

Adult Education & Noncredit: Opportunities & Challenges

ASCCC Curriculum Regionals
October 17-18, 2014

ASCCC Noncredit Committee:

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Adult Education & Noncredit: the heart of our access mission



- ◆ **Open access** for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills and access to higher education
- ◆ **First point of entry into college** for immigrants, economically disadvantaged and low-skilled adults
- ◆ **“educational gateway,” “portal to the future”**

Some LAO Recommendations (2012)

- ✓ **Provide a Clear and Consistent Distinction at CCCs Between Adult Education and Collegiate Instruction**
 - ✓ Restrict credit instruction in English and ESL to transfer–level coursework, and credit instruction in math to one level below transfer. Require courses below these levels to be offered on a noncredit basis.
 - ✓ **ASCCC does *not* have a position/recommendation on this. It's up to local senates to determine their college's noncredit/credit cut-off point.**

- ✓ **Create a New Funding Mechanism for Adult Education**
 - ✓ Provide adult schools with the same noncredit funding rate that CCC districts receive.
 - ✓ Allocate base adult education funds on combination of enrollment and **performance**.
 - ✓ Allocate new funds for adult education based on regional needs.

Structure & Funding Game Changers in 2014-15

- ◆ **AB 86: Education Omnibus Trailer Bill (2013-2014)**
 - ◆ **Regional consortia to plan the restructuring of adult education in California**
- ◆ **SB 860: Education Finance: Education Omnibus Trailer Bill (2014)**
 - ◆ **Career Development and College Preparation (CDCP) Funding Equalization**

What is AB 86?

- ◆ **Amended California Education Code §84830 to create regional consortia to implement a plan to “better serve the educational needs of adults” in areas that include:**
 - ◆ **Basic skills in Math and English**
 - ◆ **English as a Second Language**
 - ◆ **Classes for immigrants eligible for educational services in citizenship and workforce preparation**
 - ◆ **Classes required for a high school diploma or equivalency certificate**
 - ◆ **Education programs for adults with disabilities**
 - ◆ **Short-term CTE programs with high employment potential**
 - ◆ **Programs for apprentices**

What is AB 86?

- ✧ **AB 86 website: www.ab86.cccco.edu**
 - ✧ **Workforce and Economic Development division of Chancellor's Office**

- ✧ **Creation of 70 adult education consortia with at least one community college and one K-12 school district.**

- ✧ **\$25 million to support 2-year planning and implementation process across the state**

- ✧ **Next AB 86 technical assistance webinar**
 - ✧ **October 24: "Outcomes from the AB 86 Summit"**

- ✧ **Major upcoming deadlines (www.ab86.cccco.edu/Calendar)**
 - ✧ **March 1: Final Regional Comprehensive Plan due**
 - ✧ **August 31: Final Expenditure Report due**

ASCCC Spring 2014 Resolution 9.01

✧ **Academic Senate Involvement in AB 86 Regional Planning Consortia**

- ✧ Resolved, That the ASCCC urge local academic senates to use established CB21 coding to develop a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;
- ✧ Resolved, That the ASCCC assert that local academic senates should be active participants in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter;

ASCCC Activity in Fall 2014

- ✧ **Basic Skills CB21 meetings in September**
- ✧ **Noncredit committee survey provides a snapshot of the *extent* and *quality* of faculty involvement in the AB 86 consortia planning process.**
- ✧ **Noncredit committee chair participated in AB 86 Regional Planning Summit**
- ✧ **2 resolutions for Fall Plenary:**
 - ✧ Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses
 - ✧ Restructure the FON to include Noncredit Faculty
- ✧ **ASCCC appointment of one of our officers to participate in the AB 86 Chancellor's Office workgroup in process.**
 - ✧ Faculty & staff unions & ASCCC in conversation about an official faculty workgroup

AB 86 Faculty Involvement Survey Results

✧ **Survey administration period:
September 15-29, 2014**

✧ **Total responses: 74% (83/112) of CCCs**

✧ **Extent of involvement in the planning
process**

✧ **67%: faculty are involved**

✧ **33%: faculty are not involved**

AB 86 Faculty Involvement Survey Results

✧ **Quality of involvement**

- ✧ **consortia co-chairs**
- ✧ **members of steering committees and workgroups**
- ✧ **recently invited to meet with consortia**
- ✧ **local senates not asked to appoint a faculty member**

✧ **Reasons for not being involved**

- ✧ **original set-up of consortia excluded faculty**
- ✧ **no compensation**
- ✧ **no time**
- ✧ **no invitation to participate**
- ✧ **K-12 administration not welcoming of faculty**

AB 86 Regional Planning Summit

- ✧ Oct. 6-7 at Sheraton Grand in Sacramento
 - ✧ 70 consortia (2 faculty & 2 non-faculty represented each consortia)
- ✧ The Grove Consultants International facilitated using “real-time visual planning”
- ✧ **Chancellor Brice Harris**
 - ✧ Weight is on our shoulders to get this right so we can better serve our residents who are too often left behind
 - ✧ Trying to create better pathways for students
 - ✧ Trying to create better access for historically underserved students

AB 86 Adult Education Regional Planning Summit

October 6-7, 2014 - Sacramento, CA

● AGENDA

TIME	DAY 1
10:30	<ul style="list-style-type: none"> ● WELCOME ● LEGISLATIVE PANEL
12:00	L · U · N · C · H
12:30	<ul style="list-style-type: none"> ● DATA PRESENTATION
1:00	<ul style="list-style-type: none"> ● BREAKOUTS- USING REGIONAL DATA TO CREATE STRATEGIES
2:10	B · R · E · A · K
2:30	<ul style="list-style-type: none"> ● BREAKOUTS- DEVELOPING A STATEWIDE FUNDING MODEL
3:40	<ul style="list-style-type: none"> ● GALLERY WALK ● REPORT OUT
4:35	<ul style="list-style-type: none"> ● LARGE GROUP INSIGHTS ● LOGISTICS FOR DAY 2
5:00	C · L · O · S · E

● ROLES

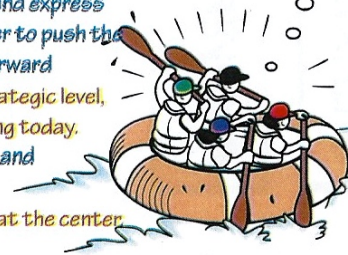
- ◆ Regional Consortia Planning Leaders
 - ◆ Community College Districts
- ◆ School Districts
 - ◆ Faculty
 - ◆ Teachers
- ◆ AB 86 Workgroup
 - ◆ AB 86 Cabinet
- ◆ Graphic Facilitators

● RULES

- ◆ Show Up- Be Fully Present and Engaged
- ◆ Listen for patterns and themes
- ◆ Be open about your ideas thoughts and misgivings
- ◆ Ask questions and express curiosity in order to push the conversation forward
- ◆ Stay at the strategic level, not implementing today.
- ◆ Accept tension and ambiguity.
- ◆ Keep students at the center

● OUTCOMES

- ◆ To come together to reflect, share strategies, and practices of promise
- ◆ To reflect on regional data and develop potential funding models
- ◆ To envision our desired future state. What can and will be profoundly different?
- ◆ To ensure all voices are heard and consortia members have ample input.
- ◆ For the working group to capture recommendations.



CDCP Background: Noncredit Enhanced Funding

- ✧ **SB361 (2006) increased noncredit funding in CDCP (Career Development College Preparation) courses from \$2626 to \$3092 per FTES**

- ✧ **CDCP courses must be sequenced and lead to certificates**

- ✧ **CDCP Enhanced Funding Categories:**
 - **ESL**
 - **Math and English Basic Skills**
 - **Short-term Vocational**
 - **Workforce Preparation** (speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training)

CDCP Funding Equalization

◆ **SB 860: 84750.5 (d)(4)(A)(ii)**

“Beginning in the 2015–16 fiscal year, career development and college preparation FTES shall be funded at the same level as the credit rate specified in paragraph (2). This rate shall be adjusted for the change in the cost of living or as otherwise provided in subsequent annual budget acts.”

Noncredit & CDCP Funding

- Approximately 85% of all CA noncredit is ESL.
- Bulk of noncredit is offered by 5 districts
 - San Diego CCD
 - San Francisco CCD
 - North Orange CCD
 - Rancho Santiago CCD
 - Mt. San Antonio CCD
- 68 of our 72 districts offer some noncredit.

Noncredit course sections summary report (Spring 2014)

(www.datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx)

	Sections	FTES	Enrollment
Noncredit	9,403	26,177	461,843
Credit	146,099	485,423	3,940,040
NC % of overall totals	6% of total sections	5% of total FTES	11% of total enrollment

		# of Noncredit sections
1	San Diego CCD	1,440
2	San Francisco CCD	973
3	North Orange CCD	813
4	Rancho Santiago CCD	802
5	Mt. San Antonio CCD	684
6	Los Angeles CCD	562
7	South Orange County	388
8	Glendale CCD	295
9	Pasadena CCD	220
10	Santa Barbara CCD	217
11	Sonoma CCD	217
12	West Valley CCD	216
13	Allan Hancock CCD	192
14	Cerritos CCD	172
15	Rio Hondo CCD	162
16	Mira Costa CCD	154
17	Santa Monica CCD	151
18	Dessert CCD	99
19	Palomar CCD	95
20	Southwestern CCD	90

Noncredit course sections summary report (Spring 2014)

(www.datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx)

		# of Noncredit sections
21	Monterey CCD	82
22	Butte CCD	73
23	Coast CCD	66
24	Foothill CCD	63
25	Mt. San Jacinto CCD	62
26	Gavilan CCD	61
27	San Luis Obispo CCD	61
28	Yosemite CCD	57
29	Sequoias CCD	56
30	Merced CCD	54
31	Marin CCD	47
32	Shasta Tehama CCD	45
33	Mendocino CCD	40
34	Riverside CCD	39
35	Copper Mountain CCD	36
36	San Jose CCD	34
37	Redwoods CCD	33
38	Siskiyou CCD	32
39	Victor Valley CCD	31
40	Long Beach CCD	30
41	State Center CCD	29
42	Santa Clarita	29
43	Yuba CCD	28
44	Grossmont CCD	28

		# of Noncredit sections
45	Feather River CCD	27
46	Chaffey CCD	26
47	Napa CCD	25
48	Palo Verde CCD	24
49	West Kern CCD	24
50	San Joaquin Delta CCD	23
51	Cabrillo CCD	22
52	Sierra CCD	20
53	Lassen CCD	19
54	West Hills CCD	17
55	Contra Costa CCD	16
56	Kern CCD	16
57	Imperial CCD	15
58	Citrus CCD	15
59	Lake Tahoe CCD	12
60	Barstow CCD	10
61	Peralta CCD	8
62	San Mateo CCD	8
63	Antelope	7
64	Hartnell	3
65	Los Rios	2
66	San Bernadino	2
67	Ventura CCD	2
68	Solano CCD	1

Moving Forward:

Next Steps for Local Senates & Curriculum Committees

✧ **GOAL: Evaluate best curricular mechanism to support student success and achievement of basic skills outcomes.**

- ✧ Evaluate how students will achieve basic skills outcomes of competency in English language skills and mathematics.
- ✧ Colleges may want to add noncredit courses or programs in basic skills given the economic opportunity with CDCP funding equalization.
- ✧ What pre-transfer level skills could be addressed in the noncredit modality?
- ✧ Look to noncredit programs in the state for effective practices.
- ✧ Facilitate dynamic interaction among faculty and administrators.
- ✧ How can noncredit instruction help students and impact student success?

Moving Forward:

Next Steps for Local Senates & Curriculum Committees

✧ **GOAL: Ensure clear articulation within each CCC district from noncredit to credit instruction & clear articulation from the K-12 adult education to the CCC system.**

✧ Regional consortia should be planning for the seamless transition between adult education, noncredit CCC, and credit CCC instruction.

✧ Where is the cut-off point between credit and noncredit?

✧ Where to offer noncredit?

✧ Through credit divisions?

✧ Through a separate noncredit division?

✧ Through a separate school in a college district?

Moving Forward: Next Steps for Local Senates & Curriculum Committees

✧ **Where to have these conversations?**

✧ Local senates

✧ Curriculum committees

✧ Department meetings

✧ Basic skills meetings

✧ College planning and budget meetings

✧ Determine right amount of credit and noncredit based on needs assessments to define best fit and appropriate funding

Noncredit & Adult Education Curriculum Planning: North Orange County School of Continuing Education

✧ What's working

✧ Challenges

Noncredit & Adult Education Curriculum Planning: Santa Ana College School of Continuing Education

✧ **What's working**

- ✧ AB 86 articulation with K-12 adult schools
- ✧ Transition programs with credit for lower levels of Math, English and ESL
- ✧ Access to classes in the community

Noncredit & Adult Education Curriculum Planning: Santa Ana College School of Continuing Education

✧ **BSI funding secured Transition Academy**

based on

- ✧ Student assessment
- ✧ Intake process
- ✧ Counseling
- ✧ Educational planning
- ✧ Rigorous instructional program in English and Math
- ✧ Exit criteria

Noncredit & Adult Education Curriculum Planning: Santa Ana College School of Continuing Education

✧ **Challenges**

- ✧ Buy-in from students
- ✧ Financial aid not required
- ✧ No credit towards college courses
- ✧ Credit faculty engagement
- ✧ Curricular articulation with adult schools and credit
- ✧ CB-21 coding

Noncredit & Adult Education Curriculum Planning: Skyline College

ACCEL San Mateo County

- **ACCEL: Adult-Education College and Career Educational Leadership**
 - Countywide Steering Committee developing integrated regional strategies
 - Collaborative Action Teams (CATs) creating targeted initiatives to meet sub-regional needs
 - Partnerships with community organizations, public agencies, employers, labor and philanthropy to expand options for adult learners
 - Faculty involvement at every level

ESL Level Descriptions

	Letters	Words	Simple Sentences	Simple Sentences Short Paragraphs	Compound Sentences Short Paragraphs	Complex Sentences Paragraphs	Sentence and Paragraph Development	Paragraph Short Essay	Essay	Research Paper
Classes				800/High Beginning						
						921/Low Int.				
							922/Int.	923/High Int.	924/Low Adv.	
										400/Adv.
						911/Low Int.				
							912/Int.	913/High Int.	914/Low Adv.	
COMPASS Placement										
Morning Classes	Literacy		Low Beginning	High Beginning	Low Intermediate	High Intermediate				
Evening Classes	Literacy		Low Beginning	High Beginning	Low Intermediate					
CASAS Placement	150 to 192		193 to 204	205 to 213	214 to 225	226+				
Classes	Literacy	Low Beginning	High Beginning	Low Intermediate	High Intermediate	Low Advanced	High Advanced			
CASAS Placement	<200	200-209	210-216	217-222	222-227	227-231	231-235			
Classes	Pre-Lit/Lit		Beginning Low	Beginning High	Intermediate Low	Intermediate High		Advanced Low	Transition to College	

Activity: Emerging Strategies

ACCEL input sessions and CATS meetings have generated core strategies:

1. Enhance and align Initial **assessment, career planning and placement**
2. Align **assessments and curriculum**
3. Provide **college and career awareness** and **transition services**
4. Explore the use of **dual enrollment and co-located** classes
5. Develop **instructional strategies** to accelerate student success
6. Create **bridges to career pathways** or new pathways
7. Provide **wraparound support services**
8. **Engage employers** to promote career alignment and work transitions

Activity: Identify Potential Careers by Sector and Partner

High Growth, High Skilled, High Wage Sectors

Health Sciences

Biotechnology

HIGH SCHOOLS	COLLEGES
Aragon Carlmont Mills San Mateo Sequoia South San Francisco*	Skyline College College of San Mateo

*planned

Allied Health/Nursing

HIGH SCHOOLS	COLLEGES
Carlmont Peninsula Sequoia Baden* Westmoor*	Cañada College College of San Mateo Skyline College

*planned

Health Informatics/Kinesiology

HIGH SCHOOLS	COLLEGES
Woodside	Cañada College College of San Mateo Skyline College

ICT/Digital Media

Computer Information Science

HIGH SCHOOLS	COLLEGES
Westmoor Terra Nova Menlo Atherton Sequoia Woodside Mills San Mateo	College of San Mateo

Networking/Security

HIGH SCHOOLS	COLLEGES
Westmoor Jefferson*	Skyline College

*planned

Graphic Design/Web Multimedia

HIGH SCHOOLS	COLLEGES
Burlingame Capuchino El Camino Half Moon Bay Hillsdale Menlo-Atherton Mills San Mateo Sequoia South San Francisco Woodside	Cañada College College of San Mateo Skyline College

3D Animation/Video Game Arts

HIGH SCHOOLS	COLLEGES
Carlmont Menlo-Atherton Woodside	Cañada College

Energy, Utilities, Building Trades

Energy/Construction/Electronics

HIGH SCHOOLS	COLLEGES
Half Moon Bay Hillsdale Jefferson Peninsula South San Francisco Terra Nova Westmoor Woodside	Cañada College College of San Mateo Skyline College

Design/Architecture

HIGH SCHOOLS	COLLEGES
Burlingame Mills Menlo-Atherton	Cañada College College of San Mateo

Engineering

HIGH SCHOOLS	COLLEGES
Aragon Burlingame Carlmont Mills Westmoor	Cañada College College of San Mateo

Hospitality, Tourism & Recreation

Hospitality, Tourism, & Recreation

HIGH SCHOOLS	COLLEGES
Hillsdale*	Skyline Collge *planned

Food Service & Hospitality

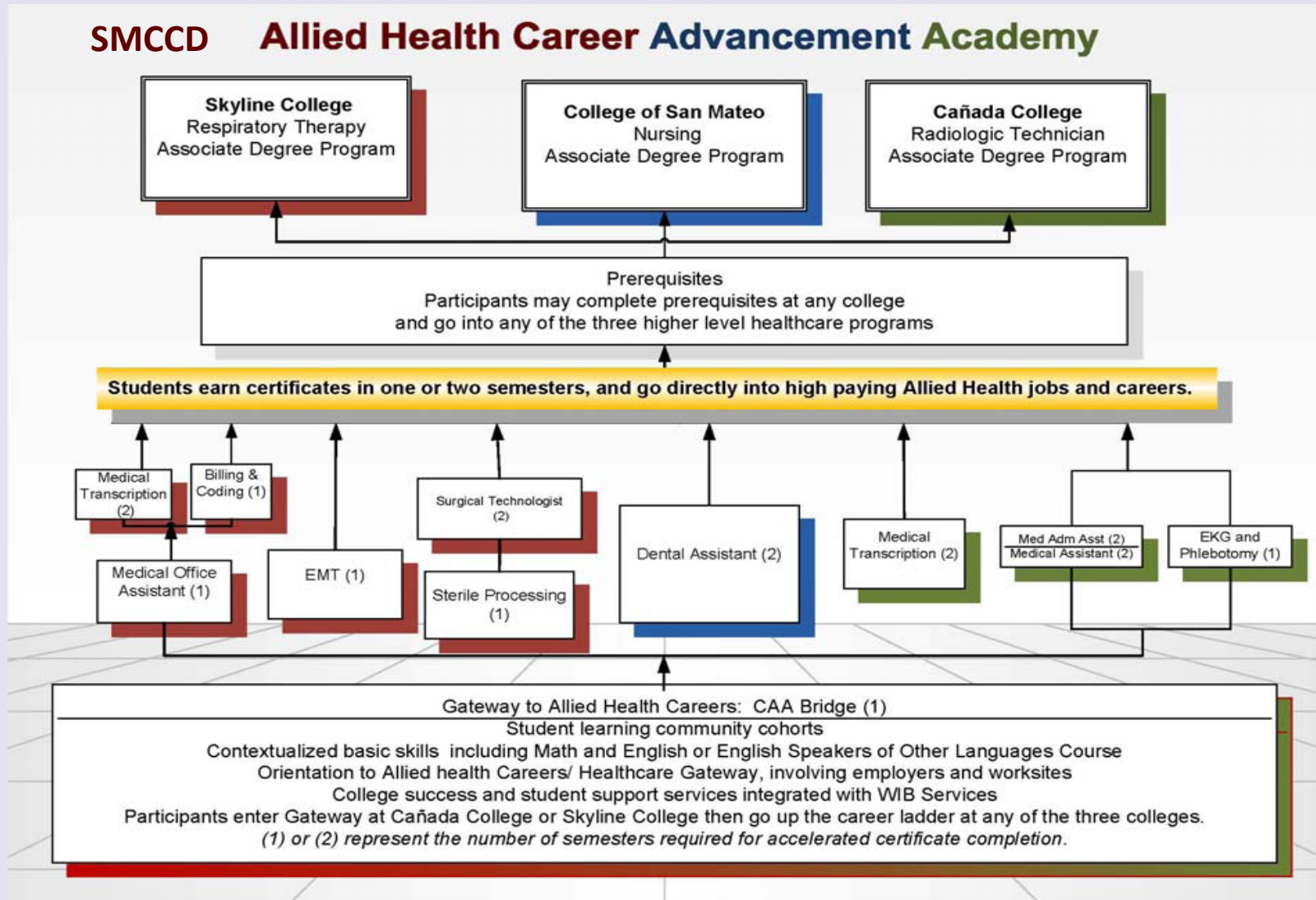
HIGH SCHOOLS	COLLEGES
Aragon Capuchino El Camino Menlo-Atherton Mills Oceana Peninsula San Mateo Sequoia Terra Nova Westmoor Woodside Burlingame* Baden* Half Moon Bay*	Skyline College

*planned

Educational Partners

SMCCCD	Jefferson Union High School District
San Francisco State University	Cabrillo Unified School District
University of California, Davis	Bayshore Elementary School District
CSU Hospitality Management Education Initiative	Burlingame School District
University of California (UCCI)	Las Lomitas Elementary School District
SMC Office of Education/ROP/K-8 Districts	Ravenswood City School District
Sequoia Union High School District	San Carlos School District
South San Francisco Unified School District	La Honda/Pescadero School District
San Mateo Union High School District	Samuel Merritt University

Activity: Build on Existing Career Pathways Identified by Sector and Partner



Challenges

- **The “Ghost of Funding Past”**
 - Creating a new paradigm under the constraints of two systems that were never designed to work with each other
- **The “Ghost of Funding Present”**
 - Fears of having to relinquish courses/programs or see them absorbed into another system, realizing there is no going back
 - Need to implement pilots ASAP, but unsure which are quick-wins on existing funding
- **The “Ghost of Funding Future”**
 - Activities being discussed/developed are high-cost
 - Wrap-around support services
 - Curriculum alignment
 - Comprehensive assessment, orientation, and counseling
 - Unclear what incentives local businesses will need to collaborate
 - Unclear what incentives might be expected from the state
 - Knowledge that funding received will be far less than what is hoped for

Take-home message

- ✧ Smooth bridging from noncredit to credit is fundamental for the success of many of our students.
- ✧ Developing and implementing a successful bridging plan requires much thought & quality collaboration among many areas on our campuses.
- ✧ Noncredit has become a vibrant part of our statewide and regional conversations. **Please carry back all discussions to your local senate, keeping your students at the heart of your planning.**

Resources

AB 86 website. www.ab86.cccco.edu

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Academic Senate for California Community Colleges, Noncredit Task Force. (2014).
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