

Adult Education

Will It Meet the Challenges of the Future?

April 2003

Executive Summary

Improving the quality of education has been a top priority of state policymakers in recent years. Attention has focused on strengthening the academic performance of schools and students in the K-12 system, financially assisting more students who enroll in higher education, and increasing the student transfer rate from community colleges to four-year colleges and universities. Equally important – but drawing far less attention – has been a need to provide educational assistance to adults who may no longer participate in the “formal” education system but lack skills needed to adequately sustain themselves in our socioeconomic system.

This paper looks at this latter and most neglected portion of the education system – often referred to as adult education.

Adult education provides new immigrants with the ability to learn to speak English and ultimately, along with other adults, obtain a high school diploma or general equivalency diploma (GED) that represents enhanced literacy and employability skills.

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This paper looks at:

- The adult education system's history, governance, and funding, and the growing demand for its services.
- The individuals served by the system and their needs, as identified by available data.
- Issues facing adult education and policy options for the future.

California's major demographic changes during the past decade include significant growth in immigrants, in English-language learners and in persons with less than a high school education. Exacerbating the impacts of these trends has been an economic shift from traditional manufacturing-based jobs to a growing reliance on knowledge-based employment. A widening earnings gap between high-wage and low-wage workers has accompanied these changes.

These developments place adult education at the center of a worker-preparation crux. As California's multicultural populace seeks out basic educational services that offer hope for achieving economic self-sufficiency, employers are searching for the kinds of skilled, trained and educated workers who will help sustain California's economic growth into the future. Complementing these trends, federal policy changes have added impetus to many immigrants' interest in obtaining citizenship, which requires knowledge of English and American civics. Given these intersecting needs, this paper looks at the following policy options for adult education:

- Clarifying its mission and refocusing its program offerings.
- Clearly delineating the functions between its two governing entities, the California Department of Education (CDE) and the Chancellor's Office of the California Community Colleges.
- Collecting integrated data that represents the system as a whole.
- Distributing fiscal resources equitably among adult education programs throughout the state.
- Restructuring state governance and local service delivery structures to achieve more accountability and greater program efficiencies.
- Demonstrating the return on taxpayers' investment for adult education programs.

A Historical Perspective

Adult education has a long history of responding to the changing needs of our society. In the early part of the 1900s, as the country faced a wave of immigration, adult education provided citizenship training and other services designed to assist immigrants in adjusting to a new and different community

life. In the 1920s, courses were expanded beyond the immigrant population, to serve all individuals who were in need of basic skills education. During World War II, defense workers were trained through adult education, and following the war, adult education provided workforce training to ease the transition into the post-war economy. In the 1960s, adult education was expanded to address adult basic education, literacy, and English-as-a-Second Language (ESL) skills, in response to attention drawn to the issue of adult illiteracy. After the Vietnam War, adult education targeted the needs of the large numbers of Southeast Asian refugees flooding into the country.

Finally, these programs have been directed towards the needs of state and federal welfare reform efforts. Today's system of adult education is the by-product of a long history of adaptations to the needs of adults who otherwise would lack skills needed for successful socioeconomic participation.

Changing Demographics, Changing Demands for Services

The framework for adult education was created almost a century ago when the needs of both the economy and the citizenry were quite different than today. California now faces major changes in its demographics and new demands from the structural shifts of its economy. A growing number of Californians need access to quality adult education and literacy programs to enable them to obtain good-paying jobs and to become active and productive members of society.

As the knowledge, skills and abilities required in this new economy have changed, so has the profile of the workforce. The income gap between high-wage and low-wage workers is widening.¹ But this is more than just an earnings gap; it is an education, literacy and skills gap.² Even as the demand for increasing skills has grown, there are large numbers of adults who lack basic reading, writing and math skills. Workers without these basic skills face economic risks as California's workplaces put a growing premium on higher skills. Without adequate numbers of sufficiently skilled workers, in turn, California risks its standing in the global economy.

¹ The California Budget Project, in *Setting Goals and Standards for Workforce Investments*, noted that even with the economic expansion that ended in early 2001, inflation-adjusted wages declined for workers at the bottom and middle of the earnings distribution and the gap between California's rich and poor widened substantially.

² California did not choose to participate in the 2003 National Assessment of Adult Literacy (NAAL). Therefore, the most recent data is from the 1992 NAAL. The most compelling finding from the 1992 assessment was the large percentage of adults who performed at the lowest levels of prose, document and quantitative literacy. Within the five levels of proficiency, 24 percent to 26 percent of those surveyed performed at the lowest level, Level 1, and 22 percent to 25 percent performed at Level 2. Low levels of literacy can lead to limited employment opportunities and a lower quality of life. According to Andrew Sum in *Literacy in the Labor Force: Results from the National Adult Literacy Survey* (National Center for Education Statistics, U.S. Department of Education, 1999), full-time workers with very low literacy skills had mean weekly earnings of \$355, while those with very high literacy skills had mean weekly earnings of \$910.

The growth of California’s immigrant population puts growing pressure on the state adult education system. Although many of California’s adult immigrants are highly educated and skilled, there remains a disproportionately large number who lack a high school education. In his 2000 study, *The Changing Role of Education in the California Labor Market*, Julian R. Betts of the Public Policy Institute of California reports the ratio of immigrants among California adults rose from 10.7 percent in 1970 to 26.2 percent in 1990. Over the same 20 year period, the proportion of California’s high school dropouts who were immigrants grew from 17 percent to 54 percent.

A number of statistical indicators illustrate further why there is a growing need for adult education services. (See Charts 1 through 3.) Data from the 2000 Census show that over the past decade:

- The number of Californians with less than a high school education has increased by 11 percent.
- The number of Californians with less than a 9th grade education has grown by 17 percent.
- The number of Californians who are foreign-born has increased by 37 percent, along with a corresponding increase of 42 percent in the number of persons over 5 years of age who do not speak English “very well” at home.

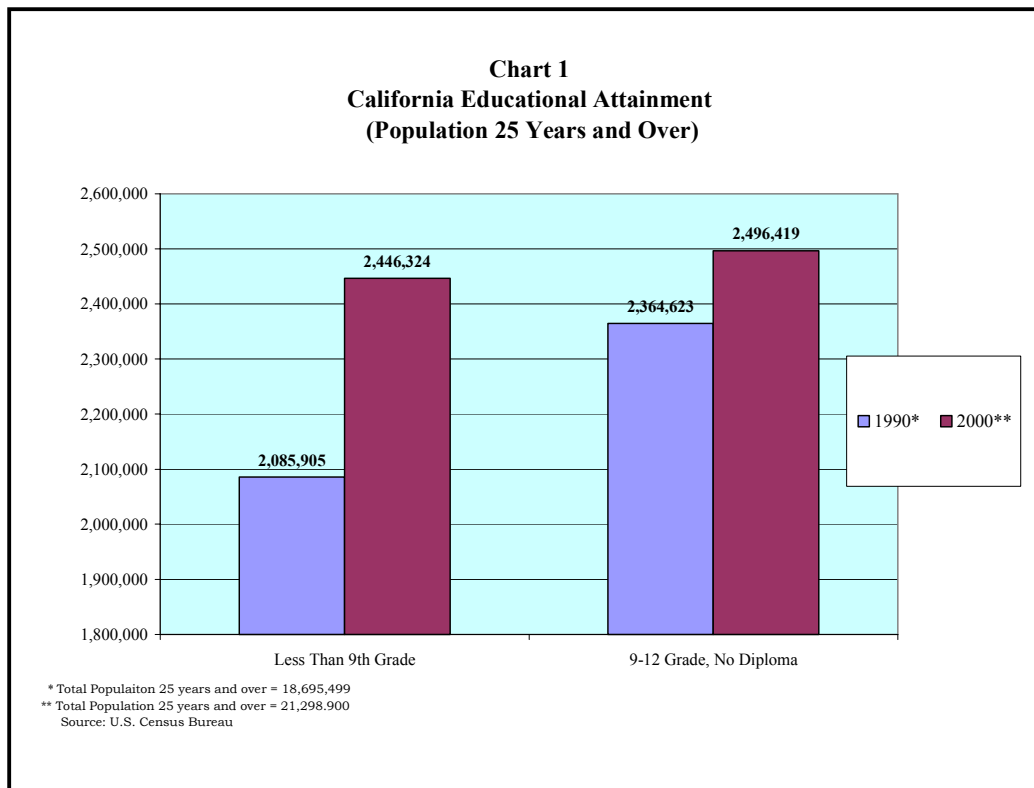
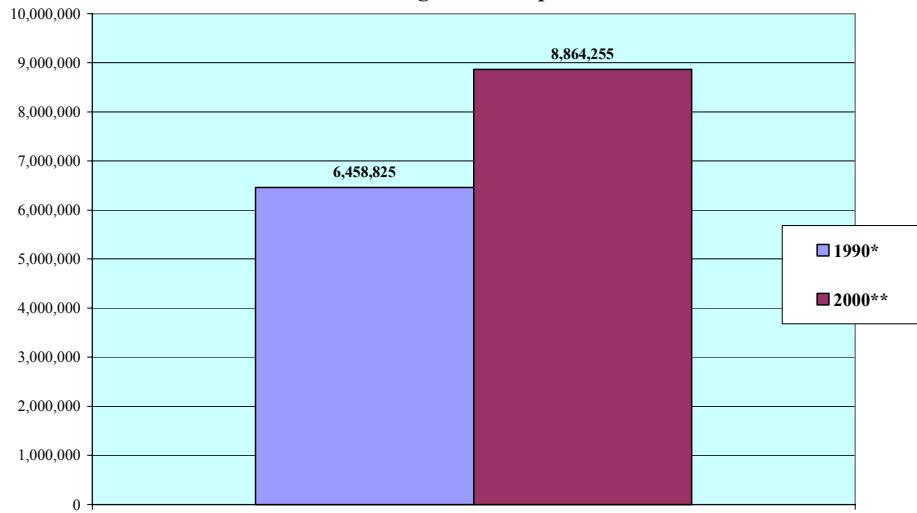
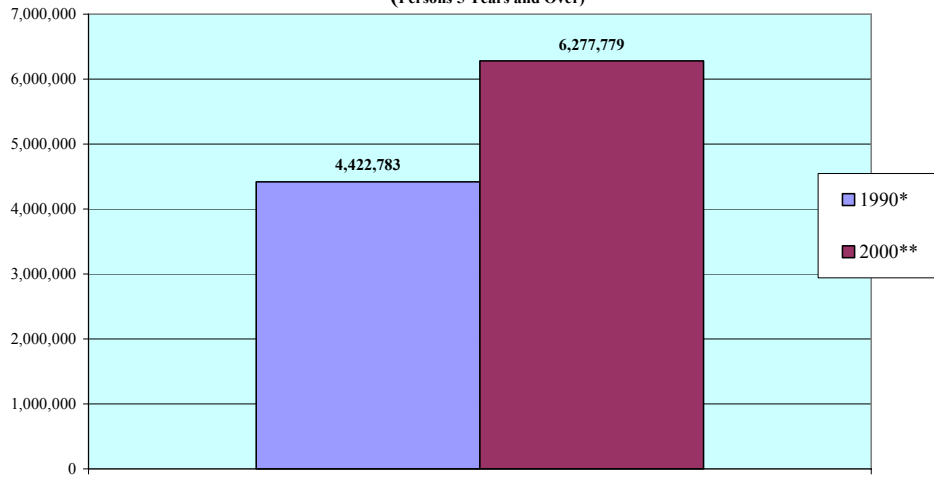


Chart 2
California Foreign-Born Population



* Total Population 1990 = 29,760,021
 ** Total Population 2000 = 38,871,648
 Source: U.S. Census Bureau

Chart 3
California General Population:
Language Other than English Spoken at Home
Do Not Speak English "Very Well"
(Persons 5 Years and Over)



*Total Population 5 Years and Over (1990) = 27,383,547
 **Total Population 5 Years and Over (2000) = 31,416,629
 Source: U.S. Census Bureau

Projections indicate that these numbers will continue growing in the next decade and beyond. The figures reflect an expanding call on California's educational system to provide a range of "remedial" education services to adults. Additionally, California's newly instituted high school exit exam can be expected to spawn higher percentages of high school dropouts who could benefit from adult education services in the future.

Finally, waiting lists are a strong indicator of the current demand for classes in adult education. Such lists exist in many areas throughout the state and are expected to grow with the current state budget crisis.

Governance, Student Profiles, Program Focus and Funding

A full understanding of how California's adult education system operates requires an exploration of the characteristics of the student population, the kinds of programs offered, and how they are funded. During the 2001-02 fiscal year, California served about 2.1 million individuals through its adult education programs. Forty percent received services through local community colleges, 54 percent from adult schools operated by the K-12 system, and 6 percent took classes from community-based organizations (CBOs).

The CDE and the Chancellor's Office of the California Community Colleges oversee adult education, which is called noncredit education in the community college system. Ninety-one percent of funding is provided through state funds allocated to the CDE and the California Community Colleges. Remaining financing is provided by federal funds. There is no charge to enrollees for adult education at the K-12 level or in the community college system, except for books and material fees.

The legislative charge to provide adult education through adult schools operated under the CDE is found in Section 8500 of the California Education Code, which states:

...adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity.

Community colleges offer adult education services through noncredit coursework under the framework of their legislative mission. Section 66010.4 of the Education Code, in spelling out this mission, states:

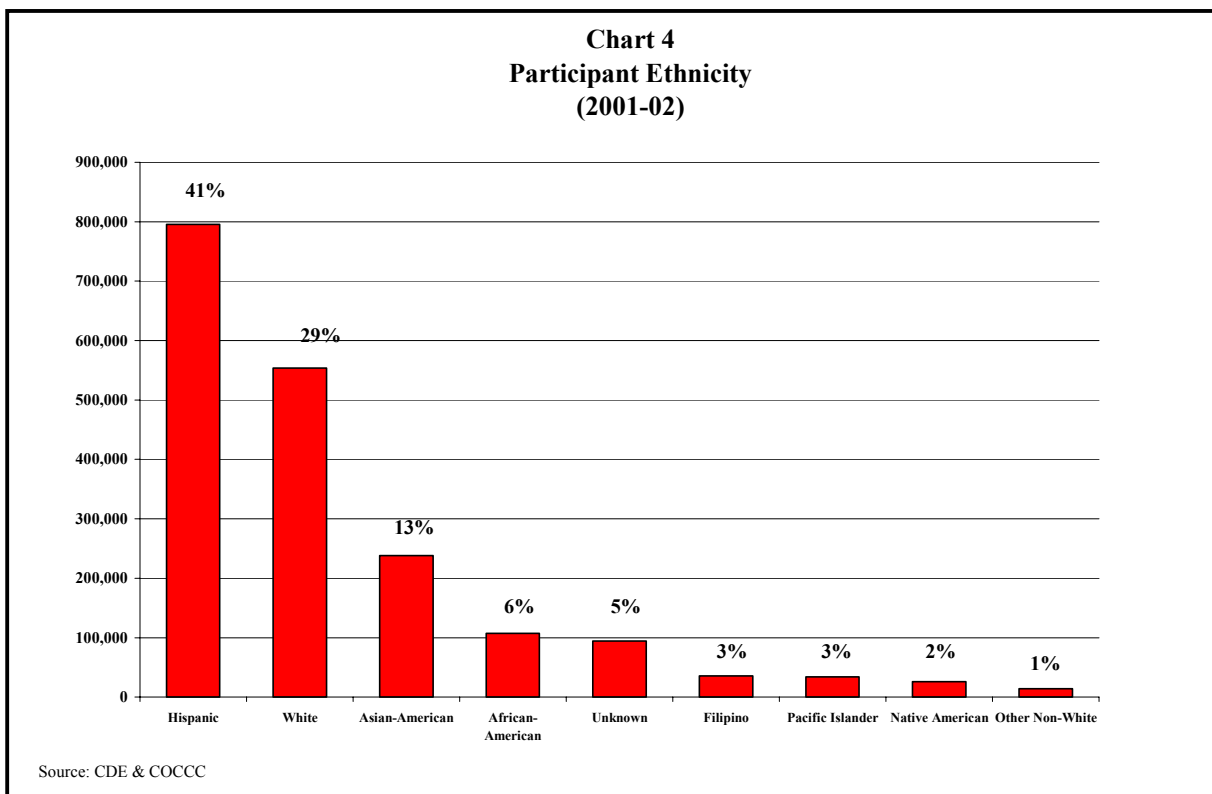
Adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

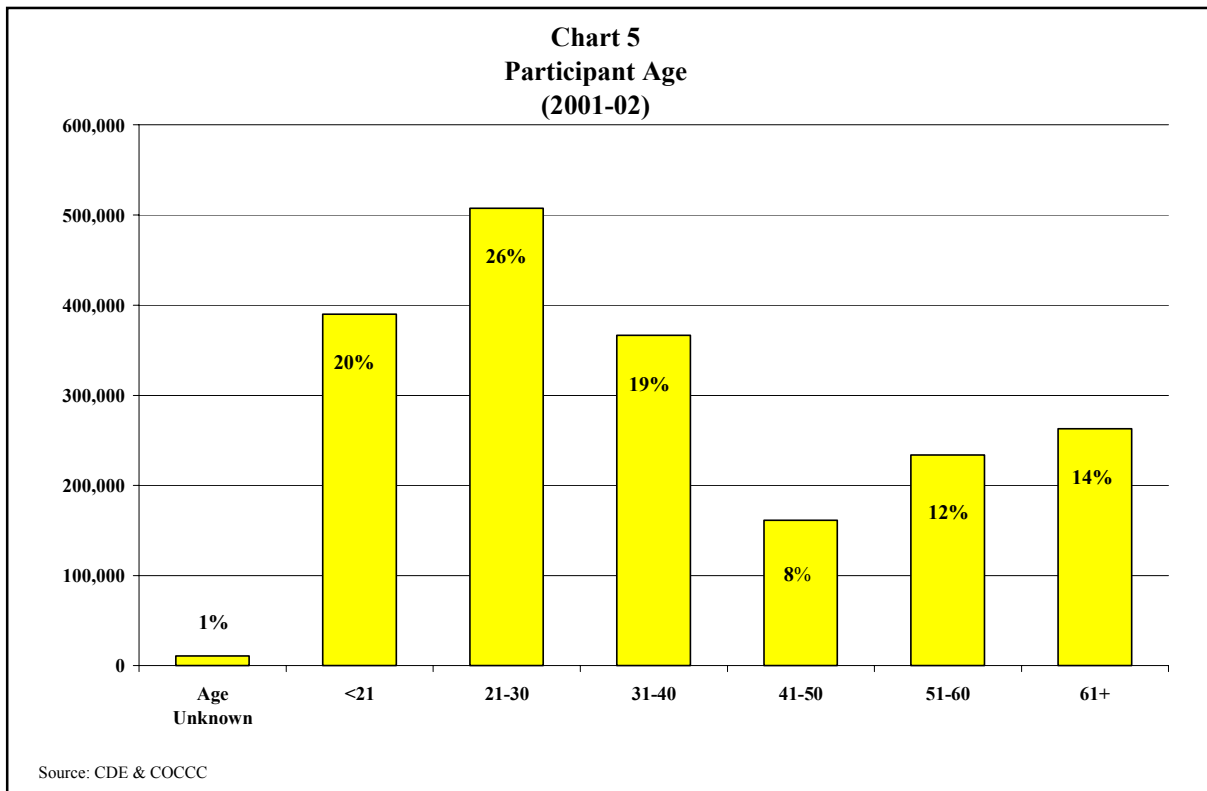
Federal funds - allocated for adult education under Title II, the Adult Education and Family Literacy Act, of the Workforce Investment Act (WIA) - are provided to states to distribute to local educational agencies, CBOs, volunteer literacy organizations, institutions of higher education, public or private nonprofit agencies, libraries, and public housing authorities. In addition, there are Title II funds that specifically support adults served in our correctional institutions and state hospitals. These funds finance the following services:

- Adult education and literacy services, including workplace literacy services;
- Family literacy services, and
- English literacy programs.

Student Profiles

Females account for 60 percent of adult education enrollees in California. A plurality of enrollees - 41 percent - are Latino. (See Chart 4.) While the vast majority of students, 65 percent, are under the age of 40, many persons over 65 do actively participate in adult education programs. (See Chart 5.)





Program Focus

Adult education focuses on 10 program areas,³ with the majority of students (67 percent in 2001-02) enrolled in English as a Second Language (ESL), adult basic education, and vocational education classes as shown in Chart 6. High school districts, county offices of education, and community colleges deliver the services in local state-funded programs.

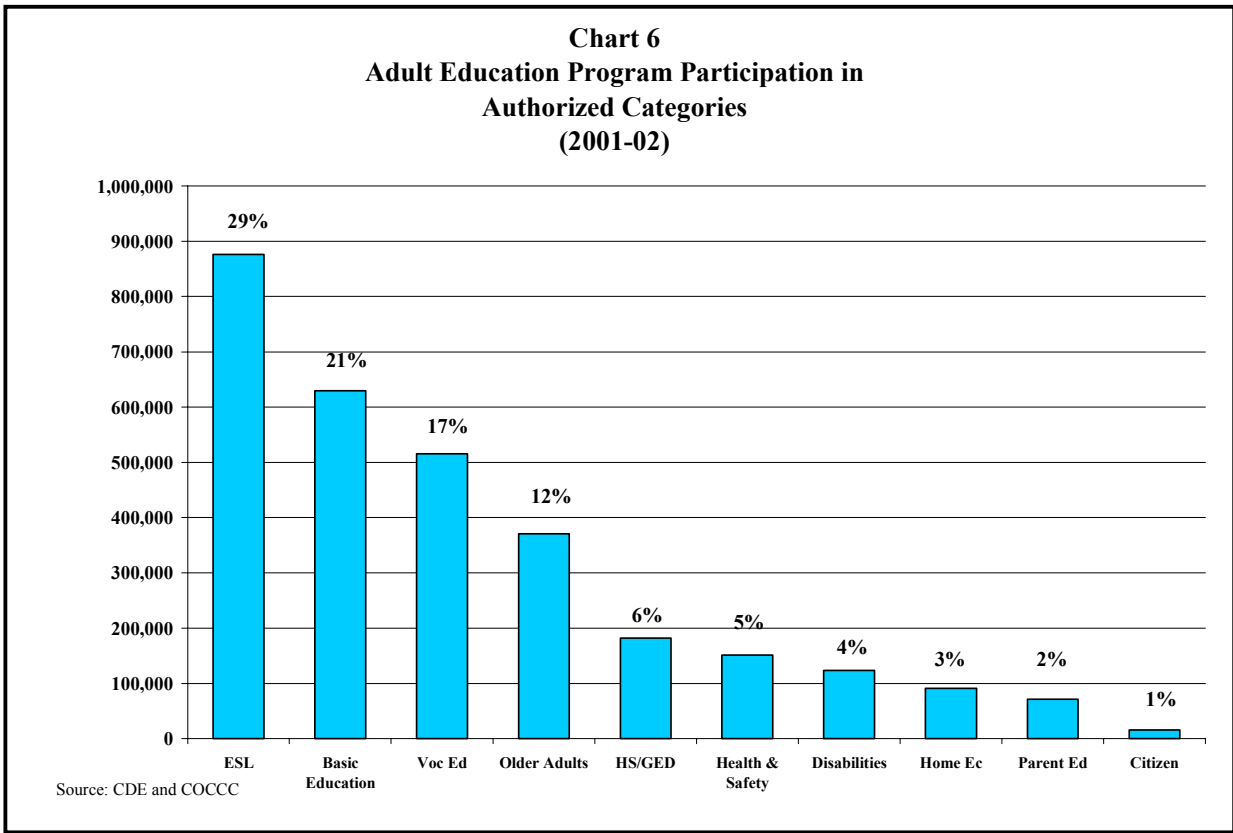
Federally funded areas focus on adult basic education, ESL, adult secondary education, English literacy and civics education.⁴ Local and state agencies deliver federally funded program services.

For more information on the ratios of students enrolled in various types of adult education programs, please see Appendices 1 and 2.

³ Community colleges group their services under nine categories, combining adult basic education and high school/GED under the title of elementary and secondary basic skill instruction.

⁴ According to both CDE and the community colleges, enrollment data for the federal program are included in the enrollment data for the state program. This means that no additional persons are being served, but rather the existing program is being enhanced.

Chart 6
Adult Education Program Participation in
Authorized Categories
(2001-02)

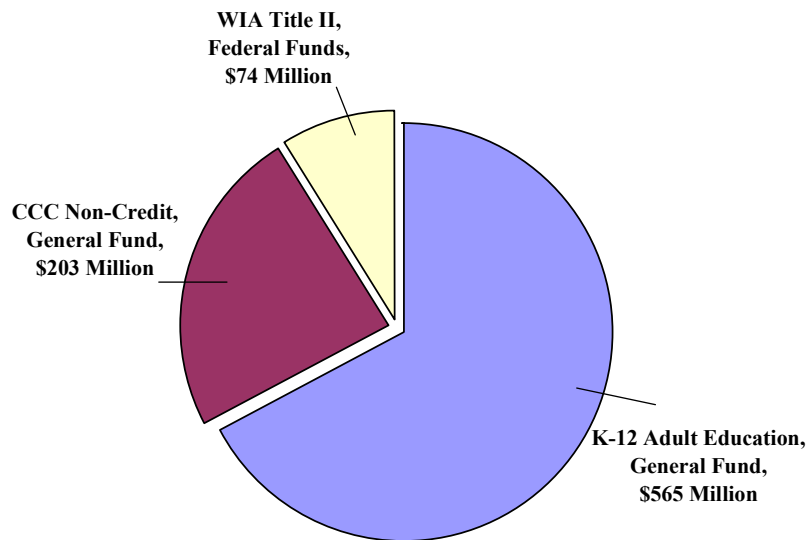


Funding

California’s adult education system is financed through three major funding streams: state apportionment to adult schools, state apportionment to community colleges, and federal WIA Title II funds to a variety of eligible providers including adult schools and community colleges.⁵ State apportionment funds are distributed to adult schools through average daily attendance (ADA) and to non-credit programs through full-time equivalent (FTE) formulas. CDE receives the federal funds and then distributes them to adult schools, community colleges, library/literacy providers, CBOs, and state agencies for institutionalized adults through a competitive grant process.

⁵ Adult schools and community colleges do receive other funding, including state community-based English tutoring funds that are distributed based upon the numbers of limited English-proficient students in a local district, federal Carl Perkins funding that is distributed to districts under a formula, CalWORKs and refugee assistance funds, and state and/or federal special funds (e.g., lottery, one-time Proposition 98 distributions) that are distributed by local districts, if they so choose. The community colleges can redistribute unused revenues while the adult schools may not.

**Chart 7
Adult Education Funding
(2001-02)**



Source: CDE and COCCC

Historically, state funds for adult education programs have been distributed unevenly throughout the state. Revenue limits on adult schools were capped in 1979 following the voter passage of tax-cutting Proposition 13. As a result, the funding for California adult schools reflects California’s needs as they were more than 20 years ago. Today, we see areas of the state where demand may either exceed or fall well below these “caps.”

Of the 353 school districts that provided adult education in 2001-02 for which CDE has revenue data, 145 were above the cap, six were at the cap, and 208 were below it. The range of ADA for those districts that reported being over the cap went from 1 to 1,116. The Los Angeles Unified School District reported having the largest overage, followed by Sweetwater Union High School District in San Diego County.⁶

Community colleges, on the other hand, offer non-credit classes based upon priorities set at the local colleges and historical agreements with local adult schools regarding which entity provides these services. In 2001-02, community college investments varied greatly. At one end of the spectrum, Imperial Valley Community College made no investments in adult education

⁶ The distribution and utilization of adult education ADA by school district for FY 2001-02 can be found in Appendix 3 of the on-line version of this report, posted on the Senate Office of Research Web site at www.sen.ca.gov/sor.

programs while San Bernardino Community College served nine full-time equivalent students at an investment of \$19,000.

On the other end of the scale, the two community colleges that had the most significant investments in adult noncredit education were San Diego Community College, which allocated \$29.6 million to serve 14,294 FTEs, and San Francisco Community College, which allocated \$28.2 million to serve 13,630 FTEs.⁷

Student Participation and Outcomes

In 2001-02, over two-thirds of adult education students enrolled in three program categories: adult basic education (ABE), English as a Second Language (ESL), and vocational education. While generally similar, the program focus of adult schools and community colleges differed substantially in two program areas. Adult schools place more emphasis on ESL⁸ and community colleges on ABE.⁹ This focus corresponds to core values of each system.

Adult school programs are generally focused on developing the language skills of low-level learners in ESL programs and moving mid-level learners to successful completion of high-school-level work and entry into employment and the community. The non-credit programs in community colleges focus instead on the mission of basic skill instruction and support services that help students succeed at the postsecondary level in preparation for transfer to four-year colleges and universities or entry/advancement in the workforce.

Student Outcomes

The passage of the WIA in 1998 initiated a process of collecting adult education data with a specific focus on participant results. Responding to legislative budget directives, CDE also began collecting data on all students who attended a minimum of 12 hours of state-funded adult education beginning with the 1999-00 program year. The California Community Colleges system collects its own data based upon its internal administrative needs and utilizes different data elements and definitions.

The data-collection efforts prompted by federal and state directives have for the first time generated information on program services and outcomes. CDE captures detailed and comprehensive outcome data on its state- and federally

⁷ The total non-credit FTE's funded and revenues generated by community college districts for FY 2001-02 can be found in Appendix 4 of the on-line version of this report, posted on the Senate Office of Research Web site at www.sen.ca.gov/sor.

⁸ Forty-three percent of the students in adult schools enrolled in ESL, while only 20 percent of adult-education students at community colleges enrolled in ESL in 2001-02.

⁹ Five percent of adult school and 30 percent of community college participants enrolled in ABE courses in 2001-02.

funded programs into one large database. CDE obtains the data for its state programs from adult schools. Most of those same schools also provide a significant portion of data for the federal program, resulting in duplicated enrollment data. Community colleges, on the other hand, collect limited outcome data and it is incompatible with CDE's federal and state data. The result is an abundance of compartmentalized outcome data from two state systems, with little value to an understanding of the entire program provided by both major delivery systems.

Policy Options

State-funded adult education programs provide a vast array of services through multiple programs with inconsistent indicators of program outcomes. As demand for adult education services continues to grow and available resources are increasingly limited, policymakers and program operators could explore ways to deliver services more efficiently, based on objective data. The following options are offered for consideration:

- *Clarify the Mission of Adult Education and Re-Focus Program Offerings Around Fewer Key Programs*

The traditional mission of adult education has been broadly defined as providing educational services to society. This broad approach makes it difficult to define goals, establish consistent priorities and demonstrate successful program outcomes.

The demand for core services offered by adult education continues to grow. In view of that, it must be asked whether program offerings best meet the needs of the state and its populace. While there are legitimate local constituencies for each program offering, a periodic statewide assessment of the activities that best meet the strategic needs of California is warranted.

The Joint Committee to Develop a Master Plan for Education identified English as a Second Language, elementary and secondary basic skills education, and vocational education as the state priorities for adult and noncredit education.¹⁰ In FY 2001-02, 73 percent of all adult education students participated in these program areas. Senator Karnette (D-Long Beach) has introduced SB 823 to implement Master Plan adult and noncredit education recommendations.

The fundamental question to be asked is whether there is a match between the program structure and the needs of learners. Recent census data point to the rising demand for educational services to assist the growing population of individuals with low levels of English-speaking skills and educational

¹⁰ The California Master Plan for Education was issued in 2002 and can be located at the following Web site: <http://www.sen.ca.gov/masterplan>.

attainment. This expanding population needs the kind of educational intervention that adult education can provide to achieve self-sufficiency.

A periodic reassessment of key priorities by the Legislature could help guide adult education programs in responding to the strategic needs of the state. Identifying what these priorities are and requiring that programs either direct *all* or a *substantial part* of their funding toward meeting these needs would help to provide some standardized focus to the delivery of adult education services.

- *Identify a Clear Delineation of Function between the Two Governing Entities*

The Joint Committee, in its master plan, also stated that increased efficiency would result if curricular function or geographic location delineated the provisions of adult education services, with the statewide governance remaining in both systems. The Joint Committee recommends that adult education providers focus on elementary and secondary basic skills courses along with courses designed to meet requirements for a high school diploma or its equivalent. Also, community colleges should continue their mission to educate those with a high school diploma or who are at least 18 years of age with academics goals of a certificate, an associate's degree, or transfer preparation.

In many communities, there is clear or de facto delineation of the types of adult education services provided by the adult schools and the community colleges. Some functions, like high school and GED proficiency, are easily categorized. However, both segments can appropriately offer others, such as vocational education. Creating a standardized template of what appropriate adult education functions belong in each segment and creating an incentive for transitioning the provision of services along those lines is an option to be explored.

- *Collect Integrated Data that Represents the System as a Whole*

The availability and quantity of data on adult education services has changed significantly since the passage of the federal Workforce Investment Act of 1998.

Prior to 1998, it was difficult to get an accurate count of the number of individuals who were served and little if any information was available on program outcomes.

The current system of data collection produces abundant information, yet it provides little value in assessing delivery system benefits and program accountability. As has been explained, much of the data for federal-reporting purposes is also counted for state purposes – resulting in needed explanations about which providers and students are counted in which data.

Some state programs – adult basic education, English-as-a-Second Language, high school/GED programs, and vocational education – have objective and detailed data related to student outcomes. Other state programs – parent education, health and safety, and home economics – do not have common outcome measures from one adult school to the next. Also, CDE and the community colleges collect different information, making the data difficult to use to understand the adult education-noncredit systems as a whole.

System-wide data collection that utilizes standardized procedures focused on a limited, but targeted, number of data elements would provide data that could be used for policymaking, planning, and program improvement. The challenge will be in defining a common data dictionary without losing the longitudinal data collected from CDE and the Chancellor's Office.

- *Distribute Fiscal Resources Equitably Throughout the State*

There are a number of perceived inequities in the funding of California's adult education program. The primary example is that the statewide distribution of adult education funds is not reflective of the demand for adult education services. While there has been a significant population shift in the state since 1979, state funds distributed through the K-12 system (which account for about two-thirds of the total investment of state and federal funds) are based upon 20-year-old needs.

Since the distribution of ADA is no longer reflective of the actual needs for adult education services, there is extensive over- and under-utilization of resources in different areas of the state. Unsuccessful attempts have been made to redistribute funds from districts that under-utilize their funding to those with greater needs. SB 2078 (Karnette) of 1999-00 was passed to reallocate unspent adult education funds. Governor Davis, however, vetoed the bill.

Less funding to the community colleges for providing courses similar to those offered by the K-12 system with greater state funding, and the differential funding for credit and non-credit courses within the community colleges, can result in fiscal disincentives for the colleges to offer non-credit courses. Likewise, compulsory students in the K-12 system are funded at a higher rate than adult students.

Finally, since these programs are not the major focus of activity for either the K-12 or community college systems, limited attention is given to funding issues in either system. As California faces the most critical budget shortfall in its history, adult education programs face even greater challenges in maintaining their core programs. For example, Governor Davis in his 2003-04 budget

proposed providing block grants to fund 58 programs in the K-12 system. It is uncertain how K-12 adult education will fare when competing directly for block grant funds with the state's system of compulsory education.

- *Restructure State Governance and Local Service Delivery*

The scope of California's adult education delivery system - with its multiple funding sources, ambiguous state governance structure, and myriad local delivery systems - makes it difficult to plan and deliver equitable services statewide. Local services are delivered by entities that include adult schools, community colleges, CBOs, library/literacy providers, and correctional programs. Each community has a different array of service providers that was developed in response to local needs, local capacity, and local experiences and perpetuated by the various funding sources that support similar services by an array of "eligible" providers.

Unless progress can be made to standardize adult education in the areas of funding, service delivery, and data collection, the issue of state governance will continue to be deliberated. The restructuring of statewide governance and delivery systems has been proposed for years. There have been proposals to move the entire adult education program (including governance and service delivery) into the community college system - along with counter-proposals to move all of adult education into the K-12 system. Neither proposal has gained much momentum because of the long history of service delivery by both systems in communities throughout the state.

Another option - one that would avoid uprooting the local service delivery structure - is the consolidation of state-level governance under either the K-12 system or the community colleges. One entity could be responsible for the entire adult education system and contract both state and federal funds out to local adult schools, community colleges, and CBOs, determining which entity is best able to deliver services to each community. This could result in a more unified adult education policy, more accountability for both the quality and quantity of services delivered locally, greater program efficiencies, more equitable distribution of statewide resources and more effective advocacy for investments in critical program areas.

- *Demonstrate the Return on Investment of Adult Education Programs*

The population that receives the majority of adult education services in the state - the high-school dropout, immigrant, and non-English-speaking population - are growing faster than the general population of the state. Demand for these services exceeded funding levels even before California's current budget crisis. Maintaining even the current share of education

resources into the future, however, may very likely require an easily understood demonstration of performance.

Outcome data provided by the segments is inconsistent and not suitable for an understanding of results. For example, CDE's 2000-01 report on the federal adult education program had over 100 pages of information on learner gains and goal attainment, while its report on the state program had 26 pages of data allocated to outcomes. The California Community Colleges collected more limited, but different data. And unlike the CDE data, the community college data is not gathered in an actual report.

The abundance of outcome data collected and the data's incompatibility among the three major funding sources results in a large amount of data, but little information for the total system.

Conclusion

As part of California's ongoing effort to achieve economic growth and maintain competitiveness, it should not overlook those who require additional training to participate in and contribute to the state's prosperity. California has many assets - a diverse populace along with a history of innovation and opportunity. The state also faces a number of challenges, including a widening wage gap between low-skilled and high-skilled jobs and a growing number of individuals who possess low levels of literacy and schooling. California has always sought to maximize its human potential. As it continues to do this, it can ensure that adult education programs are designed and delivered to provide quality services that focus on critical state needs while meeting clear and measurable objectives.

Prepared by Rona Levine Sherriff

Appendix 1
State-Funded Adult School Data
2001-02

Gender	Female	Male	Total
ABE	58.8%	41.2%	54,714
ESL	56.7%	43.3%	486,455
Citizenship	64.2%	35.8%	4,494
HS/GED	51.8%	48.2%	179,432
Vocational Education	63.4%	36.6%	156,633
Adults w/ Disabilities	57.3%	42.7%	31,770
Health & Safety	71.6%	28.4%	19,762
Home Economics	89.4%	10.6%	17,352
Parent Education	80.3%	19.7%	43,802
Older Adults	75.1%	24.9%	122,800
Total	60.7%	39.3%	1,117,214

Ethnicity	Number	Percent
White	273,766	25.6%
Hispanic	535,461	50.3%
Asian-American	135,204	12.7%
African-American	57,885	5.4%
Pacific Islander	30,273	2.8%
Filipino	14,230	1.3%
Native American	20,108	1.9%
Native Alaskan	478	0
Total	1,067,405	100%

Age	Number	Percent
16-20	194,440	17.7%
21-30	285,392	26.1%
31-40	232,319	21.2%
41-50	141,747	12.9%
51-60	106,037	9.7%
65+	135,878	12.4%
Total	1,095,813	100%

Program Participation	Number	Percent
Adult Basic Education	55,334	4.9%
ESL	492,709	43.3%
Citizenship	4,561	.4%
HS/GED	181,933	16%
Vocational Education	160,765	14.1%
Adults w/ Disabilities	32,428	2.9%
Health & Safety	20,757	1.8%
Home Economics	17,903	1.6%
Parent Education	45,017	4%
Older Adults	125,189	11%
Total	1,136,596	100%

Enrollment Reasons	Number	Percent
Improve Basic Skills	210,972	20.7%
Improve English Skills	333,384	32.7%
HS/GED	145,399	14.3%
Get a Job	51,353	5.0%
Retain a Job	13,166	1.3%
Enter College Training	9,306	.9%
Work-Based Project	7,358	.7%
Family Goal	37,757	3.7%
U.S. Citizenship	11,409	1.1%
Military	818	.1%
Personal Goal	176,899	17.3%
Other	22,376	2.2%
Total	1,020,197	100%

Source: California Department of Education

Appendix 2
Community College Non-Credit Data
2001-02

Gender	Number	Percent
Male	327,024	39%
Female	480,513	57%
Unknown	24,778	.02%
Total	832,315	100%

Ethnicity	Number	Percent
Asian-American	103,192	12%
African-American	49,669	.05%
Filipino	21,218	.02%
Hispanic	260,083	31%
Native American	6,264	.007%
Other non-White	13,541	.01%
Pacific Islander	3,896	.004%
White	279,773	33%
Unknown	94,679	11%
Total	832,315	100%

Age	Number	Percent
<21	195,646	23%
21-30	222,209	25%
31-40	134,082	16%
41-50	91,959	11%
51-60	55,303	.06%
61+	122,250	14%
Unknown	10,866	.01%
Total Students	832,315	100%

Program Participation	Number	Percent
ESL	383,376	20%
Citizenship	11,079	.005%
Basic Skills	574,264	30%
Vocational Education	354,493	18%
Disabled Students	90,998	.04%
Parenting	26,343	.01%
Home Economics	72,945	.03%
Health & Safety	130,813	.06%
Older Adults	245,563	12%
Total Enrollment	1,889,874	100%

Monterey Peninsula Unified School District	1,083	853	(230)
Norwalk-La Mirada Unified School District	2,161	1,855	(306)
Simi Valley Unified School District	3,295	2,891	(404)
Grossmont Union High School District	3,237	2,636	(601)
Compton Unified School District	2,151	1,530	(621)
El Monte Union High School District	6,205	5,444	(761)
Total Under CAP			209
Colusa Unified School District		14	
Glenn County Adult Education Consortium		141	
Inyo County Adult Education Consortium		121	
Mono County Adult Education Consortium		17	
Sutter Union High School District-Consortium		118	
	265,795	270,541	8,670

**Appendix 4
Community College Funding
FY 2001-2002**

District	Total Non-credit FTE Funded	Available General Revenue for Non-credit Funding
Allan Hancock	1157.26	\$2,397,588
Antelope Valley	56.54	\$117,138
Barstow	127.02	\$263,157
Butte	1230.07	\$2,548,434
Cabrillo	321.63	\$666,347
Cerritos	224	\$464,079
Chabot-Las Positas	456.25	\$945,250
Chaffey	919.59	\$1,905,188
Citrus	1863.52	\$3,860,803
Coast	725.84	\$1,503,781
Compton	24.16	\$50,054
Contra Costa	562.91	\$1,166,226
Copper Mountain	13.35	\$27,658
Desert	950.37	\$1,968,958
El Camino	401.42	\$831,654
Feather River	4.13	\$8,556
Foothill-De Anza	515.97	\$1,068,976
Fremont-Newark	99.53	\$206,204
Gavilan	508.71	\$1,053,935
Gelndale	3614.42	\$7,488,283
Grossmont-Cuyamaca	883.11	\$1,829,610
Hartnell	24.52	\$50,800
Imperial	0	\$0
Kern	177.73	\$368,217
Lake Tahoe	105.67	\$218,925
Lassen	432.62	\$896,293

Long Beach	920.21	\$1,906,473
Los Angeles	5056.54	\$10,476,038
Los Rios	728.39	\$1,509,064
Marin	683.97	\$1,417,035
Menocino-Lake	78.64	\$162,925
Merced	1785.75	\$3,699,681
Mira Costa	1282.42	\$2,656,892
Monterey Peninsula	2558.75	\$5,301,167
Mt. San Antonio	4296.69	\$8,901,796
Mt. San Janinto	182.71	\$378,535
Napa	744.11	\$1,541,632
North Orange	6508.91	\$13,485,030
Palo Verde	172.86	\$358,128
Palomar	1615.79	\$3,347,561
Pasdena	2075.89	\$4,300,787
Peralta	208	\$430,930
Rancho Sanitago	9307.95	\$19,284,025
Redwoods	40.01	\$82,892
Rio Hondo	598.18	\$1,239,297
Riverside	130.36	\$270,077
San Bernardino	9.21	\$19,081
San Diego	14293.76	\$29,613,526
San Francisco	13629.7	\$28,237,740
San Joaquin	859.92	\$1,781,565
San Jose	141.29	\$292,722
San Luis Obispo	99.34	\$205,811
San Mateo	25.34	\$52,499
Santa Barbara	2525.26	\$5,231,783
Santa Clarita	135.98	\$281,721
Santa Monica	963.43	\$1,996,015
Sequoias	375.01	\$776,938
Shasta-Tehama-Trinity	143.11	\$296,492
Sierra	214.56	\$444,521
Siskiyou	83.87	\$173,760
Solano	170.32	\$352,866
Sonoma	3359.75	\$6,960,663
South Orange	1694.91	\$3,511,481
Southwestern	554.55	\$1,148,906
State Center	568.5	\$1,177,807
Ventura	172.76	\$357,921
Victor Valley	765.56	\$1,586,072
West Hills	522.1	\$1,081,676
West Kern	20.52	\$42,513
West Valley	844.65	\$1,749,929
Yosemite	1133.96	\$2,349,316
Yuba	269.49	\$558,324
Totals	97,953.32	\$202,937,729

