



California Annual Performance Report

Federally Funded Workforce Innovation and Opportunity Act, Title II,
Program Year July 1, 2021 – June 30, 2022

This report was prepared by CASAS – Comprehensive Adult Student Assessment Systems for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2021–22 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the AEO.

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California Narrative Report 2021–22

The United States Department of Education (ED), Office of Career, Technical, and Adult Education (OCTAE) requires all states and territories receiving federal funding through the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) to provide an annual narrative report following the federal outline.

Introduction

The California Department of Education (CDE) provides adult literacy services to one-fifth of adults enrolled in the AEFLA program in the United States. The adult education program addresses literacy needs of individuals by providing adults with the skills and knowledge necessary to (a) gain employment or better their current employment; (b) obtain a high school diploma (HSD) or high school equivalency (HSE) certificate; (c) attain skills necessary to enter postsecondary education and training; (d) exit public welfare and become self-sufficient; (e) learn to speak, read, and write the English language; (f) master basic academic skills to help their children succeed in school; and (g) become US citizens, exercise their civic responsibilities, and participate in a democratic society. In 2019–2020, WIOA AEFLA grantees shifted from mainly in-person programs to distance learning because of COVID-19. In 2021–2022, grantees started in-person programs while continuing to offer distance learning.

Overview of California Literacy Needs

The lack of basic education and literacy skills continues to be an issue that affects millions of adults in California. A significant percentage of the population lacks English literacy skills and basic education to secure employment, obtain citizenship, pursue postsecondary or higher education, and participate in their children's education. In California, 28 percent of the population (ages 16-74) is at or below Level 1 Literacy, and 36 percent is at or below Level 1 Numeracy. The following section quantifies the literacy needs into four primary areas:

- **High School Diploma or Its Equivalent:** Approximately six million California adults do not have a high school diploma or its equivalent even as California's graduation rate continues to improve, which currently stands at 83 percent. The dropout rate in California has fallen below 10 percent (9.7 percent in 2018) but is much higher compared to the national average of 5.3 percent. Although graduation rates have improved, significant achievement gaps among student subgroups persist.
- **Labor Force:** The COVID-19 pandemic has resulted in a much higher unemployment rate of 16.4 percent in April and May of 2020 compared to 4.2 percent in April of 2019. The number of unemployed Californians rose to 2.9 million in just two months, surpassing the 2.2 million peak during the previous recession. The unemployment rate has dropped to 8.2 percent as of November 2020. The need for workplace readiness skills, reskilling, and upskilling is of significance in California.
- **English Speaking Ability:** More than six million California adults speak English less than “very well.” More than one-fourth of the national non-English-speaking population resides in California, and more than one-fourth of California's population is foreign-born (26.7 percent).
- **Economic Impact:** A projection of California's economy shows a trajectory of steadily increasing demand for a highly educated workforce. However, with a recession and budget constraints due to COVID-19, the state remains challenged to meet this demand.

Source of statistics: National Center for Education Statistics (NCES) <https://nces.ed.gov/surveys/piaac/skillsmap/>. U.S. Census Bureau, American Community Survey (2019: ACS 1-Year estimates and 2018: ACS 5-Year Data Profiles.)

State Leadership Funds

California used state leadership funds to implement strategies identified in our unified state plan, to develop and deliver high-quality professional development, to provide technical assistance to sub-grantees, and to monitor sub-grantees for compliance with grant requirements.

The majority of California's state leadership funds are used to contract services from three providers known as State Leadership Projects (SLPs). These organizations annually develop and deliver high-quality professional development and technical assistance. In March 2020, as it was evident that adult education programs would be closing down and preparing for online/distance learning, the CDE held a conference call with the SLPs to ensure we were ready to support adult education teachers as they moved to teaching online. The SLPs moved quickly to provide training for teachers and continue to do so as online and distance learning is becoming the norm in California. During the 2021–22 year the SLPs continued to support sub-grantees with training and technical assistance-related teaching and assessing in a remote environment. This also included professional development related to hybrid instruction.

CALPRO (Professional Development) is responsible for designing and implementing a large-scale statewide professional development project for all California funded Adult Basic Education agencies including those funded by WIOA, Title II: AEFLA-funded and California Adult Education Program (CAEP)-funded agencies and consortia. The American Institutes for Research (AIR), as the managing agency for CALPRO, provides opportunities for adult educators to interact and learn through evidence-based and collaborative PD about administrative and instructional practices to improve student learning. Between July 1, 2021, and June 30, 2022, CALPRO served 2,723 adult educators at 74 unique training events. [CALPRO](#) provided professional development services on a wide variety of topics and delivered them in multiple formats from written publications, online videos, and self-assessments for individuals to intensive six-month institutes for cohorts. Throughout 2021–22 all institutes, Community of Practices (CoPs) and trainings were available virtually. Regional CoPs were conducted face-to-face, via Moodle, Adobe Connect, and Zoom.

Several major topical focuses, identified by program representatives and CDE as critically important, established CALPRO's work for the 2021–22 program year. Topics include equity, immigrant integration and civics education, learner motivation and persistence, student recruitment and enrollment, Integrated Education and Training (IET), and collaborative curriculum alignment. These topics (among many others) were delivered through PD or were the subject of major new material development efforts. Immigrant integration and civics education was the subject matter of [CALPRO's new PD institute and CoP](#). Completing the module required engagement and participation of multiple subject matter experts, CALPRO state leadership partners, and CDE staff. Equity was the subject of the development of a new evidence-to-practice brief, as well as the subject of regional communities of practice (CoPs) throughout the state and in a webinar series. To advance the state's interest in assuring equity in services for all adult learners, CALPRO marketed and conducted the Success for All Learners Through Equity Community of Practice and produced a [Research-to-Practice brief](#).

CALPRO also provided institutes to help new administrators with leadership development. The annual New Administrators Leadership Institute covers topics and skills that new adult education administrators require to perform their jobs effectively including Fiscal and Personnel Management, Program Marketing, WIOA Implementation, Equity, Collaboration and Partnership Building, and Instructional Leadership. This year the institute was augmented from a one-year-long training to a two-year instate that includes one-on-one coaching support for new admins for one year following the main training cycle. In addition, a quarterly webinar series by and for

admins was conducted and covered topics from student recruitment and persistence, teacher recruitment and retention, and marketing. CALPRO's two longitudinal training events that include administrators, the Professional Learning Communities Institute (PLC) and Integrated Education and Training Clinic (IET), both took place once again in the 2021-22 program year. The IET Clinic is a six-month training and coaching cycle that addresses all major program and partnership elements needed to run a successful IET program, with 56 participants completing the clinic. The PLC Institute prepares participant to focus on the framework and the training needed to craft plans and start a PLC process of school improvement focusing on student learning through ongoing professional development embedded in the agency's school calendar.

Professional development for teachers and program staff occurred across numerous topics including success for all learners through equity, accelerated learning to facilitate career pathways, learner motivation and persistence, effective teaching, mastering the English Language Proficiency Standards (ELPS), College and Career Readiness Standards (CCRS), integrated and contextualized workforce (ABE and ESL), implementation of English language arts standards, learning goal-setting, learner persistence, managing the ESL multilevel classroom, using questioning strategies to improve instruction, lesson planning, understanding the adult learner, optimizing ESL instructional planning, evidence-based writing instruction in ESL and ABE classrooms, and designing programs for adults with learning disabilities. Professional development for teachers was offered through face-to-face regional training workshops and conferences, facilitated online courses, facilitated webinars, self-directed courses, and virtual workroom participation.

CASAS (Assessment and Accountability) is responsible for providing a standardized assessment and accountability system for all levels of ABE, ASE, and ELA programs and for reporting program enrollment and outcome data to the state. California agencies use the CASAS Reading GOALS and the Math GOALS test series for ABE and ASE and the CASAS Life and Work Listening and the Life and Work Reading test series for ESL. CASAS assessments help to place learners in appropriate levels of instruction, diagnose learner strengths and weaknesses, target instruction, and certify learner proficiency at specific levels of instruction or readiness to exit adult education. CASAS offers computer-based assessments, CASAS eTests®, to help place students into programs quickly; monitor learner progress; and generate student, class, and program level reports to inform instruction.

Statewide student and program accountability data is collected and reported using TOPSpro® Enterprise, a learner management and accountability software. The web-based software collects student demographics, records assessment results, tracks student attendance, and monitors and tracks student and program learning outcomes and goal-attainment data. The software offers more than 80 data reports, including the National Reporting System (NRS) and Joint Statewide tables required for federal data reporting and the California payment points and California Adult Education Program (CAEP) reports for California statewide data results.

Since March 2020, CASAS has assisted agencies testing remotely, creating distance learning classes, collecting virtual instructional hours, and recording learner outcomes in a distance-learning environment. Additional workshops addressed recording instructional hours for virtual instruction, remote administration of pre- and post-test assessment, as well as for the Citizenship Interview Test (CIT) and the Civic Objective and Additional Assessment Plans (COAAPs) used for EL Civics reporting. In 2021–2022, more than 22 percent of pre- and post-tests were administered remotely.

In the past year, CASAS has resumed delivering timely training in multiple formats to all funded agencies to meet grant requirements and to improve data quality and student performance —

with continued emphasis on virtual access to training opportunities. The trainings cover California WIOA, Title II accountability, assessment policy and assessment implementation, and NRS data collection and reporting using TOPSpro Enterprise. In PY 2021–22, more than 3,000 participants registered online for 150 online training sessions. CASAS also provides the data portal, an online tool that presents California NRS adult learner outcome data for educational functioning level gains and employment (<https://www2.casas.org/dataPortal/>) at the state, regional, and local agency levels.

In PY 2021-22, CASAS hosted monthly statewide WIOA II meetings and more than 80 WIOA, Title II online regional network meetings. More than 1,200 participants attended the meetings (mostly online) that addressed state and federal updates related to accountability, the use of data to inform instruction, and statewide policy. In 2020, CASAS and CDE started to host the monthly online statewide network meetings and also facilitated statewide TOPSpro Enterprise meetings that focused on more detailed software and data-related topics. Both meetings averaged well more than 100 participants per session.

In lieu of the face-to-face EL Civics conferences, CASAS continued to facilitate YouTube channels that hosted EL Civics presentations online. Between December 2021 and April 2022, they attracted approximately 400 participants.

OTAN (Technology and Distance Learning) provides technology integration training, online curriculum, online courses, and other programs and activities to support the use of instructional technology to deliver curriculum. OTAN hosts a yearly technology symposium, manages the state Continuous Improvement Plan for adult education agencies, and assists in expanding the ability of adult education providers to (1) communicate with one another and their adult learners through multiple methods, (2) develop digital leadership skills, and (3) provide capacity-building services to adult education agencies. OTAN embraces the vision of leading adult education through support for and the effective application of technology.

In the 2021-2022 program year, OTAN continued to endure the disruption of the COVID-19 pandemic, but a shift began to take place in the spring. OTAN programs and services continued virtually through online webinars and workshops and virtual training sessions with agencies across California. The OTAN Technology and Distance Learning Symposium (TDLS) was online for a second year and supported participants and presenters across the United States. In one sign of the shift, OTAN staff in the spring attended their first in-person conferences and restarted in-person trainings after going remote in March of 2020. OTAN is considering a hybrid TDLS in 2023 following the model that other organizations have provided with their own annual conferences and events.

Another example of change taking place during the year was with OTAN Office Hours, designed in the spring of 2020 to allow teachers to stop in at any time during a designated period, ask specific questions, and receive dedicated assistance from training staff and subject-matter experts. Attendees came with a wide variety of questions, and OTAN staff and subject-matter experts were there to help. These sessions proved to be very popular for more than a year, but a decision was made to end Office Hours at the end of 2021 because of low attendance. However, OTAN was heartened to see that a number of agencies set up their own office hours for students and teachers supporting their colleagues following the OTAN model.

OTAN continued to collaborate with the other leadership projects, CALPRO and CASAS, on distance learning, sharing resources, and much more. Through these collaborations, OTAN was able to provide comprehensive training and support in areas related to technology integration, remote testing, distance learning reporting to the state, distance and blended learning models

and research, and open educational resources to support Adult Basic Education and EL Civics education in California. With the support of the leadership projects as well as our adult education colleagues and external partners, OTAN developed the California Adult Education Distance Learning Guidance document in the first six months of 2022 and looks forward to the next steps with promotion, implementation, and further development in the coming year. The pandemic has shifted the practice of education in California, and OTAN will continue to help adult educators implement and refine the new tools they learn about as well as consider the use of educational technology moving forward in a variety of ways. These include different models of learning such as HyFlex and hybrid, helping teachers with creating and implementing online orientations and onboarding learners to remote learning, exploring methods of remote assessment, and using a wide variety of tools to engage learners in new learning environments.

The AEO at the CDE works closely with OTAN to ensure professional development is provided to all WIOA sub-grantees to use technology to implement distance learning. Since the pandemic, distance learning has become a common delivery model offered through online, hybrid or hyflex programs. OTAN regularly works with subgrantee agencies as they explore and implement various technology applications. One such application is CANVAS, a learning management system (LMS). Through our collaboration, many agencies are adopting CANVAS and moving away from Moodle. As CANVAS is the LMS used by the California Community Colleges, it is hoped that adult student familiarity and comfort with this platform will assist in student transition to credit courses.

The AEO at the CDE also works closely with CASAS in the development of additional COAAPS focused on training and career pathways to further support integrated education. AEO program staff along with CASAS specialists hold monthly regional network meetings. These meetings include a focus on data and assisting programs to meet the State adjusted levels of performance.

Monitoring: In addition to monthly desk monitoring, the AEO at the CDE uses a risk-based analysis to select sub-grantees for a more formal comprehensive review process. Criteria used to determine which agencies are reviewed include new administration; overall funding amounts; chronic, late deliverables, and similar issues. The Federal Program Monitoring (FPM) Office at the CDE coordinated and scheduled FPM reviews for all programs required to monitor federal funds at the CDE. Agencies selected for review attend several training workshops where they receive detailed instruction on the monitoring process, the Adult Education Instrument used to guide federal reviews, and all evidence requests agencies are expected to upload. Moreover, to ensure the AEO conducts fair, thorough, and consistent reviews of all agencies, reviewers meet yearly for a formal discussion of performance and several times throughout the year informally to debrief all reviews conducted throughout the state.

Performance Data Analyses

Enrollment 2021–22

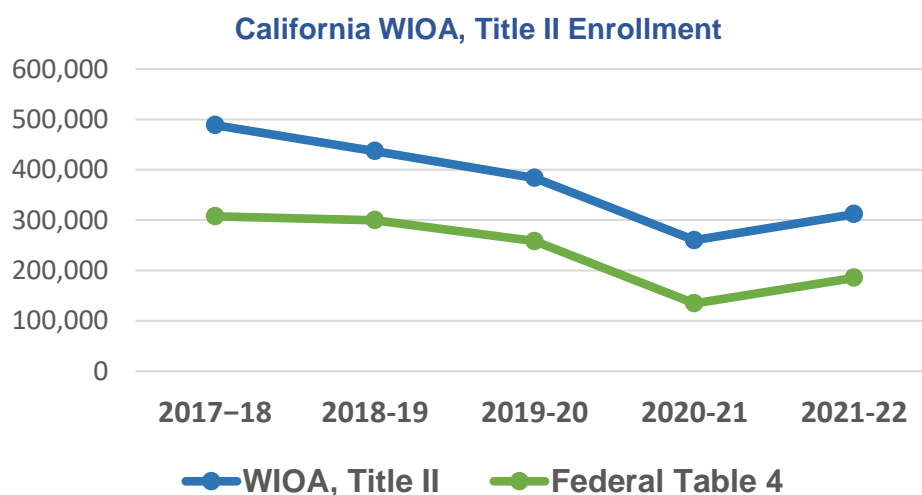
The WIOA, Title II: AEFLA program offered at 215 local agencies, including two coalitions, enrolled 311,879 learners. Of these, 185,371 (59.4 percent) qualified for NRS federal reporting.

California continued to face unprecedented COVID-19 challenges throughout PY 2020–21 and the beginning of 2022. All AEFLA providers including adult schools, community colleges, CBOs, and COEs felt the effects of COVID-19 agency closures and the interruption of services. Enrollment in adult schools declined by 45 percent and in community colleges by 70 percent. IET/IELCE program enrollment declined by 70 percent because of training center closures, and some pathways were no longer practical because of COVID-19.

As the COVID-19 conditions improved in PY 2021–22, enrollment in WIOA, Title II: AEFLA programs increased by 20 percent compared to PY 2020–21. ESL increased by 38 percent and ABE by 21 percent. Enrollment in ASE decreased slightly (13 percent). All AEFLA providers reported an increase in overall enrollment in PY 2021–22. Enrollment in IET/IELCE programs doubled, compared to 2020–21 as students started in-person instructions.

During the peak COVID-19 period, many AEFLA providers successfully transitioned to distance learning and remote implementation of services. In PY 2020–21, 65 percent (88,749) of 134,492 learners and in in PY 2021–22 more than 36 percent (67,588) of 185,371 learners enrolled in distance learning.

Adult learners who qualified for NRS federal reporting in PY 2021–22 reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (64.5 percent), Asian (13.1 percent), White (12.7 percent), Black (6.4 percent), or two or more races (2.7 percent). Adult learners are more likely to be female (57.9 percent). Two hundred seventy-three students indicated non-binary as their gender. The percentage of Asians in the overall adult learners enrolled continues to be lower by three percent compared to pre-COVID-19 period. Adult learners between the ages of 25 and 44 (52.5 percent) comprise the largest age group. Close to 72 percent of learners enrolled are non-English-speaking.



NRS Performance

COVID-19 greatly affected

California's performance in PY 2020–21. California's performance in PY 2021–22 improved significantly compared to PY 2020–21. In 2021–22, of the 185,371 learners who qualified for NRS federal reporting, 77,266 (41.7 percent) achieved at least one Measurable Skills Gain (MSG) compared to 34 percent in PY 2020–21.

More students were able to take a pretest and a post-test in PY 2021–22 (106,393) compared PY 2020–21 (62,315). More than 22 percent of CASAS pre- and post-tests were administered remotely during PY 2020-21.

More than 13,000 learners obtained a high school diploma or high school equivalency certificate.

The 185,371 learners who qualified for NRS federal reporting averaged 134 hours of instruction similar to previous program years. The learners (106,393) who persisted in the program and took pre- and post-tests reported 175 hours of instruction.

The CDE has data-sharing agreements with the California Community College Chancellor's Office (CCCCO) and the Employment Development Department (EDD) to conduct a data match to provide postsecondary enrollment, secondary or postsecondary credential attainment, and employment and earnings outcomes. To supplement the employment outcome data match, local WIOA, Title II: AEFLA grantees conduct a universal survey of all students who have not volunteered a Social Security number (77 percent of enrollees).

The CDE uses a standardized automated follow-up survey in the TOPSpro Enterprise management information system to collect follow-up outcomes. This process includes an automated survey notification feature sent via email and text messages sent by agencies to students who have exited the program. When the student completes the survey online, TOPSpro Enterprise automatically receives the results. Agencies are able to customize the survey invitation by adding agency logo and name, a survey greeting, and a thank-you note. Survey invitations and the survey itself are available in eight languages. All agencies conduct the Employment and Earnings Survey each quarter.

Of those students who exited in PY 2020–21, and either had records that could be matched with the EDD or responded to the employment and earnings follow-up survey, 48 percent were employed in the second quarter after exit. The overall reported percentage of students who exited their program and achieved employment is 23 percent, as most could not be matched with the EDD file. For the students who did not volunteer a Social Security number, 33 percent responded to the survey. The response rate to surveys improved by five percent compared to the previous program year. Also, students who had a primary or secondary goal to get a job or retain a job or get a better job, 30 percent were employed in the second quarter after exit.

During PY 2020–21, the CDE continued to provide training and guidance for local agencies to conduct remote instruction and testing. Local agencies continued to submit data to the CDE on a quarterly basis. The previously mentioned data submission structure allows quarterly analysis and early identification of incomplete or inaccurate data. The CDE has provided statewide AFELA network meetings to disseminate successful retention and recruitment strategies to more schools. In terms of action and technical support, the state has focused on student recruitment and retention.

Integration with One-Stop Programs

The CDE, the California Workforce Development Board (CWDB), and the EDD, in collaboration with other workforce development agencies, coordinate education and training programs to assist individuals with overcoming barriers to employment. The California WIOA, Title II Implementation Survey revealed some key points about the Title II perspective.

- 55.0 percent of the 218 agencies that completed the survey characterized their collaboration with their local Workforce Development Board as effective.
- As a result, 61.5 percent were able to work and communicate with their local workforce development board to understand the regional economic impacts of COVID-19.
- 60.1 percent stated that their agency is represented through a consortium, and 50 percent said their staff attend the local WDB meetings

Additionally, the CDE and other core partners developed strategies for co-enrollment – including the PY 2018-19 EL Navigator project that involved five regional participants in California and the PY 2019-20 and PY 2020-21 EL Co-Enrollment grant with four local regions participating. The goal of both projects is to provide extra support to English Language Learners, many of whom were enrolled in California WIOA, Title II programs.

The EL Navigator helped learners “navigate” the California WIOA, Title I system to receive services such as career counseling and workforce training. The EL Co- Enrollment grant focused more directly on tracking participants receiving workforce training and employment from Title I programs and relating co-enrollment to employment and training outcomes. The CDE has participated, and CASAS has provided the data and accountability support on the Title II side to help evaluate the project.

In PY 2021-22, a second EL Co-Enrollment grant began in August 2021 with more regional participants to continue the tracking and promotion of WIOA, Title I and Title II collaboration.

Integrated English Literacy and Civics Education (IELCE) Program

In program year 2019–20, the CDE completed the second competitive Request for Application (RFA) following the 13 considerations specified in WIOA, Title II: AEFLA. CDE awarded grants for a three-year cycle starting with PY 2020–21. Completing a successful grant competition in the midst of the pandemic was a major accomplishment only made possible by the work done over the past few years to move the RFA process completely online. The RFA solicited agencies to offer IELCE as defined in WIOA Section 243. As a condition of the award, Section 243 recipients must submit an annual IELCE Report that outlines their progress in implementing service approaches to provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. In PY 2021–22, 118 agencies submitted IELCE Reports. Below are the number of reports submitted by industry sector.

IELCE Reports by Industry Sector	Reports Submitted
Health Science and Medical Technology	90
Business and Finance	58
Education, Child Development, and Family Services	39
Hospitality, Tourism, and Recreation	32
Information and Communication Technologies	28
Building and Construction Trades	19
Manufacturing and Product Development	10
Transportation	9
Marketing, Sales, and Service	6

Agriculture and Natural Resources	4
Energy, Environment, and Utilities	4
Public Services	4
Arts, Media, and Entertainment	2
Fashion and Interior Design	2

Per WIOA Section 243, the CDE required the provision of language and literacy objectives as a program in combination with IET. The IET model combines workforce preparation activities and occupational skills training with literacy activities to increase a participant’s educational and career advancement. The IET service delivery may incorporate co-teaching or alternate teaching models and must include a single set of learning objectives. For agencies to receive funds under WIOA Section 243, students must have enrolled in an ESL program and a career program.

Civic Participation programs assess students through performance-based Civic Objective and Additional Assessment Plans (COAAPs) that measure attainment of civic objectives categorized under competency areas such as consumer economics, community resources, health, employment, and government and law. The COAAPs are based on a set of [EL Civics Civic Objectives](#) and language and literacy objectives that measure a learner’s ability to access the community. Examples include successfully completing a job application or participating in a job interview, communicating with a health care professional via an online platform, or using appropriate soft skills to interact with a customer. Agencies may select from 75 pre-approved Civic Objectives or may develop their own.

The COAAPs are correlated to Immigration Integration Indicators ([Correlation of CA EL Civics Civic Objectives to Immigrant Integration Indicators](#)) to ensure these important elements are part of instruction and assessment to enable learners to use new skills to enhance their ability to be successful as parents, community members, and workers. To assist instructors in preparing materials to teach the tasks related to the COAAPs, OTAN and CASAS have collaborated to develop the [EL Civics Exchange](#), an online repository of instructional materials organized by Civic Objectives and correlated to the Immigrant Integration Indicators.

In 2021–22, the CDE EL Civics program awarded funds to 188 agencies to provide EL Civics educational services. Most EL Civics-funded agencies (115 agencies) also received funding for IELCE 243. More than 49,000 adults were enrolled in EL Civics and/or IELCE programs. Enrollment in both EL Civics and IELCE programs increased significantly compared to 2020–21.

During the pandemic, CDE and its leadership projects (CASAS, CALPRO, and OTAN) provided guidance to providers on implementing effective remote instructions. CASAS also developed guidelines and webinars to assist providers with remote testing. During 2021–22, as programs overcame COVID-19 challenges and resumed in-person classes, students were able to participate in training programs, especially workforce trainings that had faced mandatory closures during COVID-19.

In 2021–22, there were 4,724 learners enrolled in Citizenship Preparation, 34,143 in Civic Participation, and 28,152 in IELCE. More than 2,800 learners enrolled in IET under IELCE. Learners enrolled in Citizenship Preparation took the CASAS Government and History for Citizenship test and the oral Citizenship Interview Test to be more comfortable and better able to respond to questions. More than 3,800 learners passed the CASAS Government and History for Citizenship test, and 1,721 passed the oral CASAS Citizenship Interview Test. Seventy-four percent of learners enrolled in Civic Participation passed one or more COAAPs. Of those

who enrolled in IELCE/IELCE-IET under WIOA Section 243 and took performance-based additional assessments, more than 89 percent passed one or more of 243 COAAPs.

The CDE awarded 13 Promising Practices for PY 2021-22. Among the awarded agencies, 5 stand out for their collaboration with local Workforce Development Boards, WIOA, Title I agencies, and colleges to provide Integrated Education and Training (IET). Examples include a) Chaffey Adult Education in its collaboration with Chaffey College for a Microsoft Office Certificate, b) Garden Grove Adult Education in its workforce training mobile unit to encourage career exploration and advancement, c) Sweetwater Adult Education in its expansion of its IET program to include co-teaching and language support for all CTE classes, d) Vallejo Regional Education Center in its pathway to apprenticeship in construction and building trades, and e) Ventura Adult Education in its industry sector training programs for previously incarcerated individuals.

Adult Education Standards

The CDE, through the State Board of Education, adopted the Common Core State Standards (CCSS) in 2010. In March 2013, the CDE adopted the CCRS. In March 2014, the State Superintendent of Public Instruction announced the Standards for Career Ready Practice (SCRP). The SCRPs are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study.

The CDE Adult Education Office has aligned its content standards to the state-adopted challenging academics of CCSS and CCRS. The California adult education high school diploma meets the same standards as required for the K–12 high school diploma. The CDE has developed and implemented curriculum and assessment standards within ABE and ESL to meet the EFLs established by the NRS and to achieve the K–8 academic literacy objectives established by the state’s standards and frameworks. The CDE along with the SLPs delivered technical assistance and professional development to enable teachers to deliver intentional, standards-based instruction in the online environment. CALPRO provided professional learning opportunities on topics including mastering the English language proficiency standards (ELPS) and College and CCRS, implementation of English language arts standards, and evidence-based writing instruction in ESL and Adult Basic Education (ABE) classrooms.

Local adult education programs are aligned to CCSS, CCRS, and ELPS for Adult Education providing standards-based contextualized curriculum, evidence-based instruction, and assessment focusing on the skills that enable learners to participate more fully within society as citizens, workers, and family members. Please refer to the CDE website for additional information on Adult Education Standards <https://www.cde.ca.gov/re/cc/>.

Programs for Corrections Education and the Education of Other Institutionalized Individuals

According to the *Recidivism Report for Offenders Released from the California Department of Corrections in Fiscal Year 2015-16*, published by the California Department of Corrections and Rehabilitation (CDCR) in September 2021, the recidivism rate for the 33,756 offenders released between July 1, 2015, and June 30, 2016, was 44.6 percent. After reaching a high of 54.3 percent with the FY 2011-12 release cohort and subsequently declining to a low of 46.1 percent with the FY 2012-13 release cohort, the three-year conviction rate has been markedly stable. Following a slight increase with the FY 2014-15 release cohort (46.5 percent), the three-year conviction rate decreased to the current rate of 44.6 percent.

CDCR and other corrections agencies are now open, with many still operating on a limited basis and many opening later than other facilities. Incarceration rates decreased because of COVID-19; therefore, many education programs have undergone consolidation. In PY 2020-21, most facilities resumed pre- and post-testing, and all were running by PY 2021-22 (though many still on a limited basis).

More recently, CDCR has undertaken considerable efforts to increase access to educational technology by adding approximately 5,000 computers across all schools expressly for ABE and ASE courses. Online instructional tools include Reading Horizons Elevate, Spark3000, Achieve3000 Math, and Aztec Plus. Teachers receive training and support from academic coaches and participate in professional development in the use of the adopted textbooks and resources and how to integrate them as part of daily instruction to support students.

All Department of Developmental Services (DDS) and Department of State Hospital (DSH) facilities continue to face challenges as the result of COVID-19, especially in managing close living arrangements. All facilities have reopened their training/education programs outside the living residences; however, students are required to attend classes with their residential cohorts which limits the availability of educational offerings. Education program offerings continue to be expanded with the goal of reaching pre-pandemic levels, although vocational classes continue to be offered on a limited basis. Despite a surge of COVID-19 cases, because of the omicron variant, facilities successfully completed a majority of the WIOA Title II pre- and post-testing.

State hospitals continue to operate on a more limited basis as compared to the developmental centers. COVID-19 rates have been much higher for state hospitals; consequently, the level of restrictions have been correspondingly higher, with most state hospitals continuing more restrictive quarantine measures as necessary to ensure the health and safety of the individuals served.

Appendices

Appendix A

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Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Level 1	16	6	98	39	756	148	2,558	643	5	2	357	111	132	27	4,898
ABE Level 2	46	32	225	155	1,467	551	3,919	2,402	18	16	635	346	266	118	10,196
ABE Level 3	96	59	332	316	2,070	922	5,551	5,162	29	38	1,110	789	332	188	16,994
ABE Level 4	100	99	467	532	2,123	1,130	8,342	8,539	59	73	1,873	1,656	529	377	25,899
ABE Level 5	48	55	253	424	634	466	3,801	4,894	19	38	999	1,046	222	200	13,099
ABE Level 6	41	28	215	269	370	293	2,797	2,742	21	18	1,130	890	173	189	9,176
ESL Level 1	2	4	388	910	24	46	772	887	0	1	244	603	60	173	4,114
ESL Level 2	0	4	464	950	50	53	1,820	2,462	4	2	378	628	82	191	7,088
ESL Level 3	7	11	908	2,242	78	104	5,005	8,105	5	6	905	1,555	139	347	19,417
ESL Level 4	12	15	1,310	3,593	85	149	6,439	12,046	6	7	1,075	2,090	188	379	27,394
ESL Level 5	7	13	1,243	3,635	60	113	4,732	10,897	3	7	788	1,781	146	276	23,701
ESL Level 6	4	21	1,239	4,051	50	101	4,323	10,698	9	9	742	1,875	79	194	23,395
Total	379	347	7,142	17,116	7,767	4,076	50,059	69,477	178	217	10,236	13,370	2,348	2,659	185,371

Participants by Age, Ethnicity, and Sex

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16-18	33	25	307	213	253	209	3,433	2,870	15	24	773	603	130	116	9,004
19-24	64	68	999	1,123	1,087	717	10,522	10,006	39	37	1,682	1,688	398	388	28,818
25-44	186	200	2,747	8,317	4,184	2,228	26,498	37,708	96	121	5,081	7,271	1,129	1,594	97,360
45-54	54	34	1,324	3,609	1,097	521	5,655	12,549	18	26	1,323	1,932	324	287	28,753
55-59	16	11	536	1,295	538	189	1,698	3,136	2	6	502	718	135	95	8,877
60 +	26	9	1,229	2,559	608	212	2,253	3,208	8	3	875	1,158	232	179	12,559
Total	379	347	7,142	17,116	7,767	4,076	50,059	69,477	178	217	10,236	13,370	2,348	2,659	185,371

Participants by Program Type and Age

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60 + (G)	Total (H)
Adult Basic Education	3,656	10,524	31,178	7,426	2,475	2,728	57,987
Integrated Education and Training Program	5	31	99	41	13	15	204
Adult Secondary Education	1,912	5,732	11,845	2,012	433	341	22,275
Integrated Education and Training Program	6	25	106	33	10	3	183
English Language Acquisition	1,547	5,893	26,719	9,399	3,040	5,092	51,690
Integrated Education and Training Program	5	29	96	33	10	14	187
Integrated English Literacy and Civics Education (Sec. 243)	1,889	6,669	27,618	9,916	2,929	4,398	53,419
Integrated Education and Training Program	118	451	2,284	955	297	377	4,482
Total	9,004	28,818	97,360	28,753	8,877	12,559	185,371

Measurable Skill Gains (MSG) by Entry Level

Entering Educational Functioning Level (EFL)	First Period of Participation									All Periods of Participation				
	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma *	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma *	Percentage of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1	4,898	23	747,058	1,877	132	2	2,270	594	41.25	4,921	1,884	135	2	41.07
ABE Level 2	10,196	19	1,296,873	3,780	616	4	4,917	860	43.23	10,366	3,803	646	4	42.96
ABE Level 3	16,994	13	2,014,838	5,553	1,631	18	8,449	1,330	42.41	17,343	5,590	1,682	18	42.03
ABE Level 4	25,899	21	2,927,173	7,830	3,953	30	12,220	1,845	45.65	26,559	7,893	4,085	30	45.21
ABE Level 5	13,099	3	1,395,345	2,652	2,857	25	6,615	947	42.26	13,552	2,689	2,943	26	41.75
ABE Level 6	9,176	1	936,952	274	3,185	21	5,045	650	37.93	9,511	285	3,261	21	37.5
ABE Total	80,262	80	9,318,239	21,966	12,374	100	39,516	6,226	42.95	82,252	22,144	12,752	101	42.55
ESL Level 1	4,114	1	571,770	1,893	4	20	1,793	403	46.61	4,197	1,907	4	22	46.06
ESL Level 2	7,088	1	955,688	3,556	16	21	3,019	475	50.7	7,230	3,575	16	21	49.96
ESL Level 3	19,417	7	2,662,603	9,449	64	65	8,701	1,131	49.35	19,848	9,522	64	69	48.64
ESL Level 4	27,394	4	4,001,471	11,101	128	181	13,965	2,015	41.66	28,018	11,183	131	185	41.04
ESL Level 5	23,701	4	3,638,798	9,131	204	214	12,443	1,705	40.3	24,303	9,195	209	222	39.61
ESL Level 6	23,395	2	3,671,674	4,992	337	533	15,262	2,269	25.06	24,009	5,060	342	542	24.76
ESL Total	105,109	19	15,502,004	40,122	753	1,034	55,183	7,998	39.88	107,605	40,442	766	1,061	39.28
Grand Total	185,371	99	24,820,243	62,088	13,127	1,134	94,699	14,224	41.21	189,857	62,586	13,518	1,162	40.7

Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Entering Educational Functioning Level (A)	Number of Participants (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	3,102	507,680	1,964	850	288	63.31
ABE Level 2	5,905	929,779	4,145	1,392	368	70.19
ABE Level 3	9,314	1,439,170	6,386	2,344	584	68.56
ABE Level 4	13,669	2,104,588	9,954	2,986	729	72.82
ABE Level 5	6,151	934,986	3,181	2,432	538	51.72
ABE Level 6	N/A	N/A	N/A	N/A	N/A	N/A
ABE Total	38,141	5,916,203	25,630	10,004	2,507	67.2
ESL Level 1	2,496	448,989	1,900	428	168	76.12
ESL Level 2	4,371	770,762	3,577	593	201	81.83
ESL Level 3	12,605	2,225,698	9,539	2,499	567	75.68
ESL Level 4	18,085	3,335,285	11,238	5,613	1,234	62.14
ESL Level 5	15,767	3,002,843	9,305	5,370	1,092	59.02
ESL Level 6	14,928	2,922,108	5,193	8,062	1,673	34.79
ESL Total	68,252	12,705,685	40,752	22,565	4,935	59.71
Total	106,393	18,621,888	66,382	32,569	7,442	62.39

Measurable Skill Gains by Entry Level for Participants in Distance Education

Entering Educational Level (EFL)	First Period of Participation									All Periods of Participation				
	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma *	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma *	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1	661	2	93,832	180	56	2	357	64	36.12	676	181	56	2	35.36
ABE Level 2	2,869	7	335,873	829	330	1	1,517	185	40.53	2,947	835	344	1	40.04
ABE Level 3	6,672	10	740,146	1,698	936	9	3,595	424	39.67	6,864	1,716	960	9	39.12
ABE Level 4	12,030	16	1,275,725	3,229	2,121	16	5,949	699	44.66	12,397	3,253	2,193	16	44.06
ABE Level 5	7,299	2	746,716	1,499	1,573	17	3,711	497	42.33	7,575	1,521	1,624	18	41.76
ABE Level 6	4,979	1	479,371	189	1,455	7	2,921	406	33.17	5,216	197	1,514	7	32.94
ABE Total	34,510	38	3,671,663	7,624	6,471	52	18,050	2,275	41.04	35,675	7,703	6,691	53	40.5
ESL Level 1	924	0	130,988	426	3	1	441	53	46.54	950	431	3	1	45.79
ESL Level 2	1,669	0	227,135	807	5	5	763	89	48.95	1,702	810	5	5	48.18
ESL Level 3	4,881	3	692,100	2,381	24	10	2,222	241	49.51	5,011	2,400	24	10	48.57
ESL Level 4	8,002	4	1,254,631	3,458	51	30	3,932	527	44.25	8,239	3,487	52	30	43.32
ESL Level 5	8,311	0	1,355,245	3,366	79	51	4,267	548	42.06	8,583	3,393	81	53	41.09
ESL Level 6	9,291	1	1,464,853	2,185	153	172	5,937	843	27.02	9,606	2,215	156	174	26.49
ESL Total	33,078	8	5,124,952	12,623	315	269	17,562	2,301	39.94	34,091	12,736	321	273	39.1
Grand Total	67,588	46	8,796,615	20,247	6,786	321	35,612	4,576	40.5	69,766	20,439	7,012	326	39.81

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	120,844	28,060	23.22%	127,338	29,456	23.13%
Employment Fourth Quarter after exit	199,577	38,009	19.04%	209,455	39,959	19.07%
Median Earnings Second Quarter after exit	120,844	\$5,242.00	N/A	127,338	\$5,400.00	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	59,366	1,469	2.47%	62,015	1,608	2.59%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	59,366	1,678	2.82%	62,015	1,834	2.95%
Attained a Postsecondary Credential while enrolled or within one year of exit	25,595	1,387	5.41%	25,735	1,406	5.46%
Attained any credential (unduplicated)	70,121	3,936	5.61%	72,854	4,201	5.76%

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	87,385	20,147	23.05%	91,210	20,993	23.01%
Employment Fourth Quarter after exit	73,499	13,718	18.66%	76,410	14,260	18.66%
Median Earnings Second Quarter after exit	87,385	\$5,400.00	N/A	91,210	\$5,238.00	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	24,925	762	3.05%	25,972	828	3.18%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	24,925	754	3.02%	25,972	804	3.09%
Attained a Postsecondary Credential while enrolled or within one year of exit	13,475	623	4.62%	13,516	635	4.69%

Participant Status and Program Enrollment

Participant Status at Program Entry (A)	Number (B)	
Employed	65,147	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	739	
Unemployed	66,198	
Not in Labor Force	53,287	
TOTAL	185,371	
Highest Degree or Level of School Completed	US-Based Schooling	Non-US-Based Schooling
No schooling	4,963	0
Grades 1-5	4,766	3,764
Grades 6-8	7,836	9,690
Grades 9-12 (No Diploma)	58,369	16,734
Secondary School Diploma	9,948	23,432
Secondary School Recognized Equivalent	1,417	938
Some Postsecondary Education, No Degree	6,225	7,028
Postsecondary or Professional Degree	6,459	18,125
Unknown	5,677	0
TOTAL (Both US-Based and Non-US-Based)	185,371	
Program Type		
In Family Literacy Program	4,045	
In Workplace Adult Education and Literacy Activities	632	
Institutional Programs (Section 225)		
In Correctional Facility	26,217	
In Community Correctional Programs	0	
In Other Institutional Setting	Data not collected.	
TOTAL Institutional	26217	

Adult Education Personnel by Function and Job Status

(A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
Function			
State-level Administrative/ Supervisory/Ancillary Services		24	
Local-level Administrative/ Supervisory/Ancillary Services	185	770	13
Local Counselors	217	166	2
Local Paraprofessionals	608	622	113
Local Teachers	4,448	2,144	115
Teachers' Years of Experience In Adult Education			
Less than one year	290	40	
One to three years	773	128	
More than three years	3,385	1,976	
Teacher Certification			
No certification	224	69	
Adult Education Certification	1,344	1,217	
K-12 Certification	1,274	680	
Special Education Certification	107	49	
TESOL Certification	728	141	

**Outcome Achievement for Participants in
Integrated English Literacy and Civics Education**

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	53,419	23,206	43%	54,615	23,362	43%
Employment Second Quarter after exit	25,183	4,706	19%	26,039	4,813	18%
Employment Fourth Quarter after exit	64,237	10,269	16%	66,410	10,997	17%
Median Earnings Second Quarter after exit	25,183	\$4,500.00	N/A	26,039	\$4,500.00	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	4,327	17	0%	4,393	18	0%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	4,327	17	0%	4,396	17	0%
Attained a Postsecondary Credential while enrolled or within one year of exit	5,773	258	4%	5,789	260	4%

Primary Indicators of Performance	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)
Achieved Citizenship Skills	2,525	640	25%
Voted or Registered to Vote	2,525	56	2%
Increased Involvement in Community Activities	704	280	40%

Table 14
Local Grantees by Funding Source

Provider Agency (A)	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub-Recipients (D)	WIOA Funding		State Funding	
				Total (E)	% of Total (F)	Total (G)	% of Total (H)
Local Educational Agencies	169	92		\$70,793,000.00	72.43%	\$272,010,315.00	52.99%
Public or Private Nonprofit Agency							
Community-based Organizations	13	3		\$2,739,297.00	2.80%	\$9,475,412.00	1.85%
Faith-based Organizations							
Libraries	5			\$447,339.00	0.46%	\$480,344.00	0.09%
Institutions of Higher Education							
Community, Junior or Technical Colleges	18	14		\$15,485,253.00	15.84%	\$64,666,906.00	12.60%
Four-year Colleges or Universities							
Other Institutions of Higher Education							
Other Agencies							
Correctional Institutions	1	1		\$6,785,332.00	6.94%	\$147,141,708.00	28.67%
Other Institutions (non-correctional)	1			\$122,370.00	0.13%	\$12,316,808.00	2.40%
All Other Agencies							
Other							
Consortium/Coalition	2	1	5	\$1,363,665.00	1.40%	\$7,185,288.00	1.40%
Total	209	111	5	\$97,736,256.00	100.00%	\$513,276,781.00	100.00%