Global Impact
A MESSAGE FROM THE DEAN

The College of Continuing Education (CCE) welcomes you to this edition of Access, focused on Global Impact. We have spent the last four years identifying and collaborating on strategically located programs that we believe will have international influence on professional training and higher education around the world. At the same time, we have hosted programs at Napa Hall on the Sacramento State campus with scholar groups and professional organizations from other countries to exchanges ideas and learn from each other.

In the pages of this edition of Access, you will find features on some exciting international programs that we have built with China. We proudly collaborated with officials from Yunnan Province in China to build the Wong Sam Hang China America Management Education College, and at the same time, welcomed Chinese scholars to study American best practices related to our tax and Social Security systems, among others.

We hope to play a positive role in creating an interconnected global community where exciting, unique and different ideas and best practices intersect and are shared equally. It is a program where our graduates and other worldly scholars will work together in such a way that it will literally change the world — and that is truly an exciting prospect for CCE and Sacramento State.

Sincerely,

Alice K. Tom
Dean, College of Continuing Education

First Impressions

Nothing is greener than California — at least that is what CCE hopes will result when its first Green Business Operations Certificate program graduates take their new knowledge and apply it. Read about it on page 12.

Did you know that thousands of refugees from around the world arrive in California annually? Find out how CCE plays a vital role in helping refugees achieve self-sufficiency. Read about it on page 16.

The Job Readiness Training program played a critical role in helping 13,000 Katrina victims rebuild their lives. Story on page 24.
Features

4 Teach the Little Children
EARLY DEVELOPMENT, CARE AND EDUCATION DEGREE PROGRAM OFFERS UNIQUE OPPORTUNITIES.

8 College Sharing Knowledge with China
AS CHINA CONTINUES ITS ENORMOUS ECONOMIC TRANSFORMATION, CCE LENDS A HAND.

12 California’s Best Shade of Green
GREEN CERTIFICATE PROGRAM HELPS BUSINESSES SWIPE “GREEN” ACROSS THEIR ORGANIZATIONS.

16 Refugees Rise to Self-Sufficiency in a New World
CCE AND CALIFORNIA AGENCIES HELP REFUGEES ON A PATH TO SELF-SUFFICIENCY.

20 Chinese Scholars Study American Best Practices
CCE HOSTS TWO GROUPS OF PROFESSIONALS HOPING TO LEARN AMERICAN WAYS OF CONDUCTING COMPLEX GOVERNMENT OPERATIONS.

22 Chinese Scholars Learn American Style
SCHOLARS STUDY HARD AS THEY LEARN ABOUT AMERICAN LABOR AND EMPLOYMENT BEST PRACTICES.

24 Job Readiness Training
JOB READINESS TRAINING PROGRAM AND CCE’S SKILL ASSESSMENT CENTER BREAK DOWN BARRIERS TO EMPLOYMENT.

25 Prescription for Mental Health Preparedness
MENTAL HEALTH ORGANIZATIONS ENSURE SUPERIOR SERVICE TO SURVIVORS OF CATASTROPHES.

Departments

2 A Message from the Dean

26 In Focus

27 On the Horizon

The College of Continuing Education (CCE) is one of eight colleges at Sacramento State. As a self-supporting college, CCE has offered certificates, courses, seminars, workshops and conferences since 1951. With an insight and responsiveness to the workforce development needs of the Sacramento region, CCE’s professional development focus advances individual employability and promotability while furthering the effectiveness and success of business, industry and government.
TEACH
THE LITTLE CHILDREN
After teaching all day at LaVerne Stewart Head Start in South Sacramento, Patricia Heflin heads back to school herself. Heflin is one of many preschool teachers, administrators and daycare providers enrolled in the Sacramento County cohort of Sacramento State’s Bachelor of Arts in Child Development: Early Development, Care and Education (BA-EDCE) degree program.

BY ALLISON L. SHAW | PHOTOS BY DALE KOLKE

The program specifically targets early care and education providers whose demanding work schedules and rural locations often prohibit their pursuit of a traditional four-year degree. “The program’s flexibility with hours and location has helped me since I work full-time and the classes for my degree are usually offered during the day,” Heflin said. “The cohort offered courses I need at a time when I can take them. I can still make sure I can go home and meet the needs of my family and then go over to class.”

The BA-EDCE degree completion program is the product of a long-time collaboration between the university’s College of Education and College of Continuing Education (CCE) and local child-care and education organizations. “I came to Sacramento State with the very specific sense that I wanted to do something much more community-oriented than I could do in my previous position,” said Dr. Karen Horobin, professor in the College of Education’s department of child development. That desire led to a partnership with SETA Head Start in Sacramento County and ultimately a vision for the need to educate early childhood care and education providers.

“If these teachers don’t do what they need to do to get a degree or at least improve their qualifications, they may find themselves if not without a job, then at least very far behind on the career ladder,” she explained.

While the program’s academic content comes from the College of Education and graduates receive a Sacramento State diploma, CCE manages the program’s application and enrollment process and the daily operations of its innovative delivery model. Using digital technology, CCE delivers the BA-EDCE program through cohort-based learning communities across northern California.

“I am excited about this program because it provides teachers with the skills they need to move forward in their careers, and with greater ability to work with children and their parents,” said Dr. Vanessa Sheared, Ed.D., dean of the College of Education.

Flexible Learning

Unlike traditional campus classes, BA-EDCE courses meet on a student-selected evening or weekend schedule in local settings to view pre-recorded streaming video lectures taught by College of Education instructors in live classrooms. In the cohort classrooms, CCE cohort instructors then facilitate the lectures and lead students in discussions and activities similar to those used on campus.

“CCE does offer all of these courses on the main campus, but there are thousands of people who can’t get there because of where they live or the hours they work,” explained Jill Matsueda, senior program manager for academic programs at CCE. “With the flexibility that CCE offers, we can provide near-universal access to the same quality of education for people in remote and rural areas who might never have the opportunity to attend a traditional four-year program on campus.”

Preparing the Workforce

The BA-EDCE program emerges at a time when California faces both a significant shortage of early care and education providers and changing expectations about the quality of those providers.

“A 2005 statewide workforce study by the California Child Care Resource and Referral Network and the Center for the Study of Child Care Employment examined whether or not California will have enough professionals in the child development arena in the upcoming years. It basically showed a shortage now and a more significant shortage later on if we don’t get out there and get teachers into the early childhood workforce,” explained Denise Lee,
manager of grantee program operations for SETA Head Start.

Like many professional sectors, early childhood care and education face a wave of retiring baby boomers, but few in the field propose this as the deficit’s primary cause.

“In this field, wages are not commensurate with the workload and the qualifications required for hiring,” said Elizabeth Blakemore, coordinator of the El Dorado County Early Care and Education Planning Council. “In El Dorado County you can make $10 an hour flipping burgers, but child-care wages are less than that and you have to have academic units, and be fingerprinted, and work very long, hard hours. We have workforce shortages in many employment sectors — and when there is high competition for quality employees, those employees can go wherever they want. There simply are not enough dollars allocated to pay for the quality of individuals we need.”

In addition to low wages, Lee pointed to misperception with a lack of promotion at the college level. “People don’t consider it a glamorous job,” she said. “There is still this misperception that you are not really teaching children at the preschool level. And we’ve always considered education to be K-12, so when students go for a degree, people don’t pitch preschool.”

A Question of Quality

The question of quality only compounds the employee shortage. “It’s not that we are in a tremendous growth pattern right now,” said Edward Condon, statewide executive director of the California Head Start Association. “We have challenges meeting the staffing because of inadequately trained teachers. Yes, the labor shortage for early childhood education genuinely exists, but this issue of quality is really the next frontier.”

Experts often equate quality with education, and the requirements for California’s early care and education providers are inconsistent at best. Privately funded programs can require as few as 12 college-level units in child development. Many federal- and state-funded programs require 24 units or a credential or permit from the California Commission on Teacher Credentialing. While some counties and districts require a Bachelor of Arts or Science, in California the degree is by no means an industry standard.

California Head Start statistics show that 24.8 percent of Head Start teachers have a bachelor’s degree, 51.2 percent have an associate’s degree, and 20 percent have a credential or equivalent state designation. That is about to change. New federal law requires all Head Start classroom teachers to have a bachelor’s degree in early childhood education by 2013. “I suspect that we will meet that target but only if we successfully engage a variety of programs like the Sacramento State BA-EDCE to come on board,” said Condon.

Preschool for All

In 2005, the proposed Preschool for All Act (Proposition 82) also pushed quality to the forefront by requiring all participating teachers to have a Bachelor of Arts or Science with at least 24 child development units. Although California voters overwhelmingly defeated the proposition on the June 2006 ballot, its introduction elevated the teacher-quality debate to a new level statewide.

“A few years back with Preschool for All and the Head Start reauthorization coming, the writing was on the wall,” said Lee. “In order for California to say that preschool was important, preschool teachers would need to be educated just like K-12 teachers.”

“Through all of the new science and research on brain development, we now know the importance of high-quality curriculum delivered in environments thoughtfully designed to maximize the appropriate developmental opportunities that exist within children,” said Condon. “As we learn more about that world, we recognize that our current training systems do not go far enough. They do not prepare teachers to the extent that these special skills need to be fostered.”

The BA-EDCE program bridges that gap with a unique blend of theory and practice. “In this program, we elected to integrate that big divide where you have theory and research on one side and practitioners on the other. We designed these courses with a much stronger focus on how to move between theory and practice,” said Horobin. “In the core courses in child development, you recognize the theory and need for the research. But the remaining courses specifically address practice.”

Courses in parent education and cross-cultural child development also prepare early childhood educators to nurture children from widely diverse cultural and socioeconomic backgrounds unique to California. “We have some of the wealthiest and poorest people here. We have very technical employment fields requiring a highly educated workforce and a tremendous service and hospitality industry that needs thoughtful workers at various levels. We are also more ethnically and linguistically diverse than other states,” explained Condon. “Working in California’s early care and education system, you’re going to bump into this very diverse setting and you have to have some advanced training to understand how to navigate those various types of environments.”

Through the BA-EDCE program, students approach the cultural variables that influence child development from both an international and intranational
perspective and delve into second language acquisition and the principles that underlie effective instruction in linguistically diverse classrooms.

This balance of theory and practice appeals to Mickey Eichenhofer, a child development resource teacher for the Comprehensive Approaches to Raising Educational Standards (C.A.R.E.S.) program with the Placer County Office of Education, because it offers a hands-on approach at a higher level. “The students relate to what they already do in the field,” she said. “There is a connection between the degree and their jobs. It’s like continuing your cycle from the day into your class. That makes it real to the students.”

In addition to the courses in parent education, cross-cultural development, educational play and early literacy, the program includes up to 19 elective units in the BA-EDCE major and the nine units of upper division general education required of Sacramento State graduates. The BA-EDCE curriculum does not include the first two years of general education. Katelyn Sandoval, program coordinator for CCE’s academic programs, encourages students to complete these units through a community college before enrolling.

“Working in California’s early care and education system, you’re going to bump into this very diverse setting and you have to have some advanced training to understand how to navigate those various types of environments.”

For many students, attending community college poses far fewer challenges than earning a bachelor’s degree. “Most of our people receiving C.A.R.E.S. funding are going to community college,” said Eichenhofer. “But after they get their associate’s degree, people in Placer County have no place to go. Because of the distance from Sacramento State, the drive and their work schedules, these barriers prohibit them from pursuing a bachelor’s degree.”

That is why Eichenhofer plans to offer a BA-EDCE cohort in Placer County in 2008. “Many of our people work up to 50 hours a week and the nature of the work does not allow them the flexibility to take time off for school. That is why hosting a cohort here that would start at 6:30 p.m., after most of these people are off work and that would work with their schedules, is just awesome.”

Eichenhofer and Blakemore, who plan to offer a cohort in El Dorado County in 2008, have both invited neighboring counties to participate. “My county office of education is very excited to be able to offer this modality because from a rural county’s point of view, having local classes will encourage people to actually complete them. It decreases many barriers for people,” said Blakemore.

To increase accessibility, each cohort selects its own meeting schedule and location. “When a group of people go through the program together, they support each other,” said Matsueda. “Learning communities help with success and retention.”

Everybody Wins

Like many supporters of higher qualifications for early education providers, Condon anticipates benefits not only for children but also for parents, teachers, the early childhood profession, and ultimately the state of California.

“Teachers with bachelor’s degrees will create tremendous outcomes for children and families because they will be better served by teachers who have more capacity,” said Condon. “Those of us who advocate for bachelor’s degrees know that it’s not so much the content knowledge acquired by the degreed person but his attitude and world view. It’s the knowledge base of multiple systems that they bring to the classroom.

“The shortage of teachers experienced in early identification and needs assessment for children will continue if teachers’ education levels don’t change,” Condon said. “If missed in preschool, children’s needs usually are not noticed until third or fourth grade — and while that isn’t too late to address their needs, it is more costly.”

For the teachers, earning a degree leads to increased self-confidence, lower levels of burnout, stronger marketability, and upward mobility. “The benefit for us is a brighter, more educated staff for our field of teaching,” said Lee. “Ultimately, I think we’ll be able to meet the requirements that the federal and state government put forward. It puts our staff members in a better position to market themselves for higher, or at least competitive, wages.”

Whether or not the wages catch up with expectation is yet to be seen. Condon believes that as more centers demand higher-educated teachers, they will have to pay them more as well. “I expect it will create more demands on compensation and more demands on the funders at every level to step up and really differentiate funding to those who achieve the bachelor’s degree. Otherwise we won’t retain them,” he added.

“The pay in the early childhood education field is basically insufficient,” agreed Eichenhofer. “It just doesn’t match the education that people need to really teach these children. These people aren’t babysitters. They are educators and they need to be treated as such.”

Condon believes that recognition will come. “I think that bachelor’s degrees will advance the prestige of our work. I think early education will be identified more so in the broader education community. Early education environments directed by well-trained staff are a part of that continuum of preparing a workforce with the capacity to achieve the standards set before it,” he said. “This is one piece of a solution to help California remain competitive and to continue California’s leadership.”
College

SHARING

Knowledge with China

BY JUSTINE BROWN
It’s difficult to ignore the changes taking place in the global economy today. The fast and furious transformations taking place in China and India have had profound effects on the global marketplace, with no signs of a slowdown. According to What’s Ahead for the Global Economy in 2008, a report published in January by the Wharton School, the Chinese economy will be “one of the biggest factors to influence the financial markets and world economy this year.”

Indeed, China is in the midst of an incredible period of rebirth. The nation is currently undergoing an extraordinary economic, social and political transformation. With a growth rate of more than 11 percent, China has become a major supplier of goods for many European and American countries and a potential political and economic superpower of the next generation.

But the country’s economic evolution has not come without growing pains. Along with huge boosts to the economy, China is also experiencing significant challenges managing its enormous population, unequal distribution of wealth and opportunity, and the educational and training requirements needed to allow them to continue to play supplier to a demanding global economy.

In a culture where the educational process is steeped in tradition and focused on undergraduate degrees rather than professional or continuing education, Chinese businesspeople often find demand far outweighs supply when it comes to accessing the training they need to adapt once domestically focused businesses to a global marketplace. For the staff at the College of Continuing Education (CCE), extending training and professional development offerings to China was not only a natural progression, it was a passion.

Collaboration Is Key

The staff at CCE has had a long-running interest in bringing educational opportunities to places outside the U.S. In fact, that is a goal built into CCE’s strategic plan. “We are interested in locating partners all over the world to deliver CCE curriculum in different markets,” said CCE Dean Alice K. Tom. “China has been of particular interest because it’s a country on its way to becoming a leading world power.”

China was also of interest because Sacramento State has a strong alumni base there, including Winnie Leung. “Winnie was a well-respected alum when I started as dean,” said Tom. “Because of CCE’s interest in developing an international agenda, and because of Winnie’s interest in bringing educational opportunities to her country, we naturally came together and began collaborating. Winnie recognizes that higher education is a necessary building block for China as it makes its way to becoming a leading power — and we wanted to be part of that.”

In 2003, CCE launched a pilot certificate program in both the Yunnan Province and Shanghai focused on event planning. In response to the sudden rise in the number of high-profile events being held in China, including the 2008 Olympics, Tom and CCE staff felt there was a need to help better prepare government officials and businesspeople to effectively manage large events. The program consisted of five courses covering various aspects of event planning such as site location, event management and emergency planning.

But as the program progressed, it became apparent that China wasn’t ready for privatized event planning just yet. So Tom and her staff started looking at other types of business courses that could fill more immediate needs.

The solution came in the form of Wong Sam Hang China America Management Education College. The college, which is dedicated to professional training, is named after Leung’s father and is jointly run by CCE and the School of Business and Tourism Management at Yunnan University. Its goal is to create a skilled and flexible workforce in Yunnan and its neighboring provinces by combining state-of-the-art, hands-on training with an American curriculum.

“China has a lot of needs right now,” said Josephine Leung, CCE senior program manager for international programs. Josephine Leung, who is also a Sacramento State alum and the daughter of Winnie Leung, came to CCE specifically to focus on the Wong Sam Hang China America Management Education College. “It’s an up-and-coming country very lacking in the kind of professional training we can provide in America. The goal of the Wong Sam
Hang China America Management Education College is to provide the opportunity for Chinese professionals to learn specific new skills and business practices they need sooner rather than later.”

For example, Josephine Leung said that on a visit to China last summer, she had the opportunity to tour an air freight company. “I found out they couldn’t transfer goods out of the province without using two or three modes of transportation,” she said. “And they are rarely able to track their inventory of goods or where those goods are while in transit. Their systems are not modernized. One of the top 10 companies there is just now beginning to use computers.”

In response to this need, the Wong Sam Hang College decided to first offer classes in logistics and supply chain management. CCE has successfully provided a supply chain management program in California for more than 10 years. By exporting some of their knowledge to the Yunnan Province, staff at both CCE and Yunnan University hoped to give the area an immediate economic leg-up.

**Learning Logistics**

Phase 1 of the inaugural supply chain and logistics management program at the Wong Sam Hang College took place in October 2007 at Yunnan University. The program explored topics such as information technology systems, how to efficiently and safely move goods, how to gauge what goods need to be refrigerated, how to implement inventory control, and how to safely transport hazardous material, coordinate documentation and relationships between the manufacturing, retail, wholesale and distribution environments of a market.

“The program emphasizes an interactive learning model and includes hands-on experience that can be translated directly to the job site,” said Josephine Leung. “It also provides professionals the opportunity to network with other professionals in the logistics industry and enhance their marketability for career enhancement.”

Phase 1 included 61 participants ranging from owners and CEOs to undergraduate students and middle management professionals. Staff at CCE are currently reviewing feedback from the inaugural course. Based on that feedback, they plan to make any necessary adjustments to the curriculum and then start planning Phase 2, which will be delivered in the spring of 2008. At present, the plan is to deliver Phase 2 in Hong Kong and Phase 3 at CCE in Sacramento.

“We’ll target the same group for all three phases,” explained Josephine Leung. “But whether the same group can participate in all three will depend on affordability. We are hoping to get about 30 students for Phase 2 and 20 for Phase 3.”

Participants able to complete all three phases will also have the opportunity to visit leading logistics firms in both Hong Kong and the U.S.

Josephine Leung said Phase 1 was “very successful,” though delivering curriculum on the other side of the world does present challenges. “The English level varied among the students — and that was one of the biggest challenges,” she said. “The lectures were completed primarily in English. This is the first program in the whole province where we are bringing in American teaching in the English language, but it was difficult for students and even the translator to simultaneously cover multiple languages.”

**Thinking Globally**

While the details of the logistics course and the educational delivery methods will take time to perfect, staff at CCE agree that the partnership between Yunnan University and CCE created a powerful connection between the two countries, and they only expect it to grow in coming years. “The program is injecting a Western perspective to training
and will allow places in China to conduct more cutting-edge business practices,” said Margaret Hwang, CCE senior program coordinator. “This is especially critical in Yunnan, which is still a second-tier city, unlike Beijing and Shanghai, which are already more westernized.”

One key to the success of the program thus far has been the approach CCE has taken to deliver education in China. When China first began opening up its educational markets, there was a huge rush to capitalize on the enormous market. Most companies sought to simply export American programs and models. But China’s own educational models are steeped in history, and there was significant resistance to giving up those models for American teaching methods. Sacramento State President Alexander Gonzalez credits Tom, who launched the initial program, for taking a more innovative approach.

“Alice believes that, rather than approach China and other global markets in terms of exporting our educational model, the best way to be involved is to try to tailor our expertise to the prevalent issues in developing nations,” said Gonzalez. “It’s not about trying to supplant what they have with what we do, it’s about looking at how we can enhance what they are already doing, how we can utilize our expertise to work not only with China but with other developing countries to further their economy, business, art and culture through education.”

In October 2007, Gonzalez participated in the inauguration of the Wong Sam Hang Management Education College at Yunnan University in Kunming, China. Gonzalez joined 150 other dignitaries and university colleagues to recognize the partnership between Sacramento State and Yunnan University.

Sacramento State is actually among the first universities to establish a partnership in Southwest China, a feat which would be impressive even for a much larger school. “The global marketplace is a reality now,” said Gonzalez. “Being able to conduct business on a global scale has become critical. But conducting business on a global scale presents a lot of problems and issues. We have a product that is attractive over there — the expertise of how you do this. This is a great opportunity for both countries.”

Tom attributes the success of the program to the unique nature of CCE. “We are able to do things like this because we are a self-sustaining entity,” she explained. “That means we can move much more quickly and bring resources in fast to respond to market demand and market needs.”

Gonzalez agreed. “The unique aspects of our continuing education program mean we were able to do this without having a full-blown, traditional college program over there,” he said. “In a way it’s exploratory; in another way, it could help the broader university develop the model for how we do things in China and potentially other developing countries all over the world.”

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**Alumni Association Expands East**

By Robyn Eifertsen

Not content to reach out to alums in the greater Sacramento Area — or in the United States for that matter — the alumni arm of Sacramento State now extends as far as China.

Last November, President Alexander Gonzalez, along with Alumni Association Executive Director Gary Davis (’99 Business Administration), officially kicked off Sacramento State’s first overseas alumni chapter in Hong Kong.

“Sac State is a destination for college students around the world who want to study in the United States,” said Davis. “Having an alumni chapter in place not only provides a pipeline for more international students, but allows them to remain connected when they graduate and move back home.”

The group has existed in an informal capacity for several years through the efforts of Sacramento State alum and Hong Kong businesswoman Winne Leung (’66, Business Administration).

Ethnic Studies Professor Greg Mark says that a Hong Kong chapter makes sense because potential Sac State students have a high rate of English fluency but are faced with a lack of local higher education institutions. “Through this Hong Kong Alumni Chapter, we have the opportunity to recruit some of these high-quality students to come here,” said Mark, who attended the group’s installation event.

“The world is getting smaller all the time and more students are traveling the world for educational purposes,” said Carole Hayashino, vice president of university advancement. “We want to remain connected to Sacramento State graduates whether they live in California or Asia. The Hong Kong Chapter is our commitment to our international alums and, in turn, they can help us expand international educational opportunities for others.”

Story reprinted courtesy of Sacramento State Public Affairs.

Carole Hayashino, vice president of university advancement.
When California Gov. Arnold Schwarzenegger outlined his goals to turn our golden state into a beautiful shade of “green” by passing laws such as AB32 — which requires the state’s global warming emissions be reduced to 1990 levels by 2020 — he threw down the gauntlet for change. But change makes some people nervous.
“Many leaders expressed concerns that industries would take a hit,” said Rosario Marin, secretary, Consumer Services Agency (CSA), chairwoman of both California Building Standards Commission (CBSC) and the Governor’s Green Action Team (GGAT). “Governor Schwarzenegger said he didn’t believe it would adversely affect industry. He described how the process would actually create new industries, programs and services.”

Indeed the governor’s prediction is coming true. For those needing proof, consider the launch of a new Green Business Operations Certificate at Sacramento State College of Continuing Education (CCE). The program supports a growing trend to provide services to enable public and private industries to become more environmentally friendly. “We need to have a workforce consisting of people who are educated to be able to deliver these new ‘green’ programs and services,” Marin said.

CCE’s Green Certificate courses serve the educational and training needs of the public and private sectors for personnel in the areas of executive and facility management, human resources and others whose role involves potentially green activities. According to Kirsten Ryden, program manager, extension programs, “Sacramento area organizations are asking, ‘How do we meet our goal for growth and profitability while also being environmentally responsible?’”

The new Green Certificate program answers that question by providing models of how employers and employees can use their own paintbrushes to swipe “green” across their organizations. Classes include “Green Purchasing,” “Green Facilities,” “Green Return on Investment,” and “Leading Green Change.”

In order to develop the program’s content, CCE organized an advisory committee comprised of leaders from a cross section of both large and small private- and public-sector organizations. These leaders wanted to take on the challenge of helping others build a green enterprise. “I wanted to contribute toward creating
green professionals to benefit the county and businesses across the region,” said committee member Daniel Mendonsa, energy program manager for the county of Sacramento. “The county is also in the process of ‘greening’ our operations and developing this program helped me better understand that process.”

“We’re hoping facility managers will see this as an opportunity to grow in their careers, pick up education, make them more valuable, and qualify them for promotions,” said Roy McBrayer, deputy to the State Architect and program manager for the Governor’s Green Building Initiative. “Many managers will be lured by the drumbeat of climate change and green buildings — all of these issues focus on the facility manager’s plate, what they’re doing, and how they can do a better job.”

Tom Barrington, global energy manager for Roseville-based Hewlett-Packard, asked, “Just because something is called green, is it really viable for business? This program will help people differentiate between things called ‘green’ and those things that do have an environmentally friendly impact.”

“The idea of green doesn’t mean anything in and of itself,” added Mendonsa. “Our program gets people to understand what it means to be green and how it impacts them. At the county, we developed a five-step pilot to establish a green program. The pilot suggests you develop a baseline, target and plan, and then implement and verify the plan. This kind of program helps employers and employees understand the green process from a ‘cradle-to-cradle’ perspective, which suggests that going green never ends. CCE’s program provides answers to, ‘How do you change an organization that has a mindset of having done something a certain way for a very long time?’”

The Meaning of Green

The value proposition for employers to train employees in green awareness or to develop a green consciousness requires an understanding of the spectrum of what green means. On one end of the spectrum sits the cost of energy. As energy prices rise, businesses and citizens will be subjected to more pressure to reduce energy usage to save money. Move to the other end of the spectrum to find organizations embracing the idea that “green is good.” Green embodies the concept that we need to pay attention to the good of the environment in tangible ways.

Lee Scott, instructor with CCE, said the best way to sell or pitch ideas to organizations to persuade them to adopt green programs means taking the idea of green beyond the ecological value and shifting toward the economic benefits. “You can’t walk into an organization and suggest all of these changes based on the sole idea that it’s the right thing to do for the environment,” Scott said. “It should be aimed at you need to do these things for the right reasons and guess what? It will save you money too.”

“The people who are leading with the environmental foot are leading with the wrong foot. They need to lead with the financial foot,” said Wayne Whitzell, member of the advisory committee and chairman of the International Facility Management Association. “We’re teaching people how to run a facility from an operational and a ‘green’ angle so they can track the environmental, social and financial impact (a.k.a. triple threat) and measure the return on investment.”

“Going green is profitable in the short and long run,” said Alan Suleiman, technology manager at Sacramento Municipal Utility District. “In the short run, you save money, for example, by purchasing energy-efficient cars that save fuel. In the long run, you produce cleaner air and reduce dependency on outside sources for fuel. Many businesses claim environmentally friendly programs as a badge. They use this badge for its public relations and marketing value to show the public they’re doing the right thing.”

Green Speak

The Green Certificate program also tries to give everyone tools to speak in business and financial terms — the language most decision-makers understand. “What are the key financial tools to show whether an idea has an economic basis?” said Scott. “What is the difference between investment and ROI over the short or long term? How do we package a green program that prioritizes things we can do down to the benefits and build the business case to sell our ideas to the executive team?”

Answers are best revealed to decision-makers by incrementally building the business case while also understanding that going green means more today than it did five years ago. The certificate program is designed to take each participant’s knowledge beyond the standard ideas, which revolve around energy consumption. “Facility managers recognize energy consumption on a fundamental level but
they may not recognize how much energy their buildings use. They don’t pay the utility bill,” explained McBrayer. “They may not even know what they do affects the building’s usage patterns.

“An estimated 94 percent of buildings are ‘existing’ buildings,” said Ryden. “Therefore, the largest financial, social and environmental impact will be through the greening of existing buildings and their operations.”

“A lot of facility managers don’t have a background related to other aspects of green that get completely out of the realm of energy,” continued McBrayer. He said the areas involve waste-stream reduction that addresses overall waste disposal cycle for a given industry or population; the carbon dioxide (CO2) footprint of a building, or how much CO2 is produced in that building; and how activities within a building affect those two areas.

“I am happy with the green certificate program — it treats these issues in an integrated, balanced way,” he added. Program advisory committee members and course instructors believe students also need to understand the fundamentals behind the idea of going green. Fred Klammt, instructor with CCE, noted that defining metrics plays a key role in identifying a green program’s success. “How do you measure success?” he asked. “If I were given several so-called ‘green’ products, how would I know which one was about ‘green washing’ or was the so-called ‘greenest’ of ‘green?’ Which one has the least amount of environmental footprint?”

Measurement requires criteria to measure against. In the green world where “green washing” — a term used to describe the act of misleading consumers about environmental practices or environmental benefits of a product or service — takes place, the need for measurable criteria becomes necessary. “I would devise metrics to measure success and I would figure out how to translate that into the business,” he continued. “How do you green your supplier chain? How do you green your facility? Where is the performance data? How is the building performing two or three years after you occupy it?”

Right now, the U.S. Green Building Council appears to be the foremost agency setting standards through its Leadership in Energy and Environmental Design (LEED) Green Building Rating System, which encourages and accelerates global adoption of sustainable green building and development practices through the creation and implementation of universally understood and accepted tools and performance criteria. However, LEED pertains to the design and construction of buildings, it does not create overall green criteria for building management, maintenance, products or services.

Kit Tuveson, instructor with CCE, noted that his courses cover all levels of green standards and sustainability. “We cover sustainable design, water and energy management, and certification if they need to become LEED certified,” he said. “Sustainable Facility Management’ discusses practical, hands-on information for the physical infrastructure to meet sustainability objectives.”

“Green is everywhere” continues Whitzell. “[Graduates of the certificate program] will come with a dangerous knowledge because they are going to be coming as agents of change in their organizations and justify how to make that change by showing all three angles — environmental, social and financial. They are going to put their organizations in a precarious position in a good way. When their organizations say no to their ideas, they’ll be able to show how the bottom line increases through the triple threat. Most organizations don’t want to have to say no to those kinds of advantages.”

All Aboard

Whitzell offers words of warning for organizations resisting adoption of green practices. “The train has left the station. It is coming — and it is a freight train moving very fast. Right now businesses are in a situation where they can choose to adopt green practices but eventually that choice is going to become a mandate. They won’t have a choice. We, the people who are involved in it from the government and private sectors — the people involved now and making changes — are going to ultimately be in a much better position.”

With programs like the Green Certificate arming professionals with the right tools, it can be “very easy to be green.” And as for the color of our state in the near future, Marin added, “The Golden State will always be golden but just with a beautiful shade of green.”
Escaping persecution, refugees enter California by the thousands each year. Like many immigrant populations before them, beginning with the English Pilgrims, these refugees seek solace and a new future in the United States.

By Alisa Hicks
They have just eight months to achieve self-sufficiency in their new world — just eight months to learn a new language, to learn job skills marketable in North America, to get a job, to repair malnutrition, to learn a new culture's social skills, to learn to drive or use public transportation, and to find affordable housing.

In just eight months these refugees from persecution must face their fear of deportation and their learned distrust of government systems. They must begin to heal the emotional scars and vulnerability wrought by the circumstances that brought them to California.

Sacramento State's College of Continuing Education (CCE) Conference and Training Services organizes the annual Refugee Summit, where refugee support agencies share best practices and develop lobbies for refugee-related legislation that ease the practical and cultural transition for refugees.

"We tap into every resource we have in the meeting planning industry to make this program affordable and accessible to its largely non-profit audience. Most of the people who work for these organizations are driven by their passion to serve refugees, asylees and human trafficking victims," said Susan Gonzales, director of conference and training services at CCE. "Their passion becomes our passion."

Mindful of the limited budgets supporting most refugee agencies, CCE's meeting and planning experts negotiate rates and locations that are affordable and convenient to the non-profit community. "For $200, they get two full days of training and education, arming them with strategies and best practices they can employ in helping refugees the next day," Gonzales said. "Everyone wins. Families become self-sufficient, California's economy becomes stronger and, as meeting planners, we feel good about helping people help others."

**A New World**

In 2006, nearly 5,200 refugees arrived in California and embarked upon the path to self-sufficiency in a new world.

The majority of those refugee arrivals in California were the Hmong of Laos, resettling in the U.S. after decades in Thai refugee camps following the Vietnam War, according to Thuan Nguyen, Refugee Programs Bureau (RPB) chief for the California Department of Social Service (CDSS), which is responsible for administering the federal Refugee Resettlement Program (RRP).

"The reason the Hmong refugees are here is because of things that happened in their country before the Communist takeover," Nguyen said. "During the Vietnam War, the Hmong worked with the U.S. to stop the North Vietnamese."

The Hmong fled to Thai-based refugee camps, some of which were eventually disbanded in the 1990s. In 2003, more than 15,000 Hmong who were in the Wat Tham Krabok temple in Thailand were allowed to resettle to the U.S. and the increase in California refugee arrivals since 2004 is attributed to this wave of Hmong resettlement, Nguyen said.


Most of the Hmong who arrived in California were resettled in the Fresno and Sacramento areas, where Hmong communities already existed and helped ease the transition for new refugee arrivals, Nguyen said. "We tend to resettle where an existing population resides, reuniting refugees with family and culture."

Resettlement locations for different populations are decided between voluntary service agencies (Volags) and state and county service agencies, Nguyen said.

Built upon existing ethnic populations in the state, resettlement communities include: African refugees resettled in Los Angeles, San Diego and San Francisco; Southeast Asian refugees resettled in Santa Clara, Sacramento, Orange County and Los Angeles; and Assyrian/Middle Eastern refugees in San Diego, Los Angeles and Turlock.

**A Process**

Refugees and asylees do not gain automatic entry into California and the U.S. The U.S. government designates and shepherds foreign populations eligible for resettlement here and grants — or denies — requests for asylum. That's the first hurdle and initial aid refugees and asylees encounter.

In fact, many refugees were barred from U.S. resettlement when the post-Sept. 11 Patriot and Real I.D. Acts were enacted in 2005 because they were categorized as terrorists due to their prior associations with armed conflict. At issue is the interpretation of the "material support" provision in the Act that was designed to prevent terrorists and those who support them from entering this country. This provision denies entry to anyone who has provided any material support to a terrorist or armed rebel group. The provision applies even if the support was coerced or the aims of the group in ques-
The issue of material support placed the resettlement of thousands of refugees in limbo, especially for the Hmong, Burmese and Iraqis refugees. It took the combined lobbying efforts of the refugee resettlement community, Mutual Assistance Associations (MAAs) and Volags, with whom CDSS collaborates to help refugees achieve self-sufficiency at CCE-organized Refugee Summits in California and others across the country, to win a series of federal waivers allowing for the continuation of refugee resettlement.

MAAs are community-based organizations comprising earlier, successful refugees for the specific purpose of providing assistance to other refugees, including English language training, youth development, employment counseling, unique cultural needs and more.

Volags provide resettlement assistance and are initially the sponsor of refugees entering the U.S. They contract with the State Department to provide reception, basic orientation, food, shelter, health services and referral sources to local agencies for employment and language training.

U.S.-designated refugees and asylees — as well as human trafficking victims — are eligible for government services like cash, Medicare and food stamps for eight months, and coordinated services and support by MAAs and Volags. Refugees with children are eligible for long-term benefits and subject to program requirements, much like mainstream welfare services for U.S. citizens. After five years, refugees can apply to be U.S. citizens.

A Community of Support Services

Federal, state and county governments work closely with MAAs and Volags to administer refugee resettlement. Each arm of the resettlement service touches another and they learn from and teach each other new challenges for specific refugee populations, Nguyen said.

Each year, CDSS, with the assistance of California’s refugee service community and the CCE, organizes the Refugee Summit. In addition to workshops and presentations on the best practices for helping individual refugees and refugee populations gain self-sufficiency by the time their refugee benefits and services expire, the refugee service providers hear updates from the United Nations and State Department on the next wave of resettlement populations so they can plan to receive and support the next population effectively.

The CDSS works closely with the departments of public health, health care service, education, mental health, aging and other state agencies because they all serve the refugee populations.

“The summit is the vehicle for the issues that need addressing,” Nguyen said. “The waiver for the Hmong was a result of discussions and lobbying from the summit.”

One recent issue involved California driver’s licenses and identification cards for refugees. With the enactment of the Real I.D. Act, all states must check photo identification before issuing a driver’s license or identification card. This is difficult for many newly arrived refugees who do not possess photo identifications and have yet to receive their “employment authorization cards.” Without valid driver’s licenses, many are unable to even begin searching for work, Nguyen said.

“As soon as we know there’s a certain problem, we develop workshops on it,” Nguyen continued. For the driver’s license problem, the California Department of Motor Vehicles was invited to a summit workshop to tackle the problem with information and cooperation.

Transferring existing job skills to a new country can be challenging as well, she added. If a refugee was a farmer in his country of origin, it is likely he worked a much smaller piece of land with different farming equipment, so he still has to learn new machinery and practices. Even a college-educated refugee like an engineer would still require time and assistance to learn English and take required courses to address any education gaps.

Nguyen said the 2008 Refugee Summit will include review of new federal and complementary state laws that affect refugee services stakeholders.

“We have lots of federal and state legislation to share — counties, service providers, voluntary agencies, other state departments that provide refugee services — and strategies and practices to best resettle refugees,” Nguyen said.

Next Resettling Population

Nguyen said Hmong arrivals will dwindle now that most have been resettled and new populations will be identified by the United Nations and U.S. for resettlement. The new populations will face the same practical and emotional barriers to self-sufficiency and receive the same resettlement support services toward self-sufficiency.

Some of the populations anticipated to resettle in California and the U.S. continue to be foreign refugees, mostly from Burma and Iraq, and human trafficking victims. A victim of human-trafficking, or modern-day slavery, is a man, woman or child subjected to force, fraud or coercion for the purpose of sexual exploitation or forced labor.

The U.S. Department of Justice estimates that 14,500 to 17,500 — of 600,000 to 800,000 people trafficked worldwide — are trafficked against their will across international borders into the U.S.

California enacted legislation last year, Senate Bill 1569, providing a temporary bridge for trafficking victims to receive state benefits and services equal to the federal services provided to refugees and asylees while trafficking victims await eligibility processing by the Department of Homeland Security. The population was further recognized with the first Human Trafficking Awareness Day observed Jan. 11 both nationally and in California.
The world has truly become flat. Globalization expands educational opportunities for all citizens. This global shift has also given educational institutions an opportunity to revisit how and what they offer. While some institutions have watched that opportunity pass by, Sacramento State and the College of Continuing Education (CCE) jumped in with both feet.
Looking to make the most of the opportunity to expand training and learning opportunities around the globe, CCE is not only taking curriculum to other countries, it’s also extending learning opportunities to countries that want to study in Sacramento. Through its global outreach program, CCE is proving to be a premier provider of academic services with a worldwide impact.

Focus On A Rising China

Though CCE’s global outreach efforts encompass several countries, China has been an area of particular focus because of its enormous growth and huge demand for training and professional development. Currently, CCE is hosting two groups of Chinese scholars who are here to learn American ways of conducting business in two complex areas: taxation and pension/retirement systems.

The Hubei Provincial Tax Bureau group consists of 18 English-speaking tax officials in their 20s and 30s from central China. The group arrived in Sacramento last August and will study here for one year. The group is learning about international accounting and how the American tax system works through a combination of academic classes and professional training opportunities.

“Because China was traditionally closed and isolated from the rest of the world, they have not had access to Western ideas and approaches to education and development,” said Bernadette Halbrook, faculty liaison with CCE. “It’s becoming increasingly common for Chinese provincial governments to send groups of their senior-level people to the U.S. and Canada for professional training and development. These programs are designed to give employees a much more global perspective.”

The effort to get the Hubei students to California to study began a few years ago when the Chinese government identified 400 people as up-and-coming leaders. Of those 400, Halbrook said 50 were then chosen to go to Wuhan City, the capital of the province, to study English for a year. That group was then pared down to 18 top scorers who were offered the opportunity to come to the U.S.

John Hwang, a retired Sacramento State professor who was born in China, taught the visiting students a class on cultural differences between the two countries. Hwang said the students are here to investigate how different countries handle complex operations such as taxes and employee retirement systems. “They are very curious and fascinated by American ways of doing business,” Hwang said.

In addition to traditional academic studies, the Hubei group recently visited the California Franchise Tax Board (FTB) for a first-hand look at how the agency operates. “We provided them an overview of the FTB, other state tax agencies and how we all relate together,” said Holly McDonell, spokeswoman for the FTB. “They had a lot of questions—how do we retain employees? How are we able to levy and lien delinquent taxpayers? For us, it’s a great opportunity for goodwill and an opportunity to share our knowledge with the tax employees of another country.”

Bringing Advanced Practices Home

Last October, 11 senior-level staff members of the Guangdong Province government arrived in Sacramento to learn about public and private pension and retirement systems as well as human resources systems used in America. The group is here for six months.

Eva Liang, who works for the Division of International Cooperation and Exchanging for the Guangdong Provincial Labor and Social Department, said her department selects outstanding officials each year for further training overseas, with the purpose of both opening their minds to new ideas and bringing advanced business experience back home to improve policies and operations. “Most of the group members are the directors of the divisions or sections of different fields,” Liang explained.

“The Guangdong group intends to look at the American retirement system to see what they can learn from it,” said Hwang. “Some of them have been in Europe looking at the European systems, too. They are particularly interested in how California Public Employee’s Retirement System (CalPERS) takes care of government employees—the benefits and kinds of services they provide. They are also interested in our Employment Development Department (EDD)—how they train people and help them to find jobs.”

The Guangdong group recently completed a site visit to CalPERS and plans to visit the California EDD soon. CCE also arranged for the group to visit mutual fund companies to see how employee dollars are invested. “We have a very good academic study arrangement and we learn a lot of practical and helpful knowledge,” said Liang.

(For more information, see story on p. 22.)

Training The Next Generation

The opportunity for CCE to host the two groups from China was a result of CCE’s increasing number of international contacts as well as word of mouth about past successes, according to Halbrook. “We’ve hosted several international groups with great success at this point, and word definitely gets around, even in international circles,” she said.

CCE’s goal is to continue to expand its ability to host international groups in the future, whether they are here physically like the groups from China or studying in a virtual environment. “This spring, we are beginning a masters of accounting program with a school in Korea,” Halbrook said. “It will be a completely online program, so students won’t be coming here, but it still builds on our global outreach.”

Halbrook said the bottom line is to share knowledge and expand opportunities to new parts of the world, especially in China. “Because so much of the world is focused on the Pacific Rim and China right now, there are increasing opportunities for us in that part of the world,” she said. “We’re hoping to continue building on our reputation and to be players in that. In the end, it’s about training the next generation of leaders worldwide.”
In October 2007, 11 scholars from different cities within Guangdong Province, China, arrived at Sacramento State College of Continuing Education (CCE) to start a six-month intensive study program. For most of them, this was their first trip to America. Adopting American names, the group includes Wenchuan “Kevin” Gan, Bingguang “Ben” Dong, Junjun “Emily” Wu, Qianghui “Charlie” Huang, Diyun “Lee” Li, Dong “Bob” Fu, Xiaodong “David” Yang, Xiaosong “Leo” Liu, Bangyao “Alex” Li, Xiaoyi “Eva” Liang.

Listening to them discussing their academic and personal experiences in America magnifies the cultural differences of learning and living in America. Since their arrival, they have not only learned the refreshing nuances of American educational traditions, but also discovered real American culture and gained the kind of knowledge you can’t read about in books.

The scholars are not young adults fresh out of college. They have years of experience in areas such as employment and training, social insurance, pensions, surveys, labor relations, healthcare system, hot-line service and others. Their CCE program of study included lectures and seminars on management and public administration issues from campus faculty as well as field experts working in the halls of state government. The students participated in field visits and one-on-one interviews with department managers at various public agencies to gain hands-on understanding of how services are provided on a daily basis to the citizens of California.

“These individuals were selected by their provincial government to study the human resource systems and employee service operations in California,” said Alice K. Tom, dean of CCE. “The goal for this group is to return to China with new knowledge to improve the systems in their province. China is on the verge of becoming a world economic power house. The government recognizes the importance of looking outward and adapting to a changing environment.”

Interactive Experiences

Just the experience of being taught by American instructors introduced a whole new way of learning. Many of them marveled over the American teaching style that embraces interactivity, debates, questions and provocative discussions. In China, the instructor is held in the highest regard and students generally do not participate in the lecture or ask questions.
Scholars Bob and Ben enjoyed this aspect of teaching and learning and felt that CCE offered a first-rate program where the interactive teaching style and the instructor’s personalized attention made it very special. “They are focused on feedback and care about students so that they always ask us questions,” Bob said. “They even took care to help us with our English pronunciation.”

One area that the scholars focused on was retirement services delivered through the California Public Employees’ Retirement System (CalPERS) and the federal Social Security Administration. They also studied individual investment plans such as 401K and how it works. “China has an enormous population that is aging,” Tom said. “The scholars are here to learn about what works, what things they should avoid, and understand best practices so they improve their systems in China.”

Other areas of study include an examination of managed health care, not health maintenance organizations (HMOs), as there are no HMOs in China. With an approximate 11 percent birth rate in population, China needs to understand how to provide universal health care without going bankrupt. They’re also studying how labor unions work since China has no unions.

At the end of their six-month stay, each scholar produced a well-researched thesis and presentation. Research topics included cost control methods used by American HMOs; employment and retirement agency service to clients by use of call centers; workforce development issues; vocational training and certification of occupations; the development of labor-management relations in American companies; Social Security Fund investment models; employment services; CalPERS and Social Security benefits and services.

Great America

And while the scholars hunkered down and focused on their studies, they did spend some personal time visiting with local families, learning about American holidays and traditions, and traveling to Yosemite, Avenue of the Giants, The Lost Coast, Crater Lake, Salt Lake City, Yellowstone and others.

They celebrated holidays such as Halloween, Thanksgiving and Christmas. At Thanksgiving, three students spent the holiday hosted by an American family. Emily’s eyes grew big as she explained her first experience eating turkey. “I’ve never seen such a big turkey,” she exclaimed. “We have chicken in China but we don’t have turkey. It was wonderful, fantastic for us to eat turkey.”

Emily also observed the American family and explained how this visit dispelled her belief that Americans are hard-working, entrepreneurs who spend little time with their families. “I thought American

families were independent,” she said. “When kids turn 18 I thought they go away to college, leave and get a job, or go and get married. I found out that is not true. Many children come back often and spend many weekends with their parents. I was impressed with this.”

Each student shared what they liked the best about America. While some students like David loved our Starbucks to the point he would have to get his “fill” before leaving, another student, Charlie, wrinkled his nose at fast food and grinned about the flavor of rare steak. Then there were the students like Robert, who loved the “friendly and open-minded people” he met, or Kevin, who embraced the American cliché “thank God it’s Friday.” Other students like Leo, Alex and Emily enjoyed the holiday traditions. And Lee said he learned to be thankful for everything.

“The scholars are here to learn about what works, what things they should avoid, and understand best practices so they improve their systems in China.”
Natural disasters make everyday tasks overwhelming and complex. In the wake of Hurricane Katrina, thousands of gulf-area survivors asked: Where will my children sleep tonight? What will we eat? How will I keep my family safe?

Even after power is restored and debris removed, survivors often remain displaced and unemployed for years. With no record of previous employment, no resume, no references, no proof of educational achievement, how do you regain employment and provide for your family?

Sacramento State has joined the National Business Service Alliance (NBSA) along with other leading universities to help disaster survivors and others with barriers to employment or in need of upgraded skills. By leveraging their combined resources and the Job Readiness Training (JRT), model NBSA member universities together are able to assess, identify, certify and improve essential work skills, thereby increasing opportunities for reemployment.

The JRT Program, a unique training model designed to prepare individuals for employability, served a critical role in the Salvation Army’s effort to help 13,000 Katrina victims rebuild their lives. JRT graduates were prepared to meet the needs of Louisiana and Gulf Coast area companies desperately seeking to rebuild their employee base.

JRT Program plays critical role to help Hurricane Katrina victims rebuild their lives.

NBSA developed their JRT Program using a five-step process which lasts six weeks to six months, depending on the participant’s training needs. Participants complete skill assessments through one of the NBSA universities’ online Skill Assessment Centers. “Powered by CE Technologies, the Skill Assessment Centers are available 24/7 and offer an individual plan and a direction,” said Jenni Helfrich, CCE’s director of extension programs. “The skill center helps an individual capture their skills and professional qualifications, which assists them in finding an employment match.

The JRT program is uniquely effective as professionals in career counseling, educational psychology or social work are assigned to each participant. The result being structured guidance, training, job search assistance and tangible proof of skills and abilities in the form of skill certificates issued from Sacramento State.

New Orleans radio broadcaster Sheryl Swilley said her career came to a screeching halt after the hurricane. “I was shocked to discover that my college degrees, awards and other accolades alone were insufficient to open doors of employment,” she said. “To say that the JRT Program was rewarding is an understatement. The JRT Program helped rescue me.”

The JRT Program is also helpful to those with barriers to employment including youth offenders, retirees, the disabled, and military and military spouses. Together, the NBSA member universities are hoping to make a large impact on national workforce issues by combining forces with veteran service organizations, the AARP Foundation and local Workforce Investment Boards. “Each university aims to affect its region, workforce and local economy,” said Helfrich and then added, “The focus to date has been on national projects, but now I am looking forward to what we can do here in California.”

Individuals with Barriers to Employment

» Military and Military Spouses
» Youth and Adult Offenders
» Disabled Individuals
» Displaced Workers
» 55+ and Retirees
» Foster Care Youth

The five-step process

Step 1: Enroll
Step 2: Evaluate
Step 3: Train
Step 4: Certify
Step 5: Job Search/Employment
We live in a world haunted by disasters. From hurricanes, heat waves and earthquakes, to acts of terrorism, tsunamis and pandemic diseases, catastrophes of all types and sizes are nothing new to human societies. Lessons learned from past disasters and predictions of future ones are prompting organizations to amplify their disaster mental health plans to better serve survivors and help them cope and overcome the trauma when it strikes.

The California Department of Mental Health (DMH) developed one such plan aimed at increasing the capacity of county mental health agencies and their first responders. With the assistance of Sacramento State College of Continuing Education (CCE) Conference and Training Services, DMH launched a disaster mental health plan during a summit in Sacramento, called the “Disaster Mental Health Summit: Prescription for Preparedness.”

“The summit marked the beginning of our infrastructure-building project,” said Marjorie Glaviano, a manager in the Community Services Division at DMH and speaker at the summit. “Our project includes the development of core competencies, an all-hazards training program, a professional registry, and complete integration of mental health into the National Incident Management System and California’s Standardized Emergency Management System.”

Glaviano said one of DMH’s goals is to institutionalize training. “The development of disaster mental health core competencies will allow for the prioritization of training funds and pave the way for the creation of a disaster mental health training institute.”

Dr. Harvey Kayman of the Department of Public Health Services and speaker at the summit agrees that training is a priority. “Education and training are absolutely necessary,” he stressed. “The groups at greatest risk on the front lines are police, firefighters, mental health providers and many others. The more training these professionals have, the more successful they will be at their jobs in serving the survivors.”

Kayman believes society rarely sees or understands the mental anxiety and anguish survivors deal with long after a catastrophe occurs. When a disaster hits, thousands of people often lose their lives while survivors may be left with nothing — no homes or jobs and complete separation from their loved ones. Experts say one major catastrophe can cause physical and mental distress.

In fact, said Dr. Kayman, although more than three years have passed, 50 percent of all Hurricane Katrina survivors still experience some type of mental health challenge.

This post-traumatic stress disorder (PTSD) Kayman refers to is an intense physical and emotional response to thoughts and reminders of the disaster. Other symptoms cited by the Centers for Disease Control and Prevention include panic attacks, depression, suicidal thoughts and feelings, drug abuse, feelings of being estranged and isolated, and not being able to complete daily tasks.

“Helping people overcome these stress disorders during a crisis is the role and responsibility of mental health agencies,” said Dave Mayfield, emergency and disaster response coordinator for the San Luis Obispo County Behavior Health Agency. “One significant role is that of preparing and delivering communications to the public regarding the event and how they can best respond to it. Crisis and risk communication is a vital component to helping people cope and begin to rebuild their lives.”

Collaboration on how agencies and other organizations effectively prepare and deliver this communication is a major focal point among agencies and organizations around the world. Forums like “Disaster Mental Health Summit” are excellent venues that promote this collaboration and allow like-minded mental health experts to exchange ideas, explore solutions and improve services.

Sabrena Marshall, manager of the Strategic Planning and Administration Unit for the County of San Diego, believes summits also offer great opportunities to meet state leaders and learn about the various response networks and core competencies.

“It is great meeting my disaster preparedness counterparts and seeing how other counties perform disaster management,” she explained. “There is a lot of disaster planning going on at various levels of government. I am particularly interested in streamlining all disaster preparation activities to keep us all using the same language and moving in the same direction.”

CCE considers an event or summit successful when participants take away two or three best practices — or tools — that they can immediately implement. “It is our hope that these tools serve Californians better, more efficiently, and ultimately save tax dollars,” said Carragh Taylor-Hunt, CCE’s senior conference planner.

To learn more about CCE’s Conference and Training Services, call (916) 278-4801 or visit www.cce.csus.edu.
When Kumi Wickramsinghe, owner and teacher at Kumi’s Montessori School based in Roseville, speaks of her love for children and her commitment to early childhood education, her face lights up and she speaks with an ebullient passion. In fact, as a Buddhist who believes in karma, Wickramsinghe suggests she brought this passion over with her from another life.

**Why did you decide to do early childhood education versus K-12 or higher education?**

I am from Sri Lanka and went into early childhood education in 1973 when my first child was born (1972). I did Montessori training and in 1979 migrated to the U.S. through an exchange program. I came to Roseville to set up the school for a parent whose child I was teaching and in 1983 I had my youngest child and went out on my own. I leased the building here in Roseville and just went from month to month.

**Why did you decide to continue your education?**

Once my children were older I wanted to pursue more academics and learn more about the theory behind childhood development. I also wanted to earn more degrees to expand my knowledge. First, I earned an Associate of Arts degree from Sierra College and went straight into the Sacramento County cohort of Sacramento State’s Bachelor of Arts in Child Development: Early Development, Care and Education (BA-EDCE) degree program.

**How do you think going through the cohort has helped you to become a better teacher?**

I had the experience before. Now I have the knowledge to be able to more than just see that something is wrong developmentally but also have the ability or knowledge to say what is wrong. I know I can research it. I know what is wrong at this stage — the child should be developing this way. I didn’t have the fine knowledge. Now I am empowered with that knowledge. I can go forward and look into and learn about it. Education has truly helped me.

**Now that you’re furthering your education, what new things are you bringing to the classroom with you?**

I know through my studies the importance of play — it’s not just about academics. I’ve learned play is important — it’s problem-solving, critical thinking on how to share, how to wait your turn. These are important life skills. We have to allow the kids to be out there to play, share, make choices, and so on.

**Early childhood education isn’t known as a prestigious profession, what do you think?**

We are still looked upon as a glorified babysitter. But to me teaching small children is the most prestigious job on Earth. Parents are entrusting you with the most valuable, most important thing in their lives.

**If you could be a child’s toy, which one would you be?**

I would like to be a doll. If I’m a doll used by girls or boys playing with me in the role of a mom or dad figure, they learn how to be parents. So I would be a doll.
## ON THE HORIZON

### CONFERENCE AND TRAINING SERVICES

CTS is recognized throughout California as a leader in the event planning industry. A sampling of upcoming events includes:

**APRIL 2008**

- **April 1-2:** Comprehensive Perinatal Services Program – Program Overview & Steps to Take Training  
  Host: California Department of Public Health

- **April 1-3:** 4th Annual Expo – Safety Training and Construction Management  
  Host: Sacramento Builders’ Exchange

- **April 3 & 24:** Regional CHEMPACK (Predeployed Cache of Nerve Agent Antidotes) Training Events  
  Host: California Department of Public Health

- **April 7-11:** Project Engineer Academy  
  Host: California Department of Transportation

- **April 14:** Integrated Pest Management School Facility Training Workshop  
  Host: California Department of Pesticide Regulations

- **April 16-18:** National Highway Traffic Safety Administration (NHTSA) Western Region Partners Meeting  
  Host: California Office of Traffic Safety

- **April 21-22:** Tobacco Control Program – Information and Education Days  
  Host: California Department of Public Health

- **April 21-23:** Independent Living Program Institute  
  Host: California Department of Social Services

- **April 23-24 & 29-30:** Comprehensive Perinatal Services Program – Perinatal Services Coordinators Regional Training  
  Host: California Department of Public Health

- **April 24:** Delta Vision Blue Ribbon Task Force Meeting  
  Host: California Department of Water Resources

### MAY 2008

- **May 1-2:** Comprehensive Perinatal Services Program – Perinatal Services Coordinators Regional Training  
  Host: California Department of Public Health

- **May 1 & 7:** California’s 2008 Strategic Highway Safety Summits  
  Host: California Department of Transportation

- **May 5-8:** Partnering to End Domestic Violence: Collaboration & Coordination  
  Host: Governor’s Office of Emergency Services

- **May 5-9:** Board Tire Forum  
  Host: California Integrated Waste Management

- **May 6 & 20:** Regional CHEMPACK (Predeployed Cache of Nerve Agent Antidotes) Training Events  
  Host: California Department of Public Health

- **May 13-14:** Comprehensive Perinatal Services Program – Program Overview & Steps to Take Training  
  Host: California Department of Public Health

- **May 19-20:** Tobacco Control Program – Tobacco Education and Research Oversight Committee Meeting  
  Host: California Department of Public Health

- **May 20-22:** California Motorcycle Safety Summit  
  Host: California Office of Traffic Safety

- **May 21-23:** First 5 California Annual Statewide Conference & Pre-Conference Institute  
  Host: First 5 California

- **May 28-29:** Delta Vision Blue Ribbon Task Force Meeting  
  Host: California Department of Water Resources

- **May 29-30:** Tobacco Control Program – Point of Sale Tobacco Pricing Marketing Strategies Summit  
  California Department of Public Health

### JUNE 2008

- **June 2-5:** 2008 Strategic National Stockpile: A California Emergency Preparedness Summit  
  Host: California Department of Public Health

- **June 2-6:** Project Engineer Academy  
  Host: California Department of Transportation

- **June 5 & 19:** Regional CHEMPACK (Predeployed Cache of Nerve Agent Antidotes) Training Events  
  Host: California Department of Public Health

- **June 16:** Integrated Pest Management School Facility Training Workshop  
  Host: California Department of Pesticide Regulations

- **June 18-20:** Best Practices for Implementing a Comprehensive Continuum of Services: Beyond Tradition – Creating Synergy  
  Host: California Department of Alcohol and Drug Programs

- **June 20-22:** Teen Forum  
  California Department of Social Services

- **June 26-27:** Recycling Market Development Zone Workgroup Training  
  Host: California Integrated Waste Management Board

### ALUMNI EVENT

**Save the Date! Alumni Global Summit – China**

The Alumni Association in partnership with University Advancement and the College of Continuing Education will continue to strengthen ties to overseas alumni in 2008 with a first-ever Alumni Global Summit in China scheduled for October 2008. If you are interested in attending the Alumni Global Summit and trip to China, and would like more information please contact Dawniea Hightower at 916.278.3862.

### PROFESSIONAL PROGRAMS

CCE offers a wide variety of courses and programs for personal and professional development in:

- Broadcasting
- Business Operations and Management
- Criminal Justice and Safety
- Health and Human Services
- Leadership, Management and Supervisory Development
- Meeting and Event Planning

To join a program in progress or register for spring courses, visit www.cce.csus.edu.

### ACADEMIC PROGRAMS

CCE’s academic programs offer a flexible fit for working professionals. Courses are offered online, through weekend-intensive classroom sessions, blended classroom/Web-hybrid classes, and abroad. Most programs can be completed in less than two years. This summer, CCE will be offering:

- **May 30-June 14:** Networks for School Library Media Centers
- **June 20-July 12:** The Internet and Searching Strategies  
  (excluding Fri., July 4 and Sat., July 5)
- **June 25-August 5:** Spanish M.A. in Morelia, Mexico
- **June 28-July 12:** Spanish Immersion in Cuernavaca, Mexico
- **American Sign Language Immersion Program**  
  July 1-31, Online Pre-study  
  August 4-8, In-Class Immersion  
  August 11-15, In-Class Immersion
- **August 16-August 17:** Sacramento State Summer Writers’ Conference

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The College of Continuing Education is your all-access pass to learning and advancement opportunities necessary to stay competitive.

For more information, call 916.278.4433 or visit www.cce.csus.edu