



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

AB 86: Adult Education Consortia Planning 2013-2015

3-7-14

Webinar Series

<http://ab86.cccco.edu>



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE



California Department of
EDUCATION

Adult Education in California Quick Comparison: K-12s and CCCs

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Special thanks to many collaborators from both systems.

Some Key Points in Adult Ed History

- 1856 - First adult ESL class in San Francisco's Old St. Mary's Church
- 1902 - Statewide public funding for Adult Education in California
- 1921 - The 25+ class on demand state legislation
- 1940s - 50s – Junior colleges spinning off from adult schools and local school districts
- 1966 - The Federal Adult Education Act
- 1978 - Prop 13 radically altered adult school and community college programs
- 1986 - The immigration reform amnesty program
- 1996 - Welfare Reform
- 2007 - Enrollment in CA adult schools at 1.6 million students in California
- 2008 - 94,220 FT Equivalent students in CCC noncredit in 07-08
- 2009 - Adult school funding "FLEXED" - open to school districts for any purpose
- 2007 to 2013 – Funding for adult schools cut by about 2/3. Funding for CCC noncredit cut by about 1/3.
- 2013 - AB86
- Much of our history and culture is shared, but we have distinctions

Instructional Programs

K-12 (EC 41976)

- ABE/ASE*
- ESL (incl. ESL - Citizenship)*
- Career Tech Education (CTE)*
- Adults w/Disabilities*
- Parent Education
- Health & Safety
- Home Economics
- Older Adults

CCC (EC 84757)

- ABE/ASE*
- ESL*
- Immigrant Education (incl. Citizenship & Workforce Prep.)*
- Short-Term Vocational (CTE)*
- Adults w/Disabilities*
- Parent Education
- Health & Safety
- Home Economics
- Older Adults

* Programs included in AB86 planning.

Academic & Professional Matters

K-12

- Local decision making
- Local regional “networks”
- CDE Adult Education Office
- OTAN, and CalPRO
- Professional organizations:
CCAIE, CATESOL

CCC

- Local decision making – “shared governance”
- Academic Senate for the California Community Colleges—primary role in curriculum, professional development, minimum quals, tenure, more... (asccc.org)
- CCC WIA II participants in regional networks
- Professional organizations, e.g., CATESOL, CCCAOE, 3CSN

Curriculum Development

K-12

- Reporting to CDE Adult Ed Office – “claiming a course” on the A22 list of approved courses.
- New course outlines created and submitted meeting state requirements (elements in the course of study, job market survey, etc.)
- Local ability to create courses very quickly.
- HS Credit aligned to state and local district standards
- All courses approved by local district Board of Trustees.

CC

- Course elements meet state requirements
- New & modifications go through local approval (AS & Trustees) and CCCCCO
- CCCCCO system tracks key course and certificate data elements
- Mandatory 4-year review; CTE programs are 2-year review
- HS credit aligned to state; submitted for UC a-g (HS programs WASC ACS accredited)
- SLO assessment cycles (ACCJC)

Faculty Qualifications

K-12

- Passing the CBEST Exam
- Valid Teacher Credentials issued by the California Commission on Teacher Credentialing (CCTC)
- Administrative Credentials (CCTC)
- Pupil Personnel Services Credentials (CCTC)

CCC

- “Minimum Qualifications” per Title 5 ([handbook link](#))
- Educational level by discipline; CTE may also need licensure or experience
- Local Academic Senate may add equivalent or higher (but not reduced) qualifications

Assessments for Placement

K-12

- Local Discretion
- CASAS Reading or Listening Tests
- Oral interviews
- Writing samples
- Test of Adult Basic Education (TABE)
- GED Readiness Assessments/Pre-tests

CCC

- Instruments must be approved by Chancellor's Office.
- Rigorous validation process for approval of local instruments.
- Multiple measures
- Some instruments have state approval for use locally

Funding

K-12

- Categorical Adult Ed. Apportionment to Unified and Union HS Districts (in FLEX since 2009).
- Class Fees
- 2015: Local Control Funding Formula (LCFF) poses a problem
- Grants: VTEA, WIA Title II, Community Foundations, WIBs, social services

CCC

- General fund apportionment has always been flex at local level
- Grants: VTEA, WIA Title II, WIBs, similar to K-12
- CCC Student Success & Support Program (SSSP – Categorical)
- CCC Basic Skills Initiative (BSI – Categorical)

Funding, Continued

K-12

- Unit of ADA = 525hrs.
- Apportionment pre FLEX
- Apportionment after FLEX
- Maintenance of Effort:
Amount of K-12 district funds used for AE in 2012-2013 must continue at same level through June, 2015.

CCC

- FTES = 525hrs.
- Non-Credit
- Enhanced Non-Credit
- Credit
- Other categorical state

Outcomes Reporting (State Systems)

K-12

- WASC Accreditation and Student Learning Outcomes
- WIA (TopsPRO) accountability system
- GED Certificates and HS Diplomas
- Literacy gains
- Subject area tests

CCC

- State Scorecard from locally-collected student data (CCCCO data system)
 - Cohort major outcomes (certificates, transfer-ready, degree)
 - Course-level progress in process
- Local SLO outcomes “cycle of assessment” for accreditation
- Local grades, certificates, diplomas, gains (WIA II)

Other Performance Metrics

K-12

- CTE Certifications
- HS credits, ESL completions, HS Diplomas
- HS Equivalency (e.g., GED)
- Transition to Postsecondary
- Employment (getting a job, keeping a job)
- For WIA II (AEFLA) recipients, CASAS assessments for ABE, ASE Citizenship & ESL
- Reporting to the local district Board of Trustees

CCC

- CTE Certifications*
- ESL & Basic Skills certificates*
- HS credits, Diplomas*
- HS Equivalency (e.g., GED)*
- Transition to Postsecondary*
- Employment (getting a job, keeping a job)
- For WIA II (AEFLA) recipients, CASAS assessments for ABE & ESL

* Included data on Chancellor's Office Scorecard

Questions?

- ab86@cccoco.edu
- <http://ab86.cccoco.edu>
- Share the good work that you are doing by being a webinar presenter – Contact the Work Group at ab86@cccoco.edu.