



Legislative Talking Points

We are very pleased that the Administration has come to recognize the importance of designated funding for Adult Education. The Governor's budget proposal designates NEW money for this purpose: \$300 M.

The shift of the responsibility of Adult Education to the Community Colleges is problematic:

Access for those students currently served by the K-12 based Adult Education system is greatly threatened by this shift.

Adult Education began within the K-12 school system, serving more than 1.5 million adults at its peak in 2008/09. K12 based Adult Education sites are spread throughout the 300 school districts supporting such schools while Community Colleges are represented by just 112 college districts.

Transportation and dealing with a much larger and more complex educational environment are significant barriers to low skilled adult learners' access.

Many of the adult literacy students' first steps into adult education are through their children's schools. The current Adult Education system is able to provide English as a Second Language, Family Literacy, Basic Skills, and Parent Education at local schools.

The access issue is not just physical but also psychological. There is a long history of community members looking to K12 based Adult Education as the culturally proficient entity that supports their journey to self sufficiency, integration and citizenship.

Accessibility is an issue that the LAO addresses in that it acknowledges the strong points of both systems. The need to educate locally through the existing infrastructure of the adult schools throughout the state should be considered.

With the upcoming immigration reforms, the demand for local, community based classes is already dramatically increasing. This is not the time to eliminate the opportunities for this critical educational opportunity. Community Colleges do not provide Citizenship classes.

The concept of community colleges "contracting back" to the K-12 districts to provide adult education services will result in a loss of dollars for programmatic purposes, given that the community colleges will have to cover their administrative costs for the contracting process and K-12 districts will likely charge an administrative fee for the use of K-12 infrastructure.

There is a contradiction in that the Local Control Funding Formula (LCFF) seeks to serve students more equitably, directing more resources to those most marginalized and at risk, yet shifting services to adults away from community-based locations under the K – 12 system, with

expertise in lower literacy instruction, takes funding away from the most marginalized to enhance post-secondary.

Ethnically and linguistically, when comparing the community college system with K12 based Adult Education – K12 Adult Education serves communities that are marginalized at much higher percentages. The impact will be exactly the opposite of the intent of LCFF – it will further diminish what’s available to those most in need.

Strong body of research exists showing students “referred to remediation” in community college system never get out. Students arriving to community college “prepared” for post-secondary achieve at much higher rates.

The dividing lines should not be “Adults” versus “Minors (age)”, but expertise and accessibility. Adult learners in need of a high school diploma, English language development, and basic skills are better served by a K12 based Adult Education system that has the benefit of the school districts’ professional development and expertise in these basic skills and secondary skills education.

The bifurcated mission exists within Community Colleges as it does with school districts. Community college noncredit course funding is sacrificed to fund the community college mission of their credit and degree programs. The flexibility in K-12 with adult education funds is similar. Thus shifting the funds would not guarantee that the community college system would ensure the literacy needs are met. Further, there isn’t clarity that the community colleges couldn’t take the additional dedicated revenue and use it to fund current noncredit courses at the expense of expanding program offerings.

The population served is significant. Prior to flexibility, adult schools served a significantly larger number of students than the community colleges in literacy, citizenship, high school diploma, and short term career training classes. The LAO report specifically identifies adult schools as serving a much larger population of the millions in dire need of literacy services.

Adult students served by K-12 Adult Education are often parents and guardians of K-12 students. Research indicates that the mother’s reading skill is the greatest determinant of her children’s future academic success.