



Unified Strategic Workforce Development Plan

Program-Specific Requirements for Title II

2024–2027

IN FULFILLMENT OF THE REQUIREMENTS OF THE
WORKFORCE INNOVATION AND OPPORTUNITY ACT

PUBLIC LAW 113–128

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Adult Education and Family Literacy Act Program State Plan for the State of California

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The State Plan must describe the following as it pertains to Adult Education and Literacy programs under Title II of the Adult Education and Family Literacy Act (AEFLA).

Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with state-adopted challenging academic content standards, as adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The California Department of Education (CDE), through the State Board of Education, adopted the Common Core State Standards (CCSS) in 2010. In March 2013, the CDE adopted the College and Career Readiness Standards (CCRS). In March 2014, the State Superintendent of Public Instruction announced the Standards for Career Ready Practice. The standards describe the fundamental knowledge and skills that students need to prepare for the transition to postsecondary education, career training, or the workforce. The Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into the core curriculum, with increasingly higher levels of complexity and expectation as students advance through a program of study.

The CDE, Adult Education Office (AEO) has aligned its content standards to the state-adopted CCSS and CCRS. The California adult education high school diploma meets the same standards as required for the kindergarten through grade twelve (K–12) high school diploma. The CDE has developed and implemented curriculum and assessment standards within Adult Basic Education (ABE) and English as a Second Language (ESL) to meet the Educational Functioning Levels established by the National Reporting System (NRS) and to achieve the kindergarten through grade eight academic literacy objectives established by the state's standards and frameworks.

The CDE provides numerous professional development opportunities to Title II local providers regarding the CCSS and CCRS. Thus, local adult education programs are aligned with the CCSS and CCRS, providing standards-based contextualized curriculum, evidence-based instruction, and assessment focusing on the skills that enable learners to participate more fully within American society as citizens, workers, and family members.

Additionally, the CDE has offered training on the English Language Proficiency

Standards (ELPS) for adult education through professional development contractors since January 2017. The ELPS, published in October 2016 by the American Institute for Research (AIR) for the U.S. Department of Education, corresponds to the CCRS for English language arts, literacy, and mathematical and science practices.

Local Activities

Describe how the state will, using the considerations specified in Section 231(e) of the Workforce Innovation and Opportunity Act (WIOA), fund each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that offer such activities concurrently. The Unified or Combined State Plan must include, at a minimum, the scope, content, and organization of local activities.

Funding Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (AEFLA) providers

Applicant Screening

For the grant years July 1, 2023, to June 30, 2027, an open competitive application, using a Request for Application (RFA), process was conducted adhering to the 13 considerations specified in the WIOA, Title II: AEFLA, effective July 2014. The CDE will open the next WIOA competitive application process in August 2026 for the grant years of July 1, 2027, to June 30, 2031. The CDE will follow the same process as outlined in this section. Grant applicants were required to provide performance data to demonstrate their record of improving the skills of eligible individuals, particularly those with low literacy levels. This demonstrated effectiveness was shown in the content domains of reading, writing, mathematics, and English language acquisition, supportive services, transition services, and connections to partners. Grant applicants were also required to provide information regarding outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. In the next WIOA Title II RFA, applicants for Integrated Education and Training (IET) funds will be required to provide data to demonstrate effectiveness in providing a compliant IET program resulting in students receiving industry recognized credentials or certifications, leading to postsecondary enrollment, or employment.

Eligible Provider

An eligible provider is an organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include, but are not limited to:

- Local educational agencies
- Community-based or faith-based organizations
- Volunteer literacy organizations
- Institutions of higher education
- Public or private nonprofit agencies
- Libraries
- Public housing authorities
- Nonprofit institutions not described above can provide adult education and literacy activities to eligible individuals
- Consortia or coalitions of agencies, organizations, institutions, libraries, or authorities described in the section above
 - **Note:** All agencies applying as a consortium or a coalition must reside within the boundaries of one of the 71 regional community college district service areas established under the California Adult Education Program (CAEP)
- Partnerships between employers and entities described above

Demonstrated Effectiveness

An eligible provider must establish that it has demonstrated effectiveness through performance data on its record of improving the skills of qualified individuals, particularly those with low literacy levels. This must be shown in the following content domains:

- Reading
 - Writing
 - Mathematics
 - English language acquisition
 - Other subject areas relevant to the services in the state application for funds included in Citizenship Preparation and Immigrant Integration, Workforce Preparation, and Workforce Training.
 - An eligible provider must also provide information regarding its outcomes
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for participants related to:

- Literacy Gains
- High School Diploma / High School Equivalency
- Completion of Civics Objectives and Citizenship coursework
- Employment and Increased Wages
- Attainment of secondary school diploma or its recognized equivalent
- Transition to postsecondary education and training (34 CFR §463.24)

Application Submission

Successful applicants in the screening process applied online via the RFA process. Agencies provided narrative responses to the prompts associated with the considerations outlined in the WIOA, Title II: AEFLA.

1. Needs Assessment: The degree to which the provider is responsive to (a) regional needs as identified in the local plan under Section 108 and (b) serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills, or who are English language learners.
 2. Serving Individuals with Disabilities: The degree to which the provider can serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
 3. Past Effectiveness: The degree to which the provider demonstrates past effectiveness in improving eligible individuals' literacy to meet state-adjusted performance levels for the primary indicators of performance described in Section 116, especially concerning eligible individuals with low literacy levels.
 4. Alignment with America's Job Centers of California Partners: The degree to which the eligible provider demonstrates alignment between proposed activities and services, the local plan's strategy and goals under Section 108, and the activities and services of the one-stop partners.
 5. Flexible Scheduling: The degree to which the eligible provider's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains and use instructional practices that include the essential components of reading instruction.
 6. Evidence-Based Instructional Practices and Reading Instruction: The degree to which the eligible provider's activities, including reading, writing, speaking,
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mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.

7. **Effective Use of Technology and Distance Learning:** The degree to which the eligible provider's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and techniques lead to improved performance.
8. **Facilitate Learning in Context:** The degree to which the eligible provider's activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and exercise the rights and responsibilities of citizenship.
9. **Qualified Instructors and Staff:** The degree to which the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet all minimum qualifications established by the state, where applicable, and who have access to high-quality professional development, including through electronic means.
10. **Partnerships and Support Services for the Development of Career Pathways:** The degree to which the eligible provider's activities coordinate with other available education, training, and social service resources in the community. Such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs and social service agencies, businesses, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.
11. **High Quality Information and Data Collection System:** The degree to which the eligible provider maintains a high-quality information management system that can report measurable participant outcomes (consistent with Section 116) and monitor program performance.
12. **Integrated English Literacy and Civics Education:** The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.

The CDE issued a Grant Award Notification (GAN) to successful applicants. Unsuccessful applicants were provided with an opportunity to appeal.

Successful grantees are required to submit a Continuous Improvement Plan (CIP) for

years 2024–25, 2025–26, and 2026–27. Successful grants in the next cycle, July 1, 2027, to June 30, 2031, will be required to submit an Annual Momentum Plan (AMP) formerly titled CIP for years 2028–29, 2029–30, 2030–31. For the grant years 2023–27, the CDE distributed the AEFLA grant funding in an open, competitive application process through an official RFA. For the grant years 2027–31, the CDE will distribute the AEFLA grant funding in an open, competitive application process through an official RFA.

The CDE evaluates and monitors the program effectiveness of local providers on an ongoing basis, including annual Federal Program Monitoring (FPM) reviews conducted on-site and online and annual targeted technical assistance to providers who meet specified risk criteria established by the CDE. Annual training is provided to all agencies reviewed each year. Furthermore, local providers must provide annual deliverables, including data integrity reports, payment point summaries, fiscal reports, the CIP, an Implementation Plan, and a local assessment plan. As such, local providers must continue demonstrating program effectiveness to reapply for continued funding. Additionally, AEO staff work closely with sub-grantees and ask for evidence, clarification, and changes to support reimbursement requests and other required deliverables.

The CDE uses a “pay for performance” system to incentivize performance outcomes among local providers. Local agencies earn payment points, which are translated into grant award funding. The CDE payment point system aligns with the federal NRS measures. Successful applicants who were grantees in the 2020–23 grant cycle were funded based on payment points earned in the final year of the cycle. Successful applicants new to the grant in 2023–27 were awarded based on a funding formula that includes negotiated enrollment based on existing agency enrollment between the CDE, the applicant, and the statewide payment point value.

The CDE developed internal processes to ensure direct and equitable access to grant funding. All currently funded providers, public adult schools listed in the current [California Public School Directory](#), and all other identified eligible agencies (community-based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible under Section 203(5)) receive an electronic notification and posting on the CDE website for 60 days before the first due date. The CDE will post a notice of funding availability on the website maintained by the Outreach and Technical Assistance Network (OTAN). In addition, CDE provides application information at conferences, workshops, and other activities attended by potential providers.

Adult Education and Literacy Activities (Section 203 of the Workforce Innovation and Opportunity Act)

- Adult education
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- Literacy
- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition activities
- Integrated English literacy and civics education
- Workforce preparation activities, or
- Integrated education and training

Sub-grantees receiving Section 243 funds must provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster and is for educational and career advancement. Adult education instruction provides an academic standards-based curriculum integrated with Career Technical Education (CTE). This instruction is established for adults to gain essential life skills, complete the courses necessary to attain a high school diploma or its equivalency, improve employment and career opportunities to transition into career or postsecondary training, be able to function in English at a high cognitive level or gain the knowledge to obtain citizenship.

The CDE uses at least 82.5 percent of the state allocation for local assistance grants. Local assistance grants and contracts are based on the following priorities:

- Populations with the greatest need and most complex to serve, which include adult learners who are performing below the eighth-grade level,
- Populations performing at or above the eighth-grade level but who do not have a high school diploma or its equivalent,
- Individuals with disabilities and incarcerated adults or eligible adults residing in state hospitals or developmental centers who perform below the high school graduation level.

The state allocates 12.5 percent of funding for leadership activities to support data and accountability, technology and digital learning, and professional development. The final 5 percent supports the AEO for the administrative oversight of the grant.

Adult education courses are offered in day, evening, and weekend formats and may be delivered in a classroom setting, through distance learning programs, or a combination. To meet the various needs of adult students, agencies use an open-entry/open-exit or a managed enrollment process. The open-entry/open-exit model allows multiple and timely opportunities for students to enter adult education programs. Students may enter an instructional program at any time during the school year, attend class for unlimited

hours while acquiring appropriate skills and knowledge, exit the program upon goal attainment, exit the program due to external factors, and re-enter the program when able. Managed enrollment permits learners to enter a class during specific, predefined enrollment periods. There may be multiple entry points during a class term; however, they are strategically timed so that the curriculum delivery is not interrupted. This also allows for classes specifically designed to deliver a set curriculum or content area and requires students to attend a specific course for the duration of the term.

Adult education services include career services, transition services, training services, and supportive services. Transition services assist students onboarding into the program, transitioning into other program areas (ABE, ESL, or CTE), and eventually transitioning to career/workforce or postsecondary education. Key supports include assessment, counseling, academic advising, and career development assistance. Supportive services help students overcome barriers that may prevent them from attending classes. These supports are focused on transportation, childcare, mental health, financial support, and housing/food assistance. Training services align with CTE course offerings, including on-the-job training, skill upgrading, workforce preparation, occupational skills training, and integrated education and training.

The following is a brief description of adult education literacy programs:

Adult Basic Education

The ABE program aims to improve students' basic language arts and mathematics skills. ABE programs include reading, writing, and computational skills necessary for functioning at levels comparable to first through eighth-grade students. A model ABE program provides comprehensive services to meet the diverse educational needs of students and prepares them to transition to secondary education and job preparation classes. Courses may be remedial or provide educational opportunities for students who speak but do not read English. These programs also help students develop job readiness skills leading to employment, job advancement, or entering adult secondary education classes.

English Language Acquisition

The English Language Acquisition (ELA) program aims to prepare adult learners to speak, read, and write English fluently. Students are placed in appropriate skill-level classes through general language proficiency assessments.

There are six levels of instruction in the ELA program:

- Beginning Literacy
 - Beginning Low
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- Beginning High
- Intermediate Low
- Intermediate High
- Advanced

The assessments for progressing from one level to another measure general language proficiency and specific standards mastered. The key objectives are to:

1. Provide students with the ability to use accurate and appropriate English in various academic and social settings.
2. Integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem-solving, and self-sufficiency.
3. Develop students' receptive (listening and reading comprehension) English language skills.
4. Develop students' productive (speaking and writing) English language skills.
5. Provide students with English language and citizenship instruction necessary to complete the citizenship application and interview process.

Over the years, adult education has built a strong relationship with the parents of K–12 students. Many parents enroll in evening classes at the same school or district their children attend during the day. This is especially true for the ELA program, as many parents enroll in ESL classes. This relationship has allowed adult schools to become significant partners in the district's First Five Programs and sometimes part of the Community Schools Partnership Program implementation team.

Adult Secondary Education

The primary goal of the Adult Secondary Education (ASE) program is to provide a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate. Subjects include mathematics, English language arts, history, science, government, and other courses required to complete the credits or gain the knowledge necessary to attain an HSD or pass an HSE test. The ASE program is conducted within flexible time frames. It provides the knowledge and skills that adults need to gain self-sufficiency, find employment, and transition into advanced postsecondary education and careers.

Integrated English Literacy and Civics Education

The WIOA defines Integrated English Literacy and Civics as:

Education services provided to English language learners (ELLs) who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

California provides Integrated English Language and Civics Education (IELCE) in three focus areas: Citizenship Preparation, Civic Participation, and IET.

The IET is a service approach that provides adult education and literacy activities concurrently and contextually, workforce preparation activities, and workforce training for a specific occupation or occupational cluster for educational and career advancement.

The IET delivery model may incorporate one or both of the following teaching models:

- **Co-Teaching:** The co-teaching model involves skills instruction in a workforce training program along with adult education and literacy, delivered in an integrated fashion. In this model, an adult education teacher and a workforce training teacher teach in the same classroom, and students are co-enrolled in both the adult education and the workforce training courses.
- **Alternating Teaching:** Students are co-enrolled in two different but coordinated courses in the alternating teaching model. In this model, an adult education teacher and a workforce training teacher teach in two additional classrooms, and students attend the two courses at other times.

Special Rule: Each eligible agency awarding a grant or contract under this section shall not use any available funds under this title for adult education and literacy activities to support or provide programs, services, or activities for individuals under the age of 16 and are enrolled or required to be enrolled in secondary school under state law; except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted before using funds for adult education and literacy activities for activities other than those for eligible individuals.

Special Rule: California's funded agencies under WIOA that are awarded a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities to support or provide programs, services, or other activities for individuals not specifically described in Section 203(4), subparagraphs (a) and (b). An agency may use such funds for those purposes if such programs, services,

or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services not assisted before using funds for adult education and literacy activities other than adult education activities (Section 231[d]).

Corrections Education and Other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under Section 225 of the WIOA for corrections education and education of other institutionalized individuals, including how it will fund, per the requirements of Title II, subtitle C, any of the following academic programs for

- Adult education and literacy activities
- Special education, as determined by the eligible agency
- Secondary school credit
- Integrated education and training
- Career pathways
- Concurrent enrollment
- Peer tutoring
- Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

Each eligible agency using funds provided under programs for corrections education and other institutionalized programs must prioritize serving individuals likely to leave the correctional institution within five years of participating.

Section 225 funds are available to local educational agencies (LEAs) with contracts with local jails or law enforcement departments responsible for managing the jail programs. Section 225 funds are also available to state correctional education programs, community-based organizations, community colleges, and local public agencies. Applications submitted by local school districts, LEAs, other state and local correctional education programs, and other Section 225 providers must outline how the agency ensures participants' access to the program if they are within five years of release.

Correctional Institution Programs

The WIOA expands the use of funds for adult education programs in correctional institutions. This includes teaching basic literacy skills, including reading, writing,

speaking, and math; special education programs; secondary education credit and high school diploma or equivalency programs; and career-integrated education and training. Correctional institutions must describe and define the academic program areas in their grant application and describe the delivery of these programs.

As part of the California Department of Corrections and Rehabilitation's (CDCR) Division of Rehabilitative Programs and the Office of Correctional Education offers various academic and education programs at each of California's adult state prisons. The CDE monitors these programs through the compliance monitoring system, and the CDCR must outline what components are delivered in these activities in the application for the WIOA grant funding.

Correctional education programs within institutions include academic and CTE programs addressing the requirements of the WIOA grant. The CDE partners with correctional education providers to develop integrated education and training models that address the educational and career programming needs designed to support students' completion of an HSD or equivalency degree. The transitional plan for students' access to postsecondary education and career pathways is included in correctional education to ensure students will have the twenty-first-century skills necessary to succeed once released.

- The CDE partners with correctional education providers by offering continued technical assistance in understanding and implementing the grant requirements. To ensure compliance with the law, the CDE continues to monitor the academic and career technical programming and reviews the financial records to ensure correctional education providers are allocating grant funding to correctional education programs as required by law.
- There are 30 state prisons, two developmental centers, and five state hospitals providing adult education programs to institutionalized adults and inmates. All 58 California counties provide education programs in county jail facilities. Other facilities, such as state hospitals, development centers, and limited retention facilities, provide literacy services to inmates. These institutions often collaborate with adult schools, public libraries, and community-based organizations.

Integrated English Literacy and Civics Education Program

Describe how the State will establish and operate IELCE programs under Section 243 of WIOA for adult ELLs, including professionals with degrees and credentials in their native countries.

Integrated English Literacy and Civics Education

IELCE is an important offering to adult immigrant learners in California. Services provided to adult ELLs enable adults to achieve competency in the English language and acquire the necessary skills to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

California provides IELCE in three focus areas: Citizenship Preparation, Civic Participation, and IET. Learning gains are documented using academic pre-tests and post-tests, and performance-based additional assessments. In addition to pre-tests and post-tests, adult learners enrolled in Citizenship Preparation take the written and listening Government and History for Citizenship test and the oral Citizenship Interview Test.

Citizenship Preparation has a primary focus on helping adults obtain United States citizenship. Students benefit by preparing for the United States Citizenship and Immigration Services citizenship test. In addition, the CDE has added an oral practice test. It was determined that lack of English proficiency was a significant obstacle for immigrants to pass the interview portion of the citizenship process. By adding the oral interview practice test, the adult learners are more comfortable and confident and can better respond to questions.

Civic Participation has a primary focus on civic involvement. Agencies conduct community and student assessments and teach the language and literacy objectives that best match their students identified needs and will assist them in attaining mastery of a specific civic goal.

Civic objectives meet the following criteria:

- Integrate English language and literacy instruction into civics education.
- Focus on content that helps students understand the government and history of the United States, their rights and responsibilities as citizens and participate effectively in the education, employment, and civic opportunities this country offers.
- Integrate active participation of the students in community activities.

Within the IELCE program, IET primarily focuses on preparing ELLs for, and placing in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integration with the local workforce development system and its functions to carry out the program's activities.

IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for educational and career

advancement. “Concurrently and contextually” means that, within the overall scope of the Integrated EL Civics program, adult education, workforce preparation, and workforce training activities must:

- Be of sufficient intensity and quality based on the most rigorous research.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

To meet the IET requirements when designing the curriculum of an IELCE program, the program must:

- Organize a single set of learning objectives and activities to function cooperatively.
- Be aligned with the state’s content standards for adult education.
- Be part of a career pathway.

Students in an IELCE program must have the opportunity to be enrolled in both an adult education and literacy program and a workforce training program. Co-enrollment in the IELCE program may include one or more of the following options:

- ELLs are co-enrolled in a workforce training program provided through America’s Job Center of California.
- ELLs, such as CTE, are co-enrolled in the provider’s workforce training program.
- ELLs are co-enrolled in a series of workforce training courses within a career pathway offered by multiple providers designed to lead to employment.
- ELLs work directly with an employer through apprenticeship, pre-, or on-the-job training.
 - Detailed information and descriptions of the language and literacy objectives used for the IELCE program can be found on the [Comprehensive Adult Student Assessment Systems \(CASAS\) website](#). Each objective consists of a Civic Objective, Language and Literacy Objective, and an Additional Assessment Plan. Agencies annually select objectives based on a preliminary needs assessment through a survey of their students. Agencies can develop new objectives as needs evolve.

CDE and its leadership contractors provide extensive support for local IELCE providers through an annual new administrator orientation, monthly network meetings, and numerous professional development opportunities, including an IELCE/IET

Implementation Clinic. State and local leaders in IELCE and IET have also participated in national IET design camps hosted by the U.S. Department of Education's Office of Career, Technical, and Adult Education and the AIR.

Building on the work and insights from these national design camps, the CDE will undertake an initiative in the next grant cycle to redesign the existing IET landscape. This initiative is designed to strengthen industry-aligned curricula that provide adult education and literacy activities concurrently and contextually with workforce preparation and workforce training, with the overarching goals of driving innovation, elevating instruction, and empowering adult learners for career advancement.

Key strategies will include restructuring the funding model to incentivize broader provider participation and improve learner outcomes through a shift toward outcome-based payment points and a hybrid model of base and performance funding. Furthermore, eligibility for IET programs will be extended to include students in ABE and ASE programs.

To ensure programs meet local economic needs, collaboration with WIOA partners and employers will be deepened to develop robust, fully aligned partnerships. The State will also pilot new frameworks for IET delivery and funding that focus on developing transferable, industry-recognized training credentials and clarifying the programmatic distinctions between workforce preparation and workforce training activities, supported by a dedicated workgroup convened to develop policy recommendations and new performance metrics for the expanded student populations. Through this comprehensive effort, California aims to increase enrollment in IET programs and improve job placement rates for adult learners, creating a more inclusive, effective, and responsive system that benefits learners, education providers, and the state's overall economic prosperity.

Describe how the State will fund, by the requirements of Title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

For the grant years of 2023–27, the CDE distributed AEFLA grant funding for sections 225, 231, and/or 243 in an open, competitive application process through an official RFA. The RFA detailed the grant requirements and the considerations specified in the WIOA, Title II: AEFLA. In the application process, eligible providers addressed the considerations and demonstrated effectiveness in the program areas for which they applied. The competitive grant application set forth clear screening criteria for review. Successful applicants were issued a GAN, and unsuccessful applicants were allowed to appeal. A new RFA will be issued on a four-year cycle for 2027–31.

As a condition of being awarded Section 243 IELCE funds, recipients are required to submit an annual IELCE Plan/Report that outlines their progress in developing and implementing service approaches that provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce

training for a specific occupation or occupational cluster for educational and career advancement purposes.

The CDE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The CDE has also developed interagency agreements with the CDCR, the Department of Developmental Services, and the Division of Juvenile Justice to provide the appropriate and necessary services for institutionalized adults.

State Leadership

Describe how the State will use the funds to carry out the required State Leadership activities under Section 223 of WIOA.

In partnership with the California Workforce Development Board (CWDB) and local providers, the CDE has implemented and aligned adult education and literacy activities with other core programs and one-stop partners. This includes the development of career pathways to provide access to employment and training services for individuals participating in adult education and literacy activities. This also includes the CAEP to provide better-coordinated services for adult learners, leading to career pathways and employment opportunities.

The CDE, along with its leadership contractors, provides technical assistance and training to all the local AEFLA providers in the following areas:

- Scientific research-based instructional and programmatic practices focused on reading, writing, speaking, mathematics, ELA, standards implementation, distance and digital education, digital literacy, and teacher and administrator competencies.
- The integration of the AEFLA agencies as a one-stop partner to provide their students with access to employment opportunities, job training skills, and support services.
- The use of technology to increase program efficiency in administration, curriculum delivery, and student mastery.

The CDE and its leadership contractors have implemented a system that provides sound monitoring and evaluation of the AEFLA programs. The CDE conducts numerous training and technical assistance activities, including providing models and information on proven practices within California programs. The CDE believes in providing high-quality professional development to local providers to encourage continuous improvement in teaching practices.

With the opportunity provided by the WIOA, the CDE works with the CWDB to strategically examine the technical assistance and professional services provided to forge continuous improvement. The CDE provides technical assistance and training to local providers to meet the performance measurements of WIOA. The CDE will continue to provide AEFLA providers with research-based best practices training and technical assistance in the use of technology, data collection, and analysis.

Through contracts with three outside agencies, the CDE collaborates to conduct state leadership activities. These contracts, funded through the leadership activities portion of the WIOA grant, provide various services to support the grantees.

The contracts are in the areas of:

- Assessment and Accountability
- Technology and distance learning
- Professional Development

Assessment and Accountability

The main objective of the CDE adult education assessment and accountability system is to track the progress and success of students and the performance of local agencies to determine if they meet the goals and objectives of the WIOA. The CDE provides a nationally approved standardized assessment system for all levels of the ABE, ASE, and ELA programs. The CDE collects and reports adult education accountability data annually to the state legislature and federal government. The CDE is currently contracting with CASAS. CASAS provides statistically reliable and valid assessment instruments to track student outcomes accurately. This data is disseminated to all stakeholders to set goals and meet the objectives of the WIOA.

Nationally recognized, CASAS, assists the CDE in the collection of data for and implementation of the integration of literacy and English language instruction with occupational skills training and promoting linkages with employers. By providing the assessments necessary to track this integration, agencies are better able to match their curriculum with the goals and objectives of WIOA. Identifying curriculum frameworks and aligning rigorous content standards that specify what adult learners should know and be able to do in the areas of language arts, mathematics, and ELA are priorities for a successful program.

CASAS is accountable for the statewide web-based TOPSpro Enterprise system for both data collection, reporting and assessment delivery. This web-based system provides an integrated suite of portals: Admin, Teacher, and Student. The Admin Portal provides the CDE and local administrators with the ability to monitor program performance across multiple levels including agency, consortium, region and state—and

benchmark real time data for continuous improvement and compliance oversight. The Teacher Portal is tailored for instructors and counselors to support case management, classroom administration, and student outcome. The Student Portal provides learners with secure access to key functions such as registration, class enrollment, progress tracking, and completion of employment surveys. CASAS also assists the CDE in providing a web-based system to track outcomes related to civic participation and workforce outcomes.

Working with the CDE, the contractor provides a statewide web-based database system for all adult education providers. CDE also works with the contractor to train funded agencies in data-based decision-making and networking among recipients so that they can share effective accountability practices.

To maintain relevance in the changing world of adult education and workforce development training, the contractor must update and keep current pre/post-testing instruments, training materials, student entry/exit records, and student testing records. Under the direction of the CDE, the contractor makes enhancements to the method for collecting, aggregating, analyzing, and reporting quantitative and qualitative program data. In collaboration with the CDE, the contractor coordinates with other contractors to identify and address needs to improve the data collection process for federally funded programs in California and address the unique needs of various populations, such as individuals with disabilities.

A positive outcome of the COVID-19 pandemic is the continued opportunity for students to participate in remote assessments, including protocols and procedures available for sub-grantees to continue to measure student outcomes.

Technology and Distance Learning

The CDE, through its leadership project, and the OTAN, implements the Technology and Digital Learning component of the State Leadership activities. This work ensures that technology is leveraged effectively at both the administrative and classroom levels to expand access, improve instructional quality, and prepare adult learners for success in a digitally driven workforce.

OTAN provides statewide leadership to adult education agencies integrating technology into instruction and program administration. Services include internet and mobile-based resources, computer-assisted and web-based instruction, and a robust system of technical support delivered online and onsite to ensure equitable access to instructional technology. OTAN also facilitates professional development in best practices for distance, hybrid, and blended learning, supports agency implementation of the Learning Management System (Canvas), and assists agencies in meeting the technology goals outlined in their CIPs.

In recent years, a growing percentage of WIOA, Title II agencies have implemented

Canvas for blended or fully online learning, serving thousands of learners through digital education. The Digital Leadership Academy (DLAC) has supported multiple cohorts of agency teams in developing and implementing technology integration projects, resulting in measurable increases in learner access, persistence, and digital skills. The annual Technology and Digital Learning Symposium, rotating between Northern and Southern California for equitable access to educators statewide, has provided hands-on training to hundreds of educators, focusing on strategies to extend learning beyond the classroom, while statewide collaborative spaces such as advisory boards, focus groups, and communities of practice have connected educators to share promising practices and resources.

California is committed to staying at the forefront of digital learning innovation, with OTAN expanding its work to include guidance and pilot projects on the use of generative AI in adult education, initiatives to ensure digital equity for all learners, integration of emerging technologies such as adaptive learning systems, virtual and augmented reality, and mobile solutions, and support for hybrid, hyflex, and blended models that increase persistence for working adults and those in rural or underserved areas. These efforts directly support WIOA Title II priorities by increasing the amount and quality of learning opportunities, integrating technology and digital learning into career pathways that lead to in-demand jobs, promoting continuous improvement through training, technical assistance, and data-driven decision making, and expanding agency capacity to serve diverse and underserved populations.

OTAN uses both quantitative and qualitative measures including TOPSpro® Enterprise distance learning data, CIPs, session and conference evaluations, and feedback from the OTAN Advisory Committee to ensure services remain relevant, impactful, and responsive to the needs of the field. This ongoing feedback loop drives program refinement, informs statewide strategy, and ensures that California continues to be recognized nationally for leveraging technology to transform adult education.

Professional Development

The CDE, as part of the leadership portion of the WIOA grant, has contracted with the nationally recognized AIR to provide adult education focused professional development (PD) and technical assistance (TA) to the sub-grantees. The contract is designed to deliver evidence-based, effective services to improve instruction and program administration, improving learners' goal attainment and accelerating career pathways participation. The contractor is expected to design, implement, and operate a large-scale, statewide professional development project for all WIOA-funded agencies. To achieve this, AIR designs, manages, and delivers PD and TA services through the [California Adult Literacy Professional Development Project \(CALPRO\)](#) website. Services emphasize evidence-based instruction and incorporate the essential components of reading, writing, mathematics, language, and career pathways methods. The professional development activities include disseminating information about many instructional models and promising practices to deliver adult education and workforce

programs and support the implementation of those models. The goal is to support and continuously improve high-performing literacy and essential skills in adult education programs. Priorities of this contract include facilitating the implementation of models for IET and career pathways and developing and implementing a system to assist in the transition from adult education to postsecondary education and training, including linkages with postsecondary educational institutions or institutions of higher education. The development and piloting of strategies for improving teacher quality and retention are critical to the long-term success of adult education, and best practices in these areas are provided through this contract. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies based on scientifically valid research, are supported by the professional development activities provided to grant recipients. These activities are essential to the professional development contract to ensure the agencies' success utilizing WIOA grants. These professional development activities are delivered through multiple formats and modalities (face-to-face, hyflex, hybrid, and entirely virtual), including mentoring, Professional Learning Communities, Communities of Practice, and online activities such as web-based training are specifically designed and focused on improving the quality of instruction.

Several IET professional development resources and services are offered through CALPRO. Twice annually, CALPRO offers an IET Implementation Clinic. The Clinic is a two-year intensive institute focusing on planning and implementation with dedicated coaching support for participating programs. Additionally, CALPRO offers training modules (hybrid and virtual) on IET programming that are aligned with the CDE's approved IET models. This training module provides two delivery formats: as a blended regional Community of Practice, which combines face-to-face meetings and online collaboration, and as facilitated online courses. The module guides teams consisting of an administrator, an academic instructor, and a technical skills instructor through developing an action plan to implement IET program(s) aligned with the local provider's IET vision. IET is also highlighted in a training module on Accelerating Learning to Facilitate Career Pathways. Additionally, the PD contractor hosts an IET Virtual Workroom on the CALPRO-ONLINE website. The Virtual Workroom provides a self-guided learning opportunity for a broad audience. Resources include a self-directed course, video interviews and demonstrations and high-quality print resources. Finally, two other training modules focus on related strategies to support workforce preparation: Integrated and Contextualized Instruction in the ESL and the ABE/ASE Classrooms.

In addition, CALPRO provides numerous professional development opportunities to local providers regarding the CCSS and CCRS. PD supports local adult education programs to align instruction to the CCSS and CCRS, providing standards-based contextualized curriculum, evidence-based instruction, and assessment focusing on the skills that enable learners to participate more fully within American society as citizens, workers, and family members. Additionally, CALPRO offers training on the ELPS for Adult Education. The ELPS, published in October 2016 by the AIR for the U.S.

Department of Education, corresponds to the CCRS for English language arts, literacy, and mathematical and science practices. Annually, facilitated online courses are offered to support educators in understanding and applying the CCRS and ELPS in instruction. Local programs can request CALPRO's regional Community of Practice on ELPS and CCRS to go into greater depth and application-based PD.

Leadership Collaboration

Leadership collaboration is a dynamic and essential component of our effective decision-making and problem-solving process. The CDE and the contractors hold quarterly meetings to coordinate all activities listed in the sections above. This ensures that contractors work together with the goals and objectives outlined in WIOA law. Responsibilities and tasks are outlined, and appropriate action plans are created. The quarterly meetings are intended to ensure that services are efficiently provided, efforts are not duplicated, and maximum coordination across all contractors and the CDEs exists. Leveraging expertise is at the core of this collaborative approach. This approach involves tapping into team members' unique skills and knowledge to tackle challenges more effectively. It depends upon the leadership contractor's teamwork to identify and provide a wide range of activities designed to assist local agencies in increasing participation rates, improving instruction, providing student resources, and promoting students' success. The learner demographics validate the need for this high level of collaboration.

Data from 2024–25 demonstrates that California served the highest number of WIOA Title II learners in all three program areas. Most learners enrolled are non-English speaking. The State has the largest percentage of students in ESL, with Education Functioning Levels in the first three levels. Just over 50 percent of WIOA Title II participants were employed when they entered adult education. 47 percent of learners attended school outside the United States. Additionally, 15.5 percent of WIOA Title II students nationwide with a maximum education of eighth grade and below are from California.

There is a reliance on evidence and data to ensure that decisions are well-informed, but it also promotes accountability within the team. Many of the PD training modules created by the contractors incorporate cutting-edge innovation featured in various training opportunities, including online, hybrid, and on-site. Contractors embrace adaptability and are open to adjustments based on sub-grantee needs, which is crucial to this collaboration's success. A direct focus on promoting networking with various local agencies, locating appropriate support services for students, and coordinating with local America's Job Centers of California is a priority. PD, focused on the whole learner perspective, is conducted through these contracts and provides maximum benefit for the WIOA providers while incurring the lowest expense.

Describe how the State will use the funds to carry out permissible State Leadership Activities under Section 223 of WIOA, if applicable.

Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under Title II and take actions to improve such quality, including providing the activities described in Section 223(a)(1)(b) of WIOA.

The CDE assesses the quality of providers through quarterly and annual evaluations. A significant focus of these evaluations is to measure the effectiveness of state and local providers in attaining the core indicator performance levels negotiated with the U.S Department of Education. These evaluations also measure continued progress and improvement of the goals and objectives of the considerations in Section 231(e).

The CDE reviews strategies, processes, and barriers to attaining performance levels, as well as quantitative and qualitative data, to evaluate the progress and improvement of the programs.

The evaluations collect local provider and student performance measures, determine the level of student improvement, identify program quality, and determine the extent to which populations identified are served.

Results of the evaluations provide relevant information about the effectiveness of adult education programs, characteristics of the learners participating in the literacy programs, analyses of learner gains and identification of emerging needs, and the impact of local providers in meeting their identified performance standards.

According to Section 212 of the AEFLA, each agency must provide student progress measures obtained from all students who have attended at least 12 hours of instruction in programs receiving Sections 225, 231, and 243 federal supplemental funds. Documented progress of student performance must include, at a minimum:

- Literacy skill level improvements in reading, writing, and speaking the English language, problem-solving, numeracy, and other literacy skills
- Placement in, retention, or transition into postsecondary education, training, unsubsidized employment, or career advancement
- A secondary school diploma or equivalent

All agencies must maintain individual student records for all students who have attended 12 hours of instruction. Each record must contain student identification and demographic information, attendance rates, years of schooling and placement level at program entry, initial learning goals, specific pre- and post-testing student information, entry and updated records, and other specified information necessary.

Monitoring and Program Evaluation

As part of the CDE's FPM process, the AEO conducts annual reviews to ensure Adult Education and AEFLA funded agencies provide effective and high-quality services consistent with WIOA, Title II legislation. The FPM process also evaluates fiscal and legal areas of responsibility. Agencies selected for review each year are determined by using risk criteria developed by both the FPM and AEO, and all agencies scheduled for review are required to attend training on the FPM process and required documentation. In addition, for ongoing assessment purposes:

- The CDE requires all agencies to submit quarterly reports that reflect student participation levels and progress.
- The CDE conducts an annual comprehensive qualitative program survey. This survey is required by all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state-level planning and development activities, identify best practices and emerging needs, and help focus professional development and training to ensure effective instructional programs for targeted populations.
- The CDE presently incorporates the Core Performance Follow-up Survey system to track student outcomes in obtaining or retaining employment and transitioning to postsecondary education or training.

Evaluating Professional Development

Beginning in 2001, the CDE contracted with the AIR to serve as its provider of statewide professional development through the CALPRO. AIR is one of the world's largest behavioral and social science research and evaluation organizations, and it has considerable expertise in adult learning, TA, and professional PD for adult educators.

Regardless of the topic, creating products and services for CALPRO, AIR's researchers and TA experts determine where evidence of effectiveness leads, and the best practices adult educators can implement. AIR works with internal and external subject matter experts and field practitioners to inform, create, and refine research-based products appropriate for California adult education contexts. Additionally, as part of the 2023–27 WIOA, Title II: AEFLA RFA process, the CDE will require agencies to submit a CIP. The CIP requires that agencies establish Specific, Measurable, Attainable, Relevant, and Timebound goals, including a detailed action plan. The action plan should include the type of professional development provided to staff. CALPRO disseminates information promptly about effective models, research-based and promising practices through many vehicles, such as an annual comprehensive PD module delivered through various means, including face-to-face, blended, and online formats, multiple formats of online professional learning, a yearly research brief, and a web-based research archive.

An essential aspect of the work CALPRO does to determine its effectiveness in developing and offering PD is a rigorous evaluation of participant feedback and

implementation of skills learned. CALPRO uses Guskey's seminal work to inform its feedback and evaluation processes. Guskey's Model describes five levels of PD evaluation (Acar & Erozan, 2021; Exhibit 30). The evaluation described in Activity 4.1.E aligns with Guskey's Levels One and Two. In 2020, CALPRO built on previous evaluation data collected by conducting surveys that led to data at Levels Three through Five. As the adult education system transforms into a more outcomes-based entity, training content (including evaluation methods and forms) should reflect the focus on outcomes. The specific methodology articulated in the following subsection supports the movement toward an outcomes-focused system.

As a matter of continuing process, AIR obtains participant feedback as part of every CALPRO PD training. In 2022, under the guidance of the Senior Advisor, the Director of the NRS for Adult Education, CALPRO staff standardized the feedback process to increase participant response and dive deeper into implementation success.

Evaluations are issued at strategic points in each training to motivate participant feedback upon completion and/or significant points of topical learning. Participant feedback evaluations are designed to be completed quickly and easily while the experience of the professional learning activity is fresh in the minds of participants. The value of such forms is to provide an extemporaneous understanding of the participants' experience, to give feedback to facilitators on their performance, and to provide easily referenced documentation for monthly reporting to CDE.

At the beginning of each program year, CALPRO Director reviews the standard evaluation forms used in each of our events, whether face-to-face or online, with task leaders. The lead for each event recommends the best logistical inclusion of the feedback form (e.g., placed in folders, handed out separately, or administered electronically). The completed forms are stored in a secure and unique electronic file (including hard copy transferred to digital) of the event that can be easily compiled, analyzed, and disseminated in the monthly and annual reports to CDE. In preparation for the annual report and to inform CALPRO's continuous improvement, the CALPRO staff will review evaluation data and seek guidance from the Senior Advisor on needed process improvements to the CALPRO participant feedback approach and analysis of findings.

To ensure that CALPRO and the CDE can understand implementation because of PD, in each of CALPRO's trainings, AIR includes in the participant feedback form an opt-in prompt asking participants whether they would allow CALPRO staff to follow up with them on their progress and practice after the event. The follow-up survey (first implemented in the 2019–20 contract year) is designed to create a low barrier for completion by featuring online administration and completion and a limited pool of targeted questions. Questions are tailored for specific participant populations: instructors and administrators. For instructors, questions focus on classroom implementation, change in practice, and evidence of student outcomes. For administrators, questions focus on change in practice, program change, and evidence of student outcomes. The survey results and analysis are included in the annual report.

The CDE funds additional State Leadership Projects through the AEFLA grant. CASAS provides an assessment and accountability system for data collection and reporting, and OTAN, which provides digital learning and instructional technology support.

CASAS provides the CDE with a comprehensive, valid, and reliable assessment and accountability system (TOPSpro® Enterprise) to accurately track student progress and outcomes for the diverse adult student populations served by California's WIOA, Title II: AEFLA-funded programs. State and local agencies can use the data to target instruction and improve programs more accurately.

CASAS supports agencies by providing comprehensive professional development to use the data through its annual CASAS Summer Institute, statewide monthly regional network meetings covering the CDE regions, and EL Civics and TOPSpro Enterprise network meetings. CASAS also provides targeted technical assistance to improve programs, data quality, and NRS performance on persistence, educational functioning levels, and core performance indicators for entering and retaining employment, entering postsecondary education and training programs, and obtaining an HSD or HSE including online training sessions, statewide face-to-face training.

CASAS provides an online data portal that displays California NRS adult learner performance data at the state, regional, and local agency levels. Agencies use the data portal to compare local performance with state goals and performance data along with regional and local agency performance.

OTAN supports the adult education field through a wide range of digital learning and educational technology professional development opportunities, including in-person, virtual, and hybrid sessions, self-paced and facilitated courses on Canvas, targeted coaching, and special projects. One initiative is the DLAC, a two-year training program designed to provide flexible, customized support so participants can leverage OTAN's resources to advance their agencies' goals in distance and blended education or technology enhancement, and to meet the technology objectives outlined in their CIPs. OTAN also hosts the annual Technology and Digital Learning Symposium, a statewide event that rotates between Northern and Southern California and features hands-on presentations and interactive discussions to help educators integrate technology into instruction and extend learning beyond the classroom.

Evaluation is embedded in all OTAN PD to ensure relevance, effectiveness, and continuous improvement. Data sources include session and conference evaluations, the WIOA Implementation Survey, feedback from the OTAN Advisory Committee, and analysis of TOPSpro® Enterprise distance learning data. These methods provide feedback on professional learning, track changes in practice, and, through follow-up surveys, evaluate how implementation influences learner participation and success. OTAN aggregates and reviews this data monthly, quarterly, and/or annually to identify trends, determine the effectiveness of specific offerings, and make targeted adjustments to content, format, and delivery methods. This evidence-based process ensures that professional development is responsive to the evolving needs of educators, aligns with

statewide technology integration priorities, and supports measurable improvements in instruction and learner success.

Certifications

States must provide written and signed certifications that:

- The plan is submitted by the state agency that is eligible to submit the plan. **Yes**
- The state agency has authority under state law to perform the functions of the state under the program. **Yes**
- The state may legally carry out each provision of the plan. **Yes**
- All provisions of the plan are consistent with state law. **Yes**
- A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under the plan. **Yes**
- The state officer submitting the plan, specified by the title in the certification, has the authority to submit the plan. **Yes**
- The agency submitting the plan has adopted or otherwise formally approved the plan. **Yes**
- The plan is the basis for state operation and administration of the program. **Yes**

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of

any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization: **California Department of Education**

Full Name of Authorized Representative: **Tony Thurmond**

Title of Authorized Representative: **State Superintendent of Public Instruction**

[Standard Form-LLL– Disclosure of Lobbying Activities](#) (only if applicable).

If applicable, please print, sign, and email to OCTAE_MAT@ed.gov.

Assurances

The State Plan must include assurances that:

The eligible agency will expend funds appropriated to carry out Title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under Section 241(a) of WIOA (regarding supplement and not supplant provisions): **Yes**

The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in Section 3(32) of WIOA: **Yes**

The eligible agency will not use any funds made available under Title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of Section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in Section 203(9) of WIOA: **Yes**

The Integrated English Literacy and Civics Education program under Section 243(a) of WIOA will be delivered in combination with integrated education and training activities: **Yes**

The Integrated English Literacy and Civics Education program under Section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program. **Yes**

Using funds made available under Title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. **Yes**

The eligible agency will comply with the Buy America Act, meaning that funds from WIOA, Title II used to purchase equipment, and products are used to purchase American-made equipment and products. **Yes**
