



## FY 18-19 Legislative Talking Points

In the coming weeks leading up to Leg Day at the Capitol and in preparation for your visits locally with your elected officials, we urge you to familiarize yourself with the following key talking points related to legislation and the Governor's FY 18-19 Budget proposal and the proposed refinements we are pushing for in this budget cycle. This time is a great time to ensure all members are properly educated as we move through the legislative budget process and ultimately to a vote of the full Legislature in June.

### Key Issues

- Current funding at \$500M under AEBG is not sufficient to meet the need and address increasing costs
- Currently the AEBG framework only accounts for literacy and career progress, but does not include metrics to account for immigrant students' integration into their community
- "Grant" in Adult Education Block Grant is leading some stakeholders and business officials to continue to view it as short-term, limited funding hindering the K-12 adult school stability that we fought so hard for in the past few budget cycles

The focus of your meetings should be as follows:

1. Educate them on who you are (K12 Adult School) and how you contribute to their district and constituents. Describe how your programs help adults access career pathways, gain literacy, and support immigrants integrating in your community.
2. Provide brief history and share your experience on funding and regional planning for K-12 adult education as it applies to your adult school – prior to flexibility, post flexibility, under AEBG – sharing positives and challenges
3. Cover the key talking points outlined below.

### "Talking Points"

1. We believe the AEBG consortia work, collaboration and coordination is providing beneficial strides forward for adult education in California. Regional consortia planning based on need should continue to inform and drive funding through the AEBG.
2. We support increased funding and the establishment of an ongoing COLA for adult education under the Adult Education Block Grant (AEBG)
  - We appreciate the Governor's inclusion of a COLA for adult education in his January budget proposal; this will help (but not fully) address ongoing cost increases associated with pension, salary and general cost increases
  - While the COLA is incredibly helpful, it isn't sufficient to cover all cost increases much less expand access and capacity to serve the unmet need across the state

- ***ASK: in addition to the establishment of a COLA for adult education as proposed in the Governor's FY 18-19 budget, it should be paired with an infusion of \$110 million to grow access and capacity to those who need it the most.***
  - o AEBG funding is the only funding the K-12 adult school system has available to it to deliver programs and cover cost increases
  - o Without a COLA ***and*** an increase in funding to help cover cost increases and expand access, K12 adult schools' access will remain stagnant at a time when the needs for programs like citizenship and ESL for our immigrant students, short term career training for displaced workers, adult basic skills for formerly incarcerated individuals, and more are desperately needed
  
- 3. While AEBG's inclusion of literacy and career progress as specific outcomes sought from programs delivered by members, the current statute and overall AEBG framework do not explicitly provide for immigrant integration metrics relative to demonstrating outcomes and accountability for student success.
  - Serving immigrant adults in need of English language skills have been at the core of the K12 adult education mission since its inception. They come to adult schools to develop literacy, and in doing so, gain cultural competency and literacy more broadly defined as health, financial, digital literacy, parenting and family literacy, and civic engagement, all also critical to successful transition to college and careers.
  - We are concerned that immigrant students who may not yet have the skills to demonstrate outcomes on the current statutory spectrum that focuses solely on literacy and career progress will be left behind as AEBG entities seek to focus on programming for those students for which clear outcomes and progress can be measured and for which funding may eventually be prioritized.
  
  - ***ASK: Using the Alliance for Language Learners' Integration, Education and Success (ALLIES) Framework, amend the AEBG statute to explicitly reference and include "immigrant integration metrics" under AEBG.***
  
- 4. Perception regarding the term "grant" in Adult Education Block Grant is proving to be problematic as stakeholders perceive the term "grant" to be tied to short-term funding versus the long-term commitment DOF has said is intended. It is difficult for K12 stakeholders, in particular, to conduct long-term planning and hiring without the ability to hire full time staff who are committed to a long-term view of K12 based adult education.
  - ***ASK: The term "grant" should be revised in statute to ensure consistency in applicability and treatment of the programs and funding as sustainable.***
    - o Some workable alternatives may include:
      - Adult Education Block ***Allocation***
      - Adult Education Block ***Funding***
      - Adult Education Block ***Apportionment***

*\*\*If any issues or questions arise, please direct elected officials and staff to follow up with Dawn Koepke with McHugh, Koepke & Associates at (916) 930-1993. Thank you!*