



Advanced Technology & Education Park

Site / Use Development Plan 2006

Maas Companies, Inc.



2006 Site / Use Development Plan

Advanced Technology & Education Park

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Introduction and Plan Overview

SCOPE

The 2005 Advanced Technology & Education Park (ATEP) Site/Use Development Plan (“Site/Use Development Plan” or “Plan”) is a component of the overall Facilities Master Plan for a 68.3 acre land area under the auspices of the South Orange County Community College District (District). The ATEP site is part of a larger development venture being undertaken by the city of Tustin in conjunction with multiple private and public entities. The larger development venture is known as the *Tustin Legacy*, a 1,606 acre project that will feature an array of mixed used development. The *Tustin Legacy* site resides on the former Tustin Marine Air Corp Station property.

The work performed for creating the Plan was directed to: 1) identify the opportunities that might exist for the ATEP site and 2) formulate a recommended program of action thereof. Particular emphasis was placed on technology-based uses. A long-range vision for ATEP, incorporating both programmatic and site/use options, was generated as part of the outcome for the process. This included determining the space needs required to support the programmatic and site/use options, articulating a sequencing schedule for development, and projecting the costs for implementation. The Plan is meant to provide a foundation upon which the overall Facilities Master Plan, a plan that will be developed by the architectural firm of gkkworks, will be built.

WORK TASK COMPONENTS

Task I: Overview And Assessment of ATEP’s Capacity

- Conduct a physical capacity analysis of both existing facilities and proposed new construction.
- Conduct an internal and external environmental review to determine the opportunities and challenges of the service area.
- Identify the internal and external factors that could have an influence/impact on the development and programmatic direction of the ATEP site.
- Assess current and projected educational programs for the ATEP site.
- Secure input from faculty/staff, deans/directors and administrators/managers of Saddleback and Irvine Valley Colleges relative to the use and purpose of the ATEP site.
- Secure input from the constituency/user groups relative to ATEP’s potential for serving the needs of the area.

Task II: Develop A Program of Instruction for ATEP's Start-up Period

- Define start-up educational benchmarks.
- Recommend programs and services for ATEP's initial start-up period.

Task III: Define the Future Capacity of ATEP – Determine Future Programs, Uses, and Space Needs

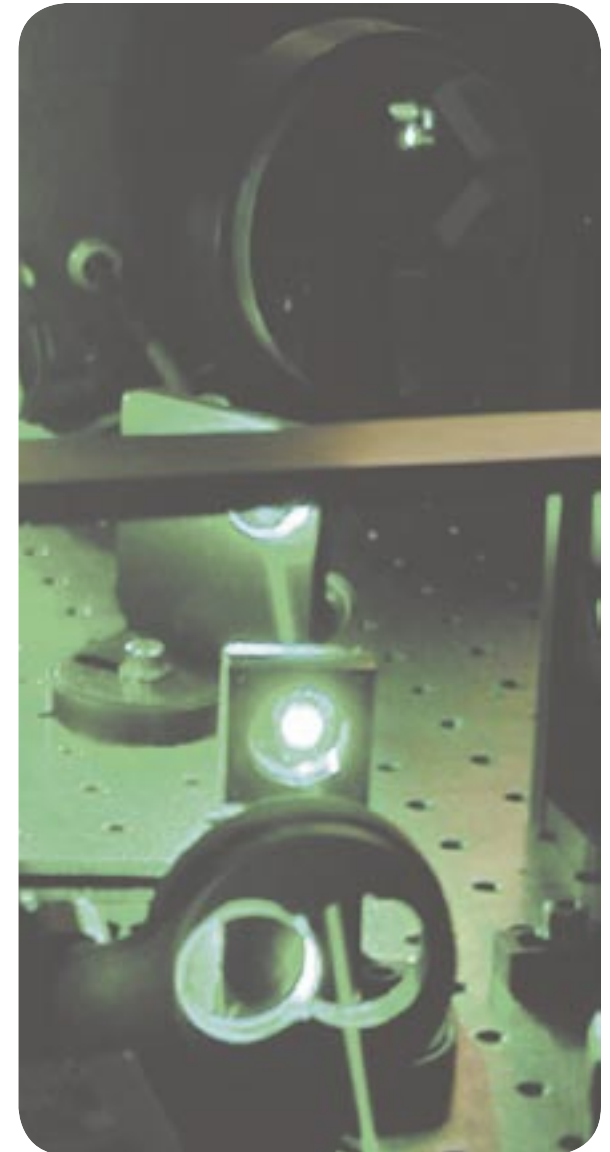
- Recommend programmatic and site/use options for the future.
- Determine the highest and best use of the ATEP site for the future.
- Quantify space needs for the future.
- Assess and determine as appropriate future benchmarks for implementation.
- Determine raw square footage tolerance levels via the state educational codes, Title V standards as appropriate.

Task IV: Capture the Elements Into A Working Model.

- Recommend a sequencing schedule for development.
- Identify costs for development.
- Present the findings in a formal document.

PLAN OBJECTIVES

- Identify programmatic and site/use targets for ATEP via data gathered in the quantitative and qualitative review processes.
- Identify start-up educational programs.
- Recommend a long range program of development/use for the ATEP site.
- Provide facility planners with appropriate space allocations.
- Provide a sequencing schedule for development.
- Provide a cost estimate relative to the Plan's implementation.
- Position ATEP for taking the next step in the process.



Framework of the Plan

PRIMARY COMPONENTS

Internal Considerations

The internal considerations for the framework of the Plan consisted of the most recent conceptual body of work that described ATEP, its intended direction, and its future potential. It also included the past planning efforts for and history of the ATEP site. The considerations are captured in ATEP's current mission and goals statements. These considerations were used as a starting point for the Plan.

Vision

The Advanced Technology & Education Park (ATEP) will be a unique campus, regional in character and international in scope. ATEP will offer courses that explore emerging technologies as well as other educational programs that are enriched through innovation, synergistic collaborations, and strategic alliances. ATEP's program will be for the principal benefit of the local community.

Mission

- Support the improvement of the competitive position of individuals and of the region through a responsive workforce development strategy.
- Create a learning environment of the highest caliber through multiple academic partnerships and strategic public/private alliances, in order to prepare students for successful competition within local and international economies.
- Provide a scope of support services and career-focused opportunities for emerging technologies that enhance the economic development position of Orange County and workforce access for the learner.

Goals and Strategic Objectives

- In order to best serve the local community and students, foster multi-disciplinary technologies and technology-related collaborations and alliances across academic, business, and governmental sectors.
- Promote and support leadership and innovation that improves educational opportunities in the area of human services.
- Develop effective ways to leverage capital, talent, technology and enterprise in order to maximize the benefit to students and the community.
- Explore emerging areas of technology.
- Develop tools and instructional technologies that advance the learning process.
- Create new markets in Orange County by establishing innovative contract education programs that are responsive to industry needs.

- Utilize research and development that contributes to and supports economic and educational development in the advanced technology sectors.
- Showcase best practices technologies to local, regional and global businesses, educators and students.

ATEP's Outcome Themes

- High Technology-based
- Collaborative with other public and private interests
- Distinctive array of educational offerings that cut across the age ranges of students
- Innovative in approach (outside the norm for postsecondary institutions)

External Considerations

The ATEP Plan was also formulated around a framework of considerations, rationale and strategies from external sources. These external sources were used to give form and shape to the Plan – to keep the myriad of possibilities within field of play.

While this component of the framework tapped into many sources of information, those that carried the greatest weight were: 1) input received from the general public, government and civic interests, education

(public and private) and local business and industry; and 2) thorough analysis of the service area. In this latter regard, demographic characteristics of the service area and identification of the trends and/or conditions that could impact ATEP's site/use development program were foremost among the considerations. Additionally used to support the framework for the Plan was input from the Maas Companies consultant team, who has developed similar site/use development programs for colleges throughout the state of California.

Finally, the framework relied on determined planning guidelines and criteria. These guidelines and criteria were used as “course correctors” throughout the planning process – to keep the Plan focused and on the intended path. The planning guidelines and criteria were also used to screen the site/use development options, to select those with the greatest chance for success, and to arrive at the selected site/use development program that best met the overriding goal of “highest and best use” for the ATEP site.



Assessment of Environmental Conditions

To ascertain the site/use possibilities and potential for ATEP, an internal and external environmental assessment was conducted. Because ATEP did not have a past history of operation, the majority of this effort was devoted to elements in the external environment – i.e. the identification of opportunities or challenges that could impact the direction and development of the site in the future. Particular attention was given to the service area and where matches could be made between the resources, mission and goals of ATEP and the needs, conditions, and trends of this area.

INTERNAL ASSESSMENT

A review of the existing ATEP site was conducted as the first measure of the environmental scan. The 68.3-acre parcel of land under the auspices of the District disclosed several opportunities relative to site/use development. The most significant of these assets were identified as follows.

Location

The ATEP site is a prime piece of real estate in a highly developed area with outstanding access to the (State Route) 55 Freeway and the Interstate 405. The surrounding development is a mixture of commercial real estate, business/industrial offices and residential use.

Land Value

The property was found to carry a significant land dollar value. A recent property appraisal established that dollar value at just over \$60 million dollars – \$20.20 per square foot.

Part of a Larger Development Program

The ATEP site is located within the city of Tustin's planned 1,606-acre development known as the *Tustin Legacy*. This will have tremendous implications and advantages for ATEP. The greatest and most immediate of these advantages will be the development of major infrastructure along ATEP's property boundaries. This will facilitate the extension of infrastructure throughout the site. Also, when completed, the ATEP site will be relatively central to the mixed-use *Tustin Legacy* development and its array of public and private uses, e.g. business office parks, multi-zoned residential development, and K-12, preschool and senior citizen educational facilities. This will provide significant programmatic value to the site downrange.

While the site offers an extensive upside, the environmental scan also noted some significant challenges. Chief among these were the following.

Removal of Existing Buildings & Infrastructure

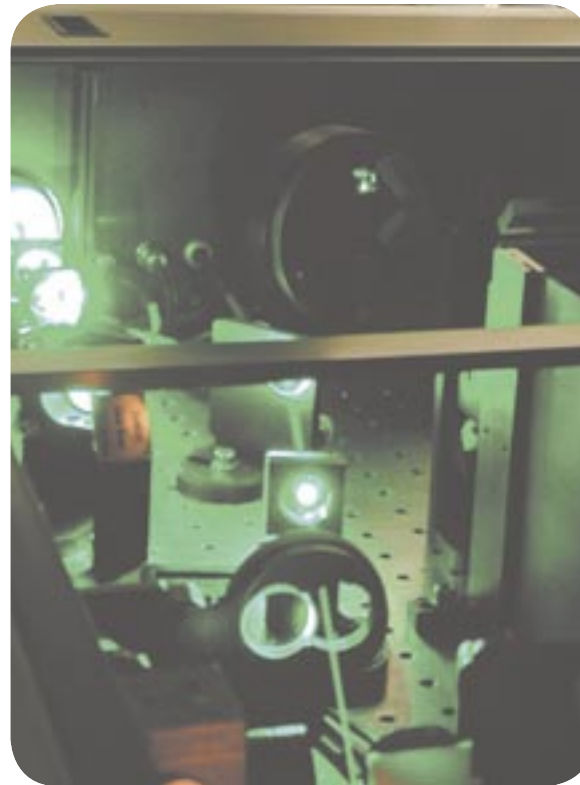
The ATEP site is on the location of the former Tustin Marine Air Corp Station. There are several buildings on the site that will need to be demolished. The internal infrastructure that once served the Marine base will also need to be removed. This will present a two-phased problem: 1) Cost, and 2) a site that is devoid of infrastructure. Initial development of the site will need to begin with addressing these two issues.

Replacement of Utility Infrastructure

The site will be stripped to the development category of “raw land”. New backbone and utility infrastructure will be required to serve the site. This will include water, wastewater, storm drainage, electrical, gas and tele-communications. It will also include support infrastructure for roadways, lighting, parking and landscaping, HVAC and other key support infrastructure needs.

Lack of a Definitive Plan for Development

There has not been a well-developed plan for the site. Site development to date has been open to the field of all possibilities. While this has produced some insight as to the site’s potential, it has also created a product that has been difficult to explain and challenging to articulate to the community.



Conclusions Of The Internal Site Assessment

The ATEP site, as part of the larger *Tustin Legacy* site, is a prime piece of real estate in the hub of activity for commerce and education. It represents a tremendous land value. While the upsides are considerable, there are also downsides. Chief among these is the lack of “backbone” infrastructure.

Based on the site walkthroughs conducted, the data gathered and the assessment of the site’s intended downrange uses, it would appear that only two of the existing buildings – the Chapel and the Helicopter Maintenance Facility – should remain on the site. The Chapel is of interest to the American Museum of Military History. It can be rehabilitated at this agency’s expense. The Helicopter Maintenance facility represents approximately 46,000 square feet of space and, with proper rehabilitation, could be utilized for business and industrial purposes. The remainder of the buildings on the site should be demolished, as rehabilitation of these would begin to approach the cost of replacement construction.

EXTERNAL ASSESSMENT

A review of the ATEP site in relationship to its external environment was also conducted as part of the environmental assessment. This assessment included a thorough review of the service area that the site will support, i.e. the composition of the service area, the dynamics that fuel the area economy, the capacity of the workforce, the opportunities and challenges that will exist for the future.

Demographic Profile of ATEP's Service Area

ATEP's service area was defined as the metropolitan statistical area (MSA) of Anaheim-Santa Ana-Garden Grove – essentially, Orange County. In this context, ATEP's site location will be situated at midway to southwest in this service area – the Northern point reaching up to Cerritos and the southern point to San Clemente. Its western boundaries account for approximately 42 miles of the Pacific seacoast between the major metropolitan areas of Los Angeles and San Diego.

The service area has the following thumbnail demographic and income profile:

CATEGORY	YEAR 2005	YEAR 2010
POPULATION	3,062,990	3,289,742
POPULATION RATE OF GROWTH		1.44%
HOUSEHOLD RATE OF GROWTH		1.32%
MEDIAN AGE	34.4	35.4
AGE SEGMENTATION		
0-24 YEARS	36.6%	36.4%
25-44 YEARS	30.6%	28.2%
45 AND ABOVE	32.7%	35.4%
RACE AND ETHNICITY		
WHITE (ALONE)	61.2%	57.9%
HISPANIC ORIGIN (ANY RACE)	34.8%	38.6%
ASIAN (ALONE)	14.6%	15.5%
PER CAPITA INCOME	\$31,598	\$39,018
MEDIAN HOUSEHOLD INCOME	\$70,509	\$83,685

Source: ESRI BIS Demographic and Income Data Bank, U.S. Bureau of Census

Brought into a sharper focus, the demographic and income profile for ATEP's service area has a current-day population of 3,062,990. It is projected to grow at an annual rate of 1.44%. This translates to a population base of 3,289,742 by the year 2010. The rate of growth outpaces that of the state, which is currently 1.33%. The rate of growth for households also maintains a current advantage over the state - 1.32% as compared to 1.17%.

The population base of the service area is older, with a median age of 34.4 (the state's median age is currently 32.2). The trends for the next five years, exhibit a decline for the younger age groups and an increase for the older age groups within the service area. The 15 to 19 year old age segment will be the short-term anomaly in this regard. This group will actually increase 0.7 of a percentage point over the next five years. The greatest gains through 2010 will be made by the 45 to 54 years of age segment. This group will increase by 1.3 percentage points over the next five years.

The service area is considered affluent compared to most areas of the state. It has median and per capita incomes that are among the highest in California. Only 6.7% of the population currently have household incomes below the poverty line. This percentage share is projected to drop to just above 5% by 2010. Two-thirds

of the population currently have household income greater than \$50,000. This number will reach almost three-fourths by the year 2010. Of households with incomes over \$50,000, 32% currently have incomes that are in excess of \$100,000 annually. This latter group (median household incomes over \$100,000) will gain 10 full percentage points over the next five years and comprise 42% of those households with incomes over \$50,000. By 2010, the current median household income of \$70, 509 and the current per capita income of \$31,598 are projected to increase to \$83,685 and \$39,018 respectively within the service area.

Currently, the White race/ethnicity segment is the most dominant in the service area. It is, however, on a declining track for the future. This segment presently comprises 61% of the population base. It is projected to drop 3.3% percentage points over the next five years. The Hispanic¹ segment is the second most dominant race/ethnic group in the service area at 34.6%. This segment will be increasing over the next five years to 38.6%. The other major race/ethnic groups of the service area are the Asian and Black segments. The Asian segment currently represents 14.6% of the population base. It will be increasing over the next five years to 15.5%. The Black race/ethnic segment is

1. As recorded, the Hispanic race/ethnic group may be of any race.

projected to maintain its share of the population base through the year 2010. It is currently at 1.7%, with a 2010 forecast of 1.6%.

Current (2005) statistics indicate that there are 1,462,316 individuals employed in the service area and that the 66.5% of the population work in “white collar” jobs (dominated by Professional Services), 18.9% in “blue collar” jobs, and 14.6% in Services.

With regard to workforce characteristics, the average travel time to work is currently 27.2 minutes. Statistics for all employed individuals indicated that more than a quarter of the workforce (27.5%) travel between 10 and 19 minutes to work. Approximately 43% travel less than 24 minutes to their worksite.

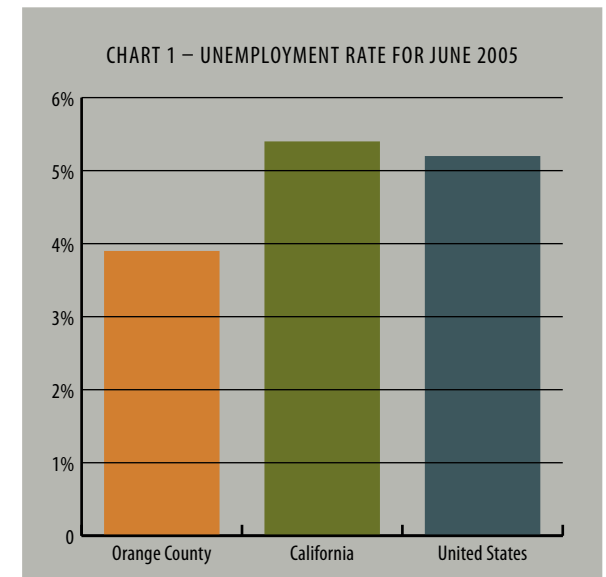
The complete data for the ATEP service area can be reviewed in “Attachment A” of this Plan.

Snapshot of Current Economic Indicators

The external environmental scan captured a current snapshot of the service area’s key economic indicators. These key indicators were noted as follows.

Economic Viability

The service area reveals a healthy economic condition. Orange County, largely because of its talented workforce, is rapidly becoming a hub for biomedical technology, business and professional services, and computer software development. While it lags behind in some of the key economic indicators as compared to five years ago, it still outpaces the state, and most of the other counties within the state, in terms of its capacity to be self-sustaining and economically vital.



Source : California Employment Development Department, Labor Market Information Division

Rate of Unemployment

The most recent information available, June 2005, indicated a 3.9% rate of unemployment. This was up from the previous month of May (3.4%) but well below the projected estimate for the region, which was 4.6%. This compares with an unadjusted employment rate of 5.4% for California and 5.2% for the nation over the same time period.

Viewed in terms of its relationship to Southern California, Orange County ranks the lowest in unemployment for the entire region. This trend is echoed in the 40 municipal jurisdictions tracked by the state (California Employment Development Department) that comprise the sub areas of Orange County.



Of the sub area polled, the highest unemployment rate was found in Santa Ana. This rate was at 6.1%. The lowest rates of the sub areas were shared by two of the smaller, developing communities - Foothill Ranch and Coto de Caza. Both of these communities had unemployment rates of 1.2%. Both are bedroom communities to the larger metropolitan areas of Orange County.

The two key cities that will most directly support the ATEP site, Tustin and Irvine, had unemployment rates that were reflective of the greater service area - 3.6% and 3.9% respectively.

Details of the unemployment rates in the sub area are noted in the table that follows.

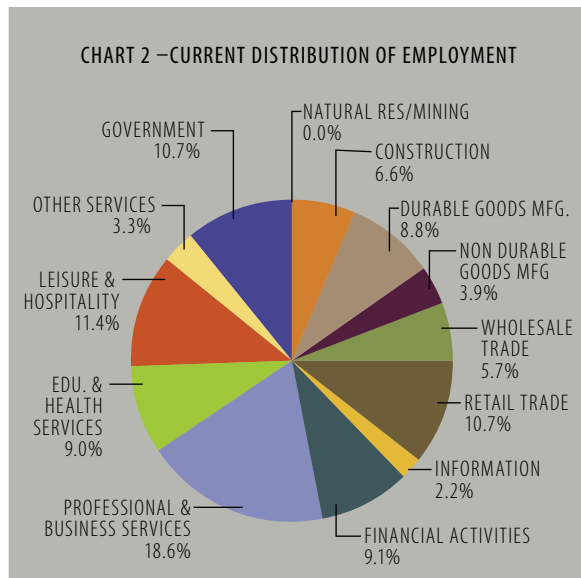
TABLE 2 – EMPLOYMENT

AREA NAME	LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT NUMBER	UNEMPLOYMENT RATE
ALISO VIEJO CDP	28,800	28,200	600	2.0%
ANAHEIM CITY	176,500	168,200	8,300	4.7%
BREA CITY	22,000	21,400	600	2.8%
BUENA PARK CITY	42,700	40,700	2,000	4.6%
COSTA MESA CITY	69,200	66,800	2,400	3.5%
COTO DE CAZA CDP	7,100	7,000	100	1.5%
CYPRESS CITY	27,800	26,700	1,100	3.9%
DANA POINT CITY	23,000	22,300	700	2.9%
FOOTHILL RANCH CDP	7,100	7,000	100	1.2%
FOUNTAIN VALLEY CITY	33,500	32,500	1,000	3.1%
FULLERTON CITY	73,100	69,900	3,200	4.3%
GARDEN GROVE CITY	86,200	81,700	4,500	5.2%
HUNTINGTON BEACH CITY	124,700	121,100	3,600	2.9%
IRVINE CITY	90,300	86,800	3,500	3.9%
LAGUNA BEACH CITY	16,800	16,300	500	2.8%
LAGUNA HILLS CITY	18,300	17,700	600	3.4%
LAGUNA NIGUEL CITY	38,600	37,500	1,100	2.8%
LAGUNA WOODS CITY	2,600	2,500	100	4.9%
LA HABRA CITY	32,300	30,700	1,600	4.9%
LAKE FOREST CITY	37,700	36,800	900	2.5%
LA PALMA CITY	9,100	8,700	400	3.9%
LAS FLORES CDP	3,700	3,600	100	1.8%
LOS ALAMITOS CITY	6,800	6,700	100	1.9%
MISSION VIEJO CITY	56,700	55,200	1,500	2.7%
NEWPORT BEACH CITY	46,100	45,100	1,000	2.3%
ORANGE CITY	75,400	72,600	2,800	3.7%
PLACENTIA CITY	28,600	27,700	900	3.2%
PORTOLA HILLS CDP	4,100	4,000	100	1.9%
RANCHO SANTA MARGARITA	29,900	29,200	700	2.2%
ROSSMOOR CDP	5,700	5,600	100	2.1%
SAN CLEMENTE CITY	29,900	29,000	900	2.9%
SAN JUAN CAPISTRANO	18,000	17,400	600	3.1%
SANTA ANA CITY	159,900	150,200	9,700	6.1%
SEAL BEACH CITY	11,600	11,300	300	2.6%
STANTON CITY	18,400	17,300	1,100	6.0%
TUSTIN CITY	42,600	41,100	1,500	3.6%
TUSTIN FOOTHILLS CDP	13,700	13,400	300	2.2%
VILLA PARK CITY	3,600	3,500	100	1.9%
WESTMINSTER CITY	46,800	44,900	1,900	4.2%
YORBA LINDA CITY	36,300	35,500	800	2.3%

Source: California Employment Development Department, State of California, analysis Maas Companies

Workforce Distribution

The current workforce of the service area shows Professional and Business Services (18.6%) as the dominant industry sector. Trade, Leisure and Hospitality (9.6%) and Retail Trade (9.0%) and Government (9.0%) follow the Professional and Business Services sector. The current distribution for employment is captured in the following graphic.



Source : California Employment Development Department, State of California, analysis Maas Companies

Over the past five years, there has been little change in employment distribution within the service area. Still most prominent and growing are the industry sectors of Services and Trade. The Services sector was led by the Professional and Business Services division and the Trade sector by the Retail Trade Division.

Job Growth Dynamics

In analyzing job growth for the region, the service area is projected to remain on a healthy course. A look at the current period, June 2004 to June 2005 disclosed that total non farm employment grew by 18,400 jobs, an increase of 1.3% in a year-over comparison. In the data reviewed from the California Employment Development Department, the industry segmentation for growth was as follows.

- Professional and Business Services demonstrated the greatest year-over gain with the addition of 11,600 jobs. Administrative and Support Services (8,600 jobs) accounted for 74% of the growth in this sector.
- The Construction sector saw a gain of 3,700 jobs, with over 62% of the job growth concentrated in the specialty trades.
- Trade, Transportation and Utilities increased by 3,200 jobs. The majority of the expansion was in Retail Trade, mostly led by the clothing/ accessories stores.

- The Information sector recorded the largest decline over the year, with a reduction of 1,400 jobs. The division of Telecommunications accounted for over 71% of the job losses.

Capacity for New Job Creation

Data relative to the capacity of the service area to create new jobs was secured via a study conducted by the California Employment Development Department, Labor Market Information Division for the period of 2001 – 2008. Growth for occupations was determined on absolute values (actual raw number of new jobs projected) and relative values (jobs exhibiting the greatest percentage of growth). For the view period, computer and mathematical occupations (13,980 new jobs) are projected to have highest gains relative to jobs that will be needed over the eight-year view window. Computer Software Applications Engineers (3,250 new jobs) will have the next greatest growth in the employment marketplace followed by Computer Support Specialists (3,140 new jobs). The greatest relative (percentage gain) growth will be for the occupations of Computer Support Specialists (6.9% per year), Desktop Publishers (6.5% per year) and Network/Computer Systems Administrators (6.1% per year). The table that follows represents the top thirty occupations in Orange County relative to the above criteria.

TABLE 3 – FASTEST GROWING OCCUPATION IN ORANGE COUNTY

OCCUPATION	2001 JOBS	2008 JOBS	ABSOLUTE VALUE	OVERALL % CHANGE	ANNUAL % GROWTH
COMPUTER SUPPORT SPECIALISTS	5,300	8,440	3,140	59.2	6.9
DESKTOP PUBLISHERS	360	560	200	55.6	6.5
NETWORK/COMPUTER SYSTEMS ADM	3,620	5,460	1,840	50.8	6.1
SOFTWARE ENGINEERS, SYSTEMS SOFTWARE	3,000	4,510	1,510	50.3	6.0
COMPUTER SOFTWARE ENGINEERS, APPL	6,700	9,950	3,250	48.5	5.8
NETWORK SYS/DATA COMM ANALYSTS	1,380	2,000	620	44.9	5.4
COMPUTER SPECIALISTS, ALL OTHER	1,830	2,570	740	40.4	5.0
COMPUTER AND MATHEMATICAL OCC	36,180	50,070	13,890	38.4	4.8
PEST CONTROL WORKERS	680	940	260	38.2	4.7
DATABASE ADMINISTRATORS	1,570	2,160	590	37.6	4.7
AUDIOLOGISTS	110	150	40	36.4	4.5
COMPUTER SYSTEMS ANALYSTS	4,640	6,270	1,630	35.1	4.4
ALL OTHER ART AND DESIGN WORKERS	1,430	1,930	500	35.0	4.4
COMPUTER AND INFO SYSTEMS MANAGERS	4,080	5,460	1,380	33.8	4.3
MODELS	210	280	70	33.3	4.2
CHEMICAL EQUIP OPER/TENDERS	120	160	40	33.3	4.2
SURGICAL TECHNOLOGISTS	610	810	200	32.8	4.1
RESPIRATORY THERAPISTS	760	1,000	240	31.6	4.0
SPEECH-LANGUAGE PATHOLOGISTS	610	800	190	31.1	4.0
SET AND EXHIBIT DESIGNERS	130	170	40	30.8	3.9
BIOCHEMISTS AND BIOPHYSICISTS	130	170	40	30.8	3.9
MATERIALS SCIENTISTS	130	170	40	30.8	3.9
LOCOMOTIVE ENGINEERS	130	170	40	30.8	3.9
SOCIAL AND HUMAN SERVICE ASSISTANTS	1,220	1,590	370	30.3	3.9
MANICURISTS AND PEDICURISTS	1,090	1,420	330	30.3	3.9
BIOLOGICAL TECHNICIANS	100	130	30	30.0	3.8

Source: California Employment Development Department, Labor Market Information Division; analysis Maas Companies

The Service Area in Comparison to Other Regions

Regional comparisons of the service area were made to ascertain how ATEP's environment compared with other (competitive) areas of the state. Regions that were most similar to the service area were selected for this comparison.

Growth in Personal Income

Orange County is currently the strongest of the Los Angeles Basin counties and only behind the northern counties of Marin, San Francisco, San Mateo, Santa Clara and Contra Costa in per capita income. For growth in personal income over the period of 1995 to 2003, it ranked second behind San Diego County.

TABLE 4 – GROWTH IN PERSONAL INCOME

COUNTY	1996 TO 2003
MARIN	51.7%
SAN FRANCISCO	55.8%
SAN MATEO	52.5%
SANTA CLARA	55.8%
CONTRA COSTA	60.3%
ORANGE	60.5%
NAPA	58.5%
ALAMEDA	57.6%
SAN DIEGO	69.4%

Source: U.S. Department of Commerce and Center for Continuing Study of the California Economy; analysis Maas Companies

Comparison of Median Price of Existing Home Sold

Using the year 2004 as the basis for comparison, the median price of an existing home that sold in the counties of San Francisco and Santa Clara was higher than Orange County.

TABLE 5 – MEDIAN PRICE OF EXISTING HOME SOLD

COUNTY	YEAR	PERIOD	PROPERTY VALUE
SAN FRANCISCO	2004	FEBRUARY	\$560,000
SANTA CLARA	2004	FEBRUARY	\$485,750
ORANGE	2004	FEBRUARY	\$455,000

Source: California Association of Realtors 2004; analysis Maas Companies

Taxable Sales Comparatives

Taxable sales, a barometer used to measure the strength of consumer spending, were compared to the population base of the respective counties to produce a per capita ratio. Using the year 2002 as a baseline, Orange County, with a per capita spending ratio of \$14,845, ranked second behind Santa Clara County (\$15,772).

TABLE 6 – TAXABLE SALES PER CAPITA RATIO

COUNTY	YEAR	PERIOD	\$ PER CAPITA
SAN FRANCISCO	2002	ANNUAL	\$14,607
SANTA CLARA	2002	ANNUAL	\$15,772
ORANGE	2002	ANNUAL	\$14,845

Source: California Board of Equalization, California Employment Development Department, Labor Market Information Division; analysis Maas Companies

Capacities of the Workforce

With a total workforce of 1,576,800, Orange County far outpaced the comparative workforces of San Francisco (795,000) and Santa Clara (413,100) counties. For San Francisco, the workforce variance was almost a 4 to 1 ratio, for Santa Clara it was approximately a 2 to 1 ratio. In a comparison of unemployment statistics, San Francisco (5.1%) and Santa Clara (5.4%) counties ranged higher than Orange County, which was a 3.9% for the view period of June 2005.

TABLE 7 – EMPLOYMENT AND WAGES

COUNTY	YEAR	PERIOD	NUMBER EMPLOYED
SAN FRANCISCO	2005	AUGUST	795,000
SANTA CLARA	2005	AUGUST	413,100
ORANGE	2005	AUGUST	1,576,800

Source: California Board of Equalization, California Employment Development Department, Labor Market Information Division; analysis Maas Companies

Comparison of High Wage Jobs

High wage job occupations tracked identified those occupations yielding the highest hourly mean wages within each county. Generally, these occupations were dominated by the medical professions and chief

executive officers of corporations. The hourly mean wage reflects only the highest paying occupations in the respective areas and is not indicative of the actual wages earned.

TABLE 8 – HIGHEST WAGE OCCUPATIONS COMPARISON

COUNTY	OCCUPATION	HOURLY MEAN WAGE
2005 – 1ST QTR		
SAN FRANCISCO	CHIEF EXECUTIVE	\$83.75
	SURGEONS	\$71.50
	INTERNISTS, GENERAL	\$71.11
	PEDIATRICIANS, GENERAL	\$68.82
	FAMILY/GENERAL PRACTITIONERS	\$67.97
2005 – 1ST QTR		
SANTA CLARA	CHIEF EXECUTIVES	\$90.53
	OBSTETRICIAN/GYNECOLOGIST	\$88.24
	SURGEONS	\$81.17
	OPTOMETRISTS	\$79.90
	LAWYERS	\$75.85
2005 – 1ST QTR		
ORANGE COUNTY	INTERNISTS, GENERAL	\$86.60
	CHIEF EXECUTIVES	\$83.56
	SURGEONS	\$76.01
	PSYCHIATRISTS	\$75.80
	DENTIST, GENERAL	\$71.65

Source: California Employment Development Department, Labor Market Information Division; analysis Maas Companies

Future Insights:**Trends and Conditions of the Service Area**

For the future, the service area will feature a mixture of opportunities and challenges. Those that were determined to have the greatest bearing on how the ATEP site might develop and what the content of the programs and services might be are noted below.

The greatest positive impacts that the service area will have on ATEP will include the following.

The Service Area's Economic Outlook Will Remain Positive

The current and future economic indicators appear to be generally positive for ATEP's service area. The aerospace program, once a strong part of the area's economy has decreased to a small portion of the economic base. Retrenchment of the "dot com" industry and its impact on the region is already in the rearview mirror. Emerging through the changes and ups and downs in the economy, Orange County appears to be as strong as ever. It has a unique tradition of finding ways to reinvent itself, to diversify and not be dependent on one or two industry sectors, to be on the cutting edge of trade and commerce opportunities.

A Talented and Diverse Workforce Will Fuel the Economy

Orange County's historically low unemployment rates have not occurred accidentally. The area is blessed with a talented and diverse workforce. The greatest challenge for long-term economic prosperity of the service area will be maintaining its highly educated and trained workforce.

The Service Area Will Remain Home to the Emerging Technology Industry Clusters

Orange County will continue to benefit from the new, emerging technology industry clusters in biotechnology and pharmaceuticals. In the greater sixty-mile area, there is a concentration of medical products manufacturers that is the largest in the world. The area is also a Mecca for research and development in the biomedical field. Additionally, the region's dominance in the entertainment business is currently fueling a strong demand for telecommunications and software development. Currently, twenty-six percent of the country's multimedia firms are located in the area. This translates to more than 4,000 software companies. Orange County also has more than 300 telecommunications firms. Telecommunications in Orange County has grown faster than anywhere else in the nation.

A Fertile Ground for Partnerships

Orange County is rich in educational resources. It is presently served by four community college districts, with a total of nine campus locations and seven satellite facilities and is home to one of the seven University of California campuses - University of California at Irvine. It also supports a California State University campus at Fullerton. Additionally, there are 182 private business/technical schools and 51 four-year or more public and private colleges and universities in the service area.

Outside of Orange County and within a sixty-mile radius are world class research institutions of higher learning, including the University of California at Los Angeles, the University of Southern California, the University of San Diego and the California Institute of Technology. This is a major plus to the service area. It will provide ATEP with fertile ground for recruiting joint-venture partners. A comprehensive list of these postsecondary schools and colleges is provided in "Attachment B" of this Plan.

The prospects for recruiting joint-venture partners from business and industry will be equally outstanding. ATEP's link with the Orange County Business Council will be significant in this regard.

Trends and impacts that have the potential to be challenging with respect to the development, direction and future of ATEP include the following:

Aging Population And Impact On The Workforce

There is currently a collision course that is eminent between an aging population base and the high cost of living associated with the service area. The dynamic that is emerging is one where population growth is predominantly dependent on new births from within the service area. There is little domestic in-migration because of the high cost of living. At the same time, because Orange County is such a desirable place to reside, there is a decline in out-migration, i.e. the relocation of the older population base to other areas in the state or the nation. The result is that new growth will begin to slow down, the workforce will become older and retire, the cost and availability of housing will lock out much of the replacement workforce, i.e., more of the workforce will reside and travel from cities outside the service area, where housing is more affordable.

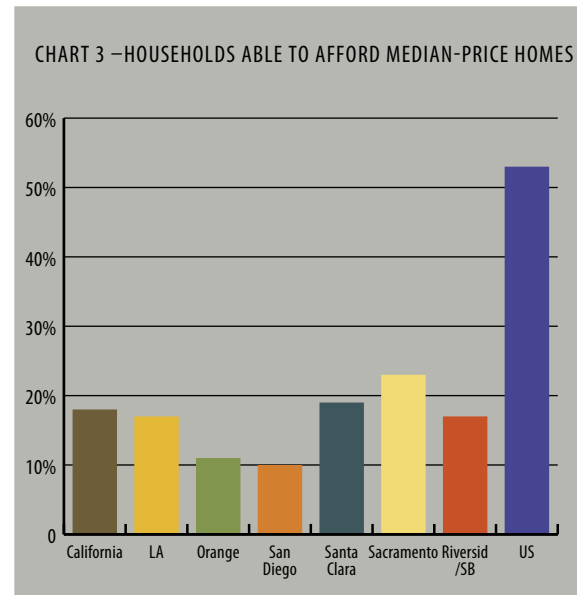
Greater Demands on Health Care

The aging of the population of Orange County is accelerating. This will create greater demands for health services and support amenities. This dynamic has already begun to manifest in some of the more

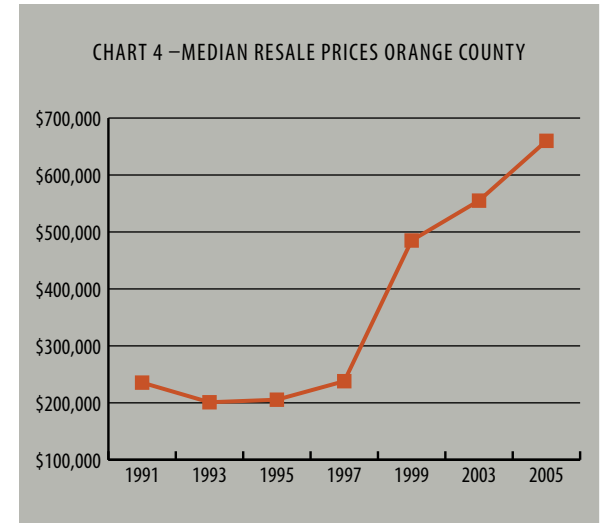
mature areas of the county. While this presents an opportunity for the development of health care education and training, because of the high costs, it also has the potential to put a strain on the economic vitality of the area.

Future Housing Affordability

Currently, only 11% of the households in Orange County earn wages that can support the purchase of a median priced home. The graphic that follows is from April 2005. It depicts a comparison for the value of median priced homes and the earning capacity of the population to afford such a home. Counties from



Source : Center for Continuing Study of the California Economy, data is for 2005; analysis Maas Companies



Source : Center for Continuing Study of the California Economy, data is for 2005; analysis Maas Companies

both southern and northern California were used for the comparisons. Orange County currently ranks only behind San Diego County in this regard.

Over the past fifteen years, the median resale price of an Orange county home has increased dramatically. The most current information available, April 2005, puts the median resale price of an Orange County home at \$660,000. The median resale price of an Orange County home at the starting point in 1991 was \$235,500. To put this into perspective, the current median household income (approximately \$70,500) would need to increase by a factor of three times its

present level to service the mortgage debt on a monthly basis for a median priced home in Orange County.

Pivotal Issues:

Workforce Development and Education

For the future, Orange County's health and vitality will largely be tied to its workforce. The capacity of the workforce dictates the location or relocation of business and industry to a given area (i.e. Orange County) – this is what fuels the economy. Orange County has been blessed with a diverse and talented workforce. However, as noted in the environmental analysis conducted, there are challenges for the future relative to workforce sustainability. It will not be sufficient to create more jobs so much as it will be to create the right types of jobs – jobs that provide residents with an opportunity to earn wages that can support the cost of a median priced Orange County home. Education will play a critical role in the development of the service area's workforce. It will bring equal attention to the “preparedness” portion of the workforce development equation as well as elevate the earning power of residents within the service area.

Following is an assessment that views the service area from the perspective of workforce development and the importance it will play in Orange County's future. Considerable insight is also gained relative to how and

where the programs and services of ATEP can fit into the area it will serve.

Key Industries for the Future

Orange County's arm for economic development, the Orange County Business Council, has directed its attention to ten specific (key) industry clusters as part of its long-term strategy for addressing workforce development and preparation. These ten key industry clusters were identified as the primary drivers of the Orange County economy, based on their presence in the service area and on workforce needs. The ten key industry clusters are noted in the table that follows.

TABLE 9 – KEY ORANGE COUNTY INDUSTRY CLUSTERS

INDUSTRY CLUSTER	INDUSTRY CLUSTER
BIOMEDICAL	CONSTRUCTION
BUSINESS & PROFESSIONAL SERVICES	DEFENSE AND AEROSPACE
COMMUNICATIONS	ENERGY & ENVIRONMENT
COMPUTER HARDWARE	HEALTH SERVICES
COMPUTER SOFTWARE	TOURISM

Source: Orange County Business Council

While all of the ten industry clusters were significant, three were earmarked as target priorities for addressing new job creation to support the future economic well being of Orange County. These three industry (“target”) clusters were Biomedical, Business and Professional Services and Computer Software.

A look at the industries that are labeled as “key” (the 10 industry clusters that drive the Orange County economy) and “target” (the top 3 industry clusters for the future) is provided via the following analysis.

A Historical Perspective of Target Industry Clusters: 1991 to 2003

Over the past decade, the Business and Professional Services cluster grew by more than 33%. It has exhibited continued growth over the first three years of the current decade. By the end of the second quarter of 2003, Business and Professional Services commanded the greatest number of jobs of any industry sector in Orange County, with over 145,000.

The Computer Software cluster, while logging explosive growth through the 1990's declined through the first three years of 2000, consistent with the industry-wide downturn. At the second quarter of 2003, it posted a mark of 20,796 jobs within Orange County.

The cluster for Biomedical had only modest growth through the last decade. For the current decade it peaked in 2001, when it reached almost 30,000 jobs within the County. By the second quarter of 2003, this cluster had fallen back to 27,392 jobs.

Following are job growth comparison for the three target industries from a historical perspective that spans the period of 1991 to 2000 and first three years in 2000.

**TABLE 10 – TARGET CLUSTERS GROWTH/DECLINE
1991 - 2000**

CLUSTER	JOBS 1991	JOBS 2000	10 YEAR % CHANGE
BIOMEDICAL	24,468	28,540	17.0%
BUSINESS & PROFESSIONAL SERVICES	101,995	138,643	36.0%
COMPUTER SOFTWARE	10,586	32,818	210.0%

Source: Orange County Business Council, Orange County Workforce 2004.

**TABLE 11 – TARGET CLUSTERS GROWTH/DECLINE
2001-2003**

CLUSTER	JOBS 2001	JOBS 2002	JOBS 2003	3 YEAR % CHANGE
BIOMEDICAL	29,838	27,949	27,392	-8.2%
BUSINESS & PROFESSIONAL SERVICES	137,332	145,432	145,824	6.2%
COMPUTER SOFTWARE	24,993	20,984	20,796	-16.8%

Source: Orange County Business Council, Orange County Workforce 2004.

Fastest Growing Jobs of the Target Clusters:
2001 to 2008

The Computer Software cluster is projected to grow by 1,510 jobs for the period 2001 to 2008 and will have the greatest and fastest percentage growth of all the industry clusters monitored at 50.3%. Overall, computer software occupations are projected to occupy nine of the ten fastest growing occupations in terms of relative (percent) values.

Relative to absolute growth, the Business and Professional Services occupations are projected to add almost 10,000 new jobs between 2001 and 2008.

Biomedical occupations are projected to range from 20 new jobs (higher managerial end) to 380 new jobs (Technicians and Medical Equipment Repair) over the view period 2001 - 2008.

Wages for The Ten Key Industry Clusters

Wages for the ten key industry clusters of Orange County have increased significantly (as a group) over the past three year period. The exceptions have been Computer Software and Communication, both of which have fluctuated with the dynamics in the marketplace. The wages for Business and Professional Services were generally flat over the view period.

In a comparison of the ten key industry clusters with statewide averages, wages paid in Orange County were, in most cases, below the norm. The exceptions to this were the industry clusters for Construction and Health Service. All the target industry clusters for Orange County (Biomedical, Business and Professional Services and Computer Software) were found to have wages that were below the state averages.

TABLE 12 – KEY CLUSTER WAGES AND COMPARISONS

INDUSTRY CLUSTER	ORANGE COUNTY	CALIFORNIA
BIOMEDICAL	\$56,625	\$66,071
BUSINESS & PROFESSIONAL SERVICES	\$43,826	\$45,323
COMMUNICATIONS	\$56,745	\$66,514
COMPUTER HARDWARE	\$56,729	\$77,239
COMPUTER SOFTWARE	\$76,388	\$90,219
CONSTRUCTION	\$45,084	\$43,554
DEFENSE AND AEROSPACE	\$62,729	\$73,432
ENERGY & ENVIRONMENT	\$44,298	\$54,297
HEALTH SERVICES	\$41,722	\$41,011
TOURISM	\$17,470	\$18,277

Source: Orange County Business Council, Orange County Workforce 2004. Data is from the year 2002.

The Industry Clusters and Literacy

Statistics from 2003 indicated that the ten lowest literacy occupations in Orange County paid an average of \$12.60 per hour. This would be the equivalent of \$26,211 annual salary. The ten highest literacy jobs had an average hourly wage of \$33.19, or an equivalent of a \$69,041 annual salary. Based on the job projections provided through the California Employment Development Department, almost the same amount of new jobs will be created for key industry cluster low literacy and high literacy jobs over the period of 2001 to 2008. The graphic that follows identifies these two extremes.

TABLE 13 A – LOWEST LITERACY JOBS

OCCUPATION	% OF JOBS LOW LITERACY	% OF JOBS HIGH LITERACY	NEW JOBS 2001-2008	AVE HR WAGE 2003
HEALTH SERVICES (NURSES AIDES)	65%	35%	1,580	\$10.87
MISC. FARMING (GARDENER)	63%	37%	3,520	\$10.27
LABORERS (E.G. CONSTRUCTION LABORER)	63%	37%	3,390	\$12.01
ASSEMBLER/OPERATOR (TEXTILE WORKER)	61%	39%	2,160	\$9.95
FABRICATOR/ASSEMBLER (PAINTER, GRADER)	61%	39%	950	\$12.02
TRANSPORT OPERATOR (TRUCK DRIVER)	57%	43%	4,680	\$13.64
MISC. SERVICES (COOKS, MAIDS, JANITORS)	56%	44%	20,530	\$8.81
CONSTRUCTION CRAFTS (CARPENTER, ELECTRICIAN)	49%	51%	6,400	\$20.29
AGRICULTURE MANAGER/OPERATOR	49%	51%	90	\$18.03
PERSONAL SERVICES (HAIRDRESSER, CHILD CARE)	45%	55%	4,650	\$10.12
TOTAL			47,950	\$12.60

Source: National Center for Center of Adult Literacy, California Employment Development Department, Orange County Business Council; analysis Maas Companies

TABLE 13 B – HIGHEST LITERACY JOBS

OCCUPATION	% OF JOBS LOW LITERACY	% OF JOBS HIGH LITERACY	NEW JOBS 2001-2008	AVE HR WAGE 2003
MATH COMPUTER SCIENTIST	2%	98%	13,890	\$33.03
MISC. HEALTH (PHARMACIST, THERAPIST)	3%	97%	8,000	\$24.25
ACCOUNTANTS/AUDITORS	3%	97%	1,720	\$29.34
ARCHITECTS/SURVEYORS	4%	96%	330	\$29.34
NATURAL SCIENTIST	4%	96%	680	\$27.30
HEALTH DIAGNOSTICS (PHYSICIAN, DENTIST, VET)	5%	95%	710	\$57.68
ENGINEERS	10%	90%	3,340	\$35.77
TEACHERS (POST SECONDARY, K-12)	10%	90%	8,600	\$26.61
REGISTERED NURSES	11%	89%	2,980	\$28.37
MISC. MANAGEMENT (FINANCIAL OFF., ANALYST)	12%	88%	8,070	\$39.90
TOTAL			48,320	\$33.16

Source: National Center for Center of Adult Literacy, California Employment Development Department, Orange County Business Council; analysis Maas Companies

Target Industries: Education and Wages

In 2004, the California Employment Development Department tracked 501 occupations throughout Orange County. Of those occupations, 163 had high education and/or training requirements (i.e. requires a bachelors degree or higher). Over the period 2001 – 2008, these high paying jobs in Orange County are projected to increase by 54,940 – about one-third of all new jobs created. The overall average wage for these jobs will be \$36.66 per hour. The minimum level of education to qualify for these jobs will be at least a bachelor's degree. Many of the 163 occupations that will be tied to the 54,940 job increase will additionally require experience; some will require an advanced degree.

Lower paying jobs will make up the bulk of all new jobs created in Orange County for the view period 2001 – 2008. These jobs will represent 338 of the 501 occupations tracked in Orange County. These jobs will require an Associates Degree or less. The overall average wage for these selected occupations will be \$14.31 per hour. Selected occupations that represent the higher and lower paying jobs in the target cluster industries are depicted in the table that follows.

TABLE 14 A – TARGET CLUSTERS: EDUCATION REQUIREMENTS & HIGH PAYING JOBS

TARGET CLUSTER	OCCUPATION	2001 - 2008 JOBS	EDUCATION REQ	AVER/ HR WAGE
BUSINESS & PROFESSIONAL SERVICES				
	COMPUTER SOFTWARE ENGINEERS, SYS ANALYST	1,510	BA/BS DEGREE	\$51.35
	LEGAL & RELATED WORKERS	300	BA/BS DEGREE	\$40.13
	ADMINISTRATIVE SERVICES MANAGERS	630	BA/BS + EXP	\$35.20
	FINANCIAL MANAGERS	1,410	BA/BS + EXP	\$49.56
	ACCOUNTANT'S & AUDITORS	1,720	BA/BS DEGREE	\$29.59
	EMPLOYMENT/RECRUITMENT SPECIALISTS	310	BA/BS DEGREE	\$26.70
BIOMEDICAL				
	MEDICAL/HEALTH SERVICES MANAGERS	380	BA/BS + EXP	\$40.35
	MEDICAL/CLINICAL TECHNOLOGISTS	300	BA/BS DEGREE	\$28.56
	NATURAL SCIENCE MANAGERS	20	BA/BS + EXP	\$55.20
	INDUSTRIAL PRODUCTION MANAGERS	240	BA/BS DEGREE	\$39.16
COMPUTER SOFTWARE				
	COMPUTER SOFTWARE ENGINEERS, APPLICATIONS	3,250	BA/BS DEGREE	\$51.35
	DATABASE ADMINISTRATION	590	BA/BS DEGREE	\$30.18
	COMPUTER SYSTEMS ANALYST	1,630	BA/BS DEGREE	\$35.22
	COMPUTER PROGRAMMERS	470	BA/BS DEGREE	\$36.95

Source: Orange County Business Council, *Orange County Workforce 2004*. Data is from the year 2003.

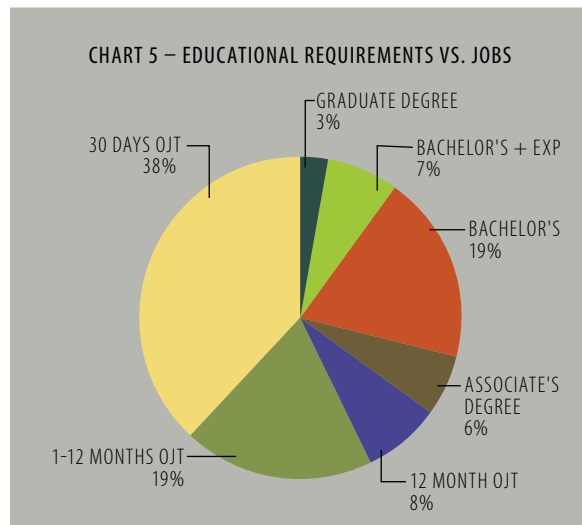
TABLE 14 B – TARGET CLUSTERS: EDUCATION REQUIREMENTS AND LOW PAYING JOBS

TARGET CLUSTER	OCCUPATION	2001 - 2008 JOBS	EDUCATION REQ	AVER/ HR WAGE
BUSINESS & PROFESSIONAL SERVICES				
	ADVERTISING SALES AGENT	460	1-12 MONTH OJT	\$27.43
	PARALEGALS & LEGAL ASSISTANTS	470	AA DEGREE	\$28.51
	BILL & ACCOUNT COLLECTORS	750	30 DAYS OJT	\$15.85
	TELEMARKETER	860	30 DAYS OJT	\$13.30
BIOMEDICAL				
	BIOLOGICAL TECHNICIAN	30	AA DEGREE	\$21.00
	MEDICAL EQUIPMENT REPAIRS	290	1-12 MONTH OJT	\$13.93
	INSPECTORS, TESTER, SORTERS, SAMPLERS	350	1-12 MONTH OJT	\$13.85
	ELECTRICAL & ELECTRONIC EQUIP ASSEMBLER	130	30 DAYS OJT	\$12.94
	MEDICAL & CLINICAL LAB TECHNICIAN	170	AA DEGREE	\$17.83
COMPUTER SOFTWARE				
	DATA ENTRY KEYERS	140	1-12 MONTH OJT	\$13.17
	COMPUTER OPERATOR	-200	1-12 MONTH OJT	\$18.09
	WORD PROCESSOR/TYPIST	-190	1-12 MONTH OJT	\$16.09
	COMPUTER SUPPORT SPECIALIST	59	AA DEGREE	\$21.97

Source: Orange County Business Council, *Orange County Workforce 2004*. Data is from the year 2003.

The comparisons between high paying and lowing paying jobs vis-à-vis the requirements for educational background indicates that there will be far fewer jobs available in the target cluster industries that require less or minimal education.

Following is a graphic that depicts the education/training requirements for all new jobs that are projected for Orange County for the period of 2001 – 2008. Almost 30% of all new jobs will require bachelor's degrees or higher and will pay a wage that is significantly more. Approximately 70% will have lesser requirement but also pay wages that are significantly less.



Source : Orange County Business Council, *Orange County Workforce 2004*
Data is from the year 2003

Conclusions

ATEP's service area is currently growing at a healthy annual average rate of 1.44%. Unemployment rates reflect a strong economy and are among the lowest in the state. Generally, the service area is considered affluent. This notion is supported by the median household and per capita incomes of Orange County, which are among the highest in the state.

The Professional and Business Services sector currently dominates the workforce landscape in Orange County. It is followed (distantly) by the Trade, Leisure and Hospitality sectors and by Retail Trade. The picture for job growth is very healthy in these three sectors and in the sector for Construction over the next five years. On a relative (percentage gain over present) basis, computer and mathematical occupations are projected to have the greatest upside for new growth in Orange County. Computer software application engineers and computer support specialist are also projected to produce an array of new employment opportunities through 2008.

A look downrange indicates that ATEP's service area will enjoy continued economic prosperity. This will largely be the result of its very talented and diversified workforce. The service area will continue to be a hot spot for the emerging and advanced technology

sectors as well as for medical products manufacturing, biomedical research and development, and the entertainment business. The service area will also be a fertile ground for forging partnerships with business and industries and with the almost 300 business/technical schools, colleges and universities that reside in Orange County.

The service area will not be without obstacles to overcome, however. An aging population will place greater demands on health care services. In-migration to the service area is projected to remain in decline. The service area's growth will primarily be dependent on new birth rates, which are also in decline. Compounded with the affordability of housing in the area – a median price home is currently listed at \$660,000 – the service area dynamics dictate the need for thousands of new, high paying jobs. Short of this, a slow eroding of the workforce will begin to occur. Currently, only 11% of the population can afford the cost of median priced home in Orange County.

Jobs drive the economy of Orange County and workforce development/preparation is the engine. New job creation will not be enough, however. The challenge will be to create the right kind of jobs – jobs that produce incomes capable of purchasing a median priced home in the service area, jobs that sustain

existing business and industry, jobs that encourage the location of new business and industry to the area.

Through the quantitative review process, ATEP's future direction begins to become clear – both from an educational and economic perspective. In this regard, the site/use development program adopted by ATEP will need to take into consideration the needs identified for its service area and reflect, through its educational process, higher and better linkages to job literacy.

References, resources and sources of information for the external environmental scan included the following:

- ::: U.S. Department of Commerce, Bureau of Census*
- ::: U.S. Department of Commerce, Bureau of Economic Analysis*
- ::: U.S. Department of Labor*
- ::: California Department of Finance, Economic Research Unit*
- ::: California Employment Development Department, Labor Market Information Division*
- ::: California Board of Equalization*
- ::: Center for Continuing Study of the California Economy*
- ::: California Association of Realtors*
- ::: California Community College Chancellor's Office*
- ::: Orange County Business Council*
- ::: National Center for Center of Adult Literacy*
- ::: ESRI BIS Marketing and Data Systems*
- ::: Maas Companies Database*



Qualitative Input for ATEP's Site/Use Development Program

Input for the Site/Use Development Plan was received through both formal and informal discussions and meetings. These included interview sessions with administrators/managers, faculty, classified staff, and students at Saddleback and Irvine Valley Colleges. Input was also received from the Colleges through written questionnaire responses that were part of the internal review and update process for facility master planning. Additionally, input was received from the staff of ATEP and via informal dialogues with civic, education, and business and industry representatives.

A significant part of the input received was generated via a Breakfast Roundtable Meeting (BRM) held for constituency groups of the service area. The constituency groups included those from local government and civic affairs, education (postsecondary public and private institutions), and local business and industry. The BRM was hosted by the District's Chancellor's Office, Dr. Raghu Mather, the South Orange County Community College Board of Trustees, and by ATEP Provost Robert Kopecky and staff. The program was held on November 2, 2005. The BRM program was endorsed and supported by

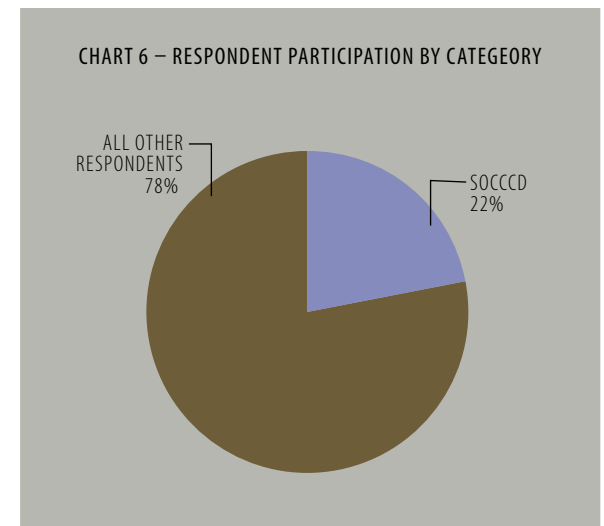
the Orange County Business Council as part of its "Innovation In Business Week". The purpose of the BRM was to promote the rollout of ATEP, to create a dialogue venue for/with potential user/constituents, and to ascertain the interest and potential for public and private joint-venture partnerships. The BRM was attended by 208 individuals.

In addition to introducing the ATEP site as a candidate for joint-venture partnerships, an equally important objective of the BRM was to obtain input as to the how the ATEP site might be developed to serve the needs of Orange County. This was achieved through informal dialogue and through a questionnaire that was made available to all attendees. Responses to the questionnaire generally followed and supported the information already gained through the environmental scan process. Thus, it provided a fairly solid base from which conclusions could be drawn and site/use development concepts tested for validity and accuracy. A complete summary report of the input received is provided as "Attachment C" of the Plan. A brief overview of the input follows.

BREAKFAST ROUNDTABLE INPUT SUMMARIES

SOCCCD Respondents

SOCCCD respondents consisted of employees from the District, Saddleback College and Irvine Valley College. Of the 79 respondents who completed the questionnaire, this group represented 22% or 17 respondents.



Source : Maas Companies

Relative to the question of educational or career programs in high technology that were essential to Orange County's future, the majority of representatives from the District and Saddleback and Irvine Valley Colleges specified "real world, high income programs" and "mainstream technology programs" as those that were most needed in Orange County. Specific program offerings included Communication Technology, Medical Research, and Film.

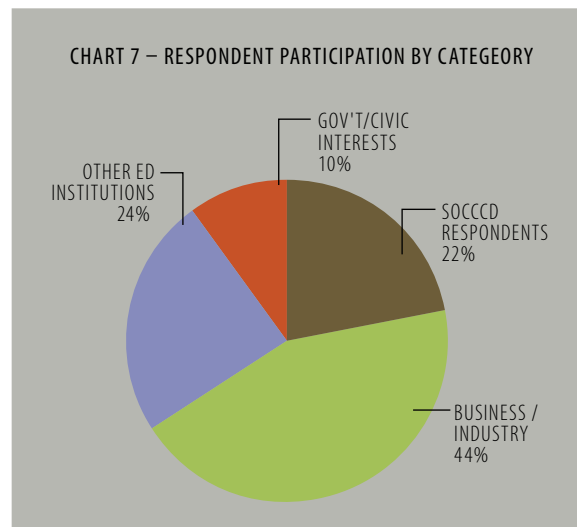
Respondents from this group also felt that ATEP's mission relative to serving/meeting the needs of business and industry should be directed to both specific and general training programs in the technology based fields – i.e. workforce development.

41% of this group expressed a willingness to participate as an advisory board member and 24% expressed an interest in partnering, in some fashion, with ATEP's future programs.

As site assets, this respondent group favored ATEP's physical size and its physical location over the any other choices. Relative to weaknesses or limitations of the site, the most prevalent was a "lack of funding to develop the site". Lack of infrastructure, the familiarity of ATEP with the community, and difficulty in realizing the vision were also listed among the primary weaknesses.

All Other Respondents

Respondents consisted of representatives from all other groups in attendance – i.e. government and civic interests, other postsecondary colleges/universities, and business and industry. Of the total respondents who completed the questionnaire, government and civic interests represented 10%, other postsecondary colleges/universities 24% and business and industry, the largest of all groups in attendance, 44%.



Source : Maas Companies

Responding to the question of those educational and career programs that were most essential to Orange County's future economic vitality, emerging technologies (local and global) and advanced technology were the most frequent choices mentioned by business and industry and other educational institutions. Comments from representatives of the government and civic interest groups were not as conclusive on the question, with no real program emerging over another.

On the question of ATEP's mission relative to serving/meeting the needs of business and industry, the majority of the responses from the three groups were for specific and general technology training program. Similar to the SOCCCD respondents, the responses focused on workforce development/workforce preparation. Interestingly, the business and industry group and the education group also recorded very strong responses for ATEP being a "facility resource" for local business and industry and for "being an available partner for land/building development".

Respondents were offered three choices relative to current and future participation options/opportunities with ATEP. The top choice for both of the groups representing business and industry and other postsecondary educational institutions (both group

responses were more than 50%) was that of “assisting with the development of joint-use projects/programs between ATEP and business and industry”. Not too distant from this choice was the willingness to participate as an advisory board member to guide the development of ATEP. This latter choice (i.e. to participate as an advisory board member) was the overwhelming selection of the group representing government and civic interests.

The most important response on the questionnaire for this group was that of discerning (gauging) the interest and willingness of participants to step forward in joint-venture partnerships with ATEP. Government and Civic Interests respondents had a low favorable response to this question. However, more than 40% of the representatives from business and industry and 90% of the representatives from other postsecondary institutions replied favorably (yes) to the question of joint-venture partnerships.

Perception about the strengths or assets of the ATEP site favored location (proximity to other business and industries), ATEP’s physical size and visibility of the site above all other choices. This theme played across all three representative groups. Representatives from business and industry also listed “partnerships with education, government, and industry” as a

favorable choice while repeated themes in the group representing other educational institutions noted a similar asset – “synergy of educational institutions and the community”.

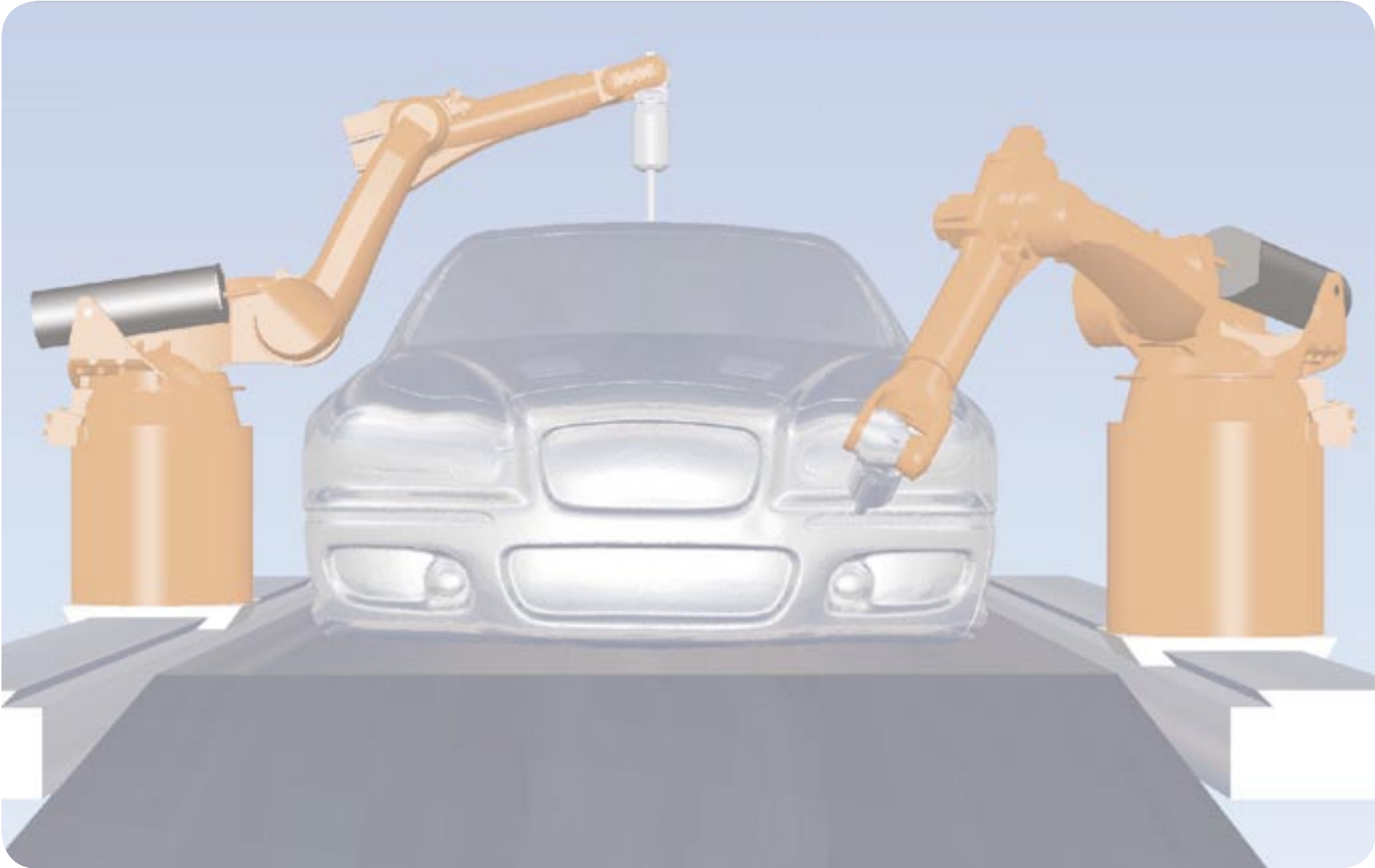
With regard to weaknesses or limitations of the ATEP site, the responses were wide and varied. Government and civic interest mustered weak support for the lack of funding. However, this theme was adopted by the groups representing business/industry and education. For business and industry, lack of funding received the greatest attention of any one single selection with 20% of the responses. Lack of infrastructure was also mentioned by almost 10% of the business and industry group. For representatives from other educational institutions, the response of a “lack of reality for the visions being presented for ATEP” had a degree of support. This perceived deficiency received some support from the business and industry group as well.

Conclusions From Qualitative Data Gathering And Feedback

The responses received from the cumulative meetings, interviews, formal and informal dialogues and the questionnaire were consistent with and supported the findings and concepts discerned from external environmental assessment. The responses also offered insight as to ATEP’s desirability for joint-venture potential.

A review of the cumulative input processes also underscored the following themes.

1. Workforce development/workforce preparation should be an important component of ATEP’s future site/use development program.
2. ATEP’s programmatic focus should be on the emerging and advanced technologies.
3. Joint-venture partnerships for developing the site are a real and viable possibility.
4. The strengths of ATEP are its extensive land area, its land availability and its location.
5. The lack of infrastructure is the most significant shortcoming.



ATEP: Site/Use Development Working Model

Bringing the ATEP project from the conceptual stage to the working model stage involves being slave to two masters. As an educational institution there is the charge of addressing the needs discerned through both the quantitative and qualitative input processes. Secondly, there is the business and economic responsibility that comes with being landowner for property that is currently valued in the marketplace at \$60 million.

The approach to transitioning from the conceptual elements to a working model focused on incorporating these two dynamics into a single program of action – i.e. addressing both curricular content and all of the issues that accompany land development. Further, the selected approach needed to achieve this in a manner that leveraged a \$60 million asset into in a vibrant education/development program that had a value five times greater than this amount. In synthesis, this was the single charge of developing the working model.

It was determined that development of the ATEP site would need to take place in two phases: 1) A start-up phase and 2) a long-range development phase. Plans

for the physical component of the start-up phase, 15,000 square feet of modular facilities, are currently underway. The space provided will facilitate ATEP having a presence on the site. It will be a base from which to start as well as a bridge to the buildout of the 68-acre site over time.

Given all the dynamics, the current plans, the inputs and information gathered, the following program of action is proposed.

RECOMMENDED START-UP PROGRAM

Consistent with information assessed, ATEP’s start-up programs and services should be directed to two target areas – General Technical Training Programs emanating from the ATEP facilities and Specific Technical Training Programs, emanating from either or both the facilities of ATEP and/or its business/industry client. The recommended programs and services for this phase should be kept simple so as to give ATEP the best chance for success. In this regard, the following programs and services are recommended.

Start-up General Technical Training Programs

- Design Model Making/Rapid Prototyping
- Laser Optics/Photonics
- (Computer-based) Homeland Security

Rationale for Selection

The start-up programs and services were selected based on the following criteria.

A Crawl, Walk, Run Approach

The curricular content and services for start-up should be right-sized for the facility and the staff capabilities – not understated or overstated for the level of development that is afforded. The start-up phase should be the “crawl” stage of development – it should be simple and basic.

Programs/Curriculum With The Best Potential For Success

Curricular offerings and programs should be selected that already have a history with the District’s academic program of instruction. Programs and curricular offerings should already be approved within the District and not have to go through the curriculum process.

Programs/Curricular Offerings That Reflect The Input Received

Programs and curricular offerings should initially target the emerging and advanced technologies and address the identified workforce development issues. There should be opportunities to address specific requests for contract education programming and specific workforce development requests.

Consistency With Previous Planning Efforts

ATEP's out-of-the box start-up should be reflective of the mission, goals and strategies that have been developed in the past.

Support of Business and Industry

Programs and curricular offerings should have the support and blessings of area business and industry and the Orange County Business Council.

Support of the District

Program and services should be supportable by the District.

Minimization of Start-up Costs

Programs and curricular offerings should be selected on the basis of having start-up equipment already in existence where possible, i.e. not in need of large capital outlays. This should be applicable for staff, materials and equipment as well.

Start-up Programs Commonalities

The curricular offerings and programs will be designed to have several common features. For instance, all programs will be linked to and integrated with the appropriate workplace, giving students the opportunity for practical application of the knowledge gained. Commonalities that the start-up programs will share include the following.

Already Approved Programs

Rapid Prototyping, Photonics and Computer-based Homeland Security are programs that have gone through the District's curricular review process and are approved by the state.

Limited Competition in the Surrounding Educational Marketplace

The start-up programs selected for ATEP have limited competition in the services area, particularly in the immediate service area of ATEP.

Linked with Business and Industry

The programs will have linkages with the area business and industry, both for a cooperative education component and for placement after completion of the program.

Geared to Qualify for State Approved Certificate

State certificates of achievement require that students have a least 18 units or more in a given course of study. All three of the programs will meet these criteria.

Twelve Week Semester Schedule

The programs selected for start-up will operate on a 12-week semester basis. Additionally, there will be a 4-week coop education component assigned to each semester. Students in the program will be required to complete a minimum of 18 hours of the core curriculum.

Course Electives

Each program will have course electives that will be made available so that students will have options for personal development.

Prerequisite Courses

The programs will have requirements for prerequisite courses.

Transfer Applicability

The selected programs will offer the possibility of transfer applicability.

Start-up Programs Curricular Content

The recommended curricular content for the General Technical Training Programs is represented in the tables that follow.

TABLE 15 – DESIGN MODEL MAKING - RAPID PROTOTYPING

CORE CURRICULUM				
COURSE #	COURSE TITLE	UNITS	LEC HRS	LAB HRS
DMP 200	INTRODUCTION TO MODEL MAKING & DESIGN	1.5	1.5	0
DMP 210	RAPID VISUALIZATION	3	2	3
DMP 220	BASIC MODEL MAKING	3	2	3
*DMP 221	ADVANCED MODEL MAKING I	3	2	3
*DMP 222	ADVANCED MODEL MAKING II	3	2	3
DMP 230	3D COMPUTER DESIGN	3	2	3
*DMP 240	3D RAPID MODEL MAKING & PROTOTYPE DEVELOPMENT I	3	2	3
*DMP 241	3D RAPID MODEL MAKING & PROTOTYPE DEVELOPMENT II	3	2	3
DMP 260	MODELING & PROTOTYPING METHODS & MATERIALS	2	1	3
TOTAL		24.5	16.5	24
*Indicates course prerequisite				
SUPPORT COURSES:				
DR 50	INTRODUCTION TO COMPUTER AIDED DRAFTING	3	2	4
CS 205L	COMPUTER AIDED DRAFTING ACCESS LABORATORY	1	0	3
ART 40	DESIGN & COLOR	3	2	4
	COOPERATIVE EDUCATION	2	0	6
TOTAL		9	4	17

Source: Maas Companies projections and recommendations

TABLE 16 – LASER/ELECTRO - OPTICS TECHNOLOGY

CORE CURRICULUM				
COURSE #	COURSE TITLE	UNITS	LEC HRS	LAB HRS
LET 200	INTRODUCTION TO LASERS	3	3	0
LET 200L	INTRODUCTION TO LASERS LABORATORY	1	0	3
LET 210	FUNDAMENTALS OF OPTICS	3	3	0
LET 210L	FUNDAMENTALS OF OPTICS LABORATORY	1	0	3
LET 220	INTRODUCTION TO FIBER OPTICS	4	3	3
TOTAL		12	9	9
SUPPORT COURSES:				
MATH 8 OR MATH 124 OR	COLLEGE ALGEBRA	5	5	0
MATH 124 OR	TRIGONOMETRY	3	3	0
MATH 253 AND	INTERMEDIATE ALGEBRA	5	5	0
MATH 180/280	MATHEMATICS TUTORIAL LAB	1	0	3
	COOPERATIVE EDUCATION	2	0	6
TOTAL		16	13	9
Center for Applied Competitive Technologies Program of Study***				
CACT 101	OPTICS FABRICATION I	1	0	4
CACT 102	OPTICS FABRICATION II	1	0	4
CACT 106	HOLOGRAPHY	4	3	3
CACT 108	ADVANCED OPTICS	3	3	0
CACT 110	SIX SIGMA CERTIFICATION	3	3	0
CACT 242	PRINCIPLES OF PROJECT MANAGEMENT	3	3	0
TOTAL		15	12	11
*Additional courses and workshops not listed				

Source: Maas Companies projections and recommendations

TABLE 17 – HOMELAND SECURITY (COMPUTER)

CORE CURRICULUM				
COURSE #	COURSE TITLE	UNITS	LEC HRS	LAB HRS
*CIM 279	INFORMATION SECURITY FUNDAMENTALS	3	3	3
*CIM 282	HOMELAND SECURITY: NETWORK DEFENSE & COUNTERMEASURES	3	0	3
*CIM 283	HOMELAND SECURITY: INFORMATION SECURITY MANAGEMENT	3	0	3
*CIM 257	NETWORK AND SECURITY ADMINISTRATION USING UNIX/LINUX	3	3	3
*CIM 258	ADVANCED NETWORK & SECURITY ADMIN USING UNIX/LINUX	3	3	3
*CIM 284	HOMELAND SECURITY: SECURITY +	3	0	3
TOTAL		18	9	18
*Indicates course prerequisite				
RECOMMENDED PREPARATION				
CIM 172	COMPUTER OPERATING SYSTEMS: UNIX/LINUX	3	3	3
CIM 174	COMPUTER OPERATING SYSTEMS: WINDOWS	3	3	3
CIM 251	INTRODUCTION TO NETWORKING	3	3	1
	COOPERATIVE EDUCATION	2	0	6
TOTAL		11	9	13

Source: Maas Companies projections and recommendations

Start-up Specific Technical Training Programs

Specific Technical Training Programs will be a service provided to business and industry as part of ATEP's start-up. It will feature the design and provision of custom training programs based on the requests from individual business and industry clients or cluster industry groups. This service will take the form and be comprised of the following.

- Targeted (Specific) Workforce Development Programs
- Targeted Contract Education Programs

Curricular content for the Specific Technical Training Programs will be designed as needed and as appropriate, i.e. specific to the needs of each client.

Post Start-up Programs and Services

It is recommended that ATEP's start-up program have a secondary component or post start-up period. If the start-up program represented the "crawl" stage of development, the post start-up program would represent the "starting to walk" stage. The post start-up period is envisioned after ATEP has established a degree of success with its initial program offerings.

It is recommended that this latter or post start-up period be patterned after the successful Ford Asset Program, a model that features equal time in the classroom and the workplace environment.

The primary characteristics of this phase of ATEP's start-up program would be as follows.

Expansion of General Technical Training Program

The existing start-up programs of Rapid Prototyping, Photonics and Computer-based Homeland Security would be expanded and transition to the Ford Asset Program Model. New programs and services would be added through the curricular review and approval processes. These program additions would follow the same pattern, i.e. patterned after the Ford Asset Program Model.

Curricular Support via General Education Classes

The core start-up curriculum offered by ATEP would be expanded to include general education classes.

Associates Degree Capability

Students could earn an Associate of Science degree in the technical field of their choice.

Adoption of Ford Asset Program Model

ATEP's General Technical Training Programs would adopt the Ford Asset Program Model, where students would supplement their in-classroom learning with an integrated field placement of equal time and value. ATEP's program of instruction for General Technical Training Programs would have the following characteristics:

- Students would be full-time
- Students would be in the classroom for 9-weeks and working in the industry for 9-weeks on a rotating schedule
- Students would be paid for their work time by the business/industry client
- Students would require five semesters to complete the program of study
- Student could earn an Associates degree with applicable course transfer to four-year schools of study

Start-up Facilities and Space Allocations

The start-up program will be housed in ATEP's first phase of on-site development. This initial phase of development will result in the construction of 15,000 gross square feet of space. The new construction will be in the form of modular buildings.

The buildings, which will consist of 5 units, will be located at the intersection of Red Hill and Valencia Avenues. The modular units will support the initial facility requirements for the General Technical Training Program and the Specific Technical Training Program. These start-up facilities, if scheduled properly, will be sufficient to support the initial stages of the post start-up program as well. The new modular facilities will also support ATEP's operational aspects, including office and support space for staff.

The academic space requirement to support the proposed program for General Technical Training and Specific Technical Training will include 3 lecture rooms and 3 laboratory rooms. Academic space needs are projected to be over 7,400 assignable (useable) square feet (ASF). The total building ASF is projected to be 11,642 ASF.



The table that follows provides a breakdown of the space required for support of the start-up program. Allocations for this purpose have been broken down by category of space (e.g. lecture, lab, office, study, etc.), the number of rooms required per category, the approximate physical dimensions of the rooms, and the total assignable square feet required.

TABLE 18 – GENERAL TECH TRAINING PROGRAM / SPECIFIC TECH TRAINING PROGRAM

GENERAL TECH TRAINING PROGRAM				SPECIFIC TECH TRAINING PROGRAM				ALL IN TOTALS
SPACE CATEGORY	# OF RMS	RM SIZE	ASF	SPACE CATEGORY	# OF RMS	RM SIZE	ASF	
LECTURE	2	750	1,500	LECTURE	1	750	750	2,250
LABORATORY	3	1,729	5,187	LABORATORY	0	0	0	5,187
OFFICE	9	160	1,440	OFFICE	3	93	279	1,719
LIBRARY/STUDY	1	864	864	LIBRARY/STUDY	0	0	0	864
INSTRUCT MEDIA	1	232	232	INSTRUCT MEDIA	1	0	0	232
DEMONSTRATION	0	0	0	DEMONSTRATION	0	1	432	432
ASSEMBLY	0	0	0	ASSEMBLY	0	0	0	0
LOUNGE	1	336	336	LOUNGE	1	0	0	336
MEETING	1	308	308	MEETING	1	196	196	504
STORAGE	1	100	100	STORAGE	1	0	0	100
TOTAL	19	4,479	9,967		8	1,040	1,657	11,624

Source: Maas Companies projections and recommendations

A site plan for facility support of the ATEP start-up program is depicted below.



OPTIONS AND CONSIDERATIONS FOR LONG-TERM SITE/USE DEVELOPMENT PROGRAM

ATEP’s long-term Site/Use Development Program (Program) represents the “run” stage of the development process. The focus of this stage is to provide ATEP with a plan of action that will move the project from the start-up phase to full development of the 68.3-acre site. In order to achieve this, the scope of the Program will need to include recommended land uses as well as educational programs and services, it will need to

reach out in time (consistent with the other long range planning efforts of the District, i.e. to the year 2020), it will need to address and consider the most viable site/use development options, and, ultimately, it will need to arrive at a single development program that meets the goal of highest and best use. Using these directives to frame the Program, the following process and outcomes are presented.

Planning Tenets

Planning tenets were developed as a means to screen the myriad of possibilities and options related to development of the ATEP site. The tenets were derived from and predicated on responses to the question: What are the needs that should be addressed in the development of the ATEP site? While many answers to this question were conceived and recorded, responses primarily fell into eight categories. The eight guiding tenets are noted as follows.

Support/Reflect the Tustin Legacy

The program option should support, be a reflection of, and be consistent with the master plan for the greater 1,606 acre *Tustin Legacy* site – i.e. it should be compatible with the planned site/use of the *Tustin Legacy* site:

- Mixed Use Development
- General Office
- Corporate Business
- Residential
- Senior Care
- Education
- Open Space

Augment the District's Educational Mission

The selected program should support and augment the South Orange County Community College District and its Colleges – be a positive addition to the District, “carry its own weight”, be complimentary to the Colleges of the District.

Resource to Local Government/Community

The program should offer the potential for being a resource to the civic and local government interest/concerns of the city of Tustin.

Support/Foster Partnerships with Business and Industry

The program should support and endeavor to promote/create mutually beneficial working relationships with businesses and industries of Orange County – i.e. strive to form on-site and off-site partnerships that benefit the District, the community and the business and industry community at large.

Support/Foster Partnerships with Other Educational Institutions

ATEP's site/use development program should be able to encourage on-site and off-site partnerships with other public and private educational institutions of higher learning.

Entrepreneurial in Mission

ATEP's program should be entrepreneurial in its mission - finding ways to generate revenue and recurring revenue streams that assist in offsetting the cost of development.

Reflective of Input and Analysis

The program should reflect the input received, the analysis conducted and the conclusions reached through the assessment processes.

Reflective of ATEP's Missions/Goals

The program should reflect the mission, goals and previous planning efforts of the District.

Options Selected for Consideration

Using the planning tenets, three site/use options were selected for further consideration. All three options were considered and weighed vis-à-vis their most prominent strengths and shortcomings.

Option # 1: Super Site for Workforce Development/Training

This program option would devote the ATEP site to support Orange County business and industry with both general and specific training in the technical areas. This would be an expansion of the start-up program and, as envisioned, fully dedicate the site as a resource for educational technical training and support, including that of contract programming.

The primary strengths of this use option were envisioned to be as follows.

- Encourage and forge mutually beneficial relationships with business and industry.
- Forward and encourage the concept of private investment in the site and that of joint-venture development.
- Potentially be a state-of-the-art workforce development/training program for the region and/or the state, if properly developed.

- It would have the support and high endorsement of Orange County’s premiere economic development organization – Orange County Business Council. It would offer the capacity to fully address the emerging technologies that are priorities for the Orange County Business Council – i.e. telecommunications, software development and biotechnology fields.
- It would not conflict with the curricular interests/activities of Saddleback College or Irvine Valley College.
- It would be highly compatible with the land use concept for the greater Tustin Legacy Project.
- It would have a high benefit value to the local community (city of Tustin).
- It would have the potential of producing business relationship that could help pay for development and operating cost of providing educational instructional programs.

The primary concerns and/or shortcomings for this use option would include the following.

- The needs of business and industry will change with the marketplace. It would be very difficult and very expensive to keep up with the changing needs of workforce development training, particularly as new technologies emerge.
- Educational programs and delivery systems would need to be highly mobile and change quickly and frequently to remain relevant and viable.
- Developing the land as a super site for workforce development would be a slow process – i.e. it would take at least five years to solidify a program to respond to the first wave(s) of interest and several years thereafter to develop the site if this option were pursued/selected.
- While a worthy use of the site, there would be only a small upside for long-term benefit and for generating recurring revenue streams.

Option #2: “Land Bank” for Development (with Business and Industry)

This development option would consist of using the site as a “land bank” for willing joint-venture partners in the emerging and advanced technology areas. Under this use, ATEP would provide the land and the private joint venture partner would provide the building, along with some sharing of the costs for infrastructure. ATEP, in this relationship, would be both partner and workforce development provider.

The primary strengths of this use option were envisioned to be as follows.

- Forming joint venture partnerships with willing business and industries would facilitate the cost of developing the site and lessen the financial burden on the District.
- Joint-venture partners who invest their money are more likely to have a presence for the long term, providing stability and lessening the likelihood of frequent change.
- Private investment in the site would raise the value of the land as well as facilitate the extension of infrastructure throughout the site.
- In the event of a joint-venture partner turnover, the building would remain on site and offer excellent possibilities for reuse, including those for business “incubators” or for fledging companies who need help reaching the next level of growth.

- This option would be compatible with land use concept for *Tustin Legacy* Project.
- Development of this type would benefit the local community (city of Tustin).

The primary concerns and/or shortcomings for this use option would include the following.

- The site lacks infrastructure to encourage/support this type of use/development.
- Even with the advantages and lure of “location” and the benefit of providing land that is highly valued in exchange for new construction, developing 68-acres via joint venture partnerships with business and industry would be a long, slow process.
- This use may be the most cost effective site/use for the District in the long run. It could also offer the possibility for generating recurring (annual) income streams. However, site development, in this regard, would require a great deal of patience and good fortune.
- With investment comes a degree of ownership - such ownership may result in discouraging the location of other, similar joint-venture partners who produce a similar product or service. Being on the site may produce or be perceived to produce a competitive advantage.
- Joint-venture partners would need to be screened carefully. This would require additional time for the ATEP staff. In the technology marketplace, research is the best bet for longevity – other potential product/service producing joint-

venture partners would need to be closely monitored, including those for manufacturing. (Under no circumstances, should joint-venture partnerships be forged for warehousing and distribution purposes.)

- The educational component for workforce development for this type of site/use option would tend to be driven more by the types of business/industry located on the site - i.e. defined more so by the needs of on-site users/tenants as opposed to being defined by District.

Option # 3. Super Site for Educational Park

This site/use option would support land support development of the 68.3-acres as an educational park. Envisioned would be a host of post secondary institutions providing both two-year and four-year curriculums, including but not limited to programs of study in the emerging technology sectors.

The primary strengths of this use option were envisioned to be as follows.

- Based on current and previous interest, there would appear to be willing partners, from both the public and private side of postsecondary education, to make this option a very real possibility.
- It would create an exciting synergy for the site.
- Centralizing several different educational institutions into one site would provide a unique

environment to the learner and benefit a wider range of students.

- This option would have the potential of creating unique, out of the box curriculum (away from the conformities of traditional scheduling, content, types of educational outcomes).
- Joint-venture educational partners would bring money to the site to help with cost of facilities and infrastructure development.
- It would be perceived as a great asset and very desirable use of the land by the city of Tustin.

The primary concerns and/or shortcomings for this use option would include the following.

- There would most likely be hesitation on the part of educational joint-venture partners to spend funds on infrastructure development.
- This type of site use may trigger yet another governing entity – a Joint Powers Authority - to administer, coordinate, and operate the program of education on-site.
- The District may have to compromise some of its own visions relative to how the site could/should be developed.
- Development and “ownership” of programs, credits and status could be problematic with one or more colleges involved - the District may lose some of its autonomy as current owner and occupant.

- A full educational park may compete or be perceived to compete with educational programs at Saddleback or Irvine Valley Colleges.
- The monetary benefits to the District could be substantial although they would most likely be a “one-time” benefit only - the potential for generating recurring revenue would be less likely.

Other Site/Use Development Options Considered

Based on the input provided and interest demonstrated by potential site users, there were several “other” options considered. While these uses had merit, it was felt that some could be accommodated within the three use options selected for final consideration while others might be in conflict with the Tustin Legacy Project or with the policies of the District. Those “other” uses that were given consideration based on input included the following.

- Back Lot/Sound Stage for Film/Television
- Agricultural Uses
- Business Incubator Programs
- General Education Campus Center of the District

Evaluation of Site Options

The three site/use development options considered, while worthy in all respects, were also limiting in many others. In arriving at a final site/use development option, a more encompassing perspective was desired, one that combined the best elements of the three options initially considered and provided yet greater possibilities for diversity and for use of the site. The desirable characteristics of a final site/use development program were identified as follows.

Mixed Use Concept

A mixed-use development approach was favored as a characteristic of the final use option so that full advantage of the site could be achieved.

Diversity

One of the shortcomings of all of the three site/use development options was lack of diversity. Each of the options investigated tended to be more unidirectional in development scope.

The Need for Focus

In revisiting the types of uses that have been previously proposed for the site as well as the many that were suggested, there was no common theme or purpose but rather a scattering of possibilities or potential. The

final selected use option should be a rifle shot versus a shotgun blast, i.e. it should be working model for implementation of the Plan.

Produce a “Product to Sell”

Similar to the need for focus and also required for successful marketing of the ATEP site was identifying a “product to sell” – i.e. ATEP’s Program should be definitive, easily articulated by all facets of the District, and understood by the community-at-large. In this regard, the selected program option should be clear - black and white and targeted to a specific development concept (as opposed to open to the field of all possibilities).

Shortest Path to Success

The selected program option should be designed to succeed in the shortest amount of time. All three of the site/use options consideration had varying degrees of protracted time requirements. Development of the site in a mixed-use approach would greatly facilitate moving in more than one direction simultaneously and offer a shorter path to site actualization.

Keep ATEP on a Path for Success

The final conclusion in the evaluation of the three site/use options considered was to keep ATEP on a path for success. This underscored the need again for a definitive, clear-cut program as the final selected choice.

RECOMMENDED LONG-TERM SITE/USE DEVELOPMENT PROGRAM

Site Zoning

The recommended Site/Use Development Program features a mixed-use development approach on the 68.3-acre site. The Program supports several uses and includes three primary land use designations and a fourth optional designation. It will be designed to maximize and fully develop the site to its highest and best use. The set three zones will consist of a Civic and Site Support Zone, an Education Zone and designated zones for Business and Industry. The fourth optional zone would be for commercial enterprise – i.e. a Commercial Zone. The zones are more fully defined as follows:

Zone I: Civic and Site Support Zone

On-site areas carrying this zoning designation will serve as transitional zones that link ATEP and the educational programs of instruction with the community. Facilities located in this zone would

support civic and community use, use by business and industry, as well as house specialized programs in education.

Envisioned in this zone would be the site's first permanent building structure (reference sequencing plan that follows). It will be a building in stature and concept that will serve as the site's focal point. It would include a large lecture/assembly/presentation area. It would also have an open area that could be used for exhibits/exhibition area, capacities for food service, and multiuse rooms areas that could adapt easily to use for education and/or conference type functions for civic or business/industry events.

The Civic and Site Support Zone designation will also extend to the existing Chapel building. Rehabilitation of this facility is being proposed by the American Museum of Military History.

Uses and functions that would be associated with this zone include the following:

- Support to civic and community programs
- Business and industry exhibition and small conferences
- Support to specialized programs of education that link ATEP with the community

- Possible District functions such as staff development and distance education

Zone II: Educational Zone

Facilities developed in the educational zone will support curriculums that offer two and four year options. To facilitate the extension of the curriculum to four years, ATEP will seek-out other educational institutions that would invest in buildings or in partial shares of buildings as joint-venture partners in a planned, integrated program of instruction and education.

Educational programs in this zone would be directed to support and facilitate the following outcomes:

- A Program for Emerging and Advanced Technologies (as expansions of ATEP's start-up program)
- Workforce Development (as expansions of ATEP's start-up program)
- A state-of-the-art Language Institute (accommodating English learners and Foreign Languages that are primary to the conduct of trade and commerce or government relations)
- A four-year program of study to support Bachelor's degree programs in the technologies and in general education courses
- An Education Institute that would focus on 4-year and beyond degree programs in the field of Education (As the *Tustin Legacy* site is developed,

there will be a high school, an elementary school and child care center within short proximity - i.e. on the 1,606 acre site - that could serve as working laboratories for training in the field of education.)

- A collaborative business and education research facility.
- There would be options and opportunities for students to achieve certificates and degrees (both Associate's and Bachelor's).

Uses and functions that would be associated with this zone would include the following.

- Facility support for the core technology curriculums
- Facility support for 4-year curricular programs
- Land and building development for educational partnerships with public and private institutions of higher learning
- A cooperative business and education research facility

Zone III: Business/Industry Development Zone

Four parcels on-site would be designated for use by business and industry. These areas would be set aside for joint-venture partnerships – i.e. where a business or industry partner would develop the facility in concert with ATEP. In this partnership, ATEP would offer land, location, and access to infrastructure - the business or industry would assume the costs for new building construction/renovation and infrastructure

extension to the site. The joint-venture relationships forged through this process would further provide a training ground for students (laboratory resource) as well as be a resource for workforce development training.

Prime targets for forging partnership relationships would be the emerging and advanced technology sectors, including, but not limited to, those of telecommunications, software development, biotechnology, biomedical, computer assisted manufacturing, robotics, television and film.

Uses and functions that would be associated with this zone would include the following.

- Land bank for joint venture partnerships with business
- Opportunities for on-the-job training/education and contract programs for workforce development
- Laboratories to support the program of instruction in the emerging and advanced technologies

Zone IV: Optional Commercial Zone

Because ATEP will have control of parcels that border some of the major supporting arterials – Red Hill, Valencia and Armstrong Avenues – the opportunity will exist for (and consideration should be given to)

creating small areas for commercial use/development. These areas would service both the ATEP site and the greater *Tustin Legacy* site.

Assignment of these areas could create one of the best opportunities for revenue streams to support development of the ATEP site, service debt, or enhance ATEP's enterprises. Because the District would not be able to sell land, a joint-venture partnership arrangement would need to be created. In this scenario, ATEP would provide the land, the commercial partner would provide the building; and profits would be shared on a percentage basis throughout the life of the business. Formal actualization of this zoning concept would need to be approved by the city of Tustin. As such it is listed as an "optional" zoning designation.

Uses and functions that would be associated with this zone would include the following.

- Joint venture partnership with commercial development enterprises, the result of which would be the creation of income streams for the District

The site plan below depicts the zoning area for ATEP. Areas are designated by color and label. The Civic and Site Support Zone is the focal point of the site. This zone overlaps with the Educational Zone. The Business and Industry Zones are designated as prime or secondary depending on location. The Optional Commercial Zones (red) are designated on the periphery of the major arterials and within the Educational Village area. Those areas in gray tones and labeled Support/Future Use would be dedicated to parking and utility support.



Source: gkkworks; Maas Companies recommendations

**Development Strategies,
Space Projections, and Project Sequencing**

A phased Site/Use Development Program was created that was consistent with the scope of work. It was targeted to meet the principle objectives of: 1) projecting on-site space needs (including space types and dimensions) to the year 2020; and 2) actualizing the full buildout (development) of the site.

Beyond ATEP’s initial start-up program (i.e. 15,000 square feet of modular building construction), three additional planned phases of development are recommended. Completion of these development phases was correlated with the benchmark years of the Plan – i.e. 2010, 2015 and 2020.

The space needs and project sequencing schedule is captured in the table that follows. Projects are depicted as actual facilities – both new construction and renovation. Additionally, included in the schedule is the projected proponent/sponsor for each project – the responsible party who would underwrite the project cost.

TABLE 19 – SPACE NEEDS AND PROJECT SEQUENCING VIS-À-VIS BUILDOUT SCHEDULE

PHASE I				PROONENT	BENCHMARK
COMPONENTS	SCOPE OF WORK	ASF	GSF	SPONSOR	YEAR 2010
CIVIC/SITE SUPPORT BLDG	NEW CONSTRUCTION	59,500	85,000	DISTRICT	*
HELICOPTER MAINT FAC	RENOVATION	41,400	46,000	BUS/INDUS JV PARTNER	*
CHAPEL	RENOVATION	3,420	3,800	CIVIC JV PARTNER	*
B & I FACILITY #1	NEW CONSTRUCTION	46,800	58,500	BUS/INDUS JV PARTNER	*
SUB TOTAL		151,120	190,014		
PHASE II				PROONENT	BENCHMARK
COMPONENTS	SCOPE OF WORK	ASF	GSF	SPONSOR	YEAR 2015
EMERG/ADV TECH BLDG	NEW CONSTRUCTION	26,280	40,294	DISTRICT	*
WORKFORCE DEVELOP CTR	RELOCATION OF EXT BLDGS	11,624	15,000	DISTRICT	*
ADMIN/SUPPORT SERV FAC	NEW CONSTRUCTION	12,700	18,143	DISTRICT	*
PRIVATE/PUBLIC ED FAC	NEW CONSTRUCTION	37,285	56,765	EDUCATION JV PARTNER	*
B & I FAC #2	NEW CONSTRUCTION	49,600	62,000	BUS/INDUS JV PARTNER	*
SUB TOTAL		137,489	192,202		
PHASE III				PROONENT	BENCHMARK
COMPONENTS	SCOPE OF WORK	ASF	GSF	SPONSOR	YEAR 2020
EDUCATION INSTITUTE BLDG	NEW CONSTRUCTION	23,675	34,816	EDUCATION JV PARTNER	*
EDUCATIONAL EXPAN (LI)	NEW CONSTRUCTION	10,600	15,294	DISTRICT	*
BUS/ED RESEARCH FAC	NEW CONSTRUCTION	32,000	45,700	ED/BUS JV PARTNER	*
FUTURE DISTRICT SERVICES	NEW CONSTRUCTION	27,290	36,092	DISTRICT	*
B & I FAC #3	NEW CONSTRUCTION	35,000	43,750	BUS/INDUS JV PARTNER	*
SUB TOTAL		128,565	175,652		
SITE SUMMARY		ASF	GSF		
TOTAL		417,174	561,448		

Source: Maas Companies projections

In summary, buildout of the ATEP site would feature approximately 417,200 of useable square feet and almost 561,500 of gross square feet of buildings. The buildings would support mixed uses, including those of civic/community use, education and use by business and industry. Facilities would be constructed by the District and by joint-venture partners.

Following is a breakdown of the three phases with elaborations on the functional dynamics of each phase.

Phase I will feature the following projects and will be targeted for completion by the end of year 2010.

Civic/Site Support Building

In both stature (59,500 ASF and 85,000 GSF) and function, this will be the site's premiere building. As such, it should be scheduled in the construction sequence as a top priority. Its function will be as a multiuse facility, supporting civic and business/industry uses. It will also serve as a hub for District distance education programs and staff development. Additionally, this facility will house a state-of-the-art Language Lab that will support English and Foreign Language learning. This multi-faceted building will have the following space and use profile.

TABLE 20 – CIVIC/SITE SUPPORT BUILDING PROFILE

CATEGORY	SPACE DETAIL	ASF	ASF TOTAL	GSF TOTAL
EXHIBITION AREA			7,700	
	MAIN FLOOR	6,500		
	STORAGE	1,200		
FOOD SERVICE			9,600	
	PREPARATION	2,500		
	DINING BANQUET	3,800		
	CAFÉ	1,800		
	STORAGE	1,500		
TIERED PRESENTATION AREA			5,500	
	PRESENTATION AREA	4,500		
	STORAGE	1,000		
BREAKOUT/SUPPORT			18,700	
	MEETING RMS (6)	4,200		
	OFFICES (8)	1,200		
	AV/TV TELE CON	6,500		
	AV/TV SUPPORT	2,800		
	DATA SERVICES	4,000		
LANGUAGE INSTITUTE			18,000	
	LECTURE	2,250		
	LAB	8,000		
	OFFICE	800		
	STUDY	2,400		
	AV/TV	850		
	DEMO	850		
	ASSEMBLY	0		
	LOUNGE	1,000		
	MEETING	650		
	STORAGE	1,200		
TOTAL			59,500	85,000

Source: Maas Companies projections.

Helicopter Maintenance Facility

This is one of two existing, on-site buildings recommended for renovation/rehabilitation. It has approximately 41,400 square feet of useable space. Because this facility is preexisting, it is scheduled for the first phase of development as a building-ready project with a joint-venture partner from business or industry. It is located on the west side of the project in a use zone designated for this purpose. The project will require active solicitation and recruitment of a viable partner.

Chapel

This facility is presently located on site. It is recommended for rehabilitation vis-à-vis a public joint-venture partnership with the American Museum of Military History. This organization would be the proponent/sponsor for rehabilitation.

Business and Industry Facility #1

This project would feature new construction of approximately 47,000 ASF with an interested business/industry partner that is compatible with the Site/Use Development Program and has a strong interest and capacity to perform financially as the proponent/sponsor of the project. Highest consideration should be given to businesses/industries associated with the emerging or advanced technologies. The project would be located on one of the parcels within the Business and Industry Zone. The project will require active solicitation and recruitment of a viable partner.

Phase II will feature the following projects and will be targeted for completion by the end of year 2015.

Emerging/Advanced Technology Building

This project will create permanent facilities to house the educational curriculum for emerging and advanced technologies. The project will feature 26,280 ASF of building space to support this function. It would be constructed as part of the Educational Zone. As this would be an ATEP sponsored program, the cost for this facility would be borne by the District. A profile of the space breakdown is provided as follows.

SPACE CATEGORY	ASF
LECTURE	3,000
LAB	12,000
OFFICE	1,155
LIBRARY/STUDY	2,600
AV/TV	850
DEMONSTRATION	1,600
ASSEMBLY	1,400
LOUNGE	425
MEETING RMS	750
STORAGE	2,500
TOTAL	26,280

Source: Maas Companies projections

Workforce Development Center

This would involve the physical relocation of the start-up modular buildings (located on Red Hill and Valencia Avenues) to ATEP's main Educational Zone. These facilities, totaling 11,624 ASF, would become fully dedicated to the programs that target workforce development and contract education. The District would be the host or sponsoring entity for this transition. A profile of the space assigned to the workforce development function would be as follows.

SPACE CATEGORY	ASF
LECTURE	1,500
LAB	6,000
OFFICE	750
LIBRARY/STUDY	0
AV/TV	0
DEMONSTRATION	1,350
ASSEMBLY	0
LOUNGE	325
MEETING RMS	700
STORAGE	1,000
TOTAL	11,625

Source: Maas Companies projections

Administrative/Support Services Facilities

This facility would serve as the pilot for the site, offering administrative and support services to students for all phases of assistance. It would support the programs of instruction on campus – two-year and four year, certificate and training programs and specialized programs in language development and the field of education. This facility would require 12,700 ASF of space and be located within the Educational Zone of the site. This facility would be sponsored financially by the District, with space available for lease by other participating, on-site, postsecondary educational institutions. Space requirements for this facility follow.

SPACE CATEGORY	ASF
LECTURE	0
LAB	0
OFFICE	6,900
LIBRARY/STUDY	0
AV/TV	1,600
DEMONSTRATION	0
ASSEMBLY	0
LOUNGE	0
MEETING RMS	2,400
STORAGE	1,800
TOTAL	12,700

Source: Maas Companies projections

Private/Public 4-Year Facility

This facility would be sponsored by a public or private four-year postsecondary college or university in a joint-venture partnership arrangement with ATEP. Its function would be two-fold: 1) to support emerging and advanced technology programs of study; and 2) to support the site with general education programs of study. The concept would be for students to be able to secure a bachelor's degree through their course of study. The cost of this project would be borne by the proponent/sponsor (public or private institution). ATEP would supply the land and infrastructure to the site. The project will require active solicitation and recruitment of a viable partner. A space needs profile follows.

TABLE 24 – PRIVATE/PUBLIC FOUR-YEAR FACILITY AND SPACE PARAMETERS

SPACE CATEGORY	ASF
LECTURE	10,400
LAB	11,200
OFFICE	4,000
LIBRARY/STUDY	3,000
AV/TV	850
DEMONSTRATION	1,500
ASSEMBLY	2,800
LOUNGE	485
MEETING RMS	1,250
STORAGE	1,800
TOTAL	37,285

Source: Maas Companies projections

Business and Industry Facility #2

This project will feature new construction of approximately 50,000 ASF. It will require an interested business and industry partner that is compatible with the Site/Use Development Program and has a strong interest and a capacity to perform financially as the proponent/sponsor of the project. Highest consideration should be given to businesses/industries associated with the emerging or advanced technologies. The project would be located on one of the parcels within the Business and Industry Zone. The project will require active solicitation and recruitment of a viable partner.

Phase III will feature the following projects and will be targeted for completion by the end of year 2020.

Education Institute (Facility)

This project will create a building dedicated to the field of education and teaching. A four-year or higher, public or private postsecondary institution will be identified as a joint-venture partner (proponent/sponsor) to underwrite the costs of building/construction. At start-up, the Education Institute would have a single function – a four-year degree program with focus on the preparation of certified teachers for the field of education. Downrange, the Institute would expand to offer advanced degree programs and continuing

education credits and programs. The proposed high school, elementary school and pre-school facilities on the *Tustin Legacy* site will serve as working laboratories for the Education Institute. Space needs of 23,675 ASF are projected for this project. The project will require active solicitation and recruitment of a viable partner. A space needs profile follows.

TABLE 25 – EDUCATION INSTITUTE FACILITY AND SPACE PARAMETERS

SPACE CATEGORY	ASF
LECTURE	8,800
LAB	2,800
OFFICE	2,800
LIBRARY/STUDY	2,200
AV/TV	850
DEMONSTRATION	1,300
ASSEMBLY	1,250
LOUNGE	425
MEETING RMS	1,300
STORAGE	1,950
TOTAL	23,675

Source: Maas Companies projections

Education Expansion/Language Institute

By the year 2020, the Language Institute is projected to require an expansion of 10,600 ASF. It is recommended that this expansion be accommodated in concert with the construction of the Education Institute, i.e. as part of that facility or as an annex to the facility. This project would be an extension of the District's previously established program for the languages. As such, the cost of construction would be borne by the District. A space profile for this expansion follows.

SPACE CATEGORY	ASF
LECTURE	3,750
LAB	4,000
OFFICE	900
LIBRARY/STUDY	1,500
AV/TV	0
DEMONSTRATION	0
ASSEMBLY	0
LOUNGE	0
MEETING RMS	450
STORAGE	0
TOTAL	10,600

Source: Maas Companies projections

Business/Education Research Facility

This facility is envisioned to be a joint-venture project involving business/industry and education. Its function would be to serve as a research laboratory/facility for the emerging and/or advanced technologies. The partnership would be collaborative between a four-year public or private institution and business and industry. These entities would also be the proponents/sponsors for construction of the facility. The internal footprint is projected to be 32,000 ASF. It would be located within the Education Zone on the site.

Facility for Future District Services

Expansion of District services that will occur over the next 15 years will require the addition or expansion of space. To address this expansion, a building of 27,300 ASF has been earmarked on the ATEP site as a location alternative option. This building would be available to house selected District services that might be assigned to the site.

Business and Industry Facility #3

This project would feature new construction of approximately 35,000 ASF with an interested business and industry partner that is compatible with the Site/Use Development Program for ATEP and that has a strong interest and a capacity to perform financially

as the proponent/sponsor of the project. Highest consideration should be given to businesses/industries associated with the emerging or advanced technologies. The project would be located on one of the parcels within the Business and Industry Zone. The project will require active solicitation and recruitment of a viable partner.

Implementation Costs

The costs to implement the recommended ATEP Site/Use Development Program, from the start-up phase through the year 2020, are captured in the table that follows. Costs are presented in two major categories: Construction/Construction Related Costs and Site Support Related Costs.

Construction/Construction Related costs include all costs that are linked to the construction process – i.e. site development, construction, and associated soft costs (architects, engineers, program managers, construction managers, fees and charges for plans, etc.). Also included in this category is the cost for furniture, fixtures and equipment.

Site Support Related Costs capture the costs for primary (or “backbone”) infrastructure (water, sewer, storm drainage, electrical, gas, telecommunications,

etc.), for secondary infrastructure (parking, lighting, pathways, landscaping, etc.), for Central Plant facilities, for access and circulation, for demolition and for other peripherals that will support or facilitate development of the site and prepare it for construction.

Consistent with the projects identified for the Program and the associated development strategies, costs have been broken down by total amount, by that portion the District could expect to underwrite, and by that portion or share that would be expected to be underwritten by a joint venture partner (“proponent/sponsor”).

As a final note, cost projections were made using current day market values and rates for construction. As such, they do not reflect the impacts of inflation and/or the escalation in costs for construction that may occur in the future.

TABLE 27 – SUMMARY COST FOR RECOMMENDED SITE/USE DEVELOPMENT PROGRAM

COMPONENT	TOTAL COST	DISTRICT'S SHARE	JV PARTNERS SHARE
CONSTRUCTION RELATED			
SITE DEVELOPMENT/CONSTRUCTION	\$191,857,700	\$75,633,600	\$116,224,100
SOFT COSTS	\$52,040,100	\$19,497,400	\$32,542,700
FURNITURE/FIXTURES/EQUIPMENT	\$20,085,600	\$7,416,200	\$12,669,400
SUB TOTAL	\$263,983,400	\$102,547,200	\$161,436,200
SITE SUPPORT RELATED			
PRIMARY INFRASTRUCTURE	\$28,451,800	\$28,451,800	\$0
SECONDARY INFRASTRUCTURE	\$13,012,500	\$13,012,500	\$0
CENTRAL PLANT	\$12,000,000	\$12,000,000	\$0
CIRCULATION	\$4,500,000	\$4,500,000	\$0
DEMOLITION	\$7,000,000	\$7,000,000	\$0
SUB TOTAL	\$64,964,300	\$64,964,300	\$0
TOTAL	\$328,947,700	\$167,511,500	\$161,436,200

Source: Maas Companies projections

Recommended Financing Strategies

A set of financing strategies has been included as a final point of reference for the recommended Site/Use Development Program. As the District will be challenged to secure the total amount for site buildout, it will be important to create, identify, pursue and acquire supplemental funds that will assist with the cost of development. Multiple revenue streams that are both fixed and recurring will need to be combined into a working program of finance.

Based on the current projections for the recommended site/use development program, the total cost for buildout was projected at approximately \$329,000,000. The cost to the District was forecast to be approximately 51% of this amount (\$167,512,000). Other “partnership” funds were projected to finance the remaining balance (i.e. 49% of the cost). The ability of the District to form these partnerships will be critical to the financing strategy for Program implementation. Other viable forms of finance development/resource that have not yet been included as part of the supplemental funds equation are noted in the table that follows.

TABLE 28 – FINANCING STRATEGIES FOR RECOMMENDED SITE/USE DEVELOPMENT PROGRAM

DIRECT FIXED REVENUE SOURCES		DIRECT RECURRING REVENUE SOURCES	
JOINT VENTURE PARTNERSHIPS		JOINT VENTURE PARTNERSHIPS - BUSINESS/INDUSTRY & COMMERCIAL	
LOCAL BOND PROGRAM		FEDERAL AND STATE GRANTS	
STATE CHANCELLOR'S OFFICE CAPITAL CONSTRUCTION PROGRAM		BUILDING LEASES	
FEDERAL & STATE GRANTS		LAND LEASES	
FORMATION OF SPECIAL ASSESSMENT DISTRICT		INCOME FROM FOREIGN STUDENTS	
CITY OF TUSTIN REDEVELOPMENT AGENCY		REDEVELOPMENT PASS-THROUGH	

Source: Maas Companies projections

Notation: Supplemental Data and Acknowledgements

The recommended long range Site/Use Development Program concludes the project scope conducted for the ATEP site by the Maas Companies. As follow-up to this Plan, the physical characteristics as related to the site will be depicted in the form of the Facilities Plan – a plan which will be produced by gkkworks Architects.

The Maas Companies wishes to thank, in particular, the staff of ATEP, Robert Kopecky, Provost; Tere Fluegeman, Public Relations and Marketing; Beverly Johnson, Executive Assistant; the District Administration, Dr. Raghu Mathur, Chancellor; Gary Poertner, Deputy Chancellor; and the College Presidents Richard McCullough (Saddleback College)

and Glenn Roquemore (Irvine Valley College) for their support and input in formulating this Plan. Additionally, the consultant team would like to thank all of the many individuals from the campuses of Saddleback College and Irvine Valley College, from the city of Tustin, from the Orange County Business Council, and from the user/constituency groups for sharing their input and wisdom relative to this planning effort.

Attachment A : Demographic Profile of the Service Area

County Subdivisions Anaheim-Santa Ana-Garden Grove– Central Coast California 2005



Source: ESRI 2005

Demographic and Income Profile

CountySubDivisions: 0605990050 Anaheim-Santa Ana-Garden Grove Ccd, CA, et. al.
 0605990420 Central Coast Ccd, CA, et. al.

	2000	2005	2010
Summary			
Population	2,846,289	3,062,990	3,289,742
Households	935,287	996,750	1,064,237
Families	667,917	713,928	762,788
Average Household Size	3.00	3.03	3.05
Owner Occupied HUs	574,456	629,331	675,389
Renter Occupied HUs	360,831	367,419	388,848
Median Age	33.4	34.4	35.4
Trends : 2005-2010 Annual Rate	Area		National
Population	1.44%		1.22%
Households	1.32%		1.27%
Families	1.33%		1.00%
Owner HHs	1.42%		1.46%
Median Household Income	3.49%		3.25%
Households by Income	2000	2005	2010
< \$15,000	Number 81,576	Number 66,486	Number 56,701
	Percent 8.7%	Percent 6.7%	Percent 5.3%
\$15,000 - \$24,999	Number 81,207	Number 67,487	Number 55,920
	Percent 8.7%	Percent 6.8%	Percent 5.3%
\$25,000 - \$34,999	Number 92,352	Number 78,075	Number 66,250
	Percent 9.9%	Percent 7.8%	Percent 6.2%
\$35,000 - \$49,999	Number 137,223	Number 131,278	Number 113,958
	Percent 14.7%	Percent 13.2%	Percent 10.7%
\$50,000 - \$74,999	Number 193,379	Number 181,338	Number 181,115
	Percent 20.7%	Percent 18.2%	Percent 17.0%
\$75,000 - \$99,999	Number 130,633	Number 151,862	Number 140,755
	Percent 14.0%	Percent 15.2%	Percent 13.2%
\$100,000 - \$149,999	Number 130,297	Number 178,922	Number 219,602
	Percent 13.9%	Percent 18.0%	Percent 20.6%
\$150,000 - \$199,000	Number 44,399	Number 64,902	Number 101,391
	Percent 4.7%	Percent 6.5%	Percent 9.5%
\$200,000+	Number 45,088	Number 76,399	Number 128,544
	Percent 4.8%	Percent 7.7%	Percent 12.1%
Median Household Income	\$58,904	\$70,509	\$83,685
Average Household Income	\$77,543	\$96,271	\$119,755
Per Capita Income	\$25,826	\$31,598	\$39,018
Population by Age	2000	2005	2010
0 - 4	Number 216,014	Number 232,309	Number 250,913
	Percent 7.6%	Percent 7.6%	Percent 7.6%
5 - 14	Number 436,047	Number 472,815	Number 459,268
	Percent 15.3%	Percent 15.4%	Percent 14.0%
15 - 19	Number 194,543	Number 211,468	Number 246,191
	Percent 6.8%	Percent 6.9%	Percent 7.5%
20 - 24	Number 189,996	Number 206,048	Number 239,121
	Percent 6.7%	Percent 6.7%	Percent 7.3%
25 - 34	Number 466,324	Number 486,226	Number 431,079
	Percent 16.4%	Percent 14.2%	Percent 13.1%
35 - 44	Number 477,289	Number 502,581	Number 498,311
	Percent 16.8%	Percent 16.4%	Percent 15.1%
45 - 54	Number 360,739	Number 406,885	Number 481,296
	Percent 12.7%	Percent 13.3%	Percent 14.6%
55 - 64	Number 224,574	Number 276,269	Number 325,243
	Percent 7.9%	Percent 9.0%	Percent 9.9%
65 - 74	Number 148,702	Number 161,183	Number 183,227
	Percent 5.2%	Percent 5.3%	Percent 5.6%
75 - 84	Number 97,967	Number 113,365	Number 119,143
	Percent 3.4%	Percent 3.7%	Percent 3.6%
85+	Number 34,094	Number 43,841	Number 55,950
	Percent 1.2%	Percent 1.4%	Percent 1.7%
Race and Ethnicity	2000	2005	2010
White Alone	Number 1,844,652	Number 1,874,963	Number 1,904,719
	Percent 64.8%	Percent 61.2%	Percent 57.9%
Black Alone	Number 47,649	Number 50,591	Number 53,314
	Percent 1.7%	Percent 1.7%	Percent 1.6%
American Indian Alone	Number 19,906	Number 20,869	Number 21,663
	Percent 0.7%	Percent 0.7%	Percent 0.7%
Asian Alone	Number 386,785	Number 448,307	Number 510,783
	Percent 13.6%	Percent 14.6%	Percent 15.5%
Pacific Islander Alone	Number 8,938	Number 9,587	Number 10,162
	Percent 0.3%	Percent 0.3%	Percent 0.3%
Some Other Race Alone	Number 421,208	Number 511,395	Number 608,266
	Percent 14.8%	Percent 16.7%	Percent 18.5%
Two or More Races	Number 117,151	Number 147,278	Number 180,835
	Percent 4.1%	Percent 4.8%	Percent 5.5%
Hispanic Origin (Any Race)	Number 875,579	Number 1,064,715	Number 1,288,196
	Percent 30.8%	Percent 34.8%	Percent 38.6%

Data Note: Income is expressed in current dollars.

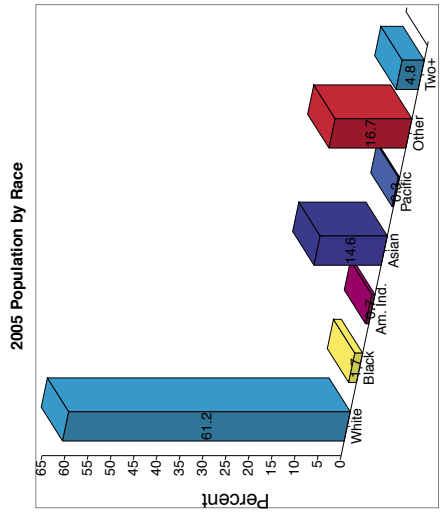
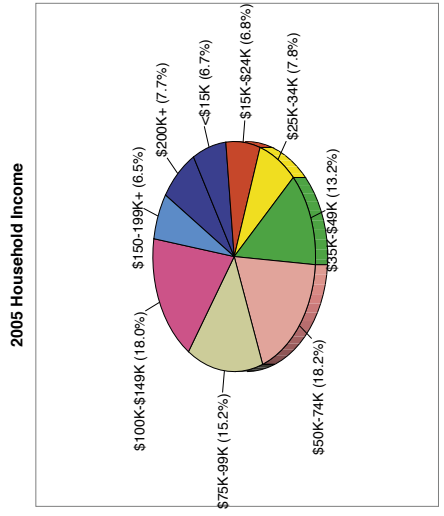
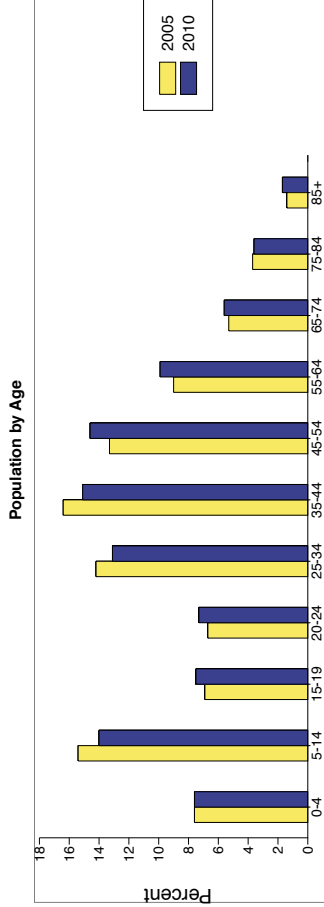
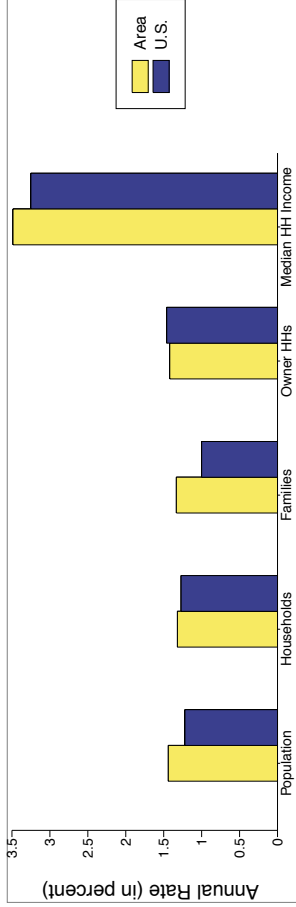
Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2005 and 2010.

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Demographic and Income Profile

CountySubDivisions: 0605990050 Anaheim-Santa Ana-Garden Grove Ccd, CA,
0605990420 Central Coast Ccd, CA, et. al.

Trends 2005-2010



2005 Percent Hispanic Origin: 34.8%

Attachment B : Education Providers In Orange County

Education Providers in Orange County

PROVIDER	CLASSIFICATION	BASE ORIGIN
A- ADAM LOCKSMITH SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
A. D. BANKER & COMPANY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	OVERLAND PARK, KS
ABC BARTENDING SCHOOLS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FORT LAUDERDALE, FL
ABC TRAINING INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	BUENA PARK, CA
ACADEMY OF COMPUTER TECHNOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	HUNTINGTON BEACH, CA
ACADEMY OF RADIO BROADCASTING INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	HUNTINGTON BEACH, CA
ADVANCE BEAUTY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
AKD COMPUTER TRAINING CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
ALARM COMMUNICATIONS TECH	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
ALLIANCE EVANGELICAL DIVINITY SCHOOL	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
ALLIANT INTERNATIONAL UNIVERSITY - IRVIN	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	IRVINE, CA
ALLIANT INTERNATIONAL UNIV- SAN DIEGO	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SAN DIEGO, CA
ALLIED BUSINESS SCHOOLS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LAGUNA HILLS, CA
ALTECH CENTERS OF ORANGE	HOSPITAL OR HEALTH PROGRAMS	ALISO VIEJO, CA
AMERICAN ACADEMY OF LAW	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	TUSTIN, CA
AMERICAN ACADEMY OF NUTRITION	OTHER EDUCATION	CORONA DEL MAR, CA
AMERICAN BARTENDERS SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
AMERICAN BEHAVIORAL STUDIES INSTITUTE	PUBLIC 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SANTA ANA, CA
AMERICAN CAREER COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LOS ANGELES, CA
AMERICAN COLLEGE OF LAW	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
AMERICAN HOME INSPECTORS TRAINING INST	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WAUKESHA, WI
AMERICAN INSTITUTE OF HYPNOTHERAPY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
AMERICAN INSTITUTE OF MASSAGE THERAPY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
AMERICAN INSTITUTE OF PERMANENT COLOR	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	TUSTIN, CA
AMERICAN SCHOOL OF MORTGAGE BANKING	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	TUSTIN, CA
ANTHONY SCHOOL OF REAL ESTATE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
ANTHONY SCHOOLS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
AOI COLLEGE OF LANGUAGES	OTHER EDUCATION	TUSTIN, CA
APEX INFOTECH INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
ARGOSY UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ORANGE, CA
ART INSTITUTE OF CALIFORNIA -- ORANGE CO	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SANTA ANA, CA
ASIAN- AMERICAN INTERNATIONAL BEAUTY COL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
ATLANTIS MEDICAL COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
AUTOMOTIVE DIAGNOSTICS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
AVIS CONTRACTORS LICENSE SERVICE CENTER,	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SHADOW HILLS, CA
BECKER CONVISER CPA REVIEW	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	OAKBROOK TERRACE, IL
BETHESDA CHRISTIAN UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
BOSPHOROUS EDUCATION CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	CULVER CITY, CA
BRITISH-AMERICAN UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SAN CLEMENTE, CA
BROWNSON TECHNICAL SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
BRYMAN COLLEGE - ANAHEIM	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
BRYMAN COLLEGE, A CORINTHIAN SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
C.J. FORD PRIVATE INVESTIGATIONS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	PLACENTIA, CA
CALIF INST OF CONCERT SOUND ENGINEERING	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
CALIFORNIA CAREER SCHOOLS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA



Education Providers in Orange County

PROVIDER	CLASSIFICATION	BASE ORIGIN
CALIFORNIA COAST UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SANTA ANA, CA
CALIFORNIA COLLEGE OF PHYSICAL ARTS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	HUNTINGTON BEACH, CA
CALIFORNIA GRADUATE SCHOOL OF THEOLOGY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
CALIFORNIA LEARNING CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
CALIFORNIA LEARNING CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	STANTON, CA
CALIFORNIA NEW HOPE UNIVERSITY	OTHER EDUCATION	STANTON, CA
CALIFORNIA SECURITY ACADEMY	OTHER EDUCATION	SANTA ANA, CA
CALIFORNIA STATE UNIVERSITY, FULLERTON	PUBLIC 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FULLERTON, CA
CALIFORNIA STATE UNIVERSITY, FULLERTON E	PUBLIC 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FULLERTON, CA
CALIFORNIA TAX INSTITUTE	OTHER EDUCATION	YORBA LINDA, CA
CALIFORNIA TECHNICAL COLLEGE, INC.	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SANTA ANA, CA
CALIFORNIA UNION UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FULLERTON, CA
CALIFORNIA UNIVERSITY OF MANAGEMENT	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
CAPT SWEDE JENSONS MARITIME LICENSE PREP	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	NEWPORT BEACH, CA
CAREER ACADEMY OF BEAUTY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
CAREER MANAGEMENT INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
CAREER NETWORKS INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
CEI COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
CENTER FOR EMPLOYMENT TRAINING (CET)	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
CENTURY 21 REAL ESTATE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
CHAFER THEOLOGICAL SEMINARY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ORANGE, CA
CHAPMAN UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ORANGE, CA
CIVIL SERVICE ACADEMY INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
COAST HEALTH EDUCATIONAL CENTERS INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
COASTLINE BEAUTY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FOUNTAIN VALLEY, CA
COASTLINE COLLEGE TECH CENTER	COMMUNITY COLLEGES	FOUNTAIN VALLEY, CA
COASTLINE COMMUNITY COLLEGE	COMMUNITY COLLEGES	FOUNTAIN VALLEY, CA
COASTLINE COMMUNITY COLLEGE EXTENSION	COMMUNITY COLLEGES	FOUNTAIN VALLEY, CA
COASTLINE GARDEN GROVE CENTER	COMMUNITY COLLEGES	GARDEN GROVE, CA
COASTLINE HUNTINGTON WESTMINSTER CENTER	COMMUNITY COLLEGES	HUNTINGTON BEACH, CA
COLLEEN O'HARA'S BEAUTY ACADEMY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
COLLEEN O'HARA'S BEAUTY ACADEMY #2	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
COLLEGE FOR APPRAISERS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	PLACENTIA, CA
COLLEGE OF INFORMATION TECHNOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
COLLEGE OF PHYSICAL ARTS & COSMETOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
COMP USA TRAINING SUPERCENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FOUNTAIN VALLEY, CA
COMPUTER & ELECTRONIC SCHOOL OF ANAHEIM	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	BUENA PARK, CA
COMPUTER EDUCATION INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINDALE, CA
COMPUTER EDUCATION INSTITUTE (CEI)	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LAKE FOREST, CA
CONCORDE CAREER INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
CONCORDIA UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	IRVINE, CA
CONTRACTOR'S LICENSE EXAM CENTER, INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
CONTRACTORS STATE LICENSE SCHOOLS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
CYPRESS COMMUNITY COLLEGE	COMMUNITY COLLEGES	CYPRESS, CA
DEL MAR MEDIA ARTS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA

Education Providers in Orange County

PROVIDER	CLASSIFICATION	BASE ORIGIN
DETECTIVE TRAINING INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SAN JUAN CAPISTRANO, CA
DEVRY UNIVERSITY	PUBLIC 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	OAKBROOK TERRACE, IL
DIALYSIS TRAINING INSTITUTE	HOSPITAL OR HEALTH PROGRAMS	LA PALMA, CA
DMC AUTOMOTIVE TRAINING SCHOOL, INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	PLACENTIA, CA
DUANE GOMER SEMINARS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	MISSION VIEJO, CA
E L S LANGUAGE CENTERS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	PRINCETON, NJ
E-GATE COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
ELEGANTE BEAUTY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LAKE FOREST, CA
EMPIRE ACADEMY OF MAKEUP	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	COSTA MESA, CA
ENFORCEMENT TRAINERS, INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LAKEWOOD, CA
EVANGELIA UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
EXECUTIVE 2000 INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
FELDE PUBLICATIONS & PROGRAMS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SAN CLEMENTE, CA
FIRST BEAUTY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
FULLERTON COMMUNITY COLLEGE	COMMUNITY COLLEGES	FULLERTON, CA
GERONTOLOGY TRAINING INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
GIRARD'S COLLEGE OF BEAUTY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
GLAMOUR BEAUTY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
GOLD COAST SCHOOLS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
GOLDEN ACUPRESSURE AND THER. MASSAGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
GOLDEN WEST COLLEGE	COMMUNITY COLLEGES	HUNTINGTON BEACH, CA
GOODWILL INDUSTRIES OF ORANGE COUNTY	APPRENTICESHIP PROGRAMS	SANTA ANA, CA
GRACE MISSION UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FULLERTON, CA
H & R BLOCK TAX SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
HAIR CALIFORNIA BEAUTY ACADEMY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
HEALTH SCIENCE ASSOCIATES	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LOS ALAMITOS, CA
HEALTH STAFF TRAINING INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
HELSTREAM INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	COSTA MESA, CA
HELLIER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
HERMADAD TRAINING CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
HOPE INTERNATIONAL UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FULLERTON, CA
HTH TECHNOLOGIES & TRAINING	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
HUBBARD COLLEGE OF ADMINISTRATION	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	TUSTIN, CA
HUNTINGTON COLLEGE OF DENTAL TECHNOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
HYGIENETICS ENVIRONMENTAL SERVICES INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ALAMEDA, CA
ICTP PROFESSIONAL SERVICES	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
INSTITUTE FOR APPLIED MGMT & LAW INC.	OTHER EDUCATION	NEWPORT BEACH, CA
INSTITUTE OF NETWORK TECHNOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SIGNAL HILL, CA
INSURANCE EDUCATIONAL ASSOCIATION	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	NEWPORT BEACH, CA
INTERCOAST COLLEGES	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
INTERIOR DESIGNERS INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	NEWPORT BEACH, CA
INTERNATIONAL CONSORTIUM OF TECHNOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
INTERNATIONAL GROOMING SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
INTERNATIONAL INSTITUTE OF PERMANENT COS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
INTERNATIONAL INSTITUTE OF TECHNOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA



Education Providers in Orange County

PROVIDER	CLASSIFICATION	BASE ORIGIN
INTERNATIONAL SUSHI ACADEMY	OTHER EDUCATION	BUENA PARK, CA
IRVINE VALLEY COLLEGE	COMMUNITY COLLEGES	IRVINE, CA
ITT TECHNICAL INSTITUTE	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
IVORY DENTAL TECHNOLOGY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
JACKSON HEWITT TAX SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	BUENA PARK, CA
JAMES ALBERTS SCHOOL OF COSMETOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	COSTA MESA, CA
KELLER GRADUATE SCHOOL OF MANAGEMENT OF KENSINGTON COLLEGE	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	IRVINE, CA
KIM ANH ACADEMY OF BEAUTY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
KYUNG SAN UNIVERSITY USA	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
L & P SCHOOL OF PROF. HYPNOTHERAPY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	GARDEN GROVE, CA
LAGUNA COLLEGE OF ART & DESIGN	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
LAKE FOREST BEAUTY COLLEGE	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	LAGUNA BEACH, CA
LANGUAGE SYSTEMS INTERNATIONAL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LAKE FOREST, CA
LARSON TRAINING CENTERS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
LEARNING TREE UNIVERSITY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
LENAIR AVIATION INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	CHATSWORTH, CA
LINCOLN INSTITUTE OF BODY THERAPY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
LINOGRAPHICS INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
LOLA BEAUTY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
LUMBLEAU REAL ESTATE SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
MARTIAL ARTS SECURITY TRAINING ACADEMY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	COSTA MESA, CA
MESA INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
MODERN TECHNOLOGY SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
MONTEREY PARK COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
MONTESSORI TEACHER ACADEMY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	MONTEREY PARK, CA
MONTESSORI TEACHER TRAINING INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LAKE FOREST, CA
MONTESSORI WESTERN TEACHER TRAINING PROG	OTHER EDUCATION	LAGUNA BEACH, CA
MORTGAGE TRAINERS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
MTI COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
NATEC INTERNATIONAL INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
NATIONAL BARTENDERS SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
NATIONAL LICENSE SERVICES	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
NATIONAL UNIVERSITY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	NEWPORT BEACH, CA
NETSYSTEMS SOFTWARE TRAINING, INC.	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	LA JOLLA, CA
NEW HORIZONS COMPUTER LEARNING CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
NEW STAR REAL ESTATE SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
NEWBRIDGE COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
NEWPORT ASIA PACIFIC UNIVERSITY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
NEWPORT PSYCHOANALYTIC INSTITUTE	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	NEWPORT BEACH, CA
NEWPORT UNIVERSITY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	TUSTIN, CA
NEWTON INTERNATIONAL COLLEGE	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	NEWPORT BEACH, CA
NOVA SOUTHEASTERN UNIVERSITY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
NTMA - ORANGE COUNTY SITE	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FT LAUDERDALE, FL
ORANGE COAST COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	COSTA MESA, CA
	COMMUNITY COLLEGES	COSTA MESA, CA

Education Providers in Orange County

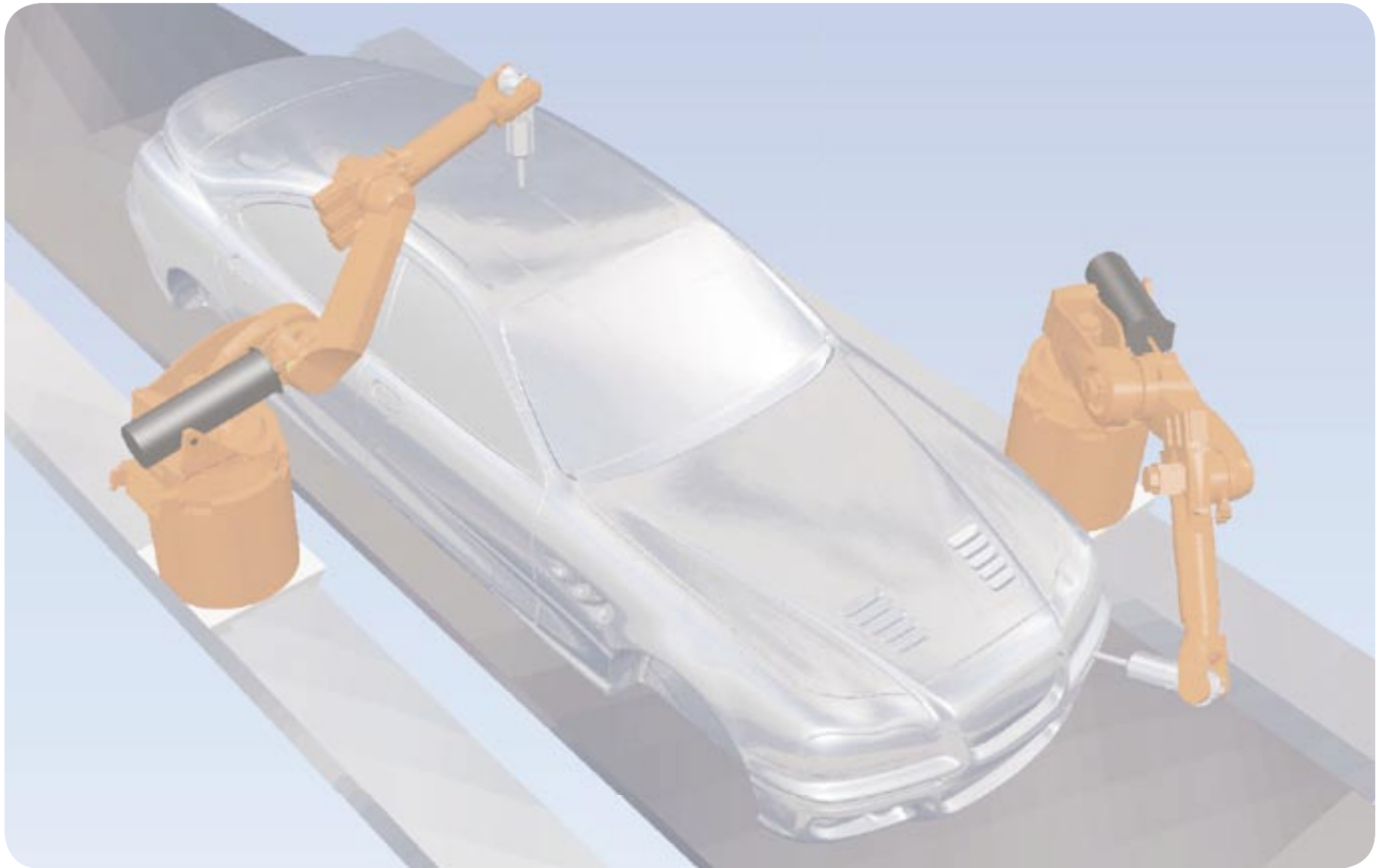
PROVIDER	CLASSIFICATION	BASE ORIGIN
ORANGE COUNTY SCHOOL OF CULINARY ARTS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
ORANGE DENTAL TECHNICAL COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
PACIFIC BEAUTY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
PACIFIC COLLEGE OF MEDICAL AND COMPUTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	COSTA MESA, CA
PACIFIC INTERNATIONAL COLLEGE OF ENGLISH	OTHER EDUCATION	LOS ANGELES, CA
PAUL MITCHELL THE SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	COSTA MESA, CA
PEPPERDINE UNIVERSITY - ORANGE COUNTY CA	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	IRVINE, CA
PLATT COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	NEWPORT BEACH, CA
PRACTICAL SCHOOLS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
PROFESSIONAL CAREER COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
PROFESSIONAL DEVELOPMENT COURSES FOR TEA	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SEAL BEACH, CA
PROFESSIONAL TRAINING INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LOS ANGELES, CA
PROFESSIONAL VETERINARY ASSISTANT SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
PROSOFT TRAINING	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
QPE TECHNICAL INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
RAINBOW REAL ESTATE SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
RAMONA'S VOCATIONAL SCHOOLS INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
REAL ESTATE TRAINERS INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
REALTY COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	WESTMINSTER, CA
RELIANCE SOFT TRAINING CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
S E R / JOBS FOR PROGRESS INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
SADDLEBACK COLLEGE	COMMUNITY COLLEGES	MISSION VIEJO, CA
SANTA ANA COLLEGE	COMMUNITY COLLEGES	SANTA ANA, CA
SANTIAGO CANYON COLLEGE	COMMUNITY COLLEGES	ORANGE, CA
SCHOOL OF SECURITY TECHNOLOGY	HOSPITAL OR HEALTH PROGRAMS	ORANGE, CA
SKILLRAMP	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
SMART DIGITAL TECHNOLOGY INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
SNAP - ON TECHNICAL TRAINING SYSTEMS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
SOFT - TRAIN INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
SOFTWARE EDUCATION OF AMERICA, INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	BREA, CA
SOUTH BAYLO UNIVERSITY	OTHER EDUCATION	ANAHEIM, CA
SOUTH COAST COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ORANGE, CA
SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FULLERTON, CA
SOUTHERN CALIFORNIA INSTITUTE OF TECHNOL	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
SOUTHERN CALIFORNIA SCHOOL OF EVANGELISM	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	BUENA PARK, CA
SOUTHERN CALIFORNIA SCHOOL OF FLORAL DES	OTHER EDUCATION	ANAHEIM, CA
SOUTHERN CALIFORNIA THEOLOGICAL SEMINARY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	STANTON, CA
SO CALIFORNIA UNIV FOR PROFESSIONAL DEVELOP.	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SANTA ANA, CA
SOUTHERN STATES UNIVERSITY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	HUNTINGTON BEACH, CA
SPENTA UNIVERSITY	OTHER EDUCATION	ANAHEIM, CA
SPIRIT LIFE BIBLE COLLEGE	OTHER EDUCATION	IRVINE, CA
SPORTS MASSAGE TRAINING INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	COSTA MESA, CA
ST. MICHAEL'S SEMINARY	OTHER EDUCATION	SAN CLEMENTE, CA
STRUCTURAL RELEASE WORKSHOPS (INTRO TO S	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
SUNRISE AVIATION	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA



Education Providers in Orange County

PROVIDER	CLASSIFICATION	BASE ORIGIN
SUPERIOR AUTO INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
SUTECH SCHOOL	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
SUTECH SCHOOLS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LOS ANGELES, CA
T.E.S.T. NDT, INC.	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	BREA, CA
T.I.D. COMPUTER TRAINING CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
TARBELL INSTITUTE OF REAL ESTATE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
TECHNICAL CAREER INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LAKE FOREST, CA
TECHNOLOGIC INSTITUTE OF SOUTHERN CALIF	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
THANH LE COLLEGE, SCHOOL OF COSMETOLOGY	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	MIDWAY CITY, CA
THE DING KING TRAINING INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	NEWPORT BEACH, CA
THE FASHION INSTITUTE OF DESIGN AND MERC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
THE MODELS CENTER	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	IRVINE, CA
THE REAL BARBERS COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
TORO SCHOOL OF TRUCK DRIVING	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
TOURO UNIVERSITY INTERNATIONAL	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	CYPRESS, CA
TOURO UNIVERSITY INTERNATIONAL (AN INTER	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	CYPRESS, CA
TRAINING CONSULTANTS	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FOUNTAIN VALLEY, CA
TRINITY COLLEGE OF GRADUATE STUDIES	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	ANAHEIM, CA
TRINITY LAW SCHOOL AND TRINITY GRADUATE	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SANTA ANA, CA
UNION COLLEGE OF CALIFORNIA	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	GARDEN GROVE, CA
UNITED TRUCK AND CAR DRIVING SCHOOL, INC	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SAN DIEGO, CA
UNIVERSAL CAREER INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	SANTA ANA, CA
UNIVERSAL SCHOOLS & COLLEGES OF HEALTH &	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	RIVERSIDE, CA
UNIVERSITY OF CALIFORNIA IRVINE	PUBLIC 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	IRVINE, CA
UNIVERSITY OF PHOENIX	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	PHOENIX, AZ
UNIVERSITY OF PHOENIX, SADDLEBACK VALLEY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FOOTHILL RANCH, CA
US TECHNICAL INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	FULLERTON, CA
VANGUARD UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	COSTA MESA, CA
WEBSTER UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	IRVINE, CA
WEST HAVEN UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	CYPRESS, CA
WEST ORANGE COLLEGE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	GARDEN GROVE, CA
WEST PACIFIC INSTITUTE SCHOOL OF BODY TH	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	PLACENTA, CA
WESTERN INSTITUTE OF NEUROMUSCULAR THERA	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	LAGUNA HILLS, CA
WESTERN STATE UNIVERSITY COLLEGE OF LAW	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	FULLERTON, CA
WHITTIER LAW SCHOOL	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	COSTA MESA, CA
WILLIAM HOWARD TAFT UNIVERSITY	PRIVATE 4 OR MORE YEAR COLLEGES AND UNIVERSITIES	SANTA ANA, CA
WILSHIRE CONTINUING EDUCATION CENTER	COMMUNITY COLLEGES	FULLERTON, CA
WOLDEN MULTIMEDIA INSTITUTE	PRIVATE BUSINESS AND TECHNICAL SCHOOLS	ANAHEIM, CA
YORBA LINDA CONTINUING EDUCATION CENTER	COMMUNITY COLLEGES	YORBA LINDA, CA

Source: California Employment Development Department, Division of Labor Market Information



Attachment C : Summary Report / ATEP Questionnaire

SUMMARY REPORT

This Summary Report (Report) outlines the findings from the Advanced Technology & Education Park (ATEP) Questionnaire that was distributed to and completed by delegates/attendees of the South Orange County Community College District's Breakfast Roundtable Program on November 2, 2005. The Breakfast Roundtable was held in conjunction with the Orange County Business Council's "Innovation In Business" Week in the former Helicopter Maintenance facility on the ATEP site. Representatives/delegates included individuals from South Orange County CCD, from other surrounding area educational institutions, from Orange County business and industry and from local government (public institutions/agencies).

The questionnaire was not conducted in accordance with statistical polling practices and, thus, the results are not scientifically conclusive. The questionnaire was intended to provide anecdotal data with respect to the master planning effort being undertaken by the District.

The Report divides the respondents into two categories based on how the respondent identified himself/herself when completing the questionnaire. Category #1 consisted of respondents from the South Orange County CCD; Category #2 consisted of a mixture of respondents from other (non SOCCCD) post secondary two and four year educational institutions, from Orange County business and industry and local public institutions/agencies. There were a total of 79 completed questionnaires. South Orange County CCD comprised 22% of all respondents, other education institutions 24%, business and industry 44% and local public institutions/agencies 10%.

Category #1 responses – those of the South Orange County CCD are presented first. Category #2 – those of other post secondary education institutions, business and industry and public institutions/agencies – follow. The Report is structured to follow the questionnaire – i.e. addressing questions 1 through 6 in the order presented. The overall response to each question is summarized in the narrative.

Category #1 Responses: South Orange CCD

Question #1: What educational or career programs in high technology do you think are essential to the continued prosperity of Orange County?

South Orange CCD focused on 2 areas; types of programs and specific programs. Program types mentioned were those utilized in the "real world" producing high incomes. Also mentioned were staying in the technology "mainstream". Specific programs mentioned were Communication Technology, Medical Research and Film.

Question #2: What should be the focus of ATEP relative to its mission of serving the needs of Business and industry? (Respondent was asked to select 2 or less)

Respondents from South Orange CCD focused on the following 2 areas: Specific Tech Training for Business (the most popular response) earning 37% of all votes and General Tech Workforce Development at 27%.

Question #3: What would you be willing to do (as a participant with ATEP)? – i.e. Willingness to participate as 1) an advisory board member; 2) assist with developing joint-use programs

41% of South Orange County CCD respondents said they would be willing to participate as advisory board members. Only 18% were willing to assist with developing joint use programs.

Question #4: Are you interested in partnering with ATEP in a joint venture?

24% of respondents from South Orange County CCD said they would be willing to partner with ATEP, 41% said no and 35% did not comment.

Question #5: From your perspective and the information presented, list the strengths or assets that you see relative to the ATEP site.

Response to this question was quite varied. South Orange CCD listed location, size and land value as their top choice garnering 41% of the vote. Other assets listed were opportunity for high tech training and partnering with local universities and industry.

Question #6: From your perspective and the information presented, list the weaknesses and/or limitations that you see relative to the ATEP site.

The most prevalent response was lack of funding. There were also comments regarding the difficulty in realizing the “vision” presented. Familiarity with/by the community, lack of infrastructure, construction delays were also noted.

Category #2 Responses: Other Educational Institutions, Business and Industry and Public Institutions/Agencies

Question #1: What educational or career programs in high technology do you think are essential to the continued prosperity of Orange County?

The response from other educational institutions, business and industry, public institutions/agencies response was varied and focused on specifics such as biotechnology, environmental design, telecommunication, optics, rapid prototyping, security, and trades. The most popular response overall (20%) was emerging technology; local and global. Still others mentioned diversified programs, metrology and film. There were also comments regarding job market placement and training.

Question #2: What should be the focus of ATEP relative to its mission of serving the needs of Business and industry? (Respondent was asked to select 2 or less)

Category 2 respondents were in agreement with the responses from South Orange County CCD (Category I respondents) on this question, with the areas of specific tech training for business and general technology for training receiving the majority of the responses. Partnering in land/bldg development also received noteworthy support from Category 2 respondents.

Question #3: What would you be willing to do (as a participant with ATEP)? – i.e. Willingness to participate as 1) an advisory board member; 2) assist with developing joint-use programs

46% of Category 2 respondents stated they were willing to participate as advisory board members; 48% were willing to assist with developing joint-use projects and/or programs. The strongest response from Category 2 respondents was from that of other education institution, where 52% of respondents indicated a willingness to assist with developing joint use programs.

Question #4: Are you interested in partnering with ATEP in a joint venture?

60% of respondents from Category 2 indicated that they would be interested in partnering in joint venture development at the ATEP site - 18% said no and 22% had no comment.

Question #5: From your perspective and the information presented, list the strengths or assets that you see relative to the ATEP site.

Response to this question was quite varied. 31% of the Category 2 respondents indicated that location was the greatest strength of the ATEP site. This was response recorded the highest relative value of all responses to the question. The second most popular response with 10% was partnering with education, government and industry. Other strengths and assets listed were raw acreage, land value, high tech training and potential to address the long-term growth needs for Orange County.

Question #6: From your perspective and the information presented, list the weaknesses and/or limitations that you see relative to the ATEP site.

Across the board, the most popular response was lack of funding. Other comments were traffic congestion, lack of infrastructure, lack of presence from local businesses and the tendency of education to create programs without engaging business to support business growth. A few commented on ATEP being relatively unknown, the challenge of long term commitments, and difficulty in realizing visions presented. Only a small percentage (5%) indicated that there were no perceived downsides or weaknesses. Those comments came from public institutions/agencies and the business and industry sectors.

RAW DATA RESPONSES

Question #1: What educational or career programs in the area of high technology do you think are essential to the continued prosperity of Orange County?

IRVINE VALLEY COLLEGE/SADDLEBACK	
TEXT	TOTAL
NO COMMENT	9
TECH PROGRAMS PAYING A HIGH SALARY	1
STAYING IN THE "MAINSTREAM"	2
MEDICAL RESEARCH	1
BIOTECHNOLOGY, LASERS	1
AEROSPACE, MOVIE RESEARCH	1
DIGITAL FILM	1
PERSONAL DATA SYSTEMS	1
GRAND TOTAL	17

LOCAL COMMUNITY AND GOVERNMENT	
TEXT	TOTAL
DIGITAL IMAGING, BIO TECHNOLOGY	1
COMMUNICATIONS TECHNOLOGY, TRANSPORTATION TECHNOLOGY, ALTERNATIVE ENERGY	1
NO COMMENT	2
MEDICAL	1
FILM	1
PROGRAMS TIED TO GROWTH	1
PARTNERSHIPS WITH OTHER UNIVERSITIES	1
GRAND TOTAL	8

BUSINESS AND INDUSTRY

TEXT	TOTAL
BIOTECH, MEDICAL, R & D	2
3D SOFTWARE, AUTOMOTIVE DESIGN, ENVIRONMENTAL DESIGN	1
BRINGING ALL SEGMENTS OF POPULATION TO THE PROCESS	2
PRACTICAL TRAINING THEY WILL UTILIZE ON THE JOB	2
INTERNATIONAL BUSINESS, TRADES	1
DIVERSIFIED PROGRAMS ACROSS DEMOGRAPHICS	1
TELECOMMUNICATIONS	2
BUSINESS AND INDUSTRY (CON'T)	
METROLOGY	1
HIGH-TECH MACHINISTS, SOFTWARE DEVELOPERS	1
EMERGING TECHNOLOGY, LOCAL AND GLOBAL	7
ASSISTANCE WITH STARTING AND RUNNING A NEW BUSINESS	1
BIOMETRICS	1
OPTICS, LASERS, FIBER OPTICS	1
COMPUTER BASED PROGRAMS IN ARCHITECTURE	1
AUTOMOTIVE DESIGN, FILM, BIOTECH	3
NO COMMENT	6
ETHICS	1
RAPID PROTOTYPING	1
GRAND TOTAL	35

OTHER EDUCATIONAL INSTITUTIONS

TEXT	TOTAL
RESOURCES FOR START-UP COMPANIES (TRAINING, SERVICES, CONNECTIONS)	1
TRADES (WELDING, MACHINIST, TOOL DIE MAKING)	1
FIBER OPTICS	1
NANOTECHNOLOGY, BIOTECH, ADVANCED MANUFACTURING, SOFTWARE DEVELOPMENT, DIGITAL MEDIA	1
BIOTECH, SECURITY TECHNOLOGY, DATABASE ADMIN/ DEVELOPMENT	2
NO COMMENT	2
SECURITY ORIENTED	1
EDUCATIONAL STUDIES/PRESENTATION AVAILABLE TO PUBLIC GRAD PROGRAMS FOR COMPUTER/SOFTWARE ENGINEERING	2
ADVANCED TECHNOLOGY	4
ENTERTAINMENT	1
JOB MARKET PLACEMENT – COMPANIES AND STUDENTS WORKING TOGETHER	2
WATER/ENVIRONMENTAL	1
GRAND TOTAL	19



Question #2: What should be the focus of ATEP relative to its mission of serving the needs of business and industry? Select 2 or less

IRVINE VALLEY COLLEGE/SADDLEBACK	
TEXT	TOTAL
NO COMMENT	1
PARTNER IN LAND/BLDG. DEVELOPMENT	4
SPECIFIC TECH TRAINING FOR BUSINESS	10
GENERAL TECH WORKFORCE DEVELOPMENT	10
FACILITY RESOURCE FOR BUSINESS	2
OTHER: PLEASE SPECIFY: SOMETHING BRINGING REVENUE	1
OTHER: FEMA TRAINING	1
GRAND TOTAL (*29 RESPONSES BY 17 INDIVIDUALS)	29

LOCAL COMMUNITY AND GOVERNMENT	
TEXT	TOTAL
PARTNER IN LAND/BLDG. DEVELOPMENT	2
SPECIFIC TECH TRAINING FOR BUSINESS	6
GENERAL TECH WORKFORCE DEVELOPMENT	5
FACILITY RESOURCE FOR BUSINESS	
OTHER: PLEASE SPECIFY: SOMETHING BRINGING REVENUE	
EXPLORE OTHER INDUSTRIES WHICH BRING TECH AND NEW BUSINESS TO ORANGE COUNTY. (FILM,TV)	1
GRAND TOTAL (*14 RESPONSES BY 8 INDIVIDUALS)	14

BUSINESS AND INDUSTRY	
TEXT	TOTAL
PARTNER IN LAND/BLDG. DEVELOPMENT	9
SPECIFIC TECH TRAINING FOR BUSINESS	20
GENERAL TECH WORKFORCE DEVELOPMENT	16
FACILITY RESOURCE FOR BUSINESS	11
OTHER: PLEASE SPECIFY: PARTNER WITH K-12	1
OTHER: STRATEGY & FINANCIAL ASSISTANCE	1
POLICE MOTORCYCLE TRAINING	1
INTEGRATION OF TECHNOLOGY, INNOVATION, HUMAN SPIRITUALITY, ESTABLISHMENT OF CORE VALUES	1
INVESTMENT IN 21ST CENTURY: BROADCAST, INTERNET AND FILMMAKING	1
GRAND TOTAL (*61 RESPONSES BY 35 INDIVIDUALS)	61

OTHER EDUCATIONAL INSTITUTIONS	
TEXT	TOTAL
PARTNER IN LAND/BLDG. DEVELOPMENT	4
SPECIFIC TECH TRAINING FOR BUSINESS	16
GENERAL TECH WORKFORCE DEVELOPMENT	10
FACILITY RESOURCE FOR BUSINESS	4
OTHER: HAVE RESIDENTIAL/COMMERCIAL ZONED AREAS	1
OTHER: ABILITY TO CUSTOMIZE TRAINING BASED ON REGIONAL INDUSTRY TRENDS	1
K-12 EDUCATION, EDUCATIONAL PARTNERSHIPS	2
GRAND TOTAL (*38 RESPONSES BY 19 INDIVIDUALS)	38

Question #3: Which of the following would you be willing to do:

IRVINE VALLEY COLLEGE/SADDLEBACK	
TEXT	TOTAL
PARTICIPATE AS AN ADVISORY BOARD MEMBER TO GUIDE THE DEVELOPMENT OF ATEP?	7
NO COMMENT	7
ASSIST WITH DEVELOPING JOINT-USE PROJECTS/PROGRAMS BETWEEN ATEP AND BUSINESS/INDUSTRY?	3
GRAND TOTAL	17

LOCAL COMMUNITY AND GOVERNMENT	
TEXT	TOTAL
PARTICIPATE AS AN ADVISORY BOARD MEMBER TO GUIDE THE DEVELOPMENT OF ATEP?	7
NO COMMENT	1
ASSIST WITH DEVELOPING JOINT-USE PROJECTS/PROGRAMS BETWEEN ATEP AND BUSINESS/INDUSTRY?	3
GRAND TOTAL(*11 RESPONSES BY 8 INDIVIDUALS)	11

BUSINESS AND INDUSTRY	
TEXT	TOTAL
PARTICIPATE AS AN ADVISORY BOARD MEMBER TO GUIDE THE DEVELOPMENT OF ATEP?	21
ASSIST WITH DEVELOPING JOINT-USE PROJECTS/PROGRAMS BETWEEN ATEP AND BUSINESS/INDUSTRY?	25
NO COMMENT	3
GRAND TOTAL(*49 RESPONSES BY 35 INDIVIDUALS)	49

OTHER EDUCATIONAL INSTITUTIONS

TEXT	TOTAL
PARTICIPATE AS AN ADVISORY BOARD MEMBER TO GUIDE THE DEVELOPMENT OF ATEP?	14
ASSIST WITH DEVELOPING JOINT-USE PROJECTS/PROGRAMS BETWEEN ATEP AND BUSINESS/INDUSTRY?	16
NO COMMENT	1
GRAND TOTAL(*31 RESPONSES BY 19 INDIVIDUALS)	31

Question #4: Are you interested in partnering with ATEP in a joint venture?

IRVINE VALLEY COLLEGE/SADDLEBACK

TEXT	TOTAL
YES	4
NO	7
NO COMMENT	6
GRAND TOTAL	17

OTHER EDUCATIONAL INSTITUTIONS

TEXT	TOTAL
YES	17
NO	
NO COMMENT	2
GRAND TOTAL	19

**LOCAL COMMUNITY AND GOVERNMENT**

TEXT	TOTAL
YES	2
NO	2
NO COMMENT	4
GRAND TOTAL	8

BUSINESS AND INDUSTRY

TEXT	TOTAL
YES	18
NO	9
NO COMMENT	8
GRAND TOTAL	35

Question #5: From your perspective and from the information presented today, list the strengths or assets that you see relative to the ATEP site.

IRVINE VALLEY COLLEGE/SADDLEBACK	
TEXT	TOTAL
NO COMMENT	1
PARTNERSHIPS (INDUSTRY/EDUCATION...)	2
OPEN MINDED	3
OPPORTUNITY TO BUILD THE REPUTATION FOR SO ORANGE CCD	1
LOCATION, SIZE AND LAND VALUE	7
POTENTIAL TO SERVE SPECIAL NICHES	1
EDUCATIONAL PARTNERSHIP WITH LOCAL UNIVERSITIES	1
HIGH TECH TRAINING OPPORTUNITY	1
GRAND TOTAL	17

LOCAL COMMUNITY AND GOVERNMENT	
TEXT	TOTAL
PROPERTY, LOCATION AND VISIBILITY	3
NO COMMENT	2
EDUCATION FOR JOBS THAT PAY	1
TECHNOLOGICAL LEARNING HUB	1
EDUCATION/BUSINESS PARTNERSHIPS	1
GRAND TOTAL	8

BUSINESS AND INDUSTRY	
TEXT	TOTAL
LAND AND LOCATION; PROXIMITY TO NUMEROUS INDUSTRIES	13
NO COMMENT	6
RESOURCES; OPPORTUNITY TO CREATE AND INNOVATE (TELECOMMUNICATION)	4
PROMOTING COUNTY PARTICIPATION & SPONSORSHIP	5
VISION, CONCEPT, FOCUS, LEADERSHIP	5
OPPORTUNITY TO USE PORTIONS OF SITE WITH MINIMAL COSTS	1
PARTNERSHIPS: EDUCATION/GOV/INDUSTRY	7
INCREASED EDUCATIONAL OPPORTUNITY	1
OPPORTUNITY FOR BUSINESS TRAINING	2
GRAND TOTAL (*44 RESPONSES BY 35 INDIVIDUALS)	44

OTHER EDUCATIONAL INSTITUTIONS	
TEXT	TOTAL
LOCATION AND SIZE	8
SITE IS WELL KNOWN	1
CONNECTION WITH THE COMMUNITY AND EDUCATIONAL INSTITUTIONS / SYNERGY	3
WORKFORCE DEVELOPMENT IN TECHNOLOGY	3
ABILITY TO SERVE MORE STUDENTS	2
ABILITY TO BUILD UPON ORANGE COUNTY'S EXISTING RESOURCES AND ASSETS.	1
LONG TERM GROWTH FOR ORANGE COUNTY	1
STRONG LIAISON WITH CA COMMUNITY COLLEGES ECONOMIC AND WORKFORCE DEVELOPMENT PROGRAM	1
OPEN MINDED TO NEW IDEAS	2
NO COMMENT	2
STRONG COMMUNITY SUPPORT	1
GRAND TOTAL(*25 RESPONSES BY 19 INDIVIDUALS)	25

Question #6: From your perspective and from the information presented today, list the weaknesses or limitations that you see relative to the ATEP site.

IRVINE VALLEY COLLEGE/SADDLEBACK	
TEXT	COUNT
NO COMMENT	3
DIFFICULTY IN REALIZING VISIONS PRESENTED	2
ATEP IS NOT WELL-KNOWN IN COMMUNITY	2
NO INFRASTRUCTURE	1
NO WEAKNESSES	3
BUILDINGS TO HOUSE CLASSES ARE NOT COMPLETED	1
LIMITED FUNDS / HIGH COST	4
CONSTRUCTION DELAYS	1
MISSED OPPORTUNITY TO INCLUDE FACULTY IN PRESENTATION	1
GRAND TOTAL(*18 RESPONSES BY 17 INDIVIDUALS)	18

LOCAL COMMUNITY AND GOVERNMENT	
TEXT	COUNT
LACK OF FINANCIAL RESOURCES	2
NO COMMENT	3
ATEP IS NOT WELL-KNOWN IN COMMUNITY	1
LACK OF CONSIDERATION TO INDUSTRIES THAT BENEFIT DIRECTLY FROM APPLIED TECHNOLOGY	1
NONE	1
GRAND TOTAL	8

BUSINESS AND INDUSTRY	
TEXT	COUNT
NONE	3
NO COMMENT	13
LACK OF INFRASTRUCTURE / IMPACT OUTSIDE THE 68 ACRES	4
TRAFFIC CONGESTION	2
SITE TOO SMALL	2
TENDENCY OF EDUCATORS TO CREATE PROGRAMS TO STRENGTHEN BUSINESS COMMUNITY WITHOUT ENGAGING BUSINESS OR ESTABLISHING MEANINGFUL PROGRAMS TO SUPPORT BUSINESS GROWTH.	1
LACK OF FUNDS	9
ATEP IS NOT WELL-KNOWN IN COMMUNITY	1
BUSINESS AND INDUSTRY (CON'T)	
SUBSTANTIAL NEED FOR REGULAR MEDIA COMMUNICATION	1
LINGERING PROVINCIAL ATTITUDES IN ORANGE CO.	2
LOCAL HOUSING COST	1
DIFFICULTY IN REALIZING VISIONS PRESENTED	2
WEAK MARKETING STRATEGIES	1
GRAND TOTAL(*42 RESPONSES BY 35 INDIVIDUALS)	42

OTHER EDUCATIONAL INSTITUTIONS	
TEXT	COUNT
TRAFFIC IMPACT	2
LACK OF FLEXIBILITY	1
BURDEN ON TAXPAYER	1
CREATING A DIVERSE ENVIRONMENT IN TERMS OF RESIDENTIAL USE WITH MEDIAN HOME PRICES RISING	1
ABILITY TO OBTAIN RESOURCES NECESSARY TO GAIN COUNTY WIDE SUPPORT	1
LACK OF POSSIBILITY FOR VISIONS PRESENTED TO BECOME A REALITY	3
NO UNIVERSITY REPRESENTATION ON SITE	1
LACK OF PRESENCE FROM LOCAL BUSINESSES	1
BUSINESS MAY CLAIM AVAILABLE ACREAGE BEFORE EDUCATIONAL INSTITUTIONS CAN OBTAIN FUNDING	1
NO COMMENT	4
LACK OF FUNDING	1
PARTNERSHIPS REQUIRE MUCH COORDINATION AND PRESENT THEIR OWN SET OF CHALLENGES	1
DECISION PROCESS DILUTED BY SEQUENTIAL BOARD ACTIONS	1
TOO MUCH EMPHASIS ON HIGH TECH AND NOT ENOUGH ON ENVIRONMENTAL ENGINEERING; WE SHOULD BE THINKING NATIONAL/INTERNATIONAL; NOT LOCAL. WATER IS OUR CHALLENGE!	1
LONG-TERM COMMITMENT CHALLENGES. IS THERE A PLAN FOR ECONOMY DOWNTURN?	1
LACK OF DETAILED MARKET RESEARCH	1
LACK OF "TECH" LEADERSHIP	1
GRAND TOTAL(*23 RESPONSES BY 19 INDIVIDUALS)	23

