



# Strategic Plan

California Community Colleges Economic and Workforce Development Program



Adopted 1992, Updated December 1998



## Section I

Throughout our state are 107 community colleges offering a wide range of expertise which is available for the training of California's workforce. Together, these colleges represent a \$3 billion resource system with the flexibility to serve new and expanding businesses in California. ED>Net is the California Community College Economic Development Network.

The ED>Net goals focus on the following areas:

**RESPONSE** - To coordinate a community college system response that meets statewide workforce needs and helps attract, retain and expand business.

**PRIORITIES** - To identify economic development priorities and implement innovative solutions.

**RESOURCES** - To identify, acquire, and leverage resources to support community college economic development activities.

**CAPACITY** - To build capacity to respond to local, regional, and statewide economic development opportunities.

**INFRASTRUCTURE** - To create a logistical, technical and marketing infrastructure for community college economic development activities.

**ACCESS** - To optimize business and industry's access to community college economic development services.

**PARTNERSHIPS**- To develop strategic public and private sector partnerships.

**QUALITY** - To pursue continuous quality improvement of community college economic development services.

### MISSION

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

### EDUCATION CODE

**88520.** The following definitions govern the construction of this part:

(a) "Business Resource Assistance and Innovation Network" means the network of projects and programs that comprise the California Community Colleges Economic and Workforce Development Program.

(b) "California Community Colleges Economic and Workforce Development Program," "economic and workforce development program," and "EDNet Program" mean the program.

## Section II

Section II of this strategic document relates each goal to opportunities and long range strategies.



**GOAL 1:** To coordinate a community college response that meets statewide workforce needs and help attract, retain and expand business.

### Opportunities

- ◆ *Business and industry can benefit from a central point of access to identify and coordinate the training resources of the 107 community colleges to meet their training needs.*
- ◆ *Some businesses need standardized (uniform, consistent, customized, tailored) training to be coordinated and delivered regionally or statewide.*
- ◆ *The 107 community colleges need the centralized coordination to describe/market/provide a resource for model programs/services.*

### Strategies

- ◆ *Develop a management model/plan which includes finding and accountability guidelines.*
- ◆ *Determine the viable organizational structure to coordinate a response between industry and colleges.*
- ◆ *Develop a process to identify the training and resource strengths of the 107 community colleges which can be assessed and developed to meet economic development needs.*

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**GOAL 2:** To identify economic development priorities and implement innovative solutions.

### Opportunities

- ◆ *A dynamic economy will have new and changing needs for training and education for maintaining the workforce.*
- ◆ *Community colleges offer a vast resource of expertise and facilities to meet the changing economic development needs of California's business and industry.*

### Strategies

- ◆ *Scan economic development challenges.*
- ◆ *Assess the ongoing needs of existing models.*
- ◆ *Initiate and demonstrate models.*
- ◆ *Document implementation of models (how to).*
- ◆ *Build bridges among the initiatives.*

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**GOAL 3:** To identify, acquire and leverage resources to support community college economic development activities.

### Opportunities

- ◆ *There are numerous federal, state, and local finding sources which can be accessed by the community colleges to enhance economic development programs.*
- ◆ *The community college system has expertise in leveraging resources.*
- ◆ *Partnering with public and private entities provides a mechanism for reworking multiple resources.*

### Strategies

- ◆ *Research funding opportunities at federal, state, foundation, and industry on an ongoing basis.*
- ◆ *Explore legislation for economic development specific to community colleges.*
- ◆ *Utilize internal and external experts to acquire grants and contracts.*
- ◆ *Establish and maintain finding to leverage identified economic development initiatives at community colleges.*

## Section II (continued)

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**GOAL 4:** To build capacity to respond to local, regional, and statewide economic development opportunities.

### Opportunities

- ♦ *Businesses in different regions present unique economic development training needs.*
- ♦ *The training needs of business and industry are increasing as technology and the marketplace change.*
- ♦ *Changing demographic patterns demand flexible training solutions; the community colleges are committed to and have experience in working with diverse populations.*
- ♦ *Individual community colleges vary in the extent to which they have established systems and staff to respond to economic development needs.*
- ♦ *Small and medium-sized business must respond to their customer needs but often lack the resources to remain competitive.*

### Strategies

- ♦ *Encourage and support the establishment of economic development programs at local community colleges.*
- ♦ *Support and enhance the role of economic development professionals at local colleges through such activities as technical assistance and in-service training.*
- ♦ *Establish regions that are coterminous with such organizations as the California Community Colleges Administration of Occupational Education and other community college organizations to enhance communications and delivery of economic development services.*

### Regional Coordination

*The State Chancellor's Office has divided the state into ten regions to coordinate more effectively community college economic development activities. The primary objectives of the regional lead colleges are as follows:*

- ♦ *Encourage and support the establishment of economic development activities at local community colleges*
- ♦ *Provide regional in-service training on economic development programs and activities*
- ♦ *Facilitate the coordination of activities among community colleges offering economic development programs and services in the region*
- ♦ *Assist with the marketing of ED>Net and the California community colleges to local and regional and business and industry*
- ♦ *Identify and reduce barriers to economic development in local and regional areas*

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**GOAL 5:** To create logistical, technical and marketing infrastructure support for community college economic development activities.

### Opportunities

- ♦ *Today's information society has created technical tools which allow the community colleges to deliver economic development services locally, regionally and statewide.*
- ♦ *Community colleges services are more easily marketed to businesses when presented in a consistent manner statewide.*

### Strategies

- ♦ *Become the California Community Colleges clearing house for economic development programs and services.*
- ♦ *Maintain a centralized clerical staff sufficient to meet the needs of the California Community Colleges Economic Development Network, including ED>Net consultants, committees, chairs, and statewide projects.*
- ♦ *Design systems and tools to enhance economic development services to businesses.*
- ♦ *Build a statewide interactive database integrating all ED>Net initiatives.*
- ♦ *Leverage and maximize economic development marketing efforts by joining local colleges and ED>Net marketing efforts. Develop generic marketing materials for local, regional, and statewide use.*

## Section II (continued)

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**GOAL 6:** To optimize business and industry's access to community college economic development services.

### Opportunities

- ♦ *Businesses need assistance in locating community college economic development services.*
- ♦ *Minority and women-owned businesses offer special challenges in developing economic development capacity.*
- ♦ *The California Community College system, with its 107 sites, is dispersed throughout the state, allowing accessibility in all geographic areas.*
- ♦ *There are associations and industries that have statewide or regional needs for standardized training and services. They need assistance in locating community college resources.*
- ♦ *Community colleges need assistance in marketing economic development services to employers.*

### Strategies

- ♦ *Raise the awareness and acceptance of college CEOs regarding the importance of economic development activities to their institution.*
- ♦ *Provide in-service training for local community college economic development contracts, both faculty and staff.*
- ♦ *Identify and provide solutions to legal and systematic barriers in community college economic development delivery systems encountered by small and minority / women-owned businesses in urban and rural areas.*
- ♦ *Develop a systematic process for working with associations and industries to identify their needs.*
- ♦ *Continue to develop and utilize telecommunications to facilitate access between businesses and the community colleges.*

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**GOAL 7:** To develop strategic public and private-sector partnerships.

### Opportunities

- ♦ *Public and private-sector agencies must form partnerships to address the dynamic nature of California's economy.*
- ♦ *Strategic alliances with federal and state agencies can maximize the services that community colleges can provide to the public and private sector.*
- ♦ *The high degree of industrial transition and technology flux means that the jobs in the workplace will be continually changing and the workforce will need to have current skills.*
- ♦ *Existing economic development organizations are struggling with retention, expansion and attraction of businesses in California; community colleges can assist them in attaining their goals.*
- ♦ *The retention of business in California is a high economic development priority.*

### Strategies

- ♦ *Develop a process for investigating and evaluating potential public and private partnerships.*
- ♦ *Develop and continually update a list of potential future partnerships.*
- ♦ *Use a team approach with a lead person identified for the development of public and partnerships.*
- ♦ *Use a dual approach to partnerships: we will participate in their activities and they will participate in ours.*
- ♦ *Develop a legislative agenda which delineates the ED>Net priorities for legislative considerations.*

## Section II (continued)

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**GOAL 8:** To pursue continuous quality improvement of community college economic development services.

### Opportunities

- ♦ *California's status as a global economy has demanded changes in attitudes about the role of quality in communications, products, practices and productivity.*
- ♦ *Customers—students, staff and businesses—demand quality products and services. Credibility requires that continuous improvement be incorporated into all aspects of community college services.*
- ♦ *The philosophy of continuous improvement and total quality management is consistent with the need to involve all stakeholders in shared governance.*

### Strategies

- ♦ *Provide training in continuous quality improvement to community college staff and ED>Net staff that supports the economic development initiatives and programs.*
- ♦ *Plan for on-going in-service training as staff members and roles change.*

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## Section III

Section III of this document relates each strategic priority to the initiatives developed to implement them.

An ED>Net initiative is a delivery system for services which address economic development priorities. Initiatives have been funded to address the economic development priorities outlined above. The Initiatives are as follows.

- ♦ Advanced Transportation Technologies
- ♦ Applied Competitive Technologies
- ♦ Biotechnologies
- ♦ Business and Workforce Performance Improvement
- ♦ Environmental Technologies
- ♦ Health Care Delivery
- ♦ International Trade Development
- ♦ New Media/Multimedia/Entertainment
- ♦ Small Business Assistance
- ♦ Workplace Literacy
- ♦ Information Technologies

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[Staff Note: information technology, e-commerce and e-trade are identified as strategic priority areas in Education Code section 88500 (AB 2794, 2001) but are not presently funded initiatives]

ED>Net provides a single point of access to the 106 community colleges. ED>Net's operational unit supports the initiatives by providing technical assistance, a World Wide Web/Internet service, a database resource system, and centralized marketing and development activities through both its central office.

The state-funded economic development program provides incentive funding which enhances the delivery of services by the colleges to business and industry. The economic development program leverages local, state, and federal dollars and resources available to support community college and economic development activities.



## Strategic Priority Area: Advanced Transportation Technologies

Some 65 colleges have accessed the ATTI-developed curricula, workshops, and training. College districts have utilized the broad range of products and programs of advanced transportation training through the ten ATTI Centers strategically located regionally everywhere in the state. This has resulted in increased job creation and preservation within this emerging technology industry cluster. ATTI is providing training not only in alternative fuels, compressed natural gas (CNG), liquified natural gas (LNG), liquid petroleum gas (LPG), but also in electric and new advanced fuels such as hydrogen fuel cells. There is a rapidly expanding, on-going development in the area of Intelligent Transportation Systems (ITS). This new career field includes automated highway systems, on-board navigation systems, systems signaling and global positioning systems (GPS).

The statewide ATTI Committee functions as a systematic approach to removing access barriers to business and industry. They represent nine colleges from San Francisco City College to San Diego Miramar, which enable the colleges to increase service delivery to faculty, students and employers. Employers are given top priority through the leadership, guidance, and coordination which comes from the statewide delivery of the ATTI Initiative. This results in consistent, clear, and concise replicable programs which are tailored to local and regionally based college districts.

The ATTI Initiative is meeting the needs of business in California. The over-riding mission of ATTI is to create and preserve jobs in those rapidly developing, technologically driven industries while improving the environment and stimulating the economy. ATTI is training a workforce that needs future-thinking training today, and to meet the challenges of tomorrow's imminent transportation technologies. ATTI's programs will help to keep California competitive as an economic development powerhouse well into the next century.



The objectives of ATTI are:

- ♦ Develop customized, flexible programs and services in response to regional business and industry needs and demands.
- ♦ Pilot test new training manuals and teaching guides designed for use in training and re-training California's workforce.
- ♦ Develop integral public and private partnerships with Southern California Edison, PG&E, General Motors, NGV Coalition, CALED, Trade and Commerce, Air Resources Board, California Energy Commission, The Gas Company, and many others.
- ♦ Provide technical assistance to other community colleges, universities, and other institutions of higher learning.
- ♦ Develop national and international model programs which have been adopted by alternative fuel vehicle training groups across the globe.

## Strategic Priority Area: Applied Competitive Technologies

The Applied Competitive Technologies Initiative implements a strategic priority of the California Community Colleges Economic Development Program (ED>Net). The mission of the Applied Competitive Technologies Initiative shall be to assist California manufacturers to remain competitive in changing markets and a global economy. The Centers (CACTs) share five common attributes:

- ♦ A demonstration site built around computer-integrated manufacturing and/or process technology.
- ♦ A philosophical foundation based on continuous improvement and total quality principles.
- ♦ A capacity to provide training and technical services to small and medium sized businesses in advanced management and manufacturing process technology.
- ♦ A training environment for workforce skills enhancement and technology development.
- ♦ An integrated approach for technology deployment and educational services through partnerships with business and industry, complimentary service providers and professional organizations.

The objectives of Applied Competitive Technologies are:

- ♦ Enhance the competitiveness of California's small and medium-sized manufacturers by facilitating the transfer and adoption of advanced and environmentally sound manufacturing technologies and techniques by assisting in the deployment of new technologies and continuous improvement techniques.
- ♦ Deliver education and training for workforce skills enhancement and technology development that contribute to a continuous learning environment and life-long competencies for the in-place workforce.
- ♦ Promote the capacity of community colleges to provide
  1. Credit and non-credit programs and courses that contribute to advancing workforce skill development with focus on emerging occupations and industries.




2. Curricula enhancements to existing credit and non-credit programs to meet the identified needs of the manufacturing/technology workforce.
  3. Collaborative partnerships between manufacturers or technology employers and the community college.
  4. Courses, workshops, or other training in business, management and human resource programs in support of manufacturing.
  5. Computer-based programs both credit and non-credit, in automated process controls and the design of applied manufacturing technologies.
- ♦ Develop regional centers allowing for coordinated activities and services related to meeting and identifying needs of the manufacturing sector.
  - ♦ Create hands-on demonstration sites where local companies can train in integrated manufacturing processes and/or related technologies.
  - ♦ Provide one-on-one counseling, seminars, workshops and demonstrations that contribute to the achievement of success of existing small and mid-sized manufacturers.
  - ♦ Promote the growth of new manufacturing businesses and the creation of new job opportunities and assist in the retention of existing businesses throughout California.

## Strategic Priority Area: Biotechnologies

The Biological Technologies Initiative's primary goal is to facilitate and enable improved community college effectiveness in supporting biotechnology-related economic development in California.

Through the six Biotechnology Centers and participating colleges, the Statewide Initiative is addressing the following objectives:

- ♦ Provide technical assistance to community colleges interested in establishing and/or further developing biotechnology training programs and/or incorporating biotechnology into existing curriculum and programs
  - ♦ Provide demonstration sites for model programs, curricula and services related to biotechnology for use by education and the industry;
  - ♦ Provide faculty and staff in-service training through workshops, seminars and other means to improve the capacity of community colleges to meet emerging biotechnology industry needs
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- ♦ Provide points-of-contact for industry, government and other organizations interested in biotechnology
  - ♦ Provide pre-employment and in-service biotechnology training for both industry and the public sector
  - ♦ Provide job shadowing, job placement and student internship information and programs.

## Strategic Priority Area: Contract Education

Contract Education is a delivery system used by colleges and many of the ED>Net initiatives to provide services to business, industry, and government agencies. California Education Code, Sections 78020-78023, defines contract education as "those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college". The direct and administrative costs of providing these services, which include credit, noncredit, and not-for-credit offerings, are typically recovered through fees paid by the employer or organization to the college.

The primary objectives of the Contract Education Initiative focus on two areas:

### 1. *Training and Services to Employers*

Training programs and services are delivered through three mechanisms:

- ♦ Contracts with employers or consortia of employers



- ♦ Contracts with community based organizations
  - ♦ Fee-based individual enrollment programs
- In working with employers, contract education programs have begun to expand their focus from a training approach to a performance consulting approach. Performance consulting is a best practice which is already a standard used by private sector training and development providers. Community colleges have only recently begun to explore building this system capability. Using this



## Strategic Priority Area: Contract Education (continued)

approach, colleges work with an employer to determine their individual and business performance improvement needs behind a training request. Colleges are using this approach to develop performance-based training, and to identify other non-training services that may be needed to optimize the transfer of skills back to the workplace. Non-training services provided may include academic assessment, training materials development, performance needs analysis, job profiling, counseling, job placement, and other consulting services.

Nine regional **Business and Workforce Performance Improvement** Centers of Excellence have been established within contract education units to assist employers and colleges to develop capacity in performance consulting and performance-based training. The business goals established by these Centers are

- ♦ Provide delivery of performance improvement services through colleges to employers.
- ♦ Expand economic development partnerships with local and regional public agencies and employers.

### 2. Services to Colleges

The Contract Education Technical Support Project, funded by the Economic Development Program, provides for two Directors of Contract Education to work with the colleges. Their focus is to:

- ♦ Provide technical assistance upon request to begin, expand, or enhance local contract education and economic development programs.
- ♦ Codify and disseminate best practices used in the delivery of contract education.
- ♦ Provide skill development programs for contract education practitioners that raise the level of best practices and keep programs competitive with other training providers.
- ♦ Facilitate regional and statewide workforce/economic development projects and training contracts with the state's major employers and economic development partners.

- ♦ Collect and analyze data on contract education and job training programs, culminating in a status report on contract education, as mandated by AB 3512.

The Director of Organizational and Institutional Development is a statewide leadership project guided by the Contract Education initiative which provides technical assistance to:

- ♦ Assist the Business and Workforce Performance Improvement Centers of Excellence, and their regional partner colleges in developing performance consulting capability.
- ♦ Assist Districts who request help with organizational and institutional planning around restructuring and alignment of their economic development priorities, in support of the deployment of the colleges' economic development mission as defined in AB 3512 and SB 1809.

The Business and Workforce Performance Improvement Centers of Excellence also provide services to local colleges. Each Center has a Performance Consultant who works with colleges who request help in using a performance consulting approach with an individual employer. Each Center has Economic Development Liaison whose role is to conduct outreach to economic development associations in the region to market the collective resources of the regions' colleges. This work is currently being conducted in collaboration with the Regional Consortia, in response to the need for increased marketing of the colleges as identified in the BRAIN planning efforts.

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## Strategic Priority Area: Contract Education (continued)

### 3. *Statewide Contract Education Committee*

The Statewide Contract Education Committee is the advisory group for contract education statewide. The focus of the committee is as follows:

- ♦ To identify legislative issues and other access barriers to the delivery of contract education.
- ♦ To develop projects and funding that address the ongoing need to provide professional development opportunities for practitioners, including the Professional Development Institute.
- ♦ To guide the development of the Business and workforce performance Improvement Centers of Excellence.
- ♦ To foster communication among contract education providers, regional consortia, and other Economic Development Program initiatives.

### 4. *Professional Development Institute*

The Professional Development Institute delivers training to college economic development professionals and faculty on performance based training and other best practices that will keep colleges competitive in meeting the needs of business and industry. This professional development project services will be open to faculty and staff of all economic development programs and is designed to assure that Centers, Workforce and Business Performance Improvement Centers, and contract education and economic development units at the 108 colleges grow and remain operationally viable. The training and staff development activities of this project will build colleges' capacity to respond to service gaps identified in regional plans, as well as needs identified by strategic priority committees and colleges as colleges expand services to local and regional employers. The objectives of this project include:

- ♦ Develop and maintain resource and instructional materials for faculty and economic development professionals seeking to increase skills in providing front-end analysis, performance-based training and other best practices used in working with business and industry.
- ♦ Provide skill building for community college faculty and economic development practitioners in performance-based training and other best practices used in working with business and industry.
- ♦ Design and deliver new and modified curriculum, instructional packages and learning programs that contribute to the development of faculty and staff of economic development units and to support response to industry clusters within a region.
- ♦ Identify institutional work environment factors that help or challenge community college professionals to apply the new skills provided by the Professional Development Institute. Develop institutional support, professional development and transformational activities focused on removing systemic barriers to the development of new methods and the transition to a flexible administration of programs and effective delivery of services.
- ♦ Provide staff development to contract education and economic development providers to support performance-based training on a matching basis to business.

## Strategic Priority Area: Environmental Technologies

An action agenda was implemented by the Applied Competitive Technologies Committee of ED>Net during 1989-90 which included the need for developing new certificate and degree training programs for environmental hazardous materials technicians. Eight colleges joined together in an effort to develop a curriculum leading to a certificate or associate degree in environmental technology. Teams of faculty and local industry representatives completed the content of six core courses. Today more than 35 colleges have joined the Environmental Technology Consortia and through the ET Home Page ([ednet.cc.ca.us/ednet/et/etmain.htm](http://ednet.cc.ca.us/ednet/et/etmain.htm)) are linked regionally and statewide. The initial focus of the environmental hazardous materials training program has been expanded to provide for the delivery of all aspects of environmental, health and safety training to the community and the nation.

The colleges provide programs which address the environmental problems in the following ways:

- ♦ Provide trained environmental, health and safety technicians, who have completed an associate degree or certificate in environmental technology, for employment within industry and the public sector.
- ♦ Assist California industry to maintain compliance with state and local regulations that pertain to environmental technology, worker health and safety issues, pollution prevention and energy conservation issues.
- ♦ Provide training opportunities for environmental, health and safety technicians in the form of workshops, seminars and classes to enhance core skills.
- ♦ Develop new curriculum and delivery methods in the areas of environment, health, and safety.



## Strategic Priority Area: Health Care Delivery

In February 1998, the strategic priority, Health Care, was funded by the California Community College Chancellor's Office. The funding for this Economic Development program provided for a lead college and eight Regional Health Occupations Resource Centers (RHORC's). California's health care industry is experiencing a significant expansion in the need for workers in various categories, but especially in entry and pre-certification-level positions. In addition, there has been an increasingly rapid departure from the traditional model of health care delivery. This trend is due in large measure to a re-structuring of the health care delivery system as a result of cost-saving efforts. Today, health care workers in entry-level positions find themselves responsible for many of the services which have traditionally been delivered by professional/licensed staff. Because of this, California's health care industry must have



the ability and support necessary to meet the demands for providing consistently high quality services through well-educated and trained personnel. The Health Care Initiative addresses this critical challenge through the coordination of a Community

*(continued)*

## Strategic Priority Area: Health Care Delivery (continued)

College system response that meets statewide workforce needs and helps attract, retain, and expand business. The mission of the Health Care Initiative is to advance California's health care industry through quality education and services.

The Regional Health Occupations Resource Centers offer comprehensive program services in partnership with public and private agencies, health care organizations, and community colleges within an economic region.

The objectives of the Health Care Initiative are:

- ♦ Develop standardized job titles, job descriptions, and training for entry-level positions.
- ♦ Conduct state-wide health care training needs assessment.
- ♦ Coordinate California Community Colleges' health care workforce curriculum development programs.
- ♦ Assist health care industry members to optimize their access to training services available within the California Community College system.

- ♦ Develop instructional support materials that focus on technical skills specific to unique job categories.
- ♦ Articulate with higher education programs.

A primary objective of the Health Care Initiative is to develop a comprehensive approach to meeting the health care workforce education and training needs. Toward this objective, the Health Care Initiative Centers will provide

- ♦ Workplace skills assessments
- ♦ Customized curriculum
- ♦ Alternative education delivery methods such as computer-based training, credit and non-credit courses and distance learning.
- ♦ Access to training from 106 community colleges throughout the State.
- ♦ Industry-driven high quality education and training.

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## Strategic Priority Area: International Trade Development



In 1989, The Chancellor's Office established funding for programs at community colleges to support international trade development and to enhance competitiveness in the world market.

competitiveness in the world market.

The common goal for the Centers for International Trade Development (CITDs) is to serve businesses and to stimulate business formation that enhances the competitiveness of California business in the global arena. The objectives are:

- ♦ Assist international small businesses to respond to the 21st Century global economy that is fast, information- and networked-based, and knowledge and worker dependent
- ♦ Serve small and medium-sized businesses by providing state-of-the-art one-on-one international performance-based consulting and advanced international technical services to expand

exporting and importing opportunities, and to establish a focal point for developing exporting and importing strategies

- ♦ Provide international business, cultural, and cross-the-board classes and workshop or seminar performance based training to California businesses to enhance global competitiveness
- ♦ Developing responsive, flexible, and tailored programs and services in response to Regional international business needs and demands, including region-wide economic development
- ♦ Provide access to expertise and referral and resource services for local businesses to enhance their efforts at increasing their exporting and importing capacities
- ♦ Maintain and expand a network of field representatives which utilizes recognized international trade experts



## Strategic Priority Area: New Media/Multimedia/Entertainment

In California, one of the fastest growing business sectors is the emerging New Media/Multimedia/Entertainment Industry. Businesses included in this sector produce and support internet/intranet Web sites, design interactive digital education and training titles, develop themed sites for marketing or amusement activities, produce interactive digital game and educational software, generate feature film animations and special effects, prepare two and three-dimensional graphics, produce digital video titles, compose digital music soundtracks, or develop software tools to support these activities.

Across the state, New Media/Entertainment business leaders indicate that an insufficient supply of properly prepared individuals exists to meet the workforce needs of this rapidly expanding industry. The issue involves both new hires into the industry, and retraining of existing workforce personnel as software tools upgrade and new applications develop. The California Community Colleges funded the New Media/Multimedia/Entertainment Initiative in 1997 to help that need. The initiative includes an Initiative Committee, consisting of key program leaders from 35 community colleges, a network of six funded regional Centers, special funded projects, and a coordinating initiative Director. Activities of all Initiative segments are focused on encouraging economic growth in the state through workforce preparation. The Initiative Committee brings together 40-70 program faculty, managers, and industry partners on a quarterly basis.

The objectives of the New Media/Multimedia/Entertainment Initiative are:

- ♦ Foster interchange between industry and the community colleges that allows communication of evolving skills needed by industry personnel, opportunities for collaboration and the development of work-based learning activities.



- ♦ Improve opportunities for leveraged purchasing between industry hardware and software vendors and college personnel.
- ♦ Coordinate statewide activities such as recognition of outstanding students, curriculum coordination and exchange, and faculty training seminars.

Objectives of the Centers are:

- ♦ Develop and deliver New Media/Multimedia instructional programs that directly address regional industry needs.
- ♦ Develop skill modules that enhance employee expertise in the use of industry-standard software applications, including graphics, image manipulation, animation, video/audio editing, and interactive title authoring.
- ♦ Coordinate regional community colleges to deliver instruction using the most efficient/least duplicative methods.
- ♦ Collaborate with various regional New Media/Multimedia training resources
- ♦ Provide performance-based training for businesses that includes assessment, consultation, training implementation, and impact measurement

## Strategic Priority Area: Small Business Assistance

The California Community Colleges have a multitude of small business training programs for those who want to start their own business, retain or expand an existing business. In addition to numerous courses, workshops, and conferences offered at all Community Colleges, there are Community college-hosted Small Business Development Centers (SBDCs) with additional satellites. In partnership with the California Trade and Commerce Agency and the U.S. Small Business Administration, these Centers, along with other Small Business Development Centers hosted by non community colleges, provide comprehensive services to small business owners and those interested in starting a small business. The program does the following:

Assist small businesses to respond to the 21st century global economy that is fast information- and network-based, and knowledge and worker dependent to serve small businesses by:

- ♦ Providing state of the art one-on-one business counseling assistance in planning and management, financing, and marketing
- ♦ Developing services in response to regional small business needs and demands, including region-



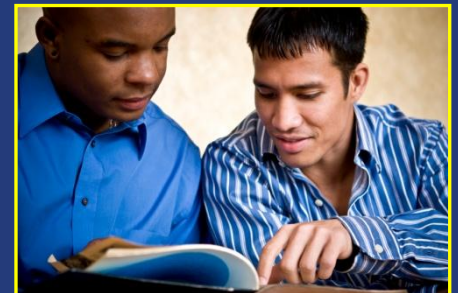
wide economic development strategies

- ♦ Promote management improvement, increases productivity, creates and retains jobs, and increases local revenues
- ♦ Provide training in the form of workshops, seminars, and classes to enhance small business development
- ♦ Provide specialized services in areas of technology, procurement, home-based business, assistance to small farms, and access to revolving loan funds

## Strategic Priority Area: Workplace Learning Resources

Workplace Learning Resource Centers focus on the following objectives in order to meet the workforce training needs of business and industry:

- ♦ Provide direct services to assist business, industry, unions, and government agencies in defining workforce preparation needs
- ♦ Deliver assessment services to businesses and industry which include analysis of training needs and assessment of jobs and workplace skills
- ♦ Offer instruction in a variety of modes geared to workplace learning for basic and intermediate skills as determined by the assessment tool
- ♦ Serve as a demonstration site for model programs, curricula and services related to workplace literacy
- ♦ Provide technical assistance to other community colleges interested in establishing Workplace Learning Resource Centers and related programs and services
- ♦ Field test new assessment and instructional materials designed for use in the workplace
- ♦ Develop instruments and innovative instructional delivery models including computer based training



(CBT) and other distance learning activities when delivering Workplace Learning Resource Services to business, industry, and special needs groups

- ♦ Identify federal, state, and local funding resources appropriate for workplace activities
- ♦ Provide workplace learning and informational workshops and programs to faculty, business and industry, and government and labor
- ♦ Develop strategic public and private sector partnerships for Workplace Learning Programs

## Legislative Findings, Declarations and Intent

The Senate Bill No. 1566 Polanco CHAPTER 544

[Approved by Governor September 13, 2002. Filed with Secretary of State September 15, 2002.]

SB 1566, Polanco. California Community Colleges Economic and Workforce Development Program.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following: (a) The Association of American Community Colleges, in its study "2001 Community Colleges in the Knowledge Economy," found all of the following:

(1) The sectors of the economy with the most educated workers are growing the fastest, increasing the demand for credentials and degrees. In 1998, 86 percent of prime-age, high-tech workers had attended a postsecondary institution, up from more than 60 percent in 1973. Nineteen percent of high-tech workers in 1998 had coursework but no degree, while 15 percent had associate degrees and more than one-half had bachelor's degrees. Health care, business services, and related fields have similar requirements.

(2) Ultimately, successful careers are best guaranteed by degree education beyond high school and long-term access to general and job-specific learning. Community colleges are ideally positioned to continue to evolve with these trends as both academic and vocational credentials multiply, and as the line between academic and applied learning blurs.

(3) The United States Office of Vocational and Adult Education, in a study, "Turning Skills into Profit: Economic Benefits of Workplace Education Programs," found that more than 40 percent of the U.S. workforce and more than 50 percent of high school graduates do not have the basic skills needed to do their jobs.

(b) The California Economic Strategy Panel has concluded that California's new economy is an economy of regions, driven by various industry clusters or concentrations of firms with potential for creating and sustaining regional wealth. The panel noted that regions are not defined by political boundaries, but by common economic interests.

(c) The California Community Colleges Economic Development Program, through its various industry support programs, has demonstrated its capacity as an essential component of the region-by-region infrastructure that will be required to sustain the competitiveness of California's new economy. This capacity and positive outcomes

have been validated in several consecutive annual program evaluation reports since the program's inception.

(d) The California Community Colleges Economic Development Program, first established by statute in 1991, is an extensive statewide planning process, utilizing a broad range of representatives from community colleges, businesses, and workers. The program resulted in the adoption of a statewide strategic plan for community college participation in California's economic growth.

(e) Regional workforce development and business resource assistance plans, including resources for nonprofits, have been developed and adopted for each designated region of the state. These plans provide an assessment of workforce and business development needs and rapid response strategies for community colleges. This comprehensive program represents a well-planned network of services focused on meeting the needs of business and the incumbent workforce in each major economic region of California in a timely and flexible manner. The program's initiative areas and short-term grants have benefited new workforce entrants, current workers, faculty, colleges, and employers.

(f) Economic development was added by the Legislature to the statutory mission of the California Community Colleges by Chapter 1057 of the Statutes of 1996. The incorporation of economic development into the mission of California Community Colleges has increased the system's active support of regional economic development.

SEC. 2. In adding this section, it is the intent of the Legislature to reauthorize the program as the California Community Colleges Economic and Workforce Development Program, so as to maximize the program's capacity and mission 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.

# Economic and Workforce Development Program Definitions

## California Education Code

**88520.** The following definitions govern the construction of this part:

(a) "Business Resource Assistance and Innovation Network" means the network of projects and programs that comprise the California Community Colleges Economic and Workforce Development Program.

(b) "California Community Colleges Economic and Workforce Development Program," "economic and workforce development program," and "ED>Net Program" mean the program.

(c) "Center" means a comprehensive program of services offered by one or more community colleges to an economic region of the state in accordance with criteria established by the board of governors for designation as an economic and workforce development program center. Center services shall be designed to respond to the statewide strategic priorities pursuant to the mission of the community colleges' economic and workforce development program, and to be consistent with programmatic priorities, targeted industries, identified economic development, vocational education, business development, and continuous workforce training needs of a region as identified by regional business resource, assistance, and innovation network infrastructure plans. Centers shall provide a foundation for the long-term sustained relationship with businesses, labor, and colleges in the region. They shall support, develop, and deliver direct services to businesses, colleges, labor organizations, employees, and employers. Direct services shall include curriculum development, faculty training, assessment, one-on-one counseling, seminars, workshops, conferences, training, technology transfer, and educational services. Centers shall provide developmental and delivery support and technical assistance to colleges within their regions as needed to meet the business and workforce education and training needs in their districts.

(d) "Industry cluster" means a geographic concentration or emerging concentration of interdependent industries with direct service, supplier, and research relationships, or independent industries that share common resources and sell a significant portion of their goods or services outside of the region.

(e) "Industry-driven regional collaborative" means a regional public, private, or other community organizational structure that jointly defines priorities, delivers services across programs, sectors, and in response to, or driven by, industry needs. The industry-driven regional collaborative projects meet the needs and fill gaps in services that

respond to regional business, employee, and labor needs. These service-delivery structures offer flexibility to local communities and partners to meet the identified needs in an economic development region. Industry-driven regional collaboratives are broadly defined to allow maximum local autonomy in developing projects responding to the needs of business, industry, and labor. Industry-driven regional collaborative services respond to the statewide strategic priority pursuant to the mission of the community colleges economic and workforce development program, and are consistent with the programmatic priorities, targeted industries, identified economic development, vocational education, and continuous workforce training needs of a region as identified by regional business resource, assistance, and innovation network infrastructure plans.

(f) "Initiative" is an identified strategic priority area that is organized statewide, but is a regionally based effort to develop and implement innovative solutions designed to facilitate the development, implementation, and coordination of community college economic development and related programs and services. Each initiative shall be workforce and business development driven by a statewide committee made up of community college faculty and administrators and practitioners and managers from business, labor, and industry. Centers, industry-driven regional collaboratives, and other economic and workforce development programs performing services as a part of the implementation of an initiative shall coordinate services statewide and within regions of the state as appropriate.

(g) "Job development incentive training" means programs that provide incentives to employers to create entry-level positions in their businesses, or through their suppliers or prime customers, for welfare recipients and the working poor.

(h) "Living wage" means family or personal incomes at or above 250 percent of the poverty level, based on United States Census Bureau data for the region. This definition may be amended upon review of current data and recommendation of the California Community Colleges Economic and Workforce Development Program Advisory Committee and approval of the board of governors.

(i) "Matching resources" means any combination of public or private resources, either cash or in-kind, derived from sources other than the economic and



## ***Economic and Workforce Development Program Definitions (Continued)***

workforce development program funds appropriated by the annual Budget Act, that are determined to be necessary for the success of the project to which they are applied. The criteria for in-kind resources shall be developed by the board of governors, with advice from the chancellor and the California Community Colleges Economic and Workforce Development Program Advisory Committee, and shall be consistent with generally accepted accounting practices for state and federal matching requirements. The ratio of matching resources to economic and workforce development program funding shall be determined by the board of governors.

(j) "Performance improvement training" means training delivered by a community college that includes all of the following:

(1) An initial needs assessment process that identifies both training and nontraining issues that need to be addressed to improve individual and organizational performance.

(2) Consultation with employers to develop action plans that address business or nonprofit performance improvements.

(3) Training programs that link individual performance requirements with quantifiable business measures, resulting in demonstrable productivity gains, and, as appropriate, job retention, job creation, or improvement in wages or living wages.

(k) "Region" means a geographic area of the state defined by economic and labor market factors containing at least one industry cluster and the cities, counties, or community college districts, or all of them, in the industry cluster's geographic area. For the purposes of this chapter, "California Community College economic development regions" shall be designated by the board of governors based on factors, including, but not necessarily limited to, all of the following:

(1) Regional economic development and training needs of business and industry.

(2) Regional collaboration, as appropriate, among community colleges and districts, and existing economic development, continuous workforce improvement, technology deployment, and business development.

(3) Other state economic development definitions of regions.