Noncredit at Cabrillo

Adult Education, AB86
County Demographics

- 32% of SC County households speak a language other than English in 2012 (up from 28% in 2006)
- 28% of students countywide are ELL. In PVUSD: 45%
- 14% of county age 25 and above have less than a high school degree: Watsonville: 48%  Pajaro: 68%
Noncredit Overview

Credit
- generates apportionment
- students earn credit that counts for certs, degrees, transfer
- registration fees

Noncredit
- generates apportionment (but substantially less* per FTES)
- students don’t earn credit
- no fees
- In SC County:
  - Watsonville Aptos Adult Ed, Santa Cruz Adult School

Not-for-credit
- no apportionment, must be supported through fees
- Cabrillo Extension/Community Education
History

10-15 years ago
- Ladders Project

Enrollments in Adult Ed 2008-09: 6,900

Great Recession
- End of categorical funding
- Enrollments in Adult Ed, 2013-14: 2,500

Rebuild Adult Ed
- Gov Brown move AE to CC
- AB 86 you figure it out
- 2015-16
  - Noncredit CDCP full apportionment
  - Proposed budget: $500M
AB86 Legislation and Purpose

The Legislature, through AB86, committed funds to regional consortia of K-12 and community college districts to develop plans for expanding and improving adult education services by creating linkages between the two educational systems in order to provide adults with the academic and career skills needed to enhance student success.

The Legislature also signaled its intent to provide additional funding to support implementation of these plans beginning in 2015-16.

(Taken from AB86 Certification of Eligibility Instructions, Terms and Conditions document, page 2. Emphasis added.)
AB86 Overview and Funds

- Provides one-time funding for adult education consortia planning
- Funding Period: March 5, 2014 - June 30, 2015
- The total budget for Santa Cruz Consortia planning is $226,800
- Fiscal Agent: Cabrillo College
AB86 Program Areas

The plan must address gaps and improvement of delivery of adult education in all of the following areas:

1. **Elementary and secondary basic skills**
   high school diploma or equivalency

2. **Classes for immigrants**
   Citizenship and ESL, and workforce preparation

3. Education programs for **adults with disabilities**.

4. **Short-term career technical education** programs with high employment potential.

5. Programs for **apprentices**.
AB86 Planning Objectives

1. **An evaluation of current levels and types of adult education programs** within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act.

2. **An evaluation of current needs for adult education programs** within its region.

3. **Plans for parties that make up the consortium to integrate their existing programs** and **create seamless transitions** into postsecondary education or the workforce.

4. **Plans to address the gaps** identified pursuant to paragraphs (1) and (2).

5. **Plans to 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.

6. **Plans to 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.

7. **Plans to leverage existing regional structures**, including, but not necessarily limited to, local workforce investment areas.
Assess current offerings
Identify need for Adult Ed
Identify gaps & strategies to address

How systems align to support progress to post-secondary and careers

How to align, coordinate, integrate with stakeholders to increase success

Plans to collaboratively provide professional development to develop capacity

Plan to measure & accelerate progress to completion using evidence-based practices

7 Plan Elements
Focus on Student Goal Oriented Pathways

- **CTE** — finding employment, upgrading skills, moving up a career ladder, acquiring soft skills that support these goals (i.e., more than “just a job”).

- **GED/Diploma** — getting that crucial credential, possibly as a springboard to other learning but for many a goal in and of itself.

- **Cultural assimilation and proficiency** — English language skills, citizenship, cultural proficiency and all that goes with it (such as advocacy for a child in the school system).

- **Lifelong Learners** - (Not in AB86, but would benefit from coordination)

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<thead>
<tr>
<th>Pathway “Clusters”</th>
<th>CTE Pathway</th>
<th>GED Pathway</th>
<th>Culture Pathway</th>
<th>Lifelong Learner Options</th>
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<td>Apprentices</td>
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Premises

- We and the state are making this up as we go. Flexibility, willingness to restructure plans, and forgiveness will be required
- Transparency will increase trust
- Designing pathways not classes
- Student success increased by aligning, coordinating, integrating support services from multiple providers
- Pathways may traverse multiple providers
  - transitions, handoffs are critical to persistence
- All providers responsible & accountable for student success
- Transitions and partnerships will be more successful with deeper engagement of staff in planning processes
- Students have a variety of motivations for taking adult ed classes including career advancement, career retention, preparation of post-secondary education
- The planning process needs to provide for dialog and resolution between state requirements and community needs and values
Design Parameters

- No participating institution can accept an unfunded obligation to deliver services. Fee-based instruction will be utilized when other funding sources are not available.
- Goal is to optimize the adult delivery system for sustainable pathways that are constantly improving key metrics for student success.
- Commitment to meeting the need for adult education and letting that guide design choices.
Santa Cruz County
Adult Ed Consortium

Cabinet
- CEOs Cabrillo, PVUSD, SCCS

Working Group
- Representatives of 3 districts, County Office of Ed, other stakeholders

Planning Team
- Faculty, staff of 3 districts, other stakeholders
Enhanced Noncredit Career Development/College Preparation

Noncredit sequences leading to either of following certificates

- Noncredit certificate of completion leading to improved employability or job opportunities,

- Noncredit certificate of competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.

Funded at same rate as credit effective 7/1/15
Cabrillo Strategy

Grow Noncredit Offerings in CTE/College Prep
- Enables us to maximize apportionment
- Serve populations we aren’t serving
- Develop noncredit course offerings by end of March

Create Pathways from Adult Ed to Cabrillo
- Helps grow apportionment
- Serve populations we aren’t serving

Focus on Job Placement & Completion
- Grow apportionment. It’s what our students are seeking
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