



**REPORT OF THE
WORKGROUP ON
COMMUNITY COLLEGE
FINANCE**

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I-D. INCREASED FUNDING SHOULD BE PROVIDED FOR NON-CREDIT PROGRAMS INCLUDING HIGH SCHOOL COMPETENCY, WORKFORCE TRAINING AND VOCATIONAL EDUCATION.

Background and justification: Non-credit instruction provides a demonstrated gateway to enrollment in credit programs, entry or re-entry into the job market, as well as critical life skills for new parents and older adults. Specifically, non-credit instruction:

- Provides immigrants with English language skills needed to gain employment, become citizens, or pursue further academic study
- Provides students in need of remedial coursework with basic skills in reading, writing, and computation
- Provides vocational education students with the skills needed for job entry or re-entry, as well as career advancement or change
- Provides disabled students with the basic skills or vocational education they need to achieve maximum independence,
- Provides parents in trouble with the law with alternatives to incarceration, and provides child development students with educational labs,
- Provides older adults with a variety of educational opportunities that help to keep them mentally and physically fit.

Furthermore, the long term plan for the community colleges, entitled “The Real Cost of Education” and adopted by the California Community Colleges’ Board of Governors in March of 2003, clearly endorses the full integration of non-credit as an equal partner into the community colleges.

Issues with Current Non-credit Funding Rate

Current apportionment funding for non-credit enrollment is far less than the amount provided for credit enrollment. This disparity typically places those community college districts that offer non-credit programs in a position where they are unable to provide funding for full-time faculty, faculty office hours, libraries, learning resource centers, and tutors. Consequently, these program elements, critical to the success of non-credit students, are often missing from non-credit programs. In addition, compensation for faculty and classified employee staff as well as general support costs in districts with large non-credit programs are similar to the costs these districts incur for credit programs.

The current level of apportionment for non-credit, approximately 56% of the credit rate, simply does not provide adequate funding for those non-credit programs that endeavor to support job readiness, provide a gateway to enrollment in credit classes, and provide adequate funding to attract and retain quality faculty and staff.

DETAILED RECOMMENDATION: Apportionment funding should be increased for non-credit enrollment in the areas of English as a Second Language, Citizenship, Remediation and Basic Skills, and Vocational or Occupational Education. This should be accomplished in a series of

incremental improvements, with a goal of raising total apportionment funding for the “Tier 1” non-credit courses (described below) to an equivalent amount of the state support rate for credit enrollment (credit rate minus statewide student fee rate for fee-paying student).

The Statewide Academic Senate, in conjunction with the Statewide Association of Chief Instructional Officers is the appropriate group for reviewing which Taxonomy of Programs (TOPs) codes should or should not be eligible for the improved level of funding. In addition to increased appropriations, implementing changes in apportionment funding for non-credit would require System Office approval and would likely necessitate amendments to both the California Education Code and Title 5 Regulations. The workgroup discussed the following TOPs codes as possible non-credit program areas that would qualify for Tier 1 funding:

- a. Any non-credit courses of vocational program TOP codes
- b. Any non-credit courses in the following TOP codes:

4930.11 - Job Seeking/Changing Skills	4930.70 – Reading Skills, Precollegiate
4930.12 – Study Skills	4930.71 – Reading Skills, College Level (including speed reading)
4930.20 – Communication Skills	4930.72 – Skill Development
4930.21 – Writing	4930.80 – English as Second Language – General
4930.22 – Speech	4930.81 – English as Second Language – College Level
4930.30 – Learning Skills, Handicapped	4930.82 - English as Second Language – Survival Level
4930.31 - Living Skills, Handicapped	4930.90 – Citizenship
4930.32 – Learning Skills, Learning Disabled	4931.00 – Vocational ESL
4930.33 - Learning Skills, Speech Impaired	5200.00 - Accounting
4930.40 – Computational Skills	7040.00 - Computer Programming
4930.41 – Pre-Algebra (Basic Math/Arithmetic)	7990.00 - Computer Information Science
4930.42 – Algebra, Geometry, and Trigonometry	
4930.60 – Adult Basic Education (Grade 1-8)	
4930.62 – High Scholl Diploma Program/G.E.D	

Non-credit instruction that is not related to one of the above specific categories, or “Tier 2” classes would not receive this improved level of funding.

Finally, any improvement in non-credit funding should include standards to ensure that non-credit programs receiving the higher level of funding more closely align with the requirements of credit programs.

Cost estimate:	\$120 million (<i>estimated based on likely applicable non-credit programs</i>)
Implementation:	Statutory (Education Code § 84750) Regulatory Budget Bill Language