



2021-2022 California WIOA, Title II: AEFLA Program Implementation Survey

Thank you! Your completed survey has been submitted. If we have any questions, we will contact you.

SURVEY CONTRIBUTORS

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AEFLA (Adult Education and Family Literacy Act) PROGRAM MANAGEMENT

1a. The National Reporting System (NRS) requires that California set statewide performance goals for Adult Education and Family Literacy Act (AEFLA) funded agencies each program year. Did your agency establish local-level performance goals for these AEFLA funded programs this program year?

Yes

1b. If yes, what process did you use to establish these goals? (Select all that apply)

- ✓ NRS Tables in TOPSpro Enterprise (TE)
- ✓ CASAS Data Portal
- ✓ Payment Points Targets
- ✓ CAEP Outcomes Targets
- ✓ HSE/HS Diploma Targets
- ✓ Employment and Wages Outcomes via the Follow-up Survey
- ✓ Employment and Wages Outcomes from some other source

- ✓ Regionally Collaborated Outcomes (via CAEP consortia, local workforce boards, etc.)
- ✓ Enrollment and Attendance Figures
- ✓ Fiscal-based Outcomes
- ✓ Professional Development Based Outcomes
- ✓ Other

Goals aligned with the Victor Valley Adult Education Regional Consortium (VVAERC) Annual and 3 Year Plan, CAEP, WIOA and Workforce Development goals. Data reported to CAEP, WIOA, NRS and CDE as required.

1c. If no, what were the barriers to establishing NRS performance goals in your local agency? (Select all that apply)

- ✓ Staffing Changes
- ✓ COVID-related Issues
- ✓ Other

2. What are the top three ways that best reflect how you use agency data? (Select up to three)

- ✓ Monitor agency level progress on state and local performance goals
- ✓ Monitor enrollment and persistence
- ✓ Monitor student learning and progress to improve instruction
- ✓ Improve and inform class instruction and curriculum
- ✓ Assess student and community needs to improve programs
- ✓ Prioritize and plan offered classes
- ✓ Report to the district, stakeholders and the community to promote adult education programs
- ✓ Plan professional development
- ✓ Collaborate with workforce partners
- ✓ Prioritize WIOA regional needs with your local CAEP consortium

- ✓ Improve support services
- ✓ Other

3. Student Persistence: Persistence is a critical factor in the success and goal attainment of adult learners. What strategies are you using to promote and sustain student persistence? (Select all that apply)

- ✓ Students set attainable goals and monitor progress with staff
- ✓ Student incentives, such as attendance awards and certificates, formal recognition, and priority registration
- ✓ Effective orientation and accurate classroom and level placement
- ✓ Update Local Assessment Policy to improve pre- and post-test pairs
- ✓ Student support services, such as counseling, child care, bus passes, or using a transition specialist
- ✓ Remote learning, blended online learning, Hybrid/HyFlex
- ✓ Monitoring attendance
- ✓ Managed enrollment
- ✓ Other COVID-related persistence strategies to support remote student learning. (e.g., Flexible modalities of class offerings and access to technology)

Cross referral to WIOA partners, education and/or community partner agencies.

4. Which items below best reflect your goal-setting activities? (Select all that apply)

- ✓ **Orientation:** Placing students into appropriate program and class
- ✓ **Orientation:** Assessing students' language and basic skills needs
- ✓ **Instruction:** Monitoring and tracking progress toward class and student goal attainment
- ✓ **Instruction:** Setting class goal(s) and learning objectives
- ✓ **Evaluation and Follow-up:** Comparing students' persistence rates and learning gains prior to and after goal setting processes

✓ **Evaluation and Follow-up:** Reporting results to students, staff and/or other stakeholders

✓ **Evaluation and Follow-up:** Student survey evaluations

✓ Other

TRANSITIONS

5. Does your agency have an established process to transition students from ABE/ASE/ESL classes into postsecondary education (CAEP partners, For Credit Degree Programs, and Postsecondary Programs such as CTE)?

Yes

6. Select the transition methods your agency uses to help students progress from ABE/ASE/ESL classes into *postsecondary education* including credit college. (Select all that apply)

Orientation procedures designed to form a plan for each student both online and on site

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Guidance for students to explore transitions options (Transition Specialist/Navigators, Transition Centers)

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Guest speakers

✓ ABE ✓ ASE ✓ ESL ✓ N/A

College tours or other field trips, including virtual tours and events

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Formalized pathways designed to lead to postsecondary certification/degree (partnerships with local colleges, noncredit-to-credit articulation)

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Co-location of adult education classes and Community College classes

✓ ABE ✓ ASE ✓ ESL ✓ N/A

College and Career Readiness Standards for Adult Education

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Bridge program

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Tutoring Services and Academic Support Classes

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Adult Special Admit Program

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Other

✓ ABE ✓ ASE ✓ ESL ✓ N/A

CAEP regionally funded Transition Counselor provides transition services to our Adult Education students. Adult Education Family Night at Victor Valley College is normally offered twice a year with various community partners represented. Due to C19 the event was cancelled and partners performed outreach virtually. Other Hesperia Adult School transition partners include the local America's Job Center, Dial 211, ConnectIE.org, community agencies and WIOA cross referrals.

7. Does your agency have an established process to transition students from ABE/ASE/ESL classes into the workforce and/or job training?

Yes

8. Select the transition methods your agency uses to help students progress from ABE/ASE/ESL classes into the *workforce and/or job training* including CTE. (Select all that apply)

Orientation procedures designed to form a plan for each student

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Counseling for students to explore transition options

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Support services for students to explore transition options

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Guest speakers

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Field trips

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Partnerships with local business, America's Job Center of California, Chamber of Commerce, Workforce Development Board (WDB), or other workplace-related organization

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Vocational ABE or ESL courses or workforce training in conjunction with IET/IELCE

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Co-location of adult education classes with WIOA: Title I or apprenticeship activities

✓ ABE ✓ ASE ✓ ESL ✓ N/A

College and Career Readiness Standards for Adult Education

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Other

✓ ABE ✓ ASE ✓ ESL ✓ N/A

Victor Valley Adult Education Regional Consortium Transition Counselor is located at VVC and visits Adult Ed sites in person or virtually with students to provide dual enrollment or transition services. Hesperia Adult School offers a variety of adult and career education opportunities all on one campus. Other fee based Adult Ed CTE courses are available to all students. Hesperia Adult School is an approved ETPL provider.

BUDGET ISSUES

9. Did you implement changes in personnel, programs, and/or processes this program year as a response to budgetary issues? This may include changes in class schedules, staff, and/or redistribution of resources.

Yes

10. If yes, what programmatic and budget shifts have you implemented so far?

| | |
|---|----------|
| Class offerings | Increase |
| Staff and staff hours | Increase |
| Changes in class structure (e.g., more online classes, labs, larger class size) | Decrease |

11. If you have made decreases, are you having to decrease because of programmatic shifts related to COVID?

Yes

12. Please describe key programmatic and budget shifts. Specify and elaborate if these issues are due to the pandemic.

Due to CV19 classes shifted to/from distance learning as need with ongoing live teacher sessions while continuing to offer support by appointment or in small groups. As restrictions were reduced staff and teachers returned to regular schedules. Increase in purchase of materials, supplies, shields, masks, equipment, licenses and technology to support instruction while meeting the need for physical distancing and increased sanitation. Increased sub coverage. Staff shortages.

13. Are you maintaining a waiting list?

Yes

14. If yes, how many students are currently on the list? (Cumulative to-date)

| | |
|-----|----|
| ABE | 0 |
| ASE | 20 |
| ESL | 20 |

15. How many students were never able to take a class in the fall term?

| | |
|-----|---|
| ABE | 0 |
| ASE | 0 |
| ESL | 0 |

16. If you have a waiting list, do you work with other adult education schools in your region to accommodate students?

Yes

17. Are you anticipating implementing budget changes because of COVID that will affect personnel, program offerings, and/or processes for the upcoming program year?

Yes

17a. If yes, how do you plan to address those budget changes in the upcoming program year?

CAEP COLA increased allocations were approved by regional consortium to be dispersed to each member district in the next month. Anticipate the same allocation in CAEP and WIOA for the upcoming year. Salary increases based on negotiations. Room capacity and social distancing guidelines/restrictions in place will determine classroom capacity and class offerings. We will continue to offer both in person and distance learning options as appropriate to meet needs of our Adult Ed students.

18. In addition to AEFLA grant funds, what other funding sources are you using this program year to support your adult education programs? (Select all that apply)

- In-kind
- Student Equity and Achievement Program (SEAP)
- Local Control Funding Formula (LCFF) State Apportionment
- California Adult Education Program (CAEP) Apportionment
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- WIOA, Title I
- Pell Grant
- Carl Perkins
- Community College Apportionment
- Other funding sources

18a. Did your agency receive CARES, HEERF, or COVID-19 relief funds, either directly or through a partnership?

No

18b. If yes, how did your agency use those funds? (Select all that apply)

- ✓ Direct cash aid to students
- ✓ Technology device loaners (e.g., laptops, Chromebooks)
- ✓ Technology services (e.g., Wi-Fi, Hotspots)
- ✓ Enhanced support staff (e.g., tech support, additional counseling/advising)
- ✓ Print or web-based marketing and outreach
- ✓ Other

19. For each funding source, indicate how your agency's total budget percentages have changed in this program year to support your adult education programs.

| | |
|---|----------|
| In-kind | Increase |
| Student Equity and Achievement Program (SEAP) | N/A |
| Local Control Funding Formula (LCFF) State Apportionment | N/A |
| California Adult Education Program (CAEP) Apportionment | Increase |
| California Work Opportunity and Responsibility to Kids (CalWORKs) | Decrease |
| WIOA, Title I | N/A |
| Pell Grant | N/A |
| Carl Perkins | N/A |
| Community College Apportionment | N/A |
| Other funding sources | N/A |

COLLABORATION

20. Did your agency interact with a local America's Job Center of California (AJCC) in this program year?

Yes

20a. If yes, in what ways is your agency interacting with a local America's Job Center of California in this program year? (Select all that apply)

- ✓ Receive/provide student referrals
- ✓ Host a local America's Job Center of California
- ✓ Track referrals to or from a local America's Job Center of California

- ✓ Assign staff liaison to a local America's Job Center of California
- ✓ Staff work at a local America's Job Center of California
- ✓ Provide cross-training of a local America's Job Center of California and adult education staff
- ✓ Provide classes, training, and/or skills lab
- ✓ Co-location and providing integrated services
- ✓ Co-location with a local America's Job Center of California
- ✓ Conduct workshops, conferences, or informational meetings
- ✓ Arrange job fairs
- ✓ Provide testing/assessment services
- ✓ Reimburse a local America's Job Center of California for services rendered
- ✓ Other

Hesperia is both a WIOA Title II partner and an Employment Training Program List (ETPL) provider with AJCC. Our WIOA MOU Consortium partners host a workforce summit to share partner agency information. Host booths at partner job fairs, participate in advisory panels, community events, tours and resource fairs (in person and virtual due to C19). AJCC resources are provided at enrollment sessions, in classrooms, offices and cross shared virtually with email, on website and on

21. How would you characterize the effectiveness of your agency's interaction with a local America's Job Center of California?

Somewhat effective

22. Is your agency tracking students who are co-enrolled in a local America's Job Center of California?

Yes

23. If yes, indicate the purpose for which your agency tracks students enrolled in a local America's Job Center of California. (Select all that apply)

- ✓ Referrals
- ✓ Participant outcomes and transitions
- ✓ Case-management for advisement, counseling, and support

- Workforce training for IET/IELCE program
- EL Co-Enrollment
- Other

WIOA Follow up surveys are auto generated/federal reports. Students voluntarily self disclose case worker information and SSN. Need for statewide/national regional data system for partners to follow up on those with AND without SSN to better identify students making workforce gains, increasing literacy skills, entering training or postsecondary education. The challenge includes the lack of shared access to an electronic data system to track outcomes or students who wish to not disclose

24. How did your agency collaborate with the local Workforce Development Board (WDB (Workforce Development Board)) in the current program year? (Select all that apply)

- Administrator serves on the local WDB (Workforce Development Board)
- Staff attend the local WDB (Workforce Development Board) meetings
- Staff serve as local WDB (Workforce Development Board) committee members
- Agency is represented through a CAEP consortium
- Sharing resources such as personnel, facilities, and equipment with the local WDB (Workforce Development Board)
- ETPL
- Not collaborating with the local Workforce Development this program year
- Other

Hesperia Adult School (along with 22+ WIOA MOU collaborative partners) participate in quarterly meetings and workgroup sessions hosted with the local Workforce Development Board advisory panels to support regional adult education and workforce needs. Hesperia Adult School is included in the San Bernardino County WDB 2021-2024 Strategic Local Plan and Inland Empire 2021-2024 Regional Plan. ETPL provider. Cross promote WDD, Adult Ed and WIOA programs in resource areas. Cross agency tours.

25. How would you characterize the effectiveness of your agency's collaboration with the local WDB (Workforce Development Board)?

Somewhat effective

26. Have you been able to work or communicate with your local workforce development board to understand the regional economic impacts of COVID-19 and what changes may come to their regional plan?

Yes

26a. If yes, what changes have been made?

Hesperia Adult School and all WIOA partners addressed regional economic impacts of CV19 in the San Bernardino County WDB 2021-2024 Strategic Local Plan <https://wp.sbcounty.gov/workforce/wp-content/uploads/sites/5/2021/08/SB-Local-Plan-FINAL.pdf> and the Inland Empire 2021-2024 Regional Plan <https://wp.sbcounty.gov/workforce/wp-content/uploads/sites/5/2021/08/IE-Regional-Plan-FINAL.pdf>

26b. If no, why not?

No response

PLANNING FOR PROFESSIONAL DEVELOPMENT

27. Below is a list of professional development priorities for administrators and coordinators. Indicate whether your agency has no need (do not need or want any professional development now), a basic need (need or want some professional development, but not of the highest priority), or an advanced need (need professional development in this area, and need to receive it soon) for each of these priorities in the current program year.

| | |
|--|------------|
| WIOA, Title II data collection requirements | Basic Need |
| CAEP data collection requirements | Basic Need |
| Using TOPSpro Enterprise data to manage and improve programs | Basic Need |
| Using TOPSpro Enterprise data and assessment to inform instruction | Basic Need |
| NRS goals/performance | Basic Need |
| Establishing a Professional Learning Community (PLC) | Basic Need |
| ABE/ASE programs and instructions | Basic Need |
| ESL Programs and instruction, including EL Civics implementation | Basic Need |
| CTE/Workforce Preparation programs and instruction | Basic Need |
| Integrated Education and Training | Basic Need |
| Improving learner enrollment, attendance, and persistence | Basic Need |
| Budget/fiscal issues | Basic Need |
| Managed enrollment | No Need |
| Staff development and management | Basic Need |

| | |
|--|------------|
| Student transitions to employment and career training | Basic Need |
| Student transitions to college and education opportunities | Basic Need |
| Student counseling and wraparound services | Basic Need |
| Equity in adult education | Basic Need |
| Transitioning to remote testing | No Need |
| Transitioning to remote online learning | No Need |
| Working in collaborative teams | Basic Need |

28. Below is a list of professional development priorities for instructors. Indicate whether your agency has no need (do not need or want any professional development now), a basic need (some, but not immediate), or an advanced need (professional development in this area is needed soon), for each of these priorities in the current program.

| | |
|---|------------|
| Curriculum development, improvement and/or revision | Basic Need |
| Individual Learning Plans (ILPs) | Basic Need |
| Course outlines and lesson plans | Basic Need |
| Computer-based instructional strategies/curriculum | Basic Need |
| College and Career Readiness Standards for Adult Education implementation | Basic Need |
| Learner persistence | Basic Need |
| Integration of technology | Basic Need |
| English Language Proficiency Standards implementation | Basic Need |
| Instruction for adults with learning disabilities | Basic Need |
| Evidence-based instructional practices | Basic Need |
| Learner needs assessment | Basic Need |
| Multi-level classes | Basic Need |
| Instructional strategies for specific program areas | Basic Need |
| Transitions into postsecondary education and the workforce | Basic Need |

| | |
|---|------------|
| Contextualized workforce education | Basic Need |
| Learner goal setting | Basic Need |
| Integrated Education and Training | Basic Need |
| Equity in adult education | Basic Need |
| Transitioning to remote testing | No Need |
| Transitioning to remote online learning | No Need |
| Working in collaborative teams | Basic Need |

29. Please indicate the Outreach and Technical Assistance Network (OTAN) support resources your agency used during the current program year. (Select all that apply)

- Conference presentations, workshops, and events
- Peer-mentoring professional development (Digital Leadership Academy (DLAC))
- Face-to-face training
- Online training
- Technology and Distance Learning Symposium (TDLS)
- Technology workshops, mentoring, technical assistance
- OTAN's video resources (OTAN website and Youtube)
- Online, self-guided modules (e.g., Moodle, Canvas)
- Online curriculum pilot projects
- Teaching with technology
- California Adult Education Professional Development events
www.caadultedtraining.org
- Web-based articles
- COVID-19 field support resources
- Social media (Twitter, LinkedIn, and Facebook)
- Digest

- Newsletters
- Email notifications
- Shared courses
- None
- Other

30. Which of the OTAN resources indicated above did you find most beneficial and why?

www.caadultedtraining.org Easy access to professional development. Ease of registration, quick access, and availability of free, live virtual event format to keep up to date with AE policy changes, best practices and data reporting. Feedback from our staff and other local Adult Education programs: Appreciated timely offerings of live virtual events for greater participation across the region and as a state as a whole. Posting of recordings was helpful in sharing with others.

31. List additional support services such as workshops, technical assistance, instructional materials, or other support that you would like to see OTAN implement.

Continue offerings with live virtual Zoom events!

32. Please indicate the Comprehensive Adult Student Assessment Systems (CASAS) support resources your agency used during the current program year. (Select all that apply)

- WIOA, Title II Accountability Training
- CAEP Accountability Training
- CASAS Implementation (Assessment) Training
- TOPSpro Enterprise/CASAS eTests Training
- TOPSpro Enterprise reports that assist with data management and accountability
- TOPSpro Enterprise reports that provide assessment results to inform instruction
- EL Civics training, including EL Civics conferences
- CASAS technical support
- Statewide network meetings for WIOA, Title II, TOPSpro Enterprise, and EL Civics

- Regional network meetings
- Online resources such as the CASAS Data Portal and CASAS research briefs
- QuickSearch Online
- Online, facilitated training (Zoom)
- Online, self-paced training (Moodle)
- Remote testing webinars, YouTube videos and documentation
- None
- Other

33. Which of the CASAS resources indicated above did you and your staff find most beneficial and why?

Regional and statewide virtual network meetings. Increased participation across the region and statewide for all agencies with the live virtual sessions. Timely sharing of best practices, data and accountability updates. Eliminated travel time away from campus. Provided quick and easy participation for those in remote areas to access others across the region or state. Instant access to CDE, OTAN, WIOA, CAEP, CASAS and other partners!

34. How do you ensure that your staff has the most current information regarding these resources at your agency?

Shared the weekly training opportunities with staff. www.caadultedtraining.org shared with staff. Scheduled time for staff to participate during the work day. Shared recordings for those who were not able to participate due to illness, staff shortages/coverages or for those who wanted to review the recordings for information.

35. List additional support services such as workshops, technical assistance, instructional materials, or other support that you would like CASAS provide.

No response

36. Please indicate the California Adult Literacy Professional Development Project (CALPRO) support resources your agency used during the current program year. (Select all that apply)

- Leadership Institute
- Professional Learning Communities Institute
- IET Implementation Clinic

- ✓ Training-of-Trainers Institute
- ✓ Regional Equity CoP
- ✓ Other regional workshops/ Communities of Practice (examples include: CCRS, Differentiated Instruction, math Instructional Strategies, Questioning Strategies)
- ✓ Written materials from any CALPRO training
- ✓ Administrator's Forum Webinar Series
- ✓ Instructor's Webinar Series
- ✓ Online courses, workshops and other webinars
- ✓ Online resources (e.g., Virtual Workrooms, electronic Community of Practice, links, guides)
- ✓ Printed or online publications (e.g., newsletter, research digests and briefs, fact sheets)
- ✓ None
- ✓ Other

37. Which of the CALPRO resources listed above did you find most useful?

Online Resources

38. As your agency's administrator, what are the three CALPRO workshop topics that are most valuable to you? (Select up to three)

- ✓ Success for all Learners through Equity
- ✓ Accelerated Learning to Facilitate Career Pathways
- ✓ College and Career Readiness Standards (CCRS)
- ✓ CCRS 2: ELA Implementation and Application
- ✓ Effective Teaching in Adult Education
- ✓ Evidence-Based Writing Instruction for ABE/ASE
- ✓ Evidence-Based Writing Instruction for ESL
- ✓ Evidence-Based Reading Instruction (EBRI) Institute

- ✓ Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom
- ✓ Integrated and Contextualized Workforce Skills in the ESL Classroom
- ✓ Integrated Education and Training (IET)
- ✓ Mastering the English Language Proficiency Standards
- ✓ Math Instructional Strategies
- ✓ Motivation and Persistence for Adult Learners
- ✓ Optimizing ESL Instructional Planning: Management, Monitoring, and Reflection
- ✓ Postsecondary Transitions

39. List additional support services such as technical assistance, instructional materials, or other support that you would like to see CALPRO implement.

No response

DISTANCE LEARNING

40. What programs are you able to provide now in a remote or hybrid/HyFlex learning format? (Select all that apply)

- ✓ ABE
- ✓ ASE
- ✓ ESL
- ✓ IELCE/IET
- ✓ CTE
- ✓ None
- ✓ Other

41. If you are using online or hybrid formats, What percentage of your classes are offered in a remote or hybrid/HyFlex format?

| | |
|-----|----|
| ABE | 0 |
| ASE | 50 |

| | |
|-----------|---|
| ESL | 0 |
| IELCE/IET | 0 |
| CTE | 0 |
| Other | |

42. If you are using online formats for remote learning, what percentage of your students have access to this format?

50%

43. What online tools and resources have been most helpful for remote and hybrid/HyFlex learning?

Advanced Zoom license for all staff with unlimited access, advanced features, no restrictions to numbers of users in one session that did not time out after 45 minutes. GED Ready helpful for GED students. Hesperia Adult School had online curriculum option (Odysseyware) in use for GED or HSD courses prior to CV19 for those with remote learning needs with live teacher support. Students who selected to stay in person were able to participate with social distancing guidelines in place.

44. Please indicate any barriers to your agency in offering remote/hybrid/HyFlex learning. (Select all that apply)

- Staffing
- Cost
- Availability of technology to student at home
- Availability of technology at your agency
- Tracking attendance/recordkeeping
- Difficulty in implementing
- Difficulty in maintaining
- Difficulty in pre- and post-testing students
- Lack of information about online learning programs
- Lack of student demand
- Other

Some remote areas of the high desert have limited internet access. District expanded wifi access into parking lots at each school to support student wifi access (district funded not CAEP or WIOA). English As A Second Language students struggled with language skills during remote learning and preferred in person classes. GED and HSD students with low literacy and/or math skills preferred in person learning. Increased learning gains while in person with live interaction and on campus

EL CIVICS

45. Is your agency offering EL Civics (231)?

Yes

46. If yes, is your agency administering COAAP assessments remotely? If so, describe how.

231 funded. N/A for COAAPS. Hesperia Adult School is not an integrated IELCE/ICT agency. Hesperia is a 231 funded ASE, ESL & Citizenship Prep only agency. HSD, GED Prep, ESL and Citizenship students are increasing literacy skill gains, increasing workforce readiness skills and/or preparing for citizenship.

47. If yes, how has implementation of EL Civics (231) affected the agency as a whole? (Select all that apply)

- Increased funding to improve programs (expanded services, increased staff development, or other improvements)
- Increased student attendance, participation, and enthusiasm
- Enhanced or improved curriculum, instruction, and assessment
- Improved teacher/administrator/staff collaboration
- Better connection between student goals and reported outcomes
- Increased student referrals to employment and career training
- Increased student referrals to college and other education opportunities
- Improved data collection and accountability
- Improved public relations
- Other

48. Which EL Civics (231) objectives and/or activities, if any, had the most positive impact on your EL Civics students in this program year and why?

Outreach sessions with partners such as the Victor Valley Adult Education Regional Transition Counselor, TODEC and Catholic Charities with the ESL & Citizenship Prep students gained trust, built connections, increased use of community resources and facilitated supportive services.

49. For agencies with EL Civics (231) programs: Please indicate the benefits of your agency's EL Civics program implementation that have affected your students. (Select all that apply)

- Increased student interest in curriculum related to U.S. history and government
- Increased student interest in curriculum related to Civic Participation
- Increased student use and access to community resources
- Increased student confidence to interact within the class and the community
- Improved student outcomes by linking student needs assessments to objectives, curriculum, instruction, and assessment
- Improved student outcomes because objectives, curriculum, instruction, and assessment are based on real-life experiences
- Increased student connections to the workforce and Career Technical Education
- Other

50. Is your agency offering IELCE (243)?

No

51. How have students participated in the CTE/workforce training component this year?

N/A not a funded 243 agency

52. If yes, how has your agency's implementation of IELCE (243) affected the agency as a whole? (Select all that apply)

- Increased funding to improve programs (expanded services, increased staff development, or other improvements)
- Increased student attendance, participation, and enthusiasm
- Increased student interest in employment and career training opportunities

- ✓ Enhanced or improved curriculum, instruction, and assessment
- ✓ Improved teacher/administrator/staff collaboration
- ✓ Increased student referrals to employment and career training
- ✓ Increase in student employment outcomes such as a get a job or increase wages
- ✓ Improved wraparound services that help students seek employment and training
- ✓ Greater collaboration and support between ESL and CTE staff
- ✓ Greater collaboration with local WIOA partners
- ✓ Greater collaboration with regional employers
- ✓ Improved data collection and accountability
- ✓ Improved public relations
- ✓ Other

53. Which IELCE (243) objectives and activities, if any, had the most positive impact on your IELCE students in this program year and why?

N/A

54. For agencies with IELCE (243) programs: Please indicate the benefits of your agency's IELCE program implementation that have affected your students. (Select all that apply)

- ✓ Increased student interest in curriculum related to workplace readiness and training
- ✓ Increased student access to employment and community resource agencies
- ✓ Increased student confidence to interact within the workplace and the community
- ✓ Improved student outcomes by linking student needs assessments to workforce training, instruction, and assessment
- ✓ Improved student outcomes because instruction and assessment relate to workforce preparation and are based on real-life experiences
- ✓ Increased internal collaboration between our ESL and Career Technical Education programs
- ✓ Increased external collaboration between our agency and local workforce training

programs

✓ Other

FINAL COMMENTS

What strategies has your agency found successful during this last program year to deliver remote learning effectively?

Increased technology use. Improved curriculum with various supplemental online resources for GED, HSD, ESL and Citizenship Prep. Availability of supplemental online digital curriculum with interactive activities to support and supplement instruction in ESL and Citizenship (Side by Side Interactive Levels 1 - 4). Supplemental online resources were quickly adaptable when classes needed to be moved to/from distance learning with live teacher supported Zoom sessions.

What strategies does your agency plan to continue during the next program year when schools reopen or transition back to partially or fully on-site classes?

Campus is back to full on campus operations. In person classes are back in person but could move remote to Zoom if/when needed. Hesperia Adult School offered online courses pre Covid and will continue to offer in person and online learning options for GED Prep and High School Diploma students. ESL and Citizenship Prep students are seeing higher literacy and measurable skill gains with in person classes. Students with low math skills are seeing higher success with in person classes and support options. Outreach to students who may have dropped or have remained out due to extended illness to return to Adult Education programs now or in the fall.

What guidance is your district or program establishing to transition back to full or partial in-person learning? (District vaccination mandates, masks, PPE access, regular on-site COVID testing, contact tracing processes...)

As of March 28, 2022 but subject to change. District Vaccination mandates - None. Hesperia believes vaccination is a personal choice. Hesperia has supported vaccination clinics for staff, students and community who choose to vaccinate. Hesperia and many other adult schools are not planning to requiring Adult Ed students to vaccinate or test weekly unless mandated. Masks: Highly recommended but not required at this time. Masks are available for free in each classroom or office. Desk shields: While not required plexiglass was provided on each desk when 3 - 6 feet of distancing guidelines were in effect. Currently not in use. PPE access: Available in each classroom and office. Hand sanitizer: Located inside entry to every classroom, office and restroom door. Additional sanitizer dispensers in common areas. COVID Testing: Required weekly for all staff regardless of vaccination status. Contact tracing: If positive confirmed case. District has a formal CV prevention plan.

Please list any additional technical assistance, instructional materials, or other support you would like the AEFLA program to provide.

No response

Please provide any additional remarks or general comments regarding the implementation of AEFLA programs.

No response

[Feedback](#)