

# Vision 2030: Noncredit Regional Workshop

## *Designing Pathways for Student Success*

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# Thank you for joining us today!

August 27, 2025

# Welcome

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**Dr. Sonya Christian**

Chancellor, California Community Colleges

# Welcome from NOCCCD

**Dr. Byron Clift Breland**

Chancellor, North Orange County Community College District  
(NOCCCD)

# Welcome from YCCD

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**Dr. Shouan Pan**

Chancellor, Yuba Community College District (YCCD)





# Welcome from the Host

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**Dr. Lizette Navarette**

President, Woodland Community College

# Noncredit (NC) 101: The Basics

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Dulce Delgadillo, Director, Office of Institutional  
Research and Planning, NOCE

Dr. Lisa Mednick Takami, Director, Community College  
Technical Assistance Provider (CC TAP)

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



# CC TAP Team

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



**Dulce Delgadillo**

Director, Institutional  
Research and Planning

NOCE



**Chandni Ajanel** (Admin Support)

**Jaspinder Uppal** (Marketing)

**Diana Martinez** (Data Support)



**Ute Maschke**

Technical  
Assistance  
Content Expert



**Dr. Lisa Mednick  
Takami**

Director, CC TAP

NOCE

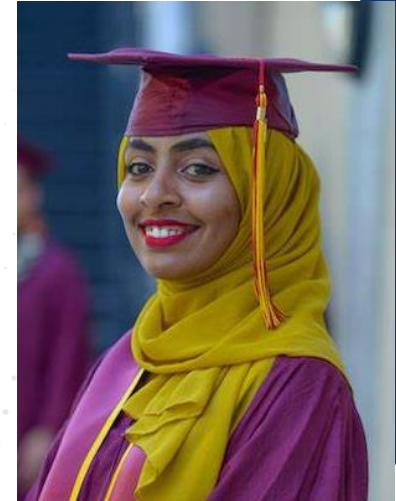
# What is the Purpose of Noncredit in Higher Education?

Noncredit fulfills part of the general educational mission for California (Ed Code).

*66010.2. (a) Access to education, and the opportunity for educational success, for all qualified Californians. **Particular efforts should be made with regard to those who are historically and currently underrepresented in both their graduation rates from secondary institutions and in their attendance at California higher educational institutions.***

*66010.4. (2)(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.***

Source: [California Legislative Information Title 3 Division 5](#)



# Noncredit

- Certificates of completion and competency
- Generates two levels of apportionment; no student fees
- Enhanced noncredit= CDCP
- No units; grades depend on Noncredit Program
- Repeatable
- Limited to 10 categories
- Approval: Curriculum Committee, Governing Board, Chancellor's Office

# Credit

- Degrees and Certificates of Achievement
- Generates apportionment; student fees apply
- Degree applicable and non-degree applicable
- Unit bearing
- Not repeatable
- Approval: Curriculum Committee and Governing Board





## Noncredit Instructional Areas (84757, title 5, 55151)

1. English as a Second Language (ESL)
2. Immigrant Education (including citizenship)
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Courses for Adults with Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational (including apprenticeship)
10. Workforce Preparation

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## CAEP Program Areas (84913)

1. English as a Second Language (ESL)
  - a) Civics and Citizenship
2. Elementary and Secondary Basic Skills
3. Career Technical Education (CTE)
  - a) Short Term CTE
  - b) Workforce Preparation
  - c) Pre-Apprenticeship
4. Adults, including older adults, with Disabilities
5. Adults Training to Support Child School Success

# Funding for Noncredit



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Category	2024-25 Rates	2025-26 Rates
FTES – Credit*	\$5,294.42	\$5,416.20
FTES – Incarcerated Credit*	\$7,424.53	\$7,595.29
FTES – Special Admit Credit*	\$7,424.53	\$7,595.29
FTES – CDCP	\$7,424.53	\$7,595.29
FTES – Noncredit	\$4,464.58	\$4,567.26
Supplemental Point Value	\$1,251.96	\$1,280.76

## Enhanced FTES --> CDCP areas:

- ESL
- Basic Skills
- Short-Term Vocational
- Workforce Preparation

## Basic noncredit areas:

- Citizenship
- Supervised Tutoring
- Substantial Disabilities
- Health and Safety
- Parenting
- Home Economics
- Courses for Older Adults

## FTES

FTES is not a headcount. Each FTES is equivalent to 525 hours of student instruction. One FTES can be generated by 1 student or multiple part-time students.

## Positive Attendance FTES =

Positive Attendance Hours

**525**

# Alternative Attendance Accounting Method for Noncredit Apportionment Funding

## Alternative Attendance Accounting Method

Attendance captured at  
20% point and 60% of  
the semester.  
Instructors should  
determine the number  
of students actively  
enrolled as of these two  
points.

For noncredit asynchronous  
distance education courses  
(open-entry/open-exit or short  
term included)

FTES =  $\frac{\text{The average of contact hours at  
20% point and 60% point}}{525}$

## FTES Calculation

(Alternative Attendance  
Accounting Methods)

- Multiply average number of students enrolled as of census 1 & 2 by the number of “weekly student contact hours”; multiply by the Term Length Multiplier; divide by 525.
- $\text{FTES} = (\text{Avg \# Students} \times \text{“WSCH”} \times \text{TLM}) / 525$



# Career Development College Preparation (CDCP)



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**California Education Code section 84760.5 (a) defines Career Development and College Preparation noncredit courses as those that:**

- Are leading to a certification of completion/competency
- Lead to improved employability or job placement opportunities
- Lead to a certificate of competency in a recognized career field as articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program

Source: [California Legislative Information Title 3 Division 7](#)

# Why do CDCP?

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- Higher apportionment rate (\$7,595.29 vs \$4,567.26)
- Sequenced courses and programs with a clear structure for the student to receive a CO approved certificate
- Curriculum and award is Chancellor's Office approved

## What Our Faculty and Students Say

I love that we have non-credit ESL classes because it really does make learning English more affordable. Not only that, but students in our non-credit classes make lifelong friends with classmates from all over the world. It really is a fun place to learn, and it makes me feel good when students discover a program at Foothill that makes them excited about learning – beyond learning English!

– Instructor Amy Sarver



Elementary  
and Secondary  
Basic Skills

Workforce  
Preparation

Short-term  
Vocational

ESL

Vocational ESL

# Traditional Student Services

## Noncredit Student Success and Support Program Core Services (SSSP)

- Orientation
- Assessment
- Counseling
- Noncredit Educational Plans

## Disability Students Services

- Job placement
- Assessment
- Counseling
- Tutoring
- Registration assistance



## Leveraging Initiatives for Noncredit

- California Adult Education Program (CAEP)
- Student Equity and Achievement Program (SEAP)
- WIOA II/Adult Education & Family Literacy Act (AEFLA)
- Perkins V
- Strong Workforce Program (SWP)
- Disabled Student Programs and Services (DSPS)



## Initiative Student Services for Noncredit

- Student Equity and Achievement Program (SEAP)
  - Foreign Transcript Evaluations
- Rising Scholars
  - Counseling
- Basic Needs
  - Food Pantry
  - Emergency Aid
- Grads to Be (AB540 & DACA)
  - Legal Aid Clinics
  - Resources





# Curricular Areas\*

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## Onboarding

- College Readiness
- Academic Readiness
- Career Exploration
- Digital Literacy
- Community Needs



## Complementary

- Mirrored Courses
- Support Courses (AB 705)



## Capstone/Industry

- Vocational/Career Prep
- Sustainability

\*Noncredit Toolkit: A Roadshow Resource, Academic Senate for California Community Colleges

# Transitions: Pathways from Noncredit

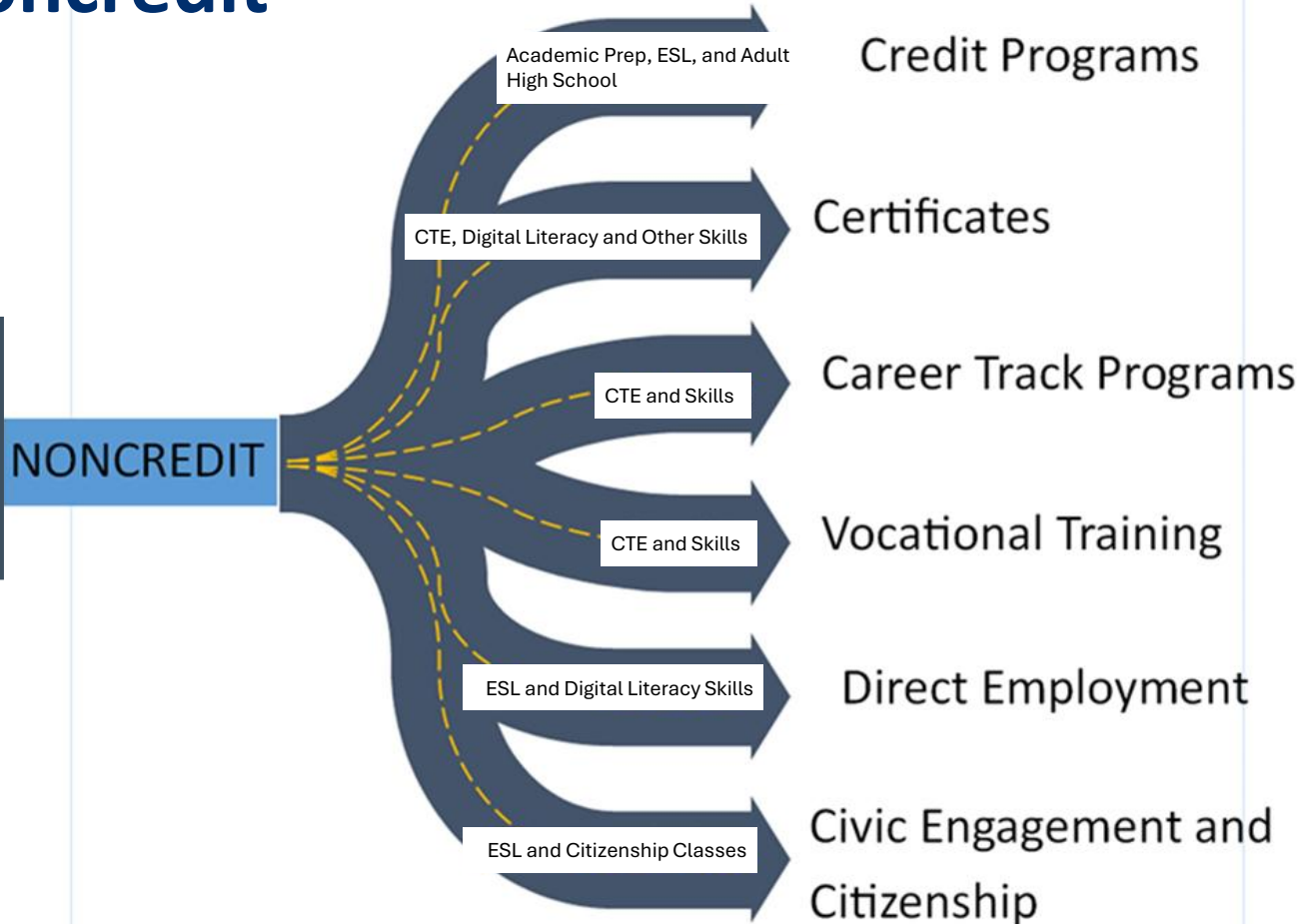
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# Noncredit Data Reporting



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## Student SSSP Data Elements (SS)

[SS Domain and Format \(PDF\)](#)

[SS Data Elements \(All\) \(PDF\)](#)

[SS01 Student-Educational-Goal \(PDF\)](#)

[SS02 Student-Credit-Course-of-Study \(PDF\)](#)

[SS03 Student-Credit-Initial-Orientation-Exempt-Status \(PDF\)](#)

[SS04 Student-Credit-Initial-Assessment-Exempt-Status \(PDF\)](#)

[SS05 Student-Credit-Education-Plan-Exempt-Status \(PDF\)](#)

[SS06 Student-Credit-Initial-Orientation-Services \(PDF\)](#)

[SS07 Student-Credit-Initial-Assessment-Services-Placement \(PDF\)](#)

[SS08 Student-Credit-Counseling/Advisement-Services \(PDF\)](#)

[SS09 Student-Credit-Education-Plan \(PDF\)](#)

[SS10 Student-Credit-Academic-Progress-Probation-Service \(PDF\)](#)

[SS11 Student-Credit-Success-Other-Services \(PDF\)](#)

[SS12 Student-Noncredit-Course-of-Study \(PDF\)](#)

[SS13 Student-Noncredit-Initial-Orientation-Exempt-Status \(PDF\)](#)

[SS14 Student-Noncredit-Initial-Assessment-Exempt-Status \(PDF\)](#)

[SS15 Student-Noncredit-Education-Plan-Exempt-Status \(PDF\)](#)

[SS16 Student-Noncredit-Initial-Orientation-Services \(PDF\)](#)

[SS17 Student-Noncredit-Initial-Assessment-Services-Placement \(PDF\)](#)

[SS18 Student-Noncredit-Counseling/Advisement-Services \(PDF\)](#)

[SS19 Student-Noncredit-Education-Plan \(PDF\)](#)

[SS20 Student-Noncredit-Success-Other-Services \(PDF\)](#)

## Through CCCCCO Management Information System (MIS)

- Same process as California Community College credit data reporting
- Districtwide data submissions





# California Adult Education Program (CAEP) Data Flow

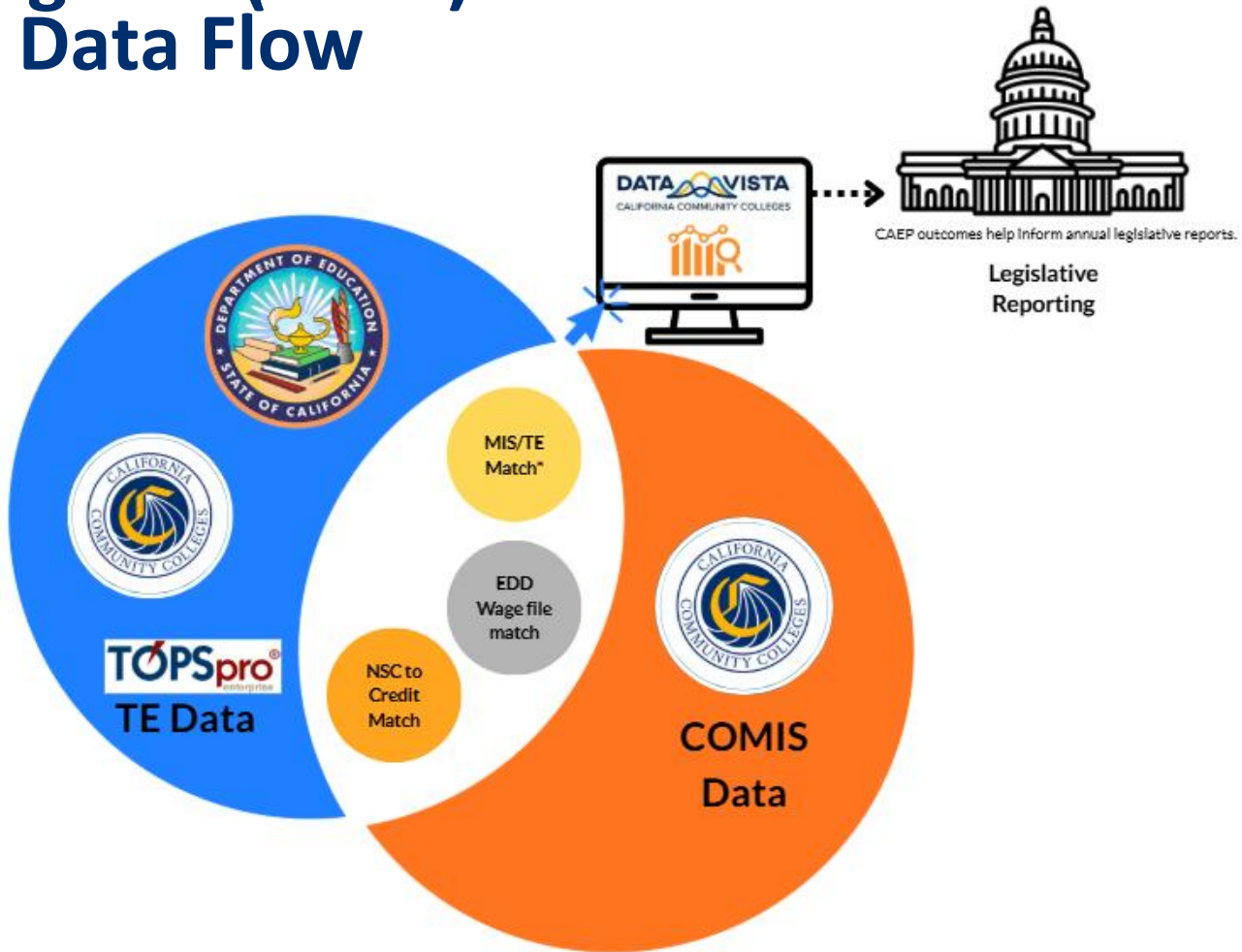
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\*The match between MIS and TE data is only applicable for those CCC's that are currently WIOA II funded.

# Introducing DataVista

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## Giving California insights into student success and achievement

DataVista is the metrics platform for information on California Community Colleges and Adult Education student success. DataVista is designed to inspire a greater understanding of student achievement, build understanding about student outcomes and provide information to support evidence-based decision making at schools, colleges and within the state.

### Quicklinks:

SELECT A REPORT TO VIEW ▾

- California Adult Education Program Scorecard
- Comprehensive Student Report
- Guided Pathways
- Strong Workforce Program
- Student Equity and Achievement Program
- Vision 2030

### 2022-23 Score Card for Statewide All Programs All Students

Reportable Individuals <b>606,343</b> (22% YoY)		Participants <b>493,570</b> (23% YoY)	
Completed Educational Functioning Level Gain <b>110,647</b> (31% YoY)	Completed Noncredit Workforce Preparation Milesto.. <b>57,301</b> (29% YoY)	Immigration Integration Milestone <b>89,444</b> (44% YoY)	
Earned an Award: Diploma, GED or High School Equivalen.. <b>24,337</b> (6% YoY)	Earned an Award: Postsecondary Credential	Transitioned to Postsecondary Coursework <b>55,293</b> (30% YoY)	
Employed Four Quarters After Exit	Employed Two Quarters After Exit <b>21%</b> (10% YoY)	Median Annual Earnings <b>\$40,908</b> (2% YoY)	Median Change in Earnings <b>35%</b> (6% YoY)

Increased by more than 5% from previous year    Decreased by more than 5% from previous year    Remained within 5% of previous year



**DATA VISTA**  
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# Noncredit Program Structures & Model Program Examples

- Career Development College Prep (CDCP)
- Integrated Education & Training (IET)
- Pre-Apprenticeship (to Apprenticeship)
- Mirrored Courses





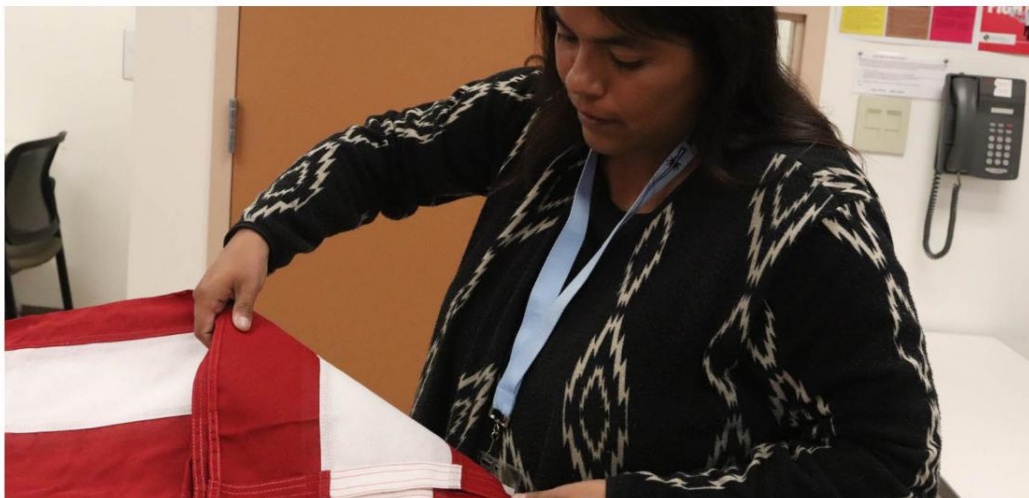
# CDCP at NOCE

## Funeral Service Assistant Certificate

[Home](#) » [Programs](#) » [Career Technical Education Programs](#) » **Funeral Service Assistant Certificate**

### Start a New Chapter in Your Life with NOCE.

Prepare for a career in the funeral services field with training at NOCE. If you enjoy talking to others and looking for ways to help people. Consider the Funeral Service Assistant Program.



### Contact

#### Career Technical Education Program

[careers@noce.edu](mailto:careers@noce.edu)

[\(714\) 808-4915](tel:(714)808-4915)

1830 W. Romneya Drive  
5th Floor, Office #513  
Anaheim, CA 92801



**Need more information  
on CTE Program  
Registration?**

# NON-CREDIT TO FOR-CREDIT PATHWAYS

## FUNERAL SERVICES PROGRAM



The Funeral Service Assistant Certificate program prepares students for an entry-level position as a Funeral Service Assistant, Funeral Attendant, or Funeral Greeter within the mortuary industry. The program provides an in-depth instruction on the profession and is a direct pathway into the Mortuary Science Program at Cypress College. Students who transfer to Cypress College can earn course credit via credit-by-exam for Mort 201.

### NOCE FUNERAL SERVICE ASSISTANT CERTIFICATE PROGRAM

#1

Complete Keyboarding Proficiency requirement  
Complete core courses for Funeral Service Assistant Certificate  
Completion Timeline: All required courses must be completed within 2 years and students must remain Catalog Rights.

#3

### CYPRESS COLLEGE

The Mortuary Science Department at Cypress College prepares men and women for a career that cares for the dead and comforts the living. As a Mortuary Science student, you will prepare for employment as a funeral director and embalmer through a variety of courses.

#2

Student completes a non-credit NOCE Funeral Service Assistant Certificate  
Students can apply to Cypress College and continue onto an educational pathway at Cypress College's Mortuary Science Department.

#4

### ASSOCIATE IN SCIENCE DEGREE- MORTUARY SCIENCE

This program is a course of study designed for students who wish to prepare for a career and employment as an embalmer/funeral director in a mortuary and to prepare the student for state licensure.

### BACHELOR IN SCIENCE DEGREE FUNERAL SERVICE

Cypress College has been selected as one of 15 community colleges in California to pilot a baccalaureate degree program. The Bachelor of Science degree in Funeral Service began in Fall 2017.

#### NOCE Students

To be eligible for the program candidates must:

- 18 years or older
- Apply online or in-person at any NOCE center
- Complete an online General orientation at least 24 hours prior to registering for courses

# Integrated Education & Training (IET)

- **Concurrent rather than sequential Instruction:** Academic & Technical Training
- **Occupational Relevance:** Aligned to specific career field or industry demand
- **Integrated Objectives:** Noncredit Adult Education, Workforce Preparation Skills and Technical Training combined to meet job market needs

# IET Healthcare Pathway

**The Program of Practice:** Integrated Education Training (IET) offerings that provide career pathways with living-wage potential.

**The Response:** Convert the Career Technical Education (CTE) Nurse Assistant Training Program (NATP) into an IET Healthcare Pathway.

**The Unique Features of the Program:** Over 50% of the Nurse Assistant Training Program (NATP) class comprises English language learners. The ELL support teacher collaborates with Relatable Learning, a software developer, for contextual language. Additionally, the program is made possible with community partnerships with two local healthcare businesses.

**The Outcome:** There were 75 applicants for the 15 seats. 11 out of the 15 were English language learners. Of the 15 total students, 11 have completed the program and are state certified.



## Pre-Apprenticeship to Apprenticeship

- **Noncredit to Credit Pathway**
- **Earn-to-Learn Model**
- **Aligned to Industry Demand, Workforce Preparation & Technical Training**
- **CAEP-Funded: Pre-Apprenticeship**
- **Division of Apprenticeship Standards (DAS):** Registered Apprenticeships  
Building Trades & IACA
- **Vision 2030:** Apprenticeship Demonstration Project: [Apprenticeship Pathways Demonstration Project | California Community Colleges Chancellor's Office](#)
- **Vision 2030 Goal:** 500,000 new apprentices by 2029



# COLLEGE OF MARIN

## Bus Coach Operator Apprenticeship



[College of Marin and Santa Rosa  
Junior College Partnership Grant  
College of Marin Catalog 2023-2024](#)

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### APPRENTICESHIP PROGRAMS

College of Marin in cooperation with the California Division of Apprenticeship Standards (DAS) and local Joint Apprenticeship Committees offers "related training" apprenticeship programs in designated trades or occupations. Apprenticeship includes paid, on-the-job training offered by employers who participate in apprenticeship programs.

Apprenticeship prepares individuals as highly qualified, professionally trained workers with specific, technical skills for occupations in a variety of fields. Upon completion of an apprenticeship program, the State of California Department of Apprenticeship Council awards a Certificate of Completion of Apprenticeship in the trade. If applicable, students who successfully complete apprenticeship programs and related supplemental instruction may also be eligible to receive additional industry recognized credentials and academic certification from College of Marin and/or the California Community Chancellor's Office.

### Bus Operator Apprenticeship Program (BOAP)

The Bus Operator Apprenticeship Program (BOAP) offers a comprehensive career pathway that equips students with the necessary skills and knowledge to thrive in the public transit industry. This program meets the growing demand for bus operators and provides paid study and practice for bus and/or motor coach driving, including regular route operations of the Golden Gate Bridge Highway and Transportation District.

- Students who complete SRJC Pre-Apprenticeship
- Employer Partnership
- On the Job Training (OJT)-Local Union
- Related Technical Instruction (RTI)-COM
- Apprenticeship=Credit Courses

## Apprenticeship program information - search results detail

Data is current as of 01/22/2025

Trade or occupation:	<b>Bus Coach Operator</b>
Program length:	14 months
Starting wage:	\$30.23/hr.
Minimum age:	19
Education prerequisites:	None
<a href="#">Additional prerequisites:</a>	Contact Program
Physical requirements:	No
Exams:	Written Test: No   Oral Exam: No
<a href="#">Additional requirements:</a>	Contact Program
Contact information:	<b>Golden Gate Bus Coach Operator Jatc</b> 1011 Andersen Drive San Rafael, CA 94901
Contact person:	Hitham Hamdon , Director
Contact phone / e-mail:	(415) 257-4453 <a href="mailto:Busadministration@goldengate.org">Busadministration@goldengate.org</a>

### Division of Apprenticeship Standards

#### Funding

- [Funding Resources](#)
- [California Opportunity Youth Apprenticeship Grant](#)
- [Equal Representation in Construction Apprenticeship Grant](#)
- [Apprenticeship Innovation Funding](#)

#### Quick Links

- [How to become an apprentice](#)
- [How to set up an apprenticeship program](#)
- [Events](#)
- [DAS Laws and Regulations](#)
- [CAC Laws and Regulations](#)
- [Program Sponsors](#)
- [Program Standards](#)

[Apprenticeship Newsletter](#)

Registered  
Apprenticeship  
Program with CA  
Division of  
Industrial  
Relations



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# Mirrored Courses

Class Schedule Search for: **Spring 2025**

**Credit:** ☐ **Noncredit:** ☒

**Subject:**   
 ACCS Accessibility Resource Center  
 BS Basic Skills  
 CITZ Citizenship  
 ESL English as a Second Language  
 OAD Older Adults  
 VOC Vocational

**Course Number:**   
**CRN:**   
**Title:**

**Start Time:** Hour:  Minute:  am/pm:   
**End Time:** Hour:  Minute:  am/pm:   
**Days:** Mon ☐ Tue ☐ Wed ☐ Thu ☐ Fri ☐ Sat ☐ Sun ☐  
**Start Month:**   
**Part of Term:**

**Special Class Type:**   
 English Corequisites  
 Math Corequisites  
 Honors Program Courses  
 Teacher Prep Institute  
 Zero Cost Digital Textbook  
 Low Cost Materials (under \$40)  
 CSU GE  
 AA/AS GE  
 IGETC GE(UC/CSU)

**Instructor:**   
 Ajamian, Mher  
 Andrade, Jessica  
 Anello, Andrea  
 Atherton, Sam  
 Barnes, Mackenzie  
 Barreto, Norma  
 Barry, Angela  
 Bartz, Virginia  
 Becker, Teresa

**Open Classes Only:** No: ☐ Yes: ☒ **Prerequisites:** No: ☐ Yes: ☒ **Time of Day:** Any: ☐ Day: ☐ Evening: ☐ Weekend: ☐  
**Meeting Type:** Online Only: ☐ Hybrid Only: ☐ On-Campus Only: ☐ Any Type: ☒ **Search By Units:**  **New Classes Only:** No: ☐ Yes: ☒

**Submit** **Reset**

- Mirrored- Dual Listed- Cross Listed
- NOT Dual Enrollment
- Credit courses that have exact same noncredit version with some differences (hours vs units)
- Same faculty, time, syllabi
- Listed in Schedule of Classes (number of seats available in class)
- Typically, CTE

# Goals for Our Time Together

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- Share Noncredit Survey Findings
- Provide Noncredit Overview: Programs, Funding, Data
- Prepare College Teams to Build Noncredit Courses and Programs
- Highlight key role of Faculty and Campus Leadership

# Survey Findings

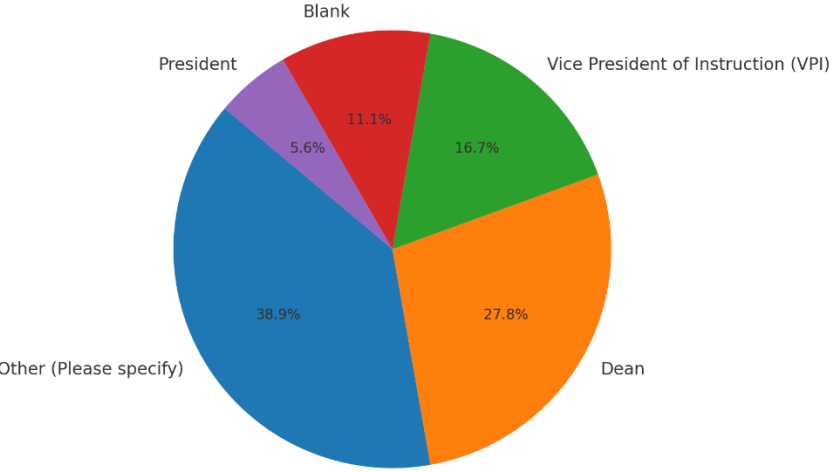


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## Q1. Please identify your role at your institution.

Breakdown of Respondent Roles (N=36)



## Q2. How would you describe your institution's current engagement with noncredit programs? (Choose one)

Response	Count	Percent
We have established noncredit programs but are looking to expand	16	50%
We do not offer noncredit but are exploring it	12	38%
We are in the early stages of developing noncredit programs	3	9%
We have a robust noncredit program and are continuously scaling up	1	3%
Total	32	100%

Respondents who selected “Other” represented a wide range of leadership and support positions across instruction, student services, and workforce development, including:

- **Directors** (Workforce Development, Adult Education, Operations, Noncredit Programs)
- **Faculty & Program Coordinators** (Instruction, Community Lifelong Learning, Program Coordinator/Instructor)
- **Administrative Leaders** (Associate VP of Instruction, Admissions & Records Supervisor, Educational Partnerships Project Manager)
- **Adult Education Program Manager**

# Survey Findings

## Ranked Barriers

1. College culture & institutional awareness of noncredit
2. Funding concerns or misconceptions
3. Staffing & lack of internal infrastructure
4. Faculty constraints
5. Effective outreach to noncredit audience
6. Difficulty in tracking & reporting noncredit outcomes

## Ranked Priorities

1. Enhancing CTE pathways to connect students to the workforce
2. Strengthening noncredit-to-credit pathways
3. Expanding ESL pathways to employment & education
4. Developing digital literacy & basic skills programs
5. Strengthening apprenticeship & pre-apprenticeship pathways
6. Developing programs for older adults (Emeritus/Lifelong learning)
7. Enhancing tutoring & academic support services
8. Building a GED/High School Diploma Program
9. Clarifying mirroring pathways
10. Expanding programs for students with disabilities

Among the 22 responses for question 5, all (100%) reported that their college follows a **decentralized model**, where noncredit is **embedded across multiple academic departments** rather than housed in a single centralized unit.



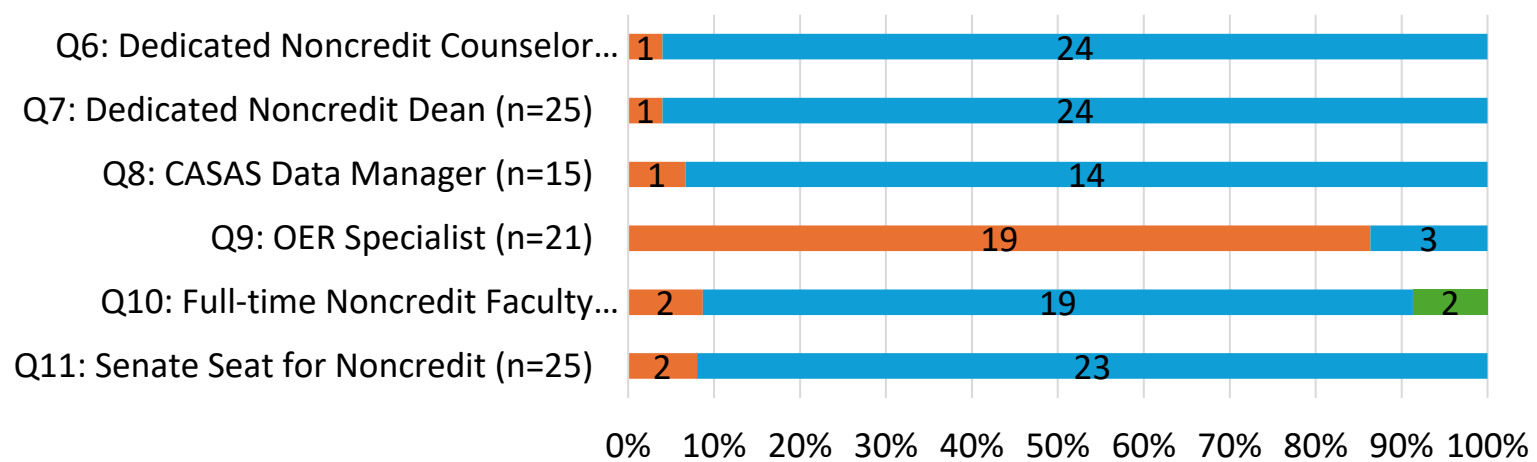
# Survey Findings



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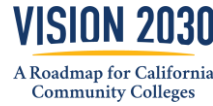


## Noncredit Roles and Structures



	Q11: Senate Seat for Noncredit (n=25)	Q10: Full-time Noncredit Faculty (n=23)	Q9: OER Specialist (n=21)	Q8: CASAS Data Manager (n=15)	Q7: Dedicated Noncredit Dean (n=25)	Q6: Dedicated Noncredit Counselor (n=25)
Yes	2	2	19	1	1	1
No	23	19	3	14	24	24
No future plans		2				

# Survey Findings



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## Campus Culture and Institutional Perspectives

### Q13. Campus culture toward noncredit (N=25)

Attitude/Perception	Count	Percent
Noncredit value not well understood	12	48%
Viewed as ancillary/less than credit	4	16%
Accepted as core to serving diverse students	3	12%
“Fix-it” strategy (financially motivated)	2	8%
Embraced as integral to the mission/equity strategy	1	4%
Other/mixed	3	12%

**Key Point:** Only a few institutions reported having an asset-based campus culture toward noncredit, while the majority described their campus culture as characterized by limited understanding and prevailing misconceptions about noncredit.

### Q14. Concern about immigration impacting noncredit enrollment (N=25)

- Yes: 13 (52%)
- No: 12 (48%)

### Q15. Interest in offering courses in languages other than English (N=25)

- Yes: 10 (40%)
- No: 15 (60%)



# Survey Findings

## Final Themes



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### Q16. Topics/questions for Vision 2030 Noncredit Regional Workshop: Themes

- **Program Development and Funding:** Moving beyond mirroring, seed money, labor market-driven design.
- **Faculty & Curriculum:** Role models, faculty incentives, onboarding, pay equity.
- **Equity & Access:** Noncredit as a bridge, serving diverse students, expanding beyond ESL/Citizenship.
- **Systems & Processes:** CASAS alignment, SCFF funding, transcript conversion for noncredit.

### Q17. Additional thoughts/questions

- Need for sustainable funding and infrastructure to scale noncredit.
- Lack of dedicated leadership (many without a dean, some only with a director).
- Calls for formal processes to implement/convert noncredit programs.
- Equity role recognized but often undermined by decentralized structure (no Senate seat, embedded only).

# Key Takeaways

VISION 2030  
A Roadmap for California  
Community Colleges

NOCE  
NORTH ORANGE  
CONTINUING EDUCATION



FOUNDATION for CALIFORNIA  
COMMUNITY COLLEGES

WOODLAND  
COMMUNITY  
COLLEGE



## Funding for noncredit apportionment

CDCP

CCFS-320 apportionment  
reporting



## Noncredit Programs

Noncredit curriculum

Noncredit pathways



## Noncredit Data Tracking

MIS

AEP Dashboard



Dulce Delgadillo

Director of Institutional  
Research and Planning

NOCE

[ddelgadillo@noce.edu](mailto:ddelgadillo@noce.edu)



**Thank you!**

Dr. Lisa Mednick Takami

Director of CC TAP

NOCE

[Lisa.mednicktakami@noce.edu](mailto:Lisa.mednicktakami@noce.edu)





# Leading the Charge: Campus Presidents on Noncredit Education's Vital Role

## **Moderator:**

Gary Adams

Dean of Adult Education, Apprenticeship and  
Contract Education

California Community Colleges



**Dr. Lizette Navarette**

President

Woodland Community College



**Valentina Purtell**

President

North Orange Continuing Education

# Institutional Readiness

**Maryanne Galindo**

LACCD Noncredit Discipline Co-Chair; Career and Continuing Ed  
Dept. Chair and Senate Past President



# Your Unstoppable Steps Forward

## Strategies to Strengthen Institutional Structures to Develop Targeted Noncredit Pathways

### Breakout Activity: Design a Preliminary Plan to GROW Your Adult Education Program

In your College Team, design a preliminary growth plan for your Noncredit/Adult Education program. Consider the ideas you've heard today. This activity will guide your team to think holistically – from identifying community needs to developing actionable steps.



#### G.R.O.W. Framework for Adult Ed

<b>G</b>	<b>Goals &amp; Gaps</b>	<ul style="list-style-type: none"> <li>- What goals align with our community's adult learning needs (GED, digital literacy, job skills, language access)?</li> <li>- Where are the current gaps in our organization?</li> <li>- Clarify direction in alignment with Master Ed Plan.</li> </ul>
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# The world is interdisciplinary & so are many career journeys...

**Vice-Chair, Academic Connections** (Rebrand LATTC Noncredit Department ): Onboarding of ~20,000+ students over 6 years: bridge to all pathways; Redesign Basic Skills/GED (BSI);  
**Earn "Crazy Cuban Lady" Nickname or "Ms. CC"**

**6th Noncredit Fulltimer** in LACCD: Tenured in **Interdisciplinary Basic Skills & Voc Ed** in 2012 (barely at 25 now across 9 colleges)

**Credit CTE Adjunct** – Community Planning & Economic Development, Focus on Re-entry @ LA Trade Tech (LATTC)

**Social Entrepreneur** – Corporate, County Public Health, Founder of a Nonprofit, Served on 501c3 Boards

**Community Organizer** - Advocacy Violence Prevention Specialist/ Re-entry

1st Gen "Cubanese" Span-glish Speaker  
(both/and mindset)  
**Maryanne (Marianna/Mari) Galindo**  
Rebrand:  
**CCC: Curious Cubanese Catalyst**

**...yet higher ed lacks interconnected spaces  
resulting in blind spots/inequities in  
instructional/pathway design**

**Instructional Design** – MTA "University" (Contract Ed); Career Advancement Academies, Acceleration Project & Faculty Inquiry Network @ LA Trade Tech

**Chair, Business & Civic Engagement Pathway**  
Organize & Rebuild New Pathway with 19 credit disciplines & 1 noncredit feeder program

**Consulting Instructor/Chair** - Rebuild & Enhance Noncredit @ LAMC; **Academic Senate President**; Executive Board **District Academic Senate**

**Co-Chair, LACCD Noncredit Discipline Committee** – Curriculum Alignment Project & Strategic Business Plan

**ACCE Board Member** – Noncredit Council Lead, Advocacy and ASCCC



# BUILDING YOUR NONCREDIT VISION 2030

## STRATEGIES FOR INTEGRATED IMPACT AT ANY GROWTH STAGE (2025-2029)

**HUMAN CAPITAL** -INFORMED, ADAPTABLE, AGILE, SYSTEMS-THINKERS TO CHAMPION NONCREDIT GROWTH – INTERCONNECTED PROFESSIONAL DEVELOPMENT ADMIN & FACULTY

**ORGANIZATIONAL AGILITY, ACCOUNTABILITY & FISCAL RESPONSIBILITY** – AN ECOSYSTEM VIEW OF WHERE A PROGRAM "BELONGS" - NONCREDIT? MIRRORED? CREDIT? COMMUNITY ED? CONTRACT ED? CENTRALIZED? DECENTRALIZED?

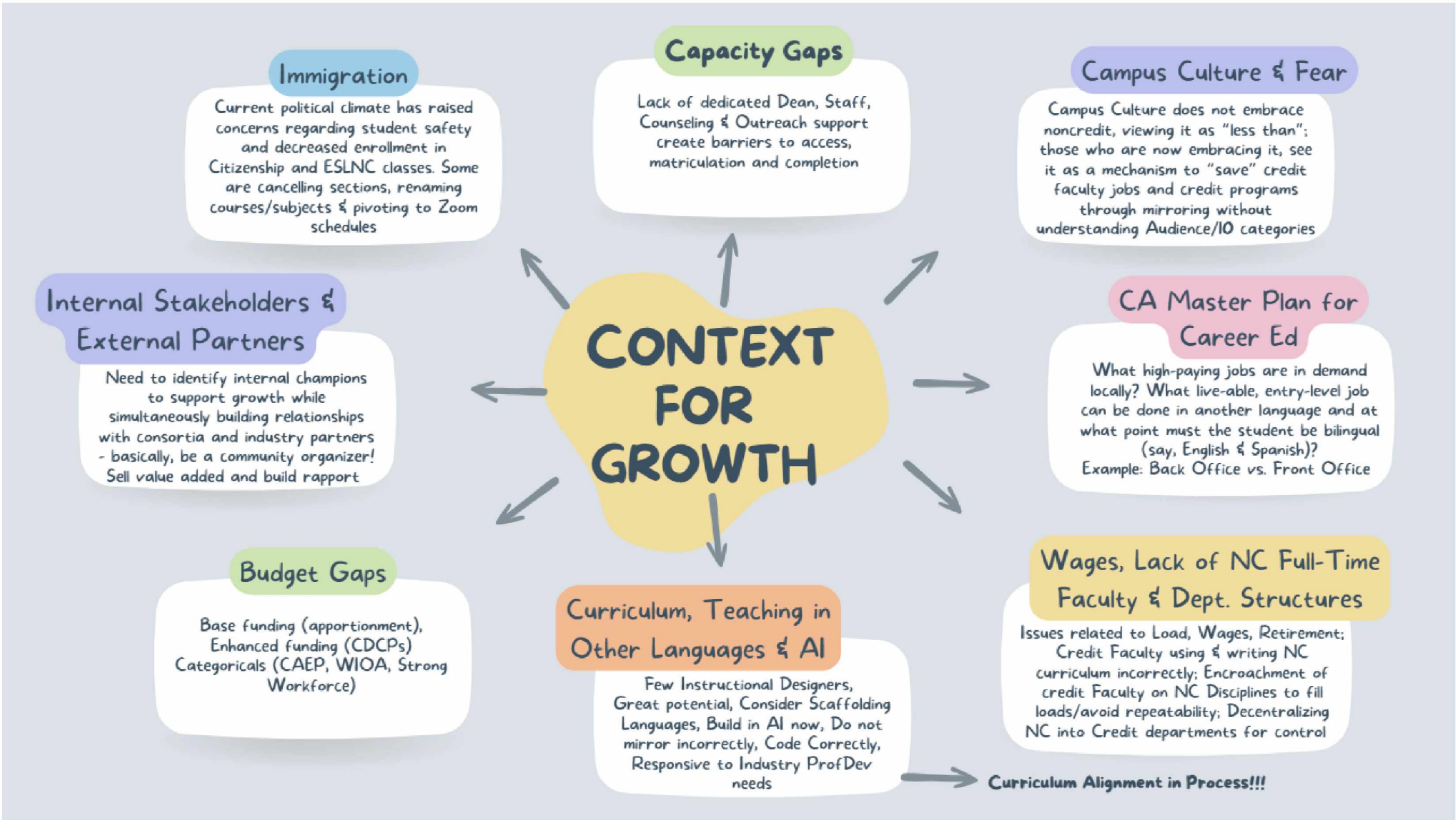
**FRAMEWORK FOR CURRICULUM ALIGNMENT** (AKIN TO "CCN" IN CREDIT BUT NOT!), SUBJECTS & CODING – HELPS STUDENT TRANSITIONS BETWEEN "ESLNC-ABE-ASE-ADE-CTE-CREDIT" PATHWAYS; ENHANCED COMMUNICATION, NAVIGATION & BRIDGE-BUILDING BETWEEN CONSORTIA & COMMUNITY COLLEGES & WORKFORCE PARTNERS

**CAMPUS CULTURE** COLLABORATIVE, SOLUTION-ORIENTED FRAMING OF DEBATES IN A TIME OF SYSTEMIC CRISIS (economics, technology/AI, bias, sel-interests, or inequities between academic departments / student services areas

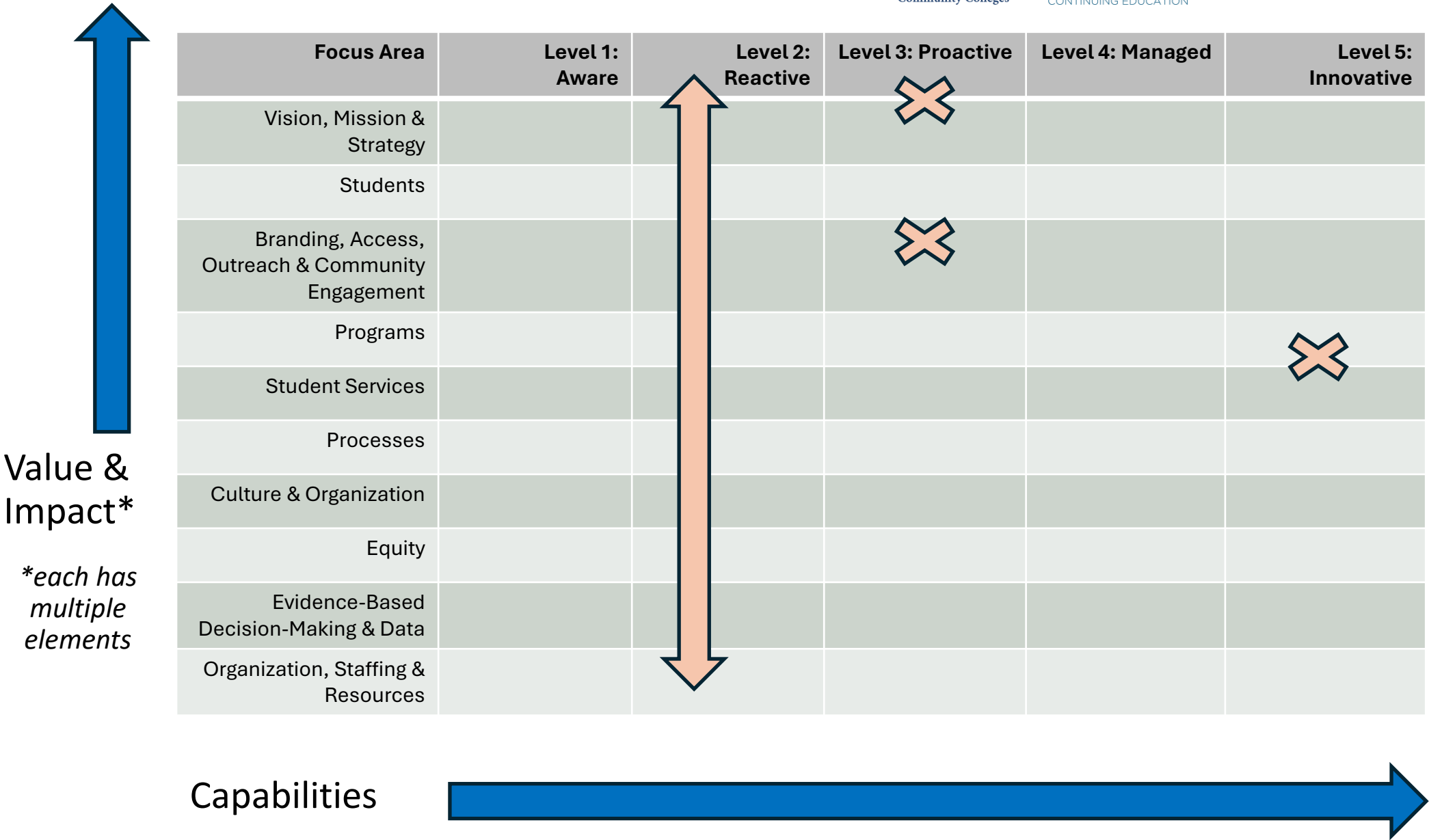
**ECOSYSTEM BUILDING** – LEVERAGING NETWORKS TO EXPAND REACH; DESIGNING SUSTAINABLE INTERDISCIPLINARY SOLUTIONS FOR INTEGRATED IMPACT USING THE WISDOM OF HISTORICAL NONCREDIT LESSONS & DISCIPLINE EXPERTS



# Assessing the "Lay of the Land"



# LACCD's Draft – Noncredit Maturity Levels





# Beyond the Right Now\*

- ✓ Immigration/ICE - Adult Ed Audiences and Hispanic Serving Institutions
  - Families with Mixed Citizenship Status - Potential Impact on Credit Enrollment
- ✓ Circumventing Repeatability (Music)
- ✓ Attempting to "Save Lifelong Learning" (Kinesiology/Old Adults)
- ✓ Mirroring Inappropriately – Rescuing Credit Loads of Credit Loads vs. *True Student-Centered, Equity Strategies*
- ✓ High demand for DSPS Support Courses
- ✓ Lack of Fulltime Faculty
- ✓ Gaps Staffing
- ✓ Uncertain Categorical Funding
- ✓ Uncertainty of New "Monolingual" Curriculum



Build!  
Don't Fix

What is Your  
Readiness Factor to  
Level Up?

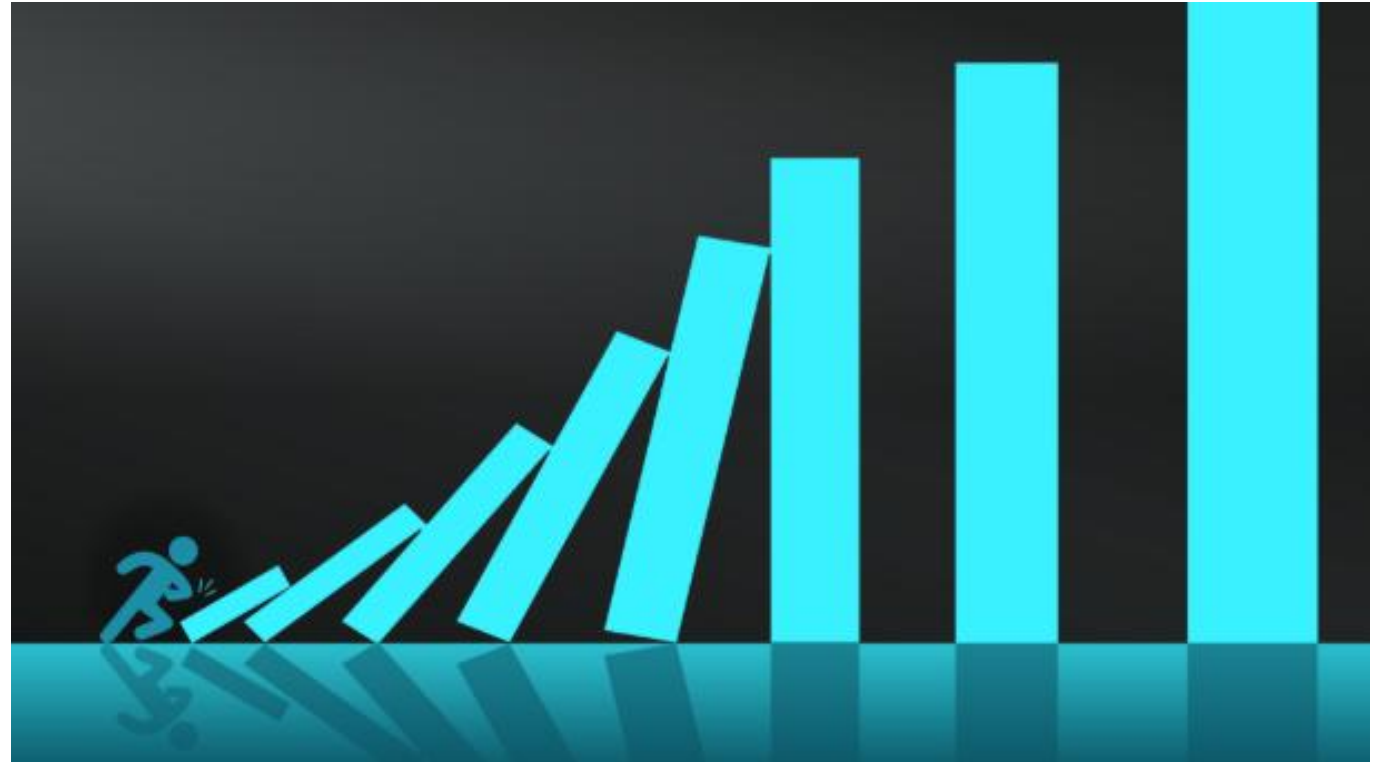
*\*Reactionary*  
*vs. Sustainable Solutions for Integrated Impact*

# WHERE DO YOU START?

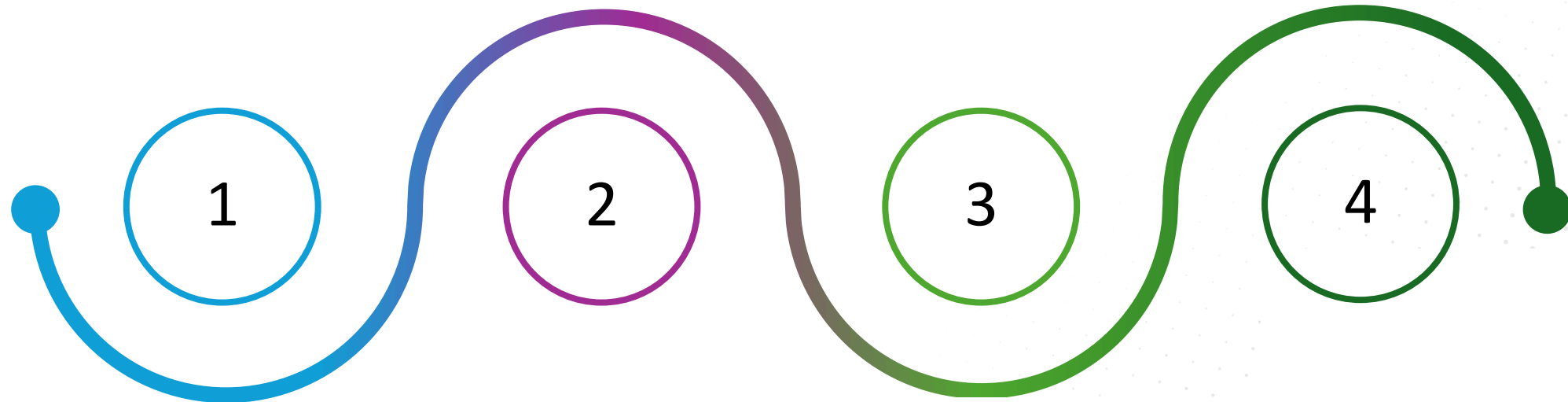
*ULTIMATELY, ASK "WHAT DRIVES WHAT?" (INTER-RELATIONSHIP DIAGRAMMING)*

## Identify Your Inquiry Question:

- What existing resources can be leveraged?
- How can the core business of the college (curriculum) be reimaged using Instructional Design that interconnects multiple initiatives and Noncredit to Credit Pathways?
- What emerging trends to employers need us to prep students for immediately?
- What BIG vision can you imagine building that automatically takes care of the current challenges?



# VISION = Core Faculty TEAM



## DEPT. CHAIR

Pick either  
Interdisciplinary Basic  
Skills *or* ESLNC

## NONCREDIT COUNSELOR

Dedicated to and  
embedded in Noncredit  
Dept –counts towards  
FON, still reports to  
Counseling Dept.

## FACULTY #2

Pick the balance of the  
one you didn't already  
choose – either ESLNC *or*  
Interdisciplinary Basic  
Skills

## FACULTY #3

Voc Ed Instructor: either a  
Regional High Demand Sector  
or a "Pinch Hitter"  
• Entrepreneurship  
• Tech  
Who can contextualize!

## Case Scenario: **FACULTY**

- **Counselors** count towards FON (credit)
- **Prevents** focus on wage & load disparities so you can build
- Support **onboarding**
- Understand **vulnerable** adult populations
- **Transitions from** Community & Adult Ed Consortia
- **Internal transitions** between:
  - ESLNC
  - GED
  - Adult Dual Enrollment
  - Voc Ed
  - Credit Pathways
    - CTE, AA/AS, Transfer
- **Teach** Noncredit BS75 classes for scaling up
- **Then.....**

**IF THIS...**

**THEN...**

**WHICH LEADS  
TO...**

**No  
Noncredit  
Fulltime  
Faculty**

**Start with  
dedicated  
Fulltime  
Counselor**

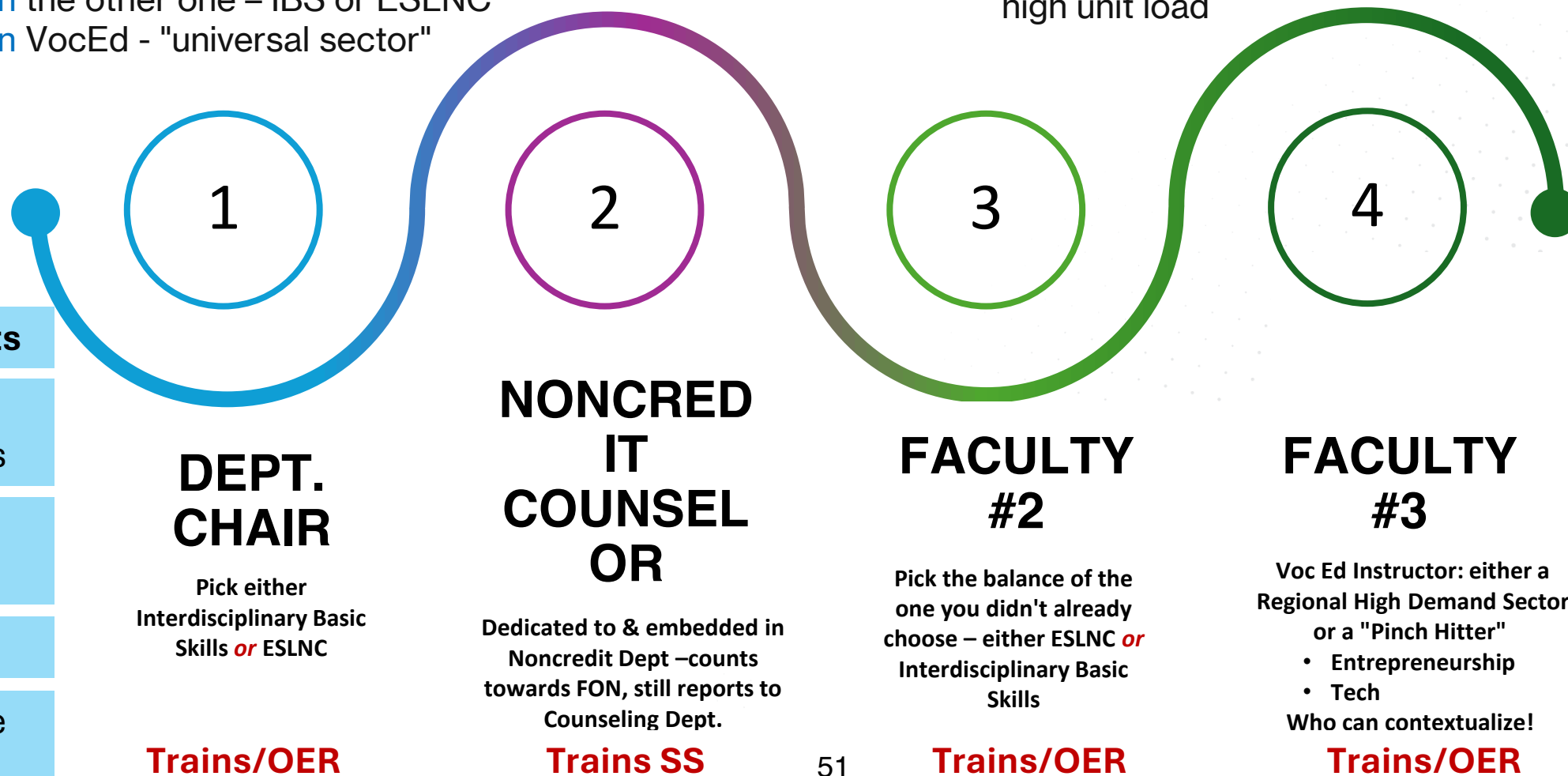
**Navigating  
"Shades of  
Grey"  
Transitions**

# Core Faculty TEAM

- ✓ Then prioritize one IBS or ESLNC
  - Find a "unicorn" who can serve as the Chair
- ✓ Then the other one – IBS or ESLNC
- ✓ Then VocEd - "universal sector"

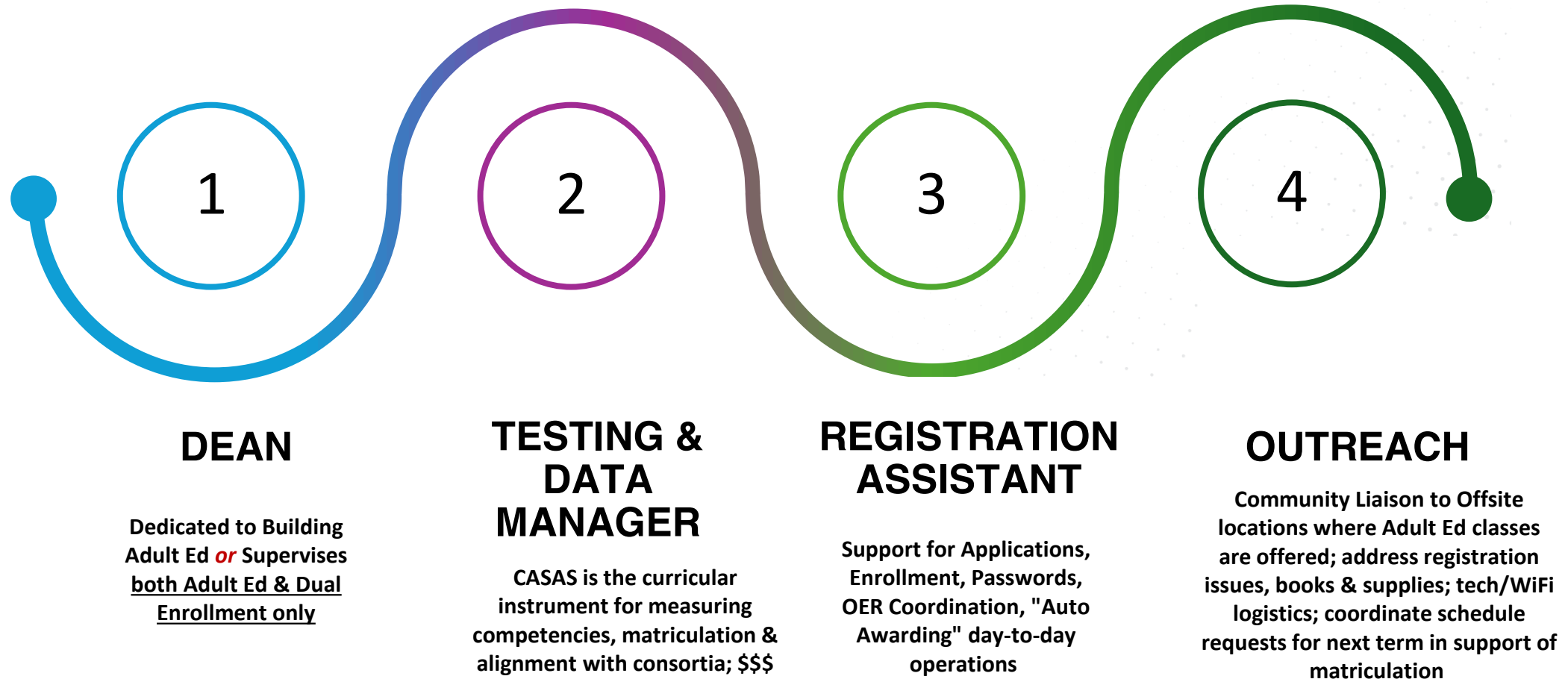
## WHY THIS ORDER?

- Need a "lead" full-timer for each area
- Avoid multiple full-timers in same area due to high unit load





# VISION = Core STAFF TEAM



## Case Scenario: STAFFING – DEAN

- 1 Dean – **over both NC/Dual Enrollment** (includes any offsite partnering agencies)
- Tap same K-12 site for both audiences (parents/kids) = **targeted growth** & economies of scale
  - Map K-12 Pathways to College Pathways
  - Prioritize those "feeder sites" first
  - Not just an enrollment grab anywhere
- **Efficient use of resources** staff, tech, onboarding processes, 1 consistent supervisor
- **Centralized Accountability** – less confusion, greater quality, "close the deal"!
- **Decentralized Models – What's Your Why?**
  - **Slippery!** Have the hard conversations; Be honest, transparent & aware of campus culture
  - **Big lift to train everyone & prevent unintended consequences like co-mingling regs**

IF THIS...

THEN...

WHICH LEADS  
TO...

Not big enough  
to justify  
a **dedicated**  
Adult Education  
Dean?

Strategically  
Reorg - **Be Very  
Mindful of  
Decentralized  
Models**

Targeted  
Outreach &  
Managed  
Growth =  
**Happy Partners**



## TO CENTRALIZE OR DECENTRALIZE.... ***WHY IS THIS THE QUESTION?***

### 1. What is driving this question?

- Fixing? Job Loss/Loads? Lack of Staffing? FTES?
- Building? Student-Centered? Industry-Demand?

### 2. What is the program's true purpose?

- Onboarding? Transition? Complementary? Capstone?
- Incubator for innovation to test new trends?
- Triage Displaced Workers via Entry-Level CTE transition to college later?
- Equity?

### 3. Counseling Model



*What does a "Hybrid" model  
look like?*

- Centralized Department with Chair & Dean
- Decentralized Counselors Dedicated to Special Areas

**Key Business Tip:** DECENTRALIZATION is only effective and efficient once something has already had a strong CENTRALIZED set of systems

## Case Scenario: STAFFING – "OFFICE"

- At Least 2 = one "A-Shift" and one "B-Shift"
  - Explore possibilities like: SSA, SSR, SSS
  - Serve students, manage office, train student workers from work study, etc.
- **Data Manager** = Could be B-shift person during evening downtime and Saturdays
  - CASAS Testing – Learning gains & competencies – not just financial!
- **Language** = Consider Hiring with this in mind, especially B-Shift for ESL demographic
- **Crosstrain** where possible, such as A&R Registration Assistants to support NC to Credit Transitions – *not meant as a rotating staffing that supplants*

IF THIS...

THEN...

WHICH LEADS  
TO...

No Budget for  
New Hires?

Strategically  
Reorg – Revisit  
Workflows –  
Crosstrain to  
Enhance  
Capacity

Operational  
Efficiency –  
Quality  
Relationship  
Management –  
Less  
Partnership  
Turnover

## Case Scenario: OUTREACH LIAISONS & CDCP STRATEGIES

- Hidden "Workforce" - **Who?**
  - Promotoras/Promotores
  - Parent Center Coordinators @ K-12 Sites
  - Elders, Parents, Students, Alumni, etc.
- Leverage Hidden "Workforce" through sustainable CDCP's – **How?**
  - Enhanced Funding, Build Capacity, Future Enrollment Pipelines
  - **CDCP TIP:** Design a Parent Ambassador CDCP
- Hidden "Workforce" - **Why?**
  - Organic Storytelling – It's Just How Community & Adult Ed Works!
  - **CDCP TIP:** Podcasting CDCP – also a NC to Credit Pathway!

IF THIS...

THEN...

WHICH LEADS  
TO...

No  
Budget for  
an  
Outreach  
Team?

Think  
Differently  
"INSIDE  
the BOX"

Tap into  
Hidden  
Workforce



## Potential Parent Ambassador CDCP (2 St.Hrs.)

- ✓ Provides Professional Development for volunteer Parent Liaisons at K-12 schools
- ✓ Increases College's reach into the community
- ✓ Improves College's "manpower" to coordinate enrollment opportunities

*An Idea In the Making!*

BSCSKL 075CE  
Intro to Post-  
Secondary  
Education  
(0.5)

VOC ED XXXCE  
Effective  
Community  
Building Tools  
(1)

VOC ED XXXCE  
Mentoring  
Strategies in Action  
(0.5)

### Key Ideas

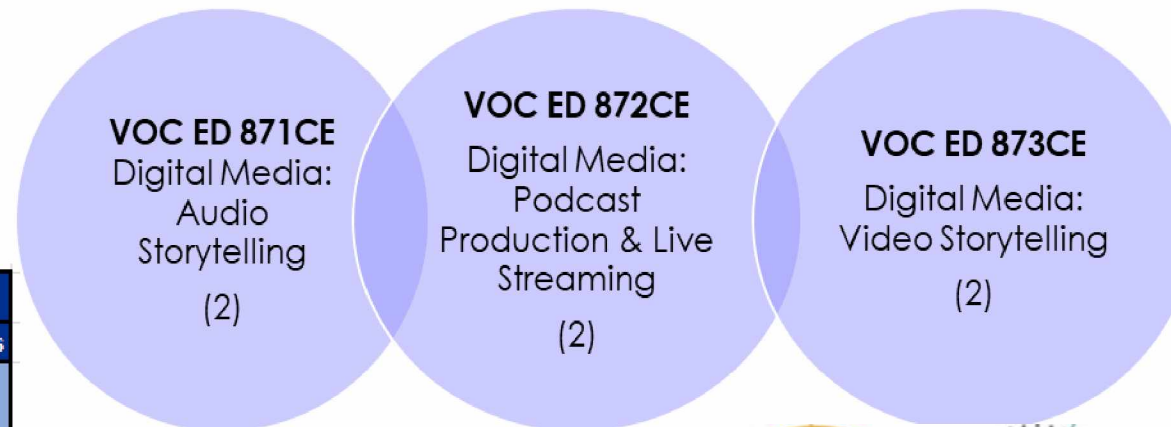
- One week training schedule: Total of 36 clock hours
- Offered at Enrollment Times & On demand per K-12 District needs
- Win-Win-Win!
- Explore NC Work Experience with the K-12 School site as a Partnering "Employer/Internship Placement"
- Even Explore CPL strategies as you design!

## Digital Media Production & Streaming CDCP (6 St.Hrs.)

- ✓ Prepares students for the gig economy & entry-level internships with portfolios;
  - ✓ “Feeds” credit certificates and degrees in Multimedia;
- ✓ Provides infrastructure for future “Campus Internet Radio” (podcasts)

*Completed in 1 Semester, in  
three 5-week sessions*

Fall: 16-Week Semester		
First 5-Weeks	Second 5-Weeks	Third 5-Weeks
Audio Storytelling	Podcast Production & Live Streaming	Video Storytelling
Winter Session		
Capstone Projects & NC Work Experience		
Spring: 16-Week Semester		
First 5-Weeks	Second 5-Weeks	Third 5-Weeks
Audio Storytelling	Podcast Production & Live Streaming	Video Storytelling
Summer Session		
Capstone Projects & NC Work Experience		



*Example of a Noncredit to  
Credit Pathway!*



## Case Scenario: **MARKETING GRASSROOTS STRATEGIES**

- Why build **non**-CDCPs?
  - **Referral Marketing!**
  - Older Adults – Intergenerational Brand Loyalty
  - Parenting
  - Substantial Disabilities
- Noncredit Culture - Connection Spaces
  - Students stay & explore until they feel they **belong** and are ready to jump into credit pathways
  - **Adult Dual Enrollment connects multiple worlds** – noncredit, careers, and credit
- Noncredit Innovation Spaces
  - Risk-free space = perfect for responding to new industry trends, with **interdisciplinary** curriculum
  - **eSports CDCP** – Project-based learning, Host a local tournament
  - **Entrepreneurship CDCP** - Incubator
  - **Service or Project-Based Learning**
    - **Portfolios – not final exams**
    - Think about the **CPL possibilities!**

**IF THIS...**

**THEN...**

**WHICH LEADS TO...**

No Budget for a  
Marketing  
Consultant,  
Team or Staff?

Identify Existing  
Networks &  
Resources

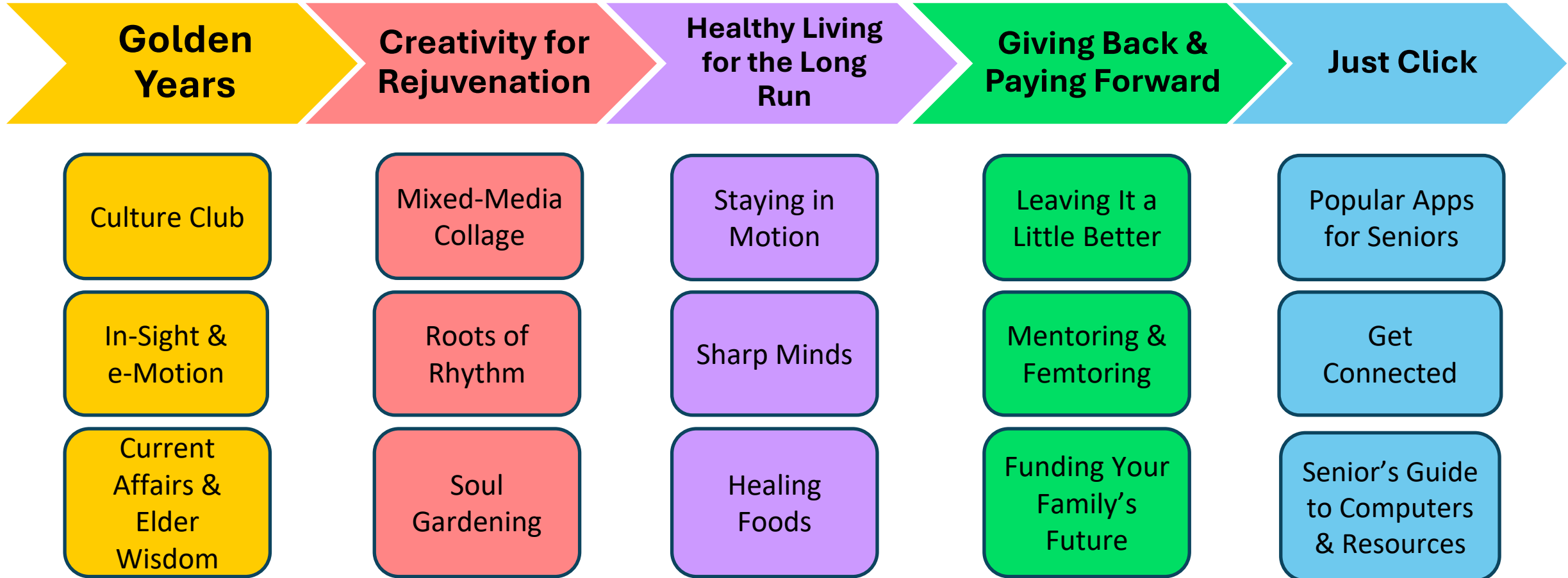
Authentic  
Branding, High  
Trust &  
Community  
Loyalty, Low-  
Cost, Steady &  
Long-Term  
Results

# Living Your Legacy Series

*(Idea partially inspired by COVID Pandemic) Short courses,  
each valued at 1 Standard Hour, bundled by theme*

*Explore Interconnections with Podcasting,  
Gerontology, NC Work Experience, IHSS*

*An Idea In the Making!*



***High Quality – Not “Adult Daycare”***



# Noncredit to Credit Pathways

*(with built in marketing)*

## ESports Trend:

**A Snapshot of the Industry  
built in short Noncredit CDCP  
(then specialize)**

**Key is a Dept. Chair  
Operational Mindset:**

- Think Cohort Enrollment for Targeted Matriculation
- Onboarding, Summer Bridge
- K-12 Dual Enrollment
- Adult Dual Enrollment transitions
- For Credit Students as a complement or capstone to build portfolios





# Your Unstoppable Steps Forward

Imagine there are **no budget cuts, no barriers, no limits.**

What's your **bold next move** in growing noncredit programs?

What would you **build (not fix)** next?

# A Bold Vision for Noncredit Faculty & Champions

VISION 2030  
A Roadmap for California  
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COMMUNITY COLLEGES



*From a "Curious Cuban Catalyst (formerly the "Crazy Cuban Lady")*

Curriculum Alignment Project with  
Integration of OER, CPL & AI

"Articulation" Agreements with  
Consortia – Crosswalk & Mapping

Build Districtwide Engagement in  
**Noncredit Strategic Plan**

(Further develop & implement Noncredit Maturity Levels to  
Scale Up "Readiness" & Measure Success)

Social Media  
Campaign

Leadership Fellows Program for  
Emerging Noncredit Leaders

Several SEM & PRTs specifically for Noncredit

Think Tanks: 3 types

*Solution Discovery*

*Ignite Talks*

*Crowdsource Discussion Topics*

Policy/Legislative Advocacy

Guidance/Rostrums/Podcasts!

- **Organizational Models:** *The Pros & Cons of Centralized & Decentralized Structures*
- **Building our Core Business:** *Curriculum Design & Instructional Strategies to Meet Multiple Demands (an interconnected, approach)*

Connected to ACCE for a "Speakers Bureau" of Noncredit  
Experts/Champions

# Strategies to Strengthen Institutional Structures to Develop Targeted Noncredit Pathways

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In your College Team, design a preliminary growth plan for your Noncredit/Adult Education program. Consider the ideas you've heard today. This activity will guide your team to think holistically – from identifying community needs to developing actionable steps.



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# Your Unstoppable Steps Forward



## Ready to Level Up?

- Build, Don't Fix
- Relationships & Ecosystems Matter
- Campus Culture Matters
- Think Differently INSIDE the Box You've Got
- Grow in Stages with Qlity
- Stay in Compliance!
- The World is Interdisciplinary

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**Maryanne Galindo, LA Community College District (LACCD)**

Professor, Interdisciplinary Basic Skills & VocEd  
LACCD Noncredit Discipline Co-Chair

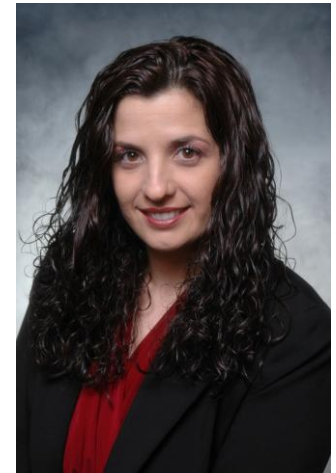
LA Mission College: Career & Continuing Ed Dept.  
Chair & Senate Past President

ACCE Board Member

ASCCC Noncredit, Pre-Transfer & Continuing Ed  
Committee

CCTap Noncredit Vision 2030 Subcommittee on  
Professional Development

[Galindm@laccd.edu](mailto:Galindm@laccd.edu)



## Need More?

- Check out the Save-the-Date Flier for 2025-2026 Noncredit Events
- Tap into CCTap!
- Join ACCE!
- Follow ASCCC & Rostrums!
- Network with your local consortia!





# Noncredit Pathways Update

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**Teresa Ong**

Vice President Workforce Innovation and Economic Development





# Impact since January 2025

**VISION 2030**  
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## Upskilling Electricians

- Over 100 courses written, in collaboration with an employer partner to provide non-credit courses to commercial electricians

## Upskilling HealthCare

- EKG course by EMS
- Mammography course by Rad Tech
- Soon to come: Medical Terminology



## Serving Older Adults

- Non-credit courses in the arts (such as Art History) to appease demand from 55+ community

## Mirrored Non-Credit

- Theater and Photography as gateway into the credit certificate program
- Soon to come: Child Development

# Crafting Noncredit Pathways to Economic Mobility

---

**Laura Coleman**

Statewide Director of the Center of Excellence at Ethan Way Center





CENTER OF EXCELLENCE  
FOR LABOR MARKET RESEARCH



# **Data-Driven Vision: Crafting Noncredit Pathways to Economic Mobility**



POWERED BY  
California Community Colleges

# Session Objectives

- Learn how to use demographics and labor market data to design noncredit pathways.
- Explore tools that build a data story.
- Connect the dots from community → jobs → programs.
- Walk away with practical applications for planning.

# Navigating the Data

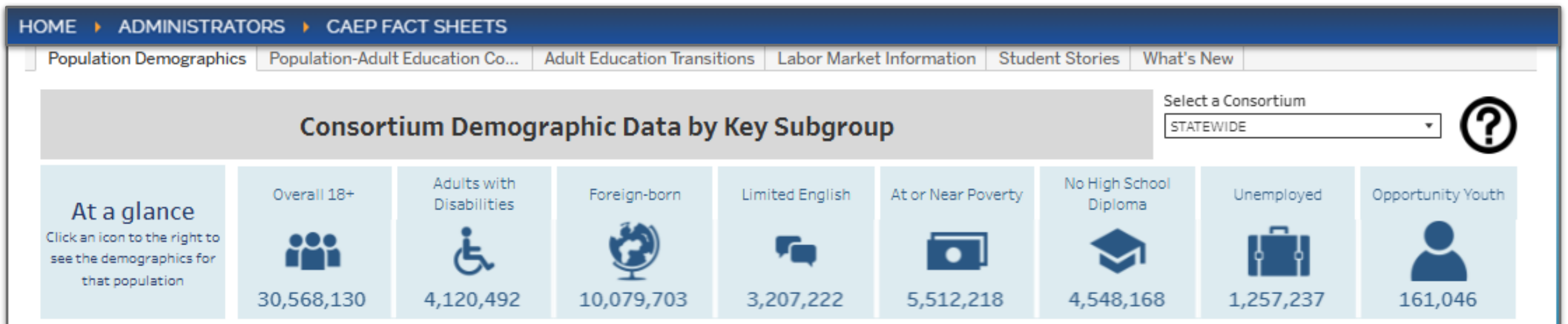
- **CAEP Fact Sheets** – demographics & adult learner populations.
- **Occupational Demand** – projected employment demand by occupation & wages.
- **Occupational Characteristics** – workforce demographics by occupation.
- **Code Crosswalk** – connect programs to occupations and vice versa.
- **Projected Postsecondary Supply** – pipeline of graduates by region and program.



# Know Your Community

CAEP Fact Sheets – demographics on adult learner populations.

- Regional demographics, income, and education levels.
- Identify potential learners by age, race/ethnicity, and other characteristics.



<https://caladulthood.org/CaepFactSheets>

# Know Your Community

CAEP Fact Sheets – demographics on adult learner populations.

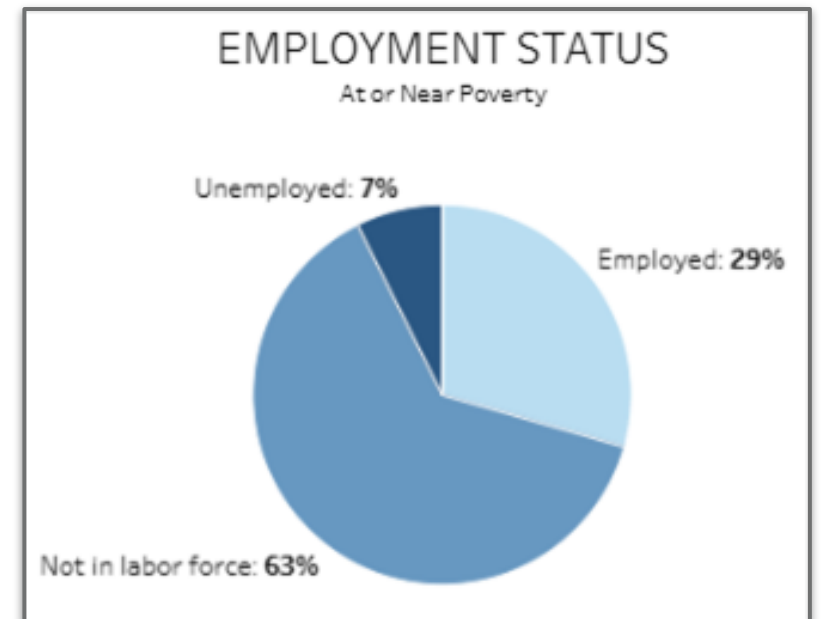
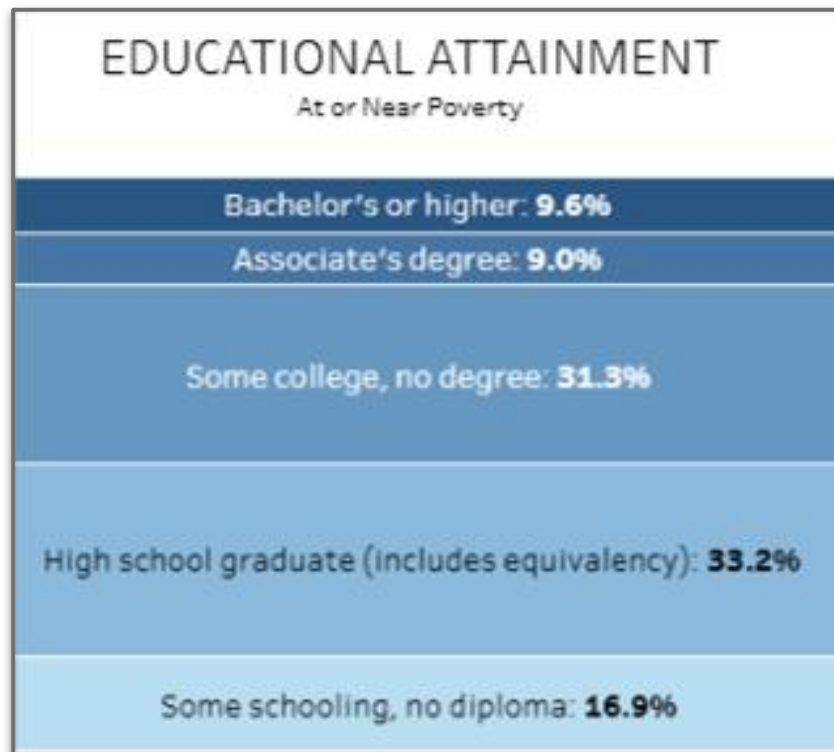
- **Example:** How many residents in Shasta-Tehama-Trinity AEP are *at or near poverty* and *have not attained a postsecondary credential*?



- More than 46k residents at or near poverty - close to 23% or one in five adults over 18.

# Know Your Community

- 81% of the *at or near poverty* population without a postsecondary award. About 37k residents.
- Caution: Data includes age 65+ residents.




# Assess Regional Opportunities

## COE Lookup: Occupational Demand

- Find career paths relevant to region and noncredit goal.

### Lookup: Occupational Demand

Projections of Employment, 2023-2028



CENTER OF EXCELLENCE  
FOR LABOR MARKET RESEARCH

This dashboard displays the projected employment demand in California by region. Narrow the data displayed by making selections to the filters.

Region: California (CA) (1) ▼

Perkins Career Cluster ▼

Occupation ▼

CCCCO Sector ▼

Skill Level ▼

Reset Filters

For occupational characteristics within California's workforce, including age, educational attainment, gender, race/ethnicity, self-employment, and veteran status, view the [Occupational Characteristics Dashboard](#).

Table totals displayed below. Totals reflect filter selections.

# Occupations of Displayed	797	2023 Jobs Total	20,471,390
Average 2023-28 % Change	5.4%	Total Annual Job Openings	2,655,510
Median Hourly Earnings	\$36.87	Median Annual Earnings	\$76,699

Sort, Export, or Reset Table

# Assess Regional Opportunities

## COE Lookup: Occupational Demand

- Filter by Region and Skill Level: **Far North Region** → **Middle-Skill Occupations**

# Occupations of Displayed  
**314**

2023 Jobs Total  
**169,710**

Average 2023-28 % Change  
**10.1%**

Total Annual Job Openings  
**21,610**

Median Hourly Earnings  
**\$29.26**

Median Annual Earnings  
**\$60,857**



# Assess Regional Opportunities

## COE Lookup: Occupational Demand

- Filter by Region and Skill Level: **Far North Region** → **Middle-Skill Occupations**
- Sort by Average Annual Job Openings: **High** → **Low**

SOC	Description	Typical Entry Level Education	2023 Jobs	2023 - 2028 % Change	Average Annual Job Openings	Median Hourly Earnings
		equivalent				
31-9092	Medical Assistants	Postsecondary nondegree award	2,330	8%	340	\$21
43-1011	First-Line Supervisors of Office and Administrative Support Workers	High school diploma or equivalent	2,980	1%	300	\$30
47-2031	Carpenters	High school diploma or equivalent	3,230	-2%	270	\$29
43-6013	Medical Secretaries and Administrative Assistants	High school diploma or equivalent	2,300	5%	270	\$21
43-4171	Receptionists and Information Clerks	High school diploma or equivalent	1,700	5%	250	\$18


# Understand Today's Workforce

**COE Lookup: Occupational Characteristics** - Breaks down occupations by

- Gender & race/ethnicity
- Education attainment levels
- Veteran status, age, self-employment

Lookup: Occupational Characteristics in California

2022 American Community Survey



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Use this dashboard to view data on occupational characteristics within California's workforce. Scroll down to see tables.

Occupation Group	<b>Table A:</b> % of Occupation by Sex and % of Occupation by Race/Ethnicity
Occupation	<b>Table B:</b> % of Occupation Self-Employed and % of Occupation by Educational Attainment
	<b>Table C:</b> % of Occupation by Veteran Status and % of Occupation by Age

<https://coeccc.net/all-regions/2025/08/lookup-occupational-characteristics/>

# Understand Today's Workforce

## COE Lookup: Occupational Characteristics

- **Example:** In California, what does the Medical Assistants workforce look like?

Gender		Race and Ethnicity				
Female	Male	American Indian or Alaska Native	Asian or Pacific Islander	Black/African American	Hispanic/Latino	White
90.0%	10.0%	0.4%	6.6%	0.7%	63.7%	19.4%

Education Level	Some College, No Degree	Associate Degree	Bachelor's Degree	Above Bachelor's Degree
High School or Below	49.1%	14.3%	10.6%	1.3%
24.7%				

Age Group	25 to 29 years	30 to 34 years	35 to 39 years	40 to 49 years	50 to 64 years	65+ years
< 25 years	23.3%	17.1%	10.6%	16.9%	12.8%	1.9%
17.3%						

# Crosswalk to Programs

## COE Lookup: Code Crosswalk

- Links program codes (TOP/CIP) to occupations (SOC).
- Helps ensure program design aligns with real job targets.

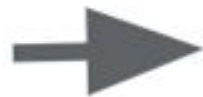
### Lookup: Code Crosswalk



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The Code crosswalk was created to help identify occupational targets of California Community College career technical education programs.

**Occupation  
(SOC)**



**Taxonomy of  
Program (TOP)**

**&**

**Classification of  
Instructional Program (CIP)**

<https://coeccc.net/all-regions/2025/08/lookup-code-crosswalk/>

# Crosswalk to Programs

➤ **Example: Medical Assistants**

☒ **Sector**

Type to search

☒ Health

☐ **Occupation Code and Title (1)**

medical

☒ 31-9092 - **Medical** Assistants

☐ 29-2036 - **Medical** Dosimetrists

☐ 31-9094 - **Medical** Transcriptionists

☐ 29-2072 - **Medical** Records Specialists

☐ 31-9093 - **Medical** Equipment Preparers

☐ 49-9062 - **Medical** Equipment Repairers

☒ **COE Skill Level**

Type to search

☒ 2. Middle-Skill

Reset Filters

☒ **Typical Entry-Level Education**

Type to search

☒ 4. Postsecondary nondegree award

**Crosswalked TOP Matches**

TOP Code and Title ^
1208.00 - Medical Assisting
1208.10 - Clinical Medical Assisting
1208.30 - Health Facility Unit Coordinator

**Crosswalked CIP Matches**

CIP Code and Title ^
51.0711 - Medical/Health Management and Clinical Assistant/Specialist
51.0801 - Medical/Clinical Assistant



# Crosswalk to Programs

► **Example: Medical Assistants**

[illegible]

# Take a Breath

- Where we are at so far...
  - Example: Medical Assistants

Occupation Code and Title (1)	COE Skill Level	Typical Entry-Level Education
<input type="text" value="medical"/>	<input type="text" value="Type to search"/>	<input type="text" value="Type to search"/>
<input checked="" type="checkbox"/> 31-9092 - <b>Medical</b> Assistants	<input checked="" type="checkbox"/> 2. Middle-Skill	<input checked="" type="checkbox"/> 4. Postsecondary nondegree award

2023 Jobs	2023 - 2028 % Change	Average Annual Job Openings	Median Hourly Earnings
2,330	8%	340	\$21



Crosswalked CIP Matches
CIP Code and Title
51.0711 - Medical/Health Management and Clinical Assistant/Specialist
51.0801 - Medical/Clinical Assistant


# Map Existing Programs

## COE Lookup: Projected Postsecondary Supply

- Learn what programs are in your region. Assess how many students are completing and entering the workforce.

### Lookup: Projected Postsecondary Supply

2019-2022 Awards by Classification of Instructional Programs Codes (CIP)



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This dashboard displays the projected postsecondary supply in California by region. Narrow the supply data displayed by making selections to the filters below.

Region

☒ **Institution Type**

☒ Community College

☒ CSU or UC

☒ Other Postsecondary Institution

Institution

Award Level

**Reset Filters**

Institutions Displayed  
664

Major CIP Group

CIP with Title

Award totals displayed below. Totals reflect filter selections.

2019-20 Awards	2020-21 Awards	2021-22 Awards	Projected Supply
709,113	719,217	734,316	737,515

<https://coeccc.net/all-regions/2025/08/lookup-projected-postsecondary-supply-by-cip/>

# Map Existing Programs

## COE Lookup: Projected Postsecondary Supply

- Filter by Region, Institution Type, Award Level, and CIP code.

Region: Far North (1) ▾

☒ Institution Type

- ☒ Community College
- ☒ Other Postsecondary Institution

Institution ▾

Award Level: Certificate (1) ▾

Reset Filters

Institutions Displayed  
5

Major CIP Group ▾

CIP with Title: 51.0711 - Medical/Hea... (2) ▾

Award totals displayed below. Totals reflect filter selections.

2019-20 Awards

2020-21 Awards

2021-22 Awards

Projected Supply

51

62

62

67

Sort, Export, or Reset Table

⌵ ⓘ

CIP with Title ① ▴	Institution Name ② ▴	Award Level	2019-2020	2020-2021	2021-2022	Annual Projected Supply
51.0801 - Medical/Clinical Assistant	Butte County Regional Occupational Program	Certificate	10	16	13	22
51.0801 - Medical/Clinical Assistant	College of the Redwoods	Certificate	0	0	0	0
51.0801 - Medical/Clinical Assistant	Medical Career College of Northern California	Certificate	9	9	16	11
51.0801 - Medical/Clinical Assistant	Shasta College	Certificate	23	25	13	20
51.0801 - Medical/Clinical Assistant	Sierra College	Certificate	9	12	20	14



# Practical Strategies

- Start with demographics: What can you learn about your community?
- Lean into occupations: What jobs fit the noncredit model?
- Follow the opportunity: Where is there a sustained need for workers?
- Assess the training environment: Where are programs and do they meet the need?



# Build Your Data Story

[CAEP  
Fact Sheets](#)

[Lookup:  
Occupational  
Demand](#)

[Lookup:  
Occupational  
Characteristics](#)

[Lookup:  
Code Crosswalk](#)

[Lookup:  
Projected Postsecondary Supply](#)

- [Noncredit Program Opportunity Toolkit Two-Pager](#)
- [Noncredit Program Inventory List](#)

- Northern California Job Postings
  - [PDF](#)
  - [Excel](#)
- [North Far North Demand Tables](#)

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**Your Workforce Data Hub: [www.coecccc.net](http://www.coecccc.net)**  
*Insightful. Accessible. Actionable.*



## KEYWORD

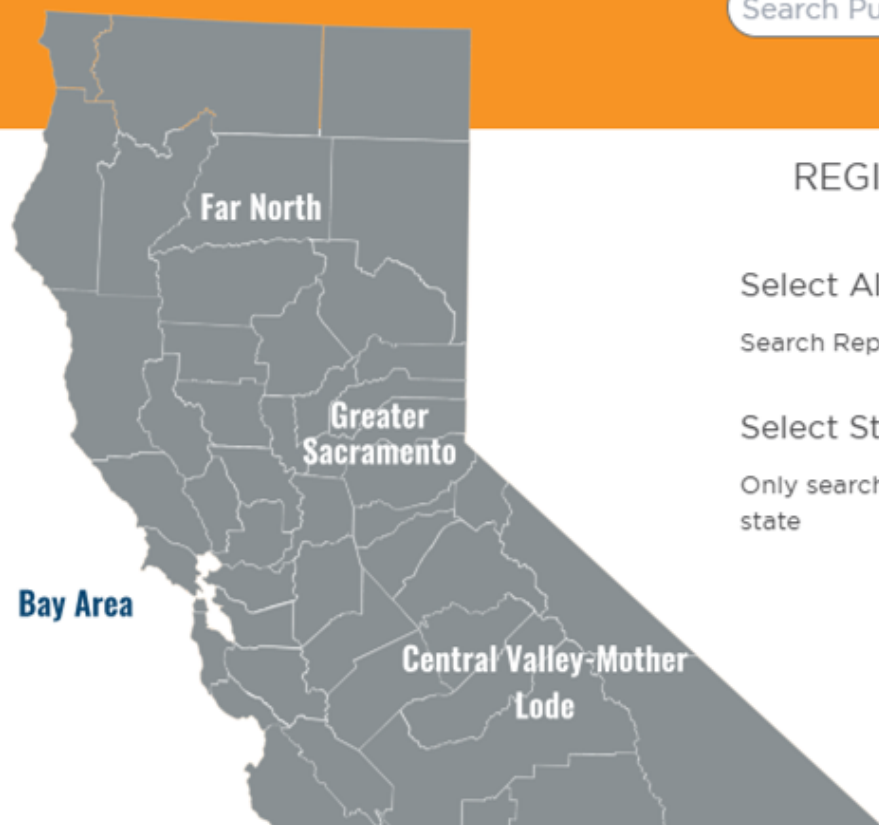
Search Publications

## REGIONS

Select Regions ▼

## CATEGORIES

Select Categories ▼



## REGIONAL TOGGLES ⓘ

Select All Regions ☐

Search Reports from all regions

Select Statewide ☐

Only search reports that cover the entire state

## MEDIA TYPES



Report



Key Findings



Data Tool



Presentation

Labor Market  
Assessment

Newsletter

## TOTAL RESULTS

0 of 1193

Display Results as Cards



SEARCH

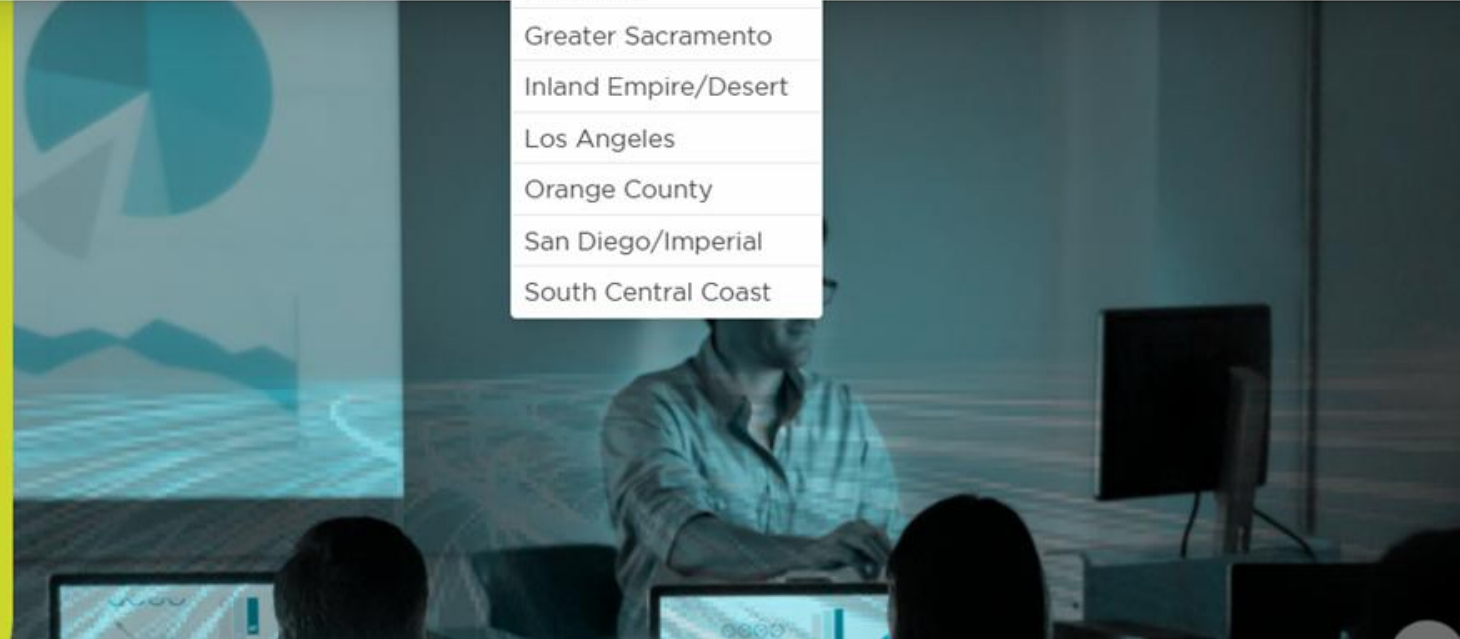
RESET SEARCH

**Finding What You Need - Search and Filter Tools**  
*Region. Report Type. Category. Keyword.*

[Bay Area](#)[Central California](#)[Far North](#)[Greater Sacramento](#)[Inland Empire/Desert](#)[Los Angeles](#)[Orange County](#)[San Diego/Imperial](#)[South Central Coast](#)

# The leading source of labor market research for the California Community Colleges

Our work empowers community colleges to make informed decisions for preparing the workforce of tomorrow.



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*Regional news. Reports. Data tools. Contact information.*

# We aspire to be the leading source of workforce information and insight for California's community colleges.

The COE provide quality labor market data and information to help colleges with:



Assessing labor market needs



Reviewing career education programs



Investing in new career education programs



Grant program planning and investment



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## CONTACT US

**Stay Connected**  
*Updates & Contact Information.*

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# Advancing Together: Team-Based Strategies to Strengthen Noncredit Integration

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## Facilitators:

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Purtell

Maryanne  
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Dr. Lisa  
Mednick  
Takami

Dulce  
Delgadillo



# Strategies to Strengthen Institutional Structures to Develop Targeted Noncredit Pathways

## Breakout Activity: Design a Preliminary Plan to GROW Your Adult Education Program

In your College Team, design a preliminary growth plan for your Noncredit/Adult Education program. Consider the ideas you've heard today. This activity will guide your team to think holistically – from identifying community needs to developing actionable steps.



### G.R.O.W. Framework for Adult Ed

<b>G</b>	<b>Goals &amp; Gaps</b>	<ul style="list-style-type: none"> <li>- What goals align with our community's adult learning needs (GED, digital literacy, job skills, language access)?</li> <li>- Where are the current gaps in our organization?</li> <li>- Clarify direction in alignment with Master Ed Plan.</li> </ul>
<b>R</b>	<b>Reality, Resources &amp; Reach</b>	<ul style="list-style-type: none"> <li>- What is our current reality (staff, funding, facilities)? Which existing resources can we build upon?</li> <li>- What relationships (faculty champions, community agencies, employers, consortia partners) can we leverage to grow?</li> <li>- How can we better reach underrepresented populations (e.g., adults with low literacy, returning learners, working parents)?</li> </ul>
<b>O</b>	<b>Options &amp; Opportunities</b>	<ul style="list-style-type: none"> <li>- What regional or statewide initiatives, workforce trends, or tech tools can support growth?</li> <li>- Are there pilot ideas or stackable credentials we can explore?</li> </ul>
<b>W</b>	<b>Wins &amp; Workplan</b>	<ul style="list-style-type: none"> <li>- What short-term wins can build momentum (e.g., class expansion, new outreach, employer partner)?</li> <li>- What 3–5 concrete steps can we take in the next 6 months?</li> <li>- Who is responsible for what?</li> </ul>

# Recap and Next Steps

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**Valentina Purtell**

President, North Orange Continuing Education (NOCE)

# Closing Remarks

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**Dr. Lizette Navarette**

President, Woodland College