



SMC Emeritus Student Photography

# The Journal

Association of Community and Continuing Education

Spring 2021

[www.acceonline.org](http://www.acceonline.org)

## All Students Count

Jan Young – ACCE President

I am humbled to follow in the footsteps of our past President Madelyn Arballo. With the support of the ACCE Board, I strive to continue our advocacy efforts and provide an atmosphere where Community Education and Noncredit practitioners can share and learn from each other. Although this letter is preaching to the choir, I feel with the changing of the guard that I need to highlight our future path. Together, we can all affect change.

In a remarkable chapter of history, we are all witnessing a groundswell of a nation wanting a change to end systemic racism in our country. As educators, we must take the lead in demonstrating how to implement that change. This requires a change to our mindset as well as a change in how we do business as institutions. At times

the process might feel uncomfortable to many, but by keeping our goals in mind, ultimately doable. In addition, with the first pandemic in over 100 years, we have been forced to change delivery modes within weeks. These changes have made us all re-examine how to best reach our students and to explore options that best serve our students. All in all, a year of upheaval. But as a colleague once said to me, “A crisis is a terrible thing to waste.”

In these turbulent times, we need to leverage our strengths. Community Education has always provided a structure of offering curricula quickly to the public. More noncredit programs need to pilot ideas in Community Education format. It is especially true of offerings in Short Term Vocational

programs where Community Ed practitioners can now apply for Strong Workforce dollars. The distinctions between past labels of courses are becoming more fluid. Last year, the Chancellor’s Office introduced Competency Based Education as a model of learning for students – courses that do not focus on time dedicated to the course, but the skill attainment needed. As we know, this too is the definition of noncredit offerings. It behooves us to work with pilot credit CBE programs to understand how noncredit can “officially” offer these courses as well. By identifying similarities between



# President's Message, continued

offerings, there are opportunities to leverage different funding mechanisms.

With community colleges' lens focused on attaining equity for our students, we need to advocate for our noncredit students. Case in point: eventually CA provided CARE funds for noncredit students, but not until CA sued the Federal government. As a whole, noncredit students are the largest group of disproportionately impacted students by income, race,

and other measurements. As practitioners, we need to educate our colleagues that equity must exist for all our students regardless of the labels we affix to our students. ACCE's advocacy at the State level follows this credo as well. Our efforts to attain equal funding (to credit) for our managed enrolled classes is but one example (AB1727 and this year AB 421). ACCE is also actively working on changing legislation to provide internships for noncredit students.

Providing internship programs for some students, but not all, is an equity issue.

How we leverage change in this dynamic environment will determine the success of all our programs. Our efforts to serve our students to the best of our abilities unite us. Together with ACCE, we can affect change that will allow our students to succeed. It will take a village, but our goals are attainable.

## Sacramento Advocacy

*Ashley Walker*

The first year of a new two-year Legislative Session began on January 11. Much of the Legislature's focus over the past month has been on the Governor's January State Budget proposal and COVID-19 related policies. This year, the Governor's budget proposal is unique in that it contains immediate and early actions items for the legislature to consider that propose an additional \$12.8 billion of spending in the current fiscal year. The budget proposal then goes on to also propose a spending plan for FY 2021-22. Contained within the early action budget proposals, is a proposed relief package for community college students. The budget calls for \$150 million in one-time funds to provide emergency financial assistance grants to full-time, low income community college students. The Department of Finance has confirmed that noncredit students are eligible for these emergency grants.

While the focus has been on the budget, Members continue to introduce legislation outside of the COVID-19 pandemic. February 19 marks the deadline for all new bill introductions. Policy Committees will begin meeting to hear and vote on legislation in March. As you may recall, ACCE had the opportunity to co-sponsor a bill in 2019 with the San Diego Community College District, AB 1727 (Weber), that would have allowed this option for CDCP courses; however the Governor vetoed the legislation due to the potential cost impact. The bill has been re-introduced this year as AB 421 by Assemblymember Ward from San Diego, and ACCE will continue to support this legislative effort.

## ACCE Lifetime Achievement Award Neil Kelly—Chancellor’s Office

The 2020 ACCE lifetime achievement award was given to Neil Kelly of the Chancellor’s Office, who embodies service to students, but also brings a smile to our faces. He has spent the last several years dedicating his work and time in leading the alignment of two educational systems in delivering adult education. If there is anyone who is known as the face of AB86, AEBG, and now CAEP, it would be Neil Kelly, who we were proud to award the 2020 ACCE Lifetime Achievement Award.

Although Neil is well-known for his sense of humor, he has truly been valuable in navigating and leading adult education practitioners through policy and relationships. His colleagues at the Chancellor’s Office also have a high appreciation of him. Vice Chancellor, Workforce and Economic Development, Sheneui Weber praised Neil:

*“What is clear is that you are well respected by your colleagues, everyone talks about how knowledgeable and passionate you are about your work and consider the work you do for the Adult Education program the gold standard. You are a Rock Star!”*

Thank you, Neil, for your expertise and leadership in the world of adult education, and for teaching us more than policy, guidelines, and NOVA. Congratulations to Neil Kelly!



## L.E. Foisia—Mt. SAC

Most program creations focus on one college or one district’s efforts to serve students. L. E. and her team at Mt. SAC had the vision to collaborate with other community colleges in the LA regions to develop and share noncredit curricula. L.E. and her team submitted the proposal of Noncredit CTE Readiness to the Orange County/LA Regional Workforce board for funding consideration. Not only was the project approved, but it was the only noncredit project funded by the Regional Workforce Board and ranked highly in the final rankings of all submissions.

L. E. started the project by visiting over 20 colleges in the LA area to understand each college’s program emphasis and to gain insight as to each college’s future development of new program creation. Teams from the participating colleges met at Mt. SAC to exchange ideas and course curricula. Workshops were also given on growing sectors in the region to help colleges develop new programs. Funds from the grant allowed participating colleges to strengthen existing curricula and leverage new programs, many of these requiring significant start-up costs.

These efforts translated into shorter timelines in program development simply because of the collaborative nature of the project and the guidance that the project director, L.E., provided. This past year, the grant was renewed by the Regional Workforce to continue and, as a result, more programs and courses will be offered to noncredit students in the Region. L.E. not only championed the noncredit voice to ensure funding for her college, but also established a network of noncredit participating colleges willing to share information. L.E.’s leadership has helped foster the collaborative spirit of noncredit efforts in the LA region, and ignite the development of new noncredit programs. To this end, we believe L.E. is most deserving of this award.

Recognizing  
our award  
winning  
colleagues!



# Elaine Chapman—PCC Extension

Elaine Chapman was nominated and selected for this award in recognition of her national advocacy work on behalf of fee-based education and Community Education, and for her consistent and excellent representation of California Community Education at the national level. Elaine is the Director of the Pasadena City College Extension, and teaches Business classes at that institution as well.

Those of us in Community Education have appreciated the collegiality and the support and hard work that Elaine Chapman does for a long time. She has served on the ACCE Board in the past, and she continues to support this organization.

For several years recently, Elaine has advocated for Community Education at the national level by serving on the Learning Resources Network, or LERN Board. LERN is an international organization that supports lifelong learning through advocacy, conferences, whitepapers, and information that programs like Community Education in any state can use to improve their lifelong learning programs.

Here are some things Community Education colleagues have to say about Elaine Chapman:

*I served on the ACCE board with her for two years and have to say that her historical input and advocacy representation as a Community Education leader has always been and continues to be crucial and vital. Her wisdom, foresight, advocacy, analytic acumen, and strength of spirit most certainly has contributed to the advancement of Community Education.*

-Betty Sedor, Program Director of Community Education at El Camino College

*Elaine Chapman is a leader in community and continuing education not only in California, but nationally.*

*She has done outstanding work with her own program at Pasadena City College. And then she has shared her experience and expertise with others in the field throughout the state and nation. She has identified trends, issues, problems and solutions that others miss. As a LERN Board member, she contributed many hours to the field. But more important than the hours is her dedication and commitment to the improvement of individuals' lives, our communities, and our society as a whole.*

-William Draves, CAE, and President of LERN

*I had the pleasure to work with Elaine Chapman throughout my career in community education, over 12 years. As a former ACCE colleague Elaine was always willing to share her knowledge and expertise with our fellow ACCE colleagues. Every time I called out to Elaine she was always willing to listen and help offer solutions and gave me tremendous support. Elaine exemplifies entrepreneurship, innovation and professionalism--everything Community Education is about!*

-Rosie Armstrong, currently Director of Workforce Development: Agriculture and Healthcare Sector Partnerships | Office of Institutional Advancement at Hartnell College

Congratulations, Elaine!



# Santa Monica College, Emeritus Program

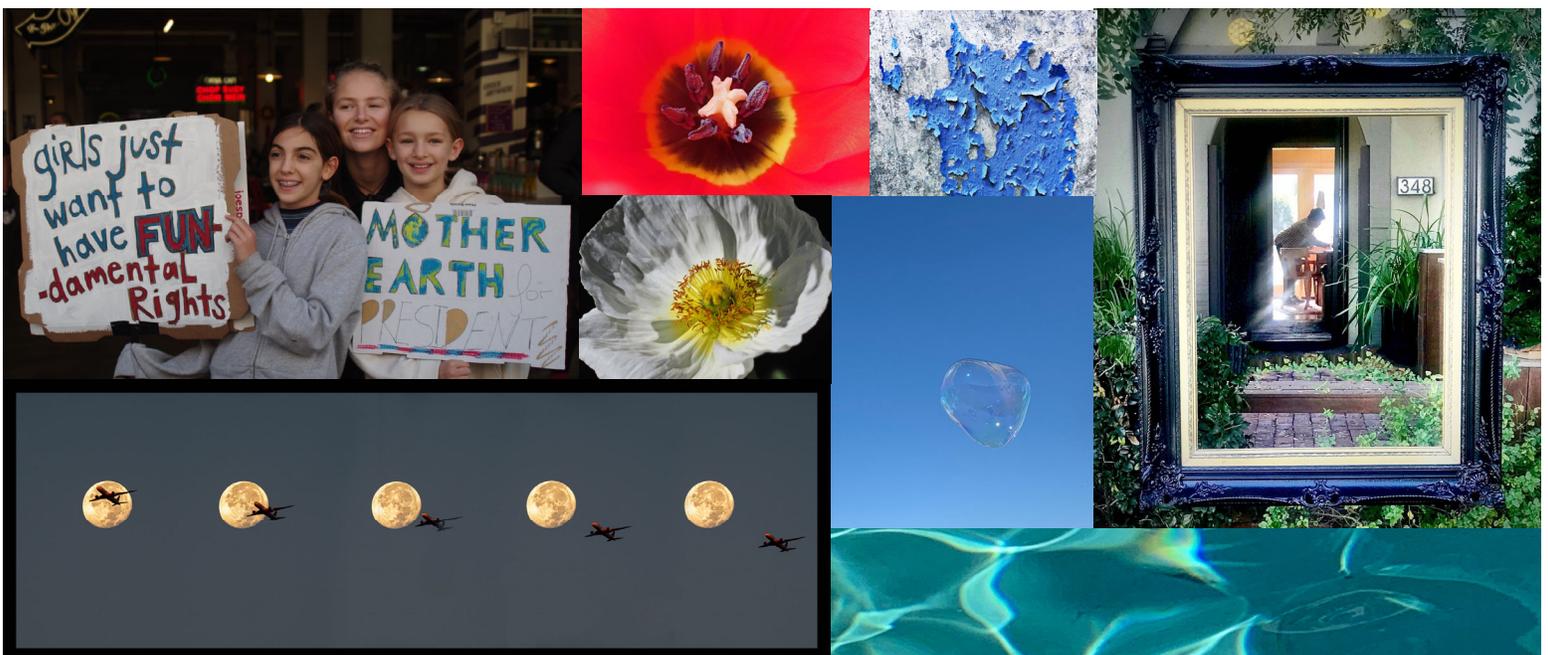
*Scott Silverman*

Our Emeritus Noncredit Older Adult program at Santa Monica College has endured the COVID-19 pandemic with style and grace. Our pivot to remote learning through Emergency Distance Education was not without major hurdles, but we have managed to keep almost all of our classes operational during the pandemic. A few instructors chose not to teach during COVID-19, or felt their content was not practical to teach remotely (i.e. the class that visited local botanic gardens to study art and horticulture), but in general, not only have our classes remained vibrant and full, but many faculty have elected to allow increased enrollment in classes during the pandemic. Some of our classes have exploded, from 100–150 to 250 students enrolled, but even our typical 25 student classes have stretched to accommodate 30-35 students in many cases. Whereas our physical limitations constrained class size and limited students to 4 classes per term initially, and then adding a class or two if there is more space, we now have students adding a lot of extra classes once the term starts.

We have also taken this opportunity to invest in the physical space we occupy. We already installed new webcams and projectors in most of the rooms (not the Art of Health and Conditioning spaces, for obvious reasons), and that was done before COVID hit. We've been adding windows where needed, upgrading the elevator, adding mirrors in one Health room, upgrading lighting, adding

automatic door openers even though our doors are currently ADA compliant, and still working on a major renovation on the building entrance. Some of this is covered by District funds, but our past fundraising efforts will foot a good portion of this bill. We also managed to get a complete makeover of our HVAC system, the source of countless complaints every week over the 3 years I've been here.

We have held a number of events online, and have found that our Emeritus Art Gallery ([www.smc.edu/emergitusgallery](http://www.smc.edu/emergitusgallery)), which has 6-8 events per year in the physical space, actually makes for a pretty amazing virtual event. We've had our Art Gallery curator talk to the artists live on Zoom and then do a walkthrough of the publicly available Facebook photo album, and we find there is greater participation from Emeritus students, from their family members and friends, and others. So much so that we will be maintaining a virtual presence for our gallery exhibitions even once we return to the office. We recently held a similar event for the 30<sup>th</sup> anniversary issue of the Emeritus Chronicles ([www.smc.edu/emergitus-events](http://www.smc.edu/emergitus-events)), where of the 29 student pieces published, we had 12 read out loud during the event live on Zoom – and have now posted the recording for the world to enjoy. Students (and others) can even visit a page to purchase their copy, which will be mailed to them.





We have over 3000 unique students each year, but today I want to introduce you to one of them. Meet Jerry Rosenblum (@Jerry\_Rosenblum on Instagram). Yes, I said Instagram. At the ripe young age of 99, Jerry Rosenblum, a longtime Emeritus student, has become an influencer. Jerry is living his best life right now. He still drives, with memory, wit and humor just as sharp as a tack, which he credits his longtime enrollment at Emeritus for. He is an active student at Emeritus, an avid member of the community, a strong advocate for and supporter of lifelong learning, and recently published his first memoir, *An Angel On My Shoulder*, available on [Amazon](https://www.amazon.com), and he's still writing).

At the age of 14 he went to work to support his widowed mother and younger brother. He moved to Santa Monica in the 1970s with his mother to improve her health, and Jerry essentially took care of her for the rest of her life. Having never had kids of his own, his friend Katie, is almost a surrogate granddaughter for Jerry. Katie volunteers at the housing community Jerry has lived at since his mother passed away in 1999. She's a 20-something social media wiz, as all of them seem to be nowadays, put Jerry on Social Media several years ago, and have used the platform for Jerry to share his message of kindness. A few years ago #JerrysKindnessChallenge (on Instagram) motivated his followers of all ages to do random acts of kindness.

Jerry is perhaps the kindest soul you could ever meet, which might explain how his 98<sup>th</sup> birthday party (an annual karaoke tradition) had 40-50 people representing most age groups there to celebrate with him – his 99<sup>th</sup>, had similar energy, but mostly asynchronous. Wherever Jerry is, others follow, and his enthusiasm, warmth and zeal for life are infectious.

After a stint as a Navy machinist, he spent his career as a men's clothier, having worked for several different well-known retailers on both coasts over the years. In his 99 years, Jerry has amassed a great deal of interesting anecdotes, stories about famous people he has met, songs he has written and sung for various political candidates, including Hillary Clinton in 2016 and Alexandria Ocasio-Cortez. After waiting in line to have Secretary Clinton sign his new copy of her book, an arduously long wait, Jerry quipped to Secretary Clinton, "you know, Hillary, I was a young man when I got in this line."

That's just who Jerry is. He's got a story or joke, or one-liner to fit almost any situation. Fitting then, that he has a book coming out soon, his memoirs, and he's already hard at work on Volume 2!

Jerry has been enrolled in Voice Training (MUSIC E04), Current Events (POL SC E00) and Dramatic Interpretation Through Movies (TH ART E30) for more semesters than any of us can count. He met the actress, Abigail Breslin, through his friend Katie, and invited her to speak in the Film class, after a screening of *Little Miss Sunshine*, which she starred in as a child. He sings, regularly, karaoke style or in performances when he gets stage time. He cracks jokes on the regular, and they are both funny and appropriate.

As all of us in older adult education know, the programs we offer, and the community our students build, do wonders in providing meaning for our students and validating their ongoing contributions to the community. He is a great example of what our programs do for the community. We might just have him write and sing a song to recruit students to the program! I can only hope to have the energy and wit Jerry has when I'm his age.

# Highlights from ACCE

## November 2020 “Zoom-In” Session Highlights

### Continuing Education

*Emma Diaz and Randy Brown*

Thanks to all that attended our ACCE Zoom-In event "Stronger Together, Better Tomorrows." We had over 150 attendees. On the Continuing Education track we had presentations that focused on providing equity for students during the migration to online instruction. The afternoon sessions began with a presentation from ACCE President, Jan Young and her co-presenter Marcy Drummond, Senior Fellow "A Crisis is a Terrible Thing to Waste: Education Post-COVID." Maria Lopez, Pete Gonzales, and H. Alex Jaco from the Inland Adult Education Consortium in San Bernardino presented on their current counseling practices by incorporating different virtual platforms to assist students with transitioning from Adult Education sites to the community colleges ([click here](#) for the presentation). Angela Guevara from Santiago Canyon College shared some instructional tips to address equity issues in the classroom during remote instruction ([click here](#) for the presentation).

Following each of these brief presentations, participants had an opportunity to discuss in small breakout rooms their own practices and hear from other Continuing Education professionals. Great ideas surfaced in these discussions such as a YouTube channel for instructional videos and peer advisors to support their fellow students. Some of the instructional ideas included making time to walk students through canvas modules and doing more frequent knowledge checks rather than test or quizzes. As usual at an ACCE event, there were lots of terrific ideas shared by the caring and innovative professionals ([click here](#) for the shared google doc used to record comments). Included in the list of comments are contact information in case anyone wants to follow up with the individual who made the comment.

While we missed the usual drive-in camaraderie, this event still provided great information on Continuing Education-related topics and good opportunities for sharing and networking. Thanks to all that attending, and we look forward to our next ACCE event.

### Community Services

*Jill Alcorn and Alice Meyering*

The big news at the fall Zoom-In was that the long-awaited Community Services Guidelines were approved by the Chancellor's Office and posted on their Vision Resource Center (<https://visionresourcecenter.cccco.edu/>)! This comprehensive resource for Community Service programs and practitioners is also posted on the ACCE website. We'd like to thank former ACCE president, Frances DeNisco, and the many ACCE Community Services members who drafted the guidelines and stayed persistent to see it approved and published. We'd also like to thank ACCE past-president, Madelyn Arballo, for getting the Guidelines through to the finish line with Sandra Sanchez, Assistant Vice Chancellor, Workforce & Economic Development Division. Well done team!

Other highlights from the workshop included data shared from a member survey conducted by Scott Johnson from Cabrillo College that confirmed what we've all been feeling - Community Education programs are facing extremely low enrollments and tighter budgets due to the COVID-19 pandemic. Most of us reported Summer and Fall enrollments were down 75+% and one quarter of us said they expect to have to make cuts in 2021. On the bright side, best practices to counter these challenges were presented, including tips to offer only your top-selling 50% of courses to maximize return on investment and spend less on a catalog – but still mail one! Finally, while most Community Education programs remain online, Wes Martin from Cuesta College gave us lots of great ideas to improve the quality of our virtual courses, from using your smart phone as a secondary camera for more dynamic visual demonstrations, to using Google Classroom for richer multi-session classes. If you missed the Zoom-In event, the slide decks from both presentations are now posted at [ACCEonline.org](http://ACCEonline.org)!

# March 2021 “Zoom-In” Session Highlights

## Continuing Education

*Emma Diaz and Randy Brown*

Thanks to all who attended our Spring 2021 ACCE Zoom-In Event: Every Student Counts. There were over 150 attendees. Those who participated in the Continuing Education track heard from a series of presenters on attendance accounting policies and practices during COVID-19. Representatives from the Chancellor’s office, Natalie Wagner and Alex Jiral reviewed attendance accounting regulations while presenters from North Orange Continuing Education Dulce Delgado and Triseinge Ortiz discussed their impressive model for collecting and reporting attendance data. Christine Gascon from Santiago Canyon College provided her college’s exemplary attendance accounting methods. Questions and answers followed each presenter’s session. Neil Kelly from CAEP provided an update on what to expect with upcoming reporting requirements and briefly discussed the prospective new accountability policies. Neil answered a series of questions from Continuing Education track participants.

Lastly, participants were given the opportunity to choose breakout rooms for sharing with their colleagues. The rooms were: ESL, Student Support, Question and Answer with ACCE leadership, and Short-term Vocational/Strong Workforce. The discussion prompts were: 1). What are your challenges that you would like to discuss with the group? 2). What are some of the successes that would like to discuss with the group? 3). What are some of the equity practices you are employing as a part of Continuing Education? 4). What are your plans for post-COVID-19? Participants actively shared their challenges and solutions in the breakout rooms.



## Community Services

*Jill Alcorn and Alice Meyering*

In lieu of the main conference this year, ACCE decided to host a second “Zoom-In” due to the COVID19 pandemic. Our program in March featured many guest speakers on a variety of topics relevant to Community Services.

We began with a panel of three community ed instructors who successfully transitioned their on-ground classes to online this year. They presented their “tricks of the trade” including some dos and don’ts when conducting classes in the “Remote Live” format. There were also in-depth discussions about using free online tools such as Canvas to give multi-session courses continuity and a space to share between sessions. To help us explore ways to support Community Services programs in these financially challenging times, Roxanne Metz and Emmanuel Smith from Saddleback College presented opportunities to access Federal CARES and CRRSAA funds and shared how they were able to do this to support their college’s Community Ed program. Slides from this important presentation are available at ACCEonline.org to assist you in starting the dialogue with your own college. We also heard from Santa Monica, Pasadena, West LA and Sierra Colleges with regards to their experiences and advice with Supplemental Job Voucher programs. This is a potential source of revenue for your program and can be done in partnership with an outside provider, such as Ed2Go, or on your own working with local city or county vocational rehabilitation offices, job centers and insurance companies. Our guests shared some excellent tips for managing these programs and they can be a good resource to you if your program is exploring SJV options – feel free to reach out to them. Finally, we had a little time for some networking, including meeting new members!

Many expressed interests in continuing our informal Zoom Friday gatherings that were started in response to COVID so look for an announcement for a spring date on the listserv soon!