



Noncredit Coding & Compliance: TOP to CIP & Reporting Asynchronous Attendance Hours via SX05



California Adult Education Program (CAEP) Technical Assistance Provider (TAP) at
North Orange Continuing Education (NOCE)

May 6, 2026



Welcome!

In the Chat, please:

Introduce yourself and your affiliation (Consortia or Member, College, etc.)



Housekeeping

- This meeting is being recorded.
- The recording and PowerPoint will be released on the Cal Adult Ed Website following remediation.
- Please fill out the survey at the end. We value your feedback and use it to improve our webinars.

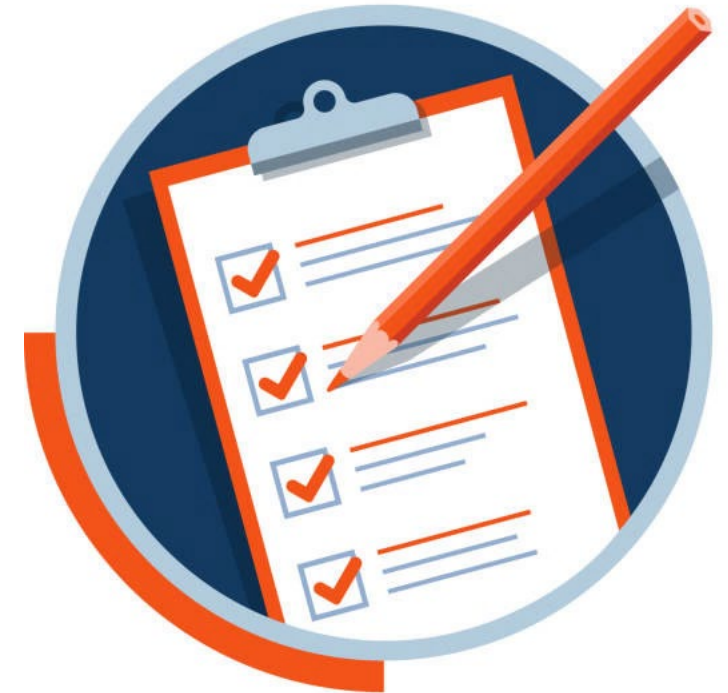


Gracious Space

Affirming others	Trusting others and being trustworthy	Being open to different and conflicting views
Accepting of other perspectives	Willing to change my mind	Welcoming others not from my comfort zone
Innovative new approaches	Reflecting on assumptions	Being authentic
Being present	Being curious	Bridging boundaries
Being aware of my impact of others	Asking open-ended questions	Holding off judgement
Assuming other's best intentions	Being comfortable not knowing	Sharing power
Being intentional	Being collaborative	

Agenda

- Learning objectives
- TOP to CIP Course Code Conversion Process
- SXO5 Statute, Chancellor Office expectations & Accounting Methods Review
- Q&A
- Closing Activities



Learning Objectives

- Introduce CAEP practitioners to the TOP to CIP code course conversion process within the California Community Colleges.
- Discuss and illustrate why attention to Noncredit course codes are important for ensuring adult learners are counted in Full-Time Equivalent Student (FTES) and outcomes reporting .
- Provide an update on Chancellor's Office guidance and expectations for reporting the SX05 data element for asynchronous distance education courses.
- Compare the three accounting methods for reporting SX05 in the Chancellor's Office Management Information System, MIS.

Welcome, Jenni Abbott, Ed.D.



Jenni Abbott, Ed.D.
Strategy Advisory,
Academic Affairs,
CCCCO

Moving from TOP to CIP NONCREDIT Information

May 6, 2026

Why the Change

- Only the California Community College System uses TOP
- Requested by ASCCC for 10 years
- Reduce the need for dual reporting by colleges
- Collect meaningful, actionable data
- Align with Nat'l Center for Education Statistics (NCES) CIP code reporting/inform new CIP codes every 10 years

Priorities and Outcomes

The move from TOP to CIP impacts policy, data, budget & accounting practices, and systems across the CCCCCO.

Priorities:

- Time to plan, revise, and test
- Data audit for accuracy
- Collaborative planning at the System and Local level

Outcomes:

- Accurate data that align with federal standards and tell the CCC story
- Simplified processes for the CCCCCO and colleges

Differences between CIP and TOP

- CIP code definitions are **federally assigned**. We can only map to them.
- CIP codes are often **more detailed** than TOP codes
Several different CIP codes may correspond to a single TOP code
- CIP code descriptions **designate programs as CTE or academic:**
 - “A program that prepares individuals for . . .”
 - “A program that focuses on . . .”
- **Noncredit programs** include this description:
 - “This CIP code is not valid for IPEDS reporting”

Current Status

- **MAY 15th – Crosswalk finalized** - Centers of Excellence
- **Interface tool** built into COCI with Crosswalk
 - Dropdown CIP code options for TOP codes
 - Tested in July/August -- Published in **September 2026**
 - **Colleges have until June 30, 2027 to submit CIP codes**
- **ALL CIP codes** must be **re-entered or verified**: Sept 2026 - Jun 2027

Reporting Deadlines

- **Colleges will have to report both TOP and CIP through Spring 2028 reporting period**
- **TOP Codes** will be completely **phased out by fall 2028**
Current non-instructional administrative & support activities that use TOP codes will transition to codes under non-CIP/non-TOP categories.

CIP codes are determined by program intent, awards, outcomes

Only programs that result in a **Credit Award** (degree or certificate) can align with **CREDIT CIP CODES**.

Noncredit programs and courses *must* use the noncredit CIP codes as designated by the National Center for Education Statistics (NCES):

32.Xxxx – 37.xxxx or 53.xxxx

CIP Codes

Classification of Instructional *Programs*

- Other large systems use CIP for courses
- Requires additional design to fit courses

CTE: typically primarily focused on **skills**

non-CTE: typically primarily focused on **knowledge**

To qualify as a **Career and Technical Education (CTE)** program under the **Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**, a program must provide a "sequence of courses" that integrates rigorous academic and technical knowledge to prepare students for "high-skill, high-wage, or in-demand occupations" (20 U.S.C. § 2302(5)).

While these programs are increasingly designed to transfer into four-year degrees via articulation agreements, federal law mandates they remain **primarily focused on labor market entry**; a program that lacks the specific technical instruction required for **immediate employment** fails to meet the statutory definition of CTE, regardless of its transferability (20 U.S.C. § 2301; 20 U.S.C. § 2355).

Noncredit CIP Codes

- **Crosswalk identifies specific CIP codes** for CTE, non-CTE, and noncredit
- **Noncredit CIP codes** are between **32.xxxx** and **37.xxxx**, and **53**.
(**53.xxxx** is for high school/adult school secondary diplomas and equivalencies)
- **Noncredit Programs/Courses** have limited CIP code options
Colleges submit Noncredit CIP **plus an additional credit CIP code indicating program area**

Noncredit CIP Code Labels

TOP Code Category	Noncredit CIP Code Category	CIP Codes
English as a Second Language (CDCP)	Second Language Learning	32.0109
	Accent Reduction/Modification	32.0112
Short-term Vocational (CDCP)	Workforce Development & Training	32.0111
Workforce Preparation (CDCP)	Career Exploration/Awareness	32.0107
Elementary and Secondary Basic Skills (CDCP)	<ul style="list-style-type: none"> ▪ Basic Skills & Developmental/ Remedial Education ▪ Developmental/Remedial Math ▪ Job-Seeking/Changing Skills ▪ Developmental/Remedial English ▪ Basic Computer Skills ▪ Prof. Cert/Licensure Exam Prep 	32.0101 32.0104 32.0105 32.0108 32.0110 32.0205

TOP Code Category	Noncredit CIP Code Category	CIP Codes
Immigrant Education (Citizenship for Immigrants)	Citizenship Activities (<i>Citizenship education; Community Awareness/ Involvement; Personal Emergency Prep</i>)	33.xxxx
Health and Safety	Health-Related Knowledge & Skills (<i>Birthing & Parenting, Personal Health Improvement; Addiction Prevention; Meditation/ Health-Related Knowledge & Skills</i>)	34.01xx
Substantial Disabilities Courses for Persons with Substantial Disabilities	Can be any CIP Code (CIP codes don't classify student populations)	Any
Parenting (lifelong parenting ed)	See: Health-Related Knowledge & Skills: Birthing and Parenting Knowledge & Skills	34.0102
Home Economics	Leisure & Recreational Activities (<i>Home Maintenance; Cooking & Other Domestic Skills; Master Gardener</i>)	36.0105 36.0112 36.0123
Courses for Older Adults (personal growth)	Multiple Noncredit CIP Codes <ul style="list-style-type: none"> ▪ Health-Related Knowledge/Skills ▪ Interpersonal/Social Skills ▪ Leisure/Recreational Activities ▪ Personal Awareness/Self-Improvement 	34.xxxx 35.xxxx 36.xxxx 37.xxxx

Noncredit TOP to CIP MAP

Revised TOP-CIP Crosswalk

Please log in to your Google Account to use this Dashboard



CENTER OF EXCELLENCE FOR LABOR MARKET RESEARCH

Dashboard User Tips: Narrow the data displayed by making selections to the filters. For code or title searches, scroll the list or type directly into the filter to select. To export data, click on the 3 dots at the top right of the results table. For more information, please email info@coeccc.net.

TOP Code - TOP Title TOP Code CTE Flag Broad CIP Groupings (2-digit)
 CIP Code - CIP Title CIP Code CTE Flag Noncredit Flag

TOP Code - TOP Title	TOP Code CTE Flag	CIP Code - CIP Title	CIP CTE Flag	Count of Colleges
0101.00 - Agriculture Technology and Sciences, General	CTE	01.0000 - Agriculture, General	Not CTE	15
0101.00 - Agriculture Technology and Sciences, General	CTE	01.0102 - Agribusiness/Agricultural Business Operations	CTE	12
0101.00 - Agriculture Technology and Sciences, General	CTE	32.0107 - Career Exploration/Awareness Skills	Noncredit CIP	null
0101.00 - Agriculture Technology and Sciences, General	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	null
0102.00 - Animal Science	CTE	01.0302 - Animal/Livestock Husbandry and Production	CTE	14
0102.00 - Animal Science	CTE	01.0505 - Animal Training	CTE	3
0102.00 - Animal Science	CTE	32.0107 - Career Exploration/Awareness Skills	Noncredit CIP	null
0102.00 - Animal Science	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	null

TOP-to-CIP Crosswalk (Revised)

Please log in to your Google Account to use this Dashboard



CENTER OF EXCELLENCE FOR LABOR MARKET RESEARCH

Dashboard User Tips: Narrow the data displayed by making selections to the filters. For code or title searches, scroll the list or type directly into the filter to select. To export data, click on the 3 dots at the top right of the results table. For more information, please email info@coeccc.net.

TOP Code - Title CTE TOP Broad CIP Code Groups
 CIP Code Title: 32.0111 - Workforce Development and Trai...(1) CTE CIP Noncredit CIP Code

Reset Filters

TOP Code - TOP Title	TOP CTE	CIP Code - CIP Title	CIP CTE	Count of Colleges
0101.00 - Agriculture Technology and Sciences, General	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0102.00 - Animal Science	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0102.10 - Veterinary Technician (Licensed)	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0102.20 - Artificial Inseminator (Licensed)	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0102.30 - Dairy Science	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0102.40 - Equine Science	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0103.00 - Plant Science	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0103.10 - Agricultural Pest Control Adviser and Operator (Licensed)	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0104.00 - Viticulture, Enology, and Wine Business	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0109.00 - Horticulture	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0109.10 - Landscape Design and Maintenance	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0109.20 - Floriculture / Floristry	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0109.30 - Nursery Technology	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0109.40 - Turfgrass Technology	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0
0112.00 - Agriculture Business, Sales and Service	CTE	32.0111 - Workforce Development and Training	Noncredit CIP	0

Adult Ed/Noncredit Impact



National Center for Education Statistics

What we do ▾

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Learn with us ▾

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CIP | THE CLASSIFICATION OF INSTRUCTIONAL PROGRAMS

CIP 2020

Browse CIP Codes

This is a full listing of all CIP codes in this version. (Note: Neither old location of codes that moved nor deleted codes are shown in this listing; that information may be viewed on other areas of this site.)

Range
32 – 37
are non-
credit

- + 32) BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION.
- + 33) CITIZENSHIP ACTIVITIES.
- + 34) HEALTH-RELATED KNOWLEDGE AND SKILLS.
- + 35) INTERPERSONAL AND SOCIAL SKILLS.
- + 36) LEISURE AND RECREATIONAL ACTIVITIES.
- + 37) PERSONAL AWARENESS AND SELF-IMPROVEMENT.



32.01) Basic Skills and Developmental/Remedial Education.

- [32.0101\) Basic Skills and Developmental/Remedial Education, General.](#)
- [32.0104\) Developmental/Remedial Mathematics.](#)
- [32.0105\) Job-Seeking/Changing Skills.](#)
- [32.0107\) Career Exploration/Awareness Skills.](#)
- [32.0108\) Developmental/Remedial English.](#)
- [32.0109\) Second Language Learning.](#)
- [32.0110\) Basic Computer Skills.](#)
- [32.0111\) Workforce Development and Training.](#)
- [32.0112\) Accent Reduction/Modification.](#)
- [32.0199\) Basic Skills and Developmental/Remedial Education, Other.](#)

- Only specific CIP codes can be assigned to noncredit
- Designated noncredit CIP codes are not reported to IPEDS
- Correct CIPs will be found under different categories than TOP
- CDCP areas are in CIP **32.xxxx**

Detail for CIP Code **32.0109**

Title: Second Language Learning.

Definition: A program that focuses on the development of proficiency in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts. *This CIP code is not valid for IPEDS reporting.*

Short-Term Vocational/Workforce Prep

TOP

Short-term Vocational
(any vocational TOP code)

Workforce Preparation
(any vocational TOP code)

CIP

Basic Skills & Developmental/Remedial Education
WORKFORCE DEVELOPMENT & TRAINING
Skills-based; prep for employment or industry certification

32.0111

Basic Skills & Developmental/Remedial Education
CAREER EXPLORATION/AWARENESS; WORKFORCE DEV.
General workplace skills – not tied to specific career field

32.0107

VESL

Primary CIP code:

Vocational ESL: **32.0109**

Secondary CIP code: Program CIP(e.g., 51.0801 –
Medical/Clinical Assistant)

CIP codes for Courses

- Crosswalk won't map every combination of TOP to CIP for courses
- Colleges will choose course CIP codes:
 - Try to stay in the same 2-digit CIP (unless interdisciplinary)
 - CO will audit program and course CIP codes for consistency
 - **Noncredit must use only noncredit CIP codes**
- SAM code changes will no longer require a substantial change
 - Colleges should review and revise where necessary
 - CO will clarify SAM code definitions
 - CO will audit SAM code assignments to track consistency across System

Impacted Systems and Partners

SYSTEMS & DATA

COCI

ASSIST

Program Pathways Mapper

MIS reporting

NOVA

Data Vista; Data Mart

FUSION

BAM/311/320/SCFF Reporting

Std. Attendance Accounting

Program Course Approval

Title 5 regulations - revision

PARTNERS

K12 Partners

CSUs & UCs

EDD/WIOA

CAEP

COMMUNICATION

Faculty & Administrator PD

Evaluating CIP codes

CIP for Courses

Minimum qualifications

HR Processes

Impact on Local Systems

(degree audit, counseling, catalog, websites, equivalencies, substitutions, CPL, etc.)

Federal Gainful Employment

TOP to CIP Resources

[TOP to CIP Transition Webpage](#)

[Noncredit TOP to CIP Map](#)

National Center for Education Statistics [CIP CODE List](#)

[TOP to CIP Crosswalk](#) (requires a Google account to log in)

Email: top2cip@cccco.edu OR jabbott@cccco.edu

Questions

Jenni Abbott, EdD
Strategy Advisor, Academic Affairs

California Community Colleges Chancellor's Office

May 2026

Welcome, Mayra Diaz



Mayra Diaz
CAEP Program Lead
CCCCO



Chancellor's Office Memorandum

RE: Reporting of Noncredit
Attendance Hours for CAEP
in MIS through SX05
Enrollment-Attendance Hour

Source: MEMORANDUM
January 25, 2024

Timeline: January 2024

- I. For noncredit courses being taught in person using positive attendance accounting methods, as well as noncredit distance education courses being taught synchronously, actual hours of attendance should continue to be reported in SX05.
- II. For students enrolled in asynchronous noncredit distance education courses, institutions will have the flexibility to adopt one of three methods for calculating this specific type of attendance hours as noted under the National Reporting System for Adult Education (NRS)³. These hours should then be reported into SX05. The three allowable methods, which align to the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant reporting requirements under NRS are as follows:
 1. **Clock Time Model:** 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:** Assigns a fixed number of hours of credit for each assignment based on instructor/faculty determination of the extent to which a participant engaged in, or completed, the assignment; and
 3. **Learner Mastery Model:** Assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson.

Colleges may create their own, individualized processes to capture the data as long as they result in hours being reported into the MIS SX05 data element that could be validated under audit utilizing one of the three aforementioned methods.



Additional Guidance in CAEP Beginning of the Year Letter- SX05

Source: CAEP - FY24-25
Beginning of Year Letter -
Draft

Timeline: August 2024

MIS Reporting Parameters

The Chancellor's Office released guidance regarding the reporting of noncredit attendance hours for CAEP in MIS through the SX05 Enrollment-Attendance-Hour data element. The [memorandum](#) provides clarification and interim guidance on how institutions should calculate and report student-level attendance hours for students in noncredit distance education (DE) through the Chancellor's Office Management Information System (MIS) in the [SX05 Enrollment Attendance-Hours](#) data element regardless of DE instruction being synchronous or asynchronous. SX05 Enrollment-Attendance-Hours is an MIS data element that is used in the Adult Education Pipeline dashboard to track student enrollment and outcomes, which are reported annually to the legislature.

Colleges must accurately capture and report all relevant student data through their local MIS processes. California Adult Education Program data should be submitted as part of the college's regular data uploads to the Chancellor's office—no separate submission is required for adult education students. An outline of due dates for MIS reporting may be accessed in the [MIS Data Submission Timeline 2024-25](#).

Regardless of whether colleges report data through TOPSpro® Enterprise for WIOA Title II, colleges are responsible for entering all student data elements into their MIS system.

Enrollment, demographics, barriers, and most student outcomes for noncredit adult education students are primarily reported through the Chancellor's Office MIS system, which is crucial for populating the LaunchBoard Adult Education Pipeline and the adult education metrics in the Student Success Metrics dashboards. Incomplete data for this student population through the MIS system could lead to underreporting in these dashboards and in end-of-year legislative reports.

Please refer to the resources listed below for additional details on Adult Education Program data and accountability requirements, which are available in the [Student Data Collection and Reporting](#) section of the California Adult Education website:



Latest Guidance

Source: CAEP FY 2025-26 BOYL Final

Timeline: October 2025

Data Accountability Requirements

Consortia receiving Adult Education Program funding from the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) for the 2025–26 program year must submit the required student data. The CDE and CCCCCO require all Adult Education Program agencies to use the following systems to track adult learner progress in the seven authorized program areas and report achievements from the seven-outcome areas designated by Education Code Section [84913](#).

- K-12 agencies, County Offices of Education (COE), and Joint Powers Authority (JPA) are required to use TOPSpro® Enterprise to collect and report adult learner demographics, services, instructional hours, barriers, and program outcome information.
 - Agencies are required to survey quarterly adult learners for whom a Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN) is not available for data matching. For further information regarding the follow-up survey, please see detailed guidelines on the [California Employment and Earnings Follow-Up](#), contact CASAS by phone at 1-800-255-1036 or by email at caep@casas.org.
 - K-12/COE/JPA agencies are also required to report information on all classes related to the CAEP reporting areas and should record a course code for all classes in Career and Technical Education (CTE). Non-WIOA agencies have access to the CTE course codes on the front page of the [California Adult Education Online Application and Reporting](#) site under "For more information: California – Course Approvals."
- California Community College Districts (CCDs) are required to use the Chancellor's Office Management Information System (MIS) to enter their adult learner/noncredit student demographics, instructional hours, barriers, and program outcome information.

Note: CCDs that receive WIOA, Title II funding for services under the Adult Education and Family Literacy Act (AEFLA) are required to use both TOPSpro Enterprise and MIS systems.

- These CCDs must collect and report all adult learner demographics, barriers, and program outcomes for all adult learners enrolled in their WIOA, Title II funded programs using TOPSpro Enterprise.
 - They must also collect and report CASAS assessment results using TOPSpro Enterprise.
- In addition, these CCDs must enter all adult learner demographics, barriers, and program outcomes into their MIS system.

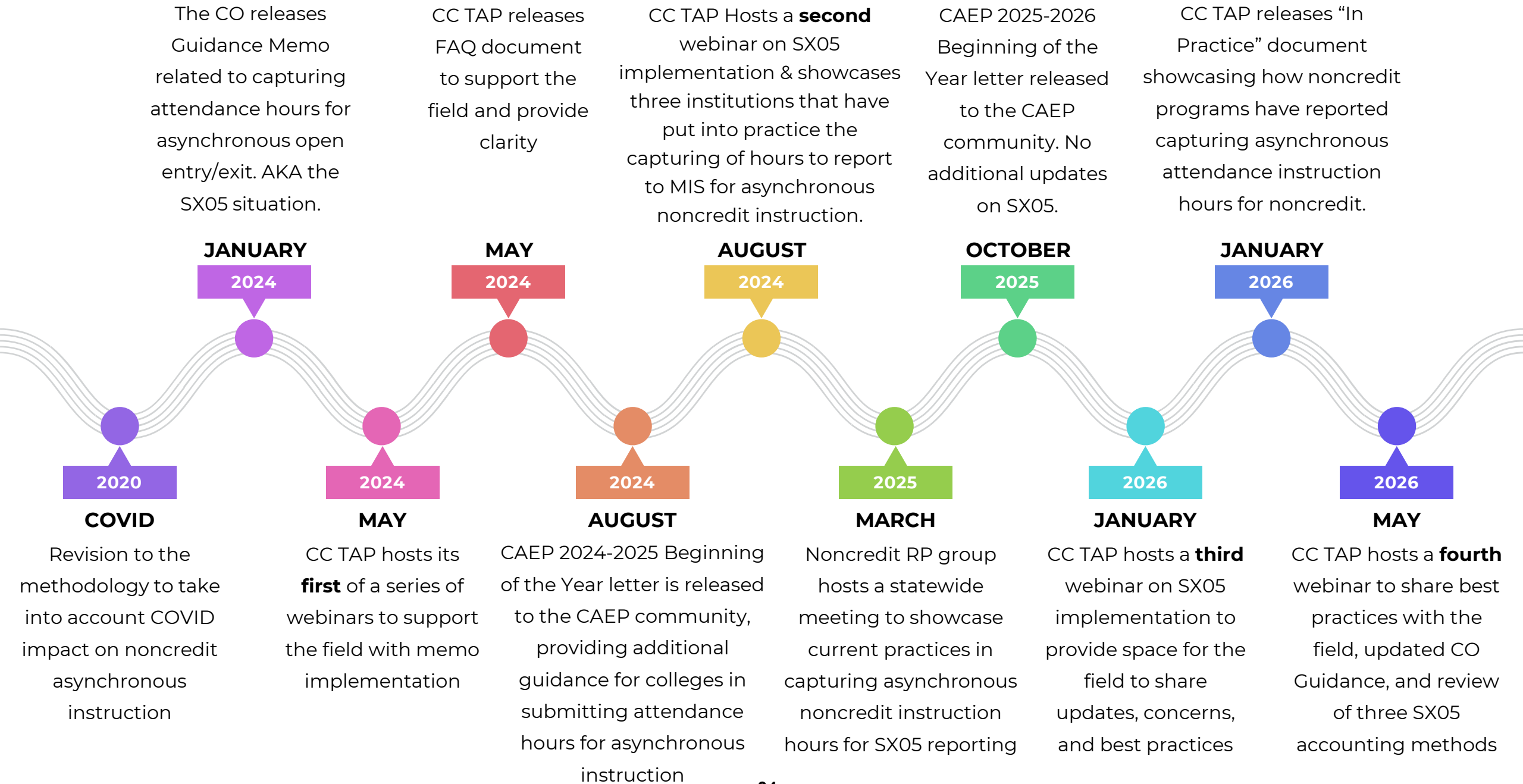


Updated Memo Anticipated

- Approximate timing
- Expectations



California
Community
Colleges



What is SX05?

DED#	DATA ELEMENT NAME	FORMAT
SX05	ENROLLMENT-POSITIVE-ATTENDANCE-HOURS	9999V9
This element indicates the student's total actual hours of attendance in a "positive attendance" section.		

Coding
This is a numeric field with five digits, four before and one after the implied decimal point (accurate to the tenths). The decimal point itself must not be included in the field.
Enter "88888" for Census Classes.

SX05 ENROLLMENT-POSITIVE-ATTENDANCE-HOURS

Processing Edits	
FIELD CHECK	Must be numeric – Cannot exceed 2,000.0
REFERENTIAL CHECK	If Section Accounting Method (XB01) is equal to 'W', 'D', 'I', or 'L' then Enrollment Positive Attendance Hours MUST be equal to '88888'. If Section Accounting Method (XB01) is equal to 'P' or 'E', then Enrollment Positive Attendance Hours must NOT be equal to '88888' or '99999'.

SX05 ENROLLMENT-POSITIVE-ATTENDANCE-HOURS

Change History
Revision 10/07/09 "Changed format 999V9 to 9999V9. This is a numeric field with five digits, four before and one after the implied decimal point (accurate to the tenths). The decimal point itself not be included in the field. Enter 88888 for Census Classes".
Implement: 06/01/89

DED#	DATA ELEMENT NAME	FORMAT
SX05	ENROLLMENT-ATTENDANCE-HOURS	9999V9
This element indicates the student's total actual hours of attendance in a non-census section.		

Coding
This is a numeric field with five digits, four before and one after the implied decimal point (accurate to the tenths). The decimal point itself must not be included in the field.
Enter "88888" for census classes.

SX05 ENROLLMENT-ATTENDANCE-HOURS

Processing Edits	
FIELD CHECK	Must be numeric – Cannot exceed 2000.0
REFERENTIAL CHECK	If Section Accounting Method (XB01) is equal to 'W' or 'D' then Enrollment Attendance Hours (SX05) MUST be equal to '88888'. If Section Accounting Method (XB01) is equal to 'P' or 'E', then Enrollment Attendance Hours (SX05) must NOT be equal to '88888' or '99999'.

SX05 ENROLLMENT-ATTENDANCE-HOURS

Change History
Updated Summer 2022 Changed from ENROLLMENT-POSITIVE-ATTENDANCE-HOURS to ENROLLMENT-ATTENDANCE-HOURS to allow independent study hours to be reported
Revision 10/07/09 "Changed format 999V9 to 9999V9. This is a numeric field with five digits, four before and one after the implied decimal point (accurate to the tenths). The decimal point itself not be included in the field. Enter 88888 for Census Classes".
Implement: 06/01/89

What is SX05? continued

- MIS data element: [Management Information Systems](#)
- Tracks noncredit attendance hours, for both, synchronous and asynchronous instruction.
- Used for CAEP outcomes and statewide metrics

Critical Distinction

Reporting Type	Purpose
MIS (SX05 data element)	MIS reporting for outcomes
FTES (Full-Time Equivalent Students)	Apportionment/CCFS-320



Approved Methodologies for Capturing Asynchronous Hours

Three models of measuring distance learning instruction through National Reporting System for Adult Education (NRS):

- 1. Clock Time**
- 2. Teacher Verification**
- 3. Learner Mastery**



Clock Time

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.





Teacher Verification

Assigns a fixed number of hours of credit for each assignment based on instructor/faculty determination of the extent to which a participant engaged, or completed, the assignment.

To assign hours by student, more vigilant observation from instructional staff is needed to ensure an accurate amount of instruction is assigned to each student and reflects the level of effort each student gives during each instructional session.





Learner Mastery

Assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson.



Resources

- [Noncredit Coding & Compliance: TOP to CIP & Reporting Asynchronous Attendance Hours via SX05 Resource Links](#)
- [Summary of 3 Accounting Methods for SX05](#)
 - [STATE GUIDANCE FOR DISTANCE LEARNING \(tamu.edu\)](#)
 - [Georgia-Distance-Education-and-Proxy-Contact-Hours-Policy-05.04.20.pdf \(tcsge.edu\)](#)
 - [Considerations When Implementing Distance Learning](#)
- [CC TAP Webinars](#)





Q&A and Discussion

End of Webinar Survey



CC TAP Listserv



Reminder: The recording and PowerPoint will be released on the Cal Adult Ed Website following remediation.

CC TAP Listserv



- LISTSERV.CCCNEXT.NET --> Subscribe to CCTAP-LS under List Name



- For Technical Assistance:
tap@caladulthood.org





Join our Voices from the Field

Scan to fill out our Interest Form or share with colleagues who are knowledgeable in one of these areas:

- Adult Education and/or Noncredit Curriculum
- CAEP Fiscal Reporting
- CAEP Three-year plans/Annual Plans
- CAEP Data and Accountability Reporting
- Adult Education Pipeline LaunchBoard
- CAEP Program Improvement and Evaluation
- Adult Education and/or Noncredit Student Services





Join the CC TAP Adult Dual Enrollment (ADE) Community of Practice (CoP) for CAEP

Next meeting: **Tuesday, May 12th, 12:00-1:00 pm**

Topics of Discussion:

- How to get the word out (marketing and recruitment)
- How to scale ADE and offer consistent high-level of support
- How to monitor success and track data
- ADE model program at West Los Angeles College

[Register today!](#)

Scan QR to register!



Thank You for Joining Us!

For any questions:

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Scan to share your
feedback:

