

Minutes

Tri-Regional Meeting of Co-op Work Experience Educators Tri-Regional Meeting of Co-op Work Experience Educators

Thursday, March 2, 2006

10:00a.m. to 2:00p.m.

MiraCosta College

One Barnard Drive, Oceanside, CA 92056

(760) 757-2121

Facilitator: Donna Davis -
Director, Center for Career Studies & Services, MiraCosta College

Notetaker: Michelle Turner
Coordinator, San Diego/Imperial Counties Regional Consortium

Listserv: cwe@calplacement.org

Dan Angelo	San Bernardino Valley	Trudi Baggs	Saddleback
Linda Barlogio	Chaffey	Randy Barnes	San Diego CCD
Ron Christie	Rio Hondo	Susan Coleman	Regional Consortium LA/OC
Donna Davis	MiraCosta (MCC)	Maggi Dunsmore	Victor Valley
Faz Elahi	West Los Angeles	Leonard Fabian	Imperial Valley
John Gonzalez	Santa Monica	Raine Hambly	North Orange County CCD
Queen Hamilton	San Bernardino Valley	Jeanie Harris-Farace	Long Beach City
Kit Hudnutt	MiraCosta (MCC)	Susan Iwamoto	NAMM
Guadalupe Jara	Los Angeles Mission	Jane Jepson	Cypress
Eileen Kraskouskas	MiraCosta	Bruce McDonough	Palomar
Ken McPherson	Chaffey	Marge Nielsen	Saddleback
Margaret Ortiz	San Bernardino Valley	Mary Powers	MiraCosta
Judy Santistevan	Imperial Valley	Gary Thomas Scott	Long Beach City
Ron Selge	CCCCO	Lydia Signorelli-Brown	SD Mesa
Madeline Silcox	MiraCosta	Mike Slavich	Rio Hondo
Ronald Smetzer	Los Angeles Pierce	Jan Swinton	Glendale
Christine Sylvia	MiraCosta	Judy Tallman	Coastline Community
Bob Taylor	Glendale	Michelle Turner	Regional Consortium SD/IC
Laurie Vasallo-Dusa	SD Miramar	Monica Veinbergs	Southwestern
Ron Vito	Riverside CCD	John Woodard	MiraCosta
Stan Wright	College of the Canyons	TOTAL 41	

I. Welcome and Introductions

Eileen Kraskouskas, Dean of CTE at MiraCosta College welcomed the group. Self-introductions included some expressing a project they were currently working on with regards to co-op education. Susan Coleman stated that the learning website was almost ready to launch. She stated that they would be conducting workshops throughout the state and requested feedback on their career projects titled "the case of the missing major" and "getting a clue". She stated that individuals could go to www.cccareers.org to find the entire schedule.

II. Chancellor's Office Update

Ron Selge - Dean, CTE

- SB70 was \$20 million and next year will be \$50 million for projects that include work-based learning. He stated that CCCCCO is in negotiations with the Finance Department and key policy makers in Sacramento to get direction on how to spend the \$50 million
- Addressing the teacher shortage by building a pipeline which would include work-based learning
- CCCCCO will submit a reinstatement for Perkins. He stated that there could be a 1% cut due to the Katrina issue, however this would not be a material change in the funding
- The Community College's Strategic Plan is wrapping up and some of the work in Sacramento is friendly to work-based learning and mentioned in this plan. Key concern is supporting success not just access to the system. Therefore, some initiatives would be geared to making students successful

III. CCEIA/CPA Update

**Maggi Dunsmore – Department Chair, Co-op Education,
Victor Valley College**

- Requested that the group provide edits to the Tri-Regional Co-op contact list and listserv.
- Space still available for the March 23-24 California Cooperative Education & Internship Association annual conference to be held at the University of California, Riverside.
- The 37th annual CPA Conference "Prospecting the Future Mining the Gold in Employment" is March 8-10, 2006 at the Radisson Hotel in Sacramento.
- Additional information about CCEIA/CPA such as meeting minutes, contact information and calendar of events can be found at www.calplacement.org and/or www.calworkplace.org.
- Susan Coleman will forward the link to the work-based learning website once it is operational.
- Workload - Full time LHE credit for instructors teaching Cooperative Work Experience classes will be granted according to the formula specified below on the condition that the instructor meets each class - regardless of enrollment - a minimum of one hour per week per semester
 - 1 LHE granted for 9 to 17 students
 - 2 LHE granted for 18 to 27 students
 - 3 LHE granted for 27 or more students (MAX)
- Workload - Part time
 - Cooperative Work Experience section may vary from 1 to 35 students per semester
 - Instructor compensated 1 contact hour's pay for each student only upon completion and submission of the learning objectives and other support documents required by Title 5 guidelines. Additionally, the instructor is required to make 2 job-site visitations and conduct 2 student conferences per student per semester. Upon completion the instructor will receive 1 contact hour's pay
 - Instructor contract for only 1 CWE section of 1 to 35 students per semester
- Independent Study Instructor meet with student minimum of 8 hours and paid accordingly an hourly rate

IV. Career Development Update

**Marge Nielsen – CWE Instructor,
Saddleback College**

- Grant project created an advisory to integrate work-based learning and career development.
- Created mock-up game "The Case of the Missing Major" for students to know where to start and where they are heading to figure out what their major should be or if he/she may want to change it.

- Marge stated that they are looking for partnerships with industry and currently talking with representatives at Quicksilver, Monster, NAMM and others.
- On the website: www.wblconnections.com there is a faculty handbook to provide an online quick reference to areas and issues central to the effective implementation and operation of CWEE and work-based learning programs which contain four modules: Planning, Commitment & Resources, Activities & Services, Marketing. The last two pages provide an appendix of links including California Code of Regulations, California Education Code, and Work-based Learning Professional Organizations. To access this handbook from the WBL Connections home page, select the button “Free Stuff”.

V. Program Showcase

Stan Wright – Director: Co-op Education, College of the Canyons

- A national survey revealed that student goals were to be self-reliant, have a steady/secure job, make lots of money, as well as meet new/interesting people.
- The work-based learning advisory committee research shows that work-based learning enabled students to find jobs faster and earn 20% more in the first three years. In addition, NACE experiential education survey showed that nearly 58% who served internships were offered full time employment and nearly half of the employers stated that they offer higher starting salaries for those with internship or cooperative work experience.
- Employers want internships for the following reasons:
 - provide outstanding assistance to overloaded employees
 - contribute to business success through increased productivity
 - introduce innovative, fresh ideas and talent
- Stan Wright created an employment website for College of the Canyons (COC) concerning cooperative work experience and/or internship opportunities for students as well as combining with a geographical/regional focus to support local employers.
- Internship opportunity procedures include
 - employers must read the specific guidelines by the fair labor act prior to posting a job opportunity
 - employers establish standards which the student must have and/or complete
 - student completes online application and forwards to CWEE for review
 - CWEE forwards electronically to employer after reviewing
 - employer notifies CWEE of whom they want to interview
 - upon selection, employer notifies CWEE of who was selected
 - student enrolls and receives college credit
- COC created 1,731 internship opportunities by targeting employers through
 - Industry Guide
 - Valley Industrial Association
 - Chamber of Commerce
 - HR Managers
 - Adjunct Faculty
- COC markets to students through posters, flyers, emails and by placing banners in high traffic areas.

VI. Suggested Changes to Title V

Donna Davis -

- Some Cooperative Work Experience Educators have expressed concerns that Title V may not meet the needs of the community college students; therefore, a group was formed to examine Title V regulations.
- 1) Recommend that there be no distinction between alternate and parallel plans, that participation in Co-op has neither a restriction of a minimum number of units (as stipulated under the parallel plan) nor a maximum of one additional course (as stipulated under the alternate plan). Note that if we abolish the alternate and parallel plans then we would have to amend section 55251 regarding the requirements of the

plan.

- Ron Selge stated that the Department of Finance would wonder how the co-op instructor would confirm if the student is making adequate satisfactory progress towards a degree. Degree and completions are a concern and co-op is a supplement not a degree, therefore this group may want to look at another method of accountability through incumbent worker training and/or confirmation of satisfactory completion.
- Historically, the creation of parallel and alternate plans was necessary to gain support from the academic community that all of the work experience tied into the classroom.
- Donna Davis will draft language from this discussion in which to convey the groups views prior to presenting to the academic senate.
- 2) The group acknowledges the importance of making in-person site visits to the student's work site, however due to the location of the work site being outside the city, region, state or country, the group recommends video conferencing or teleconferencing should be allowable under appropriate, restricted circumstances.
 - Bruce McDonough stated that it is relevant for viewing the workspace, abuse and safety. Work site visits are critical for co-op to access what the employer needs and internship opportunities. Testing the reasonableness is key into looking at this issue and under unique circumstances; we may be given a reasonable exception and/or exemption.
- 3) Original signatures on employer records may become an issue since some among the group are considering accepting time cards and evaluations from supervisors via email.
- 4) Recommend change language of "Mentally Retarded" Pupils to "Disabled. Ron Selge will take this to the CCCCO for cleanup. Additionally, the group suggested changing "Job Learning Stations" terminology. A subcommittee will explore this proposed language change.

VII. Insurance & Liability

Lydia Signorelli Brown

- It is required that colleges provide worker's compensation coverage for students participating in cooperative work experience. Lydia Signorelli Brown suggested that each co-op program have a letter on file from their legal services outlining how they are doing this either through self-insured or some other means.
- Judy Santistevan from Imperial Valley College stated that students working with heavy equipment became an issue at their college about who will cover worker's compensation for this unpaid internship. Lydia suggested that they contact their risk management team who handles insurance at the college and request feedback if students should be in these types of activities.

VIII. Associate Faculty Union

Trudi Baggs

- Trudi Baggs stated that there was no language about NWA or how to pay work experience educators in their contracts therefore she suggested that each college work with their bargaining unit to include language of how instructors would be paid for work experience education and LHE (lecture hour equivalent). Another consideration is the 125 to 1 aspect.

VIII. Future Meeting Dates/Agenda Items

- Next meeting: Hosted by Riverside Community College on Thursday, October 5, 2006
- Agenda topics include
 - Worker's Compensation
 - Title 5
 - "The case of the Missing Major"

IX. Adjournment

The meeting was adjourned at 2:00 p.m.
