

Letter from the President

*by Anna Garza,
ACCE President*

ACCE members and colleagues:

I am excited to start this year as your ACCE President and I am also feeling challenged. What interesting times to be president of ACCE! So many things are happening for us—with Title 5 changes, additional funding for some of our program areas (at last!), budget stalemates in the legislature, as well as opportunities for new programs and partnerships all over California. I am looking forward to working to stay abreast of this change but I also want to encourage each of you to become more involved in ACCE and to follow the happenings this year. You can do that by renewing your membership, joining the ACCE listservs, following and participating in the discussions

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DON'T MISS OUT: ACCE'S 2008 ANNUAL CONFERENCE IN PALM SPRINGS

February 25, 26 and 27

"Insight at the Oasis - Reflecting, Recharging and Responding to the Challenges Ahead"

ACCE is planning its biggest and best conference yet at the beautiful Hyatt Regency Suites in Palm Springs. Set against a backdrop the beautiful San Jacinto mountains, the venue offers luxurious suites, private terraces, spectacular sunsets and nearby golfing, tennis, hiking, shopping and dining.



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Call for Presentations

The ACCE Board is seeking proposals for 60 to 75 minute workshops on topics of importance to our members in the areas of Community Education and Continuing Education. Proposals that stimulate dialogue among colleagues, highlight proven practices and innovative solutions, or present creative approaches to issues are especially welcome. If you have an idea for a presentation, **please submit a proposal as soon as possible but no later than October 29, 2007**. Proposal forms are online and should be submitted to Kerry Campbell-Price at kcampbell-price@santarosa.com.

Early Bird Special

ACCE members have until December 14 to postmark their early bird registrations. Save \$50 by sending in your registration today! Registration information is available at ACCEONLINE.ORG.

Adult High School Retention: Keeping the Students We Have

by Anna Garza, North Orange County, School of Continuing Education

The NOCCCD School of Continuing Education has operated an adult high school diploma program for many years. In 1997, like many ACCE member colleges, we received a noncredit matriculation allocation. This funding allowed the SCE to more comprehensively provide student services to those enrolled in the high school diploma program and we formalized orientation, assessment and counseling services. Matriculation services became the point of entry for SCE students enrolling in high school diploma studies.

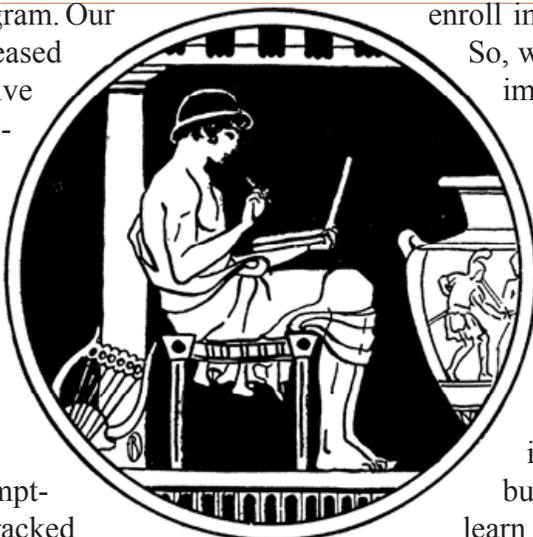
While we were pleased to add student services to our high school instructional program, we were disturbed by the large percentage of students who “stopped in” and “stopped out” of this program. Our diploma completion rates increased significantly each consecutive year, some years as much as 40-50% over a previous year, but these totals were still small in comparison to total enrollment in high school. So – what was going on? Why did students stop and start? What barriers were students encountering that might impact their studies?

Between 2000 and 2002 we attempted some outreach efforts and tracked the success of the interventions. These early efforts focused on reminder calls to attend Orientation and Counseling appointments, getting students to return to the high school lab to continue their studies. Then there was the “Grandma Effort” (at least that’s what I called it). We unleashed our secret weapons – three staff: Ginny, Bev and Robin! The spring prior to that year’s graduation ceremony, these ladies called a targeted group of 80 students who were within 20 credits of completing their diploma to get them back to the lab and finish their diplomas. As I listened to some of these calls, I was reminded of the kind of simultaneous encouragement and soft scolding we might have gotten from our grandmothers at different points in life. Well, it worked! Twenty-six students returned to the labs (a 25% return) and 13 of those students earned their diploma and walked in the graduation ceremony that

June - 13 adults who, if not for Ginny, Bev, and Robin, might not have finished their diploma that year.

In 2003-04 we did not do any outreach or reminder calls. If you receive matriculation funding you remember the 29% cut in 2004 to Matriculation. This translated for us to a cut of all adjunct counselors and hourly staff and faculty. As I analyzed effectiveness of matriculation services for that year, I found that between 40-50% of new high school students who received orientation and assessment did NOT enroll in our high school labs. I compared each term’s enrollment for the academic year and saw that if the student did not enroll in the term services were provided, neither did they

enroll in the next term, or any term that year. So, we lost them. Follow up was clearly an important component.



The following year the Matriculation Team worked again on strengthening high school retention. In March 2005 we hired and trained 4 “ambassadors” (college student interns) to work with the full-time matriculation staff at our three SCE campuses. The Ambassadors were trained not only in student contact and customer service but also in problem solving. They had to learn about SCE programs, classes, and services. The Ambassadors made follow up calls at every point of the matriculation process – orientation, counseling, and enrollment. If a student did not attend their lab for a two week period, an Ambassador would call to encourage the student to return. If the student could not return, the Ambassador would record the barrier or ‘Stop Out’ reason. We developed an Access database to track the retention data and this database was eventually networked over our three campuses to have a central data source for research.

Outcomes

We tracked two cohort groups in 2005, a total of 1,319 students. We have collected data on why our students stop or drop out. Many students could not continue at school because of work – a work schedule changed, they had to go to work to help the family or take a

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second job, they lost a job and were just trying to deal with daily survival issues, and so on. Some students could not be contacted as phone numbers changed or were disconnected (an indication of how difficult it is to serve this population). Students had transportation, child care, and just life issues. Students were more likely to continue and complete their studies after the first “Stop out” call, meaning that if we were able to reach out and convince them on the first call to return to class, we were more successful after that with the second or third call. One Ambassador shared how amused she was when a student she called said “I was waiting for you to call!” The Ambassadors have learned what the “Grandmas” knew – a little encouragement and cheer leading goes a long way. And perhaps no one else in that student’s life is providing this essential element.

We are pleased that our 2005 data showed that 69.7% of students tracked did enroll after receiving matriculation services of orientation, assessment, and counseling. Our persistence and retention rates for students who received any of these “Follow Up” services was 60% (very good for a noncredit program!). We have continued the ambassador calls with our high school diploma program. Once we saw the importance of Follow Up activities, we added a full-time staff person to institutionalize the ambassador program. Finally, we plan this fall 2007 to adapt this Follow Up effort to our short-term vocational certificate programs.

System Office Specialists to Present on Title 5 Changes at CCLC Conference

Vicki Warner and Juan Cruz, Specialists in Academic Planning and Development at the System Office, will present a workshop on changes affecting noncredit programs at the upcoming CCLC Conference in San Jose in November.

Entitled “Title 5 Regulation Changes: ‘New Rules’ for Noncredit Education in California Community College,” the presentation will explore recent changes to Title 5 regulations which allow for enhanced funding for specified areas of noncredit instruction and the approval of noncredit programs, including the high school diploma program. This presentation will focus on those changes and will provide a special update on the California High School Exit Exam Preparation Grant Program.

For registration information, go to www.ccleague.org

as they occur. We need your involvement and input more than ever. The 2006-07 year was a record year of attendance at our annual conference in San Francisco, primarily due to the increased focus on noncredit programs, but also because of the need to strengthen and protect our community education programs. So, I welcome your suggestions and ideas but watch out, because I’ll also ask YOU to get involved.

The ACCE Board held its annual executive retreat last month, July, at the site of our 2008 annual conference – Palm Springs. I think you will be pleased with the site and facility that the Board has selected. You will enjoy fine accommodations at the Hyatt Regency right on the strip in Palm Springs. This hotel offers suites and we’ve negotiated an outstanding rate for the conference. Kerry Campbell-Price, our new 1st Vice President, and our Council leaders are already at work planning an outstanding conference. We hope you plan to join us February 25 through 27, 2008 and enjoy this resort town at its best time of year – winter.

The Board welcomed new members at our retreat: Kerry Campbell-Price as 1st Vice President & President Elect and we welcomed the return of Cyndi Pardee to Secretary/Historian. We also convinced Scott Hammer to stay involved with ACCE by taking on the role of Web Master – something you will hear more about at our business meetings this year.

The Board will “change up” the workshops a bit this year so watch for a different slant on our traditional activities. We plan to do a spring activity most likely in May in Sacramento and take advantage of the legislative and budget issues happening by that time.

I am happy to be so closely involved again with ACCE and be back on the Board after a lapse of several years. It is an honor to work closely with such an outstanding and committed group of individuals, the ACCE Board. I respect the work that we all do across the state to help our local communities; sometimes I think it is quite remarkable. I have truly enjoyed getting to know so many of you and I like that we can easily share ideas, concerns, challenges, and solutions. I look forward to hearing from more of you and hope that you stay tuned to ACCE this year—it is going to be fun!

Update on Enhanced Funding Applications for Noncredit Courses Under Senate Bill (SB) 361

Background

The Community College Funding Bill, SB 361 (Scott), was signed into law by Governor Schwarzenegger on September 29, 2007. The bill established a uniform rate of \$2,626 per FTES for noncredit students as well as an enhanced rate of \$3,092 for noncredit courses in career development and college preparation. The 2006 Budget Act allocated \$30 million for courses that met the definition and provisions of Education Code section 84760.5 (a). Under emergency provisions approved on January 16, 2007, colleges applied for the enhanced funding for FY 2006/07 by submitting certificate applications for courses that met the established definition and criteria. This article summarizes the July 19, 2007 report submitted by the System Office to Governor Schwarzenegger.

Certificate and Course Approvals

During the initial approval cycle (March 1 through May 15, 2007), 391 career development and college preparation certificate applications were submitted by 32 community college districts, comprising 1,740 courses. The System Office approved 254 certificates consisting of 1,371 courses from 26 community college districts. Of these, 1,115 courses (81%) received enhanced funding. These courses were offered in 10,751 sections, generating 35,854 Full Time Equivalent Students (FTES) and representing \$16,708,430 in enhanced funding for FY 2006/07.

During the second approval cycle which ended June 1, 2007, 130 additional applications were received for review. Of these, 27 were previous submittals and 103 were new applications. The System Office estimates that an additional \$4 million in

enhanced funding will be approved. The final results will be included in the Legislative Progress Report next March.

Six community college districts—San Francisco, Rancho Santiago, Mount San Antonio, San Diego, North Orange County and Glendale—account for more than 80% of the total noncredit FTES for enhanced funding. Of the 254 certificates approved during the first cycle, most were submitted for short-term vocational programs (111 certificates of competency or completion), followed by ESL/VESL (94 certificates), Basic Skills (43 certificates) and Workforce Preparation (6 certificates). In terms of the type of certificate, 90.6% (230) were certificates of completion and 9.4% (24) were certificates of competency.

Future Funding Implications

In FY 2005/06, California's community colleges served 798,057 noncredit students and generated close to 86,722 noncredit FTES. Of these enrollments, the System Office estimates that 68% were generated by enrollments in areas that could meet the criteria for enhanced funding in career development and college preparation. Based on past enrollments in noncredit courses, the number of certificates submitted for review, and the steady stream of inquiries and requests for technical assistance, the System Office predicts steady growth for noncredit programs. ACCE greatly appreciates the efforts of the System Office staff for the phenomenal job they did in reviewing the certificate applications and huge volume of courses and we look forward to supporting the efforts of both the System Office and our constituent colleges as we continue to meet the educational needs of our students.



ACCE

ASSOCIATION OF COMMUNITY AND CONTINUING EDUCATION

Join Today!

Mail your check and the form below for each directory ordered to:

Bob Parker, 2nd VP/Membership,
915 L Street, #C125, Sacramento, CA 95814
or contact Bob at bparker@sdccd.edu or 619.388.4894

The cost of your directory includes ACCE membership for **calendar year 2008.**

- \$60 for one directory
- \$160 for three directories*
- \$300 for affiliate members**

* please submit a separate form for each directory ordered.

** commercial vendors, independent contractors, etc.

Name:				Title:						
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Area of Responsibility (check all that apply):

- Continuing (Noncredit) Education
 Community Education
 Economic Development
 CIO
 CEO
 Other: _____

State's Career and Technical Education (CTE) Plan Available for Review

It has been seven years since the State of California submitted a Perkins State Plan for federal funding of technical education programs. Since then, the need for a comprehensive statewide career technical education (CTE) system has continued to grow in response to the state's changing workforce needs and the globalization of the world's economy.

California is required by the federal government to submit a state plan in order to gain eligibility for federal funding under the Carl D. Perkins Career and Technical Education Act of 2006. This plan is intended to provide a vision for CTE that is larger than the programs supported by Carl D. Perkins funds, and will serve as an important foundation for the eventual development of a more comprehensive statewide CTE plan, one that would strategically link Perkins-funded programs to other CTE efforts. **This includes our noncredit programs.**

The Joint Advisory Committee on Career Technical Education (JACCTE) assures shared planning and coordination of CTE in California and provides a forum for the discussion of policies and procedures related to the Perkins funds. The committee consists of three members of the State Board of Education (SBE) and three members of the Board of Governors (BOG) appointed by

their respective board presidents. The committee's chair and vice-chair assignments rotate each year between SBE and BOG members.

The JACCTE is soliciting feed back on the draft Career and Technical Education Plan. Although the public hearings are over, you can still access web casts of the hearings and submit your own comments on the draft at <http://www.schoolsmovingup.net/cs/ctep/print/htdocs/ctep/home.htm>.

The full schedule for the implementation of the Plan includes the following milestones:

- September – October 2007 Synthesis and incorporation of public feedback into draft.
- October 2007 Draft version #2 complete.
- November 2007 Joint Advisory Committee for CTE (JACCTE) meeting to review draft; draft finalized.
- January 2008 CTE Plan presented to State Board of Education and Board of Governors of the Community Colleges.
- March 2008 CTE Plan presented to State Board of Education and Board of Governors for adoption.
- April 2008 Final CTE Plan submitted to US Department of Education.

CALL FOR JOURNAL ARTICLES

Did you know that many *ACCE Journal* articles are written by members who raise their hands to share their hard-earned experience? It is a great way to share your knowledge with your colleagues as well as gain some well deserved recognition for your program(s) and your efforts. We invite you to give some thought to writing for the journal, a quarterly publication with a circulation of more than 120 colleagues in Community and Continuing Education as well as the Chief Executive Officers and Chief Instructional Officers at your respective campuses.

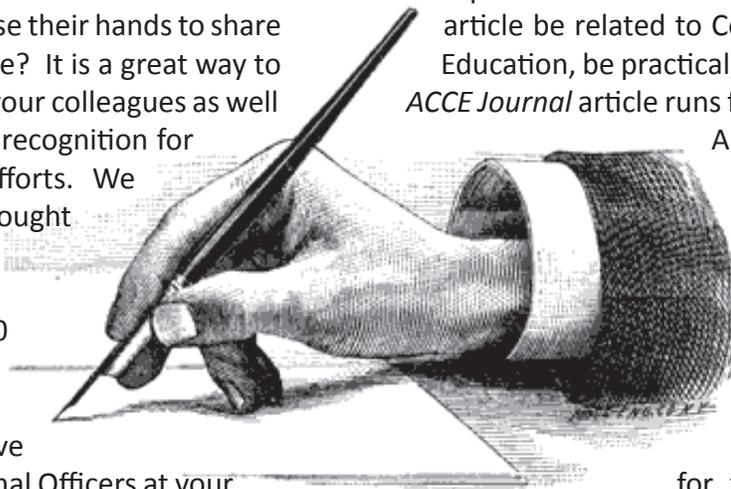
We're looking for real-world, in-the-trenches professionals who can write from their own

experience. The main criteria are that an article be related to Community or Continuing Education, be practical, and original. The typical *ACCE Journal* article runs from 700 to 1,500 words.

Articles can be submitted to me via e-mail (leblanc_eric@smc.edu). Please feel free to discuss possible articles with me, or with one of the other *ACCE* board members (see the address page for the email addresses of our board members).

I look forward to hearing from you!

Erica LeBlanc, Editor



Calendar of Events for ACCE and Related Organizations

October 2007

- Oct. 10-12 CCCAOE Conference (Cathedral City)
- Oct. 11 CCCEOA Workshop with Vicki Warner (Mt. SAC)
- **Oct. 29 Deadline for Proposals to Present at the ACCE Conference**
- Oct. 31 Deadline to apply for ACCCA Mentor Program

November 2007

- Nov. 16-17 LERN Conference (Orlando, Florida)
- Nov. 14 CCCMPA Conference (San Jose)
- Nov. 15-17 CCLC Conference (San Jose)

December 2007

- ACCE Journal (Winter Issue)
- **Nominations for ACCE Awards**



February 2008

- Feb. 20-22 ACCCA Annual Conference (Orange County)
- **Feb 25-27 ACCE Conference (Palm Springs)**

March 2008

- ACCE Journal (Spring Issue)
- Mar. 12-14 CCCAOE Conference (Sacramento)
- **Nominations for ACCE Board Elections**

April 2008

- Apr. 23-25 EWD Conference (Newport Beach, CA)

May 2008

- **ACCE Board Elections**

June 2008

- ACCE Journal (Summer Issue)

July 2008

- July 28-31 ACCCA Administration 101 – Class of 2008 (UCLA)

August 2008

- ACCE Board Retreat

September 2008

- ACCE Journal (Fall Issue)

See the list below for the full name of each organization and registration information.

ACCE: Association of Community and Continuing Education

acceonline.org

ACCCA: Association of California Community College Administrators

www.accca.org

CCCAOE: California Community College Association for Occupational Education

www.cccaoe.org

CCCEOA: California Community College Educators of Older Adults

lwicks@sce.cc.ca.us

CCLC: Community College League of California

www.ccleague.org

EWD: Economic and Workforce Development through the California Community Colleges

www.cccewd.net

CCCMPA: California Community College Matriculation Professional Association

www.smccd.edu/accounts/hughesj/registration

LERN: Learning Resources Network

www.lern.org

ACCE

Advocates for Lifelong Learning in California

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The ACCE Journal is published quarterly by the Association of Community and Continuing Education (ACCE), an organization of California Community Colleges.

The Executive Board of ACCE invites submission of information, announcements, research findings, and articles of interest to noncredit, contract education, and community education (fee-based) program providers. **For information or submissions, contact Erica LeBlanc at leblanc_erica@smc.edu**

ACCE Welcomes David Anderson as the New Community Education Council Leader

ACCE is pleased to welcome David (Dave) Anderson as ACCE's new Council Leader for Community Education.

Dave Anderson has served as the Director of Extended Education Department for Irvine Valley College since 2001. The department consists of the Emeritus Institute, Community & Contract Education programs, Workforce & Economic Development, and the Authorized Testing Center on the campus. He previously served the City of Irvine's Community Services Department for 13 years. At IVC, Dave has been instrumental in unprecedented growth in the Emeritus Institute's student population by over 200%, expanding services offered to older adults.

Previously, Dave served on the State Board of the California Park & Recreation Society (CPRS) and has had other State appointments. Dave has been the recipient of numerous awards from State and local CPRS boards, including a Lifetime Achievement Award from CPRS in 2000.

Dave received his Bachelors Degree in Communications from California State University, Long Beach and his Masters Degree in Negotiation, Conflict Resolution & Peacemaking from California State University, Dominguez Hills.

Welcome, Dave!