

## *Executive Summary*

California's community college system, which has played an essential role in building better citizens and the state's dynamic economy, is at a critical juncture. The system's ability to provide an accessible, affordable path to higher education for all Californians is at risk, put at peril by a lack of statewide leadership that must be addressed before the system's power to transform lives is irrevocably eroded. The state's economic recovery depends, in no small measure, on the community college system's ability to train, retrain, and ready a competent and competitive workforce. The people of California's ability to participate in new economies, as well as to realize their own individual potential, rests in the promise of the system.

For decades, the state has relied on the ability of the community college system to serve a diverse student body, from those pursuing a path toward a better job or more advanced education to those pursuing education for the simple pleasure of learning. Unlike the state's other higher education institutions, the California Community Colleges have operated as "open access" institutions, available to a broad cross section of California's adult learners seeking collegiate training. For many students, and especially for those from the most humble beginnings, the community colleges have been the state's only public higher education institution that provides them with an opportunity to become self-sufficient, prosperous individuals and community members. Community college also has been a key entry point for those who need a second chance, such as displaced workers, students who did not thrive in high school, economically disadvantaged students who can only afford to attend part-time and adults seeking to build a new career.

In the past, the system, and the state's leaders, have measured community colleges' success in terms of enrollment. In providing Californians access to affordable higher education opportunities, the community colleges have excelled.

Measuring success by enrollment, however, tells only part of the story. Despite the high numbers of students entering the state's community colleges, California – at 36 in one national ranking – is lagging behind the nation as a whole in the percentage of students who complete community college with a certificate or a degree. As a result, California

### ***Community Colleges Poised to Fill Gaps in Education and Workforce Needs***

The majority of community college students indicate a goal of earning a skill-related certificate, an associate-level degree or transferring to a four-year college or university; however, far fewer achieve these milestones.

***Most entering students enroll unprepared for college-level work:*** Approximately 90 percent of all incoming community college students arrive unprepared for college-level math while about 75 percent are not prepared for college-level English.

***Compared to community college students in other states, California's students are less likely to complete with a degree or certificate:***

California ranks 36<sup>th</sup> in the nation in percentage of students who complete community college with a degree or certificate.

Research suggests that, even after a period of seven years, most California community college students do not earn a degree or certificate, nor transfer to a four-year university. Many drop out before completing 30 units – approximately half of what is required to earn a typical associate's degree.

***The need is great:*** Many job openings now and in the future, will require employees to have “middle-skill” training, more than a high school diploma, but less than a bachelor's degree. Research suggests the number of California workers prepared for these jobs is declining. Many other jobs, approximately 41 percent, will require a bachelor's degree, but estimates suggest California is on track to accommodate just 35 percent.

To meet national and state workforce needs, credible estimates suggest California needs to produce approximately 1 million more college graduates by 2020, or increase completions by about 13 percent a year.

***Many adult Californians are not yet college-ready:*** More than 5.3 million adults in California have yet to earn a high school diploma or successfully pass the General Educational Development (GED) exam; half of these adults have educational attainment levels below the ninth grade.

Nearly 25 percent of the adult population in California is functionally illiterate.

spends more than other states for each community college degree awarded and each student completion.

Research suggests the state's community colleges are not, and have not been, producing the numbers of graduates California will need, nor the mix of skills the state's evolving economy will require. The state's workforce needs more workers prepared to fill jobs that require at least some postsecondary training – the kind offered by the California Community Colleges through the system's credit degree and certificate programs.

The problem has been exacerbated by the current funding crisis. Repeated budget cuts have translated into a reduction in courses and class sections, growing class waiting lists and increased class sizes, even as funding formulas encourage colleges to take every student who signs up. Some get discouraged and drop out. Many students are turned away – by one estimate, more than 140,000 students for an 8 percent reduction in state funding.

California's fiscal reality means that the state will operate in an environment of scarcity and must invest limited education dollars wisely. For community colleges and for students, the state must build its strategy around increasing the number of students who:

- Make progress in the basic skills they need to do college-level work;
- Learn the career technical skills they need to improve their employment opportunities; and,
- Successfully complete the requirements for transferring to four-year institutions for undergraduate degrees.

Over the course of its study, the Commission found barriers to producing these outcomes, including:

- A lack of agreement on the community

college system's priorities from top to bottom, in part the result of a decentralized governance structure;

- A governance structure that separates the system's leaders in the Chancellor's Office from funding decisions, authority for policy development and the creation of strategies to improve student success outcomes;
- A funding system that lacks transparency and consistency, and promotes enrollment, while preventing system leaders from investing in strategies to improve student success; and,
- A lack of an integrated approach to basic skills education and a shrinking capacity to deliver such education.

California must explicitly prioritize its investment in the California Community Colleges around the goals of student success and ensure that these priorities are shared from the Capitol down to the classroom.

This will require focusing on the system's top priorities, empowering its leadership to create strategies to drive progress to these priorities, changing the funding structure to reinforce these priorities, and giving the community college system responsibility for providing basic skill preparation to California's adult learners.

The findings and conclusions in this study are consistent with many of the findings of the Student Success Task Force, which finished its work as the Commission was conducting its study. The task force report, adopted by the Board of Governors in January 2012, marks an extraordinary step for the California Community Colleges, especially because in developing their recommendations the task force members had to satisfy so many different constituencies. For their efforts to improve student graduation rates, increase the number of students who earn degrees and certificates and successfully transfer to four year universities, the task force deserves credit for a job well done. The Commission's recommendations likewise are built around the need to enhance student success, but in several important respects, ask for more significant reforms, including: refining the mission of the system; granting additional policy and fiscal authority to the Board of Governors and system Chancellor; and consolidating the state's adult education programs, and funding to support them, under the auspices of the community colleges.

**Comparison of Related Reform Proposals For the California Community Colleges**

<b>Recommendation</b>		Little Hoover Commission	Student Success Task Force
Mission and Governance	Refine mission scope to prioritize preparation for transfer to four-year universities, career technical education and adult basic education	✓	
	Restructure continuing education enrichment courses to operate on a cost recovery basis	✓	
	Strengthen the Chancellor's Office	✓	✓
	Grant additional authority to Board of Governors	✓	
	Review and revise statutes and regulations to give community colleges greater flexibility in achieving goals	✓	
	Implement a student success scorecard		✓
	Develop and support a longitudinal student record system		✓
Student Behavior	Revise system wide enrollment priorities	✓	✓
	Establish a credit unit cap	✓	✓
	Establish policies to encourage all students to demonstrate progress toward and achievement of their educational goals	✓	
	Establish additional criteria for Board of Governors fee waivers	✓	✓
	Set local student success goals consistent with statewide goals		✓
	Increase college and career readiness through common standards, developed with K-12		✓
	Strengthen support for entering students	✓	✓
	Require students to begin addressing basic skills deficiencies in their first year		✓
	Encourage students to attend full-time		✓
	Align course offerings to meet student needs		✓
Funding	Revise the funding mechanism for the community colleges	✓	
	Establish a plan for fee increases	✓	
	Tie a portion of funding to student outcomes	✓	
	Establish alternate enrollment fees	✓	✓
	Encourage categorical program streamlining and cooperation		✓
	Invest in a new Student Support Initiative		✓
Basic Skills	Shift responsibility and funding for all adult basic skills education programs to the community colleges	✓	
	Encourage innovation and flexibility in the delivery of basic skills instruction		✓
	Support the development of alternative basic skills curriculum		✓
	Develop a comprehensive strategy for addressing basic skills education in California		✓

California needs more of its community college students to be successful, both for their own benefit as well as for the benefit of California now and in the future. To this end, the Commission's recommendations ask students to take more responsibility for their success as well as ask California's leaders and the state's community colleges to play a larger role in ensuring student success.

### ***Rationing, But Not Rationally***

California lacks a clear mission for its community colleges and clear expectations for what they must achieve, a weakness that has been made more apparent in the current environment of scarce resources and competing demands. The California Community Colleges are charged with pursuing multiple missions, creating an incoherent set of expectations about what the community colleges should deliver. Yet, today, the entire mission of the community colleges is in jeopardy. Though the Chancellor has called on the system to target scarce resources in three core mission areas – basic skills education, career technical education and preparation for transfer – community college districts have sufficient autonomy that they can prioritize investments in other ways to reflect expectations in different communities about what types of educational services the community colleges should provide.

To help put students on a path toward a viable career as well as further educational opportunities, and to ensure the state has a strong and capable workforce ready to meet the diverse needs of its regions, the state must refine and narrow the scope of programs the community colleges are required to provide. California's leaders must send a clear message that student success in basic skills, workforce training and transfer for further education are the primary missions of the California Community Colleges. While there is clear public value to providing learning opportunities for individuals who are not seeking educational or career advancement, serving such interests must be secondary and should be pursued using local dollars.

Moving toward student success in the three core mission areas will require the community college system to address longstanding issues:

- State funding policies encourage community colleges to focus on getting students *into* the system, not *through* the system successfully.
- Increased competition for fewer classes and course sections has packed classrooms, forcing thousands of motivated students onto waiting lists. Some take courses they do not want in order to stay in school, in the process, displacing students who want and need those courses.

- Open access combined with current enrollment priorities at many community colleges give long-term students first choice of classes ahead of new students such as recent high school graduates trying to begin their educational careers or returning workers seeking to enhance their skills. Access must be preserved for all who are pursuing higher education goals, or who are building the skills to enable them to pursue those goals, and are willing to prepare themselves to meet those goals.
- A lack of policies to place an upper limit on the number of units in which students can enroll while paying the state's low tuition fees, makes students face few penalties for continuing to take additional courses without developing an educational plan.
- A large number of students are unprepared or underprepared to succeed in college-level courses. The system does not adequately assess their abilities and help them develop appropriate ways to address their educational deficits.

A system-wide focus on student success must be supported by policies that encourage behaviors that are demonstrated to help students progress through their college careers. California's community colleges must have consistent, state-wide policies in place to make sure students who are not yet prepared to succeed in courses do not displace students who are academically ready. Simultaneously, the community colleges must be able to provide appropriate levels of instruction for these underprepared students through a combination of credit and non-credit courses.

The current governance structure does not allow the Chancellor to lead the system. The Chancellor's Office needs greater authority and flexibility to craft incentives to drive change at the local district level, subject to the approval of the Board of Governors. California's community college districts should be given more flexibility in how they spend their classroom money to include other forms of student support. This will mean changes in governance and funding that will require the backing of the Governor and the Legislature.

Students, too, must be held accountable for their own success and must demonstrate their commitment toward achieving their goals. Policies establishing enrollment priority must be crafted to protect the status of veterans and disadvantaged students, but also help prepared and motivated students who pass their classes move forward and out, making more room for new students behind them. Students who show a willingness to actively engage in their success and who demonstrate progress toward their goals should be rewarded with higher enrollment priority and, for those who qualify, continued access to fee waivers.

Students should be encouraged to develop educational plans and goals, and provided the support to help them along the way – especially in assessing and re-assessing their goals through their educational journey. For some students, educational plans should be as focused as completing one or two courses required for employment advancement, while for other students, educational plans might articulate a multi-semester path toward a certificate, degree or transfer. Students who are not enrolled in courses or programs within the core missions or who are using community colleges' for pleasure should be required to pay a tuition fee that reflects the true cost of their courses.

***Recommendation 1: To meet the needs of students and the state, and make the best use of finite educational resources, California must make explicit that the primary goal of the California Community Colleges is to foster measurable student progress in three core areas of study: preparation for transfer to four-year institutions, career technical education and adult basic education. Other missions, while valuable, are secondary to these three.***

- ❑ All colleges should offer enrollment priority in academic and career technical education courses to:
  - ✓ Current students and new students, including recent high school graduates who demonstrate preparedness by completing matriculation components, including participating in orientation, taking a standardized statewide diagnostic assessment, and participating in counseling to develop an educational plan based on assessment results.
  - ✓ Returning students who demonstrate progress toward achieving their goals, including students who are transitioning from adult basic education programs into collegiate credit courses.
  - ✓ Students, including workers, who are returning to upgrade their career skills and who have developed an educational plan.
- ❑ All students should demonstrate a commitment to progressing toward and achieving their educational goals.
  - ✓ To encourage students to advance in their study plans, districts should cap the number of class credits that students can accrue at the standard tuition level, subject to Board of Governors approval. For credits exceeding that cap, students should pay fees that reflect the full cost of providing classes and forfeit their enrollment priority.
  - ✓ To continue to receive a fee waiver from the Board of Governors, students should be required to demonstrate satisfactory academic progress in the prior school term, for example by maintaining at least a 2.0 grade point average in courses in their educational

plans. Students should receive the Board of Governors fee waiver only for credits up to the district-set credit cap.

- ✓ Students who enroll in a community college course solely for enrichment purposes should pay a tuition fee that reflects the full cost of the course.

## ***Improving Governance***

The California Community Colleges operate within a governance structure designed decades ago that concentrated power at the local level, leaving the Board of Governors and Chancellor's Office little actual authority to create or drive system-wide priorities. The ability to set funding and policy goals, the authority to collect and distribute money, and the ability to address an individual college's unique problems lie largely outside of the current governance structure. The current decentralized structure of the community college system makes it difficult to prioritize overarching goals, implement system-wide initiatives, coordinate efforts or reward innovation.

Other states have begun to identify goals for their community college systems, and develop conditions for their colleges to help students progress toward their own goals. In California today, however, there is no clear venue for these conversations within the state's community college system.

The ability of the California Community Colleges to operate as a system is limited by:

- Statute governing the community colleges that sets the autonomy of districts as paramount, even though local control has eroded over time through various changes to the state Constitution and statutes. Still, every community college administration is answerable to its local board of trustees, which is answerable to community voters, and far less so to the Chancellor's Office, which lacks a mechanism to enforce policies.
- State mandate laws which constrain the ability of the Board of Governors and Chancellor to require local action; regulations often are drafted as permissive, rather than enforceable, actions.
- The structure and authority of the Chancellor's Office, which exists as a separate state department within the Governor's Administration, outside the community college system. The Chancellor's Office receives a state General Fund allocation separate from the community college system as a whole. Executive staff are gubernatorial appointments, not hired by the Chancellor.

- The regulatory environment in which the community colleges operate prescribes much of how they allocate state resources and constrains the ability of the local boards to make decisions about how to invest scarce dollars. Similarly, the Board of Governors and Chancellor lack the authority to make decisions about how money is allocated to the community colleges, and operate without a strong mechanism to tie system funding to system priorities.

Though the California Community Colleges have benefited from exceptional leadership, particularly in the current Chancellor, the system structure hinders the Chancellor's ability to lead the system. The community colleges need a leadership structure that allows system leaders to allocate money to direct action toward statewide goals and that can hold colleges accountable for results. The Commission heard from leaders within the community college system as well as policy experts outside the system who suggested that the California Community Colleges be relocated from the executive branch of the state government and made an independent entity, following the example of the California State University System. Such a transfer would create the governance structure that would allow the community college system to operate more as a system.

The Commission saw considerable value in the role of the local district boards to advocate and represent their communities and to ensure their community colleges meet local needs, as long as they are consistent with the policy and performance priorities of the Board of Governors and system Chancellor. The Commission also saw opportunities for the community colleges to capture greater efficiencies through greater coordination and integration among community college districts. With more formal alliances, the community colleges could benefit from regional economies of scale in terms of greater purchasing power, stronger influence, and the ability to share knowledge and resources, particularly where districts share common economies and goals, as well as faculty and students. Significant regulatory barriers, however, tend to discourage districts from formally consolidating.

To enhance their ability to address the Board of Governors and Chancellor's policy and performance priorities, community college districts should be given relief from rules and regulations that prescribe how they accomplish these goals. Most important is bolstering the ability of colleges to provide the support services necessary to help all students achieve, but that are especially necessary for the colleges to serve those who have few options for improving their individual circumstances. The Board of Governors currently has limited powers to grant community college districts waivers from certain statutory

requirements. Following the model of the authority enjoyed by the State Board of Education to oversee and enforce common policies across the state's school system, the state should expand the authority of the Board of Governors to waive statutory and regulatory requirements to allow community college districts greater flexibility in meeting the intent of the law.

***Recommendation 2: The California Community Colleges governance structure must be aligned to better support student success.***

- ❑ The state must strengthen the governance of the community college system by creating a stronger, more independent Chancellor's Office that is empowered to establish policy directives, create accountability metrics, monitor and oversee community college districts, hold community college districts accountable for results, and when necessary, intervene in community college district affairs.
  - ✓ The Chancellor's Office should be established as an independent state entity.
  - ✓ The Chancellor should be empowered to hire executive staff.
  - ✓ The Chancellor's Office should be empowered to establish system-wide priorities by creating financial incentives for the colleges to bolster student success.
- ❑ State policies should focus on a few broad goals for the community colleges.
  - ✓ The state must give community colleges greater flexibility in how they deploy resources to achieve district and system goals, while holding the colleges accountable for results.
  - ✓ To encourage greater regional orientation, cooperation and coordination among the California Community College districts, the Legislature should review and revise statutes and regulations that hinder such initiatives, and remove barriers for community college districts that can improve outcomes and create value through merger, consolidation or coordination.
  - ✓ The Legislature should grant the Board of Governors additional authority to establish an appeals process to temporarily exempt districts from statutory requirements, when state funding is reduced, in order to improve student success rates.

## ***Funding Success***

California's process for funding its community colleges is shaped not only by constitutional requirements, but formulas within formulas, set in part by statute that lawmakers regularly suspend. This leads to a lack of

transparency and year-to-year consistency, impeding the community college system's ability to make long-term budget plans based on a predictable funding stream. As the money is allocated directly to the districts, the Chancellor has few tools to create fiscal incentives to drive districts toward system-wide policy goals.

The Commission heard from community college representatives who said that the way the state splits the minimum funding guarantee between the state's schools and community colleges is out-of-date and has regularly put community colleges at a disadvantage in meeting increased demand during economic downturns, when more adults turn to the community colleges to retool job skills or learn new skills for better jobs.

California relies heavily on a formula to calculate annual appropriations for each district, largely based on the number and size of colleges and centers in the district, as well as the number and type of full-time equivalent students. The Board of Governors has a role at the front end of this process each year in developing a budget request for the Governor and Legislature, but lacks a say at the back end in determining how colleges allocate those resources.

Low tuition has been a good deal for students, provided that they can get the classes they need. The state's emphasis on open access without focus on student intent, together with the peculiarities of the way California funds its community colleges, create the incentive to enroll more students even as classes are eliminated. The goal of open access can end up competing with the goals of student success when fewer students get the classes they need to progress toward certificates, transfer or other life goals.

Nominally the leaders of the California Community Colleges, the Board of Governors and system Chancellor lack authority to set tuition and determine how money is allocated to the community colleges, and are not able to create fiscal incentives to drive community college performance. The Commission heard that California's profusion of rules and regulations governing the community colleges limits the ability of institutions to develop policies and practices that drive student success, such as hiring college counselors, part-time tutors or advisors who could help students develop educational plans and goals and assist students along the way.

Though California briefly experimented with measuring the performance of colleges in meeting specified student success markers, the effort was abandoned even as many other states moved ahead to establish outcomes-based funding strategies.

The Governor and Legislature need to re-examine the existing formula-driven policies to establish a richer, more variegated calculation for determining the annual rate of funding for the community colleges. The Commission recognizes that including additional measures in funding calculations has the potential to affect K-12 funding, but the overall funding determination should recognize California's stake in the success of both systems.

The state's policy of providing low community college tuition should be built into a long-term financial strategy for the community college system. Tuition increases should be predictable, incremental and part of a larger plan developed by the Board of Governors to improve student success in the California Community Colleges. In years when tuition is increased, the added increment should be allocated to the Chancellor's Office to determine how best to direct it within the community college system.

The current policy of tying base funding to student enrollment has been important for supporting broad access to the community colleges, but it has done little to ensure that state investment in the community colleges pays off for students or the state as a whole by encouraging practices that help students complete programs of study and achieve their educational goals.

Empowering the Board of Governors and Chancellor to lead the system according to a system-wide strategy is a first step. A portion of community college funding should be tied to student outcomes, giving the Chancellor a mechanism to reward colleges for helping students progress toward their educational goals. Colleges should be rewarded for increasing the number of students who progress toward and reach their educational goals. To mitigate unintended consequences, implementation should begin with willing community college districts before extending throughout the system.

In addition, the state must loosen existing regulations that restrict how community colleges can spend their limited dollars. The community colleges should be held accountable for outcomes, but given flexibility in achieving them. Consistent with the earlier recommendation, the Board of Governors should have more authority to grant waivers regarding how colleges spend their money, particularly in years of fiscal stress, to ensure that colleges have the ability to invest in those policies and practices that have been proven to improve student success.

***Recommendation 3: Funding for the community colleges must be predictable and appropriate to support student success and completion.***

- ❑ The state should amend the statutory funding formula for the community colleges to include additional measures to better align with the state's need for more community college graduates.
- ❑ The Board of Governors should establish a plan to determine when fee increases are warranted. The plan should include a process to increase student fees in a predictable and incremental manner, with adequate advance notice, while ensuring qualified students have access to financial aid.
  - ✓ Additional revenue generated from student fee increases should be allocated to the Chancellor's Office to support student success practices.

***Recommendation 4: Spending priorities for the community colleges must be aligned with the mission to help students succeed in achieving their academic goals.***

- ❑ A portion of state funding for the California Community Colleges should be used to incentivize identified student outcomes. The formula should:
  - ✓ Reward colleges that increase the number of students who pass certain milestones that have been shown to improve student success.
  - ✓ Provide incentives for student attainment of certain goals, such as completion of basic skills sequences or earning a certificate, credential or degree.
  - ✓ Include incentives to reward colleges for the number of certificates and degrees awarded in high-need industry and workforce areas, as identified by the Chancellor's Office.
  - ✓ Be weighted to address equity issues and ensure the colleges continue to serve disadvantaged populations.
  - ✓ Begin implementation of these concepts starting with willing community college districts to help the system identify and address unintended consequences.
- ❑ The state must grant community colleges additional flexibility in how they spend their money, particularly to allow colleges to devote more resources to counseling.

***Linking Basic Skills to Student Success***

As part of the state's open access mission, community colleges admit unprepared and underprepared students, offering them basic skills

classes that allow students the opportunity to address skill deficits in a given subject area and attempt to catch up, while taking other classes for which they are more adequately prepared to succeed. While many of these students need a year or less of remediation, others are much further behind. In addition to remedial education, these students often require support services, such as counseling and tutoring, and additional time to achieve their goals. All community colleges provide some for-credit basic skills programs designed to prepare students for college-level work. Only a few colleges, however, currently have robust noncredit basic skills programs to serve those who are the furthest behind and have the greatest educational needs.

The California Community Colleges share responsibility with the state's school districts for providing adult education. Neither system is exclusively responsible for adult education programs, creating little accountability for results. The community college system explicitly states that basic education is one of its key missions and, as many of these students go on to take more community college classes, the system has a direct stake in having these students do well.

Adult Schools operated by local K-12 school districts historically have provided the majority of adult education opportunities in the state, but an increasing number of school districts are sharply curtailing or eliminating their adult education programs. Granted greater flexibility over their use of categorical funds, school districts are shifting money previously earmarked for adult education to their K-12 programs. This in turn has resulted in more adult students turning to the community colleges to get the skills they need to achieve their goals.

Where to house adult education has been a topic of discussion for decades, both in good times and bad. As the state's capacity to deliver adult education shrinks, the state must again reconsider how it can accommodate California's long-standing need for basic skills education. The solution must ensure Californians have access to critical basic skills programs that create pathways for students to become more productive citizens, whether through learning English, job skills or pursuing further college-level education.

To best serve adult students in need of basic education to improve themselves and their prospects and to better prepare students in all parts of the state for success in college-level classes, California must consolidate responsibility for adult education programs into a single entity.

Based on examples in San Francisco and San Diego, where community college districts offer a full array of basic skills programs, some

community college leaders see an opportunity to increase these students' chances for success if colleges take a greater role in providing adult education and, for those students who are interested, preparing them for college-level work.

Following the lead of 32 other states, California should consolidate adult education programs under the community college system. Rather than invest new money into adult education, California should send previously allocated Adult School dollars to the community colleges, allowing the community colleges also to qualify for related federal funding.

To manage this larger responsibility, the community colleges should build up their noncredit and credit basic skills programs based on successful models already in place in several community college districts. Basic skills programs should coordinate with existing career technical education and job training programs to create accelerated paths and learning opportunities with real-life relevance so that students gain fundamental skills as they progress toward, and ultimately pursue, postsecondary training. Particularly in areas where Adult Schools have maintained strong programs for adult learners, community colleges should take advantage of existing expertise and capacity to create an integrated system.

Where possible, the community colleges should use satellite campuses and centers, as well as community college campuses, to provide opportunities for students to study in smaller, more individualized learning environments, in locations closer to students' homes, work sites and children's schools.

***Recommendation 5: The California Community College system should administer all of the state's adult basic education programs, and the state should shift responsibility and funding for Adult Education to the community colleges.***

- ❑ Using the successes in several community college districts, including San Diego and San Francisco, the community colleges should offer adult basic education programs and provide clear and accessible pathways for students to transfer into community college credit academic and career technical education programs.
- ❑ The state should increase the funding allocated to the California Community Colleges to reflect this additional responsibility. The amount of the increase should be proportional and equitable to the amount the state currently earmarks for Adult Schools in K-12 school districts. The community colleges should be required to use this new money to support adult basic education programs.

