

AB 86: What does it mean for Adult Education, Basic Skills, and Local Academic Senates?

ASCCC Noncredit Task Force

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A bit of History



- Donahoe Higher Education Act of 1960 (Master Plan)
- UC system was designated to be the state's primary academic research institution and to provide undergraduate, graduate, and professional education
- CSU system was designated to primarily offer undergraduate and graduate education, through the master's degree
- CCC system was to provide academic and vocational instruction

More History



- Economic Opportunity Act of 1964 (federal)
- Joint Board Committee on Noncredit (1997)
 - Five program areas:
 - ABE, ASE, ESL, parent education, older adults (budget)
- Adult Education and Family Literacy Act of 1998 (AEFLA)
- Joint Committee to Develop a Master Plan for Education: K – U
 - CCCCO and CDE to work together (K-12 opposition)
- LAO Recommendations

Current State of Noncredit



- There are 112 community colleges in the system
- Not all colleges offer noncredit
- Over 485,000 students in noncredit
- Over one million students in adult and noncredit programs in California

What is AB 86?

- Calls for the creation of Adult Education Consortia with at least one community college and one K-12 school district.
- Development of regional plans that serve community needs for adult education
- \$25 million to support 2-year planning and implementation process across the state
- 70 regions have been formed (two were combined)
- Fiscal agents:
 - 24% adult schools
 - 76% community colleges

Courses/Programs Included in AB 86

- 1) Basic skills
- 2) HSD or HS equivalency certificates
- 3) Classes for immigrants (ESL and workforce prep)
- 4) Educational programs for adults with disabilities
- 5) Short-term career technical education classes with high employment potential
- 6) Programs for apprentices

Courses/Programs Excluded from AB 86

- 1) Courses for Older Adults
- 2) Parenting
- 3) Home Economics
- 4) Health and Safety

Role of Regional Consortia

- Address gaps in services for adults
- Evaluate current adult education programs and plan for their integration into seamless pathways
- Focus on better program integration and improved student outcomes
- Adult Education Regional Consortia performance period:

March 5, 2014 – June 30, 2015



ASCCC Resolution 9.01



- **Academic Senate Involvement in AB 86 Regional Planning Consortia**
- Resolved, That the ASCCC urge local academic senates to use established CB21 coding to develop a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;
- Resolved, That the ASCCC assert that local academic senates should be active participants in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter; and

ASCCC Resolution 9.01



- **Academic Senate Involvement in AB 86 Regional Planning Consortia**
- Resolved, That the ASCCC urge the CCCCCO to remind local governing boards that the Title 5 requirements for collegial consultation with academic senates on academic and professional matters extends to interagency legislative bodies, including joint powers authorities established between community college and K-12 governing boards.

Leadership and Engagement Opportunities for Faculty

- Each consortium is to design a Regional Comprehensive Plan
- Evaluate the best curricular mechanism to support student success and achievement of basic skills and workforce outcomes
- Ensure clear articulation between three distinct curriculum areas

Curriculum



- Faculty discussion and agreement on what pre-collegiate skills should be addressed in noncredit
- Sound pedagogy, the needs of our basic skills students, and how best to support student success are guiding principles

Articulation



- Faculty collaboration and coordination of curriculum from all three areas
- Needs assessments drive decision-making on the cut-off and amounts of noncredit and credit
- The appropriate delivery mechanisms need to meet each college's unique organizational structure and capacity

Faculty Education and Training



- Faculty and districts should review practices of successful noncredit models throughout the state
- Noncredit faculty and staff can share best practices in student service and academic program delivery
- Noncredit faculty can share instructional pedagogy that results in student success and high attendance.

Keeping our Eyes on the Prize

- Engagement and collaboration of adult ed. partners, noncredit and credit basic skills faculty together
- Flexible thinking, data, and needs assessment are guiding principles



What is your college or district doing?

Two Examples:

- LRCCD
- NOCCCD

How should faculty (both noncredit and credit) get involved?