

## Letter from the President

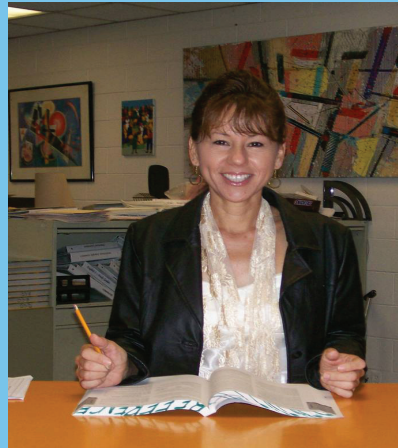
By Kerry Campbell-Price  
ACCE President

I returned to the office after the ACCE conference in February re-energized after listening to dynamic speakers, sharing ideas with ACCE members from around the state, and learning how to manage my email (thank you Bob Bramucci!).

Kudos to all of the people who helped organize the conference as well as the talented speakers and presenters who so graciously shared their time and expertise with us. A special thank you needs to go to Scott Lay from CCLC who flew down at the last minute to fill in for an ailing Leslie Smith and give us an exceptional (if not sobering) presentation on the state's budget (for those of you who weren't there---ask Scott to tell you how he managed to have the state budget go "up in flames" on his

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Overcoming many hurdles to completing her GED, Yolanda Carson now helps others who want to go to school.

## Student Success Story: A Dream Come True for Yolanda Carson.

By John Lindem  
and Corle Hoffman  
San Diego Community College

Yolanda Carson was just six years old when her mother mapped out her future, "You don't need an education. Look at me. I didn't go to school and I turned out fine. You just have to find a good man."

Living in Mexico, Carson never went to school until she was 12—and not to take classes—but to enroll her two younger brothers. The principal suggested she attend also. At least as long as she could fulfill the two requirements—wearing shoes and bringing a birth certificate. By age thirteen, and in search of a way to learn

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## ACCE Members Recognized at Annual Conference

By Jennifer Perez  
North Orange County Community  
College District (NOCCCD)

NOCCCD's School of Continuing Education (SCE) took top honors at February's statewide Association of Continuing and Community Education (ACCE) conference.



From left to right, SCE Interim Provost Christine Terry, George Dooley, Rita Pierce, Valentina Purtell, and ACCE President Kerry Campbell-Price.

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PowerPoint).

Community College Chancellor Jack Scott gave an impressive talk about his vision for our system and urged us to connect with our state legislators. (To that end, we made the decision to host next year's ACCE conference in Sacramento!) I think it goes without saying that we couldn't ask for a more articulate, knowledgeable leader than Jack Scott. With his experience as both a community college president and a state senator, he is definitely the right person at the right time to lead California's Community Colleges.

The next critical step for our state and our colleges will be the special election scheduled for May 19. ACCE's legislative analyst Leslie Smith has been doing a great job of sending material out to the listservs. The fiscal impact of not passing the critical propositions will be staggering to the state (and to higher education). If you haven't familiarized yourself with the propositions, do so now!

On May 1, ACCE will host a one day workshop at North Orange's

School of Continuing Education in Anaheim. Myrna Huffman, Director of MIS at the Systems Office, will discuss ARCC Reporting, MIS, and CDCP Coding and representatives from SCE will share their "best practices." Later, in June, the Community Education Council leaders will be scheduling drive-in workshops in the north and south. For more details, go to our website: [www.acceonline.org](http://www.acceonline.org). And speaking of the website, you'll see we have a new "look." We've upgraded our website and will be adding even more features in the coming months. Be sure to "bookmark" our site and visit it regularly for updates. Finally, watch for your ballot for ACCE officers, which should be mailed (or emailed) to you this month. This organization relies heavily on the energy and expertise of its members. If you're not ready to commit to a board position, consider hosting a drive-in workshop or working on the conference planning committee. If you'd like to volunteer or have ideas for workshops, just let me know: [kcampbell-price@santarosa.edu](mailto:kcampbell-price@santarosa.edu)

I look forward to hearing from you!



ACCE president Kerry Campbell-Price

*A Dream Come True, continued from page 1*  
English, she moved to San Diego.

A year later, her education was abruptly interrupted. Her mother asked her to return to Mexico and take care of some of her 13 brothers and sisters. Then, her mother dropped another bomb—an arranged marriage.

"I no longer have to take care of you now," said Carson's mother. "We found somebody to take care of you."

Within months, Carson was pregnant. Unfortunately, the marriage didn't work out, and with kids now to take care of, that was the end of Carson's education. Until twenty years later.

"All my life all I wanted was an education, I wanted a job," Carson said. "I wanted to be independent. I wanted to be my own woman. I didn't have any of that. I wanted a taste of it."

So, once again, Carson went to school. This time she went to the San Diego Community College District, specifically, the Educational Cultural Complex (ECC).

Her first goal was to pass the GED.

Carson remembers how one professor, John Smith, helped her get back on her track.



John Lindem (far left) and students who attend the Educational Cultural Complex at the San Diego Community College District.

"The only reason I succeeded was because he paid me unique attention," said Carson. "He gave me a bunch of books to take home. Even magazines and nature books. He'd ask me all the time if I was reading." Carson remembers that new concepts took forever to learn.

"I had no education at all," said Carson. "It took me eight long months to finish. I had to learn science, social studies, and math. One at a time."

After eight months, teachers told her she was ready to take the GED. But Carson wasn't convinced. Finally, she rode the bus to the test sight. She passed all subjects—except math.

"Everybody knows I struggle with math," Carson said. "It's no secret." Carson almost gave up again.

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# Brain-Based Teaching

## Educational Strategies for Enhancing Learning and Brain Health

By Pat Mosteller

"Brain-based learning" is the new buzz phrase that defines that place where neuroscience and pedagogy intersect, and encompasses everything from brain-friendly learning environments and curriculum design to brain games, cognitive exercises and designer education. Brain-based learning (BBL) techniques are based on how the brain interacts with the environment and how it best learns (ideal learning conditions). BBL can be enhanced when ideal learning conditions are identified and applied to instruction. In addition to understanding how the brain best learns, science has also discovered specific activities/exercises that can enhance brain fitness, as well (improving cognitive function through neurogenesis). Brain fitness (BF) exercises can enhance the adult brain's ability to learn and process information. In older adults BF can also reduce and reverse the affects of age-related cognitive decline that can lead to memory loss, dementia and Alzheimer's. Brain fitness occurs when ideal environmental conditions plus brain-based cognitive exercises are applied to instruction.

But what does it all mean to educators? Should we be changing the way we teach/design instruction to incorporate brain-based strategies and teaching techniques that actually make brains stronger as well as wiser?

For educators of older adults, the answer is a resounding "yes", however, recent discoveries about brain plasticity and their implications for education apply to all disciplines, populations and educational genre.

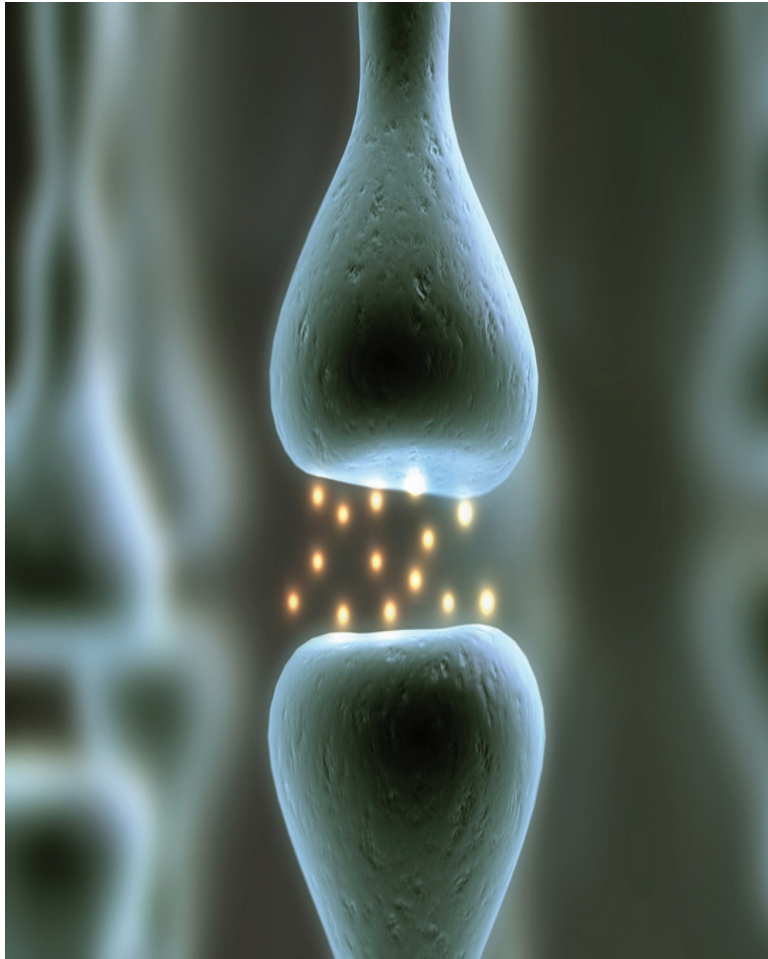
In response to state and national publications like "The Healthy Brain Initiative", "AARP's Survey on Lifelong Learning" and other strategic plans for the aging of

America, research on brain health and education is frequently reviewed and analyzed for possible applications to instruction in older adult programs. Recent discoveries and developments in neuroscience have significant instructional design implications for education as it relates to the learning abilities, health and wellbeing of older students. Older Adult Programs offering courses in physical fitness, health management and mental stimulation are already enhancing brain health and improving conditions for cognitive function, in general. By understanding specific principles behind newly developed programs that are

designed to improve brain function and strengthen neuro-modulatory systems in older adults, instructional designers can develop and incorporate new teaching strategies that will facilitate greater brain fitness in community college older adult classes, as well.

Creating healthier brains, reversing and delaying cognitive decline, improving memory, and increasing processing speed, along with enhancements in auditory and visual fidelity, have already been accomplished through scientifically constructed computer programs designed for improving the functioning abilities of adult brains

(e.g. PositScience, Brain Fitness and InSight Programs). Research studies and testing of participants have also shown that new skills and improvements in brain function and strength, gained through these scientifically designed programs, can be "generalized" to other activities of everyday living as well (for example –improvements in processing speed and peripheral vision, enhanced driving



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## Highlights from our February 2009 Annual Conference

We huddled together on the Queen Mary and had a great time. Our new Chacellor Jack Scott invigorated us with a speech about the importance of what we do. Walt Di Mantova and Dr. Bob Bramucci helped us find ways to declutter out lives and focus on the importance of change. There were many workshops targeting the needs of noncredit and community education. But some session s like the one offered by Jennifer Selke about blogging, podcasting, and videosharing found an audience for all ACCE members. We'd like to thank the sponsors for helping us put on the conference and we're grateful to the presenters who came to share their knowledge. But most of all, we would like to thank YOU, the ACCE members who came, participated, and made the conference a success.

See you in Sacramento next year!



Exciting Panel Discussions



Chancellor Dr. Jack Scott



Walt Di Mantova Energizes Us

### May - Noncredit Practitioners

Join Us May 1st at our Spring Conference at the Anaheim Campus of the North Orange Community College District. Featured workshops include: Collecting SSNs for Noncredit, ARCC Reporting, MIS, and CDCP Coding, SCE's Approach to Getting Their Data & Reporting in Order, and round table discussions

\$40 for ACCE members

\$40 for non ACCE member colleagues from the same college accompanying a member

\$50 for non ACCE members

Visit [www.acceonline.org](http://www.acceonline.org) to register



Community Education Discussions

### June - Community Education Practitioners

We haven't forgotten about you!

A conference is planned for you in June.

Visit [www.acceonline.org](http://www.acceonline.org) for more details.

# Upcoming Elections

It's that time of year again when we vote for new ACCE board members. Here are the candidates nominated so far. You'll be receiving an updated list of nominees and a ballot through the listserves. Remember to vote!

## Treasurer

Bob Parker

Bob Parker has worked at San Diego Continuing Education for 3 and one half years. He has worked with the California Community Colleges as a Financial System Consultant with Datatel prior to being hired by SDCE. Bob holds a MS in Accounting from San Diego State University and a BBA in Accounting from the Wharton School of the University of Pennsylvania with a BA in Communications from Glassboro State College in New Jersey. Bob has been an ACCE member since joining SDCE in 2005 and was elected to the ACCE Board in 2006 serving as 2nd VP/Membership. More recently Bob was appointed to the ACCE Treasurer position and is now running for this office.

## Secretary/Historian

Cyndi Pardee

Cyndi Pardee has been at Riverside Community College managing the community Education and Senior Citizen Education programs for approximately 14 years. Her previous careers were in church administration and in tax investigations for the State of California. Cyndi has been an ACCE member for all of her 14 years in the community colleges system and served on the ACCE Board for approximately 6 years.

## Continuing Education Council Leader

Valentina Purtell

Valentina Purtell is NOCCCD School of Continuing Education's new Dean of Instruction and Student Services for the Cypress Center. Purtell was previously SCE's manager of the English-as-a-Second Language (ESL) program. She received her degrees in English-as-a-Foreign Language and Russian Language and Literature in the Ukraine. Purtell has been honored as one of the LatinoOC 100. The award, comprised of 50 men and 50 women, sought the community's best, brightest, accomplished, influential and successful in making a significant impact to the success of the Hispanic community in Orange County.

### *ACCE Members Recognized, continued from page 1*

Rita Pierce received the Community Education Person of the Year award for her coordination of the Patrick Henry initiative, a career exploration and college planning project for local fifth and sixth grade students. The Patrick Henry initiative has been recognized by Orange County's "Latino Educational Attainment" initiative, started by the OC Register and the OC Business Council. Pierce's leadership is instrumental to the continuation of this vital 'access college' program for Latino families. Pierce was also recognized for growing the Kids College program by 150 percent and expanding the program to include teen offerings, meeting the requests and needs of SCE's local community.

Valentina Purtell received the Continuing Education Person of the Year award for her leadership in managing California's third-largest noncredit ESL program and expanding the program to assist thousands of students annually in more than 150 ESL, vocational, citizenship, and related specialty classes, all located at 70 educational sites. Purtell assisted in the development and implementation of the Academic Transition Program, wherein ESL, Adult High School, and college level classes are connected and bridged by a fully integrated academic transition program. Purtell has also been the force behind the

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"Without help," said Carson "I knew I wouldn't be able to pass math.."

She returned to ECC and her luck. changed for the better. They had just hired a second teacher, John Lindem, to teach math. And this time there was going to be a class. In the past, Carson had to study independently.

"Math was impossible," said Carson. "But he was tutoring me before class. And in class. And after class."

After taking the test a second time, she said waiting for the results was painful.

She ticked off the days on her calendar. On Valentine's Day, the results shipped in. Tearing open the envelope, she examined her scores.

"I was so happy. It was my valentines present," said Carson. "I never would have made it without the individual attention. I don't know how the other students did it. I guess they didn't."



San Diego's helpful BSI faculty and staff give students the individualized attention they need to succeed at the Educational Cultural Complex .

Then on March 11th, her birthday, she got something she had always wanted—a job. ECC was going to hire her. They wanted her help and experience to pilot a new program, the Basic Skills Initiative. In her job she assumed some of the paperwork responsibilities, so the instructors could be free to teach classes in math, reading and writing. Finally, students had the option of some individual assistance. Something she had said she wouldn't have passed without.

"We hired her because she knew what it would take to help others succeed," said Lindem. "She became the first BSI Instructional Assistant in Continuing Ed."

The program swelled. More instructional assistants were added. Tutors were brought on board. Informative seminars ensued. More classes opened. And more students got their GED.

"Everybody now is so fortunate to have tutors and help," said Carson. "This place really came up."

Now instead of only serving GED and high school students, the program has branched out to help anybody requesting assistance. Prospective police officers come to bolster their writing skills, construction workers seek to perfect their math, and foreign language speakers, such as Hadyatou Diallo, come to improve their English.

"I'm not here for my GED," said Diallo. "I already have my B.A. in Engineering from my country. I want to improve my reading and writing. I wanted to come learn English."

And the future is even brighter. Instead of vocational students coming to Continuing Ed., the classroom will be brought to their vocational training site.

"In January our I-BEST program opens," said Lindem. "It integrates vocational training with our popular basic skills classes." Carson, whose long road in education involved motherly advice, finding shoes to wear and hours of reading textbook after textbook, loves her job.

"This place, this new program," said Carson, "It's becoming almost magical. People can finally answer their dreams."

*ACCE Members Recognized, continued from page 5*

development of an ESL Department e-testing program to help incorporate new placement standards intended to improve the placement of students. In June 2008, the SCE ESL program received a Promising Practice Award from the California Department of Education and CASAS for recognition of this participation in the CASAS e-Tests Pilot Program. Her commitment to multicultural awareness and access to education for everyone were also mentioned as award-worthy.

Dooley's 25-plus years of service as an administrator, instructor and counselor in continuing education and economic development led him to be the perfect candidate for the Mariann Loniello award. Contributions made by Dooley include service as staff development chair, creating awareness for noncredit in his District on the college campuses by coordinating vocational education tours for noncredit students, interfacing with college faculty and counselors, supervising video production of the college vocational programs, and more recently serving on the board of the all District Counselors organization. Most notably, Dooley developed the adult college transitions program for noncredit adult high school diploma students and

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skills and decreased the rate of auto accidents in an experimental group of older adults.) This is education for the real world, with benefits that extend far beyond the classroom or the individual student. So how do these programs target cognitive weaknesses and what are the principles employed to create the most benefit to brain strength and learning?

Identifying the principles of brain strengthening education is not as easy as it may appear. While optimal conditions for brain-based learning suggests that, "The brain learns best when it processes cognitive, affective and psychomotor information simultaneously", for education to positively influence brain health (physical change), neuroscientist, Dr. Michael Merzenich (PositScience) adds that...

"Driving brain plasticity with positive outcomes requires demanding sensory, cognitive and motor activities, on an intensive basis, in a behavioral context designed to reengage and strengthen the neuromodulatory systems that control learning in adults, with the goal of increasing the fidelity, reliability and power of the cortical representations."

Sounds complex. Nevertheless, some (but certainly not all) strategies that have been proven successful in promoting learning and driving positive changes in the brain are listed here. Applying these principles to very specific, intense and controlled activities produces the greatest benefit. Use this list to imagine the possibilities for classroom application.

- Engage the attentional system of the learner (involve as many of the senses as possible, challenge the mind and the memory, encourage focus, intensify instruction, motivate, debate, speak clearly).
- Engage the reward system of the learner (incorporate surprise, facilitate incremental successes, repeat often, stress benefit, reward good efforts/successes).
- Integrate novelty (introduce the brain to new things, information, experiences, skills, feelings, thoughts, places, technology).
- Make the information meaningful to the learner (personal benefit, personal interest, emotional involvement).
- Engage the body – movement and exercise (get oxygen to the brain to release chemicals vital to neurogenesis, mental alertness, attentional focus, mood, feelings of wellness, motivation, perception and learning; and to reduce stress, anxiety, depression, anger and aggression).
- Present information/tasks that require cognitive, affective and psychomotor processing simultaneously (creative arts, complex physical routines, musical experiences, musical instruments, role play, fieldtrips, personal presentations).

California Community College Educators of Older Adults (CCCEOA) have been working to translate these strategies into specific brain-enhancing instructional activities, teaching techniques, and delivery methods for Older Adult courses. Best practices in brain-based teaching already employed in OA classes are being identified, clarified, reinforced and shared with other Older Adult Programs and faculty. Newly developed instructional strategies, methodologies and skills are being incorporated into syllabi, lesson plans, SLOs (student learning outcomes), course outlines, and faculty inservicing workshops. In Older Adult Programs, as new strategies are developed and incorporated into instructional design and implementation, outlines will be updated and instructors will be inserviced in the theories and applications behind the principles associated with brain-based teaching.

Brain-based teaching makes sense for all education. Learning to identify and employ beneficial strategies can improve instructional efficacy and student performance in every classroom. It also makes teaching more enjoyable for the instructor and learning more meaningful for the student – a positive influence on both brains. Learning more about brain plasticity, brain-based learning and age-related cognitive decline can spice up classes and motivate faculty. The scientific basis is sound and the results promise an exciting new direction in adult education.

"Brain Fitness and Brain-Based Learning" was the subject of a year-long sabbatical project for the San Diego Continuing Education, Emeritus (Older Adult) Program and was conducted by Pat Mosteller, Professor of Older Adult Studies. This article highlights one area of interest in the ever expanding realm of the learning brain and neuroplasticity.

#### *ACCE Members Recognized, continued from page 6*

was an initial developer of the Patrick Henry Elementary School project. Dooley continues his community service outside of SCE, contributing much of his personal time to his local Lions Club, personally collecting toys at Christmas time for children from the SCE family for local women's shelters, and serving the Orange County Department of Education's Horizons schools, an alternative education program for youth, by providing teacher in-service opportunities, tours of campuses, and programming for alternative students. Dooley's greatest contribution to SCE though is to his students. As a counselor who channels respect, a "tough love" and builds rapport with his students, Dooley has been known to be personally responsible for helping many of his students complete the high school diploma or enrolling at Fullerton or Cypress colleges.

Congratulations to SCE's three award winners - Rita Pierce, Valentina Purtell, and George Dooley!

# News Briefs....

## 2009 ARCC Report

The Chancellor's Office just released the 2009 ARCC (Accountability Reporting for the Community Colleges). It serves as an annual evaluation of college-level performance. Among some of the findings included in this year's report: California Community Colleges enroll more than 25 percent of all 20-to-24-year olds in California; students who earned a vocational degree or certificate in the 2002-2003 school year saw their wages jump 98.6 percent over the course of three years, and the California State University system continues to be the top destination for transfer students but rates are increasing for transfers to the selective University of California system. You can view the report at [www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc\\_2009\\_final.pdf](http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2009_final.pdf).

## Wanna Start a New Program or Class?

Customized information and maps that include local labor market data and trends is now available from the Centers of Excellence. The information can be used to help colleges start new programs, pursue grants, identify workforce skills gaps, and develop relationships with local businesses,

industries, and organizations. There are some new tools available: GIS analyses that show the clustering of businesses around a community college, trend analyses of an industry, and strategic planning that includes employment projections, earnings, and economic impact. More than 40 products are available through the COE. For more information visit their website at [www.coeccc.net](http://www.coeccc.net). The COE is a program initiative funded through Economic and Workforce Development.

## More Helpful Economic Data...

Other economic information is available from the Labor Market Section of the EDD. The 2008 Economic Profiles cover the period 2001-2006 with employment changes in 2007 and early 2008. A new cluster, Housing, has been added to track residential construction and related industries. To access the profiles, visit [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)

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*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 Deborah Robiglio at [deborahr@glendale.edu](mailto:deborahr@glendale.edu)