

NONCREDIT INSTRUCTION – A PORTAL TO THE FUTURE

7.1

INFORMATION

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Issue

This item provides a report on noncredit instruction in the California Community Colleges. This report is intended to provide a framework for how noncredit instruction contributes to the mission of the community colleges. It provides a chronology of events that have influenced the policy direction of noncredit instruction and adult education in California including, federal and state funding, student enrollments, student demographics, course approval process, description of issues and future considerations.

Background

Legislative Authority

Noncredit instruction is embedded in the mission of the community colleges, specifically, Education Code section 66010.4(a)(2) states:

“In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state’s interest is an essential and important function of the community colleges.”

Authorized categories for state-supported noncredit apportionment are set forth in Education Code section 84757(a) and include nine areas:

- Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
- Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
- English as a second language.
- Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decisionmaking and problem solving skills and other classes required for preparation to participate in job-specific technical training.
- Education programs for persons with substantial disabilities.
- Short-term vocational programs with high employment potential (includes apprenticeship)
- Education programs for older adults.
- Education programs for home economics.
- Health and safety education

Noncredit Instruction In the California Community Colleges

Noncredit instruction in the California Community Colleges is an alternative instructional delivery system, as distinct from the degree and non-degree credit instructional systems. It serves as a key contributor to “open access” for students with diverse backgrounds: ethnic, gender, age, economic, and cultural. Noncredit instruction functions as a portal to the future for those seeking ways to improve their earning power, literacy skills and access to higher education. For many, particularly immigrants, economically disadvantaged and low-skilled adults, it is the first point of entry into a college.

Noncredit courses, designed to provide life-long learning opportunities, are classified into three instructional areas. This system of classification of the nine legislated noncredit instructional areas, in part, comes from the classification model used in a recent report prepared by the California Research Bureau, *Educational Opportunities for Adults in California*, by Patricia L. de Cross, February 2004.

1. *Literacy*: This includes instruction in adult basic education (ABE), adult secondary education (ASE) and English-as-a-Second Language (ESL). ABE are elementary

education classes designed to assist students to transition into ASE classes, understand career options and enter the workforce, apply computer literacy skills, become self-reliant, or fully participate in civic life.

ASE courses enable adults to attain a California high school equivalency certificate, GED or a high school diploma or enter pre-collegiate nondegree applicable credit course work. ESL courses are designed to equip students with the language and cultural proficiencies required for them to achieve their academic, career and citizenship goals.

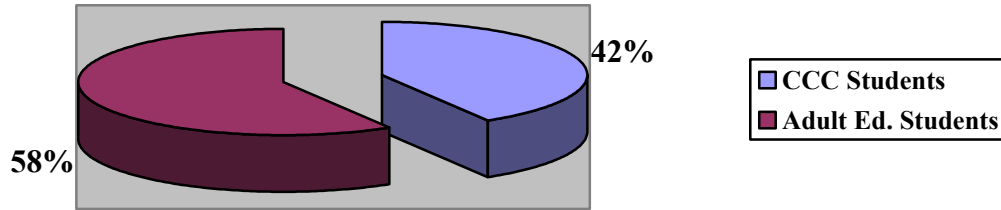
2. *Workforce Preparation:* This includes short-term career technical education (vocational education) for entry-level workers, apprentices or incumbent workers. Courses are designed according to labor market need, with the attendant result of gaining employment, retaining a job, or obtaining job certification.
3. *Family and Community Education:* This includes instructional offerings in areas that provide family, health and life skill development. Noncredit instruction is provided in such areas as parenting, disease prevention/control, health and safety, home security and occupations, and programs for older adults, adults with disabilities and immigrants (English literacy/civic education).

Regardless of what classification system is used, courses will often overlap various instructional areas and student needs. The placement of a course in a given instructional area is driven by the course objectives and the target population to be served.

The California Department of Education (CDE) and the System Office, California Community Colleges, are the primary state agencies that oversee noncredit and adult education in California, although there are other providers that offer adult education, including community based organizations (CBOs), public libraries and correctional institutions. To date, CDE serves as the lead agency for the administration and distribution of federal funds for adult education and literacy in California.

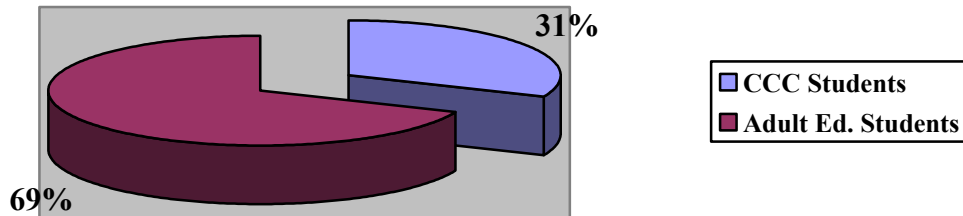
California has the largest public adult and noncredit education system in the nation. Approximately 2 million students are enrolled in noncredit education. Forty-two percent (831,841) are community college students and 58 percent (1,171,780) are students enrolled in adult education schools (*Chart 1*).

Chart 1
CCC Students Enrolled in Both Credit and Noncredit Courses Compared to
Students Enrolled in Adult Ed. Schools



If credit students enrolled in noncredit instruction are removed from the count, California serves close to 1.7 million. Thirty-one percent are community college students (537,069) and 69 percent (1,171,780) are students enrolled in adult education schools (*Chart 2*). Regardless of the method used to determine who is a community college noncredit student, the California Community Colleges system receives about 26 percent of the federal and state funding that serves noncredit students. (California Research Bureau, P. de Cross 2/2004)¹

Chart 2
CCC Students Enrolled Only in Noncredit Courses Compared to Students in
Adult Ed. Schools



¹ Data source CCC MIS Office for 2001-02 and CDE/CASAS, 2001-02

Analysis

Noncredit Serves to Align Student Demographic with Shift in the Economy

Shifts in both California's economy and demographics (increase in the number of foreign-born residents) are propelling more Californians than ever before to obtain postsecondary education. Community colleges play a pivotal role in providing access for the underprepared and underserved students. Noncredit instruction is critical in this role.

Who are Noncredit Students?

California Community Colleges noncredit instruction is the first point of entry for thousands of underprepared students who hope to enter the labor market, enroll in college and fully participate in civic society. Significant portions of these individuals are immigrants and persons of color. Noncredit instruction is intended to be responsive to multiple types of students with varied learning needs including, but not limited to:

- High school dropouts seeking a high school diploma, GED or high school equivalency;
- Persons with literacy challenges whose basics skills are inadequate to enroll in college or to find self-sustaining work;
- New immigrants who have limited English proficiency and need English as a second language, citizenship/civic education or short-term vocational education;
- First-time or incumbent workers who lack educational credentials, basic literacy skills or technical skill sets and are in need of short-term vocational education training;
- Adults receiving public assistance/welfare recipients;
- Persons involved with the penal system;
- Disabled persons in need of independent living skills and short-term vocational education;
- Older adults in need of skills to help obtain and navigate community and social service systems, and maintain their economic, physical and mental health; and
- Parents in need of parenting and life management skills.

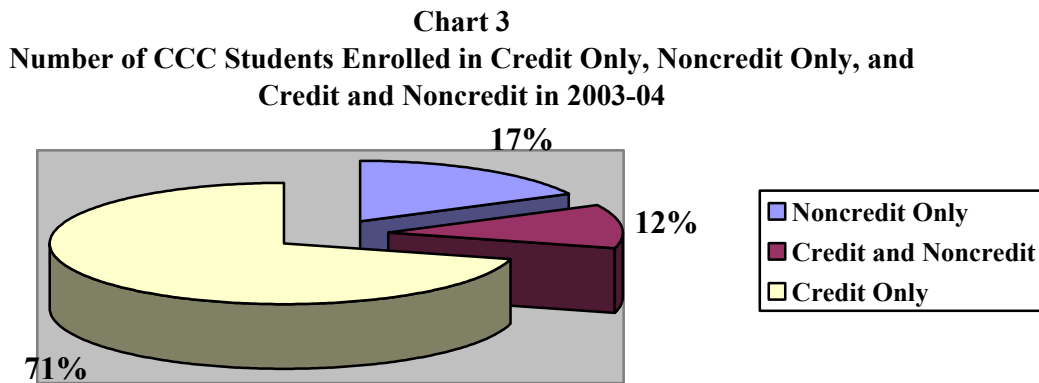
Student Demographic Profile

This cohort represents the unduplicated statewide noncredit student enrollment of 1,772,732 for the 2003-2004 academic year. In brief, the analysis shows the following:

- More students are female (60.72 percent) than male (36.39 percent), with 2.9 percent unknown
- A majority of students are students of color (52.80 percent)
- Hispanics are the largest ethnic group (30.80 percent)
- Close to 23 percent are immigrant and many are English language learners
- Close to 26,000 are students on foreign visas that pay no tuition or enrollment fee
- The two largest age groups are 18-24 (29.79 percent) and 65 plus (20.03 percent)
- An estimated 15 percent have dropped out of high school, 8.4 percent have an AA/AS Degree or higher; 29.83 percent have graduated from high school or have a certification of equivalency/proficiency, 5.34 percent have graduated from a foreign high school and 3.42 percent have come from an adult education school
- A small proportion receive financial aid (16.62 percent)
- Few are identified as being disabled (5.35 percent)

California Community College Student Enrollment Patterns

In 2003-2004, California Community Colleges enrolled 2,711,088 students: 17 percent (470,814) enrolled only in noncredit courses, 12 percent (322,077) enrolled in credit and noncredit courses, and 71 percent (1,918,197) enrolled only in credit courses. Twenty-nine percent of community college students (792,891) are enrolled in some form of noncredit instruction (*Chart 3*).



Enrollment patterns for noncredit instruction are unpredictable. A five-year, 1999-2000 to 2003-04, review of enrollment figures shows that noncredit instruction has grown by 13.65 percent. However, that growth took place primarily in 2001-02, with noncredit instruction growing by close to sixteen percent. In 2002-03 noncredit instruction grew by less than one percent, and by 2003-04 noncredit instruction had declined by five percent. Basic skills was the only category that experienced growth at about four percent. The three largest programs, ESL, short-term vocational education and older adults, experienced between a seven to fifteen percent decline and are as follows:

- ESL 14.95 percent decline
- Older adults 10.80 percent decline
- Short-term vocational education 6.67 percent decline

Literacy represents 53 percent of the noncredit instruction; family and community education 30 percent; and workforce preparation 17 percent.

Table 1
Enrollment Patterns Between The Nine Approved Categories from 1999-200 to 2003-04

Academic Year	E.S.L.	Citizenship	Elementary Secondary Basic Skills	Health and Safety	Persons with Substantial Disabilities	Pending	Home Economics	Older Adults	Short-term Vocational	Enrollments	Total Students
99-00	323,768	20,443	517,478	165,728	57,979	36,579	19,997	159,032	229,715	1,530,719	678,094
00-01	339,052	18,085	583,539	176,290	54,690	33,813	22,862	162,905	203,812	1,595,048	701,621
01-02	376,088	10,969	576,229	126,719	64,205	31,134	25,344	352,488	325,973	1,889,149	831,841
02-03	359,054	12,817	600,874	155,796	67,848	25,081	24,989	333,665	318,965	1,899,089	837,073
03-04	305,369	11,030	625,774	125,418	64,602	23,457	21,798	297,615	297,674	1,772,737	792,881

Table 2
Distribution of Students Within the Nine Approved Categories
By Enrollment and Percentages

Noncredit Instructional Area	Number of Student Enrollment	Percentage of Total
Literacy:		
▪ Basic Skills	625,774	35.3%
▪ ESL	305,369	17.2%
▪ Citizenship	<u>11,030</u>	<u>00.6%</u>
Total	942,173	53.1%
Workforce Preparation: Short-term vocational*	297,674	16.9%
Family & Community Education		
▪ Older Adults	297,615	16.8%
▪ Home Economics	21,798	1.2%
▪ Health and Safety	125,418	7.1%
▪ Disabled	64,602	3.6%
▪ Parenting	<u>23,457</u>	<u>1.3%</u>
Total	532,890	30.0%

Noncredit Funding for 2003-2004

In 2003-04 the community colleges received approximately \$3.9 billion in general fund apportionment for credit and noncredit programs and courses. Noncredit received about \$1.9 million (5 percent) in general fund apportionments for noncredit adult education; \$3.3 million for apprenticeships (Montoyo Fund); and approximately \$10 million in federal funding from the Workforce Investment Act (WIA), Title II, Adult Education and Family Literacy Act (AEFLA).

Noncredit Apprenticeships

Twenty-five community college districts offer noncredit and credit apprenticeship programs, generating approximately 2.6 million hours of instruction and close to \$12.6 million in Montoyo funding. Eight colleges offer noncredit apprenticeships, constituting approximately 27 percent of all apprentices' hours and generating close to \$3.3 million annually.

Federal Funding for Adult Education – Workforce Investment Act (WIA), Title II, Adult Education and Family Literacy Act (AEFLA)

The WIA, Title II, AEFLA, is the primary source of federal funding for adult education and noncredit adult education. These funds are used to increase the employability, job retention and earnings of adult education participants, while reducing welfare dependency and enhancing the productivity and competitiveness of the United States. WIA, Title II, has three basic goals: (1) to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and (3) assist adults in the completion of a secondary school education.²

Programs include:

- Adult Basic Education (ABE)
- English as a Second Language (ESL), including ESL-Citizenship
- Adult Secondary Education (ASE)
- Work Place Literacy
- Family Literacy
- Literacy for Institutionalized Adults
- English Literacy (EL) and Civics Education

WIA, Title II, AEFLA, funding is distributed as follows:

- 82.5 percent for local assistance
- 12.5 percent for leadership
- 5.0 percent for administration

² California Department of Education, 2003

California Community Colleges serve approximately 42 percent of students enrolled in noncredit and adult education in California and, yet, they only received between 13 and 15 percent of WIA, Title II, AEFLA, funding in the last two years. In 2002-03 community colleges received 13 percent (\$9.8 million). In 2003-04, community colleges received about 15 percent (\$10.2 million). All federal local assistance funds are administered by the California Department of Education and, unlike the Vocational and Technical Education Act (VTEA) funds, the System Office does not administer local assistance funds to the community colleges. The System Office receives no leadership or administrative funds to provide technical assistance or statewide leadership to the community colleges. Leadership and administrative funds are needed to promote statewide initiatives within the community colleges, and to build system capacity to improve local planning and curriculum development; collaboration, coordination, accountability and professional development are funneled through CDE. This is an administrative decision and not a federal requirement. Consideration should be given to garnering an equitable portion of the adult education federal funds. A mechanism for such an approach is embedded in the allocation of federal funds for VTEA.

Table 3
Total Funding for WIA, Title II, AEFLA

Fiscal Year	Total Amount	Amount Set Aside for English Literacy (EL) Civics Education
2002-03	\$76,321,376	\$19,608,981
2003-04	\$67,996,872	\$15,462,062

Table 4
California Community Colleges Funding –
WIA, Title II, AEFLA, 231 Grants & English Literacy Civics Education

Fiscal Year	Number of Colleges	Estimated Number of Students	Total Grant Award
2002-03	27	146,350	\$9,851,164
2003-04	34	176,824	\$10,238,711

State Apportionment

Noncredit courses currently generate about 10 percent of the statewide community college workload. While noncredit courses are offered in the same scheduling formats as credit courses, their workload is only measured one way—positive attendance. In January 2000, the Board of Governors proposed amendments to title 5, California Code of Regulations, related to the computation of full-time equivalent students (FTES) so as to allow noncredit courses to be offered on a census basis. The rationale was to better align community colleges with other postsecondary education systems. It was determined that in many cases, positive attendance was not suitable to designing modern curriculum frameworks that would be responsive to a wide range of pedagogical needs. Because of concern for political budgetary pressure, the Department of Finance disagreed and, therefore, noncredit instruction must continue to use only positive attendance for the purpose of determining state apportionment.

Colleges and Course Offerings

Ninety percent of the community colleges, 98 out of 109, offer at least one course in noncredit instruction. However, not all colleges offer instruction in each of the nine authorized categories. The development of literacy skills has the greatest number of colleges involved. Eighty-nine percent of the participating colleges are providing noncredit instruction in basic skills. However, only 50 percent are offering noncredit instruction in ESL and 21 percent in citizenship education. Fifty-nine percent of the noncredit colleges are delivering instruction to both short-term vocational education and older adults. Short-term vocational is the instructional area that offers the greatest number of classes followed by older adults and basic skills. Older adults offer the greatest number of sessions followed by ESL, short-term vocational education and ESL.

Twenty-two colleges serve close to 68 percent of the noncredit students and generate 76 percent of the FTES.

San Diego Community College District serves the highest number of students (87,905) in the state; followed by San Francisco City College (61,817) and North Orange County Community College District (60,038). It appears that the distribution of educational services is concentrated in Los Angeles County, San Diego County, North Orange County and San Francisco County. A more careful review is needed to determine underserved geographical areas of the state.

Table 5
Distribution of Colleges Offering Noncredit Instruction by
Category With Subtotals and Percentages

Noncredit Instructional Area	Number of NC colleges		Number of Courses		Number of Sessions	
	Statewide	Percentage	Statewide	Percentage	Statewide	Percentage
Literacy Program:						
▪ Basic Skills	87	89%	1,015	20%	5,595	16%
▪ ESL	49	50%	458	9%	6,440	19%
▪ Citizenship	21	21%	41	0.8%	228	1%
Workforce Preparation:						
▪ Short-term vocational*	58	59%	1,326	26%	6,924	20%
Family & Community Education						
▪ Older Adults	58	59%	1,104	22%	8,402	24%
▪ Home Economics	19	19%	203	4%	812	2%
▪ Health and Safety	35	36%	469	9%	3,282	10%
▪ Disabled	42	43%	252	5%	2,100	6%
▪ Parenting	24	25%	160	3%	790	2%

Noncredit Course Approval Process and Activities

Course Approval Process

All noncredit courses must be approved by the System Office in accordance with title 5, section 55150, before they are included in the college catalog or class schedule. Applications for course approval are submitted on the most current version *CCC-456 Noncredit Approval Application Form*, along with a course outline of record that is signed by the Chair of the college's curriculum committee. The System Office must receive a hard copy of a signed application form and an officially approved course outline of record before the course approval process will be finalized. Every attempt is made to approve the course within 30 days of receipt of a "completed" course outline. In those cases where the information is incomplete, or further justification is required, the clock will stop and every effort will be made to approve the course within 30 days of receipt of the required information.

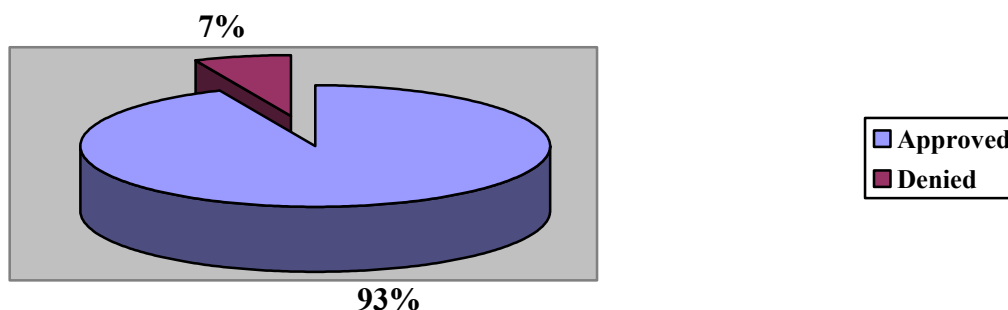
Community College Noncredit Course Inventory System

The Community Colleges Noncredit Course Inventory System includes courses from 1978 and is updated annually to assess the currency and accuracy of noncredit courses being offered. Each community college is requested to update and review their noncredit course offerings and to validate the accuracy of the information on the college inventory sheet. The period of review corresponds to the fiscal year from July 1 to June 30 of any given year. A *Summary Report of Total Number of Approved FTES Eligible Courses By College* can be located on the Chancellor's Office website at the following URL:

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_attachments/noncredit_summary0203.pdf

Twenty-four hundred (2,400) applications for noncredit course approvals were submitted to the System Office from 1999 to 2004. Of those 2,228 have been approved and 172 denied. Overall, 93 percent of the courses are approved. Steps are being taken to improve the methods of evaluation and to develop consistent guidelines to improve the credibility and efficacy of noncredit instruction. A significant portion of staff time is spent on technical assistance with the purpose of reducing the number of denials and promoting greater awareness of the importance of offering quality noncredit instructional programs.

Chart 4
Number of Noncredit Course Applications
Approved and Denied from 1999 - 2004



Conclusion

There is a substantial need for the community colleges to provide noncredit instruction to the residents of California. Close to 20 percent of California's community college students are legal immigrants. More than 50 percent are non-Caucasian and that number is rising. The community colleges educate the core of California's future workforce. Noncredit instruction is a portal to the future for thousands of underprepared students. California's policymakers, employers and the public have recognized the need for adult education.

To that end, work has started to develop a coherent and accountable noncredit adult education system that reflects the needs of California's changing population and economy. In accordance with *An Aspiration for Excellence: Review of the System Office, 2004*, a study will be conducted, in consultation with the field, to examine how to better align noncredit instruction with career technical education and transfer instructional programs. Research, assessment and facilitated field-based work/input groups will be the principle strategies used to implement the project. The project is expected to begin in January 2005 and be completed no later than January 2007, when findings and recommendations will be presented to the Board. Expected outcomes of the study are improved alignment and integration of noncredit instruction, career technical education and academics and a coordinated administrative process designed to inform and promote better articulation among instructional systems.

The capacity of the community colleges to assist students to transition from low skills into higher levels of educational achievement and meaningful work is contingent on adequate funding. Steps should be taken to fully assess how to leverage federal and state funds to meet the educational development skills of underprepared students, including addressing the well-documented inequities in state funding.

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APPENDIX A

Legislative History of Adult Education in California

This appendix chronicles the history of legislative efforts and accomplishments in California that are the foundation of its existing policies for adult education.

- 1856** The first “evening school” was established by the San Francisco Board of Education.
- 1902** The California Constitution was amended to assure support for secondary schools. The State Superintendent of Public Instruction interpreted this support as not including the “evening schools.” The San Francisco Board of Education filed suit, leading to a 1907 court decision.
- 1907** The State Supreme Court ruled that “evening schools” could exist as separate legal entities entitled to share in state appropriations.
- 1915** Governor Hiram Johnson signed The Home Teacher Act into law. The driving force behind the Act was Mary S. Gibson -- a member of the California Commission of Immigration and Housing. Mrs. Gibson visualized the use of “home teachers” working with adults and children in their homes, preparing them for citizenship responsibilities and assisting in their social and cultural adjustment. (In 1926, the Department of Parent Education evolved from this beginning.)
- 1917** Legislation was passed to authorize school districts to offer special day and evening classes for students aged 18-21 who were not enrolled in “day schools.”
- 1919** The Part-Time Education Act established continuation education for students aged 14-18 who were not enrolled in day schools and classes for students aged 18-21 who were not proficient in English.
- 1920** The Legislature abolished local governing boards for its seven normal schools and reorganized them under the State Board of Education and the Superintendent of Public Instruction, an arrangement that continued until after the adoption of the 1960 Master Plan. In 1935, normal schools were renamed state colleges and authorized to expand their curricula beyond teacher education.
- 1921** Legislation was passed requiring that “Americanization” classes be formed when required by 25 or more people.
- The State Department of Education was created with the Superintendent of Public Instruction as its administrator.
 - While the Legislature authorized the creation of separate junior college districts in 1921, most junior colleges were operated by high schools and unified districts

through-out the first half-century. This early relationship with K-12 continues to blur the community colleges status as part of higher education.

- California accepted the provisions of the federal Smith-Lever and Vocational Rehabilitation Acts for vocational education.

- 1926** The Department of Parent Education was created.
- 1927** The State Department of Education was reorganized, forming a new Division of Adult Education.
- 1931** Legislation passed that provided additional funds for adult high schools and that placed the administration of Parent Education under the State Department of Education. The first nursery school for parent observation and study was established.
- 1933** California adult education was involved in the Works Progress Administration (WPA) funded programs, including literacy, vocational training and parent education. Teachers were sent to Civilian Conservation Corps (CCC) camps, where they organized evening schools.
- 1940** The federal government requested adult classes to provide training for defense workers and offered to pay the costs of the program. Between July 1940 and May 1945, nearly 1 million California workers were trained in adult classes, more than half of them in Los Angeles, San Francisco, Oakland, San Diego, Long Beach, and Burbank.
- 1941** Separate evening junior colleges were authorized.
- 1945** Legislation established some categories of adult education as well as standards for attendance, curriculum, administration, counseling, credit, certificates or diplomas, formulas for computation of average daily attendance, and the collection of tuition except for classes in English, citizenship, and elementary subjects.
- 1960** The Donohoe Act implemented the *California Master Plan for Higher Education* and mandated that junior colleges be independent of unified school/high school districts.
- 1963** All statutes pertaining to junior colleges were placed in a separate section of the Education Code.
- 1967** The Walter Stiern Act established the Board of Governors of the California Junior Colleges, subsequently renamed the California Community Colleges.
- 1978** California voters passed Proposition 13, a tax reform initiative that immediately reduced property taxes by more than 50 percent.

- 1981** The Behr Commission recognized that community college noncredit programs faced significant problems and concluded its work with the following recommendations:
1. That all classes, courses and programs be funded at the same rate per ADA regardless of provider;
 2. That any increase in ADA be funded up to a maximum of 5 percent per year;
 3. That both major providers receive a common rate for inflation; and,
 4. That elected local board of education and community college boards negotiate new, formal, binding delineation of function agreements.
- 1982** The state’s fiscal crisis, the recommendations of the Behr Commission, and the sunset of the community college provisions in Assembly Bill 8, led to new legislation which brought further restrictions and state control to adult and noncredit education. The community college reimbursement rate was reduced, the categories for state support were revised and imposed on both the adult schools and the community colleges and adult education monies were made a separate item in school district budgets. Disparities between districts and between providers were being addressed and a state system for the funding of adult and noncredit education was evolving. However, no overall state policy was being developed to guide funding or that recognized the shift in demographics and the need to develop special programs to meet the diversity of needs across the state.
- 1982** Senate Bill 813 implemented general wide-ranging educational reform.
- 1984** Senate Bill 1570 created the Commission for the Review of the Master Plan for Higher Education, which examined issues in adult education and noncredit instruction.
- Senate Bill 1379 prohibited use of state revenues to support community services courses.
- 1985** Senate Bill 2064 requested the Master Plan Commission to study community colleges as a first order of business.
- 1987** The Commission for the Review of the Master Plan for Higher Education, in its community college document, *The Challenge of Change*, recommended further study of adult education/noncredit instruction and a legislative mandate for delineation of function agreements.
- 1988** In May, the Legislature’s Joint Committee for Review of the Master Plan for Higher Education commented broadly on adult and noncredit education. In particular, it recommended that those categories identified as offering transitions to opportunity (English as a Second Language, Citizenship, and Basic Skills) should be relieved of the “cap” and allowed to satisfy current demand with the assurance of full reimbursement by the state.

- 1990** SB 1854 consolidated adult education (Ed. Code §§ 78401-78412), which give the community college governing board, with the approval of the board of governors, the power to establish; purposes; requirements; admission; standards for apportionment; and diplomas for classes for adults. Education Code section 8516 defining “mutual agreement” was repealed and incorporated into Education Code section 8510. Education Code section 8534 was amended to delete reference to the 13th and 14th grade level and added language that stated “postsecondary programs which meet standards prescribed by the Board of Governors for credit and noncredit courses.” SB 1570 added a provision to the Education Code, section 66010.4, amended in 1996 (SB 1809), and included adult noncredit education and community services to the missions and functions of the California Community Colleges.
- 1993** SB 1764, the Immigration Workforce Preparation Act – required adult education and community colleges to develop certificates of proficiency in ESL and Basic Skills.
- 1997** A court decision on the application of Education Code section 8510, *Orange Unified School District v. Rancho Santiago CCD*, held that a mutual agreement is not needed because the mission of the community colleges includes offering adult noncredit instruction (Ed. Code § 66010.4)

Sources: Board of Governors, California Community Colleges *Noncredit Adult Education: A Report*, January 9, 1992, *Meeting California’s Adult Education Needs*, California Postsecondary Education Commission 1988, Education Code Review