Hsieh asked with currently having AB515, will that have any impact on Mr. Epstein's request?

Dr. Van Hook said that you do not need AB515, you can offer it as credit for a contracted course. This is possible as long as course has been through curriculum committee and approved by board and taught by AB1725 qualified facility member.

With the high school academy, Mr. Epstein wants to bring courses together and have a certificate which would be issued by an Initiative Director. He wants the units to be transferred at a later date.

Mr. Duran stated that this topic would be better suited as an agenda item for a future meeting instead of a public comment.

Mr. Ken Quesada announced a Regional Workforce Action Clinic that would be taking place the following day. It will be the final reports by all ten regions. He invited members to attend if they are in the area.

Mr. Spencer Wong mentioned, as a follow up to the Green Report presentation, that there is information on his website about products that support green economy. He encouraged members to peruse the website if they are looking for information about the green economy.

The meeting was adjourned at 3:11 p.m.

SMALL MANUFACTURERS' INSITUTE (SMI)
INDUSTRY POSITION STATEMENT
CAREER TECHNICAL EDUCATION - "SHOP"

June 2, 2011

1. There is a shortage of skilled manufacturing workers and technicians in California and the nation.
2. Thousands of high paying technical and industrial jobs go unfilled as a result of the loss of critical trade and industrial programs at the secondary and post secondary level in our public school system.
3. Most disturbingly, at the middle school and high school level, even when trade and occupational specific programs are available, many students are unable to take full advantage of these courses. This is due to academic graduation requirements that dismiss the realities of the work place and the educational value that these programs offer.
4. Occupational specific trade and industrial courses must be offered to students, at the middle school, secondary and post secondary level, on the school site, and during the regular school day.
5. Even as business and industry commit significant resources to the improvement of trade and industrial programs, state policy maker's work against these efforts by closing the very programs the manufacturing industry is supporting.
6. Business and industry cannot afford to, and has no intention to, invest resources, in teaching basic technical skills and processes to entry level high school and community college students during the business work day and on the industrial work site. Until recently this has been the task of the public school educational system and should remain so.
7. Individuals who enter the workplace without sufficiently developed technical "hands on" skills represent a tremendous financial burden, increasing production costs, and significantly inhibit the ability to be effective competitors in a global market.
8. In the public school system, business and industry expects both academic and employability skills to be taught **as an adjunct to the "hands on" trade technical skills** that we have come to expect. In the past the fact that graduates possess job specific technical "hands on" skills has always been assumed by industry.
9. We believe that it is critical to realize that academic skills are intended to be implemented "**in addition to**", not "**instead of**", occupational specific "hands on" technical and industrial training.
10. We do not support or endorse any plan to transfer the responsibility of "hands on" technical skills training from the public school system to industry, the industrial site and the work place.
11. **We request the California Department of Education, and the California Community College Chancellor's Office, take immediate action to stop the closing of "shop" programs in the public school system.** The loss of these programs has reached epidemic proportions, threatening the state's economy and public welfare. These programs must be preserved! They are essential to the economic recovery and sustained prosperity of the State of California.

Attachment "B"



California Industrial and Technology Education
Association and Foundation
www.citea.org

P.O. Box 729, Diamond springs, CA 95619-0729
916 704-4746 (ph),

Date: June 9, 2011

Senator Alan Lowenthal, Chair
Senate Committee on Education
Room 2083, State Capitol
Sacramento, CA 95814

Dear Honorable Senator Lowenthal:

I am writing in support of AB1330 *if amended*. After careful analysis I find the provisions **requiring public notice** regarding CTE courses discriminatory towards these programs creating a separate "class" of coursework that must carry a *warning label*. This requirement essentially tells parents, teachers, pupils, and the public this course may be bad for students. It creates a "class" of coursework in K-12 for which is unnecessary and unwise. Other colleges in the US give additional credence to CTE courses on their applications. Would we not want them to take coursework in the "Shop Class" desired at a CSU promoting such learning? San Jose State University, Cal Poly as well as other colleges actively look for students that have taken the "Shop Classes" needed for their industrial technology programs.

The public notice provision must be removed from AB1330 and then it will do the job it was intended to do – provide equity to CTE coursework so badly needed in our schools. This provision is a poison and a "skull and cross bones" for CTE. Encouraging and continuing a long standing discrimination towards CTE courses is what legislation should be ending not promoting.

Our organization would like to offer any assistance to you in supporting and promoting CTE in our schools. If there is anything our organization can do to help, please don't hesitate to call on us.

Lance Gunnensen
Past President -
Advocacy Liaison -
California Industrial Technology Education Association
Instructor -
Industrial and Technology Education
Davis, CA
916-704-4746 cell

**California Community Colleges
Economic and Workforce Development Program
2012-13 Expenditure Plan**

Project Title	2011-12 Actual Expenditures		2012-13 Proposed Expenditure Plan	
	Annual Funding by Project	Total Program Funding 2011-12	Annual Funding by Project	Total Program Funding 2012-13
REGIONAL BUSINESS RESOURCE, ASSISTANCE AND INNOVATION NETWORK CENTERS				
Advanced Transportation Technology and Energy	205,000	1,435,000	205,000	2,050,000
Applied Competitive Technologies	205,000	1,230,000	205,000	2,460,000
Bio-Technologies	205,000	820,000	205,000	1,230,000
Centers of Excellence	205,000	820,000	205,000	1,845,000
Environmental Technology	205,000	820,000	205,000	1,230,000
Health Occupations	205,000	954,403	205,000	1,640,000
International Trade Development	205,000	1,025,000	205,000	2,870,000
Multimedia and Entertainment	205,000	615,000	205,000	1,230,000
Business and Entrepreneurship	150,000	1,435,000	150,000	2,800,000
Workplace Learning/Basic Skills	205,000	1,230,000	205,000	2,460,000
Initiatives (Hubs)		900,000		3,015,000
Subtotal		11,284,403		22,830,000
SPECIALIZED SHORT-TERM GRANTS				
Responsive Training Fund for Incumbent Workers	Varies	3,500,000	Varies	8,000,000
Industry Driven Regional Collaboratives	Varies	3,800,000	Varies	8,407,416
Job Development Incentive Training Fund	300,000	2,010,107	300,000	4,529,000
Capacity Development for Rural Community Colleges	173,584	173,584	173,584	173,584
Subtotal		9,483,691		21,110,000
STATEWIDE NETWORK LEADERSHIP, ORGANIZATIONAL DEVELOPMENT, COORDINATION, INFORMATION AND SUPPORT SERVICES				
EWD Training and Development	237,525	237,525	300,000	300,000
EWD Coordination Services	198,381	198,381	400,000	400,000
EWD Data Collection/Strategic Review	0	0	200,000	200,000
Strategic Priority Leadership and Technical Assistance	172,500	1,725,000	172,500	1,725,000
Subtotal		2,160,906		2,625,000
TOTAL PROGRAM		22,929,000		46,565,000



Initiative Reports

October 2011

Health Workforce Initiative

Linda Zorn

Lieutenant Governor Gavin Newsom and the California Community Colleges system have partnered to launch several new healthcare workforce pilot programs. California's pilots were designed using employer feedback from the Community College's Health Workforce Initiative. These pilot projects are part of the Obama administration Council on Jobs.

Based on employer feedback, the California pilot projects will increase 'job-readiness,' and ultimately student success and completion rates, by addressing sector-specific basic skills, such as medical terminology, and appropriate computer skills for health information management. In addition, the pilots will be tailored to local employer needs in each of California's different regions.

The pilot programs, coordinated by the Health Workforce Initiative will include: One, the development of a standard "allied health prerequisite" package consisting of core courses, soft skills, a new "Introduction to Allied Health" course, professional skills, medical terminology, and other foundational skills that lead to a number of allied health careers; Two, a ramp-up of entry-level bridge programs that will integrate work readiness, career guidance, support services, contextualized basic skills and technical training to accelerate student progress along career pathways in allied health. One specific example will be the creation of a "bridge to Medical Assisting program", to move more students along the pipeline and into employment; Three, innovative skills development programs for the acceleration of basic skills acquisition (aka allied health "boot" camps) to increase student readiness for allied health programs; and Four, the expansion of existing initiatives to provide contextualized Medical Biology, Medical Chemistry, Medical Math and Medical English at the high school level to increase the basic skills preparation.

Interactive Internet & Mobile Applications for Business

Steve Wright

From our iima4biz workshops it became apparent that adult resistance to these interactive internet and mobile applications represents the greatest risk of obsolescence that people over 30 have ever faced. Accordingly, our 2011-12-work plan was approved to address these needs in business, medicine, government and entertainment. Consequently we have renamed the NMEI Initiative the IMA4Biz Initiative.

This new focus puts us strategically at the head of a huge technology wave in which internet and mobile applications and ethics vary by vertical industry segment. Workshops for various vertical industry segments will be labeled; iima4med, iima4gov, iima4entertainment, as well as iima4biz.

Curriculum and certification programs will be developed in concert with input from our extensive internal and external advisory cohorts along with specialized needs defined by industry consortia.

We continue to reach out to the Spanish speaking population with Tecnificate, which has attracted hundreds of Spanish-speaking business owners to full day events at participating community college's locations.

Entertainment will remain a priority area for our Initiative, particularly at LAVC, where our emphasis will be on the rapidly evolving web and mobile applications in the entertainment industry. NOCCCD Center will focus on contract web application classes, and our new center at Hartnell will focus on job generating Non-profits in the Latino community with social media training.

Business & Entrepreneurship Center Program

Michael Roessler

The Business & Entrepreneurship Centers (BEC) facilitates the success of business and entrepreneurship through partnership and collaborations with business, industry, education and government. The BECs advocate for the advancement of entrepreneurship at the community college level as well as the high schools in their region through low-unit, certificate classes and a focus on Youth Entrepreneurship Program (YEP) activities.

Outcomes: The Business & Entrepreneurship Center (BEC) program offered 262 business-training events for the fiscal year 2010-11. These high quality, targeted trainings attracted 2,626 attendees. In addition, technical assistance was provided to 567 business owners throughout the state.

Outcomes: Numerous Youth Entrepreneurship Programs (YEP) programs, administered by Business & Entrepreneurship Centers (BEC) and Centers for International Trade Development (CITD), partnered with the Extreme Entrepreneurship Tour to bring the country's top young entrepreneurs to California Community College campuses to help spread the entrepreneurial mindset during motivational, half-day, high-energy conferences. Over 4,500 young people with aspirations of starting their own small business witnessed the recently completed 14-stop tour.

Outcomes: The primary intent of Faculty Entrepreneurship Project Mini-Grant Program is to develop new entrepreneurship credit courses; program-specific, low-unit certificates; and degree programs in Entrepreneurship or Small Business Management. Twenty-three (23) proposals were approved, during our second round, for funding in the amount of \$256,741. This work must be completed and published online or in their course catalog for Fall 2012.

Environment, Health, Safety, and Homeland Security Initiative

Richard Della Valle

The California Environmental Training Center (CA ETC) had many offerings of the following courses over the last quarter. These courses include: Customized Training in Title 22 (Hazardous Waste Regulations Yearly Overview for the state), Hazardous Waste Minimization, Incident Command System, Blood Borne Pathogen, Workplace Violence, Fork Lift Operations, 8-hour OSHA, 24 and 40hour OSHA HAZWOPER (Hazardous Waste Operations and Emergency Response) and Compliance School. A selection of business clients included: Goodrich, California Conservation Corps, Metro United Urban Industry, Goal Line L.P., SCS Engineers, General Dynamics, Natural History Museum, City of San Diego Water Department, Portland Energy Conservation, and the California Advanced Lighting Control program.

Michael Hall and the Northern California Environmental Training Center (NCA ETC) received the 2010 Champions of Excellence Recognition from the Alliance of Hazardous Materials Professionals (AHMP) award. The recognition is given to members and organizations for excellence in EH&S training.

The California ETC's hosted a FEMA authorized (Community College Citizen Preparedness Program) class that had over 20 instructors become certified FEMA trainers. This instruction will be delivered statewide over the next 2 years. The training can assist in fulfilling the requirements for Community Colleges to retain their authorized FEMA status.

The CA ETC will partner with PETE (Partnership for Environmental Technology Education) on a National EHS Instructors Conference August 6th to the 10th. We continue our partnerships with the WIB's, highlighting key environmental work at the SD ETC and the LAOC ETC. Both centers have excelled in partnering with their local WIB's on a variety of projects that range from Green Building and Solar Installation training to EH&S certification.

Applied Competitive Technology Initiative

Jose Anaya

Manufacturers are important to California's economy and crucial to its recovery because they employ over 9 percent of California's workforce and account for nearly \$224.3 billion in output. Furthermore, manufacturing accounts for 87 percent of California's exports. Unfortunately, manufacturers are struggling to find skilled workers with the needed skills to operate and repair sophisticated factory equipment, positions that pay 70% more than nonfarm jobs. To respond to this need, the CACTs and industry partners formed a state-wide consortium to seek out grants that address the training and job placement needs of manufacturers in such diverse industry sectors as: aerospace, biomedical devices, alternative energy, and industrial instrumentation. To date, this collaboration with industry partners has secured over \$7 million in grant funds to train workers for jobs in manufacturing and high technology.

The most recent grant awarded to the consortium is an H1-B Technical Skills Training grant that will fund the California IT & Advanced Manufacturing Career Pathways (CIAMCP) project. The grant is worth \$5 million and the recipient is California Manufacturers and Technology Association. The grant will offer 3,092 workers certification and/or industry credentials in information technology and advanced manufacturing to up-skill and advance incumbent workers climbing a successful career pathway, as well as re-employ displaced workers by providing skills to demonstrate proficiency in rapidly changing, globally competitive technology fields. The project will also include incumbent worker training. In addition to the CACTs, the key partners include Pacific Gateway Workforce Investment Network, IBM, Lockheed Martin and Edwards Life sciences.

Centers of Excellence

Elaine Gaertner

The Centers of Excellence (COE), in partnership with business and industry, conduct workforce research on emerging industries and occupations for use by colleges in resource development and program planning. The initiative consists of 4 funded regional Centers, 1 non-funded affiliate Center, and two advanced research Centers, which are partially state-funded.

The COE Initiative is partnering with the Institute for the Future, an international research firm, on a Future Workforce 2030 study through the lens of STEM. The findings will be used to inform products for students and career counselors and will be shared in Spring 2012.

The Initiative was recently selected to be part of a national community college pilot project, "Credentials That Work", through Jobs for the Future and the Lumina Foundation. Colleges across the nation will apply real time LMI tools and share promising practices as part of a National Innovators Network. The project will provide COE one year's license to the software, which "scrapes" job listings from various information systems to identify skills, wages, jobs postings, and employment trends and is updated weekly.

The Central Valley COE, hosted at Modesto Junior College, has been nominated for the National Bellwether Award by the Community Colleges Futures Assembly and will make a presentation in Orlando, Florida in January 2012.

COE recently published the results from a survey of colleges regarding how they were using the labor market information provided by COE. The following was reported by 292 college respondents who had accessed COE scans or local college customized reports: One, college secured \$57.5M in grants using COE labor market information in their proposals; Two, colleges revised 58 different programs, and; Three, 128 new programs were started as a result of the information from COE's industry scans. 98% of users were "very satisfied" or "satisfied" with the quality, timeliness, and relevance of the information they received.

Applied Biotechnology

Jeffery O'Neal

The Biotechnology Initiative is moving forward with a number of strategies to address the current and looming budget restrictions. One of the most effective strategies has been partnerships. The Initiative has developed partnerships with a number of organizations with similar goals that allow the Initiative to effectively leverage resources to conduct activities. Among those organizations and the activities conducted, include; partnering with the CUS and the UC to conduct joint marketing efforts to industry trade shows, partnering with the major industry trade organizations to conduct research and analysis to better understand workforce needs and the appropriate training response, partnering with corporations such as Amgen to provide training materials and support for educational outreach to high schools and colleges, partnering with the NSF funded national biotechnology education program BioLink to disseminate educational materials and conduct professional development experiences for faculty, partnering with private educational organizations such as Coastal Marine BioLabs to develop and disseminate new curriculum in emerging areas and areas that require specialized expertise, and partnering with industry and research organizations to obtain donations of equipment and supplies to support biotechnology education at the colleges.

In addition, the Initiative continues to support its strategy of developing outside funding sources. The Initiative Centers have applied for, and obtained funding from a number of outside sources, including federal sources such as the US Department of Labor and the National Science Foundation. Projects funded and under development through these sources include projects that fast-track to work chronically unemployed and under-employed individuals, and programs for training in newly emerging biotechnology related skills.

Workplace Learning Initiative

Bruce Whistler

The Workplace Learning Resource Centers are working to further integrate and optimize their services in order to build a leaner WpLR Initiative that copes with and thrives in the new realities faced by the State of California.

WpLRC has initiated outreach to other groups focused on Basic Skills (in the broadest sense) within the state to share and leverage resources. This outreach has fostered relationships with WIBs with 5 of 6 centers reporting significant partnerships. It has partnered with AmEnglish to share revenue on the any use of its online learning through our website. Goodwill Industries International is considering WpLRC to be its partner in rolling out its Community College Career Collaboration 4C initiative statewide. It has developed transformative technology training for CTE, EWD, and Academic Faculty to provide technical assistance to the Community College System. The initiative has sponsored webinars on the directions that corporations are taking their training, usage of online software, and open educational resources. It is currently developing webinar based Google docs training. The Cuyamaca center has adopted the use of You Tube in their marketing.

The initiative is also working to maintain and build its capacity as a resource center through its online resource database. Partnering this year with the Community College Open Educational Resources Collaboration it has added to the size of its database. It has also reached out and is in the process of linking to others such as the National Repository of Online Curriculum, the Outreach and Technical Assistance Network, and Career Ladders.

Amidst all of this activity, the six centers have held to their core responsibilities and reported more than 11,000 hours of training and 1700 hours of technical assistance in the Online Data Collection System for 10-11.

Training and Development Institute

Catherine Swenson

Training and Development is a capacity development initiative whose primary clients are the colleges and the economic and workforce development professionals providing services to business. It is one of the few remaining avenues for staff development left within the system and reaches faculty, administrators, and economic development practitioners, providing training and technical assistance.

Training and Development will play a critical role in helping colleges pursue more contract training opportunities. The efforts of the California Corporate College can help secure large contracts while T & D helps colleges improve their capacity to respond to and seek out opportunities with industry for training and revenue generating activities. Training & Development will be undergoing operational review in 2011-12 and will be conducting a state of the field study to determine college needs and where best to focus T&D resources in the future.

Managing the advocacy and marketing for the program will be even more important to position the community colleges as the go-to delivery partner for state agencies, associations as well as business and industry. Additionally, the management of the development of the Data Collection System (DCS) and preparing for Program reauthorization are even more urgent at this time. The need for quality, reliable data is essential to demonstrate the return on investment for the continuation of the Program in 2013.

International Trade and Development

Jeffrey Williamson

The Centers for International Trade Development (CITD), an initiative of the California Community Colleges, Economic and Workforce Development Program is currently working on three programs. The first program is California STEP. This program is grant funded and is intended to make exporting easier for California small businesses. It will assist small and medium size companies to orient themselves towards global markets, by providing opportunities to experience them through export promotion activities. The second program that CITD is concentrating on is the newly signed agreement with California Department of Food and Agriculture (CDFA). This program will carry out an agricultural export program for the State of California. Lastly, the CITD is working on Globalization, and in particular exporting, because it remains the largest potential growth path for California's and the Nation's economy.

CITD will be working over the next 12 months with the California STEP. This will implement more than twenty export promotion activities leveraging the strengths and expertise of multiple partners including: the Community Colleges Economic & Workforce Development Programs, the City of Los Angeles Metropolitan Export Initiative (MEI), the California Chamber of Commerce, eight regional Centers for International Trade Development, the U.S. Department of Commerce, International Trade Administration, the Export Import Bank of the United States, and the Small Business Administration, adopting the best practices and market reach of each partner. Under the new agreement with the CDFA, the Centers for International Trade Development will work to implement international agricultural promotions, identify and apply for federal grants to increase food and agricultural exports and provide export readiness training for small farm and food producers. This agreement also allows accesses federal funds to support food and agricultural producers to participate in trade missions, inbound buying delegations and obtain export readiness training each year, fifteen international business promotions (both inbound and outbound) are organized, assisting 150 companies, and resulting in over \$2 million in exports each year. In Globalization and exporting, the CITD initiative provided international trade services over 2,000 companies/entrepreneurs that helped to generate over \$30 million in economic impacts through international trade. The CITD centers provide services to short term export and import training programs, global marketing events and opportunities; one-on-one technical assistance; international business curriculum development assistance for colleges; international business and strategic planning for small businesses and entrepreneurship training programs for youth and young adults.

Advanced Transportation Technology and Energy Initiative

Peter Davis

ATTE training priorities are influenced by many sources including the Community College's Economic and Workforce Development Program mission statement, legislative regulatory agencies, grants and requests from the Chancellor's Office. ATTE, as funding permits, continue to offer in-service training to interested faculty from all California Community Colleges and our Energy Academy High Schools partners to increase the total capacity of the system. Based on regional workforce development needs ATTE will continue to provide technical assistance, develop curricula and deliver advanced transportation and energy training Statewide. ATTE also serves as technical experts to offer direction and industry requirements to potential funding sources, such as the Legislature, EDD, CALTRANS, CDE, CEC, WIB, WIA and ETP, as requested. Our concentrated effort of planning, delivery and developing of partners has yielded (revised Sept, 2011) grants/contracts for \$17,300,000 transportation and energy training through 2015. These grants/contracts demonstrate a powerful return on investment and reflect a clear connection and understanding by ATTE of the energy and transportation priorities in California.

ATTE has noted outcomes in technical assistance, outreach/marketing, curriculum and training delivered. The outcomes for technical assistance at the request of the Initiative Director, to assist the Initiative, the CCSF and Cerritos ATTE Centers created DCS guidelines so that the Initiative's data fields to be populated accurately, consistently and completely. Also, ATTE Center at San Diego Miramar is now a member of the El Camino High School Energy Advisory Board. The outreach/marketing outcomes has included several ATTE Center Directors who participated with the California Department of Education Utilities and Energy Advisory Committee to assist in the development of curricula in the area for high school energy academies including integration with career technical education pathways to community colleges and universities. In the West Valley, it was recently reviewed by the California Employment Training Panel for the successful contract implementation and completion of the Energy Management Program. The ETP has offered a new round of funding for two years to expand the successful program. ETP is proposing a contract for \$750,000 to implement new ATTE training. The curriculum outcomes in the West Valley, ATTE graduated 25 students from the Energy Management Program and 15 of those also completed the Solar Project Management course. In Cypress, the WIB partnership delivered alternative fuels training for 50 new and incumbent workers. Also, the COD trained 100 workers on Utility Scale Solar technologies at its Desert Energy Enterprise Center, 40 in Blythe through a subcontract with Palo Verde Community College. The training delivered outcomes impressed by the 60 solar graduates who have received employment offers at the Desert Sunlight energy project. At Rio Hondo, a 3-day, 24-hour "Hands-On Electrical/Electronic Diagnostics" and "Hands-On OBD-II Training" was held where 22 high school and community college instructors attended the Train-the-Trainer session. Cerritos delivered EVTIP 50 hour certified training and 9 faculty attended and received EVITP certificates. At LBCC, Train the Trainer was held to qualify 15 faculty from the ATTE Colleges, sister colleges and the transit fleet to teach the course, a 4-day program on the Cummins ISL G 8.9 liter dedicated compressed Natural Gas Engine system, as required by the Southern California Regional Transit Training Consortium.