CC TAP Noncredit 101 Webinar
December 15, 2023
Q&A

Questions from Noncredit 101 Webinar

Q: Do community colleges get funding based on attendance? As far as I understand, adult schools don't get funding based on student attendance.

A: Noncredit programs within community colleges are funded through state apportionment based on the Full-Time Equivalent Student (FTES) workload model, which is calculated through total attendance hours. Each FTES is equivalent to 525 hours of student instruction. Courses offered in any part through an asynchronous distance education modality utilize the alternative attendance accounting model. Courses offered in-person or via synchronous distance education use the positive attendance FTES funding model. Additional information could be found on the Student Attendance Accounting Manual (2022 Report): Actual Hours of Attendance Procedure (Positive Attendance – pp. 3-17 to 3-18) and Alternative Attendance Accounting Procedure – Noncredit (pp. 3-21 to 3-23).

In contrast, the primary funding source for adults schools within K-12 is the Maintenance of Effort (MOE) allocation through the California Adult Education Program (CAEP). This funding is separate from the allocation that are distributed to the consortia for consortium activities. Further details about the breakdown of the consortium funding formula could be found here: https://lao.ca.gov/Publications/Report/3323. Since 2015-16, the annual budget appropriation for the adult education program started at $500 million with additional annual COLAs pushing that amount upward. Each CAEP Regional Consortium receives the same allocation for the current year as they did in the prior year (unless a COLA is provided and then it would be more than the prior year). The majority (67%) of the CAEP allocation is made up of Maintenance of Effort (MOE) as certified by K-12 and County Offices of Education (COEs). The MOE certification process was based on 2012-2013 adult education related expenses in the ten adult education program areas as submitted by K-12 districts and COEs. This 2012-2013 certification was used to form the K-12/COE base for the MOE. The MOE funding amount does not change unless funding is reduced based on the criteria as specified in AB104 legislation (84914 (b)). See pages 6 and 8 on the Adult Education Program Fiscal Management Guide (https://caladulted.org/DownloadFile/1300).

In addition to CAEP funding, some adult schools may receive WIOA funding. Additional information around adult education can be found here: https://www.cde.ca.gov/sp/ae/. K-12 adult schools are not funded by the average daily attendance (ADA) through the Local Control Funding Formula (LCFF):

"Students over the age of 18 who have dropped out at any age and elect to complete their high school diploma program must do so in an Adult Education Program, either at a community college where high school diplomas are offered, or through a K–12 adult education school. Funds to provide educational programs for these students are available through the California Adult Education Program (CAEP) budget and the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (WIOA, Title II: AEFLA). These students do not generate average daily attendance funds for the school district or the adult school. Therefore, services are limited by the monetary allocations from the CAEP budget and WIOA, Title II: AEFLA funds provided to the adult education agencies." (https://caladulted.org/DownloadFile/1137).

Q: Does the entire sequence [of a CDCP certificate program] have to be completed, or can the last level be taken for enhancement to apply?
A: *All courses that are part of the Career Development and College Preparation (CDCP) program will receive enhanced funding regardless of whether the students enrolled in those courses have taken other courses within the pathway. In the Apportionment Attendance Report (CCFS-320), Full-Time Equivalent Student (FTES) for all students are reported at an aggregate level along with total section count by course control number. The CCFS-320 includes a list of all courses within your district that are eligible for CDCP funding based on your curriculum submissions. More details on California Community Colleges Attendance Accounting can be found in the following link: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Attendance-Accounting-and-Residency.*

Q: I didn't know that a community college had CTE programs like adult schools. Is that the same coursework or is that something different?
A: *Career Technical Education (CTE) programs as well as other CAEP programs could be offered both through community colleges and K-12 adult schools. Though both entities offer adult education programs, curriculum is governed by its body regulations. CTE programs offered by community colleges undergo a rigorous curriculum approval process that is governed locally and submitted to the state Chancellor's office. Adult Schools and their curriculum fall under CDE. Section 9 (p. 14) of the CAEP Program Guidance provides a detailed explanation of the course approval process for K-12 adult schools and community colleges (https://caladulted.org/DownloadFile/1301).*

Q: How do you sustain class offerings at the many off-site locations? Do you have any recommendations for an agency that is trying to build out class offerings in the community?
A: *There are many ways through which classes offered at off-site locations, but the key to sustaining these offerings is to build and maintain partnerships and relationships with other community-based organizations and identifying how you may serve the needs of them and their community. Please keep an eye out for future workshops in which strategies to build and maintain these relationships will be described in greater detail.*

Q: Could you explain the difference between Short-Term Vocational and Workforce Preparation noncredit instructional areas?

A: *Short-term vocational classes are those which are aligned directly to an industry (e.g., construction classes, dental technician classes, automotive technology classes, etc.), whereas workforce preparation classes are more generalized and may be geared toward career exploration and the building of soft skills (e.g., resume writing, interviewing techniques, etc.). Workforce Preparation courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151). Additional information on the short-term vocational programs could be found on the California Community Colleges Chancellor's Office's Noncredit at a Glance document on pages 24-26:*
https://asccc.org/sites/default/files/Noncredit%20at%20a%20glance_0.pdf

Q: You refer to community colleges repeatedly. Could you differentiate information for the adult school system?

A: *Although the information provided during this Noncredit 101 presentation primarily references community colleges, it is relevant for all CAEP consortia members given that consortium membership includes both K-12 and community college based agencies and that the consortium model was developed to encourage collaboration across all members. Understanding how community college noncredit programs function can assist in providing context for building partnerships between community colleges and K-12 based adult schools within and across regional consortia. The intention of the Integrated CAEP TAP Office is to provide a variety of professional development offerings to serve the entire system and further collaboration across all CAEP stakeholders.*

Q: Are CC ESL programs participating in WIOA II?

A: *Community college districts are eligible to apply for WIOA II funding to support noncredit ESL (and ABE and ASE) programs offered by the colleges within the district; however, currently not all community college districts apply for the WIOA II grant. Additional information about the WIOA II program could be found here:* https://www.cde.ca.gov/sp/ae/fg/index.asp

Q: Can we use census dates to report attendance for online and hybrid classes to CASAS/WIOA? I heard other colleges are doing this, but not sure that it is an approved method of attendance reporting for WIOA?

A: *Census-based reporting is not an approved model for reporting student contact hours for distance education for WIOA purposes. For WIOA, instructional hours or instructional activity in distance education courses can only be calculated using one of the three following models identified in the Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act (pp. 46-47):*

1. *Clock Time Model, which assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.*
2. *Teacher Verification Model, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in, or completed, the assignment.*
3. *Learner Mastery Model, which assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%) earns the credit hours attached to the material.*

Additional information can be found here: https://nrsweb.org/sites/default/files/NRS-TA-Mar2021-508.pdf

Q: What is the benefit of creating a noncredit course that mirrors a credit course?
A: *Mirrored courses introduce students to contextualized vocabulary and help boost their confidence to pursue credit classes in the same content area. Per the promising practices brief provided by WestEd's Center for Economic Mobility, mirrored courses offer "adult learners a low-risk opportunity to experience a credit-bearing course and build confidence that they can be successful in a college setting. [sic] These types of classes are seen as pipelines or bridges to college or career experiences" (p. 7). The brief can be found here: https://www.wested.org/wp-content/uploads/2023/07/V07_CAEP_Pers-Barriers_to-compliance_20230627_ADA.pdf.*
Furthermore, an example provided by Mt. San Antonio College, "Many of Mt. SAC's mirrored noncredit courses are articulated with credit, which enables students to switch to the credit track and convert their noncredit coursework into credit units. This ensures a natural bridge to credit for students who had not envisioned pursuing a degree when they first enrolled in noncredit" (p. 2; https://www.mtsac.edu/president/cabinet-notes/2019-20/CC_Journal_Increasing_Access_Through_Noncredit_Education_by_Madelyn_Arballo.pdf).