BUSINESS PLAN
Community and Corporate Learning

Coconino Community College

FLAGSTAFF, ARIZONA

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Coconino County is the second largest county in the United States by geographical size and encompasses 18,600 square miles in area. It is also the largest county by size in the State of Arizona. Coconino Community College serves a very diverse population and is responsible for providing educational opportunities to residents living throughout Coconino County. Flagstaff, the county seat and northern Arizona's largest city, comprises approximately half of the county's population. Other residents in Coconino County live in smaller communities scattered throughout the region including the Havasupai Tribe, located at the far west end of the county in the bottom of the Grand Canyon and the Navajo Nation, which is the largest Native American tribe in the United States. The county is served by a major east-west Interstate highway (I-40), a private railroad with service to Grand Canyon National Park, and many successful businesses and industry, as Coconino County boasts a uniquely high quality of life and beautiful location.

Mission Statement

Community and Corporate Learning (CCL) endeavors to make available any training necessary for community members to succeed. By providing a “one-stop-shop” for learning enhancement, accessibility of knowledge is increased which in turn heightens the aggregate social and human capital of the region.

Organizational Structure

The Community and Corporate Learning Division provides the overall administrative approach and organizational philosophy for four interrelated departments: Corporate Learning, Lifelong Learning, Testing Services (GED, HESI, etc.), the Small Business Development Center, and CCC Extension Sites. Through adherence to the policy contained in this plan, CCL will be structured in a manner which will allow for consistency in the programmatic approach to non-credit and credit bearing courses. Together, these four departments provide Coconino County with a holistic approach to continuing education and contribute to the human capital of the region.

The Corporate Learning Department consists of four distinct entities: Corporate Training, Contract Training, Continuing Education Units, and Workforce Development. Corporate training constitutes a set schedule of classes per semester aimed at increasing the capacity for development within existing and new local businesses. They are additionally intended to contribute to basic workforce investment strategies. The classes offer skill sets that are valuable to both business owners and employees, and will be updated regularly to reflect current demands in workforce investment.

The Contract Training facet of Corporate Learning offers customized workforce training based on an individual company’s needs. The department conducts an on-site needs assessment for the company requesting services. From the needs assessment, a schedule of training is derived which specifically addresses those “needs” in demand. Any training or consultation that is called for outside of normal department services will be...
acquired by the Contract Training Department and presented in an accessible manner to that particular labor group. Thus far, the Leadership/Supervisor Academy has been well received and in demand by the larger corporations in the region.

The Continuing Education Units segment offers a variety of “educational units” or “certificates” that contribute to increased wages in diverse industries throughout the northern Arizona community. The program does not necessitate that the college offer classes, rather, the program maintains record of the qualifications required for continuing education units from a plethora of industries/companies throughout the region and in-turn provides the “certification” for the employee to show their respective employer. CCL is dedicated to building CEU courses to meet the needs of expanding industries and government in the northern Arizona region. These certificates carry state and national accreditation value. Credits include but are not limited to:

- Teacher In-Service Units
- Department of Environmental Quality Certified Operator Exams
- Medical Industry
- Government
- Real Estate Industry
- National Association of Bookkeeping Certification

Programs that offer community members the ability to increase their skill sets in a cost-effective manner is in high demand given the current economic context of the region. Due to this demand, CCL has determined that a focus on Workforce Development is quintessential to the development of human capital in the region. The topics offered and internships provided will be methodically considered in the context of livable wages and viable vocational careers.

The Community Enrichment Department provides non-credit workshops involving a myriad of topics throughout the year. These programs are designed to meet the needs of a wide variety of community members who want to enhance their learning in a non-traditional way. The non-credit workshops do not require texts, tests or transcripts and are available at a reasonable cost to all students. The current economic climate has required restructuring between credit and non-credit offerings. This restructuring has afforded additional non-credit classes previously located in credit bearing curricula (e.g. scuba, music performance, physical education). Due to the limitations of curriculum development, these classes were limited in their structure and types of course objectives. CCL may now expand class objectives to include other topics of interest to community members. Here, CCL is looking to create consistency between the way in which non-credit and credit bearing courses are run in the college. This type of program design will permit efficiency and effectiveness in the delivery of non-credit courses.

The Small Business Development Center (SBDC) is a business assistance program intended to promote and support entrepreneurship in Coconino County by providing the highest quality and most responsive outreach, training, and counseling. The center provides confidential one-on-one counseling for existing and potential small business owners in addition to a series of workshops which cover basic business administration.
These workshops include but are not limited to business planning, accounting methods, personnel management, financing, and marketing.

The Williams and Grand Canyon distance campuses have recently been placed under the umbrella of CCL. The objective is to apply these sites in a viable manner to increase the capacity of CCC in the region. Historically, these sites have been used to house credit bearing courses for distance learners. This agenda will be expanded to include Workforce Development, CEU, and Community Enrichment programs. Community outreach in these areas will increase to gain a better understanding of community demands in the distance regions.

Coconino Community College - Community and Corporate Learning will undoubtedly play a vital role in contributing to an educated workforce, provide community enrichment, and assist current and prospective entrepreneurs. As outlined in the Coconino Community College Strategic Plan, it is a goal that Community and Corporate Learning will be self-sustaining at the end of a five year term. This business plan will address that end, however, it should be noted that as we move forward we must remain open to continual assessment, review, and modification of this plan as needed. As evidenced in the recent Economic Impact Study completed by Coconino Community College Institutional Research, “the college’s variety of programs has made, and continues to make, a significant difference in the educational and economic advancement of thousands of Arizonans.”

Illustrated below is the vision of CCL’s organizational structure as it advances through the years. As fiscal resources and time permit, existing positions will become vacant permitting the adjustment of job descriptions and classifications to reflect the new expectations of this division. During this time of change, fiscal resources and allocation will also be adjusted to reflect the new organizational pattern.
**Action Plan**

It is the goal of this division to accomplish the following policy priorities within the fiscal year 09:

1. Identify opportunities to work with businesses, governments, organizations and tribes throughout the county via collaboration and partnerships.
2. Increase CCL’s participation within CCC.
3. Design of new marketing approaches and tracking of all marketing events.
4. Collaborate with all Chambers of Commerce, local and state governments and businesses to identify ways in which CCC can assist with regional economic development.
5. Inventory opportunities to provide Community and Corporate Learning services district wide.
6. Standardize the way in which CCC negotiates and provides contract corporate training.
7. Streamline the process by which non-credit workshops are offered and remain flexible enough to respond to immediate needs throughout the community.
8. Standardize the way in which CCC can provide continuing education unit (CEU) courses.
9. Continue to monitor revenues and expenditures by reducing the number of revenue codes currently applied at all distance campuses, thus creating an efficient and profitable division that is actively tracking all expenditures and revenues.

The goal of self sustainability will involve a three pronged approach over the next five years which includes the following objectives:

A. Identify efficiencies within Community and Corporate Learning.
B. Develop consistent pricing for non-credit workshops and contract training to include a profit margin.
C. Increase the overall amount of workshops and corporate trainings to create realized income.

**Performance Measures**

The ensuing table illustrates the method by which Community and Corporate Learning will gauge its performance. These indicators correspond with aforementioned set policy and objectives. They are intended to measure the progress of the division in terms of its stated goals within the community. A semi-annual report will be conducted the first and sixth months of the year which will apply the following indicators for assessment purposes. The performance analysis is expected to create a negative feedback loop through which projects that are performing poorly may be identified and contingent approaches may be applied. Beneath each indicator is the calculation of the measure in terms of positive or negative results. These measures will be periodically assessed to determine their viability within the context of new or emerging CCL goals. Policy goals and indicator objectives will vary as derived from current community conditions.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Indicator</th>
<th>Results</th>
</tr>
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<tbody>
<tr>
<td>1. Identify opportunities to</td>
<td>The number of collaborative</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Description</td>
<td>Indicator</td>
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<tr>
<td>-----------</td>
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<td>-----------</td>
</tr>
<tr>
<td>1.</td>
<td>work with businesses, governments, organizations and tribes through collaboration and partnerships.</td>
<td>workshops produced.</td>
</tr>
<tr>
<td>2.</td>
<td>Create cohesive operating unit within CCL inclusive of corporate training, community enrichment, and the small business development center. Increase participation within CCC.</td>
<td>Number of collaborative events with CCC HR department.</td>
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<tr>
<td>3.</td>
<td>Design of new marketing approaches and tracking of all marketing events.</td>
<td>Number of new marketing events.</td>
</tr>
<tr>
<td>4.</td>
<td>Collaborate with all Chambers of Commerce, local and state governments and businesses to identify ways in which CCC can assist with regional economic development.</td>
<td>Number of workforce investment presentations or strategic meetings.</td>
</tr>
<tr>
<td>5.</td>
<td>Inventory opportunities to provide Community and Corporate Learning services district wide. <strong>Objective C.</strong> Increase the overall amount of workshops and corporate trainings to create realized income.</td>
<td>Identification of possible workshops at all campuses throughout the district.</td>
</tr>
</tbody>
</table>
6. Standardize the way in which CCC negotiates and provides contract corporate training.
   **Objective B.** Develop consistent pricing for non-credit workshops and contract training to include a profit margin.
   **Objective C.** Increase the overall amount of workshops and corporate trainings to create realized income.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>6.</td>
<td>Number of corporate trainings designed.</td>
<td>(n \geq 3 = +, n &lt; 3 = -)</td>
</tr>
<tr>
<td></td>
<td>Number of corporate trainings produced.</td>
<td>(n \geq 2 = +, n &lt; 2 = -)</td>
</tr>
<tr>
<td></td>
<td>Application of new standardized agreement with all corporations.</td>
<td>(n=100% = +, n &lt; 100% = -)</td>
</tr>
<tr>
<td></td>
<td>Profit margin realized from corporate trainings.</td>
<td>(n \geq 20% = +, n &lt; 20% = -)</td>
</tr>
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7. Streamline the process by which non-credit workshops are offered and remain flexible enough to respond to immediate needs throughout the community.
   **Objective B.** Develop consistent pricing for non-credit workshops and contract training to include a profit margin.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>Application of standardized contracts for instructor salary for non-credit workshops.</td>
<td>(n = 100% = +, n &lt; 100% = -)</td>
</tr>
<tr>
<td></td>
<td>Application of standardized workshop pricing.</td>
<td>(n = 100% = +, n &lt; 100% = -)</td>
</tr>
<tr>
<td></td>
<td>Design and production of new community enrichment classes.</td>
<td>(n \geq 3 = +, n &lt; 3 = -)</td>
</tr>
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</table>

8. Standardize the way in which CCC can provide continuing education unit (CEU) courses.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>8.</td>
<td>Research into regional CEU seminars and CCC distribution of certificates.</td>
<td>(\text{One industry per six months = +, less than that = -})</td>
</tr>
<tr>
<td></td>
<td>Design and production of CEU course.</td>
<td>(n \geq 1 = +, n &lt; 1 = -)</td>
</tr>
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9. Continue to monitor

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>9.</td>
<td>Budget analysis of CCL cash</td>
<td></td>
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Objective A. Identify efficiencies within Community and Corporate Learning.

Departmental Overview and Objectives
This business plan will address the following areas of expected growth within Community and Corporate Learning and identify ideas to provide self sustainability:

- Community Enrichment
- Corporate Learning
- Small Business Development Center
- Extension Sites

COMMUNITY ENRICHMENT

The Community Enrichment Center has the potential of providing community programs that change and develop as the needs of the community change. This can be viewed in two different ways; one as workshops that are just for fun and secondly, as a program that deals with the older generation such as the Osher Lifetime Learning Center concept.

There will always be a need for classes that meet the enrichment needs of the community. This can include programs in the arts and music, fitness and nutrition, culinary arts, and numerous others. A “core” program of offerings can be established and could include courses such as finance, languages, art, and self improvement workshops. Courses can be easily added or deleted as trends change. Topics are reviewed on a regular basis through surveys of current program attendees, or by outreach from people who are interested in teaching. Our ability to act on this information in a timely manner will increase the quality and quantity of the products we deliver.

An additional focus should be on our aging population. Over 10,000 people per day are turning 50. The concept for this would be two-fold. One group would include people who are retiring, whether early or not, they want to remain both physically and mentally active. This group tends to feel approximately two decades younger than their chronological age creating what can be called a “third age” of life. They have relatively good health, wealth, and possess an interest in lifelong learning.

The second group includes the estimated 77 million baby boomers, the largest generation in American history, who will be disengaged from the workforce in the next 18 years. This and the dramatic drop in birth rates will cause a shortage of an estimated 21 million people in the workforce by 2015. This rapid loss of collective skills, experience, and wisdom of these prime-time workers could devastate our economy and adversely affect...
our global dominance. The good news from this is that 80 percent of the baby boomers indicate that they intend to continue being engaged socially and civically seeking purpose and productivity instead of the traditional retirement options that usually include no serious work.

The goal of the Community Enrichment Center would be to create opportunities for re-employment, strengthening the economy, and providing meaningful opportunities by providing education and training for people within a college setting.

Historically community colleges have adapted and capitalized on changing demographics and social trends and the aging baby boomers should be no exception. Unlike recent high school graduates, the adult learners approach the classroom armed with a lifetime of workplace experience. The career-switch model programs should therefore be significantly shorter than most degree programs and focus on teaching adults how to translate those skills into a new career rather than building foundational skills. This could include short term courses, workshops, and lectures.

Creating Efficiencies

Building non-credit courses to include extension sites
In an effort to streamline non-credit offerings at our remote sites, we have developed a revised version of the current course change form. All non-credit workshops will be entered into “Banner” by one CEC person; therefore all of the extension sites can build workshops based on individual community needs or requests. We need to remain responsive and flexible enough to build non-credit workshops on a moment’s notice. Those charged with coordination at the extension sites must be empowered to evaluate potential enrollment and build the courses. The Executive Director of Community and Corporate Learning will visit extension sites on a regular basis, thus creating an environment of open communication and collaboration. All revenues derived from district wide workshops will ultimately be funneled through Community and Corporate Learning, so that solid knowledge of any profit margin can be immediately realized.

Standardization of instructor pay
Standardization of instructor pay has been recently addressed. Those instructors teaching non-credit workshops will be paid the same amount per hour as adjunct faculty. The allowance for preparatory time has also been changed to reflect consistency between non-credit courses and those teaching credit bearing courses.

One potential efficiency may be found in hiring one instructor to teach both credit bearing and non-credit courses together in some disciplines. While enrollment may be low in one or another, teaching one course for credit and non-credit purposes would save in total salary, as the academic department would pay a portion of the instructor’s salary and the non-credit budget would pay a proportionate portion of the instructor’s salary. This measure would reduce the perception of competition between credit and non-credit course offerings.
Shared Resources
An additional proposal to increase efficiency would be to offer more workshops at local businesses through continued partnerships. By offering workshops throughout the community, we will strengthen our relationships throughout the region and require less classroom space on the college campus.

Pricing
While we wish to continue to provide non-credit workshops at an affordable cost, the tuition charged each student has not increased as dramatically for non-credit offerings as in the credit bearing areas of academia. It is our intention to evaluate each non-credit course and build a thirty percent profit margin into each course. Student fees related to each non-credit course will also be evaluated and adjustments will be made as necessary. Administrative costs will be taken into account and calculated in to all non-credit offerings.

Volume Increase
Community support is essential to our success. To that end, it is our desire to reach out to all of the communities throughout Coconino County. This will be accomplished through the following modalities.

- Face to face meetings with businesses, government agencies, chambers of commerce, and organizations.
- Mailings of non-credit offerings that are currently being done.
- The development of a Community and Corporate Learning pamphlet outlining information about the services offered that can be distributed throughout the region.
- Collaborations with organizations and agencies throughout the region, state, and country as it relates to improving our services and enhancing our response to the needs of our community.
- Close working relationships with our internal customers and partners including Academic Department Chairs will create a sense of ownership and facilitate informal advertising throughout the region.
- Creative marketing strategies, working with those in our Public Relations Department will provide formal advertising of our programs.
- Adapt existing service learning, leadership training, and workforce development models to meet the needs and interests of post-midlife adults.
- Conduct an audit of existing programs and services based on the expressed desires of our mature adult population.

CORPORATE LEARNING

Corporate training opportunities at Coconino Community College are limitless. With the current economic environment, businesses and corporations are looking to make their dollars stretch as far as possible and create efficiencies by developing a well trained workforce. Community and Corporate Learning will propose providing corporate training in the following ways to meet the needs of Northern Arizona.
• **Customized employee training** geared to meet the specific needs of businesses. This type of training will be the result of individual assessment based on an individual corporation’s needs or requests. The training can take place at Coconino Community College or may be held at the business site. This training will be open to those employees selected by the business and can be as extensive as desired by the business or corporation. The Leadership/Supervisor Academy is the framework from which specialization will be derived based on corporate context.

• **Scheduled Professional Enhancement or Corporate Classes**
  These types of corporate training (workshops) will be offered on a regular basis throughout the year and will be open to the public through Community and Corporate Learning. These classes include:
  - Leadership/Supervisor Academy sections
  - Workplace Readiness
  - Computer Literacy
  - Business Basics
  - Business Plan Writing
  - Quickbooks Accounting
  - NxLevel Guide for Entrepreneurs
  - Time Management
  - Basic Management

• **“Ed2Go and Ed2 Go Pro”**
  This on-line delivery of non-credit workshop programs includes both Community Enrichment and Corporate topics, and will enhance our in-person offerings.

• **“WorkKeys” Assessment and Testing**
  “WorkKeys” assessment and testing services will continue to be offered to government agencies and businesses as requested.

• **Workforce Development**
  - **Level II Work-Learning Program**
    This is a continuation of the Adult ED pilot program in which students completing their GED job shadow and conduct working interviews with current employees. CCL has built on the connections already established by Adult ED with Walgreens, Joy Cone, Safeway, and Nestle-Purina by contracting with them to hire Adult ED students for internships at minimum or livable wage with the qualification that these students attend a 12 hour non-credit Workplace Readiness course. These companies were chosen according to their livable-wage scale. The course will address issues identified by employers through major needs assessment studies (Nexus Study 2007, GFEC Workforce Study 2007). These topics include technical writing, reading comprehension, critical thinking, financial literacy, time management, responsibility and accountability, problem solving, customer relations, and basic work ethic. The course will also include a resume writing and interviewing technique section. The objective is for students
to complete the course, participate in an internship, and then formally apply to the company which they interned with or another comparable company. Irrespective of the student being hired by the same company which they interned with, the student will complete the program with a portfolio which contains certificates of completion, a resume, and an internship work experience so that they may proceed to apply to any job with confidence. It is the goal of CCL to provide students with a livable wage and the confidence to continue their educational career.

- **YouthBuild Job Connection**
The Northern Arizona Builders Association (NABA) has committed to participating in an effort to contract YouthBuild graduates with prime, sub-prime, and custom contractors such that students are guaranteed a full-time position upon graduation with the qualification that they complete the 12 hour Workplace Readiness course in CCL. NABA is currently processing a survey developed by CCL which gauges the dedication these companies have to hiring YouthBuild graduates and green building in general.

- **City of Flagstaff Sustainability Program**
During the City’s two year grant cycle the Sustainable Workforce Development Program will enroll five young adults in to an Energy Efficiency and Weatherization Apprenticeship Program through CREC. Young adults will commit to a 900 hour AmeriCorps service term. Program participants will receive apprenticeship training in “greencollar” job skills including home energy audits, installation of simple inhome energy and water conservation measures, weatherization, installation of solar hot water heaters, and small rainwater harvesting systems. The program will also enroll two young adults through YIA AmeriCorps and Willow Bend Education Center. Program participants will commit to a 1700 AmeriCorps service term. Program participants will receive training in outreach and education and work in the Flagstaff community to promote energy efficiency and conservation. CCL will become a collaborative partner in this process by providing corporate trainings in soft skills to the companies that will be engaged in the apprenticeship program as well as those that will be hired to complete the residential weatherization of homes in the City of Flagstaff. The Residential Energy Efficiency Program portion of the grant is suspected to create 15 new jobs and these small companies will need access to resources that will aid them in increasing their capacity for growth.

- **Jobs2009/Workforce Investment Board**
In effort to increase the amount of human capital in the area and attend to the labor needs identified by livable-wage, manufacturing businesses, CCL will participate in a workforce investment program funded by the WIA Title I grant monies and the City of Flagstaff. CCL has committed to providing workplace readiness, softskills, computer literacy, and customized training workshops at the Sunnyside Community Center and the Southside Community Center during FY10.
Creating Efficiencies

Human Resources
Currently, the Executive Director of Community and Corporate Learning is responsible for the majority of record keeping, clerical work, and has limited administrative assistance. In effort to alleviate these responsibilities and in turn create a more effective work environment for the Executive Director, CCL will post an internship through NAU’s School of Education for a Master’s student in Educational Leadership. The reciprocating benefits will be realized to the student in terms of thesis credit and/or thesis topic. This reduces any cost related to funding additional personnel within CCL. This additionally provides a career link between NAU and CCC in the context of corporate and community educational programming.

Pricing
Pricing for corporate training is somewhat different than other offerings throughout the college and can be calculated on a case by case basis. The same profit margin used for non-credit offerings will be followed, along with any related administrative charges. Corporate Training will be divided into the following categories:

- Specialized Corporate Contract Training
- Scheduled Corporate Offerings
- Government Partnerships
- Ed2Go and Ed2Go Pro (we set the profit margin and pay Ed2Go a per student fee), the on-line services use the CCC logo and are offered through Ed2Go.

Specialized Corporate Contract Training will be developed on an as needed basis for individual businesses and organizations. This training will address specific needs that have been identified by the business. Examples of such training could include assistance in the development of a strategic plan, oversight and consulting, specialized computer training, and industry specific supervisory or leadership training. Other areas of training could include developmental topics in math, writing, American Sign Language, or possibly a foreign language as identified by the business. Pricing for each specialized corporate contract training session will depend upon the instruction hours requested, materials required, and whether the training is held at the college or on-site at the individual business. Standardized forms and agreements will be created to address each type of need.

Scheduled Corporate Offerings will include courses identified throughout the community to include specific training sessions lasting from one day to one week in length. These courses will appeal to a variety of businesses and would be scheduled on a regular basis following an initial needs assessment. Pricing for these offerings would be based on current market trends and frequent comparison with corporate training offered through our competitors.

Government partnerships pose a unique challenge. It is proposed that government partnerships be addressed on a case by case basis. While CCC may not realize a significant profit in providing corporate training to government agencies, partnerships
may provide lucrative results. Government partnerships play an important role in marketing both credit bearing and non-credit corporate training. Those attending government sponsored training will be encouraged to take learning one step farther and possibly enroll in future credit-bearing courses or degree programs.

**SMALL BUSINESS DEVELOPMENT CENTER**

The CCC SBDC’s mission is to support Northern Arizona’s economy by helping small businesses achieve success. They provide confidential one-on-one counseling, resource assistance and training to promote small business development, expansion, innovation, and increased productivity. Economic sustainability is essential to the vitality of a community. For this reason, the CCC SBDC’s primary focus is the advancement of small businesses that will contribute to their local economy by increasing the net amount of dollars flowing through their community.

The CCC SBDC is funded in part by the federal government through a grant from the Small Business Administration, with a cash match from Coconino Community College that fulfills the remainder of the budgetary requirements to run the program. The SBDC falls under the administrative umbrella of Community & Corporate Learning given the consistent themes of workforce investment and community enrichment. The state of Arizona is one of four states in the nation that run the SBDC program through the community college system, a collaboration that has contributed to the success of the program throughout the state.

The center runs a monthly series of classes intended to increase the capacity of small business throughout Coconino County. These classes include but are not limited to:

- Basic Business
- Business Plan Writing
- Beginning Quickbooks for accounting
- Level II Quickbooks
- NxLevel Course for existing owners

**Creating Efficiencies**

**Marketing**

The SBDC and Community & Corporate Learning will begin to collaborate for marketing events at local government and not-for-profit events to increase the attendance for all credit and non-credit courses. These marketing events will be tracked in order to reference results of attendance.

**Human Resources**

The SBDC and CCL will share an administrative assistant in effort to alleviate the clerical duties currently held by the Executive Director of CCL. This also upholds a full time position with a split cost between the two programs such that the ability of the program to attract and retain a qualified individual will be increased versus two minimal
hour part-time positions with no benefits. This contributes to the in-house socio-economic sustainability of CCL. Recently the Small Business Development Center administrative assistant was charged with providing CCL support eight hours per week. Considering the time required by the Executive Director for community outreach, this business plan proposes creating an efficiency by increasing the administrative support to twenty hours per week. This person could assist in record keeping, setting appointments, keeping track of the budget, answering the telephone on occasion, and would act as a point of contact when the Executive Director is out of the office.