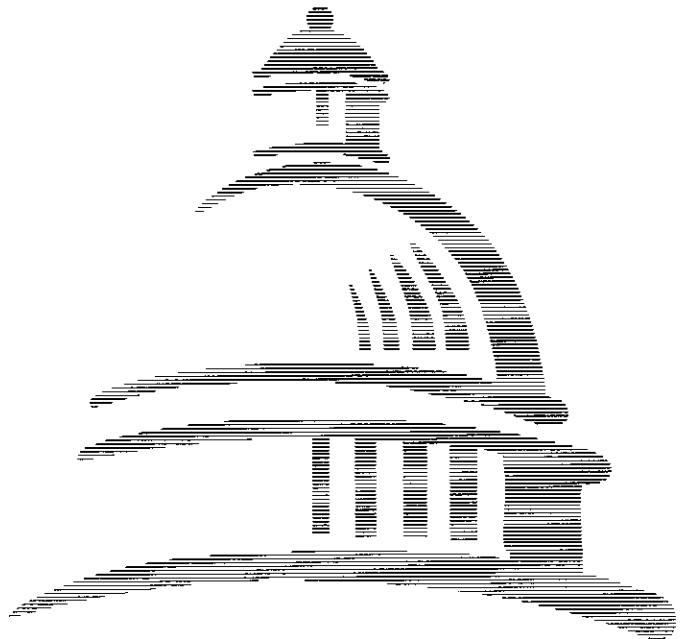


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Overview of Adult Education

LEGISLATIVE ANALYST'S OFFICE

Presented to:
Senate Budget and Fiscal Review Subcommittee No. 1
On Education
Hon. Anthony Portantino, Chair





Background



Adult Education Has Multiple Purposes

- Primary purpose is to provide adults with the precollegiate knowledge and skills they need to participate in civic life and the workforce.
- Main instructional areas to achieve this purpose: basic (elementary and secondary) English and math, citizenship and English as a second language, vocational skills, and courses for adults with disabilities.
- Other purposes include providing enrichment classes for older adults and instruction in effective parenting techniques.



School Districts and California Community Colleges (CCC) Are Main Providers of Adult Education

- Historically, both school districts and CCC have operated adult education programs.
- Other providers include county offices of education; libraries and community organizations teaching literacy; and various social service, workforce, and other state agencies serving targeted student populations.



Historically, State's Adult Education System Has Been Fragmented

- District-run adult education funded through a state categorical program.
- CCC adult education funded through apportionments.
- School districts and community colleges often did not coordinate services with each other; used different student assessments; tracked different outcomes using different student identifiers, and had different funding, fee, and faculty qualification policies.



State Restructured Adult Education System in 2013-14



New System Intended to Coordinate Adult Education Within Regions

- Created 71 regional adult education consortia of school districts and community colleges, in collaboration with other stakeholders.
- Provided funding to develop and implement regional adult education plans.
 - \$25 million in one-time planning grants (for use in 2013-14 and 2014-15).
 - \$500 million in ongoing annual program funding (Adult Education Block Grant) beginning in 2015-16.
- Eliminated adult education categorical program and folded funds into Local Control Funding Formula.
- Require the California Department of Education (CDE) and CCC to make recommendations on (1) aligning student assessments, (2) adopting a common student identifier, and (3) developing consistent fee policies across providers.
- Required CCC Academic Senate and Commission on Teacher Credentialing (CTC) to make recommendations on establishing teacher reciprocity policies between school districts and CCC.



Ongoing Planning and Reporting Requirements

- Requires each consortium to develop and update a three-year regional adult education plan.
- Requires CDE and CCC to report annually on consortia's regional plans, types and levels of service, and funding allocations.



Other Funding Continues to Support Adult Education



State Apportionment Funding for CCC

- We estimate that about 5 percent of all CCC apportionment funding is for adult education, totaling \$280 million in 2016-17.



Federal Funds

- In 2015-16, the Workforce Innovation and Opportunity Act (WIOA) provided CDE with \$90 million in Adult Education and Literacy (Title II) funding.
- In 2015-16, the Carl D. Perkins Career and Technical Education Act provided California state agencies with \$121 million, half of which went to vocational education for adults.



School District Programs and CCC May Charge Fees

- Estimated fee revenue previously in low tens of millions of dollars for school districts and about \$150 million for CCC. (Providers are not required to report adult education fee revenue to the state.)



Background on WIOA



WIOA Is Federal Legislation That Guides State Workforce Strategy

- Provides guidelines and funding for employment and training services, adult education and literacy programs, vocational rehabilitation, and workforce services for certain vulnerable populations.
- WIOA funding to California totals \$630 million in 2016-17. Bulk of funding is awarded to the Employment Development Department (EDD) and then allocated to local workforce development agencies.
- CDE and CCC receive WIOA funds for training programs and adult education and literacy.



Requires Annual Reports Using Common Performance Measures

- Measures include participant skills gains, learning outcomes, employment, and earnings.
- Applied to all WIOA-funded programs.
- CDE and CCC will use WIOA common measures to evaluate adult education consortia effectiveness beginning in 2017-18.



LAO Assessment: Progress of Adult Education Restructuring

- Some Consortia More Effective Than Others in Redesigning and Coordinating Services**

- 2015-16 CDE and CCC Annual Report Fell Short of Meeting Statutory Requirements**
 - Reported funding allocations by providers, types and levels of services provided, and spending by instructional area.
 - Fell short in providing useful information on:
 - Program outcomes at the state or regional level.
 - The effectiveness of each consortium in meeting the educational needs of adults in its respective region.
 - Recommendations related to program delivery and improved alignment.
 - Unduplicated number of individuals served.

- Key Policy Issues Still Unresolved**
 - CDE and CCC laid out options for aligning assessment, data, and fee policies, but did not make recommendations to Legislature.
 - CCC Academic Senate and CTC laid out options for establishing teacher reciprocity, but did not make recommendations.
 - To date, the Legislature has not taken action to align policies in these areas.
 - CDE and CCC report they will convene workgroups in late spring to try to build consensus on recommendations in these areas.



LAO Assessment: Progress of Adult Education Restructuring

(Continued)



Data Alignment Efforts Underway

- CDE and CCC expect to implement a performance reporting system linking student data from school districts, CCC, and EDD by 2017-18.