

**Contract and Community Education
Program Review
2008-09**

**El Camino College
Student & Community Advancement**

**Contract and Community Education Programs
Program Review
2008-09**

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I. Overview

A. Program Profile

Objectives

The Contract and Community Education department provides a range of training and skills development to businesses and individuals. The department's programs provide no-cost training to businesses under the Employment Training Panel Agreement (ETP), offer fee-based training to businesses on a wide variety of topics from technical to customer service, and include a robust continuing education program with the objective of providing personal and professional growth to residents in our community, including cultural enrichment, recreational enjoyment, and skills development. Contract and Community Education department joins the college in its mission to provide quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Program Profile

Contract Education is legally defined by California Education Code, section 78024a, in 1987 as:

"Contract Education means 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."

Contract Education is the delivery system used by El Camino College (ECC) to deliver customized training, assessment, and consulting services to employers. The Contract Education program also offers an array of services designed to improve business and individual performance. Contract Education offers a single point of access for employers seeking customized on-site training. The services are fee-based and utilize industry experts.

The Contract Education Director uses performance consulting techniques to help the client identify solutions for performance improvement. If the solution is determined to be training, the Contract Education coordinator, along with the client, evaluates and determines the following: what instructional training design is needed, what customization is needed to match the business needs, the length of the training, and the cost. A contract between the college and the business to provide workplace training is signed, sent to the Board for approval, and an instructor is identified to either: administer the customized instructional design, facilitate the training, or provide consulting services. Training is then delivered at the company or organization location.

Community Education offers a variety of not-for-credit fee-based classes, often very affordable, at convenient times for personal and professional enrichment that are not offered by the College's for-credit programs. These are short-term classes and programs usually attended by people from different demographic groups than typically attend college credit classes. The program evaluates the trends and issues affecting the lives of residents and the current workforce, and determines the training and classes that best fit the need of the community and local economy, thus offering fee-based classes that are market driven. There are a wide variety of topics to choose from including:

- Business and Careers
- Professional Development
- Computers
- Health and Fitness
- Money Matters
- Personal Interest
- College for Youth

Certificate programs are also available depending on the course of study.

Funding

The department budget is based on the prior year's performance, with a budget plan then being created for the current year. Ability to achieve profitability depends on effectiveness at providing classes currently desired by the public, ability to assemble effective schedule, and providing customer service that responds to client requests. Community Education has historically generated between \$350,000 and \$450,000 in revenue with a slight loss. The losses are the primary reason for hiring an Assistant Director and a full-time support person, to begin the process of increasing sales and profitability.

Under Contract Education much of the training is provided to companies funded by the Employment Training Panel (ETP), a state agency that provides funds for employee training. The Business Training Center (BTC) has a contract with the ETP to provide specific types of customized training, and the BTC performs all administrative functions for this process. Contracts with ETP are for 18 months, with the current contract (2009 - 2011) being for \$800 thousand. The prior contract was for \$1.5 million (which covered a period of 2006 to 2008).

We plan each contract with budgets that are based on minimizing expenses, and begin each fiscal year with the budget targeted to maximize our annual ETP contract. Total actual budgets depend upon the availability of the various managers to outreach to companies to sell the training services, and the ability of the department to establish and deliver contracts in a timely manner. For 2007-2008 our budget projection was \$750,000 in revenue. This was revised to \$500,000 in revenue. In 2002, the strategic plan was to be at \$4 million in gross revenue by 2008-2009. We were on target with that projection for the first 3 years then the economic downturn/recession stalled our progress.

Student and Company Profile

The program serves the public and industries located in the South Bay cities. Since 2000, the region's population has increased at an average rate of five percent (5%), whereas California has grown at nine percent (9%), and the nation at seven percent (7%). The median age of the South Bay's male residents is 36.2 and the median female resident age is 36.6, slightly older than that of the average Californian who is 33.3, and right on par with the average U.S. citizen who is 36.6.

There are 70 universities and professional schools and 40 community colleges and technical institutes all within 45 miles of Torrance, CA. The education level breakdown of South Bay Cities Region residents, age 25 years and older, is broken down by gender in the following chart:

	Female	Male
Less than high school (no diploma)	6.22 %	4.97 %
High School Graduate (includes Equivalency)	13.5 %	9.82 %
Some College	21.68 %	17.14 %
Associate Degree	8.15 %	6.36 %
Bachelor's Degree	33.29 %	35.63 %
Master's Degree	11.84 %	14.94 %
Professional School Degree	3.96 %	6.42 %
Doctorate Degree	1.36 %	2.73 %

	Races in South Bay Cities ¹
White Non-Hispanic	83.4%
Hispanic*	10.1%
Two or more races	3.9%
Other race	3.1%
Japanese	2.0%
Black	1.6%
American Indian	1.6%
Chinese	1.6%
Filipino	1.0%
Korean	0.8%
Other Asian	0.8%
Asian Indian	0.6%

**Total can be greater than 100% because Hispanics could be counted in other races*

The industry makeup of the South Bay cities continues to revolve around: aerospace -- which has grown despite passing its Cold-War era peak; and importing -- due to the extensive port areas. From 2000-2007 job growth in the South Bay cities was 16.27%. In December of 2008, total workers in the region numbered 6,032,423, and unemployment was 581,169 (8.8%). The most common industries in South Bay cities are noted below.

Agriculture, Forestry, Fishing and Hunting, and Mining

Manufacturing	9.85%
Retail Trade	4.59%
Construction	3.39%
Wholesale Trade	2.29%
Agriculture, Forestry, Fishing and Hunting	0.09%
Mining	0.07%

Transportation and Warehousing, and Utilities

Information	4.29%
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¹ <http://www.city-data.com/city/South-Bay-Cities-California.html>

Transportation and Warehousing	2.92%
Utilities	0.28%
Finance, Insurance, Real Estate and Rental and Leasing	
Finance and Insurance	3.28%
Real Estate and Rental and Leasing	1.42%
Professional, Scientific, Management, Administrative, and Waste Management Services	
Professional, Scientific, and Technical Services	8.41%
Administrative and Support and Waste Management Services	1.45%
Management of Companies and Enterprises	0.05%
Educational, Health and Social Services	
Educational Services	2.50%
Health Care and Social Assistance	2.39%
Arts, Entertainment, Recreation, Accommodation and Food Services	
Accommodation and Food Services	2.31%
Public Administration	1.99%
Arts, Entertainment, and Recreation	1.61%
Other Services (except Public Administration)	1.44%
Agriculture, Forestry, Fishing and Hunting, and Mining	
Manufacturing	5.14%
Retail Trade	3.90%
Wholesale Trade	1.57%
Construction	0.50%
Agriculture, Forestry, Fishing and Hunting	0.02%
Mining	0.02%
Transportation and Warehousing, and Utilities	
Information	2.99%
Transportation and Warehousing	2.46%
Utilities	0.13%
Finance, Insurance, Real Estate and Rental and Leasing	
Finance and Insurance	2.64%
Real Estate and Rental and Leasing	1.49%
Professional, Scientific, Management, Administrative, and Waste Management Services	
Professional, Scientific, and Technical Services	5.94%
Administrative and Support and Waste Management Services	1.54%
Management of Companies and Enterprises	0.03%

Educational, Health and Social Services

Health Care and Social Assistance	5.59%
Educational Services	5.35%

Arts, Entertainment, Recreation, Accommodation and Food Services

Accommodation and Food Services	2.09%
Other Services (except Public Administration)	1.79%
Public Administration	1.27%
Arts, Entertainment, and Recreation	0.89%

Additionally, high-growth occupations include “green” jobs such as weatherization, construction, concrete and landscaping, e-waste collections and conservation and energy efficiency education.

B. Status of Previous Recommendation

Not applicable since this is the first time a program review is being performed for Contract and Community Education.

C. Continuing Recommendation

Not applicable since this is the first time a program review is being performed for Contract and Community Education.

II. Program Data

A. Student/Client Satisfaction

Student and Company Satisfaction

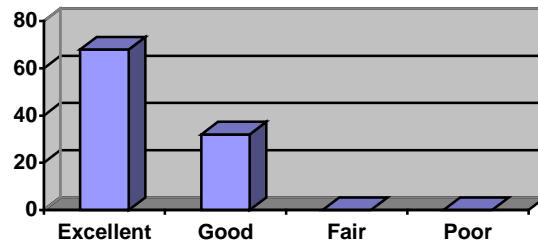
Contract Education provided Full Capacity Marketing, Inc. (FCM) with a customer list of 102 local companies. Out of the total list, 21 companies were highlighted as current businesses that have recently engaged Contract Education's training options. FCM developed a survey tool and conducted confidential phone calls to the current business list, to ascertain information about their experience with Contract Education. The phone calls were performed by FCM in January 2009, targeting the purchaser of the training (generally the HR manager). Approximately 48 percent of the 21 companies completed the evaluation with FCM's research team.

Classes that were taught for these companies included topics in problem solving, continuous improvement, warehouse safety, leadership, customer service, and specific manufacturing technical training. Results are reported in three sections including: 1) how well Contract Education meets expectations; 2) how Contract Education can improve training; and 3) what customers need and how they plan. On Meeting and Measuring Expectations of the surveyed companies, eight-two percent (82%) said that the training delivered by Contract Education met their expectations. Only eighteen percent (18%) indicated that some of the topics did not apply to their industry. When probed further about the specifics of their satisfaction, customers indicated the flexibility of the training, the instructors and the curriculum, and the professionalism of Contract Education. When asked if the Contract Education training made an impact in their business, eighty percent (80%) said "yes".

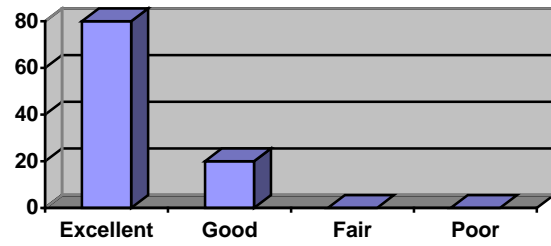
Respondents measure Return On Investment (ROI) and define it differently. Some of the responses are described as more benefits-driven statements versus actual metrics that impact production. For example, respondents said that Contract Education impacted their business through: 1) teamwork building; 2) having an outside expert address issues; 3) better equipping supervisors to do their job/understand roles; 4) improving morale; and 5) assisting with language barriers.

In the Spring of 2009 a student satisfaction survey was administered, with surveys being distributed in classes. Students were asked to rate each statement with a score of Excellent, Good, Fair, or Poor. Survey results from 240 participants showed them rating the training provided through the Contract and Community Education program in primarily the Excellent or Good categories.

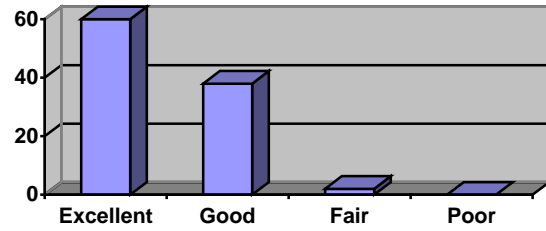
Overall evaluation of training session:



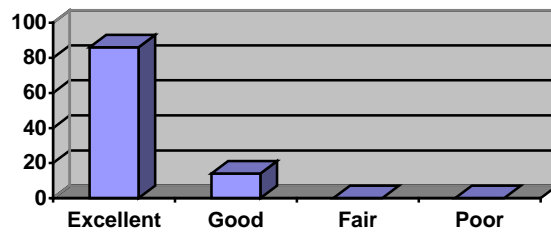
Instructor's presentation:



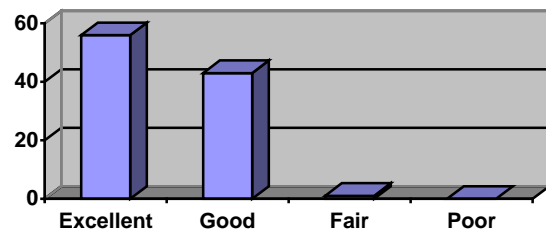
Usefulness of course content:



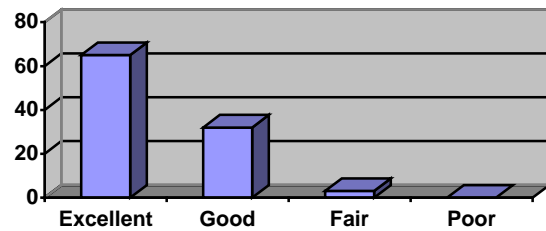
Instructor's knowledge of subject:



Usefulness of training materials:



Usefulness of training materials, slides and workbook:



B. Student/Client Outcome Data

The Contract and Community Education programs are not traditional college programs that have requirements students must meet in regards to meeting with counselors, etc. Each class/training is unique and has its own guidelines for participation. Program staff develop the basic curriculum for each of our courses. Trainers then meet with internal company trainers, managers and others to customize the curriculum to meet company requirements. Customizing involves much less time than complete curriculum design and development. Typical curriculum topics include:

- Management/Leadership
- Teambuilding
- Problem Solving/Conflict Resolution
- Business Skills-Customer Service-Communication
- Computer Skills
- Manufacturing/Continuous Improvement
- Basic Workplace Skills
- International Trade/Import and Export

The following chart includes a partial list of Contract Education company contacts in the local service area:

Demographics of Company Contacts (# of)		
2007/08	2008/09	Location(s)
--	1	Beverly Hills, CA
3	5	Carson, CA
--	1	Commerce, CA
4	6	Compton, CA
--	1	Cudahy, CA
3	3	El Segundo, CA
8	8	Gardena, CA
1	1	Hawthorne, CA
2	2	Inglewood, CA
6	8	Los Angeles, CA
1	1	Palmdale, CA
1	1	Paramount, CA
--	1	Phoenix, AZ
1	1	Point Roberts, WA
2	4	Rancho Dominguez, CA
2	2	Redondo Beach, CA
1	3	Santa Fe Springs, CA
--	1	South Gate, CA
--	2	Sun Valley, CA
10	14	Torrance, CA
--	1	Vernon, CA
1	1	Wilmington, CA
46	68	Totals

Map of Contract Education’s Area Company Contacts



For ETP training, participants must be:

- Employed full-time (at least 35 hours per week);
- Earning the ETP minimum wage of \$12.90 or more per hour (this figure can include medical, dental and vision benefits); and
- Remain on the job for 90 days after completing training.

ETP training must be a minimum of 24 hours with a maximum of 160 hours per attendee. Class size can be flexible for a minimum and maximum number of participants, depending on the training topic and number of employees in the company. Employers are required to:

- Assist in customizing the curriculum;
- Identify employees who meet criteria for participating in training;
- Determine training schedule; and
- Support the training effort by ensuring attendance and commitment to the program completion and 90-day retention to the greatest extent possible.

Year	Employment Training Panel (ETP) Class * Training Completed	# of Students	Dept.
2007	Advanced Geometric dimensioning and tolerancing (GD&T)	15	CACT
	Advanced Lean Manufacturing	10	CACT
	Advanced Lean Manufacturing	8	WpLRC
	Advanced Blueprint Reading	12	CACT
	Blueprint Reading	73	CACT
	Blueprint Reading	61	WpLRC

Year	Employment Training Panel (ETP) Class * Training Completed	# of Students	Dept.
	Business Writing	30	WpLRC
	Communication Skills	26	WpLRC
	Computer Skills - Outlook	15	Contract
	Computer Skills - Excel	15	WpLRC
	Continuous Improvement Forklift/Warehouse Safety	11	WpLRC
	Customer Service	55	WpLRC
	Dynamics of Interpersonal Communication	15	WpLRC
	Frontline Leadership for Supervisors	32	WpLRC
	Geometric dimensioning and tolerancing (GD&T)	15	CACT
	Leadership Class MGR	34	WpLRC
	Leadership for Supervisors	32	WpLRC
	Lean Manufacturing	40	CACT
	Lean Manufacturing	40	WpLRC
	Problem Solving	61	CACT
	Problem Solving	122	WpLRC
	Shop Math - English	77	WpLRC
	Shop Math - Spanish	14	CACT
	Statistical Process Control (SPC)	13	WpLRC
	Strategic Business Writing	15	WpLRC
Total # of students in ETP 2007		841	
2008	Advanced Math/Shop Measurements	20	CACT
	Blueprint Reading/GDT	52	CACT
	Blueprint Reading	39	CACT
	Blueprint Reading - Spanish	21	CACT
	Computer Skills	51	WpLRC
	Computer Skills - Access	13	CACT
	Computer Skills - Excel Beginners	45	WpLRC
	Computer Skills - Excel Intermediate	32	WpLRC
	Computer Skills - Microsoft Suite	15	WpLRC
	Frontline Leadership Development	34	WpLRC
	Frontline Supervisory	12	WpLRC
	Geometric dimensioning and tolerancing (GD&T)	13	CACT
	Lean Manufacturing	20	WpLRC
	Mastercam	12	WpLRC
	Problem Solving	40	CACT
	Problem Solving	80	WpLRC
	Shop Math - English	20	CACT
	Six Sigma	20	CACT
	Six Sigma	20	WpLRC

Year	Employment Training Panel (ETP) Class * Training Completed	# of Students	Dept.
	Statistical Process Control (SPC)	15	CACT
	Strategic Planning	16	WpLRC
	Vocational English as a Second Language (VESL) - Module 1	26	CACT
	Vocational English as a Second Language (VESL) - Module 2	14	WpLRC
Total # of students in ETP 2008		630	
2009	Blueprint Reading	20	CACT
	Blueprint Reading	15	CACT
	Frontline Leadership-Spanish	7	WpLRC
	Geometric dimensioning and tolerancing (GD&T)	12	CACT
	ISO 9000 (International Organization for Standardization)	14	CACT
	Navigating Change	20	WpLRC
	Vocational English as a Second Language (VESL)	25	WpLRC
Total # of students in ETP 2009 (to date)		113	

Year	Contract Education Class * Training Completed	# of Students	Dept.
2007	Access	64	WpLRC
	Access 1 & 2, Intermediate Excel, Advanced Excel	20	WpLRC
	Communication	20	WpLRC
	Conflict Management	40	WpLRC
	Electrical Safety	30	WpLRC
	Excel Level 1 and Level 2 (Office 2003)	12	WpLRC
	Intermediate Excel & PowerPoint, Beginning PhotoShop & Illustrator	34	WpLRC
	OSHA Consultation	20	CACT
	Negotiations	20	WpLRC
	Service Recovery	20	WpLRC
	Sexual Harassment Prevention	44	WpLRC
	Stress Management	20	WpLRC
	Time Management	50	WpLRC
Total # of students in Contract training 2007		394	
2008	Access	20	WpLRC
	Auditor Training	20	CACT
	Blueprint Reading	20	CACT
	Communication Skills	17	WpLRC
	Customer Service	100	WpLRC
	Finding a work/life balance (i.e. dealing w/parenting, stress, etc)	16	WpLRC
	Leadership Transition Training	20	Contract
	Multi-cultural business practices - how to reach out to a diverse customer base	20	Contract

Year	Contract Education Class * Training Completed	# of Students	Dept.
	PowerPoint	20	WpLRC
	Sexual Harassment Prevention	5	WpLRC
	Strategic Planning	10	WpLRC
	Training in Communication	20	WpLRC
	Vocational English as a Second Language (VESL)	12	WpLRC
Total # of students in Contract training 2008		300	
2009	Customer Service Academy	25	Contract
	Customer Service for internal customers (i.e. good business practices and customer service for colleagues)	20	Contract
	Intermediate Excel Training	20	Contract
Total # of students in Contract training 2009 (to date)		65	

El Camino College Community Education

The Community Education unit offers professional and personal development classes that are non-credit, and are not offered by the credit programs. These are short-term classes and programs, which broadly target children through older adults, and are attended by people from different demographic groups than the college credit classes.

This unit uses the Lumens online system for registration. In FY 07/08, the total number of fulfilled registrations was 3,816, with 789 actual classes run. According to Lumens, the total amount of class fees paid was \$341,763.50, with 72.86 percent coming from staff registrations, and 27.14 percent coming from online registrations. The average class fee is \$ 89.56 for this timeframe. The current fiscal year-to-date numbers are running slightly higher than last FY.

The Community Education unit produces three catalogs per year as its primary outreach tool for non-credit class enrollment. There has been much focus on organizing contact lists for customers and partnering organizations that can distribute the catalogs and promote the classes. There are no codes used for tracking the results of the catalogs, however, the unit does evaluate how registrants heard about the class, as part of the registration process. Currently, the catalog rates as the top awareness and promotional tool, followed by the unemployment centers, community places like the libraries, and lastly referrals.

There are special grant projects that fall under the Community Education unit. The Older Adult Education Program Grant develops a series of non-credit older adult (55+) classes specifically designed to offer lifelong education that provide opportunities for personal growth and development, community involvement, and skills for mental and physical well-being and self-sufficiency. Partnerships with local senior centers and older-adult living facilities to strengthen outreach efforts are an outreach strategy of this grant. The future goal of this program is to turn the courses into non-credit courses.

C. Program Data Recommendation

Recommended Training Improvements

Overall, the Contract Education current customers are very satisfied with the training received. The Contract Education may need to examine processes with instructors and develop a recruitment campaign for more variety and courses. When asked what could be improved about the training, responses included the following:

- *Case studies might help.*
- *The way the training is set up; it might be more useful to have it spread out over a few months to provide time to digest.*
- *Some of the instructors over associated with the students.*
- *More variety and more instructors*
- *More time for the course instruction.*
- *Provide some actual real life examples.*
- *More industry targeted subjects*

Customer Demand & Planning Processes

When asked about their upcoming training needs and topics, forty percent (40%) of the surveyed customers indicated that their budgets have been impacted by the economy and that training needs for 2009 were uncertain. Sixty percent (60%) responded with the following list of topics that are of interest in 2009, with one hundred percent (100%) of respondents indicating that on-site training is the best delivery mechanism. This list should be a priority for the Contract Education for proactive engagement.

Training Topics:

- Inventory and control systems
- Management systems (inquiry)
- Communications & Customer service
- Continuous improvement
- ISO training
- Supervisor/leadership
- Technical training specific to the transit industry

Approximately forty percent (40%) of customers conduct training on an as-needed basis, indicating a need for the Contract Education to have a proactive plan to communicate regularly with their customer base to stay top of mind when the need arises. About twenty percent (20%) begin to plan training at the end of the year, while another forty percent (40%) plan in the first quarter. This indicates a need for the Contract Education to begin any eMarketing campaigns, or other promotional tactics, in the Fall.

III. Program Requirements

A. Program Support/Collaboration

In 1998, ECC established a new division, Community Advancement (CA), to increase focus on specific industry-driven economic and workforce development efforts in our region. The Business Training Center and its departments are an integral part of CA -- the "umbrella organization" within El Camino College for departments and programs providing economic development services to the community. We provide these services to businesses and industry as well as internships for students, continuing education classes for individuals seeking personal and professional development, and career education that provides students credit for on-the-job training.

The BTC combines under one roof and management four of the State's EWD Centers -- Center for Applied Competitive Technologies (CACT), CITD (Center for International Trade Development), SBDC (Small Business Development Center), and WpLRC (Workplace Learning Resource Center) -- thus offering an interwoven network of experts that specialize in technological assistance, consulting for international trade, small business development, manufacturing and business training, along with other services and programs.

These centers report to the Dean of Community Advancement, Jose Anaya, who in turn reports to the ECC Vice President for Student and Community Advancement, Dr. Jeanie Nishime. The Community Advancement Division also includes the departments of Contract and Community Education and Workforce Development, as well as an additional off-site Inglewood Center location.

Contract Education is essentially the marketing arm of the BTC and initiative Centers, and works closely with all center directors to market services to community via sales calls. Marketing materials distributed by Contract Education staff contain brochures from all EWD Centers.

The Contract and Community Education department provides training and development to businesses and individuals. The division provides no-cost training to businesses under the Employment Training Panel Agreement (ETP), offers fee-based training to businesses on a wide variety of topics from technical to customer service, and has a robust continuing education program as part of Community Education.

Contract Education brings customized training, workshops and seminars to individual work sites to help businesses develop employees' skills at low or no cost.

Community Education offers a variety of classes for the life-long learner who wants to develop his/her professional skills or to simply further his/her own knowledge.

Center for International Trade Development (CITD)

The CITD is an initiative of the California Community College's Economic and Workforce Development (CCCEWD) program. The CITD network consists of 14 centers; each led by a center director with industry experience and credentials. The network has existing working relationships with local industry, federal and international partners, and has contractual relationships with the U.S. Department of Commerce, International Trade Administration, the Western United States Agricultural Trade

Association, U.S. Agency for International Development, and the U.S. Department of Education, Business and International Education Programs. They serve over 2,000 California businesses each year and offer the following services.

- Individualized assistance to help existing companies and new ventures strategically evaluate and pursue international business opportunities
- International business conferences, workshops and seminars designed to provide information and tools to help enterprises and organizations capitalize on global business
- Reference and referral services for specific customs, regulatory, and operational challenges
- International matchmaking services to include introducing California companies to potential trading partners through overseas trade missions, hosting of inbound delegations and trade leads distribution
- Assist community colleges in internationalizing their curricula and developing specialized programs and courses in international trade.

The El Camino CITD notes six key objectives in its current business plan that primarily target three key customer groups including California manufacturing companies that do not yet export or see the value in importing/exporting; subject matter experts with export potential; and entrepreneurs. The six objectives include:

1. Increase the CITD's visibility and client base.
2. Increase the CITD's partner network.
3. Increase the job and economic impact of the CITD's trade development activities.
4. Increase international trade knowledge/skills in high schools and community colleges.
5. Increase the available income and grant funds for CITD operations.
6. Increase the cost-effectiveness of CITD operations

The El Camino CITD has fee-based services, and offers free consultations, orientations, and low-cost seminars with Los Angeles area chambers of commerce. They are the recipient of various state, federal and private/not-for-profit grants.

The CITD **Youth Entrepreneur Program** prepares a plan for providing entrepreneurial education curricula and activities to youth, especially those enrolled in feeder high schools of El Camino College. The purpose of the project is to replace misconceptions of vocational education and blue collar jobs with increased youth awareness of self-employment as a legitimate lifetime career path, and youth aspirations to create their businesses that will provide them with a living wage. This project will be active at least through 2010.

Compliance Training uses Title VI B funding is used to raise the level of U.S. business compliance with international trade regulations, and to strengthen curriculum and faculty competency in this critical field. International trade regulations affect both the nation's security and its access to global markets. The El Camino CITD is developing regulatory and compliance curriculum for credit-and certificate courses; train and assist faculty to integrate regulatory issues in IB-related courses; establish an

International Trade Compliance Institute (ITCI) for U.S. exporters and importers; offer ongoing compliance counseling, workshops, and customized technical assistance and develop an extensive, on-line database of U.S. and foreign trade regulations.

The **Export Enabler Program (EEP)** consists of seven customized export assistance deliverables specifically designed for manufacturers with the potential to start or expand export activity. The objective is to prepare EEP clients for exporting, steer them to the best markets, find overseas buyers and distributors, and provide advice and support through the entire systematic process. Currently, a competitor of the BTC [the CMTC] conducts the needs assessments for this program.

Responsive Training Fund (RTF) for Incumbent Workers on ITAR provides short-term, intensive training for incumbent workers in high growth/high wage technical positions in sectors important to California's economy (such as such as biotechnologies, information technologies, nanotechnologies, digital manufacturing, and Micro-Electro-Mechanical Systems). This project concluded

Creating Economic Growth in Nicaragua is a partnership project with the Universidad Politécnica de Nicaragua (UPOLI), the South Bay Latino Chamber of Commerce, and the California State University San Bernardino Center for Entrepreneurship. The project has three primary objectives including 1) in collaboration with UPOLI, develop and deliver capacity-building training to at least 100 trainees in Managua and surrounding area, and thus improve their skills in entrepreneurial practices, leadership, and an understanding of economic and business practices that promote successful business growth; 2) to provide at least 30 entrepreneurs, business and community leaders, including 15 women and five indigenous participants, with hands-on training, experience and mentoring in the United States resulting in action plans implemented upon their return to Nicaragua; and 3) to expand the capacity of UPOLI and other organizations represented by project participants to provide services.

Centers for Applied Competitive Technologies (CACT)

The Centers for Applied Technologies (CACT) are an initiative of the California Community College's Economic and Workforce Development (CCCEWD) program. They contribute to the vibrancy of California's advanced technology sector by helping them compete successfully in changing markets and the global economy. Through their respective community colleges in which they are housed, the CACTs offer technology education, training, and services that contribute to continuous workforce development, technology deployment and business development. There are 13 CACTs located across California that receive funding from the Chancellor's Office to develop innovative solutions to help technology companies and individuals compete. Additionally, there are two affiliate sites that are included as part of the CACT network.

Supported by a statewide CACT director, each of the CACTs is responsible for marketing their products and services to their identified market segments. The CACT serves the broad-based advanced technology sector that includes a variety of industries such as manufacturing, maintenance, design and engineering. The El Camino CACT offers training, technical assistance and technical consulting to advanced technology companies in the region, and runs several special grant-funded programs.

El Camino CACT was a major partner in the **California's Innovation Corridor WIRED** (Workforce Innovation in Regional Economic Development) project, that addressed three workforce issues: entrepreneurship development; global competitiveness in manufacturing and the supply chain; and creation of the next generation of innovators and technicians for the aerospace industry. This project concluded in March of 2009.

One of the primary projects of the El Camino CACT is the **Aerospace Fastener Manufacturing Training Center Alliance**, a collaborative effort among private sector aerospace companies, workforce boards and the CACT Centers at El Camino College, Cerritos College, North Orange Community College District, and Los Angeles Community College District. The focus is to assist California-based aerospace fastener manufactures in finding solutions to the skilled worker shortage.

The Alliance developed curriculum and received equipment donations from industry participants. The training program is a for-credit program that lasts eight weeks and includes 96 hours of industry paid internship at a local aerospace fastener manufacturer. This type of training allows the students to learn the skills necessary to get jobs in an industry that needs new workers as quickly as possible. The training will allow people with virtually no manufacturing skills to achieve good paying jobs in the aerospace fastener industry. The first cohort of participants was filled to capacity and graduated in January 2009.

The Alliance will continue to work closely to expand the training program at the ECC Compton Educational Center, and collaborate with other community colleges in Southern California to offer the training in communities that support this critical industry. The CACT recently received a state Industry-Driven Regional Collaborative (IDRC) grant to further support this regional workforce challenge in Los Angeles County, Orange County and the Inland Empire's growing aerospace fastener manufacturing industry. The El Camino CACT director indicated a need to develop a website for this special project to handle the influx of inquiries and requests.

The CACT at El Camino College also leads a **CTE Community Collaborative Project** containing two components. One is a robotics program and another is Project Lead the Way (PLTW), both designed to increase the number of engineering students directly from high school to community colleges. These two programs may be moved to the campus side of the El Camino College.

Currently the El Camino CACT director is looking to fund an older worker program to train high level engineers.

The CACT **Responsive Training Fund (RTF) for Incumbent Workers** for Honeywell Industries provides short-term, intensive training for incumbent workers in high growth/high wage technical positions in sectors important to California's economy (such as such as biotechnologies, information technologies, nanotechnologies, digital manufacturing, and Micro-Electro-Mechanical Systems). The performance period for this project ended in October of 2008.

A second RTF for Incumbent Workers project was designed to address the strategic priority area of business and workforce improvement. El Camino College's CACT is collaborating with industry partner, Honeywell Industries, Inc., to develop and deliver a

program of instruction focusing on specific skill sets requested by the company. The CACT will develop and pilot this non-credit manufacturing curriculum designed specifically for Honeywell incumbent workers, with input and evaluation from representatives of said industry. As requested by Honeywell, short-term training seminars will be provided to their technicians and engineers in Microsoft Office/Excel Training (30 hours) and various Engineering Technical Training Subjects (30 hours). Training will be offered in flexible formats to meet participant needs, including group seminars, company-specific workshops, and customized training. All training will be at no cost to the employees. The total cost requested from the grant is less than \$800 per employee. It is estimated that the program will train 350 current employees of Honeywell Industry. This project is set to run through 2010.

Spring of 2009, the El Camino CACT was funded by the state for the **SB747 - EWD Career Pathway Projects**, activities which will be held on both the El Camino College campus in Torrance, and the El Camino Compton Educational Center campus in Compton, CA. The proposed project is designed to address objectives to: align existing technical preparation programs and curriculum between high schools and community colleges in support of SB 747; provide accelerated education and training for students; support professional development in-service work-shops for instructors; explore new and more relevant career and technical practicum models that integrate coursework and pre-apprenticeship; expand personal linkages and exchanges between community colleges, high schools, and the private sector; and upgrade the technical skills of community college, and high school teachers/faculty.

The El Camino CACT is also the location of a **Statewide Strategic Initiative Hub (Hub)** grant, whose initiative duties will enhance EWD Program-level objectives. Hub Directors work with the Strategic Initiative Director and System Office Dean of Economic and Workforce Development to implement the following activities for Centers for Applied Competitive Technologies:

- Provide marketing services and outreach to Industry (Riverside CACT)
- Implement Manufacturing Skill Standards Certifications (El Camino CACT)
- Provide Robotic Camps to colleges and high schools supporting Youth Outreach (Sierra CACT)

Another El Camino CACT project that concluded this year was the **BEST (Beverage Equipment Service Technician) Program** that addressed the specific training and certification needs of the Specialty Coffee Industry through on-line training and certification provided to existing technicians and individuals interested in a career as a coffee service technician. The BEST program was lead by an Advisory Committee that included such industry leaders as: Starbucks, Wilbur Curtis, and Sara Lee. The BEST program utilized IDRC funds over a 2-year period for developing a Level II certificate program, and a Troubleshooting for Retailers module.

Another CACT-led program was extended into Spring 2008 -- the Quick Start program, that “built systems” to strengthen California’s workforce development efforts through improved linkages between Career and Technical Education curricula of the public schools and community colleges. El Camino’s College program, called **Plugging into Competitiveness (PIC)**, was focused on educating and motivating middle and high

school age students to explore career paths as technologists, manufacturing technicians and engineers while strengthening the core math, communication, problem solving and computer and technology skills critical for their success.

Small Business Development Center (SBDC)

In support of the United States Small Business Administration's Small Business Development Center programs, the California Community Colleges provide fiscal and programmatic resources to the state's SBDCs. Twenty-five SBDCs, in a network of 33 Centers, are hosted by community colleges. A partnership of four universities and two community college Regional Lead Centers administer the California SBDC program.

The SBDC provides management assistance to current and prospective small business owners, and offers one-stop assistance to individuals and small businesses, by providing a wide variety of information and guidance in central and easily accessible branch locations. El Camino's SBDC provides no-cost/low-cost workshops, one-on-one consultations with business experts at no charge, and assistance with applying for business loans. They have a program income goal of \$15,000, and hope to accomplish this through workshops, ten-week training, and development of business plans. There are additional programs run by the El Camino SBDC for the 2008-09 fiscal year.

The El Camino SBDC has project coordination for a California transportation grant, Caltrans: Civil Rights Program: Disadvantaged Business Enterprise (DBE): **California Construction Contracting Program (CCCP)**, that helps businesses sell to transportation-related agencies, through collaborative training sessions with the City Global Consumer Group. The California Construction Contracting Program (CCCP) is designed to develop and improve capabilities of Disadvantaged Business Enterprises (DBEs), and to assist them in achieving proficiency in the technical skills involved in highway construction procurement. The Small Business Development Center coordinates and provides specialized technical assistance and training to DBEs as one of ten (10) CCCP centers located within the state of California. This project is currently scheduled to run through the 2009 calendar year.

The SBDC **Youth Entrepreneur Program -- Buzz on Biz Youth Entrepreneur Program** -- focuses on increasing the mindset of youth (18-27) around starting a successful business, while completing their high school and college education. The objective of the Buzz on Biz Program is to increase and/or encourage the mindset of youth and young adults in today's economy from limiting themselves to becoming workers for employers to enhance their awareness of becoming owners of self-contained, successful businesses. Program participants will utilize tools and materials that lay the foundation for business development and resource management in an atmosphere of excitement that fosters the spirit of entrepreneurship -- enabling them to grow and sustain businesses in today's competitive small business communities.

Workplace Learning Resource Center (WpLRC)

The El Camino WpLRC is a statewide California Community College's Economic and Workforce Development program, and is part of a network of 12 centers located throughout California. These centers are housed within the community college system

and support, and often drive, state and regional workforce training needs. Each center offers a unique blend of customized workplace training services for public and private businesses, non-profits and workforce and economic development organizations. The centers also provide faculty career training, technical assistance, curriculum contextualization and ESL course integration for colleges within their host region and throughout the state.

The mission of the WpLRC at El Camino College is to upgrade California's workforce through quality education and services focusing on continuous workforce improvement, technology, and business development. They have several specialized programs including:

A Mariner Skill Training Program: STCW Certification training in Basic Safety, Lifeboat and Tankerman classifications provided for incumbent and prospective workers in the maritime industry, was designed to complete activities and expand a successful project begun with JDIF program funds in 2004 that trained 409 incumbent and entry level mariners. Because of time and personnel constraints the project was unable to develop a proposed Qualified Member of the Engine Department (QMED) curriculum. With additional funding, the QMED curriculum was completed and additional training needs identified in the initial project addressed. These include a greater integration of basic skills instruction in the Basic Safety and Tankerman STCW curriculum as both incumbent trainees and entry-level workers demonstrated a consistent need for remediation in basic math, reading and communication skills. Funding will also be used to address identified needs by the maritime industry for a Basic Industrial Maintenance curriculum, Confined Space Training, and a HAZWOPER course for first responders at hazardous materials spills. The maritime industry participated by paying tuition for employees to attend the training (up to \$900 per incumbent worker), and also paid the incumbent worker's full salary for the duration of the training.

The El Camino WpLRC currently offers a **Career Readiness Certificate** program, to provide job seekers and employers with a standardized and reliable indicator of a job applicant's foundational skills in applied mathematics, reading, and ability to locate information. The Certificate program was a response to requests of the aerospace/manufacturing industry in the South Bay of Los Angeles, and provided clear, concise, and objective data to aerospace manufacturing employers, individuals, educators, trainers, and job service providers on the readiness of individuals to successfully enter or re-enter the workforce. The employability certificate represents a standardized and reliable indicator of workplace skill levels that can be used in businesses throughout the region. It provides a "bridge" between job applicants, incumbent workers, educators, training organizations, and the wide range of area businesses.

The WpLRC also provides specialized programs in working with prisoners as well, through **Federal Correctional Institute (FCI) Prison Contracts**. During the Federal Fiscal Year period (October 1 thru September 30), the following classes are to be delivered per the contract. At the Metropolitan Detention Center: Los Angeles (MDC: LA) classes are provided in: Parenting Education. At Terminal Island, classes are provided in: Computer Aided Design/Drafting 10abcd, Computer Aided Design/Drafting 26abcd, and Parenting Education.

The Community & Contract Education Program partnered with the El Camino WpLRC to provide non credit instruction to prepare students from the Class of 2008 to pass the **California High School Exit Exam (CAHSEE)**. Contract Education had taken the lead on the grant to prepare students to pass the CAHSEE, and improve non-credit instruction in the BTC's service area that can be replicated regionally or statewide. Partnerships with high schools in the Centinela Valley UHSD, Compton USD and Inglewood USD were enhanced to develop and deliver CAHSEE instruction to individuals from the Class of 2008.

The WpLRC partners with the CITD on a federally-funded **California Transportation and Logistics Institute (CATLI)** grant project. The project uses California's Transportation and Logistics Institute to provide services through eight community colleges, three California State Universities, and two unified school districts. This project: supports the development of industry-recognized programs; the expansion of faculty in-service training; linkages with university logistics degree programs to promote an educational continuum; the training of new and incumbent workers for the logistics industry; and dissemination of replicable products to other regions in the state and the nation. This project is designed to transform the logistics industry in California in the way it recruits, trains and maintains a highly qualified and certified workforce.

The El Camino WpLRC was recently awarded a **CTE Liaison, Initiative HUB: Connection to Economic and Workforce Development Program Initiatives** grant. Project Objectives include:

- 1) Develop and expand model assessment and curriculum resources in workplace foundation and developmental skills leading to recognized Work / Career Readiness Certificates.
- 2) Provide linkages with CTE Community Collaborative partners, tech prep consortia, EWD initiatives, CCCAOE, and SB70 grant participants throughout the state.
- 3) Expand Workplace Center professional development offerings in workplace foundation skills to include high school and middle school faculty, counselors and staff identifying career pathways in existing and emerging industries important to the economic growth of California.
- 4) Provide coordination for the Workplace Center Initiative to promote direct partnerships with business and industry for participation and support of Career Technical pathways from high schools to community colleges and through to four year universities to ensure the future competitiveness of the California workforce.
- 5) In cooperation with other initiatives develop demand driven contextualized bridge curriculum for high schools stressing emerging technologies of tomorrow's workforce.
- 6) Utilize the resources of the WpLRC Initiative to expand each of the models developed in order to provide regional access for funded and non funded colleges. and
- 7) Report progress in the EWD Data Collection System.

The most recently funded project, on which the WpLRC is a partner, is the **CA Green Jobs Corps** pilot program. On March 16, 2009 Governor Arnold Schwarzenegger launched the California Green Jobs Corps in continuing his work to revive California's

economy while helping at-risk young people develop job skills for the emerging green economy. As part of this initiative, a WpLRC partner, the Pacific Gateway Workforce Investment Network (Long Beach WIN), was awarded a grant to help meet the primary goal of training and placing at least 1,000 at-risk youth, ages 16-24, for technical, construction and other skilled jobs in the green economy. The proposed Pacific Gateway Green Job Corps Initiative will serve 125 at-risk youth, ages 17-24, who are interested in developing skills and gaining employment in green and eco-friendly industries. Career pathways have been developed in conjunction with partnering organizations and several employers including California Home Energy Efficiency Rating Services, California Western Arborists, Harding Construction, AAMECO Solar Energy Resources, Run on Sun, Yard Farmer and others that focus on solar energy, recycling, green building and construction, water efficient and drought resistant landscaping, and community supported agricultural opportunities with salary ranges from \$8 - \$35 hourly. With the partnerships developed and employers committed to this initiative, the Network plans to engage local youth through education, community service, environmental stewardship and civic responsibility, and training and employment opportunities. In school youth will learn water efficient landscaping and community supported agriculture by creating a sustainable garden. Older youth will receive classroom training in Solar Photovoltaic Installation, on-site training at the city's Waste-to-Energy plant, training to receive a Weatherization Energy Certification or training for OSHA 30 Certification, Hazardous Waste Operations and Emergency Response Certification.

Currently, the WpLRC does not have monetary goals in place for engaging business and industry. Training is set at approximately \$250.00/hour. There is currently not a proactive outreach process or a method to survey the purchaser of the training. Goals include more proactive outreach and “door-to-door:” introductions about the WpLRC to local businesses.

Workforce Development (WD)

Workforce Development provides a diverse number of services through partnerships and linkages with the business community, with the goal to develop students’ interest in technical careers while still in middle school and high school. This works on developing a talent pipeline from the schools to El Camino College, and then ultimately back to the business community to meet employment needs.

The **Carl D. Perkins Vocational and Technical Education Act (VTEA)** provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability.

Tech Prep education is an articulated, planned sequence of study beginning in high school, and extending through at least two years of postsecondary education or an apprenticeship program. Programs can continue up to the Baccalaureate degree. Emphasizing contextual learning and career pathways, Tech Prep is an important school-to-work transition strategy, helping all students make the connection between school and employment.

The **California WomenTech Extension Services** Project (CalWomenTech) is serving the California Community College (CACC) system, to increase the participation of women in technology education programs. Services are provided by the Institute for Women in Trades, Technology and Science (IWITTS) in Alameda, California, in collaboration with the City College of San Francisco (CCSF). El Camino collaborated in the grant opportunity to help the Tech Program recruit more women to technology – through which we receive free intensive CalWomenTech training and assistance on recruiting and retaining women in technology programs in which they are under-represented.

LA County (Regional) Coordination Grant offered through the CA Department of Education. Subcontract - The El Camino College Career and Technical Education Program is collaborating with Citrus College and other community colleges to provide the following: Development of curriculum with High School, SCROC, and College Representative; Recruiting additional business and industry partners; Using and developing WorkKeys for skills assessment for participant pathway to business and Industry partners; Coordinate staff professional development activities; Coordinate work-based learning activities; Coordinate college visits to El Camino College and CSULB; Collect and report data using survey, research database, and research assistance; Conduct formative and summative evaluations of career pathways; Present results of evaluations to Steering Committee; Promote Career Pathways of the countywide activities; and in addition, we will participate in creating an Industry Advisory Committee. **Career Placement Services (CPS)** provides a comprehensive array of career, employment and job placement and internship opportunities to all ECC students and alumni who are currently enrolled in at least one semester unit or who have completed a minimum of 15 semester units at ECC. In addition, CPS works to establish meaningful partnerships and serve as liaison between employment seekers, employers, industry, the campus, the community and the Business Training Center.

The WD department provides additional services to the **Women in Industry & Technology (WIT)** program. WIT is a new program at El Camino College which serves women pursuing majors in nontraditional career fields to gain high skill and high wage jobs. Due to budget cuts, WIT resources have been limited. Available funds are typically used for career and technology related books / reference materials, and additional resources for the women in non-traditional career fields, such as "Tool Kits" for WIT participants, which will include books, equipment, uniforms, boots, etc.. Also, WIT is trying to establish a book depot of career and technical education resources in the library for students to be able to check out technical careers class text books. Currently, WIT activities have been discontinued due to budget cuts, though we continue to search for future grant funding opportunities for the program.

B. Facilities and Equipment

In addition to its grant management capabilities, the El Camino College Community Advancement Division and Business Training Center is exceptionally well positioned to carry out program objectives, on time and within budget. ECC and BTC resources include fully computerized conference and classroom facilities to support its business courses and workshops. The EWD Centers also offer free, direct access to the extensive information and tools on its websites. We provide services to businesses and industry,

as well as: internships for students; continuing education classes for individuals seeking personal and professional development; outreach programs to high school students to attract them to career and technical education classes and careers; and career education for students to credit for on-the-job training. The El Camino College Business Training Center can configure learning labs to train up to 40 individuals simultaneously, providing instructional assistance on both scheduled and an on-request basis. The WpLRC Learning Resource Center includes 14 computer workstations. The ECC Learning Resource Center (LRC) can also provide the same training in their learning labs, with currently over 150 computer workstations. The following table list the facilities with key information available at the BTC.

Business Training Center Facility Area	Square Footage	Commercial Lease Rate Per Sq. Ft.	CY Months	In-Kind Match (Sq.ft. x Rate x Mos.)
Room 2: Training Room / Seminars	409.6	\$1.45	12	\$7,127.04
Room 3: Center Support Staff	228.8	\$1.45	12	\$3,981.12
Room 4: BTC Staff	228.8	\$1.45	12	\$3,981.12
Room 5: SBDC Counseling	80.0	\$1.45	12	\$1,531.20
Room 6: SBDC Library	203.2	\$1.45	12	\$3,535.68
Room 7/8: Storage / Supplies	289.2	\$1.45	12	\$5,032.08
Front Desk	187.2	\$1.45	12	\$3,257.28
Room 9: CITD Staff	220.0	\$1.45	12	\$3,828.00
Room 10: CITD Staff	92.8	\$1.45	12	\$1,614.72
Room 11: Contract Education Staff	220.0	\$1.45	12	\$3,828.00
Room 12/29: Storage & Servers	150.0	\$1.45	12	\$2,610.00
Room 13: CACT Staff	80.0	\$1.45	12	\$1,392.00
Room 14: BTC Staff	220.0	\$1.45	12	\$3,828.00
Room 15: BTC Office & Storage	80.0	\$1.45	12	\$1,531.20
Room 16: WpLRC Staff	220.0	\$1.45	12	\$3,828.00
Room 17: Copy Center	258.4	\$1.45	12	\$4,496.16
Room 18: BTC Training Room	228.8	\$1.45	12	\$3,981.12
Room 19: Women's Restroom	88.9	\$1.45	12	\$1,546.86
Room 20: Men's Restroom	90.4	\$1.45	12	\$1,572.96
Room 21: Training / Meeting Rm.	118.4	\$1.45	12	\$2,060.16
Room 22: BTC Staff	118.4	\$1.45	12	\$2,060.16
Room 23: Storage	150.0	\$1.45	12	\$2,610.00
Room 24: BTC Marketing	129.6	\$1.45	12	\$2,255.04
Room 25: SBDC Staff	88.0	\$1.45	12	\$1,531.20
Room 26: BTC Break Room	120.0	\$1.45	12	\$2,088.00
Room 27: SBDC Staff	220.0	\$1.45	12	\$3,828.00
Room 28: SBDC Staff	80.0	\$1.45	12	\$1,531.20
Room 30: SBDC Counseling	80.0	\$1.45	12	\$1,392.00
Room 31: Conference/Training Rm.	368.0	\$1.45	12	\$6,403.20
GRAND TOTALS		\$1.45	12	

C. Staffing / Personnel

The Director of Contract and Community Education at El Camino College, Crisallea Byun, reports directly to Mr. Jose Anaya, El Camino's Dean of Community Advancement and the Business Training Center. Ms. Byun has the status of an administrator at management Level VIII and carries the title of "Director" at El Camino College. Ms. Byun meets on a regular basis with the CA Dean and with the College President and Vice Presidents at monthly management meetings. The Director is fully responsible for program operations, and all collaborative agreements and contracts with partners and consultants.

Jose Anaya

Dean, Community Advancement and the Business Training Center (BTC)

Jose Anaya oversees the El Camino Community College District's Community Advancement Division and Business Training Center. Prior to joining the staff at El Camino College, he directed economic development programs at Cerritos College. Under Anaya's guidance, Cerritos College received numerous honors and recognition related to workforce development. These included a Best Practices award for its partnership with Lockheed Martin, and selection by the Corporation for a Skilled Workforce and its partners as one of five national exemplary models for expanding postsecondary education and training opportunities for Hispanic workers. Mr. Anaya's earlier experiences include work in the private sector with corporations such as Honeywell, ITT Industries and DataCard. He has broad experience and expertise in the areas of product design, manufacturing and management, as well as economic and workforce development. Mr. Anaya has a B.S. degree in mechanical engineering from California Polytechnics University, Pomona, and a MBA with an emphasis in entrepreneurship from the University of Southern California.

Crisallea Byun

Director, Contract and Community Education

Crisallea Byun has more than 17 years experience as a performance consultant in workforce and organizational development. She has provided more than 10,000 hours of training and consulting to businesses and organizations. Ms. Byun specializes in leadership development, team development, customer service, and Interest Based Approach to Decision Making.

Prior to her current service with El Camino Community College, Crisallea Byun has worked at Los Angeles County Office of Education in a variety of managerial positions. During this period she served as a trainer, motivating Welfare recipients to self-sufficiency, as a training manager, developing and launching the organization's diversity and leadership development programs, as a performance consultant, providing expertise and resource for organizational development to 21 divisions and 81 school districts and as a project manager, managing the Los Angeles County Academic Decathlon and the Los Angeles County Teachers of the Year program.

Crisallea Byun received a double Bachelor's degree in Mass Communication and Psychology from the University of California, Berkeley and a Master's degree in Global Leadership from the University of San Diego.

David Gonzales

Director, El Camino College Center for Applied Competitive Technologies (CACT)

David Gonzales has 25 years experience in aerospace manufacturing. He is a Honeywell Six Sigma certified, and a member of the American Society for Quality and APICS. In addition to his hands-on experience, Mr. Gonzales has worked as a management consultant for the past five years specializing in quality and manufacturing.

He received training in lean manufacturing at the University of Tennessee, Manufacturing Extension Program in 1993 and has since trained and led numerous project teams in Kaizen, 6S, value stream mapping, cellular manufacturing process improvement, and Just-in-Time point of use programs. In addition, he has trained teams in Six Sigma quality and process improvement.

His business experience includes materials management, quality assurance, and manufacturing operations management. He worked for Honeywell Aerospace for 20 years where he held numerous leadership positions in quality, manufacturing, and integrated supply chain. Mr. Gonzales worked as a machinist, Coordinate Measuring Machine operator, quality technician, materials planner, and numerous other positions in manufacturing. Mr. Gonzales has a Bachelor of Science degree in Business Administration and a MBA from the University of La Verne.

Maurice Kogon

Director, Center for International Trade Development (CITD)

Maurice Kogon joined the CITD as Director in August 2001. Mr. Kogon has more than 40 years of experience in the international business field as a U.S. Government official, business executive, educator and consultant. He has written, lectured and trained extensively on international trade and developed numerous Web-based export tools now used throughout the world, including his: Export Readiness Assessment System, Exporting Basics Guide, Export Internet Search Wizard, and Trade Information Database. Mr. Kogon has taught undergraduate and graduate courses in international marketing management at George Washington University and Virginia Tech, and consulted for U.S. and international clients including the Egyptian government and the United Nation's (UN) International Trade Centre in Geneva.

Mr. Kogon's government career spanned more than 33 years with the U.S. Department of Commerce in Washington, DC, where he held senior management positions in trade assistance and promotion, trade policy, strategic planning and program evaluation. As director of market research and the trade information office, he oversaw many of the export assistance services offered at U.S. Export Assistance Centers nationwide. In 1994, Mr. Kogon left the Department of Commerce to set up and direct an International Trade Assistance Center at Howard Community College in Columbia, Maryland. In 1999, he joined Trade Compass in Washington, DC, as a senior adviser for training and education, where he managed the development of Trade Compass' Internet-based tools for corporate and academic training. Mr. Kogon holds both a Bachelor's and Master's degree in Foreign Affairs from George Washington University, and did doctoral work in international relations at American University.

Starleen Van Buren

Director, Small Business Development Center (SBDC)

Star Van Buren has worked for the El Camino College Business Training Center (BTC) since 2005. She was hired as a marketing consultant for the BTC/Small Business Development Center (SBDC) where she planned and coordinated SBDC workshops and special events, marketed SBDC services to the community, and counseled small business owners on effective marketing techniques. She was promoted to the director of marketing and outreach for the BTC in 2006. Her responsibilities included marketing the services of all the BTC's divisions including the Small Business Development Center, the Center for Applied Competitive Technologies, the Center for International Trade Development, the Workplace Learning Resource Center, and Contract/Community Education. She was appointed as interim SBDC director in September 2008 and was officially hired as the director in December 2008.

Ms. Van Buren's began her profession in the financial services industry. She started as a marketing editor and over the years was promoted to marketing manager, then to vice president of marketing. Her last position was chief operations officer in charge of teller operations, member services, lending, collections and marketing/business development. During her 15-year career, Ms. Van Buren won numerous industry awards for the development and implementation of effective marketing campaigns. She also is an experienced small business owner. She and her husband opened a tax and accounting practice in 2004 which her husband operates today.

Ms. Van Buren received an MBA from the University of Redlands and a B.A. in communications from California State University Dominguez Hills. She also attended the Otis College of Art and Design. Ms. Van Buren plans to pursue her doctorate degree in 2009.

Cathy Brinkman

Interim Director, Workforce Development

Cathy Brinkman has over ten (10) years experience in Workforce Development working with college and district programs, services, operations, protocols, and culture. Her experience in the administration and coordination of programs and partnerships include: Career & Technical Education; Tech Prep; Career Placement Services; Foster Care; Language Academy; Department of Education Title V Hispanic Serving Institutions Developmental Grant; Employment Training Panel (ETP) Manufacturing Consortia (four Community Colleges); Contract Education – Northrop Grumman (Basic Skills for returning employees); and UNITE-LA School-to-Career partnership.

Ms. Brinkman has earned the following degrees and certifications: Master of Arts in English from California State University, Los Angeles; Master of Business Administration from the University of Wisconsin; Bachelors of Business Administration from the University of Wisconsin; Journeyman Machinist from McDonnell Douglas Helicopter Co. in Culver City, CA; and Certificate of Wood Techniques from Madison Area Trade-Technical College.

Phil Sutton

Director, Workplace Learning Resource Center (WpLRC)

Mr. Sutton has worked with the economic development programs of the California Community College system since 1992, primarily with El Camino College, providing assistance in grant preparation, contract training development, project coordination, strategic planning, and online curriculum and staff development for California Community Colleges and California industry. He is an experienced college-level English instructor, receiving his master's degree from California State University, Long Beach in 1989 after completing undergraduate work at the University of Oregon. Mr. Sutton has served on the board of the Literacy Council of Greater Los Angeles and served as the Chair of the Workplace Learning Resource Center Statewide Initiative Committee from 1998 to 2005. Recent professional development activities include attending seminars at the Foundation Center in New York City in grant proposal preparation, and symposiums in distance learning and the use of technology in the classroom through the Outreach and Technical Assistance Network (OTAN) and the California Department of Education.

Contract Education and the BTC has a variety of qualified trainers, each with years of experience in their respective areas of expertise.

Contract Instructors / Trainers

- | | | | |
|---------------|------------|-----------|--------------|
| DeSimone | Baez | C. Byun | W. Estrada |
| D. Valladares | Conejo | M. Hedges | R. Calix |
| J. Shane | E. Jewell | R. Hughes | B. Hubert |
| Seifert | Gulati | C. Rivas | G. Van Buren |
| D. Ueda | B. Sweet | R. Olson | L. Rushfield |
| R. Pandolfi | D. Saddler | M. Evans | K. Vecchio |
| M. Thomas | Valladares | E. Ruiz | S. Gereau |

Personnel Type	# of Staff	PTE	FTE
Manager / Supervisor	9	--	9
Classified Staff	12		12
Casual Employees	28	28	0
Contract Trainers	30	30	0

The center directors are encouraged to train instructors/staff as needed to develop new training programs to continue to meet market demands.

D. Planning

To convert Center “silos” into a more collaborative, synergistic organization, the staff of the BTC and Contract Education have worked hard to develop a common intake form and database for all, joint marketing, and a unified approach to calling-on clients. Several documents and processes have been proposed by the BTC team, at various points in time, including a standard intake form and a needs assessment survey. These are good starting points, and can be refined and implemented to achieve these synergistic goals.

With the strong synergy developed within the BTC, centers have opportunities to better leverage outreach efforts. For example, the four Centers each offer complementary “solutions” for many of the same types of companies, particularly manufacturers who may need improved manufacturing processes (CACT), better entrepreneurial skills and resources (SBDC), incumbent worker training (WpLRC), and expanded sales from exports (CITD) to increase their productivity, profitability and hiring.

A variety of marketing and outreach activities are underway, or planned, for special projects. These include: 1) import/export seminars; 2) advertising; 3) customer surveys; 4) partnership marketing and cross promotions; 5) direct mail; 6) announcements in the Daily Breeze; 7) use of SBDC’s calendar of events; 8) a Web survey; 9) and an intake form. The BTC uses an ACT! database for contacting customers, and estimates there are approximately 2,000 businesses listed in the database.

Each of the EWD centers is required to contribute each year to the production of the State-wide “Getting It Done” EWD newsletter. They also have guidelines on their individual center’s Web site, and utilize a template that is similar in look-and-feel to all of the other EWD centers in their initiatives across the state.

The Community Education unit had been operating in the red until a new Assist Director and Student Service Technician were hired. The ability to achieve profitability depends on the effectiveness of providing classes currently desired by the public, ability to assemble an effective schedule, and a customer service system that responds to clients’ requests. Both of these success factors had been difficult to achieve without adequate staffing levels. Until recently there was only one full-time person responsible for all aspects of the community education program including marketing, promotions, subject matter expert recruitment, logistics, sales and follow-up. Additionally, the academic side of the college will book classroom space, regardless of whether community education class schedules have been posted or registration money has been taken from customers to reserve spaces. The Lumens reports indicate that for the past three years class cancellations, not initiated by students, run between 45 to 54% of the total number of classes. This is not only lost revenue, but provides little reassurance to customers that are considering whether to return for future classes. The community education director is attempting to alleviate some of these challenges by partnering with outside businesses to host classes at their site. This reinforces the unit’s positioning strategy which is about “getting the community back into education”.

The Student Learning Outcome (SLO) for Contract Education is:

Customers (student) will understand training customization after participating in the training needs assessment survey.

This SLO will assist Contract Education to better serve the customer by allowing for better customization. This will maximize the training results and tie the training to the goals of the company. For Contract Education this is very important because if the training meets the customer's expectation then the customer purchases more training.

The Student Learning Outcome (SLO) for Community Education is:

Students will be able to register online with ease after participating in the EZ direction orientation in the Community Education schedule of classes.

This SLO will assist Community Education to better serve the student by allowing the student to learn new skills and register online. Registering online is more convenient for the student and more cost effective for the program.

Issues Still Requiring Attention

The management team expressed an interest in more focused marketing to venture capitalists, and targeted promotions for their export directory, seminars and orientations. A few challenges were expressed by the team, including the use of ACT!. The program tends to crash, and is not complete because the SBDC cannot share its information.

The El Camino SBDC has an extensive database, but because of their regulations by the Small Business Administration, they are unable to share this data with the other center team members, making coordination challenging. If they participate in the ACT! database for sales, then there would be double entry on the part of the SBDC staff.

Because the network of SBDC's is intricately linked with the funders, unified messages and usage of logos is cumbersome and complicated. The El Camino SBDC director indicated a need for a template for flyers and collateral materials, and noted that cross referrals among the centers could be better coordinated. This unit is measured on quality of work with its customers versus quantity of leads and customers. Consulting is an important service offering, as well as loans and start-up business services.

Additionally, it would be cumbersome to have administrative staff inputting data in two different systems. The team recommends a screening process for incoming calls to qualify leads for one-to-one meetings or group orientations. Since a variety of staff handle incoming phone calls, it would be helpful to design a lead qualifying process for each of the center units/programs.

However, there is still a need for standardizing templates for promoting special projects and classes, such as how to best utilize funding to include the development of the fastener website, along with standardized headers and footers that can be dropped into a Microsoft Word document to produce individual flyers and fact sheets for special training and events. Current outreach activities include press releases and news letter articles, and one-time contacts with businesses.

Community Education classes are evaluated, but not formally and consistently. Less than 30% of their budget is spent on the production and mailing of class schedules. It may be more cost-effective to create an online system of posting schedules, and limiting the production run of print catalogs. This strategy has been deployed by other contract training entities, which decreased the print run from 20,000 to 1,000 catalogs. Print costs were reduced by 63% because this catalog was segmented by customer groups and printed in small runs at the campus' copy center. Unfortunately, it is challenging to make changes to the college's website, so the Lumens registration landing page is their primary site promoted in all of its outreach efforts. All promotions, registration, logistics and recruitment/management of subject matter experts are handled via one Assistant Director and one full-time staff.

The catalog value proposition can be strengthened since it only positions the Community Education unit as "not-for-credit" classes for professional and personal development, and highlights the following key benefits:

- Learn new skills to energize or jumpstart your career
- Learn to enrich our personal life
- Classes inspire bright ideas

IV. Recommendations

The United States, including California and Southern California, is in the midst of a recession. The economy's performance and its troubles spreading from the housing, financial and automotive related sectors to the rest of the U.S. economy and around the world, of course, affects South Bay businesses as well. Problems were aggravated by a sudden, deep financial crisis in global capital markets, an inability to obtain bank financing due to the worsening credit crunch, and a collapse in global international trade flows.

This presents a major challenge for the El Camino Contract and Community Education department. On the plus side, many individuals are looking to expand their skills to increase their eligibility for employment, which can be of benefit to the Community Education program. On the down side, many businesses have eliminated their budgets for employee training programs as a reaction to reduce expenses in the face of reduced sales and profits, which has the potential to drastically hurt our Contract Education program. However, with these challenges come opportunities to make the department more customer focused and profitable.

Contract Education

Recommendation 1:

Contract Education should utilize technology more effectively to manage the customer experience. This would include an online customer management tool like ACT! and a performance & training needs survey. The survey would be used to manage customer's expectations by gathering more detailed information about the training specifics and desired outcomes. This would assist in customizing the training course and also gain insight on how the training could link current and future business goals of the company.

Recommendation 2:

Develop a more focused marketing strategy that would facilitate the centers working together to serve customers more effectively. The plan would include a new brand message, marketing materials and website. Additionally, outreach efforts would include cold calling, a direct mailer on ETP, and follow-up phone calls using a telemarketing company. The call to action for the telemarketer is to schedule a consultation for a needs assessment that represent all center services.

Recommendation 3:

Expand the training offerings to include new topics and content that are customer driven. Use survey tools to determine topics. This is an ongoing recommendation and will be implemented as profits become available to invest back into the program.

Community Education

Recommendation 1:

Continue to expand marketing efforts to increase presence of mind in the community. Redesign and incorporate new advertising messages to existing marketing vehicles

(course catalog, flyers, website etc.); Revamp and increase circulation of advertising (i.e. updates and increase mailing & distribution lists); Increase grass-roots community outreach efforts; and assure that advertising is distributed in a timely manner.

Recommendation 2:

Enhance community relations to promote Community Education programs for increased enrollment; develop strategic partnerships for additional off-site learning facilities; further develop new classes/programs that reflect the needs and interests of the community. These efforts will continue to position El Camino College Community Education as one of the top extended learning/community education programs in the region in terms of profitability, quality, and reputation.

Recommendation 3:

Solve the class cancellation issue due to classroom double booking. Currently, the academic programs will book classroom space after Community Education has booked the classroom thus forcing the cancellation of Community Education classes. Cancelling classes is not only lost revenue, but provides little reassurance to customers that are considering whether to return for future classes.