



STATE OF ALASKA
Department of Labor and Workforce Development
Division of Employment and Training Services

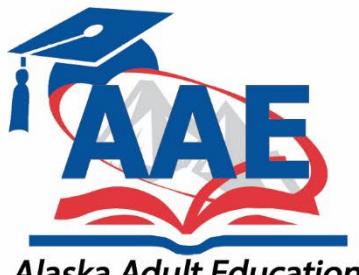
WORKFORCE INNOVATION AND OPPORTUNITY ACT

Title II: Adult Education and Family Literacy Act



Alaska Adult Education Program **ANNUAL NARRATIVE REPORT**

Federal Program Year 2024
July 1, 2024-June 30, 2025



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Introduction

The Alaska Adult Education (AAE) program, under the Workforce Innovation and Opportunity Act (WIOA) Title II – Adult Education and Family Literacy Act (AEFLA), is administered by the Division of Employment and Training Services (DETS) within the Alaska Department of Labor and Workforce Development. During Program Year (PY) 2024 (July 1, 2024 – June 30, 2025) the DETS leadership team, composed of the division's Assistant Director of Workforce Services and Development, Regional Managers from the Alaska Job Center Network, the Employment and Training Technical Unit Manager, and the AAE State Director, prioritized enhancing statewide service delivery consistency for AAE. The team convened virtually on a biweekly basis and met in person twice to strengthen partnerships and ensure implementation of system improvements. These meetings served as strategic touchpoints, focusing on aligning and integrating service delivery, clarifying communication expectations, and supporting local program effectiveness.

AAE local programs deliver instruction in reading, writing, and mathematics to help adult learners build foundational skills necessary for success in the workforce, postsecondary education, or vocational training. To ensure consistent access and quality, local programs are required to provide adult education and literacy services for a minimum of thirty hours, four days per week, and for at least nine months per year. In alignment with federal requirements, AAE programs must provide the following core services:

- Adult education;
- English language acquisition activities;
- Workplace adult education and literacy activities;
- Literacy; and
- Digital literacy (State requirement).

Local programs may offer the following additional activities:

- Family literacy activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training.

Local programs receiving funding for Integrated English Literacy and Civics Education (IELCE) or Corrections Education and the Education of Other Institutionalized Individuals must follow the grant requirements outlined in AEFLA regulations.

State Leadership Funds (AEFLA Section 223)

Alignment with Partners to Implement Combined State Plan (223(a)(1)(A))

The AAE program implemented strategies aligning regional and statewide activities with partners listed in Alaska's WIOA [Combined State Plan for PYs 2024 – 2027](#).

The State AAE Office continues to provide technical assistance to local programs to align services with One-Stop partners. Some successes and challenges in PY 2024 included:

- Partnered with One-Stop agencies on the One Stop Community Resource Training Academy, which connected regional organizations with information about available programs. As the Title II Core Partner, adult education played a critical role in these academies, which were held in almost all regions with a job center.
- Coordinated presentations between the local adult education provider and local One-Stop Job Center to offer presentations, classes, and soft hand-offs in Anchorage, Nome, Kodiak, and Valdez.

- Approved many rural One-Stop Job Centers to become Certified Pearson Vue Testing Centers, offering additional locations for students seeking their High School Equivalency Diploma. Programs worked with their local Job Center to determine whether testing at those locations was more convenient for the students.
- Worked to maintain stable relationships between local AAE partners and some WIOA Youth local providers, which was difficult due to turnover in the Youth program. AAE providers continued to expand programs to include the WIOA Youth grant in order to blend and braid funding and serve out-of-school youth. By the end of the program year, there were four AAE/WIOA Youth combined agencies in Alaska. This is a decrease from PY2023 due to one of the providers losing the AAE grant.

Professional Development (223(a)(1)(B))

The State AAE Office strategically utilized leadership funds to support professional development for local AAE programs through a combination of in-person and virtual meetings/communications throughout the program year. Key events included a statewide Adult Education conference and dedicated training for local program coordinators held in Anchorage and accessible virtually. These meetings provided the leadership team with a platform to disseminate information regarding federal and state regulations, policy guidance, and promising practices. In addition to these events, the AAE State Director facilitated monthly meetings for local program coordinators.

Alaska's PY 2024 Hybrid Statewide Adult Education Conference took place February 25-27, 2025. The State AAE Office partnered with the Alaska Adult Education Association (AAEA) to provide a conference platform that brought Alaska's teachers, program coordinators, and staff a viable and accessible hybrid conference option. The three-day conference included keynote and guest addresses by National Adult Education Consultant Jeffrey A. Fantine; Kate Redmon, founder of Light & Salt Learning; singer and GED Graduate Landau Eugene Murphy Jr.; Alaskan author Don Rearden; and U.S. Senator Lisa Murkowski. The conference included training and informational presentations for local programs, with strands covering English as a second language (ESL), workplace literacy, digital literacy, Corrections, Integrated Education and Training (IET), assessments, and adult education instructional practices.

The AAE Program Coordinator Annual Meeting occurred in-person and virtually October 1-3, 2024. The State AAE Director and professional development team presented topics including partnering with WIOA Title I Youth programs, co-enrollment with WIOA Title I Adult and Dislocated Worker programs, workforce development in Alaska, reading level instructional strategies, accommodations, and alternative placement.

In addition to these events, the AAE State Director held monthly virtual meetings with local program coordinators to ensure ongoing communication, provide technical assistance, and support professional development. These meetings served as a forum for sharing policy updates, addressing challenges, and highlighting best practices across the state. They also offered local programs opportunities to engage with peers, ask questions, and receive guidance.

Technical Assistance (223(a)(1)(C))

The State AAE Office disseminated information to local programs through group and individual emails with announcements, program updates, and identified areas of need. Additionally, the AAE State Director and staff delivered technical assistance as needed to eligible providers. The State AAE Office maintained daily communication with local programs to address questions on topics related to:

- Administration and interpretation of assessments including the Test of Adult Education (TABE), Comprehensive Adult Student Assessment System (CASAS), and ACT WorkKeys;
- Age restriction requirements;
- Grant management and compliance with state and federal regulations;

- Intake policies and procedures; and
- AlaskaJobs (the State's Management Information System), including training, technical assistance, and data entry procedures.

The State AAE Office also provided targeted technical assistance to individual programs based on their specific needs. Throughout PY 2024, the Department of Corrections and Alaska Literacy Council grantees participated in customized technical assistance sessions from the AAE office. These sessions addressed topics like data entry within the AlaskaJobs system, interpreting and discussing TABE scores with students, implementing new state policies, and understanding intake policies. These targeted technical assistance meetings have helped in reducing data collection errors, understanding regulations, and onboarding new staff.

Monitoring and Evaluation (223(a)(1)(D))

The State AAE Office traveled to Valdez, Anchorage, and Seward to monitor four programs using on-site monitoring, financial monitoring, and teacher observational tools for evaluation. Due to travel restrictions, the on-site monitoring tool was adapted for a virtual review of the Aleutians program. Local programs received technical assistance, best practice recommendations, and a Corrective Action Plan (CAP) if necessary.

During these activities, the AAE Office identified the following best practices to recommend during technical assistance and training of other providers:

- The Anchorage provider established a relationship with local job center staff to provide job fairs for English language learners, deliver presentations for students at the Title II location, and host employer roundtable discussions.
- The Aleutians provider incorporated technology into its instructions to utilize platforms for virtual classes and interactive instruction.
- The Valdez provider used curriculum such as 'Stand Out' for ESL students and incorporated connections to Alaska. Alaska Native stories and authors are also integrated to build knowledge and understanding of Alaskan life.
- The Corrections provider maintained a formal in-reach agreement with Department of Labor, apprenticeship program, and employer partners to provide referral systems for students needing additional support, either while incarcerated or upon release.

Additional Permissible Activities (223(a)(2))

The State AAE Office used funds for additional permissible activities to work with the American Institutes for Research to write and adopt standards for Social Studies.

Performance Data Analysis

Participant Eligibility Requirements

Alaska's unique geographic, cultural, and economic barriers continued to limit access to training, education, and employment. The most significant and persistent barriers included childcare, transportation, weather, and the digital divide. Each Regional Adult Education program served a vast number of rural communities, often spread across areas comparable in size to many U.S. states. Many of the rural communities lack road access and are accessible only by boat, ferry, bush plane, snowmobile, dog sled, or distance delivery methods. Internet access in many of these communities remains limited or nonexistent.

Despite these challenges, Measurable Skill Gains (MSG) in PY 2024 increased substantially, while programs continued to have difficulties with credential attainment. The Core Follow-up Outcome Achievement measure for employment outcomes remained steady.

The AAE office submitted National Reporting System (NRS) for Adult Education tables on September 2, 2025. A data match occurred on September 22, 2025, which the AAE office was unaware of at the time. This data match resulted in minor discrepancies across all previously submitted tables. To ensure accuracy, the corrected tables were resubmitted on December 23, 2025. The performance data analysis below reflects the data submitted on December 23, 2025.

Alaska served 1,244 full-time students in PY 2024, a slight decrease in enrollment from the previous year. According to Table 4 of the NRS submitted in December, 29.34percent of all Periods of Participation (POP) achieved a measurable skills gain, an increase over PY 2023. MSGs for English language learners (ELLs) and adult basic education (ABE) rose significantly to 11.41 and 40.33 percent respectively.

Alaska met negotiated levels of performance for four of the five performance indicators in PY 2024.

Performance Measure	PY 2024 Negotiated Levels	PY 2024 Indicators of Performance	+ or - Achievement
Employment 2nd Quarter After Exit	40.00%	42.28%	+2.28%
Employment 4th Quarter After Exit	40.00%	41.36%	+1.36%
Median Earnings 2nd Quarter After Exit	\$5,400.00	\$7,423.84	+\$2,023.84
Credential Attainment	35.00%	15.89%	-19.11%
MSG	20.00%	29.34%	+9.34%

Credential attainment remained a challenge for local providers, falling below the negotiated level. In response, the State AAE Office delivered intensive professional development focused on improving credential attainment outcomes and data retention processes. Although the percentage decreased over last program year, 70 more individuals were captured in the data over the previous program year.

Full-time student counts had risen over the last several years and exceeded pre-COVID levels. However, PY 2024 showed a return to pre-pandemic enrollment patterns. Reportable individuals continue to represent approximately half the participant levels. Most students entered programs seeking to complete high school or improve their English skills.

Program Year:	Participants (Full Time Students)	Reportable Individual (Part-Time Students)
PY 2022	1,255	763
PY 2023	1,305	763
PY 2024	1,244	818

Enrollment in Adult Education skills classes increased by 9.70 percent, while ELL enrollment decreased by 22.48 percent compared to PY 2023. Students who enrolled in secondary education increased by 19.35 percent. Alternative placement is a new category, and there is no comparison data yet. Alaska had 7 individuals who were placed into alternative placement pathways in PY24.

Program Year	Adult Ed	Secondary Ed	ELL	Alternative Placement
PY 2022	596	21	638	NA
PY 2023	660	31	614	NA

Pre/post-test rates remained consistent but below the 55 percent goal, with a PY 2024 post-test rate of 45.21 percent. A significant decrease in ABE post-testing was likely due to the transition to the new TABE 13/14 assessment. Most local programs planned to pre-test with the new assessment beginning in early fall and sunset by the end of the program year. However, the delayed release by Data Recognition Corporation (DRC) until the start of the calendar year resulted in a decrease in post-test rates among this subgroup. Local programs also struggled with post-testing due to the transient population of students in Alaska and the challenges listed above. The AAE Office continues to address concerns with Educational Functional Level (EFL) gains through pre/post assessments via professional development.

The AAE State Director continued to collaborate with partner agencies to maintain policies and procedures for collecting common data elements for future reporting.

Integration with One-Stop Partners (34 CFR part 463, subpart J)

Required One-Stop Roles to Eligible Providers

The goal of universal access is to ensure workers, job seekers, and employers may all obtain services from convenient, easy-to-find locations and through distance delivery. Employment and training services provided through the Alaska Job Center Network are the foundation of the One-Stop delivery system in Alaska, providing universal access to labor exchange, career, and training services at 13 locations around the state. Alaska's WIOA Title III Wagner-Peyser program, WIOA Title I Adult and Dislocated Worker programs, and WIOA Title II AAE program are all housed in DETS, which provides a natural link between these programs.

Alaska's Management Information System, AlaskaJobs, integrates Alaska's online labor exchange; WIOA Titles I, II, III; Jobs for Veterans State Grant; Trade Adjustment Assistance; Work Opportunity Tax Credit; and Alaska's state funded employment and training programs' participant data management and reporting tools, allowing for federally required common participant performance reporting.

As a federated system with common intake as well as managed data sharing, AlaskaJobs links each of the programs through common identifiers to provide data matching to derive accurate performance indicators and reduce the need to manually pool data. This interagency partnership offers joint accountability requirements between the Participant Individual Record Layout (PIRL) and NRS for Adult Education.

Career Services Provided in the One-Stop

The AAE State Director took part in a weeklong hybrid professional development training for WIOA Title IB Adult and Dislocated Worker Case Managers during the program year. The AAE State Director will continue to participate in WIOA Title IB training to provide Title II support at least annually.

Alaska's WIOA partners (Title I, II, III, and IV) also participated in the 2024 Evaluation Peer Learning Cohort (EvalPLC) to receive interactive technical assistance from USDOL. The Alaska team chose to focus on a cross-agency referral system between the titles to better serve students and other individuals. The team worked together throughout PY 2023 and is participating in the 2024 Cohort to further develop and implement the project.

In the Anchorage region, the adult education local provider worked with the Anchorage Midtown Job Center to provide two roundtable meetings for partner employers, introducing adult education services and discussing barriers that employers face with hiring. These meetings initiated a quarterly series aimed at helping employers understand what they can do to alleviate some of their frustrations within their workforce.

Infrastructure Costs

The Infrastructure Funding Agreement (IFA) for Alaska began its design in the fall of 2017. The Alaska Job Center Network One-Stop Partner Memorandum of Understanding (MOU) was fully executed in September 2018 and implemented during that program year.

The IFA was developed in partnership with the agencies listed in the MOU that are either physically or programmatically located in at least one Alaska One-Stop Job Center. Infrastructure costs are identified as the space, equipment, supplies, and network costs necessary for the operation of the One-Stop center and benefiting WIOA-required partner programs operated by the parties to the IFA.

The IFA states the following:

- **Infrastructure Space**

Space costs are calculated based on current lease diagrams for each location, identifying areas used by the common participant, notably the resource rooms and workshop rooms where the majority of customers engage in self-service, staff-facilitated, and staff-assisted WIOA career services. For each job center, this space is multiplied by the current lease cost to arrive at the Infrastructure Space Total Annual Cost.

- **Infrastructure Operations**

Operational costs are calculated based upon the inventory of public accessible resource room and workshop personal computers (PCs); publicly accessible copiers, printers, and associated supplies (e.g., paper and toner); and public furniture (e.g., customer workstation chairs, etc.). Server costs are based upon the percentage of public use. Technology equipment (PCs, copiers, printers, and servers) costs per job center are then multiplied by a factor of 0.25 to represent a four-year industry standard replacement schedule. Technology network costs are attributed to each job center based upon annual software and internet service costs.

- **Additional Costs - Technology Staff**

Included in the scope of the IFA is the cost for staff directly supporting the technology related services accessed through the job center's publicly accessible technology resources. These costs are determined by each job center's number of supported public access PCs.

- **Additional Costs - IFA Management**

These are costs directly associated with the development of ongoing annual data matching, performed by the Department of Labor and Workforce Development's Research and Analysis section in support of this IFA.

Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

IELCE Competition and Grant Awards

In Alaska, the IELCE program is a statewide grant. Alaska held an open competition in March 2021 for the IELCE program, resulting in an award to Alaska Literacy Program (ALP) of a four-year grant for PY 2021-PY 2024. ALP provides support and services in the Anchorage area and in partnership with other regional grantees to target professionals due to limited resources and funding.

Integrated Education and Training (IET) Activities

As the IELCE provider, ALP is a full-service ELL program. It employed full- and part-time staff to recruit, train, certify, and support volunteer teachers and tutors to teach reading, writing, and speaking English to adults, as well as workplace literacy and test preparation. ALP's programming also includes family literacy to help parents navigate school systems, read to their children, and engage in their children's education.

Programmatic successes include a streamlined process to transition students from ELL classes into test-preparation classes, enabling them to achieve their education and certification goals. As a result of adding these classes, 50 percent of ELL students participated in ALP's test preparation offerings.

Through PY 2024, ALP offered 135 in-person classes, 46 online classes, and four off-site classes. Classes are delivered in eight-week quarters and a summer session. By June 30, 2025, the provider had offered classes in English, Citizenship, and Workforce Development to 1,099 students.

The State AAE Office worked closely with ALP on IET design by providing statewide professional development and one-on-one training, including assistance with designing IETs as needed. The biggest challenge with this model is providing IETs virtually. The AAE Office continued to collaborate with ALP to offer IETs in a hybrid format.

In PY 2024, ALP continued an Entrepreneurship IET designed for ELL students that integrated English instruction. The IET was refined to focus specifically on creating home-based childcare businesses that address the growing need of affordable childcare across Alaska, as 61 percent of communities are considered childcare deserts. The IET was offered in partnership with the Municipality of Anchorage Child Care Licensing Office. In calendar year 2024, data indicated that small businesses made up 99.1 percent of all businesses (75,980 small businesses) and 53.2 percent of Alaska's workforce. Recognizing the importance of small businesses to the state's economy, ALP provided instruction on starting and maintaining a childcare business to three students. By the end of 2024, these students had submitted business plans, delivered presentations, and worked with the Municipality of Anchorage to complete the necessary training to launch home-based childcare businesses.

ALP also expanded its Peer Leader Navigator (PLN) program and graduated ten new PLNs, including a participant from Kodiak. These PLNs supported community members in navigating barriers related to health care access, food, housing, and financial insecurity.

Finally, in partnership with Alaska Primary Care Association, ALP conducted Pre-Apprenticeship Training in Healthcare (PATH) classes to ELL students using the IET model. During PY 2024, two new classes were successfully completed, graduating 16 students. Over 80 percent of the graduates continued to additional training, post-secondary education, or employment.

All of ALP's IET programs are offered in a hybrid format to serve students across the State of Alaska.

Unsubsidized Employment (243(c)(1))

ALP encouraged Anchorage ELL students to participate in the PLN program, which requires a year of training to develop knowledge and skills. PLNs promote disease prevention and health-related activities within their communities. In PY 2024, PLNs participated in five health fairs, taught two classes on health literacy, and participated in six events to educate community members on health topics. They provided education, access to information, public assistance, guidance related to the local school district, job support, food through food drives, and other local resources.

In PY 2024, ALP continued to offer workplace literacy classes for Providence Hospital employees in Environmental Services and Food Services. The class was restructured to create a pathway into Providence's Certified Nursing Assistant (CNA) training program or Medical Assistant Program. Ten students completed four modules: Workplace English and Oral Communication, Medical Terminology and Acronyms, Workplace English and Written Communication, and Digital Systems. Upon completing the modules, the workplace literacy instructor supported the students in applying to Providence's training programs.

Local Workforce Integration (243(c)(2))

ALP relies on partnerships to achieve IELCE program goals, including helping students secure employment opportunities and supporting immigrants in leveraging their prior education. Partners include: the Anchorage Midtown Job Center, the Municipality of Anchorage's World Education Services Global Talent Bridge, Skilled Immigrant Integration Program (SIIP), Anchorage Community Land Trust's Set-up Shop program, South Central Area Health Education Center (SCAHEC), and Providence Health Systems. These partners assist IELCE students to build career pathways and in IET for Direct Support Professional (DSP), Personal Care Aide (PCA), Certified Nurse Assistant (CNA), and Community Health Worker (CHW) certification classes.

In PY 2024, ALP continued to focus on strengthening communication and referral systems with the Anchorage Midtown Job Center One-Stop system. However, due to staffing challenges at the Job Center, ALP and the One-Stop system adjusted the direct referral process. Instead of weekly visits, Job Center staff began visiting ALP monthly. This adjustment still allowed ALP staff and PLNs to conduct warm hand-offs for ELL students.

Alaska is a Single Workforce Investment Board state. The Alaska Workforce Investment Board (AWIB) operates under the alternative entity provision in WIOA, [29 USC 3111\(e\)](#) and corresponding regulation [20 CFR 679.150](#) as described in the [Alaska Combined Plan for Program Years 2024-2027](#) (p.133). As such, the board roster is defined by Alaska Statute [AS 23.15.550](#) to include a seat for adult basic education. Although AWIB did not have a representative solely dedicated to IELCE, this seat was available to make recommendations to the board on behalf of the program.

Integrated Education and Training (IET) (AEFLA Section 203(11))

Implementation of IET Programs

During PY 2024, the State AAE Office collaborated with local providers to build an IET model that could be implemented across the state. The process involved both challenges and successes, including:

- IETs offered in adult basic, secondary education, and IELCE programming;
- IETs offered in entrepreneurship, community navigators, healthcare (PATH) classes, paraeducator, introduction to veterinary careers, introduction to healthcare, science and terminology, and office administration;
- Small providers with one to three staff who manage everything within the adult education space, from data entry and program coordination to intake, orientation, teaching, and partnering with providers, while also offering IETs to their students;
- Larger programs with available resources assisting smaller programs by offering hybrid classes for their IET classes; and
- Programs able to focus on designing and implementing additional IETs since established IETs can be accessed by their students.

While IETs have not been formally measured, programs report IET successes and challenges to the State AAE Office through their quarterly reports.

Adult Education Standards

Content Standards

In PY 2024, Alaska continued to work with the American Institutes for Research to create Alaska-specific College and Career Readiness (CCR) Standards for Adult Education and ELLs for alignment with Alaska's K-12 academic standards.

PY 2024 is the second year of the project and started with the development of English Language Proficiency Standards. The team created a committee that worked to align the standards of the project to Alaska's standards and include Alaskan

context, resulting in the publication of the [Alaska Adult Education English Language Proficiency Standards](#).

Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

Programs for Corrections Education (AEFLA Section 225 (1a))

In Alaska, the correctional education program is a statewide grant. Alaska held an open competition in March 2021 for the corrections education program, resulting in an award to the Alaska Department of Corrections (ADOC) of a four-year grant for PY 2021-PY 2024. ADOC provides support and services in 13 correctional facilities statewide. Incarcerated individuals are referred to education programs based on risk-needs assessments conducted by probation officers or enrolled voluntarily. Recruitment occurs during facility orientations and through informational materials posted in housing units. ADOC has a rolling admission for Adult Education, and all participation is voluntary.

Programs for Corrections Education (AEFLA Section 225 (1b)): Recidivism

The ADOC Reentry Unit analyzed data from Program Year (PY) 2021 (July 1, 2021 – June 30, 2022) to explore correlations between program participation, credential attainment, and recidivism. Recidivism is defined as the percentage of individuals convicted of felonies who are released from ADOC custody within a given year and return to custody within three years for any remand due to a conviction (felony or misdemeanor) or a probation/parole violation. Because this measure requires a full three-year post-release period, PY 2021 represents the most recent data available for analysis.

Data was compiled from AlaskaJobs, GED Manager, institutional program reports, and the Alaska Corrections Offender Management System (ACOMS). Full-time and part-time participant records were examined to determine educational attainment before, during, and after incarceration. Credential achievement and participation data were then compared with custody outcomes to identify potential correlations between high school equivalency (GED) completion and post-release recidivism.

Credential Attainment – PY 2021 Adult Education Participants	
Credential Status	Participants
Earned GED in Custody (PY21)	54
Earned GED in Custody (Post-PY21)	39
Earned GED Post-Incarceration (PY21)	4
No Credential Attained	366
Total	463

A total of 463 incarcerated individuals participated in adult education programming during PY 2021. Of these, 107 remained incarcerated, with 16 earning GEDs either during PY 2021 and 18 in subsequent years, and 36 individuals released and did not qualify to measure recidivism among this study. Among the 320 qualifying individuals released from custody, 247 recidivated reflecting an overall recidivism rate of 77 percent among program participants.

Recidivism Rates by Credential Status			
Participant Group	Recidivated	Desisted	Recidivism Rate
Earned GED in Custody	17	15	53%
Did Not Earn GED in Custody	230	58	80%
All Released PY21 Participants	247	73	77%

Participants who earned a GED while incarcerated had a recidivism rate of 53 percent, significantly lower than the 80 percent rate among those who did not earn a GED. This rate aligns with the lower range of the previous four program years (PY17–PY20), which ranged from 50 to 68 percent.

According to the ADOC 2024 Offender Profile (2025), the most recently published statewide recidivism rate—capturing individuals released in FY 2021 (PY 2020)—was 54.59 percent. ADOC has internal corresponding statewide data for the larger released population of the FY 2022 (PY 2021), which included the cohort referenced in this report, with a recidivism rate of 54.92 percent.

The recidivism rate among adult education participants who did not earn a GED (80 percent) was 27 percentage points higher than those who did (53 percent), suggesting that GED attainment, earned while incarcerated may be associated with improved reentry outcomes.

Several factors may contribute to higher overall recidivism rates among education participants compared to the general reentrant population:

- A higher prevalence of learning disabilities and low literacy skills among program participants;
- A lower proportion of participants possessing pre-existing high school or postsecondary credentials or formal vocational training;
- Limited employment and stability opportunities upon release; and
- During PY 2021, seven of 20 education staff positions were vacant, reducing program availability and potentially affecting student enrollment, engagement, and completion rates.