

Student Centered Change:

A Transformative Experience

ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES

**CAREER AND NONCREDIT
EDUCATION INSTITUTE**

MAY 12-14, 2022
IN PERSON AND VIRTUAL
WESTIN SOUTH COAST PLAZA

Spanish Noncredit Certificates

Morales L, Velez M, & Zepeda F

About the Presenters

For the last 7 years, Luciano's employment and educational history entail of understanding the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of community college noncredit students [Adult Education].

Luciano has taught as an adjunct faculty in the Basic Skills domain: Computer Literacy, Career & College Readiness, GED/HiSET, and Workforce Success & Effective Communication Leadership at Los Angeles Community College District. Most recently, Luciano has been the lead adjunct coordinator for the Avanza Los Angeles Program.

Additionally, Luciano teaches noncredit Career Skills, Occupational Training, Canvas Support, and Small Business Entrepreneurship courses for the Cerritos College Adult Education Department and collaborates in the Strong Workforce Program Regional Projects.

Luciano's leadership involves LATTC's AS Adjunct Representative, AFT NC Adjunct Representative, and ASCCC Noncredit, Pre-Transfer, & Continuing Education Committee

Luciano Morales



With nearly two decades of experience, Frank Zepeda is a leader in the world of digital marketing, multicultural marketing, and diversity and inclusion initiatives. Currently serving as the Director of Marketing at EC Hispanic Media, Frank works day in and day out to ensure your campaigns are reaching the most precise and engaging audiences possible.

Knowledgeable in the use of social media marketing. Creative and strategic thinker with a solid ability in developing innovative strategies to generate new business leading to increased revenue.

Joined the Cerritos College Adult Education Team to provide a high-quality educational experience, while promoting the growth and development of entrepreneur skills.

Frank currently teaches Small Business Finance and How to Grow a Small Business in Spanish.

Frank Zepeda

Manuel has been a Professor of English in El Paso Texas and Spanish Instructor/Counselor in San Diego California before becoming one of the most recognized activist through poetry for his community.

Manuel's work has appeared in such literary magazines as Puerto del Sol, Many Mountains Moving, Bird Float, Tree Song, and in the anthology Literary El Paso. He is also the recipient of the 1995 Pellicer/Frost Bi-National Poetry Award for his collection Bus Stops and Other Poems, which was published in 1998 by Calaca Press of San Diego, California.

Currently, Manuel teaches Chicana/o Literature, Basic and Expository Composition from a Chicana/o Studies perspective, and Chicano Culture.

Manuel's leadership involves serving as Department Chair, Academic Senate President in San Diego Mesa College, and ASCCC South Representative as an Executive Committee Member.

Manuel Velez

Breakout Session Discussion

This session will deconstruct how Spanish-speaking noncredit courses are helping vulnerable students with their noncredit academic journey. Spanish-speaking noncredit courses can serve as a pillar to support underprepared students to:

- 1) Bridge to Transfer-level courses
- 2) Gain strong workforce skills for upward mobility
- 3) Improve basic skills for self-empowerment
- 4) Further connect with ESL courses

Community College Examples

1. Los Angeles Trade Tech College Noncredit – **Avanza Los Angeles (ALAS)**
2. Cerritos College Adult Education Department (AED) – **Spanish Noncredit Courses**
3. Innovation - **ASCCC State Level**



Intro: LATTC Spanish NC Programs

- **Los Angeles Trade Tech (LATTC)** and the **National Day Workers Network (NDLON)** in 2015 offered a free noncredit class in Spanish in the construction trade to a small group of immigrants (day laborers or jornaleros)
- In 2016 Avanza Los Angeles [ALAS] was innovated
- Thereafter, LATTC is one of the first community college that offers Spanish introductory noncredit classes in Construction, Electrical, Computer Literacy, Sewing, Automotive, and Culinary domains - **FREE**
- Introductory classes are offered along with an English as a Second Language class – **FREE**
- BOARD RULES - **Chapter VI, Article IV: 6416. BILINGUAL INSTRUCTION**



LACCD Board Rule Ch 4. Article 4

Instruction: Special Classes and Services (6400-6416.20)

6416.20: Teaching Sections of a Course Exclusively in English and Other Sections of That Course Exclusively in a Language Other Than English. **A college may offer certain sections of a course taught exclusively in English and other sections of the course taught exclusively in a language other than English only if:**

- 1) Students in all non-English sections of the course are required to enroll in a basic skills English co-requisite course; or
- 2) Those students taking non-English sections of the course are designated as a cohort of students and are required to concurrently enroll in another course or courses designed to help them achieve proficiency in English.

Students enrolled in a non-English section of a course must be simultaneously enrolled in classes designed to teach them English. This requirement can be satisfied either by establishing a basic skills English course as a co-requisite for students enrolled in all sections of the course or by requiring, per Title 5, California Code of Regulations, Section 58106(b)(4), that students enrolled in the non-English sections of the course also be enrolled in such a basic skills course while the other sections of the course remain unrestricted.

SOURCE: <https://www.laccd.edu/Board/Pages/Board-Rules.aspx>



LATTC ALAS Program Structure

Noncredit Spanish Courses			Grade
VOC ED	504CE	Sewing Machine Basics	P, SP, NP
VOC ED	506CE	Sewing Special Fabrics	P, SP, NP
VOC ED	507CE	Clothing Alterations	P, SP, NP
VOC ED	325CE	Introduction to Automotive Maintenance and Service	P, SP, NP
VOC ED	326CE	Automotive Diagnostics and Repair	P, SP, NP
BSICKSL	078CE	Fundamentals of Workplace Success II-Effective Communication and Lead	P, SP, NP
BSICKSL	060CE	Basic Computer Literacy – Beginning	P, SP, NP
BSICKSL	060CE	Basic Computer Literacy – Intermediate	P, SP, NP
BSICKSL	060CE	Basic Computer Literacy – Advance	P, SP, NP
VOCED	252CE	Basic Electrical – Beginning	P, SP, NP
VOCED	008CE	Culinary Arts (Under exploration)	P, SP, NP





ALAS ESL Program Structure

ESL Noncredit Spanish Courses			Grade
ESL	06CE	Level 0 - Beginning	P, SP, NP
ESL	07CE	Level 1 - Beginning	P, SP, NP
ESL	08CE	Level 2 - Intermediate	P, SP, NP
ESL	09CE	Level 3 - Intermediate	P, SP, NP

Credit ESL Courses			Grade
ESL	005A	College ESL V: Writing and Grammar	A, B, C, D, F
ESL	006A	College ESL VI: Writing and Grammar	A, B, C, D, F
ESL	008	Advanced ESL Composition	A, B, C, D, F



ALAS - NC Spanish Certificates

- Lube Technician
- Sewing Operator
- ServSafe
- English as a Second Language





NC Spanish-speaking ALAS Programs

Inputs

Funding / Grant Dollars

Staff

CTE Faculty

Materials

Equipment

Community Partners

Existing Resources

Educational Code: 6416.
Bilingual Instruction

Desired:

Local Curriculum Support

Local AS Support

Regional Collaboration

Outputs

Activities

VOC ED 504CE
VOC ED 506CE
VOC ED 507CE

VOC ED 325CE
VOC ED 326CE
BSCKLLS 78CE

BSCKLLS 60CE #1
BSCKLLS 60CE #2
BSCKLLS 60CE #3

VOC ED 252CE

Culinary Arts

ESL 06CE
ESL 07CE
ESL 08CE
ESL 09CE

***Educational orientations to inform students about the benefits of the program, resources, and credit transitional pathways

Participation

Parents
Adult Learners
Student Leaders
Fashion Design Lab
Automotive Lab
Computer Lab
Construction Lab
Ceremony
Fundraising
Tutoring Center

Program Committee
Student Government
Dreamer Resource
Credit Adjunct Faculty
Noncredit Counselor
Department Chairs
U-Pass
Library Resources
Scholarships/Laptop

Observations

Short

Adult learners acculturate to semester

Adult learners become involved with program

Adult learners improve ESL skills

Adult learner discovers other basic skills classes.

Adult learner Transitions

Job/Credit Pathway

Sewing Operator
Noncredit Certificate

Lube Technician Noncredit Certificate

Certificate of participation

Enroll in additional Basic Skills courses

ESL Noncredit Certificate

Adult learners become involved with student leadership counsel and volunteer in orientations and outreach [Sense-of-Belonging]

Exploration of other NC Spanish Programs/Certs

Long

Adult learners' transition to credit pathway

Continue on another ALAS Spanish Program. For example, from Automotive to fashion.

Continue solely on ESL classes. For example, attend only ESL classes without CTE classes --> Credit ESL.

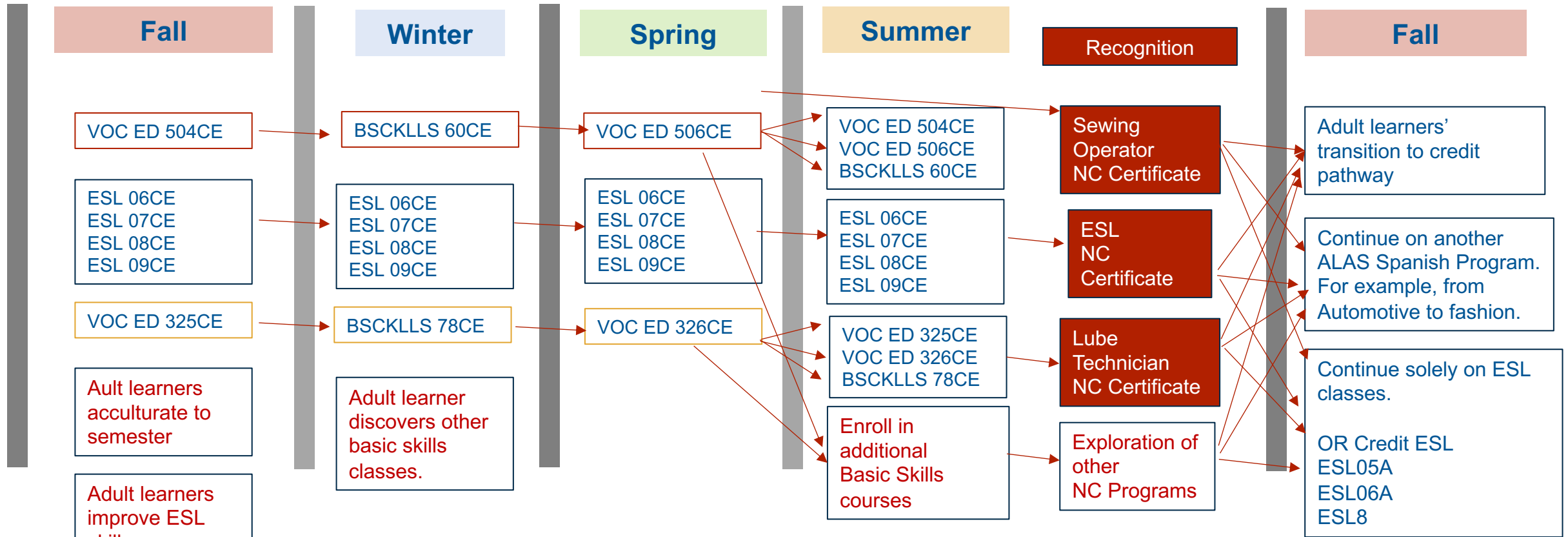
Transition to a High School Equivalency program

Attain Employment. For example, student worker position/Upward Mobility

Recognition



E.g., Spanish Sewing & Auto Program



Adult learners become involved with student leadership counsel and volunteer in orientations and outreach

Adult learners become involved with program/Checks in with NC Counselor

Transition to a High School Equivalency program

Adult learner Transitions to Job/Credit Pathway





Intro: AED NC Spanish Programs

- A couple of years prior to the development of the Certificate, community and student surveys were conducted that identified Spanish entrepreneurship as a high need
- A year prior to Certificate approval, the college offered a VESL (Vocational ESL) with focused vocabulary development for business entrepreneurship
- College is responding to the emerging need of language learners (Spanish Speaking) for entrepreneurship training
- College is responding to the emerging need of the economy for small business entrepreneurship and support for business development in the Latinx community





AED Spanish-speaking Classes

Noncredit Spanish Courses			Grade
AED	90.37S	Intro to Launching a Small Business	P, SP, NP
AED	90.41S	Intro to Small Business Finance	P, SP, NP
AED	90.43S	Growing a small business	P, SP, NP
AED	90.39S	Social Media for Small Business Owners	P, SP, NP
AED	90.05	OSHA-10 Training	P, SP, NP
AED	36.01	Occupational Orientation	P, SP, NP
AED	36.06	Occupational Training	P, SP, NP
AED	22.06	Career Skills	P, SP, NP
AED	42.21	Spanish Literacy Skills for General Education Development (GED) Success	P, SP, NP
AED	42.23	Spanish Supplemental General Education Development (GED) Math	P, SP, NP
AED	42.10	Spanish GED Test Prep – A	P, SP, NP





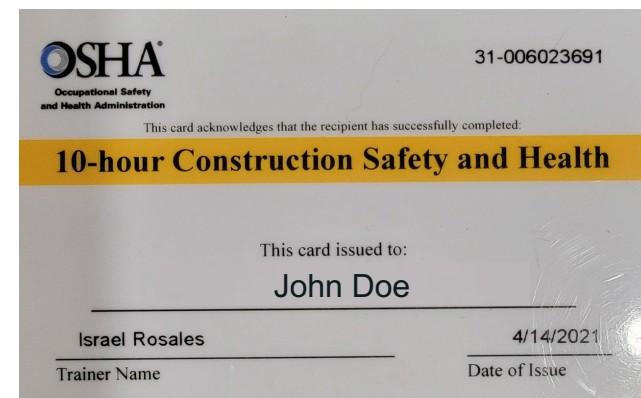
AED ESL Classes

ESL Noncredit Courses			Grade
ESL	42.14	Low Beginning English as a Second Language	P, SP, NP
ESL	42.15	High Beginning English as a Second Language	P, SP, NP
ESL	42.16	Low Intermediate ESL	P, SP, NP
ESL	42.17	High Intermediate ESL	P, SP, NP



AED - NC Spanish Certificates

- Intro to Basic Entrepreneurship
- Entrepreneurship Small Business Growth
- Construction Safety and Health - OSHA -10
- Strong Workforce Preparedness
- GED/HSE
- VESL



Success Stories [OSHA10-Training]

"The OSHA10-Training I took at Cerritos College gave me well-rounded knowledge of workforce labor rules and specifications, I am currently assisting Cerritos College instructors to teach remote classes at the Mexican Consulate. The class has opened a world of opportunities for me. I want to get certified and be able to teach OSHA classes at Cerritos."

- NC Student - Yigal Salas Rodriguez





NC Spanish-speaking AED Programs

Inputs

Funding / Grant Dollars

Staff

Faculty

Materials

Equipment

Community Partners

Existing Resources

Desired:

Local Curriculum Support ✓

Local AS Support ✓

Regional Collaboration

Outputs

Activities

AED 90.37S
AED 90.39S
AED 90.41S
AED 90.43S

AED 36.01
AED 36.06
AED 22.06

AED 42.21
AED 42.23

AED 42.10
AED 42.11

AED 90.05

AED 90.04
AED 42.98

AED 42.14
AED 42.15
AED 49.02

***Educational orientations to inform students about the benefits of the program, resources, and credit transitional pathways

Participation

Parents
Adult Learners
Community Leaders
SBDC
SCORE
El Clasificado
La Mujer
Ceremony
Fundraising
Tutoring Center
RampLA
City of LA

Program Committee
Student Government
Dreamer Resource
Adjunct Faculty
Noncredit Counselor
Department Chairs
Library Resources
Scholarships/Laptop

Observations

Short

Adult learners acculturate to semester

Adult learners become involved with program

Adult learners improve ESL skills

Adult learner discovers other basic skills classes

Adult learner Transitions to Credit

Job/Credit Pathway

Medium

Introduction to Basic Entrepreneurship

Entrepreneurship Small Business Growth

Pre-GED Spanish

GED Test Preparation

OSHA-10

Workforce Preparedness

ESL Noncredit Certificates

Adult learners become involved with AED program and help with outreach [Sense-of-Belonging]

Exploration of other NC Spanish Programs/Certs

Long

Adult learners' transition to credit pathway

Continue on another Spanish Program. For example, from SW to SB

Continue solely on ESL classes. For example, attend only ESL classes without CTE classes --> Credit ESL.

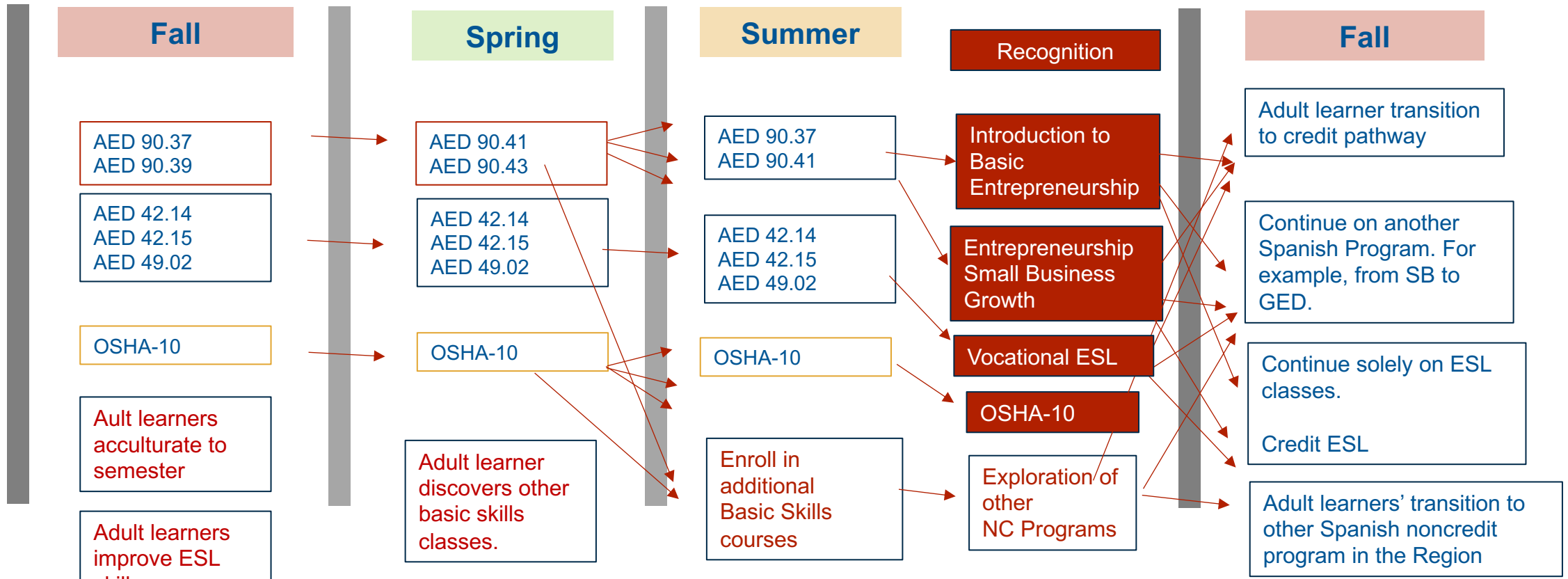
Transition to the High School Equivalency program

Attain Employment. For example, student worker position/Upward Mobility

Recognition



E.g., Spanish Entrepreneurship Program



Adult learner connects with SBDC or SCORE

Adult learner establishes a small business [Sole-proprietorship or LLC]

Adult learners become involved with program/Checks in with NC Counselor

Transition to a High School Equivalency program or other NC courses



Innovation - *ASCCC* State Level Support

- “¿En que les podemos ayudar?”: Addressing the Non-Credit Needs of a Growing Spanish-speaking Student Body at California’s Community Colleges
- Spring 2022 Plenary Resolution: Noncredit Spanish Language Course Outlines of Record and Regional Support
- Regional Collaboration
 - 1) Bridge to Transfer-level courses
 - 2) Gain strong workforce skills for upward mobility
 - 3) Improve basic skills
 - 4) Further connect with ESL courses



General Information		
Field	AED90.37	AED90.37S
Course Code	AED90.37	AED90.37S
Course Control Number	CCC000622727	CCC000622728
Course Title	Launching a Small Business	Launching a Small Business (Spanish)
Course Description	<p>This course is for students who are interested in learning about establishing a small business. The class is an introduction to business concepts like understanding market research, identifying resources, registering a business, and identifying components of a business plan. It will introduce students to the types of business ownership structures such as: sole proprietorship, partnerships, and corporations. Students will be provided reference materials to help them start thinking about permits and licenses, patents and protection of ideas, and legal requirements and regulations for small businesses. The material in this course has been drafted with application as its focus.</p>	<p>This course is taught in Spanish and is for students who are interested in learning about establishing a small business. The class is an introduction to business concepts such as understanding market research, identifying resources, registering a business, and identifying components of a business plan. It will introduce students to the types of business ownership structures such as: sole proprietorship, partnerships, and corporations. Students will be provided reference materials to help them start thinking about permits and licenses, patents and protection of ideas, and legal requirements and regulations for small businesses. The material in this course has been drafted with application as its focus.</p>



Noncredit Faculty Quotes [AED]

"I've been teaching Spanish GED courses for the last 13 years. When students come to our programs, they find a complete community of support system (counselors, administrators, staff, and instructors). In the same way, they meet classmates with similar goals and together they increased a sense of belonging and appreciation. This in turn, gives them the motivation to accomplish higher goals, for instance, transferring to other programs or taking credit courses." [Maria Ramos]

"I have been teaching Adult ED for the past 18 years, and I have learned that education is the most powerful weapon you can use to change someone's world. Here at Cerritos College, we have outstanding leadership and collaboration among instructors that make Cerritos College a wonderful place to come and change your world – like the Spanish-speaking OSHA-10 training and GED/HSE. AED is one of the best organizations I have ever worked." [Israel Rosales]



Noncredit Faculty Quotes [LATTC]

“As an ESL instructor for the ALAS program for the past few years, I have seen that the students in the program are among the most dedicated students I have ever taught. They are highly motivated to learn. It has been a pleasure being part of the program and helping the students improve their English skills.” [Yuki Kata - LATTC]

“I am impressed with the student's eagerness to learn the skills required to make garments. Initially we start with basic exercises to get students familiar with the tools and machines and the process involved. These students take this class seriously and get started the minute they walk into the classroom.” [Delia Thornton - LATTC]

“I have been a professor in the ALAS Program for five years. The program has helped students acquire the necessary skills to transition to credit courses and apply for better jobs. Students are more confident about using computers in the workplace and in their personal lives. I am happy to be part of the ALAS Program and see students succeed.” [Vivian Alonzo – LATTC]



Noncredit Faculty Quotes [LATTC]

“It has been a wonderful experience working with the ALAS students at Trade-Tech. They are so eager to learn and motivated. I look forward to teaching them. It is especially rewarding to see their language skills improve throughout the program- and to have helped them attain their goals, which is the purpose of it all.” [Vickie Leveque - LATTC]

I’ve been teaching ESL to ALAS students since 2018. The students learn readily even though the classes take place at night. The ALAS students are determined to accomplish their personal, professional, academic goals, and skills! During the pandemic, the students’ interest in learning English only increased. Today, in 2022, most of the students learning English online use technology comfortably to do classwork online, send emails, type responses in English, and alternate between ZOOM and CANVAS. So proud of ALAS students! [Olga Kouznetsova - LATTC]



Noncredit Faculty Quotes [LATTC]

"I'm one of the Automotive Instructors from the ALAS program at LATTC. I've been teaching this program for over four years, and I see the extraordinary benefits of this program to students. This program has been essential to some students who find their way into the credit courses. Also, students have developed skills as automotive technicians and are able to diagnose and repair their own vehicles saving money on expensive repairs. [Rodrigo Taba - LATTC]

"I have been teaching for ALAS for the past two years. It is indeed an honor to instruct these students because they are eager to learn and ask many questions in every class session. Several of them have acquired the skill set that will enable them to be prepared for credit courses. Other students come back to refurnish their skill set; as a result, they gain confidence and I personally see that they are ready for the next step in their educational endeavors." [Hector Martinez]



Noncredit Faculty Quotes [LATTC]

"I've been teaching for the ALAS Electrical Construction for 3.5 years and I have seen students become more confident with their skills and transition to credit classes. I have 15 or more students that have completed the ALAS course and have now received their electrical certificate at the college level."
[Armando Aguilar]



TRADE-TECH COLLEGE
ALAS
AVANZA LOS ANGELES

Graduado
CLASE DE 2020

Uno de los primeros graduados de clases de crédito que comenzo con nuestro programa

ACADEMIC CONNECTIONS | **LATTC**

Ricardo Pérez
afirma
"Creer en ti mismo!"

Felizidades Por Ser Nuestro
Primer estudiante de Avanza Los Angeles
que a obtenido un certificado de crédito en
Electrical Constuction Maintanance:
Constuction Technician





Conclusion - Next Steps

- How can ASCCC/Region focus on Spanish NC courses to assist Spanish-speaking students with a Transfer-level transition?
- How can ASCCC/Region focus on Spanish NC Strong Workforce skills for upward mobility?
- How can ASCCC/Region focus on Spanish NC courses to further Improve basic skills?
- How can ASCCC/Region focus on Spanish NC to further Connect with ESL NC courses or/and Credit ESL classes?



Thank You!

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