

Career and Noncredit Education Institute

April 25-27, 2019

THURSDAY, APRIL 25

9:00 AM – 12:00 PM

Pre-session (invitation only) – Liaison training

Pre-session (CCCAOE)

11:00 am-12:00 pm Registration

12:00pm-2:00 pm Lunch, General Session 1

Welcome

John Stanskas, ASCCC President

Cheryl Aschenbach, ASCCC CTE Leadership Committee Chair

Craig Rutan, ASCCC Noncredit Committee Chair

AB705 Data Revision Project

The passage of AB 705 (Irwin, 2017) has shifted placement and necessitated curricular changes throughout our system. To facilitate the accurate tracking of how curriculum has been developed to support students and align with legal requirements, the Chancellor's Office, the Academic Senate, the RP Group, and WestEd have collaborated to develop a revised curriculum coding structure. This session will summarize the proposed coding changes and how they will impact noncredit and CTE courses in the near future.

2:15-3:30 pm Breakout Session 1

CTE C-ID is Alive and Well!

C-ID is used to ease student transfer between community colleges and universities, but did you know it can also be used to assist in portability of coursework between community colleges, including for students in career education programs? Or that model curriculum can be accessed to aid in development of new courses, certificates, and degrees? Learn more about course descriptors and model curriculum already established in CTE disciplines, additional descriptors and model curricula in progress, and the benefits of aligning CTE curriculum with C-ID.

Curriculum Basics for CTE

A properly developed and well-supported CTE program provides students with the best the community college system has to offer: high-quality education in a field that has a high probability of employment upon program completion. The trick to ensuring that your program is a winner is understanding curriculum processes and having all the necessary pieces in place before you begin.

Join us as we share insights, pitfalls, and tricks to ensure that your program moves smoothly through the planning and curriculum processes from brilliant idea to state approval and beyond.

Noncredit Progress Indicators, Data Collection, and Metrics

While noncredit programs have the option to use progress indicators, assign grades, and provide transcripts, it is difficult to convey the success of noncredit programs without accurate data. With the creation of the new Student Success Metrics and the Student Centered Funding Formula, the importance of accurate data reporting and developing metrics that reflect the wide range of noncredit student goals has never been higher. Please join us for a discussion about progress indicators and how incorporating them into your local SIS system and reporting all noncredit data to the Chancellor's Office could support the development of accurate noncredit metrics.

Online Education for Noncredit with the Creation of the California Online Community College

Despite what you might have heard, noncredit classes can be offered in fully online and hybrid formats. Many colleges have struggled to implement online noncredit courses because of challenges with the attendance accounting procedures. Please join us for a discussion about the requirements for noncredit online courses, how to collect apportionment, and how the California Online Community College might open up the possibility of more online noncredit courses in the near future.

Counseling and Student Support Services for Noncredit Programs

What counseling and support services should colleges provide for their noncredit students? How do colleges ensure that they have sufficient services for their noncredit students, even if the population is small? How will the new SEA program impact the ability of colleges to offer counseling and support services to noncredit students? Please join us for a discussion of counseling and student support services for noncredit students and what these services might look like as we move to the SEA Program.

Basics of Noncredit

is your college considering incorporating noncredit courses and programs into your offerings? Please join us for a discussion of the basics of noncredit curriculum, including Career Development and College Preparation (CDCP) noncredit and methods for integrating noncredit into instructional programs.

Integrating Noncredit Faculty into Collegial Governance

Collegial governance committees are essential for effective college and district decision making, but normally these committees only include full time faculty. With the majority of noncredit instructors being part time, how do colleges make sure that the noncredit voice is included in governance discussions? Please join us to discuss the importance of including noncredit voices in collegial governance and collaborating with bargaining units to ensure that noncredit instructors are able to participate.

3:30-3:45 pm

Coffee Break

3:45-5:00 pm Breakout Session 2

Coding is Fun and Coding is for All!

Coding is one of the most important job skills required for the future and has become the most in-demand skill across industries (Dishman, 2016). It is expected that 3.5 million computing-related jobs will be available by 2026, yet only 17% of these jobs could be filled by qualified college graduates whose major are in computer science (Gilpin, 2014). Learn more about the demand for qualified coders and how coding can help to develop logical, critical, and creative problem-solving skills needed for the 21st century. Bonus: for hands-on experience coding, bring a laptop computer with internet access (optional).

Dual Enrollment: Nuts, Bolts, and CTE

Much of the focus of dual enrollment has been to increase FTES while increasing completion of Associate Degrees for Transfer, but dual enrollment in career education courses is increasing. Learn the basics of dual enrollment while also diving in deeper about the partnerships necessary, implementation, and impacts for K-12 schools, community colleges, and, of course, students.

Counseling and Student Support Services for Career Education

Developing collaborative relationships between career education programs and student services leads to a more holistic approach to meeting the needs of diverse populations of students. This interactive session will highlight effective practices for career education-specific counseling and other student support services and will provide an opportunity for discussion about implementation strategies.

Building Bridges between K-12 and California Community Colleges in Adult Education

With the regionalization of adult schools through the adult education consortia, community colleges and adult schools had to learn to work together to provide CTE, noncredit, and credit instruction and services to their students. In this breakout, effective practices for collaboration between colleges and adult schools will be explored and discussed.

Beginning and Expanding Noncredit at Your College

Now that Career Development and College Preparation (CDCP) apportionment is the highest in the system, many colleges are looking to create noncredit programs for the first time. What are the considerations when creating a new noncredit program? How do you integrate noncredit into institutional planning to support the growth of the program to meet the needs of different groups of students? Come to this breakout to discuss considerations for starting noncredit from scratch and how to help smaller noncredit programs grow and flourish.

AB 705 and the Impacts on Noncredit Instruction

AB 705 (Irwin, 2017) has fundamentally changed how students are placement and instruction for students in mathematics, English, and English as a Second Language (ESL). How could these changes impact noncredit students? How might noncredit faculty be able to help their credit colleagues better meet the needs of students? Please join us for an overview of AB 705, the impacts on noncredit programs, and how noncredit may be what many colleges need to serve their students.

Work-Based Learning

There is much confusion over work-based learning, especially the use of internship, cooperative work experience, and apprenticeship. Review elements of each, including how each is funded, the collaborations necessary between colleges, employers, and students, and the options available in credit and noncredit. OR Panel of practitioners with effective practices and examples

5:30-7:00 pm Reception and Networking

Grab a drink at the no host bar and join your colleagues for conversations and networking in a relaxed setting.

FRIDAY, APRIL 26

8:00-9:00 am Registration, Breakfast

9:00-10:15 am Breakout Session 3

Re-enrollment Regulations and Local Practice in CTE

Since repeatability regulations changed in 2012, many CTE programs have struggled to re-enroll students when students need to maintain skills in their chosen industry. Review the regulations around repeatability, the situations when students may re-enroll, the local policies and procedures that need to be in place, and local practices that may help students navigate what is often a difficult process.

Collaborative Programs and Curriculum Development

Regional efforts in career education are resulting in collaborations between colleges and districts, but can a single degree or certificate be shared between colleges? Join us to learn more about collaborative programs, an overview of the Chancellor's Office-led effort to have a collaborative cyber security program, and what is needed to develop and submit curriculum to the Chancellor's Office.

Contextualized Curriculum

This breakout will offer a brief overview of contextualized learning and an opportunity to explore ideas for partnering with English, math, and ESL colleagues to contextualize learning in order to enhance student performance and success. Attendees will be encouraged to share lessons learned and to consider ideas for contextualizing basic skills across the curriculum.

The Importance of Vocational English as a Second Language Programs

The passage of AB 705 has brought renewed focus on the importance of English as a Second Language (ESL) instruction and clarified that it is not basic skills instruction but is teaching English to individuals that already know one or more languages. The improved clarity is vital for understanding the importance of ESL for our students, but AB 705 has focused on the writing and reading needs of students planning to transfer. What about students that need help with conversational or written English in the workplace? Please join us for a discussion about best practices in supporting Vocational ESL (VESL) students and how to add VESL instruction to your existing ESL program.

Developing Pathways from Noncredit into Credit

Noncredit and credit instruction are often viewed as completely separate and unrelated forms of instruction. In reality, noncredit instruction can complement credit instruction by providing an onramp for students into credit ESL, transfer, and CTE programs at a college through the articulation of noncredit courses with credit courses and the development of mirrored courses. Join us to learn how noncredit to credit pathways can be developed and used to expand the opportunities for your students as they complete their education.

Full-Time Noncredit Faculty and the Faculty Obligation Number (FON)

The passage of AB 705 led to the creation of the Faculty Obligation Number (FON) that specifies the minimum number of full-time faculty a district is required to employ. Unfortunately, only credit faculty count towards the FON which has made it difficult to hire sufficient numbers of full-time noncredit faculty. How can we incorporate noncredit faculty into the FON in a way that won't decimate colleges with large noncredit offerings? Please join us for a lively discussion about different ways to try and move our system forward to better support noncredit faculty.

CTE and Noncredit Counseling Faculty and Community Partnerships

10:15-10:30 am Break

10:30-11:45 am Breakout Session 4

Credit and Noncredit Collaborations for a Stronger Work Force Program

California community colleges prepare students for entry level as well as middle skills employment and assist currently employed students as they skill up for mobility up the employment ladder. Join us to discuss how elements of a strong work force program can be strengthened through credit and noncredit collaborations.

Strong Work Force Stars: Recognizing Excellence in Student Outcomes

The Strong Work Force Stars program was created to highlight excellence in student outcomes, particularly an increase in earnings by 50% or more, attainment of a living wage for the region, and employment of 90% or more of graduates in the field of study. Learn more about the Strong Work

Force Stars program, the metrics behind it, and how to determine whether your program has earned a gold, silver, or bronze star! Your college doesn't have some of the programs highlighted? Reviewing SWF Stars could also provide ideas for local and regional career education program development. OR Include a panel of SWF Stars from So Cal

Sierra College Hacker Lab: Leveraging Public and Private Partnerships for Innovative Maker and Co-Working Spaces OR Highlights of MakerSpace Initiative Colleges & Projects

Regional Collaboration: Market Career Education Programs through Professional Development for Counselors

In a multi-college and inter-segmental collaboration, Napa Valley College, Santa Rosa Junior College, and College of Marin developed a one-day conference with an emphasis on career education for area counselors from the colleges and regional high schools. Learn how this idea came to be, how it was funded, and what counselors had to say while considering whether a similar collaboration could be beneficial to students, counselors, and career education programs in your region.

Integrated Immigrant Education

Immigrant Integration is at the forefront of today's political spectrum. Find out how the California Adult Education Program and community colleges joined forces to create pathways to jobs, to citizenship, to language acquisition, and to civic engagement. Hear the stories about student success as they travel the twists and turns of immigrant integration.

Noncredit Curriculum Requirements and Approval Processes

Unlike credit curriculum, noncredit curriculum must still be reviewed and approved by the Chancellor's Office. What is required when submitting noncredit courses and certificates? How does the approval of noncredit programs differ from those for credit? Will streamlined approval for noncredit curriculum ever be available? Please join us for the answers to these and any other questions about the submission and approval of noncredit courses and certificates.

Effective Collaborations between CTE, Noncredit, and General Counseling Faculty

12:00-2:00 pm Lunch, General Session 2

CTE MQs and Equivalency (Equivalency Toolkit)

Cheryl Aschenbach, ASCCC Executive Committee

Dianna Chiabotti, Napa Valley College

Lynn Shaw, CCC Chancellor's Office

Do your program have difficulty hiring industry experts who do not have a college degree? In response to Strong Work Force recommendation #13, the Chancellor's Office, Academic Senate for California Community Colleges, and other system partners have been working to develop the Equivalency Tool Kit in an effort to promote and increase the use of equivalency in local hiring processes. Join presenters for an overview of the tool kit and for a conversation about how to promote equivalency to the benefit of your program.

2:00-2:15 pm Coffee Break

2:15-3:30 pm Breakout Session 5

CTE MQs and Equivalency Toolkit

A follow up to the general session for attendees to get their specific questions about CTE Equivalency Toolkit and how to incorporate the tools into your local equivalency process.

Apprenticeship

The Strong Workforce Program calls for the expansion of apprenticeship opportunities for students. However, apprenticeship is often confused with internships, and is often incorrectly viewed as another form of career and technical education. Apprenticeship done well can be of great benefit to students and is a key to expanding the middle class. Come to this session to learn about the basics of apprenticeship and the benefits of apprenticeship for our students.

Strong Workforce Resources: Regional Consortia, Centers for Excellence, Sectors Navigators and Deputy Sector Navigators

Since the inception of the Strong Workforce Program, there has been an increased investment in coordinating efforts across regions and sectors to support and build CTE programs. This session will provide an overview of regional planning efforts, regional structures, access to data, key talent available as a resource, and the important role of faculty in regional governance.

Regional SWF Curriculum Development: An Inland Empire Entrepreneurship Example

Teaching the Noncredit Student

Noncredit programs provide students from diverse backgrounds with open access to education. Who exactly are noncredit students? In this session, the presenters will discuss the unique learning needs of noncredit students, how they are different from credit students, and describe the goals and pathways of noncredit students.

What Everyone Needs to Know About the California Adult Education Program (CAEP)

With the passage of AB 86 in 2013, the realignment of adult education began by requiring school districts and community college districts to establish consortia for the joint administration of adult education. Following the planning phase of realignment, AB 104 was passed, and the adult Education Block Grant was established for the purposes of implementing the realignment of adult education. As we move to the California Adult Education Program (CAEP), adult education continues to progress in K-12 and the community colleges. What changes are on the horizon for adult education? Please join us for a discussion of the past, present and future of adult education in California.

Strategies and Challenges of Program Development and Expansion (include Centers of Excellence)

3:45-5:00 pm Breakout Session 6

Career Counseling

Some students may find difficulty in narrowing down the wide variety of options on their pathways toward their career goals. Developed specifically for the California Community Colleges by counselors, staff, and stakeholders from across the state and offered to colleges at no-cost, the CCCMyPath Career Coach employs a quick, interest-based assessment to connect students' interests to careers and college programs, facilitates student engagement by connecting coursework to a future goal, and equitably identifies strategic pathways for all types of students.

Strong Work Force: CCCs and K-12

What's new with the Strong Work Force program? Lynn Shaw, Interim Director of Workforce and Economic Development at the Chancellor's Office for an overview of the Strong Work Force program, accomplishments since it was established in 2016, resources available to faculty including funding and key talent, and information about the K-12 Strong Work Force program.

Exploring Work-Based Learning Opportunities Noncredit Students

Work-based learning continues to be an essential part of credit instruction, offering internships, cooperative work experience, and apprenticeship opportunities that give students practical experience to accompany their in-class instruction. Unfortunately, similar opportunities are rarely available for noncredit students. Please join us for a discussion about the work-based learning opportunities available and how they might be incorporated into noncredit programs to increase the opportunities for students.

Inmate Education and Formerly Incarcerated Students

This workshop will explore, from the state and college levels, how community colleges can build their capacity for creating educational programs for incarcerated and formerly incarcerated students. Topics will include policy hurdles and how the state's existing structures can bring education and criminal justice together through educational programs.

Collaboration between Credit and Noncredit in Strong Workforce Program

The noncredit College and Career Readiness Project (done through LAOC Regional Consortia) is a cross-discipline project emphasizing the creation of coursework that leads to college readiness in credit CTE programs and immediate employment. How could the lessons learned from this project help your college set up similar collaborations between credit and noncredit? This session will describe the work of the project and how your colleges might implement similar projects locally.

CCCAOE - TBD (Workforce Development?)

SATURDAY, APRIL 27

8:00-9:00 am Registration, Breakfast

9:00-10:15 am Breakout Session 7

Advisory Committees: Guiding Curriculum and Connecting Students to Industry

Career Education programs are required to have advisory committees. This requirement can be leveraged into a powerful resource for programs and students. Explore how to construct a strong advisory committee membership, how to use advisory committee input to strengthen curriculum and connections to industry, how to leverage financial support, and how to connect students to advisory committee members and employment opportunities.

Career Interest and Assessment

An important onboarding element of guided pathways is career and interest assessments to help students identify pathways of interest. Discuss effective practices for assessing student interests, aptitudes, and determining potential career pathways.

Noncredit Prerequisites and Corequisites

Recent revisions to Title 5 have added the option to use noncredit courses as a prerequisite or corequisite for both credit and noncredit courses. These noncredit courses can be used to restrict enrollment, something that noncredit courses have not been used for in the past. How will the ability to require students to complete a noncredit course change placement practices for all students? How can noncredit courses support students in ways that credit courses don't? Please join us for a discussion about creative ways to use noncredit courses to support the needs of all students.

Scheduling Options and Attendance Accounting in Noncredit

Noncredit courses are not only offered as open-entry/open-exit, with many colleges offering managed enrollment courses. How do these scheduling methods differ? What are the advantages of each type of scheduling? Please join us for a discussion about the different options for scheduling noncredit courses and the funding challenges noncredit programs face every day.

Tutoring, Supplemental Instruction, and Other Support Services in the World of AB 705

AB 705 (Irwin) has fundamentally changed placement and basic skills instruction in the California community colleges. How can colleges use tutoring and other services to support students enrolling in transfer level courses? How can colleges support the students taking basic skills noncredit courses to improve their skills before enrolling in transfer level? Please join us for a discussion of different ways to support students in the World of AB 705.

Developing Success Metrics and Integrating Noncredit into the Student Centered Funding Formula

The creation of the new Student Centered Funding Formula fundamentally changed the way colleges are funded, but noncredit programs are still funded using the previous funding model. How do we integrate noncredit into the funding formula metrics? How do we define success for noncredit students? Please join us for an interactive discussion about the changes in community college funding and how to ensure that noncredit programs aren't left behind.

10:30-12:00 pm General Session 3

Competency Based Education

Talk of competency-based education (CBE) has been increasing, both due to the California Online Community College District and as a means of assisting more students, particularly adult learners, complete their educational goals. While it may be a new idea to some, many CTE and noncredit educators already use CBE, particularly in open entry/open exit class formats. Explore what CBE is and how it can be used for students in your discipline.

12:00 pm INSTITUTE CLOSES