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CETC Ambassador Program: Spreading Technology Knowledge Throughout the System

by *Laura Gropen,*
CCC Confer Marketing Services Manager

One year and 85 technology recruits later, the California Educational Technology Collaborative (CETC) Ambassador Program is well under way. Launched in August 2004, the Ambassador Program is designed to promote the services of the nine CETC systemwide technology projects and their partners: California Community College Satellite Network (CCCSAT); CCC Confer; @ONE; California Virtual Campus (CVC); CCC Clearinghouse; CCC Technology Center; Foundation for CCC; CCC Apply; and the Corporation for Education Networking in California (CENIC). CCC Confer manages the program and Donna Blanco is the program's coordinator.

In November 2004, the program recruited five initial ambassadors and dubbed them the "Pilot 5." These individuals, leaders in systemwide technology and professional development, were instrumental in fine-tuning and finalizing the program. According to Patricia Schmolze, Pilot



5 member and Professor of Child Development at Los Angeles City College, "To be able to be a part of a process that supports the CETC Ambassador Program is a privilege. Linking services to campus usage will assist all of us in our ultimate goal of meeting student needs for college success."

From January 2005 to the beginning of this school year, 80 more ambassadors joined the ranks. The recruitment process was extensive and included referrals from the projects and the Pilot 5. Many recruits expressed genuine excitement to be able to

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Cal-PASS Update: The Role of IT Staff in Student Success

by *Mary Kay Patton, Cal-PASS Database Administrator, and Brad Phillips, Cal-PASS Executive Director*

The California Partnership for Achieving Student Success (Cal-PASS) recently took action to ease the process of data submission for K-12 information technology (IT) staff. The changes implemented highlight the role of IT staff in improving student success.

Cal-PASS operates as a K-16 collaborative, information-sharing initiative that collects, analyzes and shares student data in order to track performance and improve



success from elementary school through university. Specifically it aims to reduce barriers among elementary, secondary and postsecondary educational sectors in order to promote seamless transitions for students.

Cal-PASS is a voluntary program that is paid for by the state, and administrated

through the System Office of the California Community Colleges. While initial contacts about membership are usually made through a superintendent, other administrator, assessment officer or researcher, the key to obtaining data is usually through the IT professional.

Upon committing to the project, Cal-PASS asks the district administration to designate an IT contact for data submission. Many times, the first Cal-PASS contact with this person is their initial introduction to Cal-PASS. In an era of "do more with less," it is understandable that they are often

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TechEDge welcomes relevant submissions and feedback, and we will gladly add you to our mailing list by request. Direct all correspondence to the TechEDge editor, Sandoval Chagoya, at: editor@ccctechedge.com

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CCC Confer Automates Service to Meet Demand, Launches Resource to Aid Online Instruction

by Catherine Armas-Matsumoto,
CCC Confer Marketing Services

Both *MyConfer Portal* and *Teach & Confer* have been in the works for some time now. New users are signing up each week for *MyConfer Portal* and with every new semester, instructors are finding innovative ways to incorporate CCC Confer's synchronous communication, e-conferencing technology into the classroom.

Rico Bianchi, CCC Confer Web Services Manager, and his team have been working diligently developing and testing the *MyConfer Portal*. "It's up and running now; we want people to register and start getting the benefits of this portal," he said. The automation process makes it easy for registered *MyConfer* users to order and attend meetings instantaneously, 365 days a year, 24 hours a day.

On a normal day, CCC Confer handles approximately 50 meetings; this number has steadily increased since the project's launch to the California Community Colleges (CCC) system in October of 2002. Until recently, all meetings ordered came through the CCC Confer Web site, with each request handled manually. The rate of e-conferencing adoption made it clear that automation of the ordering process would be necessary sooner, rather than later, to serve the CCC system more efficiently.

"The *MyConfer Portal* is easy to use and has many helpful features," Bianchi reports, "getting people to login and create their profile is the first step to using *MyConfer*." Registered users will find that their meetings are organized in categories to let them know what is coming up in the day or weeks ahead, as well as a history of their meeting requests and access to meeting archives. A simple login and click of a radio button will allow users to enter their meetings without going through the process of filling out the Web site form. "We are only as successful as our users and our goal is to continually improve our services" said Bianchi. "Maintaining a user friendly e-conferencing environment is the Web services team's goal; user suggestions are always welcome."

The name *Teach & Confer* is new but the concept is not. Early adopters of CCC Confer's exciting e-conferencing technology have been using *Meet & Confer* as a teaching



tool for the past couple of years. "With the increased use of *Meet & Confer* for online instruction, it was important to develop a specific product to serve the faculty and students," explained Laura Gropen, CCC Confer's Marketing Services Manager. "That product is *Teach & Confer*."

As instructors find new ways to integrate teaching and e-conferencing technology, CCC Confer will continue to support the process and promote the sharing of best practices. "Bringing synchronous communication to students provides an exciting new dimension to learning in the online environment," commented Blaine Morrow, CCC Confer Project Director and Palomar College online instructor. The bonus—this valuable resource is available at no charge to CCC faculty, staff, administrators and students. Whether *Teach & Confer* will be used in conjunction with online instruction, to augment traditional classroom learning or replace some face to face courses, one thing is certain; *Teach & Confer* is at the beginning of a very long run. <>



MyConfer Portal and *Teach & Confer* are available at the CCC Confer Web site: <http://www.cccconfer.org>.

Conference Calendar

CENIC Annual Conference

Oakland, California March 13-15, 2006

Corporation for Education Network
Initiatives in California <http://cenic.org>

9th Annual Innovations 2006

Atlanta, Georgia March 19-22, 2006

League for Innovation in the Community
College <http://www.league.org>

SecureIT Conference 2006

Anaheim, California March 21-24, 2006

<http://www.secureitconf.com>

ADEC Summit XVII

Pasadena, California March 22-25, 2006

Alliance for Distance Education in California
<http://www.adec-cal.org>

11th Annual TechEd International Conference & Expo

Pasadena, California March 27-29, 2006

The Community College Foundation Events &
Programs <http://www.techedevents.org/2006>

CISOA Annual Conference

Monterey, California April 9-12, 2006

CCC Chief Information Systems Officers
Association <http://www.cisoa.org>

EDUCAUSE & Internet2 Security Professionals Conference

Denver, Colorado April 11-12, 2006

EDUCAUSE <http://www.educause.edu>



2006 Winter Institutes: Technology Training for CCC Faculty and Staff

Join us for a three-day hands-on technology workshop, where you will be able to learn from top-notch, certified instructors, while working on specific projects that will enable you to be more effective in the upcoming semester.

The Winter Institute, including meals and materials, costs just \$50. Academic credit is available through Fresno Pacific University for an additional \$50.

Enrollment is limited to 24 participants per class, so register quickly!

Southern California - Cerritos College - January 4-6

Workshop I: Tools for Teaching Sharpen your skills in Microsoft Word, Excel, PowerPoint and Outlook to enhance your teaching and better streamline administrative tasks.

Workshop II: Mastering Digital Photography Learn how to take crisp, clear photos, alter them in Adobe Photoshop, and use your images in Web sites, PowerPoint presentations, Word documents and handouts.

Workshop III: Creating Multimedia Teaching Materials Using Camtasia Discover how to use Camtasia to turn simple screen captures into interactive Flash movies, complete with voice over and/or music.

Workshop IV: Updating Systems Engineer Skills to Windows Server 2003 (Microsoft Official Course 2210) Acquire the new skills you need to plan, implement, and maintain a Microsoft Windows Server 2003 networked environment.

Workshop V: Applying Security Features in a Microsoft Networked Environment (Microsoft Official Course 2811-2813) Learn how to increase security on your campus by better understanding the built-in security features within Microsoft networking software.

Northern California - City College of San Francisco - January 9-11

Workshop I: Tools for Teaching See description above.

Workshop II: Intro to Online Teaching Using WebCT Campus, Edition V4 Experience WebCT from both the student and instructor perspectives, while creating an outline for teaching your online course.

Workshop III: Creating Multimedia Teaching Materials Using Camtasia See description above.

Workshop IV: Updating Systems Engineer Skills to Windows Server 2003 See description above.

Workshop V: Applying Security Features in a Microsoft Networked Environment (Microsoft Official Course 2811-2813) See description above.

For complete workshop descriptions and to register, please visit the @ONE Web site at www.ccone.org, or contact Lisa Strand, @LStrand@ccone.org.

@ONE is sponsored by the California Community Colleges System Office.

Faces of Technology

Patrick C. Perry: CCC Vice Chancellor, TRIS Division

Statewide Technology Leadership for California's Future

Patrick C. Perry is Vice Chancellor of the Technology Research and Information Systems (TRIS) Division for the California Community Colleges (CCC) Chancellor's Office, an office also known as the System Office. Patrick has been with the System Office since 1996.

The TRIS Division administers a full range of services related to research, accountability and information management. The division has four units: Management Information Systems, Network Support, Research and Planning, and Telecommunications and Technology.

During a telephone interview from his office in Sacramento, Patrick explained his duties as TRIS Vice Chancellor in his own words. "The number one thing I do is relationship management," he said. "I help to manage the work of the System Office and facilitate interaction between the office divisions, its units, the field and our work with the State Legislature."

"I have enjoyed working with the CCC Chancellor and the Board of Governors (BOG)," Patrick said. "I truly appreciate that they have been willing to expose themselves to data and to make data-driven decisions."

Patrick said that he has empathy for BOG Member Leslie Wong because she does what he used to do. "She lives in the trenches of technology where I used to live," he said. Patrick said that he also appreciates the viewpoint of BOG Member Lance Izumi, whom he described as dedicated to data-driven program evaluation.

"I am also the system's representative with the other constituencies. So I represent the CCC as it interacts with the California State University (CSU), University of California (UC) and other higher education institutions."

Working with people is what inspires Patrick the most. "First of all there are my immediate co-workers and staff, whom I love. I also enjoy working with the CCC Chief Information Systems Officer Association (CISOA) and the Research & Planning (RP) Group for CCC. I like the communication and the climate of cooperation and camaraderie."

Patrick is a Member of the Board of Directors for CISOA, RP, and the National Student Clearinghouse. He is also Treasurer and board member for the Corporation for Education Network Initiatives in California (CENIC), an intersegmental non-profit corporation that provides the CCC system with Internet communication services.

Patrick came to the System Office from the State of California's Council for Private Postsecondary and Vocational Education. As Manager of Information Systems he was



2005 CCC System Office Technology Awards Ceremony, September Board of Governors Meeting. Standing, left to right: Larry Toy, CEO/President, Foundation for CCC; Patrick Perry; Chancellor Mark Drummond; and award recipient Robert Bramucci, Dean of Open Campus, Riverside CCD.



2005 CISOA Conference.



Patrick delivers a presentation during a joint CISOA/RP Group luncheon panel, "Accountability and Implications for Data Collection and Integrity," at the 2005 CISOA Conference.

responsible for the council's database management, programming and local and wide area networking.

He also regularly reported on demography, finances and placement and completion rates within the state's private postsecondary educational institutions. He contributed methodology to the 1996 "Economic Study of the Proprietary Sector of Postsecondary Education in California."

Prior to the Council for Private Postsecondary and Vocational Education, Patrick served as Staff Economist for the Department of Boating and Waterways for six years. He oversaw an \$8 million private loan program and administered the department's local area network and databases.

Patrick's years of experience with IT and database management made him a prime candidate to join the System Office in 1996. He became the initial developer of the Student Right-To-Know Program (STRK.)

According to the CCC System Office Web site, STRK is a federally mandated public disclosure of a college's completion and transfer rates. Its intent is to provide a statistic of comparable effectiveness to the consumer to aid in college choice.

The STRK started as a single program and grew into a data-driven approach to measuring and adjusting completion and transfer rates. This area has been a focus of Patrick's work at the System Office. For more information, please see the sidebar that accompanies this feature.

Patrick acknowledged two of his early mentors at the System Office: Jan Paulson, former Dean of MIS, and Christopher Cabaldon, former CCC Vice Chancellor of Government Relations and External Affairs. "Jan helped me tremendously in the technical realm," he said. "And Christopher exposed me to the political arena." Christopher Cabaldon is now Mayor of West Sacramento.

Patrick's position and his experience at the System Office have fostered a clear vision of the current and future role of technology in the CCC.

"I see both technology and research interests as a neutral partner to all system endeavors, and try to harness the most support for both of them from all parties,"

Patrick said. "I believe technological and institutional research interests are two things we can all agree need support and encouragement. They should be embraced as key elements of both student learning and system advocacy."

Patrick said that technology has a two-fold role in California's education and workforce development. One is the training role and the importance of technology courses offered by the CCC in support of workforce development.

"With workplace demand for trained technologists at all levels, the CCC system needs to be extremely nimble in keeping technology curricula up to date," he said. "This requires a blended training force of faculty and practitioners with incentive to keep current in their knowledge base."

Patrick said that he personally believes that the bar for entrance into IT and technology vocations is getting higher with more and more entry level jobs requiring, at minimum, a Bachelors degree.

"I think the higher bar needs to be reflected in local IT curricular decisions," he said. "We need to start acknowledging and moving IT curriculum into a mode of transfer-preparedness for people wanting Bachelors and Masters in Technology and IT, while retaining the certificate and Associates programs to fill the other segments of IT demand."

The second role of technology is the infrastructure that supports all learning on college campuses statewide. "Students are coming to expect a base level of technological



Patrick and his daughter, Julia, en route to a San Diego Padres game, San Diego, summer 2005.



Patrick at a crossroads, Northern Iceland, summer 2005.

infrastructure at the colleges," Patrick said. "Given the FTES-based funding nature of the colleges, it has been difficult for many local IT Directors to keep IT support constant, let alone increase as required for some of the infrastructure improvements."

"This is why we try to maximize the role of the Telecommunications and Technology Infrastructure Program to create the greatest economies of scale for any systemwide projects and commodities used by the campuses. We realize how difficult it can be to justify and acquire IT resources locally."

Patrick is originally from San Diego County. He lived in Vista before moving to Hemet, where he was a high school basketball player. Patrick continued to pursue athletics after high school by running 5K and 10K races and the occasional marathon.

"Crossing the finish line at the California International Marathon was the athletic pinnacle of my life," he said.

Patrick is an avid sports fan. "I've been a lifelong fan of baseball, especially the Padres" he said. He has attended San Diego Padres' games since 1973. He is also a basketball fan and holds Sacramento Kings season tickets.

Patrick has a degree in economics from the University of Nevada, Reno. He is also a globetrotting world traveler having visited exotic locations like French Polynesia, the Cook Islands, Benelux and the Caribbean. Iceland has been his favorite so far and



Hemet Varsity Basketball.

the only place he has returned to.

Patrick's wife, Rachel, is Administrator of Evaluation, Research and Analysis for the California Department of Education. Patrick and Rachel have been married for four years. Their daughter Julia is two years old. The Perry family lives in Sacramento.

"Faces of Technology" is a regular feature of TechEDge newsletter. Each issue it will highlight an individual making contributions to technology in the California Community Colleges.

Tracking CCC Transfer, Student Movement Rates

Vice Chancellor Patrick C. Perry developed the initial, federally mandated Student Right-To-Know Program (SRTK) for the CCC, which required colleges to publicly disclose completion and transfer rates. The SRTK intends to provide the consumer with a method of comparing effectiveness when choosing a college.

Patrick's approach transferred responsibility for developing and submitting federal data reports from the local college to a uniform, centralized system while concurrently creating a common dataset called the Expanded SRTK Dataset. The Expanded SRTK Dataset is used in longitudinal student cohort tracking by researchers statewide.

The SRTK project developed data matches with the CSU, UC, and the National Student Clearinghouse and generated the most advanced methodology for measuring transfer rates and student success in the CCC System. The Research and Planning Group for CCC honored the SRTK project with an Award of Distinction in Web Site Applications in 1998 and an Award for Excellence in Technical Applications in 1999.

On the heels of the SRTK project, came a state mandate to study persistently low-transfer colleges. The new study demanded even more accurate measures and resulted in the first officially recognized transfer rate methodology for the CCC System.

This body of work generated the Transfer Rate Adjustment Model, which measures factors that affect student transfer. This model is used to explain discrepancies between transfer rates at different colleges, and several of its metrics were used in the recent effort to meet the accountability requirements of California Assembly Bill 1417.

In 2002 Patrick co-authored the study, "Transfer Capacity and Readiness in the California Community Colleges." The study remains the most in-depth analysis of CCC transfer data to date and it includes systemwide methodologies for calculating transfer rates and measuring a student's behavioral intent to transfer. Patrick has lectured on this topic extensively throughout the state.

More information is available from the Web site of the Management Information Systems Unit at <http://www.cccco.edu/divisions/tris/mis.htm>

California Educational Technology Collaborative Ambassador Program “Pilot 5”

The “Pilot 5” served as an advisory committee to the CETC Ambassador Program in its early stages.



Stephen Cato

Professor of Language Arts,
Coordinator of Distributive Education and Media Services,
Yuba College



Patricia James Hanz

Associate Professor of Multimedia,
Distance Education Coordinator,
Mt. San Jacinto College



Kathleen Kirkpatrick

Staff Development Program Administrator,
College of Marin



Karen Korstad

Faculty Technology Specialist,
Instructional Systems Administrator,
MiraCosta College



Patricia Schmolze

Professor of Child Development,
Director of TLC and Staff & Organizational Development,
Los Angeles City College



Donna Blanco

Coordinator,
CETC Ambassador Program

Ambassadors *Continued from page 1 >>*

learn more about the technology projects and to share that knowledge with their campus. “I think the Ambassador Program is a great way to ensure our statewide technology resources are known about and used at the campus level,” stated Kathleen Kirkpatrick, Staff Development Administrator at College of Marin. “It’s a great opportunity for me to learn about all the programs that we have available and pass the information on.”

The role of the ambassador is to act as the on-campus representative for the CETC projects and partners. They are responsible for developing customized campus outreach strategies that include presentations, trainings, technology events and online seminars. In addition, the ambassadors assist in distributing marketing materials and e-mails for the CETC. Stephen Cato, a faculty member of Mass Communications at Yuba College, the YCCD Coordinator of Distributive Education and another Pilot 5

member says it all, “We are the one-stop shop! The Ambassador Program provides information about all of the systemwide technology services.”

The ambassadors receive an annual stipend of \$2,500, paid bi-annually. In addition to assisting the projects, they are required to submit two activity reports, implement two surveys, provide feedback to the projects and attend trainings and meetings. Many have done so with gusto, and a number of the projects are already seeing increases in services because of those efforts.

John Whitmer, @One Project Director acknowledges that the Ambassador Program has had a positive effect on his project. “The CETC Ambassadors have been a wonderful resource for the @ONE Project. They have quickly and efficiently sent out information to promote our programs, and we’ve seen immediate registrations upon sending information to the ambassadors,” says Whitmer. “In addition, ambassador feedback about their

campuses’ use of @ONE services will help us to design workshops that better meet the needs of colleges.”

Donna Blanco and the ambassadors meet twice a semester in a cluster format of five-to-eight campuses, to share ideas and provide feedback to the projects. A Web site was developed to support the ambassadors in their various strategies. “A lot of thought has gone into the creation of this program,” says Blanco. “But it is really the wonderful, hard work that each ambassador does that makes all the difference. These people are dedicated to their campuses and to this program and it shows.”

With the evident success of the Ambassador Program, there are plans to continue and possibly expand its resources. <>

For more information about CETC, the Ambassador Program and campuses that have an ambassador, visit the CETC Web site at www.cccetc.org.

New Tools from Centralized Hosting Center Help Students, Teachers Connect Online

Guest Opinion by Shirley Orsinelli and Karen Owen, Online Educators, San Diego Mesa College

"I really feel connected to the class!" one of our online students said. And we agree.

As seasoned online teachers from San Diego Mesa College, we are taking part in a pilot this fall using WebCT Vista with the Horizon Wimba Live Classroom power link. We are teaching Web Page Creation Using Dreamweaver and Learning the Internet. The classes are being offered on the California Community Colleges (CCC) Centralized WebCT Server.

Having taught online for many years using earlier versions of WebCT and other Learning Management Software, we were impressed with how Vista helps the instructor seamlessly organize learning materials. Our students found navigating in Vista easy. However, one of the best features was

the Live Classroom power link that is embedded in Vista as an icon.

The Live Classroom environment supports real-time audio, video, application sharing and content display. It has public and private chatrooms, and an electronic whiteboard that allows student interaction through polls, surveys and quizzes. Classroom sessions are archived and available for later review, and the whole thing is accessible to students with disabilities.

One of the advantages to real-time lectures and office hours is that students don't have to wait to get their questions answered; communication flows back and forth naturally. We echo what our students say—"We really feel connected!" <>



For more information about the centralized course hosting and 24x7 help desk offered to the system through the Foundation for CCC, please contact Courtney Peterson at cpeterson@foundationccc.org.

Cal-PASS Continued from page 1 >>

curious as to what they have been committed to and how much time it will take. This is particularly true at the K-12 segment and will be the focus of this article.

To minimize the data submission workload for K-12 districts, Cal-PASS followed two tracks. It aligned with the California Student Information Services (CSIS) data elements and it partnered with the major vendors of K-12 Student Information System software.

Aligning with CSIS

One component of the CSIS mission is to "Build capacity of Local Education Agencies (LEAs) to implement and maintain comparable, effective and efficient student information systems that will support LEA daily program needs and promote the use of information for educational decision-making by school-site, district office and county staff."

Given that CSIS compliance is the standard for K-12 student information systems, it made sense that aligning with CSIS data definitions would minimize effort in generating Cal-PASS data files.

CSIS has designed a standardized set of data elements for K-12 student data. As districts build capacity and infrastructure, it is to their advantage to be CSIS compliant.

The Cal-PASS data collection contains only a fraction of the data elements defined

by CSIS but it is an exact subset of these defined elements and therefore allows districts to generate a dataset for Cal-PASS with a minimum of data manipulations and transformations. Cal-PASS works with CSIS staff on an ongoing basis to ensure that this alignment is maintained as CSIS data elements are modified or added.

Aligning with K-12 Student Information System Software Vendors

As Cal-PASS built a relationship with CSIS, it made sense to also establish a relationship with the vendors of K-12 Student Information Systems software. In California, there are a handful of major vendors who supply systems to the majority of districts. These vendors have built CSIS compliance into their systems both to provide a better product as well as to stay competitive in the market.

The Cal-PASS K-12 segment representative along with the database administrator have worked with these vendors to provide them the business rules needed for them to add a "Cal-PASS Extract" function in their software. This extract is in the exact format required by the Cal-PASS data submission process. To date, Eagle Aeries has a Cal-PASS extract in production and Powerschool has an extract in development. Other vendors have expressed interest and are in varying stages of implementation.

Cal-PASS is a project that collects and analyzes data and gives the results of that analysis to intersegmental faculty to improve student learning. The first step in this cycle is the creation of the dataset by the IT staff. Maximizing the efficiency at this step sets the foundation for a quality process with successful results leading to improved student success. <>

For more information about Cal-PASS, visit www.cal-pass.org.

California Community Colleges



Chief Information Systems Officers Association
and the RP Group

2006 Annual Conference

Hyatt Regency Monterey

April 9-12, 2006

Call for Proposals!

CISOA and the RP Group are now accepting presentation proposals for the 2006 Annual Conference. To submit a presentation or learn more about the conference, visit www.cisooa.org.

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