## Adult Education Trends

<table>
<thead>
<tr>
<th>Adult Education Demand Side</th>
<th>Adult Education Supply Side</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2M adults are without a high school diploma, GED, or equivalent.</td>
<td>Between 2008 and 2014 cuts in state funding for adult education led to an 800,000 student drop in enrollment.</td>
</tr>
<tr>
<td>6.2M adults have limited English proficiency.</td>
<td>The K-12 adult education funding stream was cut by 20% in 2009.</td>
</tr>
<tr>
<td>1.1M adults are eligible for citizenship courses.</td>
<td>Flexed K-12 adult education funding led to a 50% reduction in services.</td>
</tr>
<tr>
<td>1.9M adults have disabilities.</td>
<td>With current funding, Adult Education providers are meeting 10% of the statewide need.</td>
</tr>
<tr>
<td>1.1M unemployed adults lack a high school diploma.</td>
<td>English as a Second Language and Career Technical Education programs saw the most significant enrollment drops.</td>
</tr>
</tbody>
</table>
Prescribed by AB 104

- Program Areas
- Funding
- Dates
  - Fiscal
  - Reports to Legislature
- Consortia Governance
- Choice to “opt-out” of “Fund Administrator”
- Accountability
  - Funds
  - Metrics
<table>
<thead>
<tr>
<th><strong>Historical Ed Code</strong></th>
<th><strong>AB 86 (during 2013-2015):</strong></th>
<th><strong>AB 104 (from 2015 forward)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elementary and Secondary Education</td>
<td><strong>1.</strong> Elementary and Secondary Education</td>
<td><strong>1.</strong> Elementary and Secondary Education</td>
</tr>
<tr>
<td>2. English as a Second Language (ESL)</td>
<td><strong>2.</strong> Immigrant Education (ESL, citizenship, and workforce)</td>
<td><strong>2.</strong> Immigrant Education (ESL, citizenship, and workforce)</td>
</tr>
<tr>
<td>3. Immigrant Education</td>
<td>3. Adults with Disabilities</td>
<td>3. Adults with Disabilities</td>
</tr>
<tr>
<td>5. Vocational Education</td>
<td>5. Pre-apprenticeship Programs</td>
<td>5. Pre-apprenticeship Programs</td>
</tr>
<tr>
<td>6. Apprenticeship</td>
<td></td>
<td>6. Older Adult Programs for Entry into Workforce</td>
</tr>
<tr>
<td>7. Older Adults</td>
<td></td>
<td>7. Programs for Adults to Assist Children to Develop Academic Skills</td>
</tr>
<tr>
<td>8. Parenting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Health and Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Home Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expenditure Plan

2015-16 Budget
$525M

~$337 M to Stabilize K-12 providers
K-12 Adult Schools
County Offices Education

~$163M* for Consortia of Providers
Community Colleges
K-21 Adult Programs
County Offices Education

$25M for New Accountability and Assessment
State Infrastructure
CCCCCO and CDE

*Need Indicators
Adult Population
Employment
Immigration
Educational Attainment
Adult Literacy
Update on the Board of Governors
Task Force on Workforce, Job Creation and a Strong Economy

July 2015

DoingWhatMATTERS.cccco.edu/strongworkforce.aspx

Twitter: #StrongWorkforce @WorkforceVan
Task Force Scope

Which policies and strategies most advance the objectives of ...

• 1 MM industry-valued middle skill credentials earned by students?
• Flexibility and responsiveness to regional economies?
• Bringing more resources into the system to do this work?
14 Regional College & Faculty Conversations with over 700 participants, including 40% faculty

6 Strong Workforce Town Halls across the state with over 500 participants

6 Task Force background papers written by experts on the common themes that were identified:

- Workforce Data & Outcomes
- Curriculum Development & Instructors
- Structured Pathways & Student Support - Part 1
- Structured Pathways & Student Support - Part 2
- Regional Coordination
- Funding

Meetings of the 26 members of the Task Force who represent a wide array of worldviews and expertise came together to engage in a comprehensive conversation

Public comment on draft recommendations (closed on 7/15)

CBO feedback can be given directly to ACBO’s designee Kuldeep Kaur from 7/15-7/29

Town Halls to announce recommendations: 8/25 and 8/27

Board of Governors meetings: 9/20 and 11/16
DRAFT REPORT OF THE TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG ECONOMY - TABLE OF CONTENTS

1.0 Executive Summary
2.0 Background
3.0 Issue Statements
4.0 Strategies and Policies for Closing the Skills Gap
   4.1 Workforce Data & Outcomes
   4.2 Curriculum
   4.3 Instructors
   4.4 Structured Career Pathways
   4.5 Student Support
   4.6 Regional Coordination
   4.7 Funding
5.0 Appendix
   A.1 Appendix #1 – Task Force Membership (not yet posted)
   A.2 Appendix #2 – Summary of Regional College Conversations
   A.3 Appendix #3 – Summary of Strong Workforce Town Halls
   A.4 Appendix #4 – Task Force Background Papers
      A.4.1 Workforce Data and Outcomes
      A.4.2 Curriculum & Instructors
      A.4.3 Structured Pathways & Student Support – Part 1
      A.4.4 Structured Pathways & Student Support – Part 2
      A.4.5 Regional Coordination
      A.4.6 Funding
   A.5 Appendix #5 – Suggested Reading List
6.0 Acknowledgement (not yet posted)
How can current resources advance implementation of ‘Strong Workforce’ Task Force recommendations?

• **Basic Skills and Student Outcomes Transformation Program**
  - POC: CCCC0 Vice Chancellor of Academic Affairs Pam Walker

• **SSSP/Student Equity Funds**
  - Allowable use to support career exploration/career planning strategies leading to student success
  - POC: Denise Noldon, CCCC0 Vice Chancellor of Student Service

• **Institutional Effectiveness**
  - POC: CCCC0 Vice Chancellor of Academic Affairs Theresa Tena

• **Adult Ed Consortia Funds & Apprenticeship Funds**
  - POC: CCCC0 Vice Chancellor of Workforce & Economic Development Van Ton-Quinlivan

• **Full Time Faculty Hiring**

• **Other?**
$60M Basic Skills and Student Outcomes Transformation Program
(new in 2015-16)

See section 20 for full text --
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB108

88805.(b) The evidence-based practices implemented or expanded pursuant to funding received as specified in subdivision (a) shall include basic skills improvement strategies that have demonstrated effectiveness in accelerating the progress of underprepared students toward, and increasing the number of underprepared students who successfully achieve in a timely manner, one or both of the following goals:

(1) Completing a college-level English or mathematics course, or both, within a sequence of three or fewer courses after enrollment in a community college, to prepare students for college-level work.

(2) Earning an industry-relevant college certificate or degree within two years.
Communications With Your Campus

- Who should be made aware of ‘Strong Workforce’ Task Force recommendations?
- Who should be involved in the implementation discussions? In the integration discussions?
- Who should know about the new CTE data tools? Use the data tools?
New CTE tool for data driven decision-making

The LaunchBoard integrates data from various sources to provide a comprehensive view of CTE programs:

• Student milestones and completion
• Wage and employment data
• Labor market information
CTE LaunchBoard

Provides information that supports program review, program approval, regional efforts, and equity planning:

- View by program or industry sector
- Disaggregate by race, gender, age, and support services
- See results by college, region, or statewide
- Compare outcomes to previous years

Visit: [http://doingwhatmatters.cccco.edu/LaunchBoard.aspx](http://doingwhatmatters.cccco.edu/LaunchBoard.aspx)
Helpline: launchboard@cccco.edu
Expert Speakers & TA Providers:
- Kathy Booth, kbooth@wested.org
- Renah Wolzinger, Rwolzinger@gwc.cccd.edu
Regional Data: How Many Students Are We Training?

<table>
<thead>
<tr>
<th>Programs</th>
<th>Academic Year</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice (210500)</td>
<td>2012-2013</td>
<td>Santa Rosa Junior College</td>
</tr>
<tr>
<td>Include TOP 6</td>
<td></td>
<td></td>
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</tbody>
</table>

**PRINT THE SNAPSHOT**

- **5 YEAR TREND**
- **REGION**
- **STATE**

### Enrollments

<table>
<thead>
<tr>
<th>Enrollments</th>
<th>Selected Year</th>
<th>Regional Total</th>
<th>Comparison</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinct students</td>
<td>2,063</td>
<td>3,816</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time equivalent students (FTES) - Credit</td>
<td>449</td>
<td>867</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time equivalent students (FTES) - Noncredit</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demand: How Many Jobs Are Available?

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<table>
<thead>
<tr>
<th>Occupation</th>
<th>EMSI Current Openings</th>
<th>EMSI Projected Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailiffs (33-3011)</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Correctional Officers and Jailers (33-3012)</td>
<td>391</td>
<td>78</td>
</tr>
<tr>
<td>Detectives and Criminal Investigators (33-3021)</td>
<td>39</td>
<td>8</td>
</tr>
<tr>
<td>First-Line Supervisors of Correctional Officers (33-1011)</td>
<td>55</td>
<td>11</td>
</tr>
<tr>
<td>First-Line Supervisors of Police and Detectives (33-1012)</td>
<td>69</td>
<td>14</td>
</tr>
<tr>
<td>Forensic Science Technicians (19-4092)</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Police and Sheriff's Patrol Officers (33-3051)</td>
<td>738</td>
<td>148</td>
</tr>
<tr>
<td>Private Detectives and Investigators (33-9021)</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>Security Guards (33-9032)</td>
<td>905</td>
<td>181</td>
</tr>
<tr>
<td>Transit and Railroad Police (33-3052)</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Demand: What Do Related Jobs Pay?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>EMSI Entry Level Salary</th>
<th>EMSI Median Salary</th>
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</thead>
<tbody>
<tr>
<td>Bailiffs (33-3011)</td>
<td>26,208</td>
<td>44,512</td>
</tr>
<tr>
<td>Correctional Officers and Jails (33-3012)</td>
<td>45,344</td>
<td>83,616</td>
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<tr>
<td>Detectives and Criminal Investigators (33-3021)</td>
<td>69,056</td>
<td>95,056</td>
</tr>
<tr>
<td>First-Line Supervisors of Correctional Officers (33-1011)</td>
<td>61,984</td>
<td>99,008</td>
</tr>
<tr>
<td>First-Line Supervisors of Police and Detectives (33-1012)</td>
<td>69,056</td>
<td>110,656</td>
</tr>
<tr>
<td>Forensic Science Technicians (19-4092)</td>
<td>50,128</td>
<td>76,960</td>
</tr>
<tr>
<td>Police and Sheriff's Patrol Officers (33-3051)</td>
<td>65,104</td>
<td>85,488</td>
</tr>
<tr>
<td>Private Detectives and Investigators (33-9021)</td>
<td>40,976</td>
<td>59,696</td>
</tr>
<tr>
<td>Security Guards (33-9032)</td>
<td>20,592</td>
<td>26,624</td>
</tr>
<tr>
<td>Transit and Railroad Police (33-3052)</td>
<td>47,424</td>
<td>80,704</td>
</tr>
</tbody>
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