

CAEP Hours and Expenditures Report

Executive Summary

In response to the requirements of the 2018-2019 AEBG budget bill, the Adult Education Program Office implemented a procedure to collect data on expenditures and hours of instruction by program category from each of the seventy-one California's Adult Education Program (CAEP) consortia and their member providers. This report describes the results of this data collection process and includes a quantitative analysis of the data and a qualitative analysis based on interviews with a sample of consortia staff, prepared by the Center for Law and Social Policy (CLASP).

The report includes a recommendation about use of the data from the first round of reporting, as well as recommendations for improvements to the data collection process for subsequent rounds, for consideration by the legislature, the Adult Education Program Office and local CAEP consortia:

First, we recommend that the quantitative data not be used for resource allocation or assessment of member efficiency at this point. While the report describes the summary results for the CAEP expenditures and hours report, there are too many questions about the accuracy and completeness of the detailed information gathered from the members, including missing data, extreme values, and wide variation in procedures for data collection. Therefore, the first data collection round should be viewed as a learning experience, informing the action steps that the Adult Education Program Office will take to improve next year's reporting. The concerns about data quality from the first round are described in the Quantitative Analysis and Qualitative Analysis sections of the report.

Second, once essential policy questions about the reporting have been addressed, and certain basic consistency checks enforced in the data collection/ certification process, the data will be able to be used for consortia level resource allocation and member efficiency purposes. The recommended policy guidance changes and technical changes to the report process are described in the Recommendations section of the report.

Third, the Adult Education Program Office should continue to work with consortia and members to gather input to make further improvements in policy and procedure in relation to the reporting process and use of the data. CAEP administrators are eager to balance consortium goals with spending and have expressed interest in using the Hours & Expenditure report as a decision-making tool. The improvements outlined in this report will set the stage for improved data quality and broader utility of the expenditure and hours of instruction data with subsequent rounds of data collection.

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Background

A new kind of data collection: In 2013-14, AB 86 established a cross-system consortia-based regional planning process for California's Adult Education Program (CAEP). In 2015, AB 104 defined seven "program areas" and established a funding formula to regions based on population characteristics. The original \$500,000,000 investment received a cost-of-living adjustment in 2018-2019 along with a budget reporting requirement. The 2018-2019 budget bill language included a new data collection requirement focused on improving the information about the return on investment for each of the programs. This bill required "...information from adult schools on the total hours of instruction provided to students and total expenditures in 2017-18, disaggregated by programs."

To gather this information, the Adult Education Program Office took the following actions:

- Applied the data collection to all adult education providers in CAEP consortia, including Adult Schools, County Offices of Education, Regional Occupational Centers/Program, Community Colleges, and other providers;
- Applied the data collection request to each of the seven program areas detailed in Education Code 84913;
- Requested data on hours of supportive services in addition to instructional hours;
- Defined "total expenditures" to include not only the state CAEP investment but also the Section 84916 leveraged funds, including: Adults in corrections; WIOA title II, Perkins CTE, Local Control Funding Formula (LCFF), CalWORKS state funds for remedial education and job training, and Community College apportionment. Providers were asked to report fees and in-kind funds as well;
- Contracted for the development of a survey through product OPS that would collect the data from all providers;
- Released a memo to all grantees detailing the Budget Bill Requirements 17-18 Data Request¹;
- Hosted two webinars to detail the request and demonstrate the collection tool developed by product OPS and established a Google Group² for technical assistance and peer-to-peer discussion.

On March 1, 2019 the data collection closed with 68 of 71 consortia responding.

Conducting an analysis of the results: Adult Education Program Office contracted with the Center for Law and Social Policy (CLASP) to analyze the quantitative data set and provide a qualitative analysis of the implementation of the data collection through stakeholder interviews. For the quantitative analysis, CLASP prepared a data set from the raw data and examined the data to shed light on: 1) the extent of leveraged funding of various types and the amount and types of instruction being provided in each program category, and 2) data quality, especially the utility of the data for resource allocation and assessment of member efficiency. For the qualitative complement, CLASP interviewed sixteen CAEP administrators to gather information about: 1) their understanding of the purpose of the data collection, 2) the process they used to collect the requested data, including estimation approaches, and 3) their perception of the completeness and accuracy of the data they reported.

The results of each of these two components of the CLASP analysis are discussed below.

¹ <https://caladulthood.org/Administrators/22>

² <https://caladulthood.org/DownloadFile/687>

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Results of the Quantitative Analysis

Hours of instruction by program area: The analysis addresses two questions: 1) what programs have the greatest number of hours, and 2) how is this different across different types of providers (Adult Schools vs Community Colleges; Others)?

Figure 1 below shows the percentage distributions of hour of instruction by program area. Most of the instructional hours fall into one of three categories: ESL/EL Civics, Short-Term CTE, and ABE/ASE.

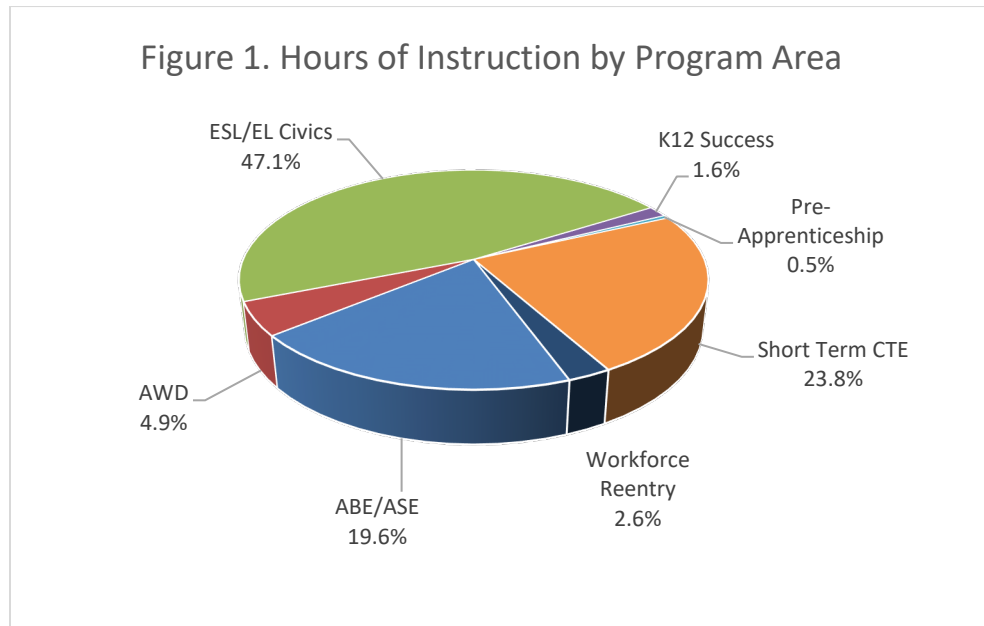
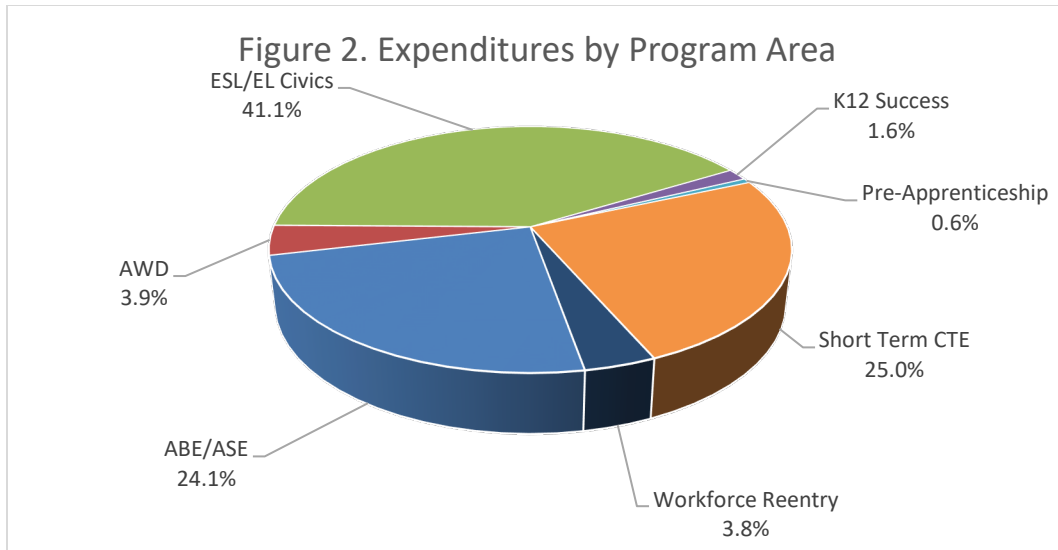


Table 1 shows the totals and percentages of hours of instruction and expenditures by program area and provider type.

Operational cost by program area: The part of the analysis addressed the following questions: 1) what program categories have the greatest expenditure, and 2) how does this differ by provider type?

Figure 2 shows the percentage distribution of expenditures by program area.

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As was the case for hours of instruction, most of the expenditures also fall into one of three categories: ESL/EL Civics, Short-Term CTE, and ABE/ASE. The distribution of expenditures across program categories is very similar to the HOI distribution. This is what would be expected if these two different reporting elements were capturing hours of instruction and leveraged funds consistently from the members.

The [Appendix](#) includes three tables that provide a more detailed view of the expenditure reporting results. [Table 2](#) provides expenditures for all members. [Table 3](#) provides expenditure data for K-12 members, and [Table 4](#) provides expenditure data for community colleges.

Data quality issues: Is it reasonable to compute a cost per hour result for each of the program areas? Can the data reasonably be used for resource allocation discussions and member effectiveness discussions? If not, why not, and how would the data need to change to be able to use it that way?

There are several types of data quality issues that could limit the ability to use the data for either resource allocation or assessment of member efficiency. Having too many missing values, or zero entries that shouldn't be zero, could reflect understating total expenditures or total hours of instruction. Having too many extreme values, including very low or very high expenditures or hours, could be a symptom of report entries that are not reflective of what is happening with the member. In addition, too much year to year variation in leveraged funds or hours of instruction would be another symptom that the report entries may not be reflective of actual results (this cannot be assessed until we have two or three years of data in the series to review).

To shed light on these questions, the quantitative analysis examined the presence of missing and extreme values, as well as the relationships between reported data elements.

Relationships among reported data elements: Separate from the existence of missing or extreme values (discussed below) which compromise the utility of any cost per data, we can look at whether the underlying values that are used to create a cost per value (hours of instruction and expenditures) seem to be related to each other in a predictable manner. Do members with high reported hours of instruction also have high reported expenditures, and do those with low reported hours have low expenditures?

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Table 1. Hours of Instruction and Expenditures by Program Area and Provider Type								
Provider Type	Program Area							
	ABE/ASE	AWD	ESL/EI Civics	K12 Success	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	Grand Total
	Hours of Instruction							
Community College	2,603,971	1,336,348	10,309,920	263,506	17,924	2,835,414	219,531	17,586,614
K12 School District	9,641,953	1,770,925	19,642,354	777,751	274,641	11,728,329	1,396,245	45,232,198
Other	358,196	65,213	363,971	6,778	0	774,225	40,165	1,608,548
Grand Total	12,604,120	3,172,486	30,316,245	1,048,035	292,565	15,337,968	1,655,941	64,427,360
Column Percentages	19.6%	4.9%	47.1%	1.6%	0.5%	23.8%	2.6%	100.0%
	Expenditures							
Community College	39,227,896	7,254,267	106,062,157	1,965,542	1,104,162	26,443,800	6,591,359	188,649,183
K12 School District	147,685,064	21,992,610	224,571,730	10,408,305	3,735,421	164,876,481	21,161,270	594,430,881
Other	9,709,307	2,634,440	4,677,562	320,763	9,683	12,883,465	3,077,152	33,312,372
Grand Total	196,622,267	31,881,317	335,311,449	12,694,610	4,849,266	204,203,746	30,829,781	816,392,436
Column Percentages	24.1%	3.9%	41.1%	1.6%	0.6%	25.0%	3.8%	100.0%

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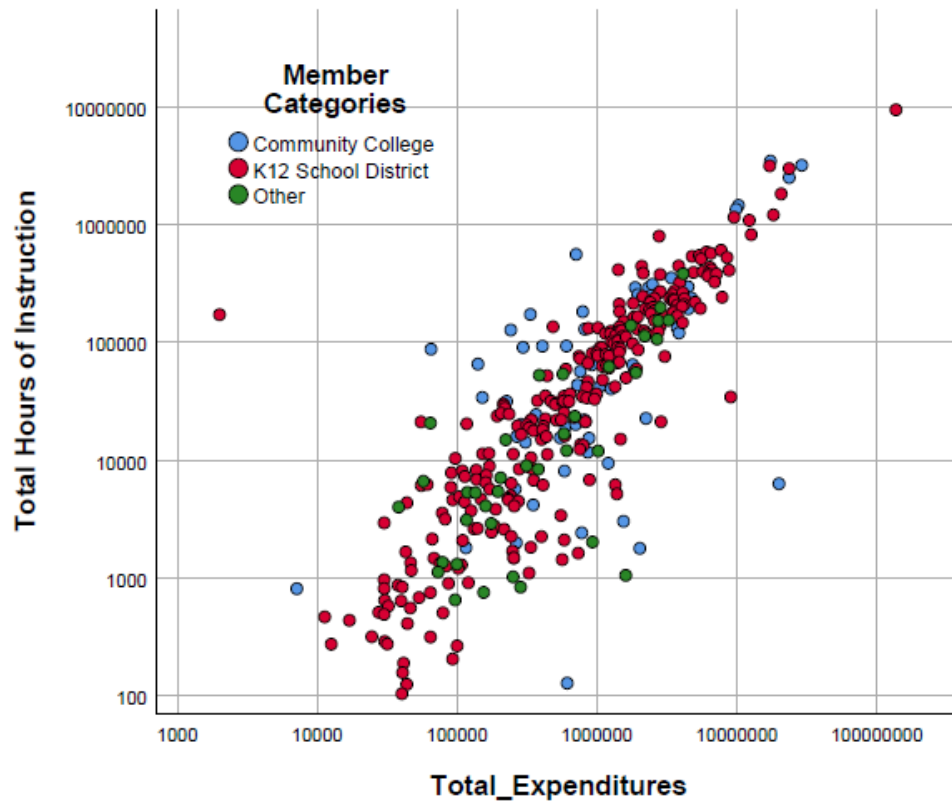
Figure 3 plots total hours of instruction and total expenditures for each member on a log scale. This plot suggests that the relationship between expenditures and hours of instruction is close for K-12, and not as close for Community Colleges. The reasons for this are unknown but may have to do with the wider range of fund sources used by Community Colleges, or perhaps the wider range of interpretations of the reporting requirement itself, either of which could have resulting in greater variation on the expense side of the ledger.

If cost per values as calculated from the reported data are reflective of actual differences in unit costs among members, we might expect to see evidence in the data of economies of scale; i.e., larger members with much higher participant volume would show lower unit costs than smaller members with low participant volume, all other factors being equal (which of course they are not). If the cost per values are not well-related to actual costs, we might expect to see a more random pattern.

Closer analysis of these data by provider type suggests that in the case of K-12 providers, the cost per data do seem to be related to the overall size of the provider as measured by total expenditures: higher expending providers have lower unit costs, and lower expending providers have higher unit costs. This is what one would expect to see if these values were measuring something about actual unit costs. For Community Colleges, however, the relationship between unit cost and expenditures does not seem to fall into any pattern, which is what would be expected given the data shown in Figure 3.

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Figure 3. Scatter of Total Hours of Instruction by Total Expenditures



Extreme values: The summary hours and expenditure data were used to calculate cost per values by program category and the three provider types. At an overall summary level, these values are reasonably consistent across provider types and program categories. The few outliers are in cells where the expenditures or hours were very low. However, the analysis of the unit cost data also revealed wide variation in unit costs among providers. These unit costs ranged from less than a dollar per hour to several thousand dollars per hour. Even among K-12 providers, six percent of members had unit costs of under \$ 7.81 per hour and nine percent of members had costs of over \$129.00 per hour. Until subsequent reporting provides further information, we are assuming that these extreme values are the result of inconsistent expenditure and hour reporting, rather than indicators of actual unit costs. This will become clearer over time.

Missing and unreasonably low values: In order to examine these data quality issues, we reviewed the entries for missing or zero values, or very low values. Thirty-one members reported total expenditures of less than \$50,000. Thirty-three members reported zero hours of instruction. Another 35 members had less than 1,000 hours of instruction.

There were several data elements in the reporting request for which at least half of the members reported data. These variables include hours of instruction and leveraged funds for the ABE/ASE, ESL/EL

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Civics, and Short-term CTE program categories; and leveraged funds for the AEBG, Non-credit for Community Colleges and WIOA Title II for K12.

However, given the extremely high percentages of zero values in many of the fund type categories, it is reasonable to question whether the request for members to allocate their activity across the sixteen fund categories was fully complied with by most members. In order to examine this question, information on the total statewide availability of funds for 2018 was obtained for those fund types for which this information is known. Among the six fund types for which availability is known, the report captured expenditures for a high percent of the funds for three: AEBG, Non-credit, and WIOA Title II. A fourth fund (K12 Adult Ed Jail Funds) reported spending in the mid-range of availability, with some key members missing from the data.

For the other eleven funds, information on total fund availability is unknown. Until this is better understood, fund type expenditure information for these fund types should be used with caution.

Given the wide ranges in the computed cost per results, and the number of extreme values, coupled with the fact that large numbers of members had zero entries for most report elements, we urge caution in using any unit cost information that could be produced from this dataset. While the data from the K-12 members is very smoothly distributed across the range of entries and seems reasonably well-related to the overall expenditure levels for the members, the large range suggests that many of these values may reflect limitations in the underlying cost or hours reporting.

Results of the Qualitative Analysis

How consortia approached the report request: In consortia with on-going cross-member accountability discussions, members approached this reporting request by creating shared protocols and actively discussing questions and concerns throughout the reporting process. Other consortia approached the process in a much less structured manner, allowing members to "...report in a way that makes sense to you."

Consortia initially viewed the report with little concern, but once discrepancies between data systems became evident, there was a lot of frustration with the data request. As one stakeholder commented: "In reality, in K12 none of our systems are set up to collect information in the way the information is being requested."

Data quality concerns identified in the qualitative analysis: Several issues were identified in the interviews with consortia leads, including concerns regarding total hours of instruction by program area, reporting supportive service hours, reporting operational costs by program area, fee reporting, and in-kind expenditure reporting.

Collecting total hours of instruction by program area: Reporting on total hours of instruction by CAEP program area was, for most stakeholders interviewed, "totally new and the most frustrating part of the whole process." Participants used a variety of attendance systems to pull data on hours of instruction. These included, but were not limited to, TopsPro Enterprise (TE), ASAP, and the Community College MIS system.

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The majority of CAEP providers are WIOA title II providers and have a structure for reporting the federally defined categories of Adult Basic Education, Adult Secondary Education, and English Language Acquisition. However, the seven CAEP program areas are a mix of both population characteristics—like workforce reentry for “older individuals”—and program models like CTE. Therefore, the categories are not mutually exclusive with respect to the instruction being provided. This compromised the ability to collect accurate data on hours of instruction by these program categories. Additionally, instructional hours for courses that integrated more than one program area (e.g., Integrated Education and Training that combines ABE/ASE/ESL with CTE) were either reported in one category or manually allocated across the related program categories.

While PY 2017-2018 required all CAEP providers to use TE, some colleges did not use it or did not believe it had the most complete data. As a result, most colleges used their MIS systems to report instructional hours. Even some agencies that used TE as their main source of federal accountability reporting chose to report hours from their other attendance systems, such as ASAP, because the "TE hours were way too low." In addition to not always trusting how data was reported out of their various attendance and accountability data systems, people wanted more clarity on what constitutes an HOUR of reported attendance (e.g., 50 minutes? Any portion of that time?).

Reporting supportive services hours: Although CAEP providers felt that it is critically important to understand not only what services are offered but how to track them, consortia found it particularly problematic to report these service hours. Some providers have created a "course" in their data system for collecting non-instructional support services such as orientation, assessment, and counseling. Other providers had collected data on the number of counseling interactions but did not have hours connected to those incidents. As a result of these and other issues, there may have been substantial under-reporting of services by some providers. There was also widespread confusion on the definition for supportive services and a desire to have clear definitions of the services and the way to collect data on these service hours.

Reporting operational costs by program area: Operational costs by program area were calculated in a variety of ways. Most CAEP administrators felt they used their “best judgement” but that they could have used any number of calculations and come out with different figures.

WIOA title II providers felt "very solid" in their calculations of the federal defined program areas (ABE, ASE, ELA) because of the mandated year-end submittal to the state to show Maintenance of Effort of state to federal funds. Beyond those program areas, some administrators essentially created a formula to proportionately distribute program costs based on number of students enrolled by program.

Some colleges that had created sophisticated accounting practices were able to quickly download this information, adjust some of the outlier areas, like workforce readiness, and report the data. Colleges that had not already created program-level budgets had difficulty in breaking down costs of non-credit apportionment across the program areas.

Reporting fee expenditures: CAEP administrators from all types of providers took very different approaches to reporting fees expenditures, and most members did not report these expenditures. In CAEP, tuition is allowable only for CTE at Adult Schools, and decisions on tuition are made at the principal level after considering their own costs and comparing their fees to competitors' costs. Community Colleges recognize that there are costs to their students, such as uniforms and license exam

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fees, but these are not generally collected by the institution, and were not reported, nor were Community College parking and registration fees.

Reporting in-kind expenditures: In-kind reporting varied drastically from member to member and consortia to consortia. For some consortia, this section of the report felt especially valuable as it "drew our attention to how many partners we have and how many services we share..." For other CAEP providers, without a clear definition for in-kind funds and a consortia-wide agreement on the process for identifying these expenditures, they were not comfortable reporting expenditures of this kind of revenue.

Consortia assessment of data accuracy: CLASP asked interviewees "How certain do you feel that you submitted accurate or best-estimated data?" Most practitioners answered with a percentage, ranging from 70% confident to 90% confident. Everyone interviewed agreed that this report reflected the best-estimated data they could produce from the systems available to them in the timeframe allowed.

Nearly all interviewees expressed hope that a report done next year would be even more reliable and even if the data quality remains the same, that there would be value in a report showing a trend over a course of the next several years, especially to draw a line between funds available and the services that are able to be provided with a fixed amount of funds.

Perceived purpose and value: Many stakeholders interpreted the legislature's request as an accountability activity tied to levels of funding: "We need to show that we can be held accountable and we are *doing* something with the monies that we get," one interviewee said. While stakeholders viewed the reporting *purpose* as tied to state-level accountability or funding advocacy, the perceived *value* of the exercise was viewed as being much more about consortia-level decision making. Several leads saw the report request as an opportunity to bring data to difficult resource allocation discussions and valued the report exercise as an opportunity to bring these discussions of funding and program delivery together. Data-minded practitioners appreciated having a regional snapshot to look at comparable districts, their resources, and how they are using them. On the other hand, not all stakeholders saw value in the reporting process, and some felt that the human resources needed to complete this report far exceeded the value of the data reported.

Multiple administrators expressed hope that this information can help CAEP move beyond the pay point model: "Coming out of pay point allocations, budgets happened automatically. Now we can ask questions without people getting offended." And similarly: "Let's not fall back on the old way of looking at contact hours for funding, but some way to account for what's happening."

Recommendations

First, we recommend that the quantitative data produced for the first round of the CAEP expenditures and hours report not be used for resource allocation or assessment of member efficiency. Most members responded as well as they could to the data collection request and provided substantial new information about hours of instruction and leveraged funds, and the data they provided suggest that hours and expenditures are correlated across CAEP programs. However, there are too many questions about the accuracy and completeness of the information, including missing data, extreme values, and wide variation in procedures for data collection. The first round should be viewed as a learning

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experience, informing the action steps that the Adult Education Program Office will take to improve next year's reporting.

Second, essential policy questions must be addressed, and basic consistency checks should be enforced in the data collection/certification process. Once these are done, the data will be able to be used for consortia level resource allocation and member efficiency purposes. The essential policy guidance needs are described under the Policy and Guidance Clarifications section below, and the consistency checks are described under the Technical Changes section.

Third, the Adult Education Program Office should continue to work with consortia and members to gather input to make further improvements in policy and procedure in relation to the reporting process and use of the data.

Policy and Guidance Clarifications

To improve the validity and usability of this report, CAEP administrators will need guidance from CCCC and CDE. CAEP administrators expended tremendous resources to complete this report. It is imperative that the CAEP Office message the value and challenge in the current reporting, establish guidance to improve data validity, and establish structured guidance on uses of a reliable data report on hours and expenditures.

Provide training: First and foremost, CAEP administrators seek to understand the rationale for the report. While that necessitates state agencies having to interpret the legislative reasoning, a state agency interpretation would be welcome for local administrators and help administrators clearly message to their members and the many institutional staff who were called on to provide time and expertise to this reporting process. Administrators called for hands-on training, perhaps as part of the fall CAEP Summit, and documented protocols that can be used by current and future CAEP local staff.

Clarify program categories vs. population characteristics: The legislative requirement to disaggregate instructional hours by the seven program areas identified in Education Code Sec 84913(a) meant that from the start the program type versus population descriptor would tend to confuse the data.

Some of the seven program areas identified in Education Code Sec 84913(a) are subsets of CTE (e.g., pre-apprenticeship is a form of CTE, workforce preparation programs are forms of CTE). Other CAEP courses are aggregations of CAEP "programs," (e.g., Integrated Education and Training courses that include ABE/ASE or ESL plus workforce preparation plus CTE) these courses had to consciously uncouple these components in order to associated course hours with the appropriate program category.

For the 2018 – 2019 expenditures and hours report, CAEP will limit the reportable program categories to the following five areas: ABE/ASE, ESL, CTE, AWD and K-12 Success. The CTE category will be defined to include Pre-Apprenticeship, Workforce Reentry, and Short-term Vocational Training.

The Adult Education Program Office will also explore further guidance on the primary course models, mirroring WIOA title II when possible, and secondary characteristics, and will ask data system providers to define protocols to tag those models and characteristics within data systems used with CAEP. Hours tracking systems and their procedures need to be properly integrated with participant characteristics and program flags so that hours of instruction can be associated with the correct program categories.

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Clarify reporting requirements for instructional hours: The Adult Education Program Office should work with a practitioner team to clarify the reporting requirements for instructional hours. A definition of instructional hour will be developed, along with guidance on the appropriate attendance systems that members should use to document instructional hours. In addition, a definition of support services will be developed, and the requirements for support service tracking will be clarified. To properly interpret the meaning of any unit cost information, providers, consortia leaders, the Adult Education Program Office, and the legislature must understand the extent to which services are being provided. At the consortia level, a support service hours report could help facilitate valuable discussions on who is receiving services and if/how services benefit student access and completion.

Clarify reporting requirements for expenditures: Rather than apply the expenditure reporting requirement to the full set of sixteen fund types used in the first round of reporting, the Adult Education Program Office will require members to identify expenditures for the following nine fund types: CAEP(AEBG), WIOA Title II, Non-credit Apportionment, CalWorks, Perkins, LCFF, K12 Adult Ed Jail Funds, Fees and In-Kind. The remaining fund types will be eliminated or made optional: Contracted Services, Community College Support Services, Donations, WIOA Title I/ITAs, Other Federal Grants, Other State Grants and Strong Workforce.

Coupled with the changes in program category reporting described above, this change will reduce the total number of reportable data elements for fiscal reporting from 112 in the round one report to 45 data elements in the subsequent reports.

The Adult Education Program Office will also work with the practitioner team to clarify reporting requirements for in-kind contributions and fee revenue. To the extent possible, the definitions for these will be aligned with the existing requirements for Title II fiscal reporting.

Fund Data Infrastructure

This report has reaffirmed the need for the state to fund and support accountability in CAEP. While the legislature provided \$25m in data and accountability funding to the state for AEBG in 2015, the funds were later appropriated to consortia to support a variety of data collection and reporting systems. There is simply no way around it. If policymakers want a uniform set of data from the AEBG investment, one accountability system will need to be mandated and supported. Short of such a mandate, much more policy and technical support is needed to make the variety of attendance and reporting systems share common collection and reporting structures. There is no one system that currently provides all that CAEP providers need.

Additionally, policymakers need to consider the lack of staff supporting the state investment in adult education. Legislators have correctly swapped out the term “block grant” from this investment which comes with well-defined ‘uses of funds,’ but the state has not yet invested in a state structure to manage a \$525 million annual investment and the complex, cross system reporting that can reveal its impact.

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Technical Changes

The Adult Education Program Office will work with Product Ops and the practitioners to develop some basic edit checks on reporting of expenditures and hours to improve the completeness and accuracy of the information. These could include, for example, a requirement to have expenditures in a program category in order to have reportable hours, or a requirement to include expenditures for fund sources that are known to exist for a member. Since these changes to the reporting system will require programming, they will most likely not be completed in time for the upcoming report cycle. However, they will be implemented as soon as possible. In the interim, guidance to the members will provide advance notice of these basic quality control checks, so those preparing the hours and expenditure reports can be aware of these requirements.

While it is not feasible for the Adult Education Program Office to impose a specific procedure for allocating instructional hours or expenditures across program categories when several programs benefit from a given activity. The office will work with members to gather more complete information about how members are performing these allocations. This information would both help the office understand more about the variety of systems and processes being used in reporting and, more importantly, give consortia important information for understanding their member reporting.

Develop Strategies for Broader Use

The Field Team process should also be used to define strategies for using the Hours & Expenditures Report to inform consortia level resource allocation and program design strategies. As the next 3-year planning cycle moves forward, CAEP administrators are eager to balance consortium goals with spending and have expressed interest in using the Hours & Expenditure report as a decision-making tool. Again, there is great talent among CAEP administrators to develop strategies that the state could then promote via planning guidance. This Hours and Expenditure Report is an opportunity to embed the exercise of using data to ask: is our funding effectively supporting our goals? To put this in practice, members will need to share definitions and protocols, and have some guidance from the Adult Education Program Office to encourage this type of strategic thinking.

Finally, Hours and Expenditures will need to be weighed against outcomes. CAEP leaders should consider a way to connect the *End-of-Year Report on Implementation and Effectiveness of the Adult Education Block Grant Program Year³* report to the CAEP Hours & Expenditure Report. For instance, what does a comparison of the 'unduplicated enrollment by program area' in the end-of-year report to the hours in each program area captured in this data reveal about average number of hours in each program type? Or how do "Student Progress and Education Outcomes" correlate to expenditures? And if the end-of-year report continues to show that Community Colleges receive eleven percent of CAEP funds, are they also providing eleven percent of CAEP hours? These are just some examples of the kinds of questions that could be answered once reliable data on program expenditures and hours of instruction become available.

The new data collection process implemented in response to the 2018-2019 AEBG budget bill has provided important insights into the scope of the California Adult Education system. If locally leveraged funds are included, over \$800 million was spent on behalf of adult education students, who received over 64 million hours of instruction. The hours and expenditure data now being collected has great

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potential to inform resource allocation decisions at the state and local levels and could also help regional consortia continuously improve program delivery for adult students. The new data needs to improve, and it will as the recommendations outlined in this report are implemented. Providing a clearer sense of how the data can be used will certainly help. Ultimately, CAEP is simply trying to answer the central question: how is CAEP changing lives and communities?

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Appendix: 2018 Expenditure Tables

The following tables present the results of the expenditure reporting for 2018 summarized by fund type and program category. Table 2 provides expenditures for all members. Table 3 provides expenditure data for K-12 members, and Table 4 provides expenditure data for community colleges. The sum of Tables 3 and 4 do not equal the Table 2 values, because there are member types (County Offices of Education, Joint Powers Associations/Authorities, Regional Occupational Centers/Programs, and Others) included in the Table 2 values but not included in either Table 3 or 4.

Table 2. Expenditures by Fund Type and Program Category: All Members								
Fund Type:	Program Category:							Grand Total
	ABE/ASE	AWD	ESL/ EL Civics	K12 Success	Pre- Apprentice ship	Short Term CTE	Workforce Reentry	
AEBG	130,325,280	17,872,365	189,332,195	7,643,038	2,766,646	130,628,862	11,915,368	490,483,754
CalWORKs	2,942,579	36,860	3,624,566	69,675	36,142	2,412,806	1,522,847	10,645,475
Comm. College Supportive Services	704,329	88,155	3,013,447	0	142,547	578,479	243,884	4,770,841
Contracted Services	3,079,094	5,206,242	1,982,768	408,750	246,487	6,011,872	2,004,163	18,939,376
Donations	61,638	225,601	135,016	351,488	23,554	157,010	108,331	1,062,638
Fees	3,671,129	467,582	4,055,890	1,228,540	97,330	23,774,663	732,115	34,027,249
In-kind Contributions	8,133,794	950,991	10,808,745	777,315	191,449	7,376,765	7,697,050	35,936,109
K12 Adult Ed Jail Funds	2,872,908	121,605	180,583	307,966	0	2,934,154	540,431	6,957,647
LCFF	5,484,066	1,968,517	4,178,991	644,300	200,385	3,924,390	128,163	16,528,812
NonCredit	16,924,437	4,324,077	61,745,877	974,377	73,996	12,005,223	1,946,706	97,994,693
Other Federal Grants	469,835	0	1,432,661	80,000	2,562	3,393,043	83,707	5,461,808
Other State Grants	3,364,282	462,454	5,692,138	186,691	811,136	4,016,261	195,638	14,728,600
Perkins	27,349	30,160	155,994	0	22,705	4,876,950	404,490	5,517,648
Strong Workforce Program	55,508	0	95,394	10,000	194,979	675,941	68,094	1,099,916
WIOA I / ITAs	56,661	18,500	48,793	0	0	531,240	1,696,782	2,351,976
WIOA II	18,449,378	108,208	48,828,391	12,470	39,348	906,087	1,542,012	69,885,894
Grand Total	196,622,267	31,881,317	335,311,449	12,694,610	4,849,266	204,203,746	30,829,781	816,392,436

CAEP Hours and Expenditures Report

Table 3. Expenditures by Fund Type and Program Category: K-12 Members								
Fund Type:	Program Category:							
	ABE/ASE	AWD	ESL/EL Civics	K12 Success	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	Grand Total
AEBG	110,092,418	15,135,599	164,567,698	6,861,319	2,301,814	119,262,916	9,042,657	427,264,421
CalWORKs	2,190,632	35,228	2,132,833	65,977	35,149	2,090,292	146,486	6,696,597
Comm. College Supportive Services	9,213	0	0	0	87,006	0	0	96,219
Contracted Services	1,706,497	3,232,404	266,706	388,939	167,487	4,653,605	848,225	11,263,863
Donations	48,192	225,601	106,532	9,626	1,715	36,499	2,191	430,356
Fees	3,197,187	445,390	3,582,599	1,228,540	97,330	21,838,050	726,839	31,115,935
In-kind Contributions	6,761,860	538,609	8,138,554	742,782	177,970	3,553,193	7,591,489	27,504,457
K12 Adult Ed Jail Funds	1,667,605	121,605	17,316	307,966	0	2,774,821	532,921	5,422,234
LCFF	3,997,014	1,949,345	4,147,857	626,300	200,385	2,424,342	77,209	13,422,452
NonCredit	7,066	1,896	55,188	0	0	102,473	27,098	193,721
Other Federal Grants	411,822	0	1,432,661	80,000	2,562	1,875,697	83,707	3,886,449
Other State Grants	1,588,705	198,725	3,403,464	84,386	627,893	1,781,170	53,827	7,738,170
Perkins	17,954	0	123,012	0	743	3,601,345	53,613	3,796,667
WIOA I / ITAs	40,000	0	0	0	0	146,795	541,010	727,805
WIOA II	15,948,899	108,208	36,597,310	12,470	35,367	735,283	1,433,998	54,871,535
Grand Total	147,685,064	21,992,610	224,571,730	10,408,305	3,735,421	164,876,481	21,161,270	594,430,881

CAEP Hours and Expenditures Report

Table 4. Expenditures by Fund Type and Program Category: Community College Members								
Fund Type:	Program Category:							
	ABE/ASE	AWD	ESL/El Civics	K12 Success	Pre-Apprentice ship	Short Term CTE	Workforce Reentry	Grand Total
AEBG	15,857,169	2,348,846	21,711,540	621,454	457,949	8,055,573	2,360,246	51,412,777
CalWORKs	494,048	1,632	885,596	3,698	993	170,527	1,293,984	2,850,478
Comm. College Supportive Services	695,116	88,155	3,013,447	0	55,541	578,479	243,884	4,674,622
Contracted Services	16,661	8,546	1,701,492	0	79,000	447,436	78,106	2,331,241
Donations	1,280	0	28,186	333,830	19,039	0	0	382,335
Fees	12,150	22,192	118,371	0	0	6,714	350	159,777
In-kind Contributions	1,332,180	361,898	2,626,183	22,183	13,479	2,292,786	52,698	6,701,407
K12 Adult Ed Jail Funds	5,000	0	0	0	0	0	5,000	10,000
LCFF	0	0	0	0	0	0	0	0
NonCredit	16,917,371	4,322,181	61,690,689	974,377	73,996	11,902,750	1,919,608	97,800,972
Other Federal Grants	58,013	0	0	0	0	110,893	0	168,906
Other State Grants	1,669,358	100,817	2,262,455	0	183,243	1,042,261	121,589	5,379,723
Perkins	5,554	0	16,264	0	21,962	953,337	350,651	1,347,768
Strong Workforce Program (K12 or College)	55,508	0	95,394	10,000	194,979	675,941	68,094	1,099,916
WIOA I / ITAs	16,661	0	48,793	0	0	54,894	0	120,348
WIOA II	2,091,827	0	11,863,747	0	3,981	152,209	97,149	14,208,913
Grand Total	39,227,896	7,254,267	106,062,157	1,965,542	1,104,162	26,443,800	6,591,359	188,649,183