Funding Research

Los Angeles Regional Adult Education Consortium

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INTRODUCTION

At the *September 21. 2018 LARAEC Special Meeting: Board Workshop*, the development of a fair and equitable funding formula was identified as a priority area for the SY 2018-19. It was determined that a special meeting would be held December 7, 2018 to begin discussions of changing the current funding allocations. LARAEC Executive board members requested that LARAEC staff provide a presentation on possible funding research and possible formulas as a starting point.

Funding Research Highlights

The LARAEC staff created this Funding Research document. The funding research includes:

- Research Methodology
- Overview of funding formula used by other consortium (obtained during governance research conducted in October 2018)
- Overview of the new California Community College Student-Centered Funding Formula and proposed LACCD Adult Education Funding Formula
- Overview of 4 Funding Scenarios and Simulations
- Funding Elements to Consider and Considerations Moving Forward

Research Methodology

The LARAEC staff conducted initial research through interviews with other consortia directors and consortia web-based documentation during the governance research project. Interviewed consortia were asked how they established their current funding structure and if they had any considerations moving forward. Other research included:

- Interviews with each executive board member and the point persons' team
- Web-based research on current funding levels for LARAEC members, funding for the largest 20 consortia (based on funding), and a variety of presentations available through AEP and consortia website.
- LAO Report 2018-19 Budget Adult Education Analysis
- Measuring Our Success (CDE and CCCCO)
- Visions for Success (CCCCO guiding document)
- AEBG Implementation and Effectiveness reports (CDE and CCCCO 2017 and 2018)
- Prosperity Through Partnership (CLASP)

CONSORTIA RESEARCH OVERVIEW

As part of the governance research conducted for the November 2, 2018 Special Meeting, LARAEC staff interviewed various consortium directors about how levels of funding were determined for each district. As expected, consortia varied widely on this topic. Some of the key determiners for allocations were:

- Level of MOE funding in the original AB86 allocation
- Nature of adult education providers in the region (Some regions were heavily community college and some programs were primarily run by adult schools)
- Size of programs
- Smaller programs needed more supplemental/support resources
- Rebuilding needed programs that were diminished due to funding
- Building new programs in geographic areas with severe need
- Providing consortia-level staffing for administration and coordination of consortia activities
- Priority projects or focus areas in the 3 year plan
-

"Students don't want a product, a workshop, or a program. They want to make their lives better."

Consortia Snapshots

Some consortia were asked about their current funding formula during the governance research interview. Below is a summary of their responses.

Consortium A

- Follows a collective impact approach
- Use of zip code data for allocation based on education needs of adults in each k-12 district
- Member districts submit a proposal for need with cost
- Money is directed towards specific projects
- Consortium CCD is only taking management money

Consortium B

- "Tiers of Priority"
- First Tier- capacity restoration for schools disproportionally cut prior to 2013-14
- Second tier- innovation
- Third tier- "scaling up what works"
- Colleges took no COLA
- Effectiveness and outcomes may play role in future

Consortium C

- In the original funding formula, the CCDs took half of its allocation to give smaller members who had been completely cut a chance to restart.
- Moving forward, adjust based on current enrollment and outcomes
- COLA – agreed to give members equal shares

Consortium D

- Priority was maintaining and restoring capacity of adult schools. College took little funding.
- Following years, additional money was allocated to college to cover costs of consortium staff and conferences.

Consortium E

- Funding Priorities
- 1. Two new regional centers in areas of serious need
- 2. Full time staff to develop and align curriculum
- 3. Adding new sites in underserved areas
- 4. Developing education and career pathways
- Because most funds went to staff there is not much room to reallocate and they will rely on new money to fund growth in adult schools.

OTHER RESEARCH

The following recommendations have been presented by state and legislative representatives through a variety of documents and reports

Legislative Analyst Office – 2018-19 Budget Adult Education Analysis

- Utilization of a per student funding rate
- Consistent fee policy
- Funding should lead to consistent access, services, and quality for all students
- Performance components should be built into funding in order to improve student learning and workforce outcomes

California Department of Education and California Community College Chancellor's Office – Implementation and Effectiveness of AEBG (June 2018, AEBG (October 2107), and Measuring our Success (August 2017)

- Priority to ensure funding accelerates adults into employment, living wages, and full engagement in society
- Funding with performance incentives targeting communities of need, accelerating pathways, support service strategies, and transitions to postsecondary and workforce
- Prioritize funding to communities of need based on: A. combination of traditional adult education target audience (unemployed, no diploma, impoverished, lack of English language fluency) B. Population barriers to employment in WIOA (long-term unemployed, formerly incarcerated, within two years of exhausting Temporary Assistance to Needy Families, etc.)

The Center for Law and Social Policy- Prosperity Through Partnership

- Allocate resources or performance bonuses for identified communities of need (no high school diploma, unemployed, 18 years or older, poverty, literacy, English Language Learner).

STUDENT-CENTERED FUNDING FORMULA

California Community Colleges

Reasons for Change

The California community college funding formula was changed to be more student-centered and focus on specific outcomes. The previous model was based solely on attendance through FTES (Full-time equivalent student). This model did not address equity in student enrollment, student retention and completion, achievement gaps, and declining enrollment. It was determined that funding needed to be adapted to address priorities outlined in the newly adopted *Visions for Success* and include funding tied directly to meeting community needs.

The New Formula

The new student-centered funding formula includes three components: Base + Supplemental + Success. This funding formula will be phased-in over three years. Year one (SY2018-19) will consist of 70% Base, 20% Supplemental, and 10% for student success. In 2019-20 it will be 65-20-15 and in 2020-21 it will be 60-20-20. Currently, this model does not apply to non-credit programs. Non-credit program FTEs will be funded at current rates.

BASE	Supplemental	
This amount is based on the average FTES for the last 3 years. No district will receive funding less than 2017-18 +COLA.	**This amount is based on the number of students enrolled who:** • Receive Pell Grants or • Promise Grants, or • Who are AB540 Students.	**This amount is based on the number of students who:** • Earned a degree or certificate, • completed progress milestones, • achieved key outcomes, or • Attained the regional living wage. • Enhancements are given for equity student outcomes.

PROPOSED LACCD ADULT EDUCATION FUNDING FORMULA

Variables for AE Funding
Effective July 2018

50% success and 50% innovation – on top Base Funding

3 variables with the total value of 50% based that reflect success. Each of the following are at 16.66%:

- Successful achievement of a class (defined as 60% of the class against the total number of hours)
- CDCP Certificate Awards in AE program areas only
- FTEs in AE program areas only

The other 50% of the allocation will be based on potential/innovation, which was defined as the two points for CDCP Certificates approved and 1 point for courses approved by the Board of Trustees between July 1 – June 30.

The proposed formula will be based on 50% success and 50% innovation (described above).

This proposed formula will be implemented on top of the base funding. Base Funding will be at $500,000 per campus. The base funding will support a Dean, Counselor, Classified employee.

Starting in 2018-19
After 15 months, if 75% of the of the campus allocation is not spent by September 30, the remainder will be returned to a centralized AE fund that will be redistributed based on the formula above by November 30. The redistributed funds will be spent in the next 13 months.

New Allocation
A college will not receive their current year funding if they have not appropriately spent down their previous year's allocation (NEED TO PLACE A PERCENTAGE HERE). The current year's allocation will go into a holding account with a quarterly reduction of 15% occurring to keep the funds in alignment with state spending targets. The excess will be returned to the centralized AE fund and redistributed based on the approved AE formula. The allocation will be held for _____ and then reminder will be returned to the centralized AE Fund.

Draft date: 6/22/18
Updated: 10/8/18 per the September AE Deans Meeting

DRAFT

ASSUMPTIONS AND DEFINITIONS

The scenarios and simulations presented in the draft attempt to combine ideas communicated during interviews with the LARAEC executive board members, point person team members, and AEP consortium directors from the governance research, as well as reflect ideas presented in the various state reports (listed in *Research Methodology* above). While the scenarios and simulations were created to provide flexibility with a variety of variables, there were several assumptions that were made based on interviews and research. Additional scenarios and simulation can be created in the event that the consortium board wants a different look. The assumptions made and definitions we are working with are outlined below.

The scenarios and simulations presented in this document will be made available in electronic form as a spreadsheet. This allows for the manipulation of adjustable variables. Funding data contained in the embedded snapshots in this document do not include actual figures. The embedded snapshots are provided for discussion of the formula components only.

Community Colleges

How consortia handle funding for the community college varies by consortia. Some consortia are more heavily involved in adult education in certain regional areas than others. Some regions do not have K12 adult education programs or they may have small limited programs. For the purposes of these scenarios and simulations, CCD funding is shown as a separate consideration rather than part of the K12 Adult simulation. In the interviews conducted with consortium directors, consortium board members, and point persons, we found the following:

- Adult Education enrollment data is a challenge for the community college. Not all students are reported through TE.
- Most consortium relate to CCD as an “off the top” figure. What we found was AEP money is used to support consortium activities, management costs, curriculum development, and consortium created projects and priorities. Classes and sections tend to be primarily funded through general fund allocations.
- LACCD already created a performance-based formula for their adult education programs. This formula includes a base + success +innovation measures that reflects their district priorities and aligns with the California community college *Visions of Success* document.

Base

The idea of establishing a "base" has come up in most discussions about consortia funds. Having a base to work from can provide districts with what they need to operate as well as create a sense of fairness and stability. In the *Considerations* section of this document, a list of proposed base funding ideas is discussed. For the purpose of creating the scenarios and simulations, base funding is being calculated using TE enrollment. Since the districts in the consortium vary widely by size, it is nearly impossible to create a uniform base amount. Some school sites are larger than some districts. Base funding was also discussed in AB104 legislation and originally issued as MOE + Consortia Funding. In the following year MOE and consortia funding were lumped together and language was added to indicate "*the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year… (EC 84914).*" Notwithstanding the previous quote, it has been requested by board members and recommended by state auditors that the member-district funding be "right-sized." For this reason, enrollment was selected as one of the right-sizing tools for these scenarios and simulations.

Equity

Some of the scenarios and simulations include an equity allocation. This equity allocation is in response to several new legislative initiatives that place focus on service to students in communities of need. AB2098 just added language to the AEP education code to address immigrant integration metrics and service to immigrant students. The new student-centered funding formula for community colleges also includes supplemental apportionment for students identified as low income. "It is the intent of the Legislature … to adopt a formula … that encourages access for underrepresented students, provides additional funding in recognition of the need to provide additional support for low-income students (EC 84750.4.)." The equity measures in the scenarios and simulations provide additional allocation for enrollment of students in underrepresented categories reported through TE. Outcomes for these students are included in the success measures listed separately in the scenario.

"A new funding formula that focuses on rewarding equity and success, in addition to but not fully focused on enrollment, is vital in guiding California Community Colleges in realizing their mission."

Success

Success measures can include any reportable outcomes. Common outcomes are currently captured and reported through TE. For the purposes of the scenarios and simulations presented here, TE outcomes are used. Further discussion and considerations are listed in the *Considerations* section of this document.

Innovations

For the purposes of this document, innovations refer to new curriculum, programs, or projects where the consortium would like to provide additional funding. This may include funding for research, development, implementation, competed pilots, or scaling up. Innovation considerations are listed in the *Considerations* section of this document.

Potential Staff Increase

On all funding scenarios and simulations there was a space left for "Potential Staff Increase." This section was included to provide a placeholder for additional consortium-level allocations that may arise from continued governance, roles, and responsibilities discussions. This placeholder can include additional support staff members for the consortium, marketing activities allocation, website development, or any other consortium-level "off the top" funded item.

Live Spreadsheets

A live spreadsheet will be provided that includes simulations with actual funding figures. These spreadsheets will be color coded to make it easy to run "what if" scenarios. It is suggested that you keep a master copy and have a separate copy to manipulate.

- GREEN – These are cells with variable data. You can change the percentage or numbers and the totals will recalculate.
- GOLD- Totals are highlighted. These auto-calculate. Do not type in these cells
- WHITE- These are all calculated cells. Do not type in these cells

SCENARIO #1 – PER STUDENT FORMULA

Features: This section includes key elements of the funding scenario.

- Straight calculation (total students enrolled/available funding)
- All districts get same per student funding
- Addresses suggested “right-sizing”
- Consortium members collect this data in TE
- No uniform base

Considerations: These are items that need to be discussed or agreed upon as part of using this funding scenario.

- LARAEC Office and Activities comes off the top
- Space for added consortium staffing and support
- LACCD comes off the top
- Potential % increase of funding in these two areas needs to be set
- Rightsizing decrease in one year or spread over 2-3 years.

Limitations: These are issues, concerns, or shortcomings of the proposed funding scenario.

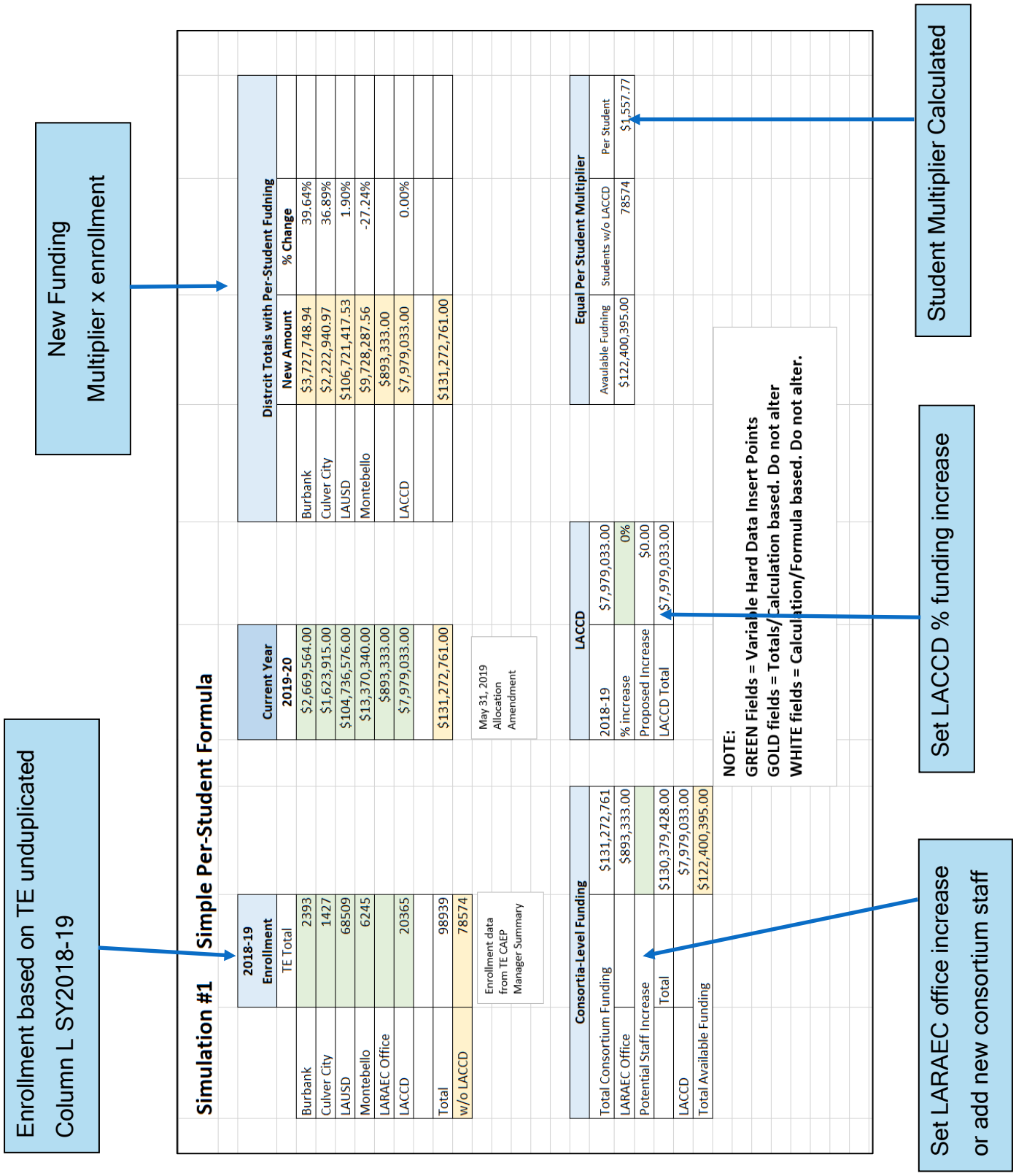
- Does not include outcomes-based funding
- Does not provide specific funding for equity and innovations
- Does not consider additional funding sources
- Does not qualify the enrollment numbers. Enrollment is based on an entry record in TE for that year (class registration, test, service provided, or entry record created)
-

Other Notes

If LACCD is not funded as a straight cut, there is a concern about the use of TE for reporting enrollment data. LACCD does not have an entry record for all students enrolled in adult education. Only some programs and some school sites use TE reporting. If TE is not used, how will data be reported?

Simulation #1- Per Student

Amounts shown in the chart below are for simulation estimates only. These charts are for explaining the components of the simulation. Actual consortium funding amounts will be determined by the LARAEC Executive Board and documented in the approved CFAD report. Simulation data is also provided in spreadsheet format to allow for variable manipulation.



SCENARIO #2 – QUALIFIED ENROLLMENT

Features- This section includes key elements of the funding scenario.

- Provides funding at a higher rate for students with 12 + hours of attendance
- All districts get same per student funding
- Addresses suggested “right-sizing”
- Consortium members collect this data in TE
- No uniform base

Considerations- These are items that need to be discussed or agreed upon as part of using this funding scenario.

- Need to set % of full multiplier for students without 12 hours
- LARAEC Office and Activities comes off the top
- Space for added consortium staffing and support
- LACCD comes off the top
- Potential % increase of funding in LACCD needs to be set
- Rightsizing decrease in one year or spread over 2-3 years.
-

Limitations- These are items that need to be discussed or agreed upon as part of using this funding scenario.

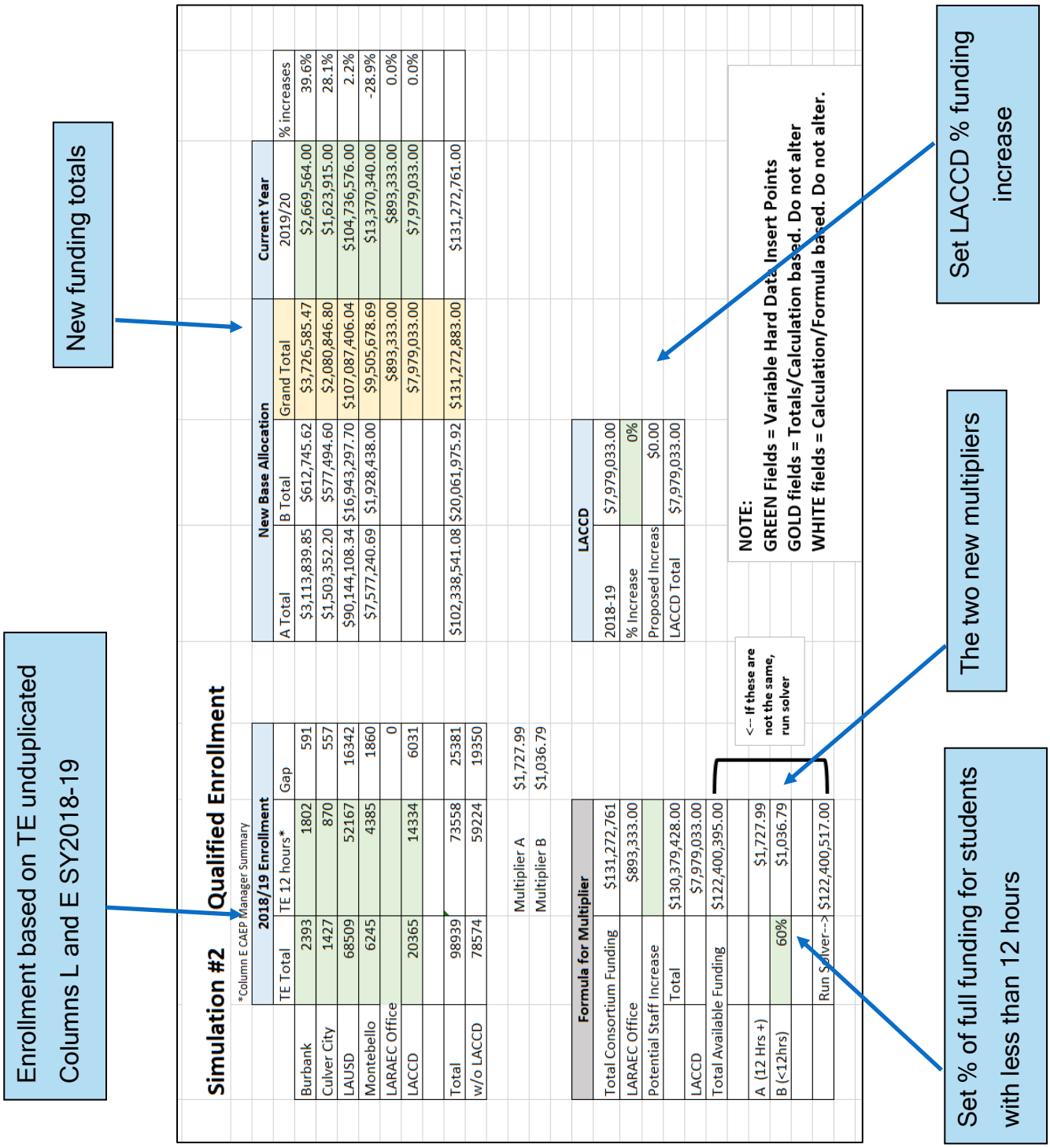
- Does not include outcomes-based funding
- Does not provide specific funding for equity and innovations
- Does not consider additional funding sources
-

Other Notes

If LACCD is not funded as a straight cut, there is a concern about the use of TE for reporting enrollment data. LACCD does not have an entry record for all students enrolled in adult education. Only some programs and some school sites use TE reporting. If TE is not used, how will data be reported?

Simulation #2- Qualified Enrollment

Amounts shown in the chart below are for simulation estimates only. These charts are for explaining the components of the simulation. Actual consortium funding amounts will be determined by the LARAEC Executive Board and documented in the approved CFAD report. Simulation data is also provided in spreadsheet format to allow for variable manipulation.



SCENARIO #3 – BASE + EQUITY + SUCCESS

Features - This section includes key elements of the funding scenario.

- Uses TE unduplicated enrollment (column L) to establish base funding
- Includes barriers to employment data from TE for equity measures
- Includes AEBG outcomes from TE for success measures
- Consortium members already collect this data in TE

Considerations - These are items that need to be discussed or agreed upon as part of using this funding scenario.

- Need to ensure common definitions for outcomes and success measures
- Need to agree on outcomes and success measures
- Need to determine recalculation schedule. Is this measure recalculated annually based on prior year data?
- How do we ensure that we have accurate equity data

Limitations- These are items that need to be discussed or agreed upon as part of using this funding scenario.

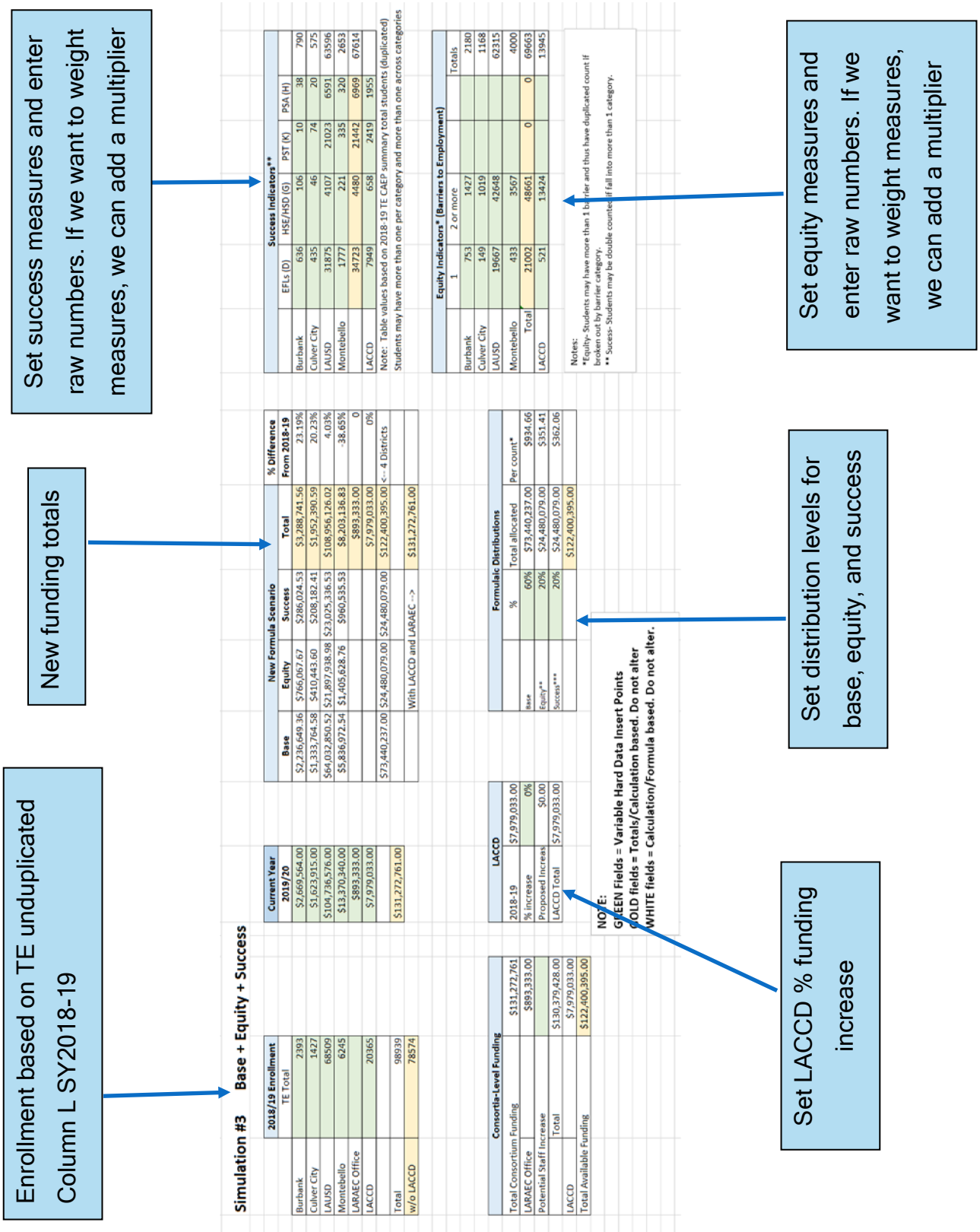
- Does not provide specific funding for innovations or new programs
- Does not consider additional funding sources
- Need to identify ways to efficiently and effectively capture these data points
- If recalculated annually, may cause instability in funding levels.
-

Other Notes

If LACCD is not funded as a straight cut, there is a concern about the use of TE for reporting enrollment data. LACCD does not have an entry record for all students enrolled in adult education. Only some programs and some school sites use TE reporting. If TE is not used, how will data be reported?

Simulation #3- Base + Equity + Success

Amounts shown in the chart below are for simulation estimates only. These charts are for explaining the components of the simulation. Actual consortium funding amounts will be determined by the LARAEC Executive Board and documented in the approved CFAD report. Simulation data is also provided in spreadsheet format to allow for variable manipulation.



SCENARIO #4 – BASE + SUCCESS + INNOVATION

Features - This section includes key elements of the funding scenario.

- Incorporates funding for innovations and new programs
- Uses TE unduplicated enrollment (column L) to establish base funding
- Includes AEBG outcomes from TE for success measures
- Consortium members already collect this data in TE

Considerations- These are items that need to be discussed or agreed upon as part of using this funding scenario.

- Need to establish innovation measures
- Need to establish % of total funding for base, success, and innovation
- Need to establish if innovation funding is paid for prior year innovations or seed money for new projects.
- Need to ensure common definitions for outcomes and success measures
- Need to agree on outcomes and success measures
- Should all metrics be funded at the same level or should the metrics be weighted

Limitations- These are items that need to be discussed or agreed upon as part of using this funding scenario.

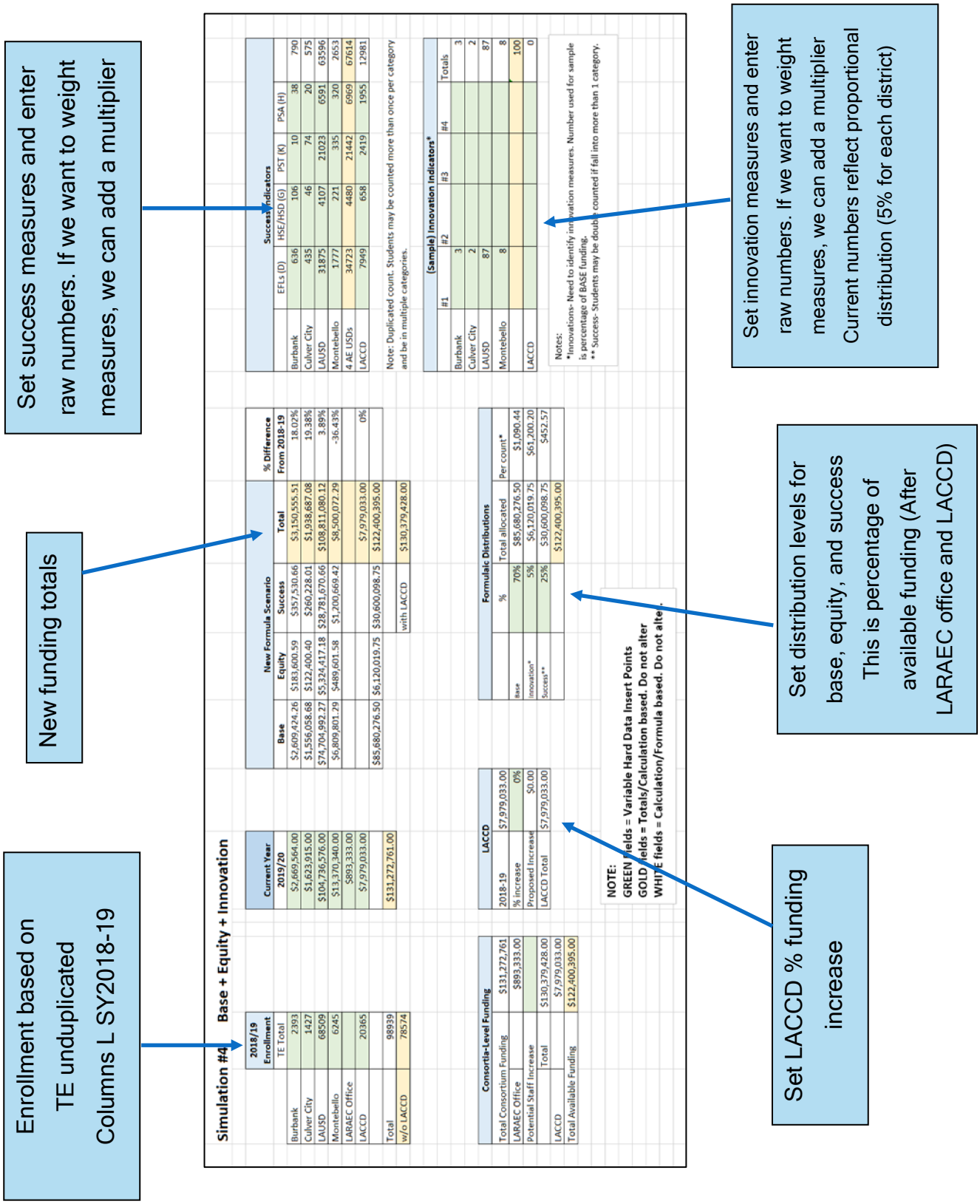
- Does not provide specific for equity enrollment
- Formula may disproportionally fund individual innovations if few are included in the formula, e.g. if only 3 innovations are funded one year and 100 are funded the next then the value in each year varies dramatically
- This formula would likely need to be recalculated annually based on innovations the previous or coming year.
- Innovation funding may be one time funding and causes instability in funding level.
- Need to identify ways to efficiently and effectively capture these data points

Other Notes

Are there any priority expansion projects for the consortium? Are there regional areas that we are not currently serving? Are there specific gaps in service that we want to address? Are there innovations that we want to fund?

Simulation #4- Base + Success + Innovation

Amounts shown in the chart below are for simulation estimates only. These charts are for explaining the components of the simulation. Actual consortium funding amounts will be determined by the LARAEC Executive Board and documented in the approved CFAD report. Simulation data is also provided in spreadsheet format to allow for variable manipulation.



SCENARIO #5 – OTHER FUNDING SOURCES

Features - This section includes key elements of the funding scenario.

- Included Program Area Report expenditures as other funding sources.
- Expenditure data is already collected and reported by districts.
- Equal per student calculation includes other funding sources expenditures.

Considerations- These are items that need to be discussed or agreed upon as part of using this funding scenario.

- Need to determine if expenditures or allocations should be used.
- Need to determine what report and sources will be used to identify other funding sources.
- Need to determine what funds are appropriate to consider in the formula. Some grant money is tied to specific populations and expenditures and not for general use. Some one-time funding may not be a continued funding stream beyond the year allocated/awarded.
- Some districts do not get all of the AE allocations for adult education programs. Some funding pays for facilities, administration, and wrap-around services.

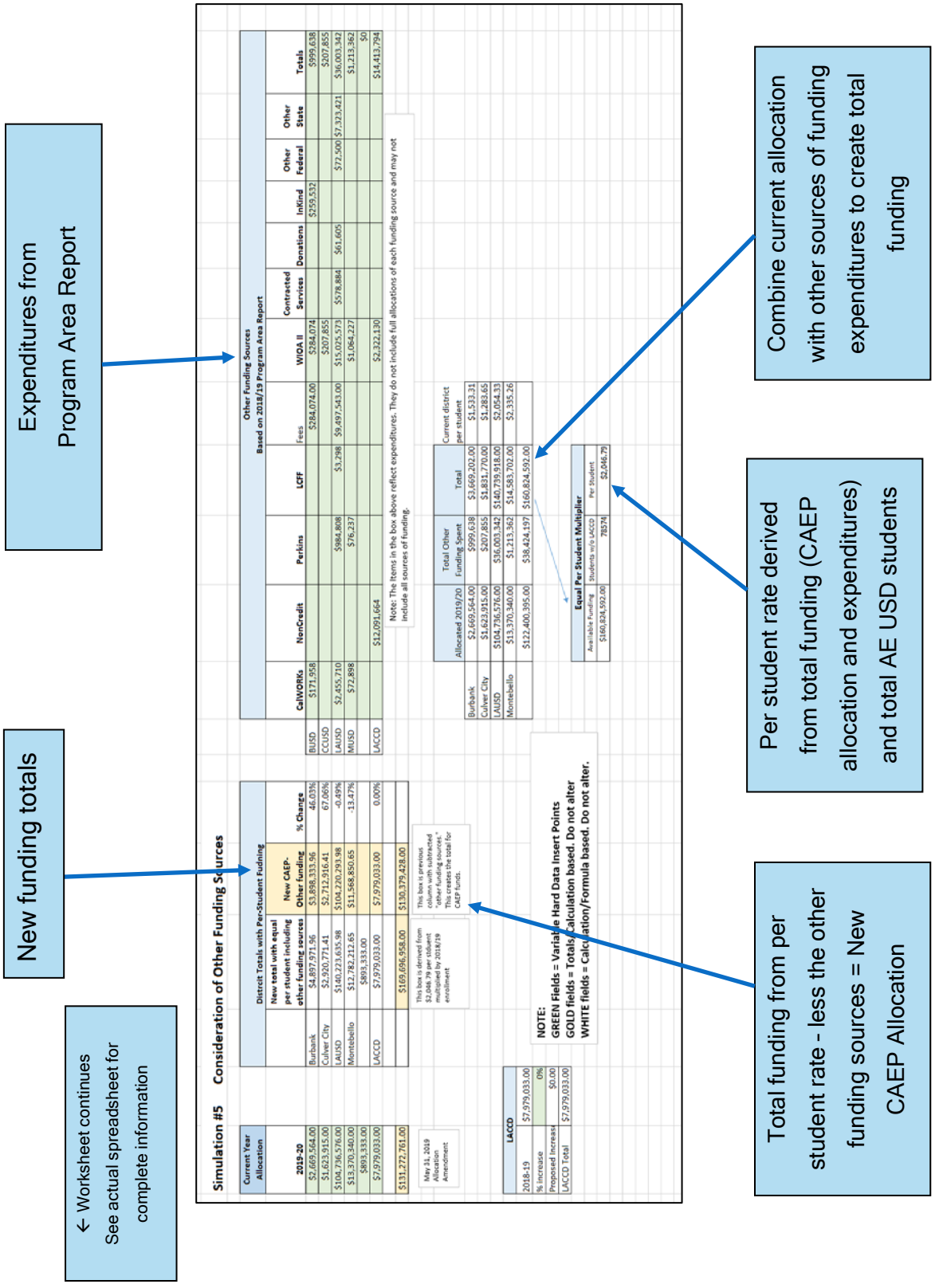
Limitations- These are items that need to be discussed or agreed upon as part of using this funding scenario.

- Schools that maximize the acquisition of other funding sources might not fully get the benefit.
- Hard to isolate expenditures of other funding sources for adult education students.
- Some federal funding is supplementary and may not be used to supplant other funding
- Expenditures on any given year do not reflect full allocations to districts or carryovers
- Other sources of funding may not be consistent sources from year to year and may create instability of considered as part of base.
- This funding scenario may need to reallocated annually.

Other Notes:

Simulation #5 – Other Funding Sources

Amounts shown in the chart below are for simulation estimates only. These charts are for explaining the components of the simulation. Actual consortium funding amounts will be determined by the LARAEC Executive Board and documented in the approved CFAD report. Simulation data is also provided in spreadsheet format to allow for variable manipulation.



Current Year Allocation		District Totals with Per-Student Funding				Other Funding Sources Based on 2018/19 Program Area Report										
2019-20		New total with equal per student including other funding sources	New CAEP-Other funding	% Change		CalWORKs	NonCredit	Perkins	LCFF	Fees	WIOA II	Contracted Services	Donations	InKind	Other Federal	Other State	Totals
$2,669,564.00	Burbank	$4,897,971.96	$3,898,333.96	46.03%	BUSD	$171,958				$284,074.00	$284,074			$259,532			$999,638
$1,623,915.00	Culver City	$2,920,771.41	$2,712,916.41	67.06%	CCUSD						$207,855						$207,855
$104,736,576.00	LAUSD	$140,223,635.98	$104,220,793.98	-0.49%	LAUSD	$2,455,710		$984,808	$3,298	$9,497,543.00	$15,025,573	$578,884	$61,605		$72,500	$7,323,421	$36,003,342
$13,370,340.00	Montebello	$12,782,212.65	$11,568,850.65	-13.47%	MUSD	$72,898		$76,237			$1,064,227						$1,213,362
$893,333.00		$893,333.00															$0
$7,979,033.00	LACCD	$7,979,033.00	$7,979,033.00	0.00%	LACCD		$12,091,664				$2,322,130						$14,413,794
						Note: The items in the box above reflect expenditures. They do not include full allocations of each funding source and may not include all sources of funding.											
$131,272,761.00		$169,696,958.00	$130,379,428.00														

	Allocated 2019/20	Total Other Funding Spent	Total	Current district per student
Burbank	$2,669,564.00	$999,638	$3,669,202.00	$1,533.31
Culver City	$1,623,915.00	$207,855	$1,831,770.00	$1,283.65
LAUSD	$104,736,576.00	$36,003,342	$140,739,918.00	$2,054.33
Montebello	$13,370,340.00	$1,213,362	$14,583,702.00	$2,355.26
	$122,400,395.00	$38,424,197	$160,824,592.00	

Equal Per Student Multiplier		
Available Funding	Students w/o LACCD	Per Student
$160,824,592.00	78574	$2,046.79

This box is derived from $2,046.79 per student multiplied by 2018/19 enrollment

This box is previous column's total minus "other funding sources." This creates the total for CAEP funds.

LACCD	
2018-19	$7,979,033.00
% Increase	0%
Proposed Increase	$0.00
LACCD Total	$7,979,033.00

NOTE:
GREEN Fields = Variable Hard Data Insert Points
GOLD fields = Totals/Calculation based. Do not alter
WHITE fields = Calculation/formula based. Do not alter.

May 31, 2019 Allocation Amendment

CONSIDERATIONS MOVING FORWARD

Guiding Principles

When determining a funding formula, it is important to determine the priorities of the consortium. Funding priorities is a way to move implementation and drive the consortium agenda. *"We get whatever we manage for."* Consider the items below.

Student-centered	*Drive performance*	*Drive innovation*
Capacity restoration	*Collaboration*	*Capital facility improvements*
Spending targets	*New programs*	*Serving communities of need*
Transitions to college	*Funding applied equally*	

Other _____

BASE Funding

Most funding formulas include a base funding allocation. This base funding can be predicated on a variety of factors. Consider the items below.

Current year funds (SY18-19) as base	*MOE from 2013-14 as base*
Based on current enrollment	*Min $ for school operations*
Qualified enrollment (12 hrs, 1hr)	*Consider all funding sources in base*
Community college as flat cut	

Other _____

Measures of Equity

One possible factor in a formula is providing supplemental funding for serving communities of need. Given personal barriers and challenges, outcomes may be more difficult to show in this population. Consider the items below. What items do you feel most appropriately determine student in communities of need. What measures would demonstrate that consortium is meeting the needs of the region.

TE barriers to employment

Low income

Low literacy

English language learner

No HS diploma

Set low income levels based on region

NSLP qualify

Unskilled/underskilled

Special categories (homeless, disabilities, foster, etc)

Reported to AEP

Other _____

Measures of Success

State legislators have commented to adult education advocates that they would like to see documented success that shows how adult education programs are meeting the needs of the community. What measures would demonstrate that the consortium is successful in meeting the needs of the region.

Number of diplomas/HSEs

Improved literacy (EFLs)

EL Civics outcomes

Completed CTE certificates

Improved wages

Placement into jobs

Transitions to college

Transitions to ASE

Completed internships

Industry certifications

Living wage threshold

Completed externships

Completed courses (met competencies or 60% attendance)

Reported to AEP

Other _____

Measures of Innovation

In several funding formulas examined, innovation was included as an essential element in driving change. Innovation can be defined and measured in different ways depending on priorities and situation. If innovation were to be included in a funding formula moving forward, what item or items below might be included to drive the types of change that would reflect priorities that are critical to you?

New CTE courses approved *New CTE sequences approved*

Best practice pilots *Scaling up existing successful programs*

Demonstrated improvement in key metrics

Demonstrated capacity for implementing new programs

New programs that provide direct services to students

Other _____

New Money

Because funding moving forward may be dynamic, it is necessary to consider how distribution of any new money should occur. Additional monies might provide an opportunity to reward innovation or support mutually agreed upon projects of need as well as target other consortium priorities. Which of the items below most reflect how new funds might best be distributed?

Equal distribution *Proportional distribution*

Pool for priority projects *Mini grants to members*

Innovations *Outcomes-based*

Demonstrated need *Schools that meet spending targets*

Rebuilding needed programs that were diminished due to funding

Other _____

Staffing and Central Support

Staffing and central support differ greatly in consortia studied as a part of governance research. For example, consortia like Inland Empire AEC have embedded consortium staff while the Glendale Community College Regional Consortium has no support staff. Given this disparity and your familiarity with LARAEC, which support staff listed below might be important to the effective implementation of LARAEC priorities?

Transition specialists
Program-focused director/advisor
Marketing activities
Data-specialist
Webmaster for marketing efforts
CTE transition specialist dealing with employer connections and engagement
Other _____

Timeline, Re-Evaluation, and Stability

As the consortia works to examine and implement an effective funding formula, it is also necessary to determine the shelf life of that formula. As data collection becomes more effective and comprehensive, should the formula change to reflect that reality? Factors such as stability and consistency are also important when considering how often or even if the formula should change. In addition, depending on the measures incorporated in the formula, distribution of funding within the consortium might need to be evaluated at specified times as well. Review the items below. Which of them might reflect a priority for recalculation, distribution, or evaluation?

Annual recalculation
Yearly calculate average of 3 years data
Recalculate in 3 year planning cycle
Never less $ than new base
Re-evaluate every _____ years
Re-evaluate when new money arrives
Re-evaluate when majority agrees
Re-evaluate with spending targets
Begin with a simple formula until we have a better data collection system
Other _____

Other Considerations

Simple to More Complex

Although there are merits to adding in success, equity, and innovation features to the funding formula, it may not be possible at this time to fully implement a new system. The consortium members have specific obligations to staff and faculty, along with specific timelines for making personnel decisions. Also, the data required to make the outcomes-driven formulas work may not be of sufficient breadth at this time. Perhaps the consortium needs to go with a simple plan to begin with and then work toward something more complex on a realistic timeline.

Data Confidence

If the funding formula is tied to data points, how will consortium members collect and keep track of this data? How we will monitor and ensure this data is accurate? How will this data be reported to the consortium? Are there data points that should be considered which are not currently part of TE and AEP reporting?

Multi-year Scale Back for Cuts

If a funding formula selected results in a decrease for a member-district, perhaps a scaled decrease can be instituted to allow the affected district to absorb the cuts with minimum impact on students. The consortium may selected a threshold for scale-back e.g. if the decrease is more than 20% the district gets 2 years to step down. This allows natural position attrition to help with the step down.

Telling Our Story

In the July 2018 field report from the CCAE legislative advocate, there was a quote that related to the request for additional adult education funding in the 2018-19 state budget. Members of the state legislature communicated as follows:

> *"…The Legislature doesn't feel as though adult education has sufficient data to demonstrate the need and outcomes associated with the funding currently in place, much less support the ask for new, additional funding…"*

In preparing this report, several sources commented that data points used for the funding formula are the data points that become important. The data points in the funding formulas determine the kinds of programs the consortium values, the target audiences the consortium

creates for, and the kinds of outcomes the programs align around. Program development tends to follow the money. In consideration of the legislators' quote above, what data points would demonstrate meeting needs and producing outcomes that would justify our current level of funding and the ask for additional funding? Are there any data points beyond TE that the consortium wants to include in the funding formulas? Should some data points be weighted more than others? What data points would more completely tell the story of adult education?