California Adult Education
Annual Performance Report

Federally Funded
Workforce Innovation and Opportunity Act, Title II
Program Year July 1, 2024 – June 30, 2025

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California Narrative Report 2024−25

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 more than 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 participate in apprenticeship programs, 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 87.5 percent. The dropout rate in California continues to be at 10 percent 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 one million California residents of labor force age are unemployed and California remains among the states with a higher unemployment rate (5.2 percent) compared to the remainder of the nation. 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:** California is the fourth largest economy in the world and California's economy is growing at a faster rate than the world's top three economies. California's economy shows a trajectory of steadily increasing demand

for a highly educated workforce especially for skilled workers in high-growth sectors such as technology, healthcare, and skilled trades. However, with an uncertain and fast changing economy and expanding need in targeted industry sectors, 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 digital 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 blended, hybrid, and HyFlex 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 continuing 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 offer PD tailored to the specific needs of administrators, teachers and other roles critical to effective programs and learner success.

Between July 1, 2024, and June 30, 2025, CALPRO served 19,228 adult educators from agencies funded by the Workforce Innovation and Opportunity Act, Title II: Adult Education

and Family Literacy Act and the California Adult Education Program. In the 2024–25 program year, AIR used its dedicated CALPRO office in Sacramento, California, for all face-to-face statewide institutes and state leadership project meetings. The site is 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. In 2024–25 AIR continued refining the CALPRO-ONLINE.ORG website to a new Drupal-based site that functions as a one-stop professional development (PD) and technical assistance resource and training site inclusive of virtual workrooms, self-directed courses, instructional demonstration videos and downloadable print resources. 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-assessment for individuals and to intensive six-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 the work of CALPRO for the 2024–25 program year. Those topics include career pathways for adult learners, effective lesson planning for instructors, Integrated Education and Training, reading and writing instruction for adult learners, teacher collaboration through lesson study, English language and civics education, math instructional strategies, Universal Design for Learning, adult education administrative leadership, media literacy, Fundamentals of Adult Education Instruction. These topics were delivered through PD or were the subject of major new material development efforts. Fundamentals of Adult Education Instruction was the subject matter of the new CALPRO PD module and Training-of-Trainers event. Integrated Education and Training (IET) in California was the published new evidence to-action brief. The evidence-to-action webinar series focused on productive struggle in math, integrated healthcare, and adult literacy. In the 2024–25 contract year, 19,228 participants engaged in various CALPRO training events and program resource support. The table below illustrates the engagement in CALPRO activities for the 2024–25 contract year. It presents a summary of the principal training vehicles by type and the total number of adult educators who participated.

Exhibit. California Adult Literacy Professional Development Project with Number of Participants by Event:

Event	Number of Participants
Conferences	517
Communities of practice/regional training	326
Facilitated online courses	294
Integrated Education and Training	57
Leadership Institute	18
Module pilot	14
Teacher Collaboration Institute	5
Professional association presentations	290
Self-directed online courses	198
Synchronous online workshops	51
Training-of-Trainers events	23
Webinars	1008
Research and professional development opportunities distribution	3793

Event	Number of Participants
CALPRO website users	12,634
Total	**19,228**

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. In May 2025, OCTAE approved Reading GOALS 2 for ABE/ASE, and California agencies now have four series with five levels each: CASAS Reading GOALS 2 and the Math GOALS 2 test series for ABE and ASE; and the CASAS STEPS Listening and Reading series for ESL. California agencies administer assessment via CASAS eTests®, helps place students into programs, and generates student, class, and program 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 California WIOA, Title II accountability training in multiple formats to all funded agencies. The training covers assessment policy, NRS data collection and reporting using TOPSpro Enterprise, and helps agencies improve data quality and meet state and federal requirements. In PY 2024–25, more than 3,000 participants registered online for 105 online training sessions. CASAS also introduced the TE Admin Portal, a new feature that presents learner outcome data for educational functioning level gains, postsecondary, and employment at the federal, state, and local agency levels.

In PY 2024–25, CASAS and CDE offered monthly online statewide WIOA, Title II network meetings that provided critical state and federal-level updates; 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. In addition, CASAS hosted regional WIOA, Title II meetings each month. More than 1,200 participants attended (mostly online) meetings 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 for 45 percent or more enrollees to provide a Social Security number, or 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 over the past two years.

The AEO at the CDE works closely with CASAS in the development of additional Civic Objective and Additional Assessment Plans (COAAPs) focused on training and career pathways to further support integrated education and training.

During PY 2024–25, 100 agencies provided 224 training programs across 13 industry sectors including health science and medical technology; business and finance; education, child development, and family services; information and communication technologies and other career pathways. Thirty-three COAAPs focus on language and literacy support for career pathways related to these industry sectors.

In PY 2024–25, more than 3,400 students participated in IET programs that included these career pathways, and more than 93 percent passed one or more COAAPs.

AEO program staff along with CASAS specialists also hold statewide and regional network meetings and training sessions that support agencies implementing IET programs. These sessions include a focus on the integration of a single set of objectives for the program, integrating the language and literacy support that directly aids the students in the training program, including co-teaching, and ongoing tracking and reporting student progress and program completion.

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 instructional materials, 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 hosting a statewide learning management system, a two-year digital leadership academy, and an annual technology symposium, capacity building, and various communications with the field. Among a host of websites OTAN 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 2024–25 program year, OTAN served slightly more than 7,000 adult education practitioners at approximately 355 events on a variety of education technology topics. OTAN offers virtual, in-person, hybrid, and self-paced 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 2025, 60 agencies signed new evergreen memorandums of agreement with OTAN and committed to the use of Canvas during 2024-25 and into subsequent years. OTAN entered an agreement with Instructure, the parent company of Canvas, for 13,500 licenses at the start of 2025–26. In 2024–25, OTAN also developed and promoted the use of the California Adult Education Canvas Commons and has a repository of 60 resources that

have been added to the Commons in the last year, 19 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 also is working on Canvas web pages that will better engage and communicate with administrators and teachers.

OTAN has organized a long-standing pilot program with Northstar Digital Literacy and adult education agencies around the state whereby those agencies become complimentary Northstar Locations. (OTAN pays the annual subscription for each agency.) Participation in the pilot is meant to assist agencies in the efforts to develop digital skills throughout their student populations. 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. In the last few years, OTAN has sponsored up to 14-16 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.

OTAN launched its fifth Digital Leadership Academy (DLAC) cohort in the fall of 2024 with nine new agencies and 29 total participants. DLAC is meant to help agencies solidify technology integration in classrooms and programs, overcome digital learning challenges, and harness the power of teaching and learning in a variety of modalities. Participants focus on strengths-based leadership development and developing a site-based implementation plan that focuses on a particular digital learning activity to adopt at the agency. Agencies also work with DLAC coaches with long experience in technology usage and integration. OTAN was honored to receive an Innovation award for DLAC from COABE at its national conference in April 2025.

OTAN hosted its third hybrid Technology and Digital (formerly Distance) Learning Symposium (TDLS) at the Long Beach School for Adults on March 7 and 8, 2025, for 300 in-person and virtual attendees. TDLS offered 61 different presentations on a wide variety of edtech tools and topics. OTAN organized both the "Tech Playground" where TDLS attendees could experience a variety of augmented and virtual reality tools for use in the classroom as well as a new "Wellness Center" for participants to experience ways to balance life and work in the midst of an abundance of technology.

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

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 and 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 Analysis

Enrollment Overview 2024−25

The WIOA, Title II: AEFLA program offered at 215 local agencies, including one coalition, enrolled 412,257 learners. Of these, 300,119 (73 percent) qualified for NRS federal reporting. California served the highest number of WIOA, Title II-funded learners (22.6%) 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 steadily increased in previous program years, but has seen a slight decrease, 0.08 percent, in enrollment this last year. In PY 2024−25 ESL and ASE decreased by 0.76 percent and 9.9 percent, respectively, while ABE increased by 7.5 percent year after year. Enrollment in IELCE programs increased by five percent since the last program year.

Adult learners who qualified for NRS federal reporting in PY 2024−25 reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (65.3 percent), Asian (13.1 percent), White (12.5 percent), Black (5.6 percent), or two or more races (3 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 36 different languages. Fifty-five percent of learners attended school outside the United States. Adult learners in California are more likely to be female (56.3 percent). Nine hundred forty-three students indicated non-binary as their gender. Adult learners between the ages of 25 and 44 (51.3 percent) comprise the largest age group.

NRS Performance
Of the 300,119 learners who qualified for NRS federal reporting, 47.2 percent achieved at least one educational functioning level gain including the passing of an HSE subsection. This includes more than 18,450 learners who obtained a high school diploma or high school equivalency certificate. The number of POPs for the 2024−25 program year was 309,230, and the number of POPs with measurable skill gains was 145,848 (47.2 percent).

California continued to improve overall performance in 2024−25 compared to pandemic years, exceeding the overall state performance goal for this program year. Performance in ABE, ASE, and ESL improved compared to the previous three program years. More students were able to take a pretest
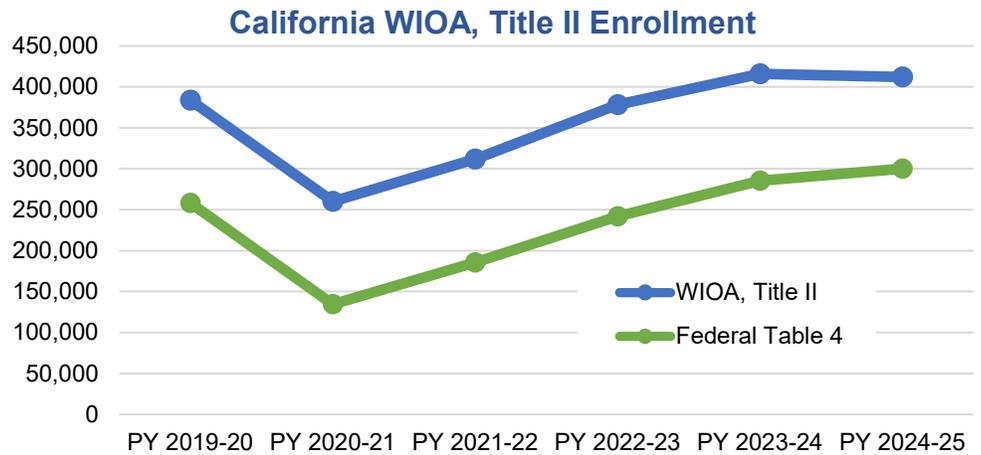
California WIOA, Title II Enrollment

Chart showing two lines across program years PY 2019-20 through PY 2024-25, with y-axis from 0 to 450,000. WIOA, Title II (blue) and Federal Table 4 (green).

and a post-test in PY 2024–25 (191,751) compared to PY 2023–24 (179,474). The persistence rate achieved in 2024−25 was 64 percent, and more than 69 percent of the learners who persisted completed an EFL. More than 14 percent of pre- and post-tests were administered remotely during PY 2024−25.

The 300,119 learners who qualified for NRS federal reporting averaged 179 hours of instruction similar to previous program years. The learners (191,751) who persisted in the program and took pre- and post-tests reported 238 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) (73 percent of enrollees). Of the remaining 27 percent of enrollees with a Social Security number or ITIN, 51.6 percent were employed. More than 1,700 students provided their ITINs.

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, 40.7 percent responded to the survey. Of those students who responded to the survey, 54.6 percent responded they were employed.

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 29.6 percent for follow-up second quarter after exit and 27 percent for fourth quarter after exit with the overall employment outcome in PY 2024−25.

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.

In PY 2024−25, CASAS introduced the TOPSpro Enterprise Admin Portal, a web portal that provides access to WIOA, Title II data at the federal, state, and local agency level. Agencies can compare federal, state, and local enrollment and outcomes reported in the NRS tables from California and other states. The Admin Portal includes the Quartiles Report that evaluates agency performance by EFL gains, persistence, employment outcome, and credential rate achievement. The report ranks agencies by performance quartile enabling agencies to compare performance statewide and identify similar performing agencies. This encourages agencies to meet statewide goals as California continues to close the gap on statewide persistence which has improved by 12.4 percent over the past four years. Agencies are also able to customize their data to meet agency-level goals outlined in their yearly Continuous Improvement Plan submitted to the CDE.

Integration with One-Stop Partners

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.

- 53.1 percent of the 224 agencies that completed the survey characterized their collaboration with their local Workforce Development Board as effective.

- 62.5 percent stated that their agency is represented through a consortium, and 57.1 percent said their staff attend the local WDB meetings.
- In addition, 79.0 percent of the 224 agencies that completed the survey interacted with their local America's Job Center of California with 50.4 percent of those characterizing with their collaboration as effective.
- 67.9 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 CDE continues to promote the co-enrollment of students with WIOA partners as well as other services students are entitled to receive. This includes encouraging agencies to set co-enrollment goals, actively participate on the local workforce board, and America's Job Centers of California. The CDE also encourages subrecipients to apply to become an Eligible Training Provider. The state director participates on the California Workforce Development Board and actively partners with the California Labor Agency, Department of Social Services, Employment Development Department, and the California Department of Public Health.

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. The 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 2024–25, 111 agencies submitted IELCE Reports.

California has always had a focus on El Civics since the beginning of Adult Education in the state in 1856. 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 assess students through performance−based Civic Objective and Additional Assessment Plans (COAAPs) that measure attainment of civic objectives categorized under competency areas such as consumer economics, community resources, health, employment, 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 each 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 185 pre−approved COAAPs or may revise the pre−approved ones or develop new ones. Currently, 20 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, and 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 or assessment plans, or both.

The COAAPs correlate 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 continues 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, the 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 2024 California participated in the OCTAE IET Coaching to continually improve IET implementation with a focus on training. The California team consisted of the state director, a CDE consultant, two CASAS staff, and representatives from three agencies with model IET programs. While the IET Coaching program was stopped, the team has continued to move forward with the work with the focus on training that leads to industry recognized credentials, certificates, post-secondary training, and CDE approved training.

In 2024−25, the CDE EL Civics program awarded funds to 174 agencies to provide EL Civics educational services. Most EL Civics−funded agencies (108 agencies) also received funding for IELCE 243. More than 100,000 adults were enrolled in EL Civics or IELCE

programs or both. Enrollment in both EL Civics and IELCE programs increased significantly compared to the COVID−19 pandemic period.

In 2024−25, there were 7,726 learners enrolled in Citizenship Preparation, 76,515 in Civic Participation, and 53,792 in IELCE. More than 3,400 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 become more comfortable and better able to respond to questions. More than 6,500 learners passed the CASAS Government and History for Citizenship test, and 2,400 passed the oral CASAS Citizenship Interview Test. Eighty percent of learners enrolled in Civic Participation passed one or more COAAPs. Of those who enrolled in IELCE/IELCE−IET under WIOA Section 243 and took performance−based additional assessments, more than 90 percent passed one or more of 243 COAAPs.

The CDE awarded seven Promising Practices for PY 2024−25. Among the awarded agencies, two stand out for their collaboration with WIOA partners: Integrated Education and Training (IET) programs and workforce-focused integrated syllabi. Examples include (a) Merced Adult School students earned UC credit, received pay during their observation requirement, and assistance during their interview process resulting in fast-tracking into jobs in Child Development and (b) Sequoia Adult School equipped students with skills and experience needed to succeed in e-commerce where students received a certification from Goodwill San Francisco, a recognized transferable credential that enhances employability in retail, logistics, and customer service.

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 2024–25, 111 agencies submitted IELCE Reports. Below are the number of programs submitted by industry sector.

IELCE Reports by Industry Sector	Reports Submitted
Health Science and Medical Technology	120
Business and Finance	40
Education, Child Development, and Family Services	35
Hospitality, Tourism, and Recreation	19
Building and Construction Trades	18
Information and Communication Technologies	17
Manufacturing and Product Development	6
Marketing, Sales, and Service	6
Transportation	4
Agriculture and Natural Resources	3
Fashion and Interior Design	3
Arts, Media, and Entertainment	1
Energy, Environment, and Utilities	1
Public Services	1

Of these 111 agencies, CDE identified 274 adequate IET programs with popular training programs, including Office Professionals in various fields, Food Services and Hospitality, Nursing, Child Development, and Caregiver programs. In recent years, California has seen an increase in training programs in the health care industry sector. This is due in part to an investment by the California legislature in the Care Economy. Funding has been provided to expand healthcare pathways for English learners enrolled in adult education programs. These pathways must lead to careers with family sustaining wages. In addition, the California Labor Agency in partnership with the California Employment Development Department solicited applicants for an additional funding source to support pathway enrollment in healthcare fields for English learners. These funding streamed emphasized the use of IET as a model program delivery system.

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. These include integrated 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 such as 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 also were 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.

The CDE encourages all WIOA II funded programs to offer IET programs based on local and regional labor market demands. The 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 through Section 243 WIOA, Title II funding. While students in ABE and ASE are not included in Section 243 funding, a small number enroll in local agency CTE classes that support Integrated Education and Training (IET) and are reported in 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 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. One area of challenge for adult education programs is the ability to be identified as an Eligible Training Provider. Once an agency is on the Eligible Trainer Provider List, it is then a challenge to have the local WIOA Title I partner refer individuals to the adult education training provider as in most cases the training at an adult program is low to no cost and the metric used for Title I is the amount spent on training, not the number of individuals who are enrolled in training and are successfully employed after the completion of the training.

State-adopted Adult Education Content Standards

The CDE, through the State Board of Education, adopted the Common Core State Standards (CCSS) in 2010. In March 2013, the CDE adopted the CCRS. In March 2014, the State Superintendent of Public Instruction announced the Standards for Career Ready Practice (SCRP). The SCRP 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 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

Since 2019, the California Department of Corrections and Rehabilitation (CDCR) has introduced and implemented a set of four research-based instructional practices directly geared toward meeting the instructional needs of the incarcerated adult population.

Teachers receive ongoing 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) has operated two facilities licensed as intermediate care facilities: Porterville Developmental Center and Canyon Springs Community Facility. These non-correctional institutions serve individuals with intellectual and developmental disabilities. Programs are tailored to meet the unique learning needs of this population, and include ongoing assessment of participant progress using standardized testing measures to monitor educational gains and inform instructional practices.

A significant focus during this reporting period has been the expansion of Career Technical Education (CTE) offerings across four industry sectors: Building and Construction Trades, Manufacturing and Product Development, Agriculture and Natural Resources, and Hospitality and Tourism. These expanded CTE pathways equip participants with marketable skills and industry-recognized competencies that enhance their prospects for competitive integrated employment. DDS has experienced notable success in recruiting qualified CTE credentialed teachers to support these expanded offerings. Recruitment and retention of qualified instructional staff more broadly continues to be an ongoing area of growth for the department's education programs.

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

In addition to state correctional facilities, 27 sub-recipients provided services in city and county correctional facilities. Ten of these sub-recipients also received state funding for Adults In Correctional Facilities. This funding is for adult education programs serving incarcerated individuals in local jails operated by city and county departments.

According to the Recidivism Report for Offenders Released from the California Department of Corrections in Fiscal Year 2019–20, published by the California Department of Corrections and Rehabilitation (CDCR) n February 2025, the recidivism rate for the 34,215 offenders released between July 1, 2019, and June 30, 2020, was 39.1 percent—a reduction of 2.8 percent over the prior year. Since the FY 2016–17 release cohort the three-year conviction rate has seen a cumulative decline of 8.5 percentage points. The three-year conviction rate of 39.1 percent is the lowest since reporting began.

Proposition 57 allows for various types of enhanced credit earning. The FY 2019–20 release cohort is the third cohort for which data regarding credit earnings under Proposition 57 are available. More than half of the individuals released (59.6 percent) earned some type of enhanced credit. The three-year conviction rate for individuals who earned credit is lower than the rate for individuals with no enhanced credit earnings (35.8 percent and 44.0 percent, respectively).

Appendix - 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

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Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Entering Educational Functioning Level	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	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE Level 1	14	6	70	45	667	232	2,843	1,070	10	5	342	117	112	67	5,600
ABE Level 2	54	30	230	269	1,659	814	5,389	4,014	25	22	801	550	341	191	14,389
ABE Level 3	85	86	394	431	2,557	1,272	7,821	7,204	50	34	1,354	985	431	340	23,044
ABE Level 4	117	73	534	594	2,324	1,210	10,429	9,161	73	52	2,134	1,451	453	321	28,926
ABE Level 5	69	57	285	355	904	586	5,460	5,242	38	37	1,475	1,118	232	198	16,056
ABE Level 6	35	25	211	197	326	248	2,739	2,194	16	15	1,135	777	132	127	8,177
ESL Level 1	3	5	1,336	2,451	284	310	3,529	4,634	5	8	785	1,464	424	982	16,220
ESL Level 2	13	15	2,696	4,838	653	678	13,872	18,770	13	9	2,316	3,514	711	1,062	49,160
ESL Level 3	20	23	2,933	5,972	562	533	16,232	24,969	6	15	2,289	4,341	547	784	59,226
ESL Level 4	5	16	2,260	5,521	326	305	10,000	17,156	4	9	1,827	3,823	339	524	42,115
ESL Level 5	5	7	1,437	3,282	134	168	5,458	9,317	3	5	1,076	1,957	145	242	23,236
ESL Level 6	3	5	898	2,211	75	103	2,954	5,668	2	7	619	1,237	74	114	13,970
Total	423	348	13,284	26,166	10,471	6,459	86,726	109,399	245	218	16,153	21,334	3,941	4,952	300,119

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	33	24	581	455	366	263	4,819	4,192	25	23	801	606	116	94	12,398
19-24	67	64	1,665	1,935	1,474	986	18,493	16,172	53	37	1,975	1,939	359	408	45,627
25-44	231	176	5,454	11,940	6,003	3,760	45,654	54,193	131	107	8,640	12,202	2,245	3,225	153,961
45-54	45	59	2,420	5,712	1,383	896	10,575	21,736	18	28	2,422	3,191	663	662	49,810
55-59	18	6	915	1,950	496	222	3,121	6,324	10	10	739	1,078	202	208	15,299
60 +	29	19	2,249	4,174	749	332	4,064	6,782	8	13	1,576	2,318	356	355	23,024
Total	423	348	13,284	26,166	10,471	6,459	86,726	109,399	245	218	16,153	21,334	3,941	4,952	300,119

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	**5,178**	**12,670**	**37,602**	**10,124**	**3,051**	**3,334**	**71,959**
Integrated Education and Training Program	28	70	201	58	16	16	389
Adult Secondary Education	**1,976**	**5,952**	**13,028**	**2,316**	**510**	**451**	**24,233**
Integrated Education and Training Program	7	40	108	32	9	7	203
English Language Acquisition	**2,775**	**14,443**	**56,960**	**20,480**	**6,548**	**11,004**	**112,210**
Integrated Education and Training Program	37	169	615	199	53	83	1,156
Integrated English Literacy and Civics Education (Sec. 243)	**2,469**	**12,562**	**46,371**	**16,890**	**5,190**	**8,235**	**91,717**
Integrated Education and Training Program	112	579	2,111	1,025	293	323	4,443
Total	**12,398**	**45,627**	**153,961**	**49,810**	**15,299**	**23,024**	**300,119**

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	5,600	6	975,097	2,129	290	4	1,340	1,831	43.31%	5,679	2,145	301	4	43.14%
ABE Level 2	14,389	6	2,552,409	5,632	1,337	9	4,440	2,965	48.52%	14,736	5,680	1,377	9	47.95%
ABE Level 3	23,044	15	3,771,575	8,521	2,776	8	7,309	4,415	49.09%	23,580	8,594	2,877	9	48.69%
ABE Level 4	28,926	8	4,148,808	10,342	5,298	16	8,883	4,379	54.14%	29,646	10,444	5,425	17	53.59%
ABE Level 5	16,056	3	2,091,834	3,657	4,387	23	5,666	2,320	50.25%	16,541	3,723	4,493	24	49.82%
ABE Level 6	8,177	1	978,914	781	2,835	16	3,345	1,199	44.42%	8,517	812	2,920	16	44.01%
ABE Total	**96,192**	**39**	**14,518,637**	**31,062**	**16,923**	**76**	**30,983**	**17,109**	**49.96%**	**98,699**	**31,398**	**17,393**	**79**	**49.51%**
ESL Level 1	16,220	2	5,156,039	7,508	11	13	6,987	1,699	46.44%	16,511	7,561	11	14	45.95%
ESL Level 2	49,160	7	10,431,138	27,230	92	49	18,206	3,576	55.69%	50,307	27,406	92	50	54.76%
ESL Level 3	59,226	9	10,490,857	26,755	258	109	26,454	5,641	45.80%	61,143	27,020	261	112	44.80%
ESL Level 4	42,115	5	7,431,032	17,706	378	204	19,510	4,312	43.43%	43,716	17,927	391	216	42.40%
ESL Level 5	23,236	2	3,782,490	10,531	349	202	10,106	2,046	47.70%	24,214	10,689	355	211	46.48%
ESL Level 6	13,970	3	2,088,928	3,865	439	241	7,706	1,716	32.54%	14,640	3,969	444	249	31.84%
ESL Total	**203,927**	**28**	**39,380,484**	**93,595**	**1,527**	**818**	**88,969**	**18,990**	**47.05%**	**210,531**	**94,572**	**1,554**	**852**	**46.06%**
Grand Total	**300,119**	**67**	**53,899,121**	**124,657**	**18,450**	**894**	**119,952**	**36,099**	**47.99%**	**309,230**	**125,970**	**18,947**	**931**	**47.16%**

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	3,708	776,861	2,241	395	1,072	60.44%
ABE Level 2	9,144	2,129,431	6,404	1,309	1,431	70.03%
ABE Level 3	14,384	3,139,831	10,188	2,181	2,015	70.83%
ABE Level 4	17,709	3,370,524	13,744	2,337	1,628	77.61%
ABE Level 5	9,255	1,659,463	6,015	2,218	1,022	64.99%
ABE Total	**54,200**	**11,076,110**	**38,592**	**8,440**	**7,168**	**71.20%**
ESL Level 1	10,875	4,695,986	7,522	2,279	1,074	69.17%
ESL Level 2	33,481	9,326,054	27,309	4,257	1,915	81.57%
ESL Level 3	39,893	9,179,961	26,925	9,369	3,599	67.49%
ESL Level 4	28,860	6,485,376	17,929	7,907	3,024	62.12%
ESL Level 5	15,688	3,230,735	10,702	3,647	1,339	68.22%
ESL Level 6	8,754	1,685,370	4,056	3,437	1,261	46.33%
ESL Total	**137,551**	**34,603,482**	**94,443**	**30,896**	**12,212**	**68.66%**
Total	**191,751**	**45,679,592**	**133,035**	**39,336**	**19,380**	**69.38%**

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	871	1	148,617	237	93	0	471	69	37.93%	916	244	101	0	37.66%
ABE Level 2	3,795	4	689,717	1,085	529	2	1,920	255	42.63%	3,975	1,106	551	2	41.74%
ABE Level 3	7,699	12	1,297,193	2,202	1,253	3	3,578	651	44.99%	7,963	2,235	1,304	4	44.49%
ABE Level 4	10,513	3	1,464,215	2,988	2,332	3	4,305	882	50.65%	10,853	3,032	2,392	3	50.00%
ABE Level 5	6,434	3	833,254	1,242	1,864	5	2,685	635	48.38%	6,692	1,268	1,924	6	47.79%
ABE Level 6	3,295	1	366,697	283	1,205	2	1,451	353	45.23%	3,471	302	1,250	2	44.77%
ABE Total	32,607	24	4,799,693	8,037	7,276	15	14,410	2,845	47.04%	33,870	8,187	7,522	17	46.43%
ESL Level 1	1,458	1	145,759	455	4	11	835	152	32.26%	1,490	462	4	12	32.08%
ESL Level 2	5,583	1	777,640	2,331	24	32	2,750	445	42.76%	5,689	2,348	24	32	42.26%
ESL Level 3	8,927	3	1,367,340	3,583	75	58	4,473	735	41.64%	9,218	3,632	77	59	40.88%
ESL Level 4	6,257	1	959,858	2,506	89	45	3,037	579	42.20%	6,496	2,542	91	47	41.26%
ESL Level 5	3,969	0	577,778	1,738	104	36	1,772	319	47.32%	4,122	1,761	105	40	46.24%
ESL Level 6	2,956	0	389,861	803	151	38	1,613	351	33.56%	3,096	831	152	41	33.07%
ESL Total	29,150	6	4,218,236	11,416	447	220	14,480	2,581	41.46%	30,111	11,576	453	231	40.72%
Grand Total	61,757	30	9,017,929	19,453	7,723	235	28,890	5,426	44.41%	63,981	19,763	7,975	248	43.74%

Primary Indicators of Performance

Primary Indicators of Performance	First Period of Participation				All Periods of Participation		
	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	205,568	64,004	31.14%	21,4399	66,496	31.02%	
Employment Fourth Quarter after exit	184,006	53,461	29.05%	193,723	56,429	29.13%	
Median Earnings Second Quarter after exit	64,004	$6,195	N/A	66,496	$6,600	N/A	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	55,241	5,752	10.41%	57,586	6,034	10.48%	
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	24,484	3,958	16.17%	25,785	4,166	16.16%	
Attained a Postsecondary Credential while enrolled or within one year of exit	68,258	8,961	13.13%	71,467	9,425	13.19%	

Primary Indicators of Performance for Participants in Distance Education

Primary Indicators of Performance	First Period of Participation				All Periods of Participation		
	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	45,008	15,612	34.69%	46,873	16,266	34.70%
Employment Fourth Quarter after exit	49,754	15,485	31.12%	51,508	16,106	31.27%
Median Earnings Second Quarter after exit	15,612	$6,900	N/A	16,266	$7,200	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	25,277	2,925	11.57%	26,212	3,049	11.63%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	8,689	1,416	16.30%	8,991	1,467	16.32%
Attained a Postsecondary Credential while enrolled or within one year of exit	28,665	3,925	13.69%	29,717	4,082	13.74%

Participant Status and Program Enrollment

Participant Status at Program Entry (A)	Number (B)	
Employed	115,306	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	1,638	
Unemployed	115,462	
Not in Labor Force	67,713	
TOTAL	**300,119**	
Highest Degree or Level of School Completed	**US-Based Schooling**	**Non-US-Based Schooling**
No schooling	10,173	0
Grades 1-5	4,794	6,332
Grades 6-8	9,128	16,144
Grades 9-12 (No Diploma)	74,388	26,700
Secondary School Diploma	24,025	46,524
Secondary School Recognized Equivalent	2,529	2,114
Some Postsecondary Education, No Degree	10,348	13,638
Postsecondary or Professional Degree	13,497	31,881
Unknown	7,904	0
TOTAL (Both US-Based and Non-US-Based)	**300,119**	
Program Type		
In Family Literacy Program	3,369	
In Workplace Adult Education and Literacy Activities	710	
Institutional Programs (Section 225)		
In Correctional Facility	30,959	
In Community Correctional Programs	0	
In Other Institutional Setting	Data not collected.	
TOTAL Institutional	**30,959**	

Adult Education Personnel by Function and Job Status

(A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
Function			
State-level Administrative/ Supervisory/Ancillary Services	15	21	0
Local-level Administrative/ Supervisory/Ancillary Services	277	920	5
Local Counselors	207	186	7
Local Paraprofessionals	682	740	285
Local Teachers	4,500	2,435	73
Teachers' Years of Experience In Adult Education			
Less than one year	306	229	
One to three years	1,094	333	
More than three years	3,138	1,878	
Teacher Certification			
No certification	399	39	
Adult Education Certification	1,204	1,364	
K-12 Certification	1,642	906	
Special Education Certification	122	62	
TESOL Certification	1,118	168	

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

Primary Indicators of Performance	First Period of Participation				All Periods of Participation		
	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	91,717	46,954	51.19%		95,223	47,471	49.85%
Employment Second Quarter after exit	59,471	16,985	28.56%		61,321	17,415	28.40%
Employment Fourth Quarter after exit	53,605	14,140	26.38%		55,176	14,600	26.46%
Median Earnings Second Quarter after exit	16,985	6,000	N/A		17,415	6,000	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	3,581	182	5.08%		3,621	182	5.03%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	6,009	1,077	17.92%		6,182	1,105	17.87%
Attained a Postsecondary Credential while enrolled or within one year of exit	8,730	1,241	14.22%		8,937	1,269	14.20%

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	4,836	1,085	22.44%
Voted or Registered to Vote	2,329	564	24.22%
Increased Involvement in Community Activities	4,836	87	1.80%

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	81	0	87	168	$75,013,311	75%	$21,767,673
Public or Private Nonprofit Agency							
Community-based Organizations	18	22	$14,633,901	15%	$4,179,791	14%	18
Faith-based Organizations		0		0%		0%	
Libraries		0		0%		0%	
Institutions of Higher Education							
Community, Junior, or Technical Colleges	0	2	$6,273,727	6%	$1,878,812	6%	0
Four-year Colleges or Universities	0	2	$139,383	0%	$41,813	0%	0
Other Institutions of Higher Education		0		0%		0%	
Other Agencies							
Correctional Institutions	0	2	$6,273,727	6%	$1,878,812	6%	0
Other Institutions (non-correctional)	0	2	$139,383	0%	$41,813	0%	0
Tribal Government or Organization		0		0%		0%	
All Other Agencies	1	1	$111,886	0%	$33,564	0%	1
Total	108	212	$99,958,613	100%	$28,927,543	100%	108