



# California Adult Education Annual Performance Report

Federally Funded  
Workforce Innovation and Opportunity Act, Title II  
Program Year July 1, 2023 – June 30, 2024



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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 2023–24 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 2023–24

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 86.2 percent. The dropout rate in California has fallen below 10 percent (8.2 percent in 2023) 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. More than 1 million California residents of labor force age are unemployed, and it remains among the states with a higher unemployment rate (5.2 percent) compared to other states. The average unemployment rate in the United States is 4.2 percent in 2024.
- **English Speaking Ability:** Nineteen percent of California adults speak English less than "very well." More than one-fourth of the national non-English-speaking population resides in California, more than one-fourth of California's population is foreign-born (27.3 percent) and 44 percent of California children have at least one immigrant parent.

- **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 (2023: ACS estimates.)

## 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. 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. The mission of CALPRO is to foster continuous program improvement through a comprehensive, statewide approach to effective and evidence-based professional development for adult educators in California. The ultimate goal of CALPRO in providing professional development opportunities for adult educators is to enhance student learning gains and empower learners to meet their goals as workers, family and community members, and lifelong learners. As such, CALPRO provides PD in all required WIOA Title II, AEFLA and CAEP program areas, focuses on learner-centered and data-driven practices, and seeks to engage educators as professionals in a process of aspirational and practical improvement of practice. CALPRO provides professional development to adult education staff of all California Department of Education and California Adult Education Program funded consortium and programs. CALPRO develops and delivers high-quality, evidence-based professional development through statewide institutes, regional trainings, and multiple virtual and digital modalities. CALPRO offers PD tailored to the specific needs of administrators, teachers and other roles critical to effective programs and learner success.

The American Institutes for Research (AIR), as the managing agency for the California Adult Literacy Professional Development Project (CALPRO), is pleased to submit the details of services for the 2023–24 program year. In the 2023–24 program year, AIR was pleased to utilize the new dedicated CALPRO office in Sacramento, California, for all face-to-face statewide institutes and state leadership project meetings. The site features a large conference room, an executive meeting room, and two staff offices. The office site was configured with an Owl Labs’ system to enable all CALPRO events to be offered in HyFlex, hybrid, fully virtual, or fully face-to-face modalities. A major investment was made by AIR in converting the CALPRO-ONLINE.ORG website to a new Drupal-based site throughout 2023–24 and was designed to be an easy-to-navigate space focused on training and professional development. The website features downloadable evidence-to-action publications, virtual workrooms that are curated and self-guided topical resource professional learning opportunities, and access to educator competency self-assessments and guidance for professional learning.

CALPRO provided PD services on a wide variety of topics and delivered them in multiple formats, from written publications to online videos and to self-assessments for individuals and to intensive 6-month institutes for cohorts of program and consortium leadership and staff. Several major topical focuses, identified by the field and CDE as critically important, established CALPRO’s work for the 2023–24 program year. Those topics include Supporting Student Transitions to Postsecondary Education and the Workforce, Integrated Education and Training, Effective Strategies for Writing Instruction, Teaching Adult English Learners: Principals and Practices, Critical Democratic Literacy, Social and Emotional Learning, 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. Critical Democratic Literacy was the subject matter of CALPRO’s new PD module and Training-of-Trainers event. Completing the module required the engagement and participation of multiple subject matter experts from the state as well as nationally and internationally recognized leaders, the Professional Advisory Board, CALPRO state leadership partners, and CDE staff. Supporting Student Success Through Social and Emotional Learning was a published new evidence-to-action brief. CALPRO rolled out the Supporting Student Transitions to Postsecondary Education and the Workforce community of practice throughout the state. A new four-week facilitated online course on Supporting Immigrant Integration through Civics Education was launched in April 2024. The evidence to action webinar series addressed the topics of apprenticeship and workforce-aligned adult education practices.

In the 2023–24 contract year, 3,522 end users were engaged in various CALPRO training events. The below table illustrates the engagement in CALPRO PD activities for the 2023–24 contract year. It presents a summary of the principal training vehicles by type, specifies the number of events of each type, and the total number of adult educators who participated. In addition, CALPRO saw 7,277 unique visitors to its website and distributed adult ed research and national professional learning opportunities to 3,738 California educators.

**CASAS** (Assessment and Accountability) provides the standardized assessment and accountability system for all levels of ABE, ASE, and ELA programs, and reports program enrollment and outcome data to the state. California agencies use the CASAS Reading GOALS and the Math GOALS 2 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 2023–24, CASAS began implementing the new Math GOALS 2 for ABE/ASE and the STEPS Listening and Reading series for ESL. CASAS eTests®, helps place students into programs, and generates 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 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. The training covers California WIOA, Title II accountability, assessment policy, and NRS data collection and reporting using TOPSpro Enterprise. In PY 2023–24, more than 3,000 participants registered online for 105 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, at the state, and local agency levels.

In PY 2023–24, CASAS and CDE offered monthly online statewide WIOA, Title II network meetings and statewide TOPSpro Enterprise meetings that focused on more detailed software and data-related topics. Both meetings averaged more than 100 participants per session. In addition, CASAS hosted regional WIOA, Title II meetings each month. More than 1,200 participants attended regional meetings (mostly online) that addressed state and federal updates related to accountability, data to inform instruction, and statewide policy.

In November 2022, OCTAE developed an action plan with California that established concrete targets for follow up performance. The assigned goals were to get 45 percent or more enrollees to provide Social Security numbers, or for 60 percent or more to respond to the Employment and Earnings Survey. These targets are much higher than California’s current performance rate, but CASAS and CDE provided significant additional training at regional and online meetings, and CASAS added new reports in TOPSpro Enterprise that helped agencies meet requirements, and the state identify high performing agencies -- which helped the state improve both areas of performance in PY 2023–24.

**OTAN** (Technology and Distance Learning) continues to play a pivotal role in supporting the integration of instructional technology into adult education across California. OTAN provides technology integration training, online curriculum, online courses, and a variety of programs and activities designed to enhance the delivery of curriculum through the effective use of technology. Key programs and services include a statewide learning management system, a digital leadership academy, an annual technology symposium,

capacity building and communication. Among a host of websites it has built and maintains, OTAN also manages the California Adult Education Online Application and Reporting website, a crucial platform that assists California Adult Education administrators and staff with responding to adult education grant and administrative program requirements. The website allows agencies to apply for grants, submit required data such as grant award notifications, budgets, and expenditure claim reports, and monitor program performance through a user-friendly interface. By providing a centralized location for application and reporting, the website enhances transparency, improves efficiency, and supports data-driven decision-making within adult education agencies. Through its various training programs, digital tools, and resources, OTAN embraces the vision of leading adult education through support for and the effective application of technology.

In the 2023–24 program year, OTAN served 10,753 adult education practitioners at more than 368 events on a variety of education technology topics. OTAN offers virtual, in-person, hybrid, and HyFlex training, customized to the needs of agencies throughout California. Some regularly requested topics include Generative Artificial Intelligence, Creating with Canvas, Harnessing the Power of Digital Teaching, OTAN Website and Resources, Accessibility, Flexible Learning Experiences, and Digital Equity.

OTAN offers Canvas Learning Management System licensing and training statewide. By June 2024, fifty-four (54) agencies signed memorandums of agreement with OTAN and committed to the use of Canvas for 2024-25. OTAN entered an agreement with Instructure, the parent company of Canvas, for 13,000 licenses. In 2023–24, OTAN also developed and promoted the use of the California Adult Education Canvas Common and has a repository of 55 resources that have been added to the Commons in the last year, eight of those being OTAN shared courses. Working with OTAN’s development team, OTAN has built a new Canvas database to manage agency interest in Canvas, applications, MOUs, and licenses. OTAN is also working on Canvas webpages that will better engage and communicate with administrators and teachers.

OTAN has organized a pilot with Northstar Digital Literacy and adult education agencies around the state whereby those agencies become Northstar Locations for free. (OTAN pays the annual subscription for each agency.) As a Northstar Location, an agency can offer proctored assessments (versus the free but unrecorded assessments on the Northstar website), and learners with a high enough score on those assessments can earn certificates and digital badges. A Northstar Location also has access to a digital skills curriculum that can be used for in-person, remote, and/or hybrid instruction, as well as Northstar Online Learning (NSOL) which are online learning modules that learners can access at or outside the agency. Over the last few years, OTAN has sponsored up to 12-14 agencies in its pilot. OTAN has also paid for a three-part training provided by Northstar for those agencies new to Northstar and has shared recordings of the trainings with the pilot agencies for review throughout the year.

The 2023–24 Digital Leadership Academy’s (DLAC) cohort concluded in the last few months; twenty-seven (27) participants completed the experience with final presentations on the project they chose for themselves two years ago. 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. Teams have already been accepted for the upcoming 2024–26 DLAC cohort; OTAN looks forward to our first meeting with them in October!

OTAN hosted its second hybrid Technology and Distance Learning Symposium (TDLS) at Fremont Adult School on March 1st and 2nd. OTAN also organized the new “Tech Playground” where TDLS attendees could go and experience a variety of augmented and virtual reality tools they could use with their students in the classroom. Other than this, TDLS consisted of 63 different presentations. There were 316 attendees with 49.4 percent attending virtually. The keynote speaker, CUE’s Director of Academic Innovation, Joe Marquez, focused on the importance of tailoring professional development (PD) to individual needs and goals. They encouraged attendees to take an active role in shaping their learning experiences, rather than passively consuming standardized content. The presentation concluded by inspiring participants to become mavericks in their professional growth, forging unique paths that align with their aspirations and strengths.

**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 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 2023–24**

The WIOA, Title II: AEFLA program offered at 216 local agencies, including one coalition, enrolled 415,932 learners. Of these, 285,394 (68 percent) qualified for NRS federal reporting. California served the highest number of WIOA, Title II-funded learners (22.2%) in all program areas – ABE, ASE, and ESL. Also, a significant percentage of learners enrolled in Integrated English Language and Civic Education (IELCE) nationwide were from California.

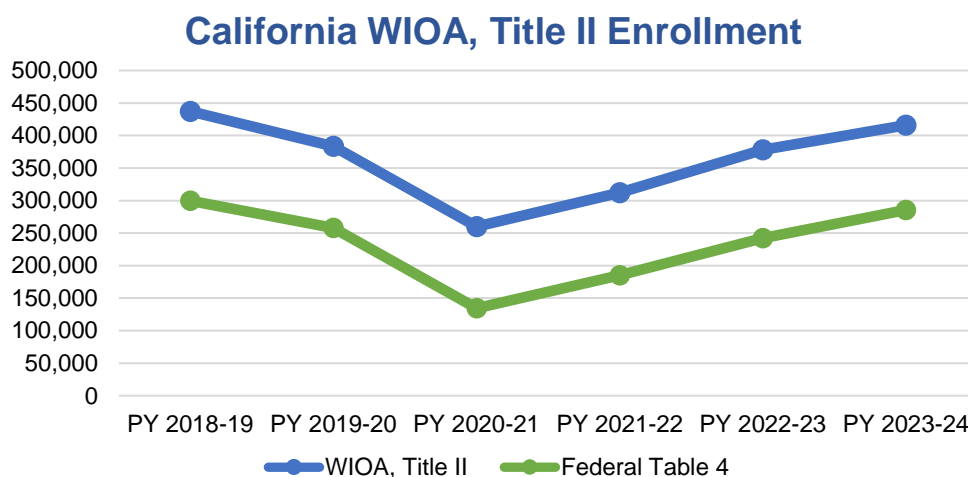
Enrollment in WIOA, Title II: AEFLA programs has steadily increased in the last two program years. In PY 2023–24, enrollment increased by 33.4 percent compared to PY 2021–22. ESL increased by 53.1 percent and ABE and ASE by 6 percent. Enrollment in IELCE programs increased by 108 percent since PY 2021–22.

Adult learners who qualified for NRS federal reporting in PY 2023–24 reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (65.4 percent), Asian (12.6 percent), White (13.2 percent), Black (5.5 percent), or two or more races (2.9 percent). The vast majority of learners enrolled in California WIOA, Title II programs are non-English-speaking. Fifty-one percent speak Spanish, and 23 percent of learners represent 35 different languages. Fifty-four percent of learners attended school outside the United States. Adult learners in California are more likely to be female (56.1 percent). Six hundred and forty-one students indicated non-binary as their gender. Adult learners between the ages of 25 and 44 (52.0 percent) comprise the largest age group.

## NRS Performance

Of the 285,394 learners who qualified for NRS federal reporting, 44.8 percent achieved at least one educational functioning level gain, including more than 16,000 learners who obtained a high school diploma or high school equivalency certificate. The number of POPs for the 2023–24 program year was 295,234, and the number of POPs with measurable skill gains was 130,974 (44.36 percent).

California continued to improve overall performance in 2023–24 (44 percent) compared to pandemic years. Performance in ABE, ASE, and ESL improved compared to the previous two program years. In 2023–24 California exceeded the overall state goal and goals set for ABE and ESL.



More students were able to take a pretest and a post-test in PY 2023–24 (179,474) compared to PY 2022–23 (148,334). The persistence rate achieved in 2023–24 was 63 percent, and more than 66 percent of the learners who persisted completed an EFL. More than 16 percent of pre- and post-tests were administered remotely during PY 2023–24.

The 285,394 learners who qualified for NRS federal reporting averaged 178 hours of instruction similar to previous program years. The learners (179,474) who persisted in the program and took pre- and post-tests reported 233 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 or Individual Taxpayer Identification Number (ITIN) (75 percent of enrollees). Of the remaining 25 percent of enrollees that exited, 89 agencies identified over 1,400 participants with ITINs. For those students with a Social Security number or ITIN, 52.8 percent were employed.

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 and sent by agencies to students who exited the program. When the student completes the survey online, TOPSpro Enterprise automatically receives the results. Agencies can customize the survey invitation by adding an 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 or an ITIN, 40 percent responded to the survey. The response rate to surveys in PY 2023–24 improved by five percent compared to the previous program year. Of those students, 22 percent responded they were employed, a three percent increase from the previous year.

The overall reported percentage of students who exited their program and achieved employment is 31 percent for follow-up second quarter after exit and 29 percent for the fourth quarter after exit, as most students did not provide their SSN or did not respond to the survey. These percentages exceed the California statewide goal of 22 percent for follow-up second quarter after exit and 20 percent for fourth quarter after exit with the overall employment outcome in PY 2023–24 improving by two 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 has provided statewide AEFLA 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, including information on initiatives in student intake, exit, follow-up and administration. CDE monitors the aggregated statewide survey response rate each quarter and uses the previously mentioned data submission structure for quarterly analysis and early identification of incomplete or inaccurate data.

The CASAS data portal publishes agency level data for California NRS Federal table 4, 4B, and employment and earnings outcome along with the state goals and statewide performance averages annually. The CDE requires agencies to review their performance and compare their agency with other agencies of similar type and size. In addition, the CDE is also using the NRS State Performance quartile matrix model to review agency level performance and provide TTA to review specific data issues and create an action plan for continuing improvement.

## **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.

- 53.3 percent of the 225 agencies that completed the survey characterized their collaboration with their local Workforce Development Board as effective.
- 60.0 percent stated that their agency is represented through a consortium, and 51.6 percent said their staff attend the local WDB meetings.
- In addition, 79.6 percent of the 225 agencies that completed the survey interacted with their local America's Job Center of California with 51.1 percent of those characterizing with their collaboration as effective.
- 69.3 percent of those that interacted with their local America's Job Center of California received and provided student referrals.
- Several WIOA, Title II agencies applied for and received targeted funding from WIOA Title I via California Labor agencies and EDD for IET and High Road training partnerships for health care.

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 2023–24, 112 agencies submitted IELCE Reports.

Per WIOA Section 243, the CDE required the use of the EL Civics COAAP system (IELCE) in combination with IET. California uses the IET model that 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 191 pre-approved COAAPs or may revise the pre-approved ones or develop new ones. Currently, 19 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 California 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 CASAS 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 five steps: Identifying 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 two agencies with model IELCE/IET programs. The state impact plans, and capstone projects presented by the four 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 2023–24, the CDE EL Civics program awarded funds to 181 agencies to provide EL Civics educational services. Most EL Civics-funded agencies (110 agencies) also received funding for IELCE 243. More than 92,000 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 2023–24, there were 7,349 learners enrolled in Citizenship Preparation, 69,990 in Civic Participation, and 49,864 in IELCE. More than 4,100 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 6,200 learners passed the CASAS Government and History for Citizenship test, and 2,400 passed the oral CASAS Citizenship Interview Test. Seventy-seven 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 90 percent passed one or more of 243 COAAPs.

The CDE awarded six Promising Practices for PY 2023–24. Among the awarded agencies, four stand out for their collaboration with WIOA partners, Integrated Education and Training (IET) programs, and workforce-focused integrated syllabi. Examples include (a) Elk Grove Community and Adult Education developed formal partnerships with WIOA agencies to offer education and employment services in one location, (b) Lake Elsinore Valley Adult School enhanced their Early Childhood Education IET Pathway that increased student enrollment and program results (c) Porterville Adult School formed a Resident Care Technician Program based off high demand to fill positions in their area, and (d) Whittier Union Adult School's inspiration from the Advanced Design Camp to revise all course of study and syllabi through the lens of increased workforce and job readiness resulting in increased salaries, employment, and increased enrollment in CTE courses.

## Integrated Education and Training (IET)

California uses the IET model that 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, Title II Section 243, students must have enrolled in an ESL (IELCE) program and a career training program.

The CDE requires all WIOA, Title II Section 243 funded AEFLA grantees to submit an Integrated English Literacy and Civics Education Report and Plan (IELCE Report) describing their IET programs in the current program year and their IET Plans for the next academic year. In developing their programs, adult education agencies are required to use labor market analyses and student needs assessment to inform IET development and implementation. As a result, agencies develop regional priority training needs including collaborations with Workforce Development Boards, AJCCs, WIOA Title I agencies, CTE Advisory groups, and other entities. The IELCE Report requires agencies to describe how the agency assessed these regional job and training needs as well as the needs and goals of their students.

In PY 2023–24, 112 agencies submitted IELCE Reports. Below are the number of programs submitted by industry sector.

<b>IELCE Reports by Industry Sector</b>	<b>Reports Submitted</b>
Health Science and Medical Technology	112
Business and Finance	51
Education, Child Development, and Family Services	34
Information and Communication Technologies	30
Hospitality, Tourism, and Recreation	18
Building and Construction Trades	16
Transportation	7
Manufacturing and Product Development	5
Marketing, Sales, and Service	5
Public Services	3
Agriculture and Natural Resources	2
Energy, Environment, and Utilities	2
Arts, Media, and Entertainment	1

Of these 112 agencies, CDE identified 241 adequate IET programs with popular training programs including Office Professionals in various fields, Food Services and Hospitality, Nursing, Child Development, and Caregiver programs.

In addition to describing regional training needs, the IELCE Report requires agencies to outline IET Components of Adult Education and Literacy, Workforce Preparation and Workforce Training including their single set of learning objectives, how the agency's courses are concurrent, and how they track the concurrent attendance internally and with partnering agencies. As part of program coordination and support, agencies describe support of students via recruitment, orientation, reduction of barriers like childcare and transportation, as well as counseling, job navigation and job placement. For staff collaboration, agencies describe how they develop, implement, and improve the learning objectives and contextualized instruction in the IET components. This past year, agencies were also asked to select an IET Quality Indicator and describe how the agency planned to implement or improve implementation of the selected quality indicator. More than half the agencies selected Quality Indicators in IET Program Design and Collaboration and Industry Engagement categories.

CDE encourages all WIOA II funded programs to offer IET programs based on local and regional labor market demands. CDE prioritizes IET programs that provide English language learners enrolled in ESL programs with the opportunity to acquire the language and literacy skills specifically integrated with training programs targeting in-demand jobs, funded with Section 243 WIOA II funding. While students in ABE and ASE are not included in Section 243 funding, a small number of these learners enroll in local agency CTE classes that support Integrated Education and Training (IET) and are reported on NRS Table 3. Some ABE and ASE learners also participate in IET and IELCE activities via the state-funded CAEP program. For CAEP funding, many Additional Assessments (COAAPs) that are used to measure progress for WIOA II EL Civics students, also count for CAEP as Immigrant Integration Indicators (I-3) outcomes, which brings in some students outside of ESL.

### **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 (SCRPs). 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 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 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 2018-19*, published by the California Department of Corrections and Rehabilitation (CDCR) on February 2024, the recidivism rate for the 36,086 offenders released between July 1, 2018, and June 30, 2019, was **41.9 percent**. The three-year conviction rate was markedly stable through the FY 2014-15 release cohort (46.5 percent) until the three-year conviction rate decreased to the current rate of 41.9 percent.

CDCR is now fully open and operational after COVID-19, but has done so later and with more restrictions than other programs. 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. Teachers receive training and support from academic coaches and integrate online resources as part of daily instruction to support students.

The California Department of Developmental Services (DDS) and the Department of State Hospitals (DSH) continue to provide educational programs for institutionalized individuals in compliance with Section 225 of the Adult Education and Family Literacy Act (AEFLA). During the program year 2023-24, DDS operated one developmental center and one community health facility, while DSH managed five state hospitals. Both Departments offered Adult Basic Education (ABE) and Adult Secondary Education (ASE) programs to individuals in their care.

Challenges persist, particularly in recruiting and retaining qualified instructional staff, and some facilities continue to experience difficulties administering student testing because of quarantine protocols when necessary. Despite these obstacles, significant progress has been made. Participation and performance rates have improved as the impacts of COVID-19 have lessened, and many facilities are now operating at or near pre-pandemic levels.

CDCR, DDS, and DSH remain committed to providing high-quality educational opportunities to institutionalized individuals and continue to work toward achieving the objectives outlined in the Statewide WIOA plan.

## **Appendix**

## **Appendix A**

### **Federal Tables**

- Federal Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex
- Federal Table 2: Participants by Age, Ethnicity, and Sex
- Federal Table 3: Participants by Program Type and Age
- Federal Table 4: Measurable Skill Gain by Entry Level
- Federal Table 4B: Measurable Skill Gains by Entry Level for Pre - and Post - tested Participants
- Federal Table 4C: Measurable Skill Gains by Entry Level for Participants in Distance Education
- Federal Table 5: Primary Indicators of Performance
- Federal Table 5A: Primary Indicators of Performance for Participants in Distance Education
- Federal Table 6: Participant Status and Program Enrollment
- Federal Table 7: Adult Education Personnel by Function and Job Status
- Federal Table 9: Outcome Achievement for Participants in Integrated English Literacy and Civics Education
- Federal Table 14: Local Grantees by Funding Source

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	15	9	66	54	717	209	2,760	896	10	4	288	110	153	59	5,350
ABE Level 2	40	25	223	213	1,693	721	4,907	3,365	17	12	704	371	317	160	12,768
ABE Level 3	67	59	340	395	2,581	1,213	7,504	6,630	47	40	1,316	905	428	267	21,792
ABE Level 4	135	102	501	661	2,326	1,237	10,382	9,866	63	76	2,184	1,455	515	366	29,869
ABE Level 5	65	68	311	447	729	547	4,777	5,435	30	35	1,286	1,073	190	196	15,189
ABE Level 6	43	28	234	255	333	243	2,995	2,485	16	13	1,139	803	135	119	8,841
ESL Level 1	8	3	807	1,583	188	173	2,257	2,760	7	8	514	971	310	790	10,379
ESL Level 2	6	5	1,137	2,043	427	375	6,873	9,108	15	14	1,181	1,646	385	586	23,801
ESL Level 3	12	26	2,064	4,057	402	333	13,209	19,029	10	5	2,275	3,761	513	827	46,523
ESL Level 4	14	23	2,562	5,414	330	264	13,073	19,965	12	18	2,534	4,363	465	684	49,721
ESL Level 5	6	9	1,880	4,479	158	170	8,078	13,970	7	13	1,634	3,142	219	362	34,127
ESL Level 6	4	4	1,816	4,309	102	134	5,630	10,683	10	7	1,361	2,602	130	242	27,034
Total	415	361	11,941	23,910	9,986	5,619	82,445	104,192	244	245	16,416	21,202	3,760	4,658	285,394

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	39	21	470	406	349	310	5,045	4,191	14	26	839	636	98	83	12,527
19-24	70	69	1,548	1,591	1,357	837	17,993	15,340	49	37	1,931	1,990	373	475	43,660
25-44	203	182	4,875	11,102	5,669	3,165	43,361	52,820	144	129	9,132	12,444	2,142	3,023	148,391
45-54	60	55	2,125	5,221	1,334	760	9,605	20,372	22	29	2,323	3,017	632	578	46,133
55-59	18	15	834	1,806	517	243	2,812	5,714	9	10	712	1,030	182	191	14,093
60 +	25	19	2,089	3,784	760	304	3,629	5,755	6	14	1,479	2,085	333	308	20,590
Total	415	361	11,941	23,910	9,986	5,619	82,445	104,192	244	245	16,416	21,202	3,760	4,658	285,394

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)
<b>Adult Basic Education</b>	<b>4,950</b>	<b>12,023</b>	<b>36,828</b>	<b>9,720</b>	<b>2,959</b>	<b>3,299</b>	<b>69,779</b>
Integrated Education and Training Program	12	57	155	92	28	11	355
<b>Adult Secondary Education</b>	<b>2,298</b>	<b>5,686</b>	<b>12,625</b>	<b>2,444</b>	<b>542</b>	<b>435</b>	<b>24,030</b>
Integrated Education and Training Program	9	35	122	46	16	14	242
<b>English Language Acquisition</b>	<b>2,773</b>	<b>13,490</b>	<b>54,096</b>	<b>18,514</b>	<b>5,843</b>	<b>9,844</b>	<b>104,560</b>
Integrated Education and Training Program	31	174	711	268	84	156	1,424
<b>Integrated English Literacy and Civics Education (Sec. 243)</b>	<b>2,506</b>	<b>12,461</b>	<b>44,842</b>	<b>15,455</b>	<b>4,749</b>	<b>7,012</b>	<b>87,025</b>
Integrated Education and Training Program	119	567	2,588	1,127	370	432	5,203
<b>Total</b>	<b>12,527</b>	<b>43,660</b>	<b>148,391</b>	<b>46,133</b>	<b>14,093</b>	<b>20,590</b>	<b>285,394</b>

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	5,350	3	930,552	1,917	230	1	2,158	1,041	40.17%	5,440	1,927	236	1	39.78%
ABE Level 2	12,768	9	2,029,214	4,990	909	13	5,300	1,547	46.34%	13,051	5,025	944	14	45.84%
ABE Level 3	21,792	11	3,358,660	7,888	2,206	16	9,334	2,337	46.42%	22,352	7,973	2,279	17	45.94%
ABE Level 4	29,869	16	4,188,839	9,905	5,183	23	12,405	2,337	50.62%	30,773	10,009	5,368	26	50.05%
ABE Level 5	15,189	6	2,069,281	3,198	3,743	34	6,965	1,243	45.94%	15,803	3,286	3,855	42	45.45%
ABE Level 6	8,841	1	1,082,146	668	3,062	25	4,411	674	42.48%	9,185	706	3,133	26	42.08%
<b>ABE Total</b>	<b>93,809</b>	<b>46</b>	<b>13,658,692</b>	<b>28,566</b>	<b>15,333</b>	<b>112</b>	<b>40,573</b>	<b>9,179</b>	<b>46.94%</b>	<b>96,604</b>	<b>28,926</b>	<b>15,815</b>	<b>126</b>	<b>46.44%</b>
ESL Level 1	10,379	3	3,200,322	4,904	1	13	4,366	1,092	47.40%	10,602	4,933	1	13	46.66%
ESL Level 2	23,801	5	4,602,214	12,561	26	33	9,180	1,996	53.03%	24,392	12,632	26	34	52.03%
ESL Level 3	46,523	6	9,312,354	22,963	138	80	19,989	3,347	49.83%	48,052	23,200	141	85	48.75%
ESL Level 4	49,721	5	9,261,423	21,321	266	194	24,403	3,532	43.81%	51,632	21,603	271	202	42.76%
ESL Level 5	34,127	6	6,138,213	14,253	281	220	17,100	2,267	43.24%	35,699	14,504	288	237	42.10%
ESL Level 6	27,034	2	4,647,166	6,897	411	445	16,958	2,321	28.68%	28,253	7,047	419	471	28.09%
<b>ESL Total</b>	<b>191,585</b>	<b>27</b>	<b>37,161,692</b>	<b>82,899</b>	<b>1,123</b>	<b>985</b>	<b>91,996</b>	<b>14,555</b>	<b>44.38%</b>	<b>198,630</b>	<b>83,919</b>	<b>1,146</b>	<b>1,042</b>	<b>43.35%</b>
<b>Grand Total</b>	<b>285,394</b>	<b>73</b>	<b>50,820,384</b>	<b>111,465</b>	<b>16,456</b>	<b>1,097</b>	<b>132,569</b>	<b>23,734</b>	<b>45.22%</b>	<b>295,234</b>	<b>112,845</b>	<b>16,961</b>	<b>1,168</b>	<b>44.36%</b>

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	3,536	727,205	2,060	762	714	58.26%
ABE Level 2	7,976	1,622,979	5,554	1,599	823	69.63%
ABE Level 3	13,145	2,640,820	9,261	2,693	1,191	70.45%
ABE Level 4	17,331	3,186,418	13,266	3,154	911	76.54%
ABE Level 5	8,488	1,553,102	5,231	2,580	677	61.63%
<b>ABE Total</b>	<b>50,476</b>	<b>9,730,524</b>	<b>35,372</b>	<b>10,788</b>	<b>4,316</b>	<b>70.08%</b>
ESL Level 1	6,687	2,792,878	4,900	1,127	660	73.28%
ESL Level 2	15,568	4,067,650	12,580	2,093	895	80.81%
ESL Level 3	31,381	8,148,948	23,108	6,423	1,850	73.64%
ESL Level 4	33,959	7,940,378	21,546	10,084	2,329	63.45%
ESL Level 5	23,536	5,292,619	14,471	7,445	1,620	61.48%
ESL Level 6	17,867	3,876,520	7,050	8,920	1,897	39.46%
<b>ESL Total</b>	<b>128,998</b>	<b>32,118,993</b>	<b>83,655</b>	<b>36,092</b>	<b>9,251</b>	<b>64.85%</b>
<b>Total</b>	<b>179,474</b>	<b>41,849,517</b>	<b>119,027</b>	<b>46,880</b>	<b>13,597</b>	<b>66.32%</b>



## 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	726	2	122,497	217	101	0	366	40	43.92%	752	222	103	0	43.22%
ABE Level 2	2,841	7	491,133	802	387	6	1,430	209	42.17%	2,969	820	406	6	41.50%
ABE Level 3	6,383	9	1,042,033	1,713	1,038	7	3,075	541	43.27%	6,647	1,746	1,078	7	42.59%
ABE Level 4	10,412	12	1,446,955	2,965	2,118	7	4,627	683	48.94%	10,833	3,007	2,217	9	48.31%
ABE Level 5	6,124	4	773,787	1,188	1,558	4	2,850	520	44.93%	6,430	1,227	1,615	5	44.28%
ABE Level 6	3,533	1	406,924	238	1,208	3	1,794	289	41.02%	3,722	258	1,255	3	40.73%
<b>ABE Total</b>	<b>30,019</b>	<b>35</b>	<b>4,283,329</b>	<b>7,123</b>	<b>6,410</b>	<b>27</b>	<b>14,142</b>	<b>2,282</b>	<b>45.22%</b>	<b>31,353</b>	<b>7,280</b>	<b>6,674</b>	<b>30</b>	<b>44.60%</b>
ESL Level 1	789	0	128,621	378	0	7	324	80	48.80%	808	382	0	7	48.14%
ESL Level 2	2,210	0	339,717	1,180	11	13	805	201	54.48%	2,259	1,191	11	13	53.78%
ESL Level 3	5,328	0	849,921	2,727	40	22	2,145	394	52.35%	5,515	2,766	41	23	51.31%
ESL Level 4	7,173	0	1,278,661	3,288	53	57	3,228	547	47.37%	7,442	3,337	55	58	46.36%
ESL Level 5	6,272	2	1,056,384	2,644	78	56	3,046	446	44.31%	6,580	2,694	83	61	43.13%
ESL Level 6	6,185	0	1,072,531	1,743	135	97	3,670	540	31.93%	6,441	1,778	137	101	31.30%
<b>ESL Total</b>	<b>27,957</b>	<b>2</b>	<b>4,725,835</b>	<b>11,960</b>	<b>317</b>	<b>252</b>	<b>13,218</b>	<b>2,208</b>	<b>44.82%</b>	<b>29,045</b>	<b>12,148</b>	<b>327</b>	<b>263</b>	<b>43.86%</b>
<b>Grand Total</b>	<b>57,976</b>	<b>37</b>	<b>9,009,164</b>	<b>19,083</b>	<b>6,727</b>	<b>279</b>	<b>27,360</b>	<b>4,490</b>	<b>45.03%</b>	<b>60,398</b>	<b>19,428</b>	<b>7,001</b>	<b>293</b>	<b>44.24%</b>

## 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	166,038	51,548	31.05%	172,546	53,313	30.90%
Employment Fourth Quarter after exit	148,280	42,853	28.90%	155,522	44,991	28.93%
Median Earnings Second Quarter after exit	51,548	\$6,000	N/A	53,313	\$6,000	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	52,719	3,778	7.17%	54,876	4,034	7.35%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	20,642	2,453	11.88%	21,567	2,575	11.94%
Attained a Postsecondary Credential while enrolled or within one year of exit	62,894	5,722	9.10%	65,645	6,070	9.25%

## 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	48,812	16,700	34.21%	50,705	17,271	34.06%
Employment Fourth Quarter after exit	52,052	16,701	32.09%	53,758	17,323	32.22%
Median Earnings Second Quarter after exit	16,700	\$6,231	N/A	17,271	\$6,600	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	27,536	2,204	8.00%	28,488	2,339	8.21%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	9,437	1,159	12.28%	9,736	1,206	12.39%
Attained a Postsecondary Credential while enrolled or within one year of exit	31,065	3,046	9.81%	32,145	3,209	9.98%

Participant Status and Program Enrollment

Participant Status at Program Entry (A)	Number (B)	
Employed	108,882	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	1,529	
Unemployed	107,639	
Not in Labor Force	67,344	
TOTAL	285,394	
Highest Degree or Level of School Completed	US-Based Schooling	Non-US-Based Schooling
No schooling	8,674	0
Grades 1-5	4,837	5,937
Grades 6-8	9,151	15,293
Grades 9-12 (No Diploma)	71,394	25,717
Secondary School Diploma	21,066	43,004
Secondary School Recognized Equivalent	2,297	1,855
Some Postsecondary Education, No Degree	10,196	12,883
Postsecondary or Professional Degree	12,473	31,577
Unknown	9,040	0
TOTAL (Both US-Based and Non-US-Based)	285,394	
Program Type		
In Family Literacy Program	4,017	
In Workplace Adult Education and Literacy Activities	1,042	
Institutional Programs (Section 225)		
In Correctional Facility	30,595	
In Community Correctional Programs	0	
In Other Institutional Setting	Data not collected.	
TOTAL Institutional	30,595	

Adult Education Personnel by Function and Job Status

(A) Function	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services	15	22	
Local-level Administrative/ Supervisory/Ancillary Services	270	899	59
Local Counselors	4,326	2,514	14
Local Paraprofessionals	174	190	12
Local Teachers	579	582	321
<b>Teachers' Years of Experience In Adult Education</b>			
Less than one year	363	180	
One to three years	896	338	
More than three years	3,067	1,996	
<b>Teacher Certification</b>			
No certification	272	37	
Adult Education Certification	1,225	1,531	
K-12 Certification	1,517	964	
Special Education Certification	108	59	
TESOL Certification	1,130	171	

**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)
Has Measurable Skill Gain	87,025	41,717	47.94%	90260	42,240	46.80%
Employment Second Quarter after exit	48,391	14,118	29.17%	49710	14,461	29.09%
Employment Fourth Quarter after exit	38,288	10,375	27.10%	39628	10,823	27.31%
Median Earnings Second Quarter after exit	14,118	\$6,000	N/A	14461	\$6,000	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	2,924	67	2.29%	2956	71	2.40%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	4,294	573	13.34%	4409	581	13.18%
Attained a Postsecondary Credential while enrolled or within one year of exit	6,531	630	9.65%	6675	642	9.62%

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	4,568	1,080	23.64%
Voted or Registered to Vote	764	260	34.03%
Increased Involvement in Community Activities	4,568	93	2.04%

State: California

Table 14  
Local Grantees by Funding Source

PY 2023–24

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	81	0	90	\$78,704,423	72.9%	\$366,974,042	58.6%
<b>Public or Private Nonprofit Agency</b>							
Community-based Organizations	10	0	3	\$4,007,197	3.7%	\$12,005,334	1.9%
Faith-based Organizations							
Libraries	4	0	0	\$461,743	0.4%	\$751,538	0.1%
<b>Institutions of Higher Education</b>							
Community, Junior, or Technical Colleges	4	0	18	\$16,911,507	15.7%	\$74,227,213	11.9%
Four-year Colleges or Universities							
Other Institutions of Higher Education							
<b>Other Agencies</b>							
Correctional Institutions	2	0	0	\$7,626,744	7.1%	\$160,061,123	25.6%
Other Institutions (non-correctional)	2	0	0	\$170,395	0.2%	\$11,661,282	1.9%
Tribal Government or Organization							
All Other Agencies	0	0	1	\$77,126	0.1%	\$502,524	0.1%
<b>Total</b>	<b>103</b>	<b>0</b>	<b>112</b>	<b>\$107,959,135</b>	<b>100.0%</b>	<b>\$626,183,056</b>	<b>100.0%</b>