BASIC SKILLS COORDINATOR’S MAY 2015 TELEPHONE MEETING

Eric Nelson
Community College Chancellor’s Office, Academic Affairs Division

May 08, 2015
12:00 PM – 1:00 PM
Agenda

- Meeting ground rules, chat window, questions, etc.
- Last meeting of this school year: June 12th.
- Today:
  - Dean Woodyard: 1) Overview of flex calendar, 2) Professional development.
  - Dean Deborah Jones: Intersection of Basic Skills and Workforce Development--Working together to build strong communities.
  - Dean Martha Gutierrez: 1) Overview, how basic skills are delivered in a noncredit setting, 2) Overview of how this is done at North Orange School of Continuing Education
The Intersection of Basic Skills and Workforce Development...Working Together to Build Strong Communities.

Debra G. Jones, Ed.D.
Dean, Career Education Practices
Workforce and Economic Development division
djones@cccco.edu
How Much Does it Cost to Raise a Family in CA?

$60,771
($29.22/hour)
2-parent with one working adult, 2-child
Source: CA Budget Project

$66,000
AA – Career Technical Education
5-years later
Source: Salary Surfer, 112 CA Community Colleges

$38,500
AA - General Ed
5-years later
Source: Salary Surfer, 112 CA Community Colleges
California needs 1 million more AA, certificates or industry-valued credentials.

Analysis: Collaborative Economics
Educational Attainment is the Key to the Future of the Economy

THE LABOR MARKET IS INCREASINGLY DEMANDING A MORE SKILLED WORKFORCE.

<table>
<thead>
<tr>
<th>Period</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN THE 1970s</td>
<td>28% of jobs required more than a high school education.</td>
</tr>
<tr>
<td>IN 1992</td>
<td>56% of jobs required more training.</td>
</tr>
<tr>
<td>BY 2020</td>
<td>65% of job openings in the U.S. will require some postsecondary education or training – though not necessarily a four-year degree.</td>
</tr>
</tbody>
</table>

Source: Georgetown Center on Education and the Workforce analysis
California’s unemployment rate is the sixth-highest in the country (July 2014)

Unemployment Rates
California and Selected States
July, 2014

Data Source: Bureau of Labor Statistics
Analysis: Collaborative Economics
# Enrollment Decline

## Program Enrollment Change 2008/2009-2012/2013

<table>
<thead>
<tr>
<th>Program</th>
<th>K-12 Adult Schools</th>
<th>Community Colleges</th>
<th>Total</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE/ASE</td>
<td>-134,743</td>
<td>-88,918</td>
<td>-219,223</td>
<td>-24%</td>
</tr>
<tr>
<td>ESL</td>
<td>-302,651</td>
<td>-54,353</td>
<td>-353,957</td>
<td>-45%</td>
</tr>
<tr>
<td>AWD</td>
<td>-22,699</td>
<td>-6,341</td>
<td>-27,211</td>
<td>-27%</td>
</tr>
<tr>
<td>CTE</td>
<td>-175,888</td>
<td>-46,975</td>
<td>-222,169</td>
<td>-48%</td>
</tr>
<tr>
<td>Total</td>
<td>-635,981</td>
<td>-196,587</td>
<td>-822,560</td>
<td>-36%</td>
</tr>
</tbody>
</table>
# The Need Outstrips Capacity

<table>
<thead>
<tr>
<th>AB86 Needs &amp; Enrollment 12/13</th>
<th>Need</th>
<th>AB86 for 2012/13 Enrollment (see table below for breakout)</th>
<th>Percent of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Census Need</td>
<td>5,175,544</td>
<td>715,107</td>
<td>13.82%</td>
</tr>
<tr>
<td>ESL Need *</td>
<td>6,154,767</td>
<td>418,133</td>
<td>6.79%</td>
</tr>
<tr>
<td>AWD Need**</td>
<td>1,909,500</td>
<td>75,375</td>
<td>3.95%</td>
</tr>
<tr>
<td>CTE Census Need ***</td>
<td>1,014,829</td>
<td>241,493</td>
<td>23.80%</td>
</tr>
</tbody>
</table>

*ESL is based on data from the Migrant Policy Institute for the number of limited proficient English adults in California.
** AWD is based on data from the 2012 Cornell University Report on Disabilities in California.
***CTE need only includes unemployed adults without a high school diploma. This does not include adults that are working in the underground economy or have dropped out of the labor market (or are not counted by unemployment statistics).
increase individual and regional economic competitiveness
by providing California's workforce
with relevant skills and quality credentials
that match employer needs
and fuel a strong economy.
AB 86 Recommendations

• Increase service levels to meet demand.
• Improve programming to better prepare students for postsecondary and transition to workforce.
• Provide academic, social and financial supports to lower barriers.
• Align assets between providers for placement.
• Develop a common accountability approach.
• Maintain and extend structures for ongoing regional coordination.
Contact Information

• Debra Jones Ed.D.
  Dean, Career Education Practices
  djones@cccco.edu

• Doing What Matters
  http://doingwhatmatters.cccco.edu/

• Adult Education Regional Planning
  http://ab86.cccco.edu/
NOCCCD
School of Continuing Education
What is Noncredit

- One of several options offered within the CCCs intended to prepare students to achieve academic, career and lifelong learning goals.
- Often serves as a point of entry for many underserved students as well as a transition point to credit instruction.
- Noncredit students are significantly more diverse, represent students with greatest need and least likely to succeed.
- Noncredit is tuition-free. There are no enrollment fees.
- Noncredit can be offered on an open-entry / open-exit basis to accommodate working adults.
10 Eligible Areas for Apportionment

- English as a Second Language (ESL)*
- Immigrant Education (e.g. citizenship)
- Elementary and Secondary Basic Skills*
- Health and Safety Education
- Persons with Substantial Disabilities
- Parenting Education
- Family and Consumer Sciences / Home Economics
- Older Adults
- Short-term Vocational Programs with High Employment Potential*
- Workforce Preparation*

*Eligible for enhanced funding
Noncredit Numbers

- Serves over 350,000 FTES in our system and represents about half of the basic skills work in the CCCs.
- 22 colleges comprise 68 percent of noncredit students (e.g. Rancho Santiago, San Francisco, San Diego, Los Angeles, Mt. SAC, NOCCCD, Sonoma, Glendale).
- NOCCCD School of Continuing Education
  - 5,732 FTES in 2013-2014
  - 46% ESL
  - 7% Basic Skills (Learning Center, High School Diploma)
Equalization of CDCP Funding

• Noncredit Career Development and College Preparation (CDCP) programs prepare students for employment or to be successful in college-level credit coursework. Colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion or a Certificate of Competency.

• 13/14 state funding per FTES:
  • Credit: $4,636
  • CDCP: $3,282 (enhanced noncredit)
  • Noncredit: $2,788 (regular)

• Trailer bill law for the 2014-15 State budget establishes an increase in the CDCP noncredit rate equal to the credit rate, beginning July 1, 2015.
English as a Second Language

Six Levels of English Instruction
- ESL Beginning Literacy
- ESL Beginning Low
- ESL Beginning High
- ESL Intermediate Low
- ESL Intermediate High
- ESL Advanced Low

CDCP Programs:
- ESL Beginning (first three levels)
- ESL Intermediate / Advanced (last three levels)
CDCP Pathway for English as a Second Language (ESL)

Written Communication Skills
Total Program Hours: 114

The goal is an independent writer equally successful in an academic or job-related setting. Assignments include essays and PowerPoint presentations. Credits earned may be applied towards obtaining a High School Diploma.
CDCP Pathway
Program Requirements : ESL

ESL Written Communication Skills

- ESLA 804: ESL & the Arts
- ESLA 813: Intermediate Grammar Review
- ESLA 810: Writing and Reading
College Preparation CDCP Pathway for English as a Second Language (ESL)

ESL Academic Success
Total Program Hours: 288
The ESL Academic Success Program bridges ESL classes with college, high school, the GED, and vocational training programs. The goal is to prepare students to function successfully in a variety of academic settings. The program offers high-level ESL courses as well as student services including workshops, assistance with college applications, and field trips.
College Preparation CDCP Pathway Program Requirements: ESL

- ESL 1040: Listening/Speaking for Academic Success
- ESL 1045: Reading/Writing for Academic Success
High School Diploma/GED

- Diplomas are issued to adult students who earn 160 credits by completing required course of study and demonstrate proficiency in basic skills.
- Operates as an open-entry lab where students work individually and at their own pace.
- Elective credits can be earned in continuing education classes offered through SCE.
- New students enter the program through orientation, assessment and counseling services.
- The Wilshire high school lab offers GED preparation courses for adult students seeking to prepare for exam.
Learning Center

• Designed for students from beginning levels of reading to those working toward a high school diploma.
• Through the use of small-group instruction, computer-aided instruction, audio books and workbooks, student learn to become better readers, writers and thinkers.
• A specific learning plan is developed for each student based on student goals, needs and learning style.
• The Literacy program is divided into three levels: beginning, intermediate and advanced. Each level contains a reading, writing, speaking and listening component.
Support Services for CDCP Students

• Adult College and Career Transition Program (ACCT)
• Career Center
• Orientation
• Assessment Center
• Counseling and advisement
• Labs/Tutoring Centers:
  • Basic Skills Learning Center
  • Computer Skills Lab
  • ESL Learning Center
Please take this survey