

Transforming CTE  
and Noncredit  
and Basic Skills

Through an EQUITY and ANTIRACISM Lens.

ACADEMIC SENATE FOR  
CALIFORNIA COMMUNITY COLLEGES

CAREER NONCREDIT  
EDUCATION INSTITUTE

VIRTUAL EVENT  
APRIL 30 - MAY 1, 2021

# Noncredit Instruction/Adult Education Basics

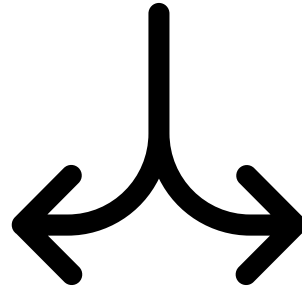
Dr. Emma Diaz, Noncredit & Basic Skills Committee

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# History of Adult Education

- In CA adult education began in 1856
- Both Federal and State initiatives used adult ed as a vehicle to deliver programs to individuals needing basic skills, language acquisition and workplace skills
- History of providing support for immigrant populations
  - Refugees
  - Immigrants
  - College-educated immigrants

# Defining the Two Systems: K-12 Adult Education and Noncredit



- *Adult Education* (both capital A & E) is defined by the CA Ed Code sections 52501, 52502, 52503 and CA Code of regulations Title 5 Section 10560 *allowing unified or high school districts to establish separate adult schools.*

- *adult education* (without caps) provides lifelong educational opportunities and services to adult learners 18 years and older. In services to address unique needs of a community by providing programs to each skills necessary to participate as citizens, family members, and consumers of goods and services (CA Dept of Ed, 2019).

# Defining the Two Systems: K-12 Adult Education and Noncredit

- Noncredit is defined as “courses for adults that may include basic skills, English as a second language, short-term vocational programs, parenting, health and safety, home economics, and specialized courses for immigrants and older adults” (Academic Senate for California Community Colleges, 2014).
- The CA Master Plan for Higher Education separated “junior colleges” from “unified or high school districts” resulting in establishing Adult Education in the K-12 system and noncredit programming as part of the community college system (West, 2005).
- Noncredit is a form of adult education.

# Who are Noncredit Students?

- Students needing high school credentials
- Re-entry students
- Working adults with children
- Students upgrading basic education and career skills
- Adult immigrants
- English language learners
- Older adults
- Adults with disabilities
- Students seeking new careers or employment gains
- Students aspiring to enroll in college
- Students attending credit courses





# What is Noncredit?

- Noncredit courses do not earn college credit or count toward formal degrees
- Free of charge
- Help students gain valuable work, academic and life skills benefiting themselves, their communities and the state.
- Flexible scheduling
- Open entry open exit or managed enrollment
- Repeatable
- Serve as a first point of entry into college for students from historically underrepresented and economically disadvantaged backgrounds as well as a transition point to prepare students for employment or credit instruction

# Why Noncredit?

- Welcoming campus environment
  - Accessibility and inclusivity with tuition free programs
    - No residency documentation required

*“I had issues getting my transcripts from my country because I changed my name when I got married, so it made it difficult for me to try to find a school here that will accept me without documents.” [Isabel]*

*“I found the program for medical assistant here and it was free, and they didn't ask me if I had fixed my papers, my documents. When I was about halfway through the program here, my papers were fixed. Here, the people were very friendly and helpful.” [Miles]*

- Learn to navigate the educational system (adult ed, community college, university)

# Why Noncredit?

- Language acquisition
  - ESL largest program across the state
  - Build Social Capital & Social Mobility

*“I don’t speak English very good. I took classes in my country. I speak enough to come here, but I would like to practice my English with people who speak it here and to get used to the American system of education.” [Isabel]*

- Opportunity for students to create new social networks  
(interacting with staff, faculty, other students, counselors)

*“I didn’t know anybody when I started, and thanks to some of the classwork, we had to do group work, I was able to meet some people, and they became my friends. I would say about half the people in the class I made friends with afterward.” [Lexi]*



# Why Noncredit?

## ➤ Career exploration

- Earn workplace certification/change careers

*“My degree did not match the experience I have. I then decided to change from accounting to the medical field by enrolling in the pharmacy technician program.” [Norma]*

- Learn how to fill out job applications/resume/interview

*“The resource center also showed me how to talk in an interview and how to apply and how to fill out the application. They also taught me how I should dress for an interview and what to say and what not to say in an interview.” [Sofia]*

# Why Noncredit?

## ➤ Immigrant integration

- Degree validation

*“I had heard something about validating, but I thought you had to do it within 5 years of getting your degree, but I am not really sure it is true. I heard that from a friend.” [Diana]*

- Cultural integration
- Socialization into a new environment
- Immigrants do not have the opportunity to observe elders across the life-span to develop situational awareness and adjust as they integrate into a new culture.

*Lexi worked in a fast-food restaurant and said “I work there to try and understand the country, the culture, the people, how to go here, how to go there. I needed to update my behavior here in America, and, little by little, I began to love America more and more.”*

# Noncredit Curriculum & Program Development: Categories of Noncredit Instruction

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation
- Immigrant Education
- Parenting
- Persons with Substantial Disabilities
- Older Adults
- Home Economics
- Health and Safety Education

Education Code § 84757; CCR title 5 § 58160



# Noncredit Curriculum & Program Development: Career Development and College Preparation (CDCP)

- Instructional Categories Eligible for Enhanced Career Development and College Preparation (CDCP) funding - Education Code 84760.5 and CCR title 5 § 55151
  - ❖ Elementary and Secondary Basic Skills
  - ❖ English as a Second Language
  - ❖ Short-Term Vocational
  - ❖ Workforce Preparation
- Intended to bridge students into higher education and/or earned employment
- Must be part of a noncredit CDCP certificate to receive enhanced funding

# Noncredit Curriculum & Program Development: Noncredit CDCP Certificates

- **Certificate of Competency**  
A sequence of at least 2 noncredit courses in Basic Skills, Career Development, English as a Second Language (ESL) or Secondary Education
- **Certificate of Completion**  
A sequence or complement of at least 2 noncredit courses offered in Short-Term Vocational programs



# Statewide Initiatives - Opportunities for Collaboration

- California Adult Education Program (AB104) new delivery system of adult education signed into law in 2015.
- 71 regional consortia forming a hybrid system (K-12 district adult schools, community colleges, county offices of education, and a variety of community partners).
- CCCCO & CDE oversee the program
- 7 Program Areas & 7 Objectives
- The mission is to work synergistically with workforce and education to ensure students are prepared for life, work and support their families and community regardless of where they are in their journey.
- Supporting students in ABE/ASE, high school diploma or equivalency, ESL completion to transition into postsecondary or workforce.



# CAEP AB 104: 7 Program Areas

- \*\*\* **All participants must be 18 years and older**
- (1) Programs in elementary and secondary **basic skills**, including programs leading to a **high school diploma or high school equivalency certificate**.
- (2) Programs for immigrants eligible for educational services in citizenship, **English as a second language**, and workforce preparation.
- (3) Programs for adults, including, but not limited to, **older adults**, that are primarily related to entry or reentry into the workforce.
- (4) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to **assist elementary and secondary school children** to succeed academically in school.
- (5) Programs for **adults with disabilities**.
- (6) Programs in **career technical education** that are short term in nature and have high employment potential. **(NON-CREDIT CTE for AB104)**
- (7) Programs offering **pre-apprenticeship** training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area. **(Modified for AB104 from “apprenticeship” in AB86)**

# CAEP Objectives

- **Objective #3:** Integrate existing programs and create **seamless transitions** into postsecondary education or the workforce
- **Objective #4:** Activities to **address the gaps** identified in Objective 1 (evaluation of current levels and types of adult education programs within its region, and Objective 2 (evaluation of current needs for adult education programs within the Consortium's region), included in the Updated AB104 3-year Plan.
- **Objective #5:** Employ approaches proven to **accelerate a student's progress** toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education
- **Objective #6:** Collaborate in the provision of ongoing **professional development** opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.
- **Objective #7:** Leverage **existing regional structures**, including, but not limited to, with local workforce investment areas.

# Adult Education Delivery Across the State

- 71 Consortia
- State collects data from CASAS TOPSPro system and Chancellor's Community College MIS
- Collective Impact for Social Change – supporting programs for nontraditional underserved populations
- Consortia Membership: Adult Education, Community College noncredit, and County Office of Education
- State funding in CA over \$500 million across the state

# Strong Workforce

- Strong Workforce focused on increasing and improving CTE programs to promote social mobility and fuel regional economies with skilled workers – started in 2016
- Focus on 7 targeted student areas: career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding.
- Responsive to labor market data conditions and student outcomes.
- Even though this supports “credit CTE” pathways can be created to have noncredit programs feed into these pathways.
- Focus is on Priority and Emerging Sectors

# Guided Pathways



**FIRST** steps

## Clarify Goal

- Inform CAEP Partners Adult Schools about options at Mt. SAC

## Choose & Enter Pathway

*Student Applies to Mt. SAC*

## Stay on the Pathway

Complete a Student Education Plan

## Master Knowledge & Skills

Successful completion of courses or program of study

# Noncredit Response to AB 705

- At Mt. San Antonio College, noncredit faculty worked with credit faculty to develop curriculum targeting areas of student need
  - English Preparation for College Success
  - Math Preparation for Statistics Success
  - Math Preparation for BSTEM Success
- Courses are offered several times per year
- Direct instruction which includes intrusive (embedded) counseling and tutoring



AIME = Academic Intervention  
for Math and English

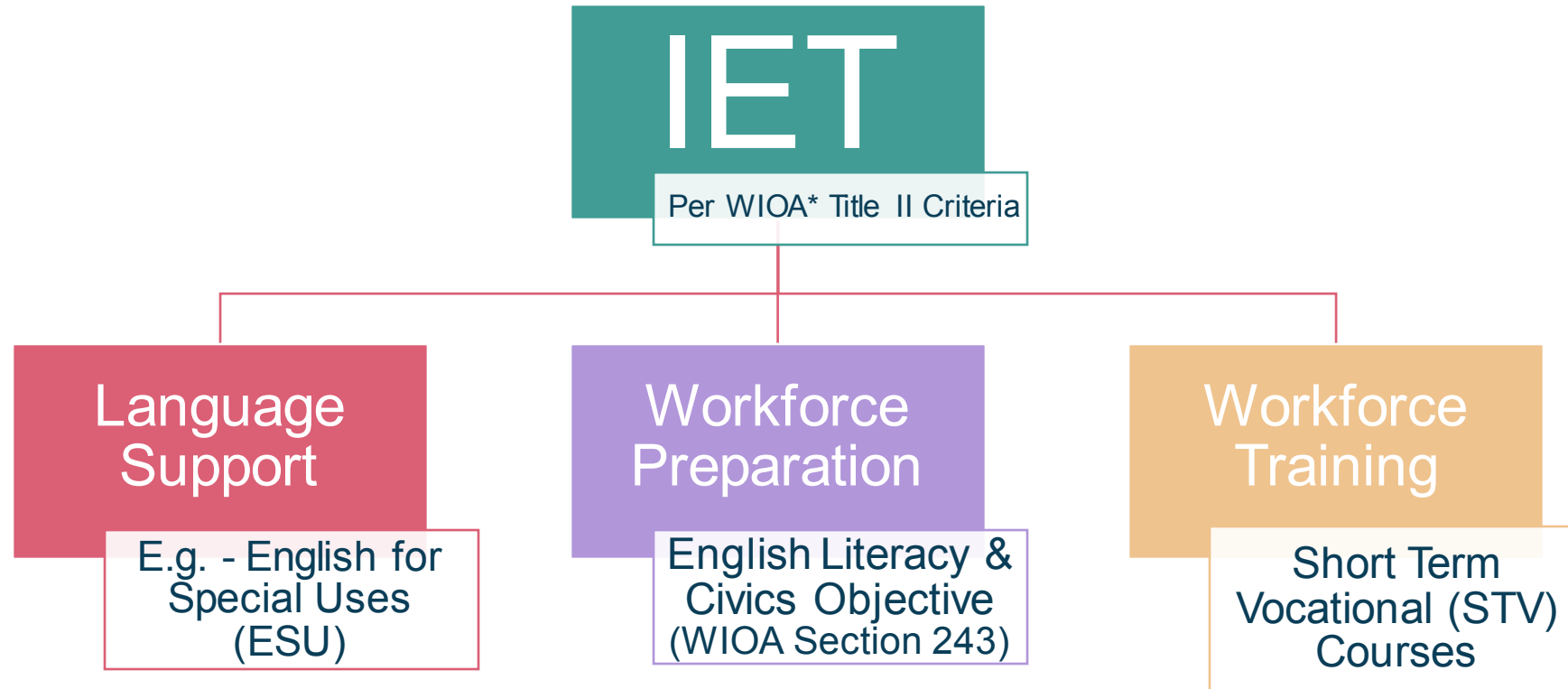


# Noncredit Response to AB 705

## Summary of AIME Course

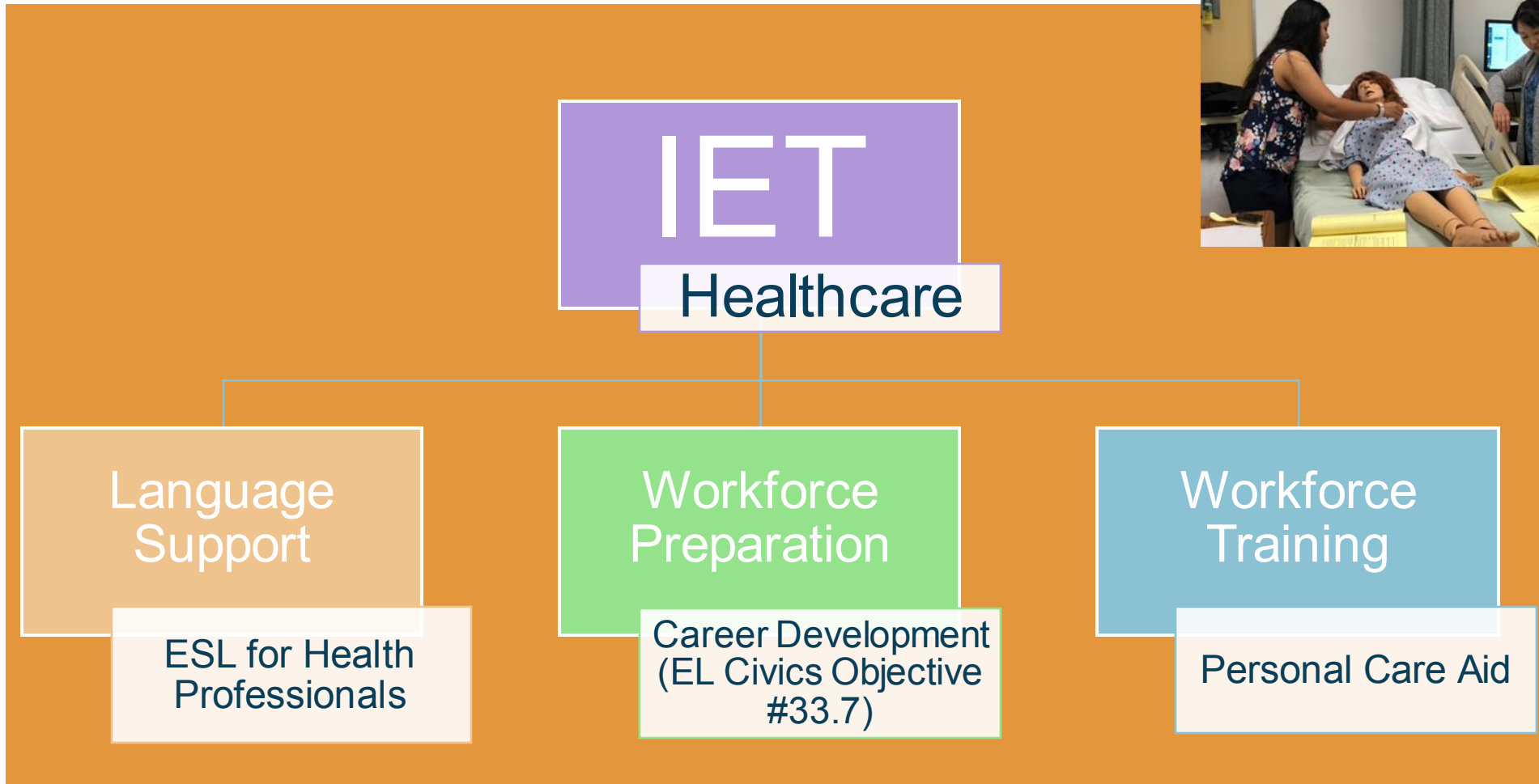
BS EPCS (English Preparation for College Success)	BS MPS (Math Preparation for Statistics Success)	BS MPSTM (Math Preparations for BSTEM Success)
<ul style="list-style-type: none"><li>• Close reading and critical analysis of texts</li><li>• Strategies for revision</li><li>• Thesis development</li><li>• Expository writing</li><li>• Argumentative writing</li><li>• Strategies for reading Fiction vs Nonfiction</li></ul>	<ul style="list-style-type: none"><li>• Ratios, fractions, decimals, percentages</li><li>• Measures of central tendency</li><li>• Measures of dispersion</li><li>• Dot plots, histograms, boxplots</li><li>• Probability</li><li>• Graphing skills</li><li>• Calculator skills</li></ul>	<ul style="list-style-type: none"><li>• Functions, function notation, graphing basic functions</li><li>• Factor and graph absolute value equations and inequalities</li><li>• Quadratic and other polynomial functions</li><li>• Properties of exponential functions, fractional exponents, radicals</li><li>• Systems of equations</li></ul>

# Integrated Education and Training (IET) for ESL



\*WIOA: Workforce Innovation and Opportunity Act

# Healthcare IET



# Funding

- Hybrid delivery system across 71 consortia
- Funding has 2 delivery options
  - Direct Funded
  - Fiscal Agent Funded
- CAEP funding can be 100% of funding for some Adult Education sites and supplemental for noncredit program

# Myths about Noncredit

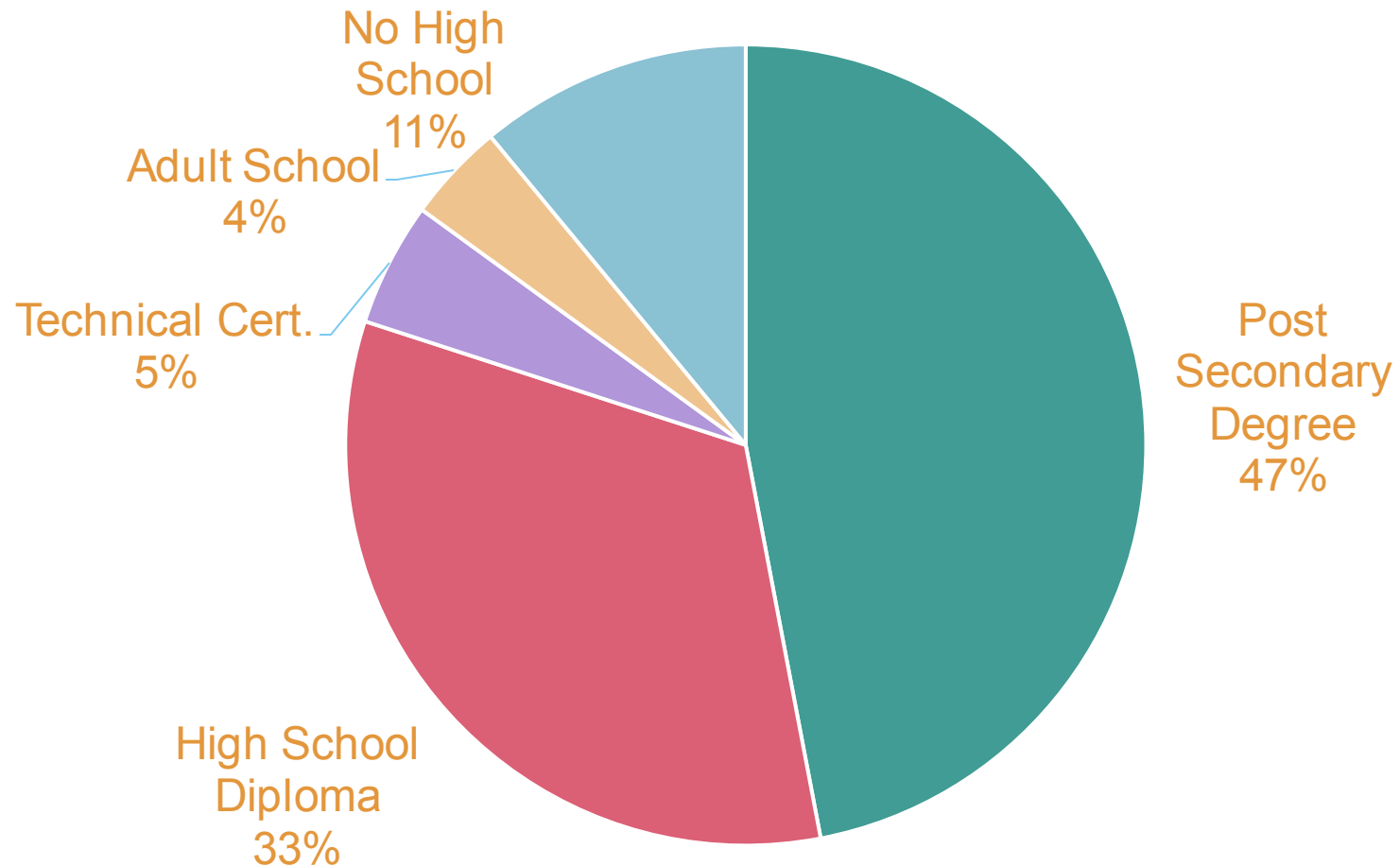
Myth #1: All noncredit students are uneducated.



Many noncredit students (especially in ESL) have high school diplomas, post-secondary degrees, or established careers before entering a noncredit program.

# Educational Background at the Time of Program Entry

## Noncredit ESL





# Myths about Noncredit

**Myth #2: Noncredit courses are not as rigorous as credit courses.**

**FALSE**

Noncredit courses are rigorous.

- Assignments & Class Projects
- Quizzes, Midterms, and Finals
- Standardized Assessments (CASAS, TABE, EL Civics, Vocational Certification Exams, etc.)
- Contextualized Curriculum
- SLOs
- Course Outlines of Record go through the same approval process as credit



# Noncredit & Adult Education: Opportunities

- Collaboration between noncredit and credit faculty to build pathways for student success
- Flexibility to innovate and tailor course curriculum
- Immediate impact on students' lives and communities
- Noncredit Short-Term Vocational programs provide our community a chance to be employed quickly
- Noncredit programs serve as a first point of entry into college for students from historically underrepresented and economically disadvantaged backgrounds



# Resources

- [California Adult Education Program \(CAEP\)](#)
- [Noncredit Instruction: Opportunity and Challenge](#)  
ASCCC Paper – Adopted Spring 2009 & Revised Spring 2019
- [Program and Course Approval Handbook \(PCAH\)](#)  
7th Edition – See Part III: Noncredit Curriculum



# For Information & Support

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Thank you!

