Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Cooperative Work Experience/Internships

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Outcomes For This Session

- Review various forms of Cooperative Work Experience Education (CWEE)

- Review Title 5 and CWEE

- Review Strong Workforce Priorities and the CTE Guided Pathways Tool Kit

- Review how CWEE fits within CTE Guided Pathways
  - Possible ways to form internship opportunities

Various Types of Work-Based Learning

- Contextualized Learning
- **General Cooperative Education Experience (CB10)**
- **Occupational Cooperative Education Experience (CB10)**
- Internships
- Service Learning
- Clinical Experience
- Field Experience
- Mentoring
- Job shadowing: an initial experience where the individual follows a regular employee through a day to gather information on the job and the work setting; Typically unpaid;
- Work Study
- APPRENTICESHIPS – Labor Code, division 3 and the California Apprenticeship Council

Note: Data Element XB09 – Section Work-Based Learning Activities

Title 5 and Work Experience (WE) §55250 - 55257

Responsibilities of the District, College, Student, and Employer

- **Responsibilities of the District:**
  - Approved Plan Required; Requirements of the Plan; types of Cooperative Work Experience; Laws/Rules Pertaining to Minors in WE; Funds for WE for Students with Developmental Disabilities; WE Involving Apprenticeships; WE Outside the District; Wages & Workers' Compensation; College Credit and Repetition; District Services; Records

- **Responsibilities of the College:**
  - College-defined Student Qualifications; Work Experience Credit; Retention of a WE Coordinator; Retention of WE Instructors; Retention of Adequate Clerical Assistance; Retention of Adequate Instructional Services

- **Responsibilities of the Student:**
  - Student Qualifications; Student Responsibilities;

- **Responsibilities of the Employer and Job Learning Stations:**
  - Learning Station Criteria; Employers' Records;

Cooperative Work experience

- **APPROVED PLAN REQUIRED - § 55250**

- **REQUIREMENTS OF THE PLAN - § 55251**

- **WORK EXPERIENCE CREDIT - § 55265.5**

- Approved at the March Board of Governor's meeting and the revisions to regulations for CWE plans and courses will:

- Support the streamlining of curriculum by transferring authority from the Chancellor's Office to local districts to approve CWE plans and courses.

- Allow colleges to incremental units.

CWE - REQUIREMENTS OF THE PLAN - § 55250

Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the ~~Chancellor~~local governing board.

CWE - § 55251. REQUIREMENTS OF THE PLAN

(a) The district plan shall contain the following provisions:

(1) A statement that the district has officially adopted the plan, subject to approval by the ~~State Chancellor~~local governing board.

(2) A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program.

(3) A specific description for each type of Cooperative Work Experience Education program.

(4) A description of how the district will:

(A) Provide guidance services for students during enrollment in Cooperative Work Experience Education.

(B) Assign a sufficient number of qualified, academic personnel as stipulated in the district plan to direct the program and to assure district services required in section 55255.

(C) Assure that students' on-the-job learning experiences are documented with written measurable learning objectives.

(D) With the assistance of employers, evaluate students' on-the-job learning experiences.

(E) Describe basis for awarding grade and credit.

(F) Provide adequate clerical and instructional services.

(b) Prior to implementation, any changes or revisions to the district plan shall be submitted for approval to the ~~Chancellor~~local governing board.

CWE - § 55256.5. Work Experience Credit

(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

(c) The following formula will be used to determine the number of units to be awarded:
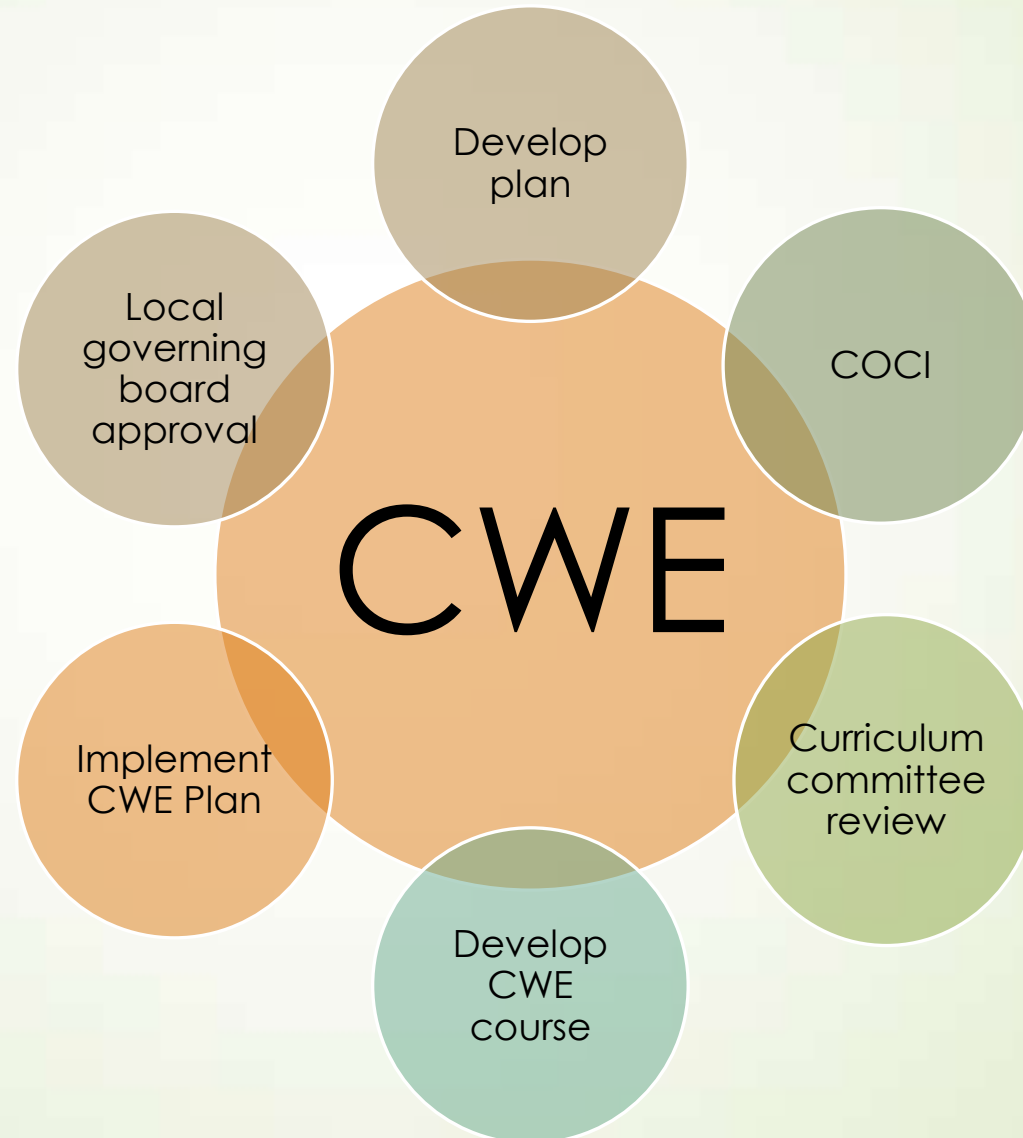
(1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.

(2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

(3) Units may be awarded in 0.5 unit increments.

New process slide

Strong Workforce Program

The goals of Doing What Matters for Jobs and the Economy:
- to supply in-demand skills for employers -
- **create relevant career pathways and stackable credentials**
- promote student success and
- get Californians into open jobs

HOW?
- Give Priority for Jobs and the Economy
- Make Room for Jobs and the Economy
- Promote Student Success
- Innovate for Jobs and the Economy

CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR **JOBS** AND **ECONOMY**

Milestones incorporating CC CWEE!

COLLEGE ACTIONS BY MILESTONE

Connection

- Create early educational pathway assessments.
- Work with K–12 systems to align high school and college curriculum.
- Develop educational pathways/dual enrollment programs for high school students and onramp pathways for adults.
- Assist high school students and prospective adult students in obtaining financial aid and developing college success skills.

- Mandate new-student orientation and create opportunities for students to develop skills for college success.
- Provide early and continuous educational pathway advising, ensuring that all students enter a pathway as early as possible in their college experience. Initiate workforce readiness skill development and job placement advising early in the pathway experience.

Entry

- Redesign developmental education to reduce time to completion and expedite progress through educational pathways.
- Redesign the core curriculum, creating a core completion certificate.
- Engage students actively and effectively in all aspects of their college experience.

Progress

- Integrate advising into every student's ongoing educational experience.
- Incorporate hands-on learning through apprenticeships, internships, clinical placements, fieldwork, service learning, etc.
- Leverage technology to monitor student progress and intervene when appropriate with intrusive support.
- Celebrate student success milestones.

- Streamline automatic graduation when students meet requirements.
- Establish reverse transfer processes that apply university credits toward associate degrees that can be awarded after transfer.
- Align credentials with business and industry educational partners.
- Establish stackable credentials.
- Assure that degrees and certificates represent mastery of defined skills and competencies.

Completion

- Establish associate degree completion prior to transfer as the default plan for every student.
- Track student progress and success following university transfer.

Strong Workforce CTE Guided Pathways Tool Kit:

- Element One: Build Cross-Agency Partnerships

- Element Two: Identify Industry Sector and Engage Employers

- Element Three: Design Education and Training Programs

- Element Four: Identify Funding Needs and Sources

- Element Five: Align Policies and Programs

- Element Six: Measure System Change and Performance

Establishing Internships

- Which part of establishing Internships have you found to be the most confusing or time-consuming on your campus?
  - Responsibilities of the District
  - Responsibilities of the College
  - Responsibilities of the Student
  - Responsibilities of the Instructor

Grow-Our-Own Through Work Experience: Teaching Apprentices at Solano College

Background and Program Development

- Began as an informal internship program between Solano alumni and an English faculty member
  - Interns enrolled at nearby graduate institutions
  - Complemented by a Supplemental Instructor program, incl. compensation
- To support efforts in developmental instruction in English and mathematics, formal Teaching Apprentice program proposed as part of Basic Skills Transformation Grant
  - First-round of hires in English began in 2016
  - Key to student support for changes to developmental sequences including acceleration and curricular changes, including co-requisite models (which aligns with AB 705)
  - All developmental and co-requisite sections in English are now supported by TAs
  - Full implementation in Fall 2018 for both English and mathematics
  - Faculty Coordinator for the Program (reassigned time)

Grow-Our-Own Through Work Experience: Teaching Apprentice Job Description

Description

- (English) Under the direction of the School Dean and guidance from the mentor/instructor of record, work with students in the classroom and one-on-one outside of class; provide instruction and remedial assistance in writing and reading skills to students enrolled in various levels of a variety of college courses.

- (Math) Under the direction of the Division Dean and guidance from the mentor/instructor of record, work with students in the classroom and lab; provide instruction and remedial assistance in math skills to students enrolled in various levels of a variety of college courses.

Minimum Qualifications

- (English) B.A. or B.S. in any field requiring substantial writing desired OR two years of work experience in writing, editing, proofreading, teaching, or tutoring--including ESL or persons with diverse socio-economic, cultural, and ethnic backgrounds, including persons with disabilities --or any combination of training, experience, and/or education that provides the required knowledge, skills, and abilities.

- (Math) STEM related majors in any field at the University with tutoring experience OR two years of work experience in teaching mathematics or statistics--or any combination of training, experience, and/or education that provides the required knowledge, skills, and abilities.

Compensation

- $21.00/hour (not to exceed part-time)

Grow-Our-Own Through Work Experience: Benefits and Next Steps

Benefits to the TA

- Hands-on Experience

- Engaged Mentoring

- Structured program

Benefits to the Student

- Increased access to assistance and guidance: TAs serve as mentors/examples of success.

- Reduced teacher-to-student ratio

Benefits to the College

- Support for student success and curriculum changes to increase access and reduce equity gaps

- Increase of diversity of hiring pool as TAs are eligible for PT hiring pool (and eventually applicants for FT positions)

Grow-Our-Own Through Work Experience: EEO Plan

Connection to EEO Plan: Grow-Your-Own Programs

- Solano now working to expand the program into other disciplines, including CTE

- Desired correlation between increase of diversity of hiring pools and successful TAs

- Required longitudinal studies to inform where to expand the program as part of EEO Plan

- Highlights of Solano's EEO submission (2018):

  - Solano Community College currently benefits from a Teaching Apprentice program wherein we cultivate and train through mentorship future community college faculty, many of whom began as our students.

  - The TA program at Solano hires local students in possession of a bachelor degree; ideally, successful candidates are enrolled in a graduate program. Outreach for this program places emphasis on recruiting college alumni.

  - Moreover, successful TAs are eligible to teach as part-time faculty at the college, once they attain minimum qualifications: the TA program helps the college to build and maintain robust and diverse adjunct teaching pools, while providing immediate access to diverse models of success for our current students.

  - The College intends to analyze longitudinal data for applicant pools, hiring, and faculty retention to identify equity gaps in hiring at Solano.

  - The outcomes of the expansion of the TA program should include measurable changes to the diversity of applicants, hiring pools, and teaching faculty to the benefit of our students.

Critiquing a CWEE Course Outline of Record from Sunshine College

Discipline: Theatre

1. COURSE IDENTIFICATION: THEATRE 58

2. COURSE TITLE: Technical Theatre in Production

3. UNITS: 1 to 1
Work Experience: 60 - 75

4. GRADING: Letter Grade

5. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

6. REQUIRED AND/OR RECOMMENDED BACKGROUND:
Prerequisite(s): None
Corequisite(s): None
Advisory: None
Advisory - Concurrent Enrollment: None
Advisory - Prior Enrollment: None
Limitation on Enrollment (e.g. Performance tryout or audition):

Assessment Level: None
Other: None

7. CATALOG DESCRIPTION:
Practical experience in the application of production responsibilities in any of the following: stage management, house management, construction, scenery, properties, costume, lighting, sound, audio/visual and running crews.

8. CONTENT (Scope and Description of Content):
A. Assignment to production and performance responsibilities
      1. Grip or stage hand
      2. Flyman or stage hand
      3. Automated scenery operator
      4. Prop master
      5. Electrician
      6. Deck electrician
      7. Light board operator
      8. Moving light operator
      9. Follow spot operator
      10. Audio Technician
      11. Audio Board Operator
      12. Mic Technician
      13. Costume Technician
      14. Dresser
      15. Wardrobe
      16. Costume Laundry
B. Preparation for production including necessary theatrical techniques.
      1. Scenery
      2. Costumes
      3. Lighting
      4. Audio
      5. Properties
      6. Make Up
      7. Hair
      8. Wigs
      9. Special effects
      10. Projections
      11. Promotional
C. Appropriate tools to fulfill production requirements for performance.
D. Basic technical theatre terminology.
E. Collaborative responsibilities with the director, designers, and crew supervisors.
F. Basic skills in running a production.
G. Creation, maintenance or construction of basic production elements.
H. Proper use and basic understanding of appropriate tools to fulfill production requirements for performance which may include the following areas:
      1. Carpenter and/or painter - Construction and implementation of scenery and properties required for the production.
      2. Stitcher, cutter, draper - Construction and implementation of costumes required for the production
      3. Makeup technician -Construction and implementation of make-up required for the production.

11. OUT-OF-CLASS ASSIGNMENTS:

The following assignments are representative.

A. Reading

Textbooks, Supporting references, study guides, course handouts

Students will read the play assigned to the class by the Instructor and participate in class discussion.

B. Writing

Notebook/journal, Research papers, Reports

Students will write a 4 paragraph publicity announcement for local newspapers regarding the live production held on campus that semester. This announcement shall be concise, and including dates, times, ticket price, location, actors names and quotations from participating members.

C. Critical Thinking

Communicates effectively, Analyzes appropriate supporting data/evidence, Integrates others' perspectives and positions, Applies appropriate tools in problem-solving, Applies investigative or lab skills in inquiry

Students will explain, defend and display the qualities and attributes of a theatrical stage manager in a worst case production scenario in class.

D. Computation

calculate numbers or amounts, problem solving involving whole numbers, fractions, ratios decimals & percents, analyze statistics and/or data, compute conversions

Students will analyze build drawings from scale and create cut lists, manufacturing correct sized materials for construction projects. Students will compute load requirements for lighting installations, lighting designs, and practical applications on stage.

E. Other

12. METHODS OF EVALUATION:

A. A grading scale specified in the course syllabus
B. Application of knowledge/skill
C. Creative projects
D. Demonstrated ability
E. Group projects
F. Journals
G. Observation
H. Performance
I. Research projects

13. TEXTS AND SUPPORTING REFERENCES:
Instructors may choose from among the following representative texts

Texts:
1. Dean, Peter. Production Management:Making Shows Happen: A Practical Guide. (classic 1st/e). Marlboroug, UK: Crowood Press, 2002.
2. Carter and Chiang. Backstage Handbook. (classic 3rd/e). Louisville: Broadway Press, 1994.
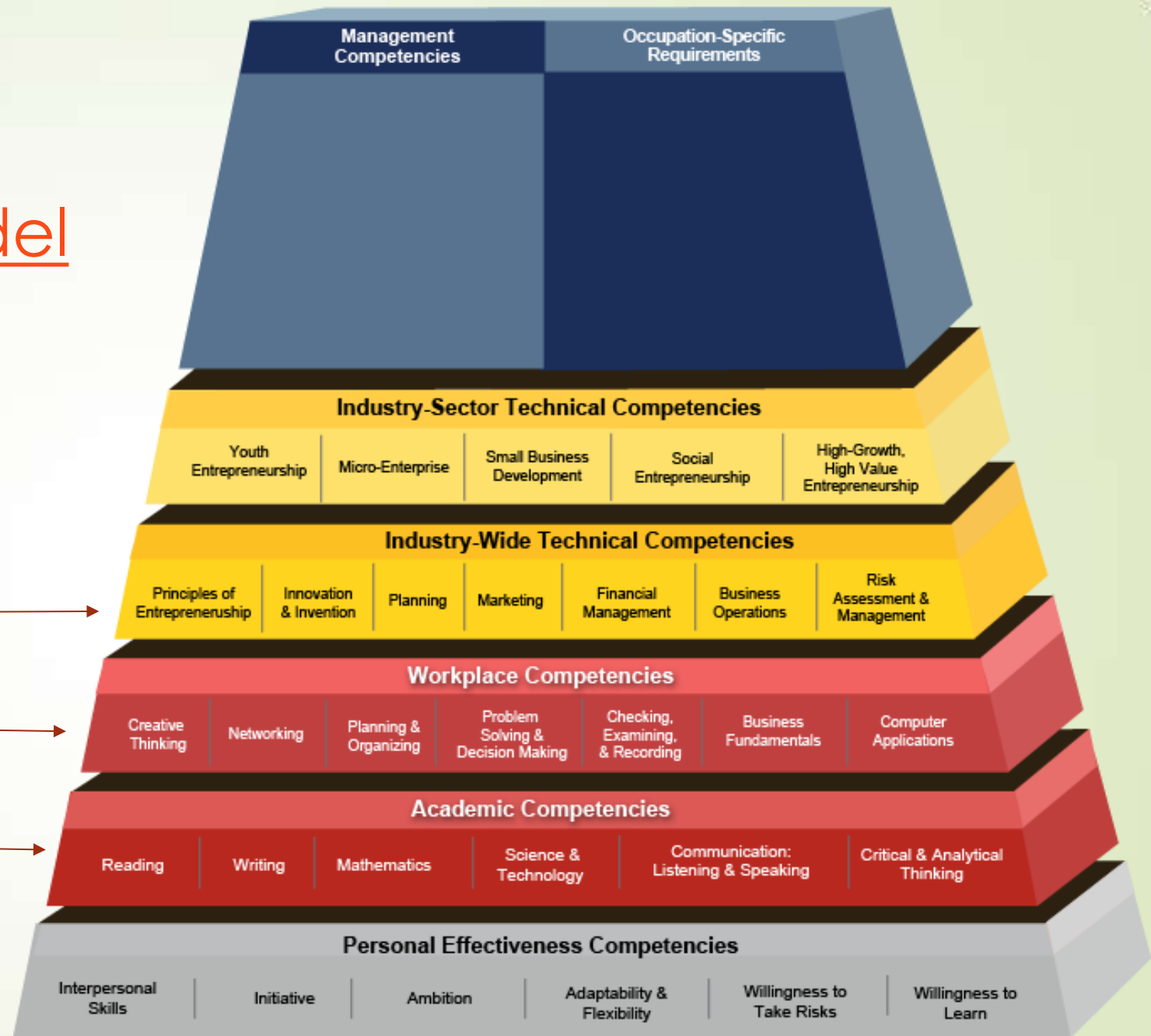
Building an Internship

from: [Competency Model Clearinghouse](https://www.careeronestop.org/CompetencyModel/competency-models/entrepreneurship.aspx)

Pre-requisite Courses

Work Site Requirements:
Content on the COR

Pre-requisite Courses

Management Competencies	Occupation-Specific Requirements

Industry-Sector Technical Competencies

Youth Entrepreneurship	Micro-Enterprise	Small Business Development	Social Entrepreneurship	High-Growth, High Value Entrepreneurship

Industry-Wide Technical Competencies

Principles of Entrepreneurship	Innovation & Invention	Planning	Marketing	Financial Management	Business Operations	Risk Assessment & Management

Workplace Competencies

Creative Thinking	Networking	Planning & Organizing	Problem Solving & Decision Making	Checking, Examining, & Recording	Business Fundamentals	Computer Applications

Academic Competencies

Reading	Writing	Mathematics	Science & Technology	Communication: Listening & Speaking	Critical & Analytical Thinking

Personal Effectiveness Competencies

Interpersonal Skills	Initiative	Ambition	Adaptability & Flexibility	Willingness to Take Risks	Willingness to Learn

EXAMPLE: Entrepreneurship from
https://www.careeronestop.org/CompetencyModel/competency-models/entrepreneurship.aspx

Coming Soon!

RESOLUTION 13.05S18 ASCCC White Paper on Career and Technical Education, Cooperative Work Experience, Internship, and Apprenticeship Programs

- **Whereas,** apprenticeship programs are regulated by federal labor laws and are primarily funded by labor unions and/or industry;

- **Whereas**, Career and Technical Education (CTE), Cooperative Work Experience (CWE), and internship programs are regulated by California Education Code and primarily funded by public funds; and 41 Section 504, the Americans with Disabilities Act, and California Government Code section 1135 et. seq. 42 California Title 5 Code of Regulations, §§56000-56076 (DSPS) 43 California Education Code, §§67310-13 and 8485028

- **Whereas,** CTE, CWE, internship programs, and apprenticeship programs are often conflated, and no current clear guidelines exist for the use of best practices for setting up these various programs;

- **Resolved**, That the Academic Senate for California Community Colleges develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative   Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval.

Resources

- Chancellor's Office. Cooperative Work Experience Education. http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/CoopWorkExperienceEduc.aspx

- California Statewide System Advisory Committee on Work-Based Learning and Student Employment. http://cacareerbriefs.com/wp-content/uploads/new-handbook-1.pdf

- U. S. Department of Labor. Competency Model Clearinghouse. Careeronestop. https://www.careeronestop.org/CompetencyModel/careerpathway/cpwreviewsamplepaths.aspx

- Darche, S., Nayar, N., Reeves, K., Work-Based Learning in California. West ED, 2009 http://www.connectedcalifornia.org/downloads/WBLReport.pdf

FOLLOW-UP!

As promised, here are some follow-ups:

1. Q: Where are "faculty responsibilities" listed in the Internship outline document I distributed?

A: In the attempt to make this outline fit on one page, I abbreviated the outline GREATLY! Consequently, some material was minimized. The "faculty responsibilities" were listed under 2.5 and 2.6 of the fuller document. I will send this fuller outline to be attached with the PP of the presentation.

2. Q: Can Internships be offered on a noncredit basis?

A: At the Fall 2017 plenary, 7.04 F17 was passed (https://asccc.org/sites/default/files/Resolutions%20Packet%20F17%20Saturday%2011-4-2017%20Final.pdf) which calls for consultation with the Chancellor's Office: ***Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate state-level barriers to providing internship opportunities for students enrolled in noncredit courses and programs.***

Needless to say, this has not happened yet with the Chancellor's Office.

3. Some of you asked abut that colorful chart I passed out towards the end of the session. It was to be an exercise in building an Internship by filling in the blanks on your sheet, using the model on slide 19 as a guide. Have fun with this back at your college.

It was very nice to share the afternoon event with you all discussing Internships.

Marie Boyd

Chaffey College