



California Adult Education Annual Performance Report

Federally Funded
California WIOA, Title II Annual Performance Report
2022-23



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Federally Funded Workforce Innovation and Opportunity Act, Title II,
Program Year July 1, 2022 – June 30, 2023

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 2022–23 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 2022–23

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.

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 need for workplace readiness skills, reskilling, and upskilling is of significance in California. Although the unemployment rate has dropped significantly close to the pre-pandemic level (4.8 percent) in 2023, California remains among the states with a higher unemployment rate compared to other states. The average unemployment rate in the United States is 3.9 percent in 2023.
- **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 post-pandemic, 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 the post-pandemic period, the SLPs continued to provide training for teachers as online and distance learning has become the norm in California. During the 2022–23 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 professional development (PD) about administrative and instructional practices to improve student learning.

July 1, 2022, through June 30, 2023, CALPRO served 2,835 adult educators from agencies funded by the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (WIOA, II: AEFLA) or the California Adult Education Program (CAEP). In the 2022–23 program year, AIR opened its new dedicated CALPRO office in Sacramento. The site features a large conference room, an executive meeting room, and two staff offices. In addition, the site was configured with an Owl system to enable all CALPRO events to be offered in HyFlex, hybrid, fully virtual, or fully face-to-face modalities.

CALPRO provided PD services on a wide variety of topics and delivered them in myriad formats, from written publications, online videos, and self-assessments to intensive six-month institutes for cohorts. Several major topical focuses, identified by the field and CDE as critically important, established CALPRO's work for the 2022–23 program year. Those topics include Supporting Adult Learner Transition to Postsecondary and the

Workforce, Culturally and Linguistically Responsive Andragogy, Lesson Study, Integrated Education and Training (IET), and Equity. These topics (among many others that appear in deliverables in this report) were delivered through PD or were the subject of major new material development efforts. The Supporting Adult Learner Transition to Postsecondary and the Workforce topic was the subject matter of CALPRO's new PD module and Training of Trainers (ToT) event. Completing the module required the engagement and participation of multiple subject-matter experts, the Professional Advisory Board (PAB), CALPRO state leadership partners, and CDE staff. Culturally and Linguistically Responsive Andragogy was the subject of the development of a new evidence-to-practice brief. CALPRO rolled out the Supporting Immigrant Integration Through Civics Education regional Community of Practice (CoP). Webinar series addressed the topics of social-emotional learning (SEL) and Lesson Study. 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. In addition, a quarterly webinar series by and for administrators 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), took place once again in the 2022–23 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 52 participants completing the clinic. The PLC Institute prepares participants 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, Immigrant Integration and Civics Education, 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. In PY 2022–23, CASAS conducted field-testing for the new Math GOALS 2 for ABE/ASE and for the STEPS Listening and Reading for ESL and submitted required data for OCTAE approval. These new series were posted in the Federal Register in July 2023, and in PY 2023–24 California started implementing the new test series. 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.

In the past year, CASAS has delivered 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 training covers California WIOA, Title II accountability, assessment policy and assessment implementation, and NRS data collection and reporting using TOPSpro Enterprise. In PY 2022–23, more than 3,000 participants registered online for 120 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 state, regional, and local agency levels.

In PY 2022–23, 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 offered monthly online statewide network meetings and statewide TOPSpro Enterprise meetings that focused on more detailed software and data-related topics. Both meetings averaged well more than 100 participants per session and continued after COVID-19.

In November 2022, OCTAE developed an action plan with California that established concrete targets for follow up performance. The assigned goals were for California to get 45 percent or more enrollees to provide Social Security number or for 60 percent or more students to respond to the Employment and Earnings Survey. These targets are much higher than California’s current performance rate, but CASAS and CDE provided a significant amount of additional training at regional and online meetings, and CASAS

added new reports in TOPSpro Enterprise that informed agencies of their progress and features that helped the state identify high performing agencies, which helped the state improve both areas of performance in PY 2022–23.

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. In the past year, OTAN has developed, in partnership with ISTE and California’s State Leadership Projects, the California Adult Education Digital Learning Guidance. The Guidance is based on foundational, research-based digital learning practices, and includes chapters on ensuring digital equity, understanding adult learning theories, designing flexible learning experiences, adopting models that work, implementing effective digital assessments, and fostering equitable and inclusive digital communities. The Guidance and its companion materials help agencies to implement best practices for digital learning. OTAN hosts a statewide learning management system, a two-year digital leadership academy, 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 2022–23 program year, OTAN served 4,064 adult education practitioners at more than 280 events on a variety of education tech topics. Post-Covid, OTAN is offering virtual, self-paced, asynchronous, and in-person training including hybrid and HyFlex, customized to the needs of agencies throughout California. Some popular training topics include Accessibility, Canvas, CK12 – Free Digital Textbooks, the Continuous Improvement Plan, Creating with Canvas, Digital Learning Guidance: Harnessing the Power of Digital Teaching, Google Workspace for Education Apps, Instructional Practice, Microsoft, Open Education Resources, OTAN Website and Resources, Using Northstar for Teaching and Learning and Assessing Digital Skills. OTAN released the California Adult Education Digital Learning Guidance (DLG) in September 2022 with a PDF of the document and an HTML version. Staff disseminated the DLG via a new section on the OTAN website and via conference presentations. Throughout the year, OTAN, together with ISTE, developed companion training materials for the DLG that included 1) video overviews of each DLG chapter, 2) a DLG facilitator’s guide and PowerPoints, 3) synchronous and asynchronous versions of a DLG-focused Canvas course, and 4) DLG Reader’s Guides (chapter summaries with discussion questions).

OTAN has fully transitioned from Moodle to the Canvas Learning Management System. Moodle courses have been migrated to Canvas and updated. By June 2023, thirty-nine (39) agencies signed MOU’s committing to continued use of Canvas for 2023–24. OTAN established Canvas instances for all WIOA-funded agencies in June 2023. Agencies will opt-in to participate in Canvas via the MOU process. OTAN entered an agreement with Instructure for 11,000 user licenses. OTAN has also started developing a Canvas database to manage agency interest, applications, MOUs, licenses, invoicing, and other needs.

The Digital Leadership Academy's (DLAC) 29 participants completed their first year of the two-year training with mid-project reports. Agencies shared information about their journey with DLAC during Year 1 and addressed their plans for Year 2. Teams received feedback on their reports and met with OTAN staff and coaches to review the feedback and address concerns and considerations for Year 2.

OTAN hosted its first ever hybrid Technology and Distance Learning Symposium (TDLS) at Chula Vista Adult School on March 3 to 4. OTAN also organized for the first time three 3-hour bootcamps on March 2. There were 371 attendees with 52.3 percent attending virtually. There were 84 presentations. Based on 337 session evaluations, TDLS will continue to be offered as a hybrid conference for the next program year. The keynote, Dr. Cherina Betters, focused on equity in educational technology. Her presentation was highly regarded by participants. The closing TDLS Slam was also popular with participants who had up to two minutes each to share new learning from the event.

Monitoring: The AEO at the CDE provides monthly desktop monitoring, and 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 COE coordinated and scheduled FPM reviews for all programs required to monitor federal funds at the COE. 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 2022–23

The WIOA, Title II: AEFLA program offered at 212 local agencies, including two coalitions, enrolled 378,220 learners. Of these, 242,068 (64 percent) qualified for NRS federal reporting. California served the highest number of WIOA, Title II-funded learners (22.8%) in all program areas – ABE, ASE, and ESL. Also, 42 percent of learners enrolled in Integrated English Language and Civic Education (IELCE) nationwide were from California.

As the COVID-19 conditions improved, enrollment in WIOA, Title II: AEFLA programs have steadily increased in the last two program years. In PY 2022–23, enrollment increased by 31 percent compared to PY 2021–22. ESL increased by 48 percent and ABE and ASE by 8 percent. Enrollment in IET/IELCE programs also doubled compared to 2021–22.

During the peak COVID-19 period, many AEFLA providers successfully transitioned to distance learning and remote implementation of services. The California WIOA, Title II

program continues to see significant numbers of learners (27 percent) enrolled in distance learning, although after the pandemic many students started in-person instructions.

Adult learners who qualified for NRS federal reporting in PY 2022–23 reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (65.7 percent), Asian (12.8 percent), White (13 percent), Black (5.6 percent), or two or more races (2.5 percent). The vast majority of learners enrolled in California WIOA, Title II, programs are non-English-speaking. Fifty percent spoke Spanish, and 25 percent of learners represented 29 different languages. Forty-six percent of learners attended school outside the United States. Adult learners in California are more likely to be female (56.2 percent). Four hundred thirty-six students indicated non-binary as their gender. Adult learners between the ages of 25 and 44 (52.5 percent) comprise the largest age group.

NRS Performance

The 242,068 learners who qualified for NRS federal reporting, 42.7 percent achieved at least one educational functioning level gain, including more than 14,000 learners who obtained a high school diploma or high school equivalency certificate. The number of POPs for the 2022–23 program year was 255,241, and the number of POPs with measurable skill gains was 104,873 (41 percent).

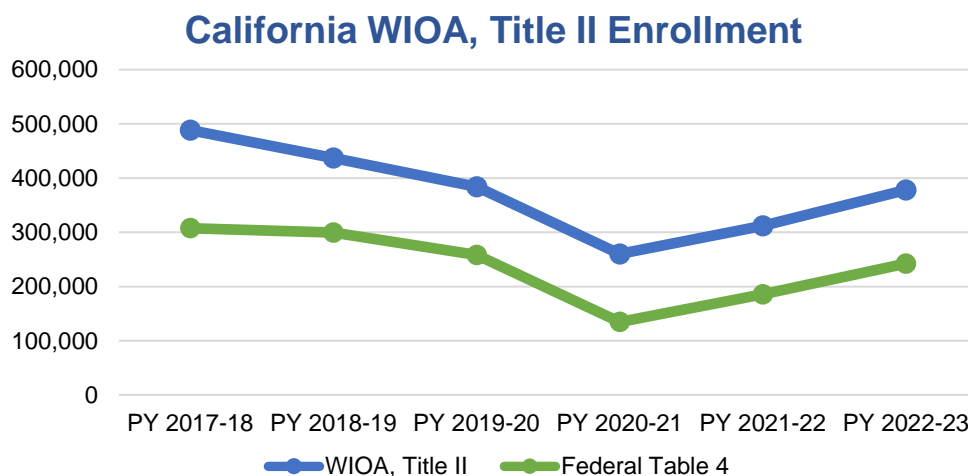
California continued to improve overall performance in 2022–23 (41 percent) compared to pandemic years. Performance in ABE, ASE, and ESL also improved compared to the previous two program years. In

2022–23 California exceeded the overall state goal, and 10 of the 12 ABE, ASE, and ESL state goals, except for ESL and ASE advanced.

More students were able to take a pretest and a post-test in PY 2022–23 (148,334) compared PY 2020–21 (62,315). The persistence rate achieved in 2022–23 was 61 percent, and more than 63 percent of the learners who persisted completed an EFL. More than 11 percent of CASAS pre- and post-tests were administered remotely during PY 2022–23.

The 242,068 learners who qualified for NRS federal reporting averaged 156 hours of instruction similar to previous program years. The learners (148,334) who persisted in the program and took pre- and post-tests reported 205 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 (75 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.

For the students who did not volunteer a Social Security number, 39 percent responded to the survey. The response rate to surveys in PY 2022–23 improved by six percent compared to the previous program year.

Of those students who exited in PY 2021–22, and either had records that could be matched with the EDD or responded to the employment and earnings follow-up survey, 54 percent were employed. However, the overall reported percentage of students who exited their program and achieved employment is 29 percent for follow-up second quarter after exit and 26 percent for fourth quarter after exit, as most students did not provide their SSN or did not respond to the survey. The overall employment outcome in PY 2022–23 improved by six percent compared to the previous program year.

CDE has continued to provide training and guidance to agencies by brainstorming ideas to improve the survey response rate and student retention. The CDE also has provided statewide AFELA network meetings to disseminate successful retention and recruitment strategies to more schools. Agencies with higher success in survey responses shared successful strategies adopted during student intake and exit in the monthly meetings. In terms of action and technical support, the state continues to focus on student recruitment and retention.

Local agencies continued to submit data to the CDE on a quarterly basis and include information on initiatives in student intake, exit, follow up and administration. The previously mentioned data submission structure allows quarterly analysis and early identification of incomplete or inaccurate data.

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.

- 59.8 percent of the 209 agencies that completed the survey characterized their collaboration with their local Workforce Development Board as effective.

- As a result, 70.8 percent were able to work and communicate with their local workforce development board to understand the regional economic impacts of COVID-19.
- 66.0 percent stated that their agency is represented through a consortium, and 58.9 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 was to provide extra support to English Language Learners, many of whom were enrolled in California WIOA, Title II programs and to duplicate these programs in other areas of the state.

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. As the CDE continues to encourage sub-recipients to collaborate with local workforce board, the CDE in partnership with CASAS will recognize those who have strong collaboration practices which can be replicated with other sub-recipients.

Integrated English Literacy and Civics Education (IELCE) Program

In program year 2022–23, the CDE completed the competitive Request for Application (RFA) following the considerations specified in WIOA, Title II: AEFLA. CDE awarded grants for a four-year cycle starting with PY 2023–24. 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 2022–23, 115 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	108
Business and Finance	66
Education, Child Development, and Family Services	38
Information and Communication Technologies	27
Hospitality, Tourism, and Recreation	25
Building and Construction Trades	18
Transportation	8
Manufacturing and Product Development	7
Marketing, Sales, and Service	5
Agriculture and Natural Resources	4
Fashion and Interior Design	4
Public Services	4
Energy, Environment, and Utilities	3

Per WIOA Section 243, the CDE required the use of the EL Civics COAAP system (IELCE) in combination with IET. California utilizes the IET model which combines workforce preparation activities and occupational skills training with literacy activities to increase a participant's educational and career advancement. In California IET, the workforce preparation and literacy activities are provided via the California EL Civics COAAP System. 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 (IELCE) program and a career training program.

California's IELCE programs assesses 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, government and law, and workforce training. 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, participating in a job interview, or using appropriate soft skills to interact with a customer. Agencies may select from 188 pre-approved COAAPs or may revise the pre-approved ones or develop new ones. Currently, 18 COAAPs are specifically related to workforce training in the pathways of Early Childhood Education, Health Care, Building and Construction, Information and Communication Technologies, Manufacturing and Product Development, Business and Finance and Hospitality, Tourism and Recreation. Many of the other COAAPs have been revised to include language and literacy objectives and task content related to workforce training. The list of Civic Objectives and COAAPs grows as agencies develop new training programs and/or assessment plans.

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. OTAN and continue to improve the content and implementation of the EL Civics Exchange.

Training for agencies in the use of the EL Civics COAAP system in coordination with IET includes 5 steps: Identify priority jobs and training needs, providing support services, facilitating coordination between IELCE and IET team members, evaluating the IELCE and IET program outcomes and using those to improve the program in subsequent years.

As part of the training, CDE and CASAS hold monthly EL Civics Network Meetings to provide current information and agency examples of effective IELCE/IET implementation. Participants share questions, concerns, and solutions during these meetings.

In September 2023, California participated in the OCTAE's Advanced IET Pilot Design Camp to continually improve IELCE/IET implementation. The California team consisted of one CDE Consultant, one CASAS Program Specialist and representatives from 2 agencies with model IELCE/IET programs. The state impact plans, and capstone projects presented by the 4 state participants in the Pilot Design Camp will be used to train subsequent Advanced Design Camp participants. California will use the state impact plan and lessons learned from the Camp to improve the current California IELCE/IET programs.

In 2022–23, the CDE EL Civics program awarded funds to 189 agencies to provide EL Civics educational services. Most EL Civics-funded agencies (112 agencies) also received funding for IELCE 243. More than 95,000 adults were enrolled in EL Civics and/or IELCE programs. Enrollment in both EL Civics and IELCE programs increased significantly compared to the COVID-19 pandemic period.

In 2022–23, there were 6,132 learners enrolled in Citizenship Preparation, 53,724 in Civic Participation, and 43,089 in IELCE. More than 3,500 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 5,200 learners passed the CASAS Government and History for Citizenship test, and 2,060 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/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 9 Promising Practices for PY 2022-23. 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) Five Keys Charter School in its model of partnership and collaboration with workforce and social services, b) Merced Adult School and c) MiraCosta College in their use of Hyflex instruction and Multi-Modality scheduling to provide equitable access to programs, d) West Los Angeles College Health Career Discover Pathway in providing ELL students with equitable access to free, high quality career training programs, and e) Whittier Union Adult School in bringing Google Suite Training to all ESL students which greatly increased ELL enrollment in career training programs.

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 (SCRIP). The SCRIP 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 students advance 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 the Adult Education Standard <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.

Appendix

Appendix A

Federal Tables

- Federal Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex
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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
	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)	(P)
ABE Level 1	14	6	78	35	793	172	2,772	720	8	3	331	83	161	35	5,211
ABE Level 2	42	25	217	206	1,520	610	4,344	2,817	21	16	570	359	295	103	11,145
ABE Level 3	65	67	309	330	2,399	1,119	6,460	5,926	42	36	1,075	756	362	211	19,157
ABE Level 4	103	90	503	643	2,478	1,177	9,932	9,105	61	58	2,090	1,433	522	330	28,525
ABE Level 5	48	56	268	426	687	535	4,406	5,107	26	41	1,088	946	208	206	14,048
ABE Level 6	32	30	225	293	367	233	2,728	2,503	24	14	1,023	794	143	133	8,542
ESL Level 1	4	5	586	1,264	51	62	1,515	1,745	7	8	392	882	186	453	7,160
ESL Level 2	2	3	678	1,230	86	95	3,805	4,571	8	7	642	1,012	179	311	12,629
ESL Level 3	12	7	1,440	3,123	202	171	10,102	13,572	11	10	1,678	2,688	293	472	33,781
ESL Level 4	5	9	1,922	4,408	187	236	11,017	16,622	7	6	1,996	3,337	262	399	40,413
ESL Level 5	5	11	1,696	4,469	126	158	7,434	13,841	7	9	1,408	2,859	179	297	32,499
ESL Level 6	4	12	1,710	4,826	79	109	5,930	12,051	4	4	1,291	2,640	94	204	28,958
Total	336	321	9,632	21,253	8,975	4,677	70,445	88,580	226	212	13,584	17,789	2,884	3,154	242,068

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
	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)	(P)
16-18	28	19	369	329	260	194	4,404	3,634	15	13	678	567	90	82	10,682
19-24	43	72	1,299	1,371	1,249	734	15,539	12,847	42	39	1,836	2,028	364	410	37,873
25-44	171	161	3,705	9,939	4,910	2,622	37,032	46,305	129	121	7,355	9,955	1,487	1,931	125,823
45-54	46	52	1,789	4,623	1,254	649	8,050	16,823	24	27	1,836	2,533	464	381	38,551
55-59	19	8	723	1,618	583	208	2,377	4,372	9	7	642	960	163	137	11,826
60 +	29	9	1,747	3,373	719	270	3,043	4,599	7	5	1,237	1,746	316	213	17,313
Total	336	321	9,632	21,253	8,975	4,677	70,445	88,580	226	212	13,584	17,789	2,884	3,154	242,068

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	3,921	11,545	33,971	8,647	2,824	3,130	64,038
Integrated Education and Training Program	13	65	137	60	23	29	327
Adult Secondary Education	1,699	5,560	12,051	2,328	511	441	22,590
Integrated Education and Training Program	9	68	158	63	14	16	328
English Language Acquisition	2,395	9,885	41,018	14,188	4,565	7,760	79,811
Integrated Education and Training Program	21	61	338	120	22	28	590
Integrated English Literacy and Civics Education (Sec. 243)	2,667	10,883	38,783	13,388	3,926	5,982	75,629
Integrated Education and Training Program	142	555	2,437	1,110	369	451	5,064
Total	10,682	37,873	125,823	38,551	11,826	17,313	242,068

Measurable Skill Gains (MSG) by Entry Level

	First Period of Participation										All Periods of Participation			
Entering Educational Functioning Level (EFL)	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	5,211	20	891,962	2,275	149	7	2,100	660	46.83%	5,344	2,303	155	7	46.12%
ABE Level 2	11,145	26	1,576,368	4,455	708	16	4,909	1,031	46.57%	11,575	4,496	740	16	45.37%
ABE Level 3	19,157	21	2,500,759	6,605	1,774	25	9,013	1,719	43.91%	19,974	6,700	1,836	25	42.86%
ABE Level 4	28,525	27	3,466,287	8,612	4,576	59	13,088	2,163	46.48%	29,880	8,720	4,731	60	45.21%
ABE Level 5	14,048	10	1,659,908	2,717	3,219	49	7,142	911	42.63%	14,751	2,784	3,343	50	41.87%
ABE Level 6	8,542	3	920,893	283	2,734	47	4,782	693	35.88%	8,979	304	2,811	47	35.21%
ABE Total	86,628	107	11,016,177	24,947	13,160	203	41,034	7,177	44.27%	90,503	25,307	13,616	205	43.23%
ESL Level 1	7,160	0	1,777,914	3,410	6	13	3,225	506	47.89%	7,558	3,433	6	14	45.68%
ESL Level 2	12,629	5	2,409,029	6,717	7	17	5,369	514	53.39%	13,494	6,775	7	17	50.38%
ESL Level 3	33,781	5	5,995,100	17,132	54	92	15,006	1,492	51.15%	35,964	17,258	54	96	48.40%
ESL Level 4	40,413	11	6,616,861	16,676	119	178	21,223	2,206	42.01%	42,994	16,847	119	184	39.88%
ESL Level 5	32,499	9	5,356,574	12,957	205	210	17,196	1,922	41.15%	34,286	13,087	212	218	39.42%
ESL Level 6	28,958	3	4,632,169	6,472	313	531	19,262	2,377	25.26%	30,442	6,549	326	543	24.36%
ESL Total	155,440	33	26,787,647	63,364	704	1041	81,281	9,017	41.89%	164,738	63,949	724	1072	39.90%
Grand Total	242,068	140	37,803,824	88,311	13,864	1,244	122,315	16,194	42.74%	255,241	89,256	14,340	1,277	41.08%

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	3,501	707,524	2,372	725	404	67.75%
ABE Level 2	6,913	1,269,304	4,910	1,433	570	71.02%
ABE Level 3	11,016	1,941,391	7,657	2,510	849	69.50%
ABE Level 4	15,813	2,620,055	11,305	3,549	959	71.49%
ABE Level 5	7,208	1,188,176	3,854	2,818	536	53.46%
ABE Level 6	44,451	7,726,450	30,098	11,035	3,318	67.71%
ABE Total	4,524	1,523,370	3,420	763	341	75.59%
ESL Level 1	8,151	2,067,470	6,742	1,196	213	82.71%
ESL Level 2	22,499	5,077,951	17,230	4,548	721	76.58%
ESL Level 3	27,299	5,582,498	16,866	9,070	1,363	61.78%
ESL Level 4	22,394	4,625,341	13,185	7,961	1,248	58.87%
ESL Level 5	19,016	3,866,137	6,704	10,534	1,778	35.25%
ESL Level 6	103,883	22,742,767	64,147	34,072	5,664	61.74%
ESL Total	148,334	30,469,217	94,245	45,107	8,982	63.53%
Total	3,501	707,524	2,372	725	404	67.75%

Measurable Skill Gains by Entry Level for Participants in Distance Education

	First Period of Participation										All Periods of Participation			
Entering Educational Functioning Level (EFL)	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	725	3	99,491	184	75	1	427	35	36.01%	774	188	78	1	34.49%
ABE Level 2	3,154	3	365,079	841	345	7	1,786	172	37.86%	3,373	854	369	7	36.46%
ABE Level 3	7,038	10	819,230	1,805	814	7	3,910	492	37.36%	7,516	1,830	849	7	35.73%
ABE Level 4	12,279	19	1,353,342	3,092	2,079	14	6,416	659	42.29%	13,103	3,132	2,169	14	40.56%
ABE Level 5	7,026	7	784,539	1,339	1,516	9	3,769	386	40.80%	7,457	1,379	1,589	10	39.93%
ABE Level 6	4,254	2	433,610	184	1,305	5	2,402	356	35.13%	4,516	200	1,362	5	34.69%
ABE Total	34,476	44	3,855,291	7,445	6,134	43	18,710	2,100	39.56%	36,739	7,583	6,416	44	38.22%
ESL Level 1	870	0	118,537	358	1	2	446	63	41.49%	944	361	1	2	38.55%
ESL Level 2	1,830	2	255,376	957	3	3	766	99	52.68%	2,062	965	3	3	47.09%
ESL Level 3	5,599	1	847,439	2,854	23	7	2,377	337	51.51%	6,144	2,876	23	7	47.29%
ESL Level 4	7,500	4	1,228,530	3,284	33	28	3,608	543	44.62%	8,197	3,322	33	29	41.28%
ESL Level 5	7,473	3	1,318,838	3,164	68	54	3,610	574	43.98%	8,044	3,181	69	57	41.11%
ESL Level 6	7,718	0	1,358,048	1,948	116	161	4,692	801	28.82%	8,251	1,968	122	165	27.33%
ESL Total	30,990	10	5,126,768	12,565	244	255	15,499	2,417	42.16%	33,642	12,673	251	263	39.19%
Grand Total	65,466	54	8,982,059	20,010	6,378	298	34,209	4,517	40.79%	70,381	20,256	6,667	307	38.68%

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	140,267	41,613	29.66%	147,865	43,431	29.37%
Employment Fourth Quarter after exit	130,862	34,245	26.16%	137,173	35,969	26.22%
Median Earnings Second Quarter after exit	41,613	\$6,000.00	N/A	43,431	\$6,000.00	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	56,405	1,684	2.98%	58,498	1,766	3.01%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	56,405	2,205	3.90%	58,498	2,327	3.97%
Attained a Postsecondary Credential while enrolled or within one year of exit	19,575	2,734	13.96%	20,388	2,829	13.87%
Attained any credential (unduplicated)	65,960	5,682	8.61%	68,577	5,941	8.66%

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	57,708	18,493	32.04%	60,073	19,197	31.95%
Employment Fourth Quarter after exit	88,622	23,300	26.29%	91,784	24,228	26.39%
Median Earnings Second Quarter after exit	18,493	\$6,000.00	N/A	19,197	\$6,000.00	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	40,615	1,260	3.10%	41,817	1,315	3.14%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	40,615	1,654	4.07%	41,817	1,731	4.13%
Attained a Postsecondary Credential while enrolled or within one year of exit	13,943	1,924	13.79%	14,355	1,981	13.80%

Participant Status and Program Enrollment

Participant Status at Program Entry (A)		Number (B)
Employed	91,767	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	1,140	
Unemployed	86,332	
Not in Labor Force	62,829	
TOTAL	242,068	
Highest Degree or Level of School Completed	US-Based Schooling	Non-US-Based Schooling
No schooling	8,070	0
Grades 1-5	4,387	4,919
Grades 6-8	8,602	12,800
Grades 9-12 (No Diploma)	64,501	21,787
Secondary School Diploma	15,686	34,657
Secondary School Recognized Equivalent	1,814	1,563
Some Postsecondary Education, No Degree	8,674	10,516
Postsecondary or Professional Degree	9,542	26,050
Unknown	8,500	0
TOTAL (Both US-Based and Non-US-Based)	242,068	
Program Type		
In Family Literacy Program	4,047	
In Workplace Adult Education and Literacy Activities	805	
Institutional Programs (Section 225)		
In Correctional Facility	29,543	
In Community Correctional Programs	0	
In Other Institutional Setting	0	
TOTAL Institutional	29,543	

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	17	22	0
State-level Administrative/ Supervisory/Ancillary Services	240	825	214
Local-level Administrative/ Supervisory/Ancillary Services	209	190	4
Local Counselors	583	580	109
Local Paraprofessionals	4,672	2,225	18
Local Teachers	17	22	0
Teachers' Years of Experience In Adult Education			
Less than one year	340	160	
One to three years	910	269	
More than three years	3,422	1,796	
Teacher Certification			
No certification	295	62	
Adult Education Certification	1,246	1,249	
K-12 Certification	1,432	730	
Special Education Certification	102	48	
TESOL Certification	812	155	

Table 9
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	75,629	34,823	46%	80,683	35,154	44%
Employment Second Quarter after exit	34,523	9,430	27%	35,808	9,680	27%
Employment Fourth Quarter after exit	28,495	6286	22%	29,668	6591	22%
Median Earnings Second Quarter after exit	9,430	\$5,400.00	N/A	9,680	\$5,666.00	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	2,312	13	1%	2,337	13	1%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	2,312	12	1%	2,337	12	1%
Attained a Postsecondary Credential while enrolled or within one year of exit	3,352	612	18%	3,446	622	18%

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	4,749	940	20%
Voted or Registered to Vote	4,749	95	2%
Increased Involvement in Community Activities	972	484	50%

Table 14
Local Grantees by Funding Source

Provider Agency	Total Number of Providers	Total Number of IELCE Providers	Total Number of Sub-Recipients	WIOA Funding		State Funding	
				Total	% of Total	Total	% of Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Local Educational Agencies	168	91	0	\$75,766,900	71%	\$283,862,086	52%
Public or Private Nonprofit Agency							
Community-based Organizations	13	3	0	\$4,153,715	4%	\$8,917,434	2%
Faith-based Organizations	0	0	0	\$0	0.0%	\$0	0%
Libraries	5	0	0	\$502,105	0.5%	\$865,699	0%
Institutions of Higher Education							
Community, Junior, or Technical Colleges	18	13	0	\$17,284,580	16.2%	\$69,497,616	13%
Four-year Colleges or Universities	0	0	0	\$0	0.0%	\$0	0%
Other Institutions of Higher Education	0	0	0	\$0	0.0%	\$0	0%
Other Agencies							
Correctional Institutions	1	1	0	\$7,606,000	7%	\$157,803,694	29%
Other Institutions (non-correctional)	1	0	0	\$140,320	0%	\$13,430,703	2%
Other							
Consortium/Coalition	1	1	5	\$1,211,860	1%	\$7,086,519	1%
Total	207	109	5	\$106,665,480	100%	\$541,463,751	100%