

INSIDE THE EDGE

Tracking Technology:
From the System Office..... 2

Conference Calendar..... 3

Mass Notification System Offered to All Colleges..... 3

Faces of Technology:
Jim Gaston,
Associate Director of IT,
South Orange County Community College District... 4

My Academic Plan..... 5

California Accelerated Pathways Program To
Begin Enrollment in January..... 7

CCCTran: eTranscripts for California
Project Extends Mini-Grant Program..... 7

CCC to Welcome New Chancellor in January

by Dr. Tod A. Burnett,
Vice Chancellor, Communications,
CCC System Office

After concluding an extensive national search, the Board of Governors of the California Community Colleges unanimously selected State Senator Jack Scott to be the 14th Chancellor of the state community college system.

Dr. Scott will officially assume his new role as Chancellor of the 110-college system on January 1, 2009 after completing his Senate term at the end of 2008.

“His extraordinary experience and demonstrated commitment to our community colleges is unsurpassed,” said Lance Izumi, President of the Board of Governors. “Our entire board is extremely gratified to have somebody with Dr. Scott’s stature leading the California Community Colleges.”

“I am very pleased to have this wonderful opportunity to lead the largest higher education system in the nation. I spent 23 years working in the community colleges before coming to the Legislature. I look forward to continuing as an advocate for this remarkable educational institution,” Dr. Scott said in accepting the position. “The future of



our state economy and even the California dream are tied to increasing the number of Californians who both enter and complete their college education. That is why the community colleges are so important. They can provide California a competitive edge in the global economy.”

A member of the State Legislature since 1997, Dr. Scott authored 86 bills in the Senate and 72 bills in the Assembly that were signed into law. From the beginning, he has been a champion of education issues and was successful in authoring several key bills important to the community colleges that were signed

>> more: CHANCELLOR, page 6

3C Media Solutions Broadcasts 2008 Women’s Conference Statewide

by Jennifer Gednalske,
Editor, CCC TechEDge

The California Women’s Conference 2008: WE Empower, was held in October in Long Beach, California. The conference is the largest annual forum for women in the United States. This year was hailed as the most successful year of the conference to date, and it was the first time the California Community Col-



leges System, the largest higher education system in the nation, broadcast the conference live through a systemwide collaboration of about 40 colleges.

On July 14, 2008, 14,000 conference tickets sold out within three hours. Realizing the high demand for the conference, California Community Colleges Chancellor Diane



California First Lady Maria Shriver
at the Women’s Conference 2008

Woodruff collaborated with California First Lady Maria Shriver and 3C Media Solutions to utilize the powerful technology system of the California Community Colleges to broadcast the conference and encourage a platform for discussion within the colleges. The effort was the first time a single event was broadcast simultaneously throughout

>> more: WOMEN, page 6

NOTE: Current TechEDge style uses 'System Office' to refer to the state agency also known as the CCC 'Chancellor's Office.'

TechEDge is published quarterly, with additional special issues published throughout the year. It is distributed to distance educators, information systems officers, business leaders, the California legislature and other interested parties. A current editorial calendar is available at <http://www.ccctechedge.com>.

Funded by a grant from the California Community Colleges System Office and published by the California Community Colleges Technology Center, its purpose is to provide timely and relevant news about telecommunications and technology in California's 110 community colleges.

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

editor@ccnext.net.

Contributors:

Dr. Tod A. Burnett
Tim Calhoon
Doug Cremer
Lisa DeLaby
Elizabeth Freeman
Jim Gaston
Jennifer Gednalske
John Grigg
Monica Heyden
Jose Llamas
Catherine McKenzie
Thomas Motter
Patrick Perry
Johnny Yang
John Whitmer

Tracking Technology:

From the System Office

One of the nice things about having a division that spans both research and data is that you get to mine and analyze at the same time. In the process of completing the Accountability Reporting for the Community Colleges (ARCC), we have opened quite a few boxes. One of the most intriguing spans the areas of transfer, course delivery method and microeconomic choice.

Start with these facts mined directly from Management Information Systems:

- 10 years ago, distance ed consisted primarily of telecourses, courses by mail and audiocassette/CD delivery ... and accounted for 6,328 FTES, or 0.7 percent of all FTES in the system.

- Last year, distance ed accounted for 92,281 FTES, or 8.2 percent of all system FTES, of which 73 percent was delivered asynchronously via the Internet.

Add to this the following facts culled from a more detailed analysis of student transfer patterns from the ARCC report:

- 10 years ago, 2,166 students transferred from the CCC System to the University of Phoenix.

- Last year, that figure was 9,216 ... and rising, even in the midst of a smaller transfer applicant pool.

And, upon further inspection, we see the following:

- The four largest non-public transfer destinations for CCC transfers last year were: University of Phoenix, National University, Chapman University and DeVry University.

- The total number of CCC students transferring to these four institutions/systems was greater than the number of students transferring to a University of California campus.

- Whereas one-eighth of the transfers to UC and one-quarter of the transfers to California State University are black or Hispanic, almost half of the transfers to the University of Phoenix are black or Hispanic.

Upon further qualitative analysis (talking to transfer center directors) it is noted that campuses generally don't direct students to any of these institutions. They make their own way, and pay two to three times what they would pay at CSU.

You can't blame the students here, and we collectively as a system applaud them for continuing their education. These institutions do have many successful programs, and in a State that will face shortages of degreed workers in the next decade, it is clear these graduates will be very employable. The economic phenomena behind this on both a macro scale (public colleges and universities essentially shrinking) and a micro scale (students electing to pay more for their education) are worth noting. It is the educational "marketplace" doing what it is supposed to be doing: responding to demand. It's a demand we in the public sector have seemingly failed to meet. Internally, we refer to this as the "Phoenix Phenomenon."

The Phoenix Phenomenon is a very striking example of student access and success being met in a technology-based delivery mode. It is also about making not just courses, but full program offerings available both online and in cohort fashion at nontraditional times, allowing students to take courses when they need them, attend part-time, work, have families and raise children. Life happens, and as with all consumer



goods, the consumer seeks to integrate education into his or her life. Education is not a consumer good that should only be for those whose lifestyle accommodates it; education should accommodate all lifestyles. It is this mantra that has seemingly enabled these types of private institutions to succeed in at least continuing the education of students that have not fared well in the public environment.

During the next 10 years, the number of high school grads in California will decline, and growth for our segments in the traditional ways will be difficult. Cultivating this market and filling this need through publicly financed education is a win-win for all of us: We find new markets to access and grow, the students get more diversity in course and program offerings, and they save thousands of dollars by not going to a private institution.

The components of educational technology surrounding learning are much greater than just the provision of Internet courses; many other things have to happen in order to make "ed tech" work successfully:

- Faculty has to be trained on how best to teach using the medium.

- Students have to be trained on how to navigate the medium and manage their time.

- Information Technology support must be recognized as critical for delivery of education via technology.

- Student support has to be delivered virtually.

In 2008, a technology-infused curriculum is both an expected and necessary part of an educational experience, pre-Kindergarten through grad school, even if the course is delivered traditionally. We in the public sector (K-12, CCC, CSU and UC combined) have much to glean from our competition in the private sector. The students are speaking with their feet.

Patrick Perry

Patrick Perry
Vice Chancellor,
Technology, Research & Information Systems,
California Community Colleges System Office



Conference Calendar

Educause Learning Initiative (ELI) 2009:

Participation and Collaboration— Social Learning for the 21st Century

Orlando, Florida January 20-22, 2009

Conference site: <http://net.educause.edu/ELI091>

ACE Annual Meeting: Collective Foresight

Washington, DC February 7-10, 2009

American Council on Education Conference

Web site: <http://www.aceannualmeeting.org>

ADEC Summit XX

Oakland, California February 19-21, 2009

Alliance for Distance Education in California

<http://www.adec-cal.org>

Conference Web site:

<http://www.adec-cal.org/summit.htm>

CENIC 09:

Riding the Waves of Innovation

Long Beach, California March 9-11, 2009

Conference Web site: <http://cenic09.cenic.org>

Corporation for Education Network Initiatives

in California Web site: <http://www.cenic.org>

Innovations 2009

Reno, Nevada March 15-18, 2009

League for Innovation in the Community College:

<http://www.league.org>

Conference Web site:

<http://www.league.org/i2009>

2009 CISOA and RP Group Annual Conference

Tahoe City, California April 26-29, 2009

Chief Information Systems Officers Association

Web site: <http://www.cisoa.org>

The Research & Planning Group for CCC

Web site: <http://www.rpgroup.org>

Mass Notification System Offered to All Colleges

by Thomas Motter, President and COO, Blackboard Connect

The Foundation for California Community Colleges (FCCC), the official foundation for the California Community Colleges Board of Governors and System Office, has selected the Blackboard Connect-ED multi-modal mass notification service as an approved technology.

Under the agreement, Blackboard's Connect-ED service will provide community college leaders with the ability to quickly reach up to 2.6 million students that attend more than 100 community colleges across the state, as well as faculty and staff, with time-sensitive information. The service is offered under a special pricing structure.

"California's 110 community colleges need viable options for connecting directly with their students in a fast and efficient manner for any number of reasons," said Dr. Paul Lanning, President of the FCCC. "We are excited about our partnership with Blackboard. It represents another way for the students of California's community colleges to benefit from the Foundation's commitment to providing excellence for the nation's largest higher education system."

The Connect-ED service enables campus leaders to schedule, send and track personalized voice messages at up to six phone numbers, two e-mail addresses and one text address per student and staff member. In all, the service helps officials reach out to students and staff through voice and text messages to home, work and cell phones, e-mail addresses, PDAs, networked digital signage and devices for the hearing impaired.

"The Connect-ED service was a critical component in our 2008 Enrollment Man-



agement plan, helping us to exceed our enrollment goals. Its phone survey tool provided valuable information regarding student registration," said Dr. Mark D. Robinson, Vice Chancellor of City College of San Francisco. "The Connect-ED service also offers multi-modal notification services, providing us the ability to quickly and efficiently contact our entire student population using voice, text and e-mail messages."

In addition to sending enrollment and admissions messages, the system can be used to notify entire student populations and staff members of campus closures and contingency plans due to unforeseen incidents. The Connect-ED service has been successfully used for communication by schools across the country during a variety of events, including the wildfires in Southern California; Hurricanes Gustav, Dolly and Humberto; school evacuations; campus notifications required by the Clery Act; and missing persons notifications. <>

If you would like more information on using the Connect-ED service at your community college, please contact Blackboard Connect at (800) 424-9299 or visit <http://www.blackboard.com/products/connect>.

The Seventh Annual
SECURE IT
INFORMATION TECHNOLOGY & NETWORK SECURITY
CONFERENCE
2009

Los Angeles, California
March 4 - 6, 2009



Conference Web site: <http://www.secureitconf.com/index.asp>

Faces of Technology

Jim Gaston

Associate Director of
Information Technology,
South Orange County
Community College District

by Jennifer Gednalske, Editor, CCC TechEDge



A lead technology innovator at South Orange County Community College District (SOCCCD) almost didn't even apply for the job. Jim Gaston, the current Associate Director of Information Technology at SOCCCD, was informed of a district job as a Programmer/Analyst by a friend applying for another position. Already tired of the lengthy commute to his job writing software for a mortgage company, Jim hesitated before applying for the job because he was hoping for a position closer to home.

At the last minute, he drove to the district office with his application in hand and began a career of innovation and dedication to improving the lives of California's community college students that has spanned nearly 21 years.

Two years later, in 1990, Jim was promoted to Senior Programmer/Analyst and in 1996 he was promoted to Applications Project Manager. He began his current tenure as Associate Director of IT for the district in 2005.

Growing up with three older brothers who were all academically gifted, Jim was never much interested in school as a young man, although he was always naturally interested in mechanics.

"I've always liked technology. I was always a tinkerer even as a kid. I'd take alarm clocks apart and try to put them back together," Jim said.

At the end of high school he wasn't sure what he wanted to do and was just working a menial labor job when a high school Sunday school teacher drove him to the Los Angeles Pierce College campus. Jim signed up for a seven-unit semester, including a welding class, with the goal of eventually becoming a car mechanic. By the end of the semester his love of learning was fully engaged for the first time.

Two and a half years later, Jim transferred to Biola University to be a Bible major with the intent to become a minister. A year and a half after that, Jim was questioning that career choice when he happened to enroll in a relatively new subject being offered: Computer Science. The same year he decided to change his major, Biola began to offer a major in Computer Science, and Jim became the first student to graduate with a degree from Biola University's Computer Science program.

Jim's series of "firsts" has continued at SOCCCD. Jim has a unique understanding of the experience of newly inspired college students, and his

work is focused on enhancing that experience. As an adjunct professor of Business Systems at Irvine Valley College, Jim and two instructors from Saddleback College developed and taught the district's first Blackboard course in 1999. "We were evaluating an LMS that we didn't really like. I had gone to an Educause conference and I ran across this tiny booth for the guys at Blackboard. They had so few clients at the time that when I called technical support I actually would talk to one of the founders," Jim said.

The projects that he and his team have worked on since have repeatedly been considered models for becoming systemwide applications for use at all of California's community colleges. In the last decade, three of his major projects won CCC Technology Focus Awards. The CCC System Office awards four Technology Focus Awards annually to campus projects that are innovative in identifying and solving problems. Winning projects often serve as models for other campuses or for systemwide application.

The projects at SOCCCD are a part of an integrated effort to keep current with new technology trends and to address the unique needs of the newest generation of students.

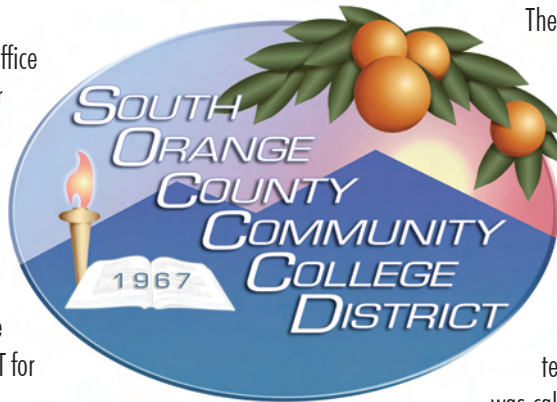
The first of these major projects was MySite which went live in 2000 and was one of the first Web portal applications to be offered in the California Community Colleges. In fact, the project was so innovative at the time that the team didn't even realize that what they had created was called a "portal" until director Dr. Allan MacDougall attended a Gartner conference and learned the term.

"We didn't want students to have to go to one page to look up grades and another to register for classes. We wanted to offer them multiple services in one location," Jim said. The project was a huge success, winning a CCC Technology Focus Award in 2001 and a National Digital Education Achievement Award in 2004. To date there have been more than 218,000 unique MySite users.

The success of MySite was followed in 2002 with SmartSchedule. SmartSchedule is a detailed, online class schedule that offers students course descriptions, enrollment date reminders and includes a shopping cart for classes. "As students browse the course schedule they can add them to a shopping cart and essentially build a wish list. When their appointment time comes, they can just click on one button to register for all their classes," Jim said. SmartSchedule received a 2005 CCC Technology Focus Award.

Jim's current project, My Academic Plan (MAP), is making waves in the California Community Colleges System. MAP offers students the ability to research their course needs and helps streamline the counseling process by efficiently tracking and personalizing students' schedules and educational plan.

"The reality is we can't, and wouldn't want to, automate what counselors do, but we can eliminate some of the drudgery. MAP is a tool designed to help students make really good decisions about which courses to take, and it is meant



to be used in conjunction with counseling,” Jim said. MAP went live in April 2007 and 32,000 plans have already been created. The project, detailed in the sidebar, also received a 2007 CCC Technology Focus Award.

Due to the success of his many projects, Jim has recently been very active on the conference circuit. His teaching abilities have morphed well into lecturing and presenting. The continual influx of ideas and innovations from the SOCCCD has Jim in high demand for lecturing on technology innovation both statewide and nationally.

His favorite and currently most popular presentation is “Reaching and Teaching the iPod Generation.” In this presentation, Jim addresses the need for the institution to evolve to meet the needs of today’s new community college students. Because he was a college-inspired student himself, many of his programs center on developing effective ways to reach the new generation. “This generation of students has grown up immersed in technology. They think differently, learn differently and communicate differently and if we are going to stay relevant to them we need to understand that to help them learn more effectively,” Jim said.

Jim has found the exchange of ideas at conventions and the openness of higher education to be great benefits to his job. He was offered a job during the dotcom boom at a dental insurance office but declined in spite of the salary increase. “Certainly if I worked for a dental insurance company, we wouldn’t be sharing our ideas with our competitors. In higher education there is a sense of cooperation with other institutions in our efforts to make everyone’s lives better,” Jim said.

Despite all the successes that have been attributed to him, Jim emphasizes that these ideas could not have been realized without being surrounded by



Jim, Leigh, Cayla and Kevin Gaston.

“This district has a real vision for the use of technology. Our board, our chancellor and our executive leadership actually puts resources behind that, so we are

a great team at SOCCCD and the support of his former boss, Dr. Allan MacDougall. “He was not just a boss and a friend but a real mentor to me,” Jim said of MacDougall.

able to do some things that are really unique and innovative,” Jim said. He is also looking forward to the fresh ideas that his new boss, Dr. Bob Bramucci, is bringing to SOCCCD as the new Vice Chancellor of Technology and Learning Services.

Jim is very active outside of work, devoting much of his time to his family and his local church. He met his wife Leigh at Los Angeles Pierce College, and they celebrated their 25th anniversary in January 2008. Jim and Leigh have two children. Cayla, 18, is a freshman at San Francisco State University. Kevin, 15, is a sophomore in high school.

Jim has reconciled his community activism, love of teaching and commitment to spending more time with his children through his local church. He teaches weekly Bible studies to adults and high school youth groups. He also leads annual church youth group trips to Mexico to build housing for people in need. His daughter has made the trip with him for the last four years, and his son joined them last year. <>



Jim, Cayla and Kevin during a goodwill mission to Mexico.

“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.

SOCCCD: My Academic Plan

The Information Technology team at South Orange County Community College District developed the innovative tool, My Academic Plan. MAP is an online application designed to assist students to meet their academic goals and effectively track their academic history.

MAP consists of three major components: a wizard to help students select an academic goal, a course selection page with available courses and a course scheduling page for timeline planning. My Academic Plan also keeps track of student

transcripts and automatically updates them when changes are made.

The implementation of MAP benefits both self-advised students and increases the effectiveness of advisement sessions between counselors and students. MAP also assists the administration with class scheduling and improves the district’s knowledge of student needs.

SOCCCD deployed MAP in April 2007 and 32,000 plans have already been created. The CCC System Office recognized MAP with a Focus Award at the 2007 Technology Awards Ceremony. The Focus Award recognizes project excellence worthy of emulation by all of California’s colleges.



Allan MacDougall, Jim Gaston, Steve Honda and Tiffany Tran collect a CCC Technology Focus Award for My Academic Plan at the 2007 Technology Awards Ceremony at the CCC System Office.

More information about My Academic Plan at South Orange Community College District is available at : <http://www.socccd.org/map>

WOMEN: from page 1 >>

the entire system. Eight California Community Colleges hosted webcasting, conferencing and satellite broadcasting: Butte College, Bakersfield College, DeAnza College, Fresno City College, Palomar College, Saddleback College, San Diego City College and San Diego Mesa College. California State University, Bakersfield also hosted an extended discussion panel on women's issues.

California Community Colleges Chancellor Diane Woodruff pointed out the importance of sharing this event with students. "I'm truly elated that this opportunity comes at a point in time when our students are absolutely certain to benefit from the many thought provoking and inspirational speakers.

"Our community college students are among those hardest hit by the worldwide economic downturn, credit crunch, high unemployment rates and depleting family resources," Chancellor Woodruff said. "When students hear first-hand how Warren Buffett, Condoleezza Rice, Madeleine Albright and others have faced their fears and persevered; they too, will become empowered to make positive changes in their own lives, on their own campuses and in their respective communities."

Thousands of CCC students, faculty and staff accessed the conference and many colleges held discussion panels and talks related to the day's events. The success of the live broadcast serves as a model for using technology in education.

3C Media Solutions is a CCC Chancellor's Office grant-funded media distribution network providing current media solutions for use in the California Community Colleges system. 3C Media Solutions is located at Palomar College in San Marcos.

California First Lady Maria Shriver who has been integral in making the event the largest national forum for women, said of the conference, "More than ever, I believe women need a place where we can have open and honest kitchen-table conversations about the issues that matter to us – jobs, money and the economy, work-life balance, family and aging parents, overcoming obstacles, spirituality, health and politics – all in a nonpartisan zone of acceptance and respect. That, to me, is the essence of The Women's Conference."

Once a small government initiative to bring together working professionals, the



Secretary of State Condoleezza Rice, Campbell Brown and PepsiCo CEO Indra Nooyi at the Women's Conference 2008



California Governor Arnold Schwarzenegger, Warren Buffett and Chris Matthews at the Women's Conference 2008

conference now presents a variety of internationally renowned, high profile speakers. Speakers at this year's conference hosted by California Governor Arnold Schwarzenegger and Ms. Shriver included Madeleine Albright, Warren Buffet, Bono, Condoleezza Rice, Jennifer Lopez, Bonnie Raitt, Michael J. Fox, Rachel Ray, Chris Matthews and Marian Wright Edel-

CHANCELLOR: from page 1 >>

into law. Senate Bill 361, a landmark community college financing measure, was authored by Senator Scott and signed by the Governor in 2006. Also in 2006, Senator Scott led the charge in passing Senate Bill 1309 that helped address the state's nursing shortage. Senator Scott worked with Governor Schwarzenegger in 2005 to pass Senate Bill 70, a measure that strengthens career technical education programs between K-12, community colleges and the business sector.

"While in the Senate, Jack Scott has worked tirelessly to protect higher education," said Senate President Don Perata (D-Oakland). "No one is better equipped to lead the California Community Colleges System. California's students are lucky to have such a passionate and knowledgeable leader on their side."



Jennifer Lopez at the Women's Conference 2008



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man. Five women, Betty Chin, Billy Jean King, Gloria Steinem, Ivelise Markovits and Louise Hay, were also honored with Minerva Awards for excellence in making our world a better place.<>

More information about the Women's Conference, 'The Nation's Premier Forum for Women': <http://www.californiawomen.org/the-womens-conference>. All photos courtesy of <http://www.californiawomen.org>.

Senator Bob Margett (R-Glendora) stated, "Senator Jack Scott is a respected and exceptional leader. His professional and legislative experience is an enormous asset in the higher education community. He will have the support of Republicans and Democrats."

Dr. Scott will succeed Interim Chancellor Diane Woodruff, who came out of retirement to take this important post until a permanent Chancellor could be appointed. "Chancellor Woodruff has done an exceptional job in the short time she has served and we are grateful for her effective leadership over the past several months," said CCC Board of Governors President Izumi. Chancellor Woodruff will remain Interim Chancellor until Dr. Scott takes over on January 1, 2009.<>

More information about the Office of the Chancellor and the CCC System Office is available at <http://www.cccco.edu/>

California Accelerated Pathways Program to Begin Enrollment in January

by Sandoval Chagoya, Editor, CCC TechEDge

In these tough economic times, the systemwide technology projects of the CCC System Office continue to leverage innovative technology solutions to address today's education needs. A new program makes tuition-free college prep courses available to California's high school students statewide.

The California Virtual Campus, in partnership with Los Angeles Trade Technical College, is offering tuition-free online courses to concurrently-enrolled high school students via its California Accelerated Pathways program.

Parents and students can save time and money by taking the program's college prep classes. All courses meet the subject matter requirements that most four-year colleges and undergraduate programs at UC campuses require for admission.

Concurrently-enrolled high school students can earn transferable college credit, high school credit by most schools (with prior approval) and a bonus grade point from high schools. These courses prepare students to take the Advanced Placement exam. Classes are offered fully online and provide flexibility to accommodate student schedules.

Best of all, there are no tuition fees for high school students who take these courses while co-enrolled at their high school.

Some of the online courses offered include the following:

- * Political and Social History of the U.S. I (History 11)
- * Political and Social History of the U.S. II (History 12)
- * Statistics (Math 227)
- * Calculus with Analytic Geometry I (Math 265)
- * The Government of the U.S. (Political Science 1)
- * General Psychology I (Psychology 1)

The California Accelerated Pathways program has been designed for the ease and convenience of students. Interested high school students, parents



CALIFORNIA ACCELERATED PATHWAYS

and counselors are encouraged to review the course offerings in the CVC Online Catalog at <http://www.cvc.edu>. Click "courses" then search for the course ID.

Courses are delivered to student computers by Los Angeles Trade Technical College via the Internet. Students are required to fill out a simple form to establish proof of concurrent enrollment. An Online Student Guide, including textbook purchasing information, is also available.

LATTC is the first school to pilot accelerated pathways courses in partnership with the CVC; however, the long-term program goal is to expand this program statewide through other community colleges that are willing to partner with their local or regional high schools. If your college would like to explore participating in the CAP Program, please contact John Whitmer at jwhitmer@cvc.edu.

California Accelerated Pathways is a service of the California Virtual Campus:



CCCTran: eTranscripts for California Project Extends Mini-Grant Program

CCCTran is the California Community Colleges statewide Internet-based system for requesting, transmitting, tracking, downloading and viewing academic transcripts among authorized educational institutions and their trading partners.

CCCTran currently serves 28 of California's community colleges and six universities in the California State University system.

Due to outstanding response from the colleges, CCCTran has extended its mini-grant program. To qualify for the mini-grant a college must be live on the CCCTran system before February 28, 2009. This includes the ability to send transcripts to other trading partners on the CCCTran system.

Grant amounts range from \$3,000 to \$1,000 depending on the college's go-live date. Colleges that go live in December will receive \$3,000. Colleges that go live in January will receive \$2,000. Colleges that go live in February will receive \$1,000. The mini-grant period ends February 28, 2009.

The college will need to enter into a California Community Colleges CCCTran System Institution Agreement with the service provider, XAP. Upon execution of

an Institution Agreement, XAP will set up and grant access to the institution on the beta Control Center for an initial subscription period of one year.

If the college qualifies for the mini-grant, payments will be made for the college by the CCC Technology Center Grant at Butte Community College to XAP towards any outstanding invoices for the initial subscription period of one year in accordance with the Institution Agreement. The invoices, with a copy to the college, will be processed through the CCC Technology Center Grant at Butte Community College.

If the college does not meet the qualification for the mini-grant, the college will be responsible for the payment of outstanding invoices payable to XAP for the initial subscription period of one year in accordance with the Institution Agreement. <>



More information about the CCCTran: eTranscripts for California Project and the Mini-Grant program is available at <http://www.ccc-tran.org>.



CCC System Office

CCC Technology Center
Butte-Glenn Community College District
3536 Butte Campus Drive
Oroville, CA 95965-8399

<http://www.ccctechedge.com>

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