



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



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

II. Members Present:

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

Also Present:

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

III. Budget Update and Discussion

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

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

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

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

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

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

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

Mr. Troy's answer was no.

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

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

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

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

IV. Approval of Minutes

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

V. Presentation and Discussion – Many Shades of Green Report

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

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

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

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

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

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

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

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

Question: Where are you getting this data?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. Strategic Review Analysis and Recommendation

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

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

She concluded the update of the new initiative review process.

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

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

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

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

VII. Special Recognition for Dr. Nikki Harrington

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

VIII. CTE Education Issues

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

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

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

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

IX. Presentation: Economic and Workforce Development

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

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

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

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

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

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

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

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

Question: What is the next innovation?

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

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

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

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

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

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

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

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

X. Presentation: Environmental Technology

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

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

Comment: Who do you envision the new facility supporting?

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

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

XI. Public Comment

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

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

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

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

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

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

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

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

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

June 2, 2011

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

Attachment "B"



California Industrial and Technology Education
Association and Foundation
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P.O. Box 729, Diamond springs, CA 95619-0729
916 704-4746 (ph),

Date: June 9, 2011

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

Dear Honorable Senator Lowenthal:

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

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

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

Lance Gunnensen
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