

**Workforce Innovation and Opportunity Act
Title II: Adult Education and Family Literacy Act
2020–23 Application for Funding**

Application Due Date: February 28, 2020

Applicant Information

Applicant Name: Hesperia Unified School District
Name of Adult School: Hesperia Adult School
County: San Bernardino
District or Vendor Code Number: 75044
Federal Employer ID Number: 93-0944528
Charitable Trust Number:
Website: <http://www.hesperiausd.org>

Superintendent/College President/Executive Officer

First Name: David
Last Name: Olney
Title: Superintendent
Email: david.olney@hesperiausd.org
Telephone (area code, phone, and extension, if any): 760-244-4411 x 7215
Fax:

Assurances and Certifications

“As the duly authorized representative of the applicant, I have read all assurances and certifications and certify that the applicant will comply with all terms and conditions of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) program as a condition of funding. I further certify that all applicable state and federal rules and regulations will be observed and that, to the best of my knowledge, the information contained in this application is correct and complete.”

Certified by:	David Olney
Title:	Superintendent
Date/Time Certification:	2/26/2020 6:07:23 PM

District/Headquarters Mailing Address

15576 Main Street
Hesperia, CA 92345

District/Headquarters Street Address

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Local Workforce Development Board (LWDB)

Name of LWDB: San Bernardino County Workforce Development Department

Address: 290 North D Street, Suite 600

City: San Bernardino

State, Zip Code: CA 92415-0046

LWDB Representative

First Name: Reg

Last Name: Javier

Title: Deputy Executive Officer

Email: Reg.Javier@wdd.sbcounty.gov

Telephone: 909-387-4460

Type of Organization

Local Educational Agency (LEA)

*All agencies applying as a consortium/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).

Select the Program Area(s) the Applicant is Applying for
WIOA Section 225—Institutionalized Adults/Corrections Education

- English Language Acquisition (ELA)
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
 - High School Diploma (HSD)
 - High School Equivalency (HSE)

WIOA Section 231—Adult Education

- English Language Acquisition (ELA)
- English Literacy and Civics Education (ELCE)
 - Citizenship Preparation
 - Civic Participation
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
 - High School Diploma (HSD)
 - High School Equivalency (HSE)

WIOA Section 243—Integrated Literacy and Civics Education

- Integrated English Literacy and Civics Education (IELCE) in combination with Integrated Education and Training (IET) activities

Grant Application Narrative:

Each application will be evaluated based upon the 12 considerations below. Applicants must answer all questions for program areas being applied for. [\[1\]](#)

1. Needs Assessment
2. Serving Individuals with Disabilities
3. Past Effectiveness
4. Alignment with AJCC Partners
5. Intensity, Duration, and Flexible Scheduling
6. Evidence-Based Instructional Practices and Reading Instruction
7. Effective Use of Technology and Distance Learning
8. Facilitate Learning in Context
9. Qualified Instructors and Staff
10. Partnerships and Support Services for Development of Career Pathways
11. High Quality Information and Data Collection System
12. Integrated English Literacy and Civics Education

[1] As specified by the Workforce Innovation and Opportunity Act, Section 231(e).

1. Needs Assessment

- The degree to which the eligible provider would be responsive to—*
- (A) regional needs as identified in the local plan under Section 108; and*
 - (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—*
 - (i) who have low levels of literacy skills;*
 - (ii) who are English language learners;*

Public Law 113–128, WIOA Section 231(e)(1)

- A. Describe the regional workforce needs identified in the geographic area and service locations by the local workforce plan. (250 word maximum)

In a collaborative effort workforce, education partners and stakeholders from across the Inland Empire participated in the development and modification of the San Bernardino County Workforce Development Board Local Workforce Development Plans for 2017-2021. A comprehensive needs assessment, workforce and labor market analysis included San Bernardino County Economy, Labor Market Intelligence, Vision2Succeed as well as a local BW Research specifically for the high desert. Data continues to support the critical need for Adult Education literacy programs such as career readiness and preparation, High School Diploma, High School Equivalency, English As a Second Language and Citizenship Prep as a pipeline into the workforce system. Hesperia's programs are included in the LWDB plan which is aligned to California's Unified Strategic Workforce Development Plan released by the California WDB which are directly aligned with the needs of workforce, post-secondary education and training as outlined in WIOA.

Local unemployment rate in the High Desert is 5.7% which is higher than the state and national average. Educational attainment rate remains below the state and national rates of 81.8% and 86%. SBCWDB identified five target industry sectors: Transportation/Logistics, Manufacturing, Health Care, Construction, and Trade/Transportation/Utilities in addition to Professional, Scientific and Technical Services.

Due to our rural desert area, very few opportunities exist for adult education literacy programs, postsecondary education and workforce training. Our SBCWD plan describes the workforce system in San Bernardino County and how our collaborative efforts will help us to achieve the vision of "Transforming Lives and Strengthening Business."

- B. Describe how adult education fits into the workforce strategies articulated in the local workforce plan. (250 word maximum)

Our agency is an active AJCC system partner with workforce agencies, business, community-based organizations, training providers and economic development agencies in our rural desert area to provide opportunities to maximize funding and services to our shared clientele. Education is an important component in the collective effort; it strengthens adult learners' academic knowledge, language development and soft skills needed to create college and career opportunities. Stakeholders identified the critical need for adult education literacy by ensuring that adult education programs and strategies are directly aligned with the needs of the workforce, post-secondary education and training as outlined WIOA.

Agencies of the Victor Valley Adult Education Regional Consortium (Hesperia, Apple Valley, Lucerne, Snowline, Victor Valley College) are providing, developing and expanding WIOA programs to support a strong workforce to the local geographic area. In response to the barriers of residents outlined in the local plan, we provide Adult Education, Adult Secondary Education, High School Diploma, High School Equivalency GED Test Prep, English As A Second Language, Citizenship Prep, and skills for transitional education for workforce development and entry into post secondary education, training or employment.

Our program directly aligns services with the seven priorities of the San Bernardino County WDBP. Our Adult Education programs demonstrate support of the seven priorities outlined in the local plan; Sector Strategies, Career Pathways, Organizing Regionally, Earn and Learn, Supportive Services, and Building Cross System Data Capacity. We address the seven priorities of the WDBP by cross referral and increased integration of education and workforce services.

- C. Describe the demographics of the local geographic area, including the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking a HSD or HSE. (250 word maximum)

Hesperia addresses barriers in the economic landscape identified in the Local Plan. We are proud to "Prepare Today's Students for Tomorrow's World." We educate and elevate the more than 19.5% of the population who live below the poverty level and target the 270,000+ residents in the area who are over the age of 18 and have no High School Diploma or equivalent (GED/HiSet). There is an increased need for ELA and English As A Second Language as these individuals make up at least 20% of our population according to the 2014 Census report. According to the data for the Victor Valley region California Adult Education Program 3 Year plan, our ELA population is closer to 40% in our local area. By partnering with our local America's Job Center of California (AJCC) we work to reduce the regional unemployment rate of 5.7% in the high desert region as determined by local labor market BW Research and 3.7% unemployment rate in the County of San Bernardino LMI plan. Through the partnership with the local AJCC and the 29 WIOA identified partners we work as collaborative partners in workforce and education to reduce the number of individuals on public assistance. One in five adults is lacking basic literacy skills. One key to fighting the high price of low literacy is to work with residents to increase their educational attainment to open many careers and post secondary opportunities that are closed without these achievements.

- D. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment. (250 word maximum)

In response to the barriers outlined in the local WDD plan Hesperia has targeted our focus on providing individual measurable skills gains in the following programs: High School Diploma, GED Prep, English as a Second Language, Citizenship Prep, career readiness/workforce preparation providing preparation for entry into higher levels of education, workforce, post-secondary and/or training. Hesperia is aligned to WIOA for Measurable Skills gains and NRS reporting with CASAS, ASAP, and TOP Pro. Hesperia is an approved provider with WIOA, ETPL and Generation Go to provide career training programs in Dental Assisting, Pharmacy Technician, Cosmetology and Microsoft Office.

Programs serve individuals in the community who are most in need of literacy services with barriers to education and employment. As a member of VVAERC we participated in development of strategies to address gaps in educational services for individuals who are most in need.

Regional recruitment efforts, cross-referral and data tracking are being developed with 29 WIOA partners. Programs are advertised with High Desert AJCC, United Way, Dial 211 and ConnctIE.org. Adult Education Night at Victor Valley College and Back to School/Open House, social media and websites. Regional graduation is live broadcasted. Recruitment materials and regional postcards are shared with WDD, EDD, DOR, IEHP Community Resource Center, Training Occupational Development Educating Communities Legal Centers, Catholic Charities, Family Resource Centers, libraries, senior centers, churches, community based organizations and emailed to agency case managers. We look forward to expanding opportunities in our local area, on campus or with local agencies.

2. Serving Individuals with Disabilities

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

Public Law 113–128, WIOA Section 231(e)(2)

- A. Describe the policies adopted by the agency to accommodate students and staff with disabilities, including learning disabilities, as described in the American with Disabilities Act of 1990 (42 U.S.C. 12102) and WIOA Section 3(25). (500 word maximum)

Campuses and facilities used by Hesperia Unified School District meet local, state and federal guidelines to allow access to all persons with disabilities. Hesperia Adult School is an open campus accessible to students, staff, program beneficiaries, and the community. Our program is located on a public school district's campus maintained by Hesperia Unified School District. Formal Hesperia Unified School District board policies for accessibility are available at www.hesperiausd.org documenting compliance with required by local, state and federal regulations. Hesperia Adult School also hosts a Pearson Vue testing center on campus that is handicapped accessible and open to the community.

Our district board has established board policies which recognizes that education is a lifelong process and that it is important for individuals to continuously develop new skills. Additionally eligible adults shall be offered opportunities to enroll in programs and courses that develop academic and workforce skills and, as appropriate, lead to completion of requirements for high school graduation. Upon entry into our programs staff procedures are in place to identify program applicant's barriers to educational success and to identify workforce entry or reentry. Students may self disclose or identify barriers. Our application addresses questions about barriers in multiple languages. We have staff trained on the WIOA partner referral process and a regional Transitional Counselor so that we can appropriately leverage the resources of our workforce, education and WIOA partner's to give our shared clients the best supportive services while avoiding duplication of services.

Hesperia has a referral form and policy in place with our local Workforce Development Department for WIOA, Employment Training Provider (ETPL) and Generation Go for eligible education and training services. Our district attends local and regional planning meetings, recruitment/placement events, workforce resource fairs and events with collaborative partners such as Workforce Development, ConnectIE.org, Dial 211, United Way, Department of Rehabilitation, Goodwill, IEHP Resource Center, Victor Valley Community Support Services, SELPA Resource events, local WIOA providers or other workforce partner agencies.

Victor Valley Adult Education Consortium provides an Adult Education Transitional Counselor to help facilitate student support as well as appropriate counseling matriculation services with Victor Valley College ACCESS (formerly called Disabled Students Programs and Services) and to/from other service agencies.

- B. Describe the steps your agency will take to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. (500 word maximum)

Our staff at Hesperia Adult School firmly believe that all students can learn if provided with the proper learning support(s). All of our students have faced challenges and barriers that they are seeking to overcome. We are aware that some students come to us with identified special needs but many come with unidentified special needs. Hesperia Adult School has three California credentialed Special Education teachers on staff to provide various accommodations as appropriate for all students with disabilities. Our district supports our needs by providing a Director of Student Services and a Director of Special Services for the entire district. Representatives attend local and regional planning meetings and resource fairs with partners including our WIOA partners, WDD, local Special Education Local Planning Area (SELPA) and Department of Rehabilitation. Our school also has a cross-referral program in place with Victor Valley College and their ACCESS Disabled Student Programs and Services. Victor Valley College Consortium provides a Transitional Counselor to help facilitate adequate student support as well as appropriate diagnostic and matriculation services. College counselors along with the Adult Education Transition Counselor work to create educational plans specifically for the ACCESS Disabled Student Program Service. Our regional Transitions Counselor provides assistance with application, registration and the financial aid processes to aid in the completion of a seamless transition. Hesperia Adult School is located on an ADA accessible bus route for Victor Valley Transit Authority with a stop directly in front of our campus.

To ensure equal access, recruitment and participation in our programs we actively participate in recruitment activities at the workforce, WIOA, and community partner events. In addition, we host a public Back to School Night on the Hesperia Adult School campus and provide tours to students and community partners. We collaborate in two "open to the public community-wide" Adult Education Family Nights hosted at Victor Valley College each year. We continually promote programs via social media posts, on our Adult Ed program website, and in printed materials to reach out, recruit and involve participants and families of our community. Our programs are listed in the nationwide Dial 211 directory and in the Connect Inland Empire resource at ConnectIE.org for cross-referrals to programs and services. We are proud to partner with workforce partners and cross promote each other's programs and services on social media. Our Adult Education programs are promoted on the local workforce High Desert America's Job Center Facebook page. We proudly promote WIOA partners "Shared Success: One System, One Vision" by displaying the San Bernardino County AJCC Workforce Partner System badge/logo on our program materials, social media posts and on our website. As a resource for the community, students, staff and participants our Adult Education office provides an information resource kiosk with San Bernardino County AJCC partner system <http://wp.sbcounty.gov/workforce/ajcc-workforce-system/> as the home page to ensure equitable access to programs and services.

- C. Describe the process to ensure equitable access to and participation of students, teachers, and other program beneficiaries with special needs to comply with GEPA Section 427. (500 word maximum)

As a federally funded agency, our district is in compliance with serving individuals with special needs as outlined in our Board Policies and Administrative Regulations. We are committed to ensuring equitable access to and participation in our educational programs, employment, institutional programs and activities for participants, students, teachers and other program beneficiaries with special needs.

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district. The Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance, or otherwise adversely affects a student's educational opportunities. The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying. <https://www.hesperiausd.org/o/husd/page/non-discrimination-policy--6>

Our enrollment form asks participants to share basic demographic information in which students may voluntarily disclose their barriers to education and employment. Most forms are translated into English and Spanish. WIOA voluntary disclosure forms are available. Bilingual staff and interpretive programs are available to assist those having a language other than English as their primary language. The district has supplemental assistive technology available if requested. Our staff is diverse as well which makes students feel welcome. Our students range in age from 18-80+. Our staff includes a Bilingual Testing Specialist and an ESL teacher who speaks multiple languages. Our district has additional interpreters available if needed. Hesperia has ADA compliant facilities. Staff is trained in disability awareness. Several Adult Education teachers hold Special Education credentials. Staff restrooms are gender-neutral and individual. Gender-neutral individual restrooms are available for students. To ensure equitable access to limited English proficiency students we utilize various materials with language support and resources embedded in the curriculum for ESL, HS Diploma, GED Prep and Citizenship Prep. Side by Side with audio, visual and language translation is used in ESL. Odysseyware has multiple language translations for online GED Prep and HS Diploma. Seated High School Diploma and GED Prep may utilize Google or other translation software while focusing on English language development. Promotional materials are available in English and Spanish. Website and social media pages are compatible with Google or other translation services.

3. Past Effectiveness

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy;

Public Law 113–128, WIOA Section 231(e)(3)

- A. Describe the agency’s past effectiveness in serving the target populations identified in the Needs Assessment (consideration 1) through the ELA, also known as ESL, ABE, and ASE programs offered. (500 word maximum)

Hesperia Unified was formed in 1987 in the rural high desert area of California. Hesperia Adult School opened in 1995 serving 20 students. Since 1995, Hesperia has successfully offered Adult Education literacy programs and services under Hesperia Adult School. Hesperia has provided outstanding Adult Education programs and services as demonstrated by our past effectiveness in serving the target population identified in the Needs Assessment. Hesperia’s long standing commitment to addressing low levels of literacy have been demonstrated with success in other programs such as GAIN, Job Training Partnership Act, CTE/ROP, CalWorks, Employment Training Provider List, WIA, and continued with the development and implementation of WIOA Phase I and II.

As the largest Adult Education program in the area serving over 1000 students, Hesperia also has the most WIOA eligible participants. Recognizing this need we have built and expanded strong partnerships with our local workforce and our High Desert AJCC. Hesperia’s effectiveness as an approved WIOA agency is recorded into the National Reporting System using CASAS, TOPSPro, and ASAP designed specifically for Adult Education systems aligned to WIOA standards for reporting of Educational Functioning Level (EFL), measurable skill gains and transitioning of students into education, training and the workforce.

2018-19 California WIOA Title II, Federal Table 4, National Reporting System EFL completion rates for Hesperia:

HSE is 66.7% compared to CA State average 43.2%, Geographical average 30.3%

ESL Beg Low/High is 64.7% compared to CA State average 59.8%, Geographical average 61.5%

ESL Intermediate/High is 71.2% compared to CA state average 49.8%, Geographical 48.2%

Source: <https://www2.casas.org/dataPortal/index.cfm?fuseaction=dataPortal.fedTable4>

Hesperia continues to demonstrate its overall effectiveness with students upward movement into higher levels of achievement as demonstrated with students increased learning gains through ELA programs with our English as A Second Language Levels 1 - 3A/3B, Adult Secondary Education (ASE) high school diploma and/or GED programs as we prepare adults to transition into higher education, postsecondary education, advanced training and/or entrance into the workforce. This success is directly attributed to the unique organizational structure of Hesperia Adult School which provides for Adult

Education ESL, High School Diploma (online and in-person), GED Prep (online and in-person), PearsonVue GED & Industry Test Center, Adult Career Technical Education and community education on one campus. This structure ensures our ongoing success with students transitioning from various adult literacy programs (such as ESL) and/or into our high school diploma, GED Prep, postsecondary education, training and/or the workforce. NRS Performance Reports demonstrate students measurable skills gains and our success with student transitions to higher levels of achievement. Our routine Federal Program Monitoring verified our successful WIOA program. Placement rates into post secondary education, training or employment are completed and reported quarterly, followup surveys are tracked with WIOA and California Adult Education Program “matching identification information.”

Hesperia is committed to the success of WIOA as we transition our students to higher levels of literacy, education and the workforce.

- B. Describe how the agency measures performance and transition outcomes, including completing an Educational Functioning Level (EFL) or grade level equivalent, transitioning students into postsecondary education or training and the workforce. (500 word maximum)

As a current WIOA funded agency, Hesperia meets/exceeds WIOA requirements for reporting of performance and transition outcomes to monitor program performance. California agencies must use standardized assessments (CASAS) to collect and report data on student learning gains. The process ensures accurate and consistent monitoring of learner progress results among programs and agencies and provides baseline data needed to document improvements in literacy skills. CASAS standardized assessments meet these requirements and correlate with the Educational Functioning Level (EFL) definitions outlined by the National Reporting System (NRS). Data is reported to both WIOA and California Adult Education Programs (CAEP) using NRS standards.

Hesperia uses CASAS with data systems TopsPro and ASAP to measure, track progress, improve and report performance outcomes of students Educational Functioning Level (EFL), grade level equivalent, CASAS measurable skill gains and completions of instructional levels for both WIOA and CAEP. Our effectiveness is recorded into the National Reporting System using CASAS, TOPS Pro, and ASAP. We fund a full-time Bilingual Testing Specialist to focus on CASAS testing, placement assessments, and achievement of pre/post-test pairs. All of our ESL, High School Diploma and GED Prep programs are using CASAS assessments to measure progress over time and report growth to students and staff. Students receive a copy of their CASAS score each time they complete an assessment.

All levels of ESL (Levels 1-3A/3B), Citizenship Prep, High School Equivalency (GED Prep) and High School Diploma complete CASAS to measure skill progression, drive instruction and program improvement. Our Adult School has made significant CASAS gains and improved instructional practices with an increased focus on mathematics and English language literacy. We will continue to purchase new instructional materials which focus on mathematics and English literacy. Our restructuring of programs and sections by skills level and instructor specialty have assisted in developing mathematical skills and literacy skills.

Hesperia in partnership with our Victor Valley Adult Education Regional Consortium and Victor Valley College provides a Transition Counselor to assist our students from ESL, HSD, HSE and adult career programs transitioning into postsecondary institutions including VVC and CTE courses.

Entry/Update, exit, and transition surveys are used to monitor students transition into higher levels of education or training, postsecondary programs and/or employment.

Hesperia offers a variety of fee-based Adult Education CTE courses such as Dental Assisting, Cosmetology, Pharmacy Tech, and Microsoft Office programs. WDD, ETPL, DOR and other students from “funded programs” may be eligible for payment by their sponsoring agency.

All Adult Education and WIOA participants may enroll in our Adult Education Microsoft Office course for free which is focused on computer literacy skill attainment and workforce readiness including resume writing, applications, mock interviews, keyboarding skills/certification.

Adult Education staff and CTE credentialed teachers serve on local and regional workforce advisory panels. Several employers and our local Americas Job Center partners are now accepting NRS recognized CASAS score reports from our students to demonstrate literacy levels for employment eligibility!

All agencies: Prepopulated Tables 1/1A will not show Exited, Wages, Outcomes for any agency

Past Effectiveness

Past Effectiveness for Hesperia Unified School District

Table 1: Previously Funded Under AEFLA, Program Year 2017

*This data can be found in Federal Table 4: MSG by Entry Level.

**This data can be found in the Payment Point Summary Report.

***This data can be found in Federal Table 5: Primary Indicators of Performance for Participation in Distance Education.

EFL* (or Grade Level Equivalent)	Number of Students Enrolled With 12 or More Hours of Instruction	Number of Students Who Achieved at Least One EFL Gain	Average Percentage of Students Who Achieved at Least One EFL Gain
ABE Beginning Literacy (0–1)	0	0	0 %
ABE Beginning Basic Education (2–3)	7	4	57 %
ABE Intermediate Low (4–5)	59	41	69 %
ABE Intermediate High (6–8)	400	52	13 %
ASE Low (9–10)	178	17	10 %
ASE High (11–12)	77	0	0 %
ELA/ESL Beginning Literacy (1)	1	1	100 %
ELA/ESL Beginning Low (2)	9	5	56 %
ELA/ESL Beginning High (3)	29	18	62 %
ELA/ESL Intermediate Low (4)	73	38	52 %
ELA/ESL Intermediate High (5)	44	18	41 %
ELA/ESL Advanced (6–8)	47	9	19 %

High School Outcomes**	Number of Students Enrolled With 12 or More Hours of Instruction	Number of Students That Earned a Certificate / Diploma	Average Percentage of Students That Earned a Certificate / Diploma
HSD	442	119	27 %
HSE Certificate	442	21	5 %

Core Follow-up Outcome Measures***	Total Number of Students Who Exited	Number of Students Who Exited that Achieved an Outcome or Median Earning Value	Percent of Students Who Exited who Achieved Outcome
Employment Second Quarter After Exit	705	0	0 %
Employment Fourth Quarter After Exit	122	0	0 %
Median Earnings Second Quarter After Exit	705	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	109	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	109	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	4	0	0 %

Core Follow-up Outcome Measures***	Total Periods of Participation	Number of Students that Achieved an Outcome or Median Earnings Value	Percent of Students that Achieved an Outcome
Employment Second Quarter After Exit	705	0	0 %
Employment Fourth Quarter After Exit	122	0	0 %
Median Earnings Second Quarter After Exit	705	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	109	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	109	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	4	0	0 %

Table 1A: Previously Funded Under AEFLA, Program Year 2018

*This data can be found in Federal Table 4: MSG by Entry Level.

**This data can be found in the Payment Point Summary Report.

***This data can be found in Federal Table 5: Primary Indicators of Performance for Participation in Distance Education.

EFL* (or Grade Level Equivalent)	Number of Students Enrolled With 12 or More Hours of Instruction	Number of Students Who Achieved at Least One EFL Gain	Average Percentage of Students Who Achieved at Least One EFL Gain
ABE Beginning Literacy (0–1)	1	1	100 %
ABE Beginning Basic Education (2–3)	7	5	71 %
ABE Intermediate Low (4–5)	87	36	41 %
ABE Intermediate High (6–8)	312	67	21 %
ASE Low (9–10)	132	27	20 %
ASE High (11–12)	106	0	0 %
ELA/ESL Beginning Literacy (1)	2	1	50 %
ELA/ESL Beginning Low (2)	5	3	60 %
ELA/ESL Beginning High (3)	17	11	65 %
ELA/ESL Intermediate Low (4)	59	32	54 %
ELA/ESL Intermediate High (5)	59	42	71 %
ELA/ESL Advanced (6–8)	41	10	24 %

High School Outcomes**	Number of Students Enrolled With 12 or More Hours of Instruction	Number of Students That Earned a Certificate / Diploma	Average Percentage of Students That Earned a Certificate / Diploma
HSD	496	134	27 %
HSE Certificate	496	17	3 %

Core Follow-up Outcome Measures***	Total Number of Students Who Exited	Number of Students Who Exited that Achieved an Outcome or Median Earning Value	Percent of Students Who Exited who Achieved Outcome
Employment Second Quarter After Exit	718	0	0 %
Employment Fourth Quarter After Exit	713	0	0 %
Median Earnings Second Quarter After Exit	718	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	628	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	628	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	52	0	0 %

Core Follow-up Outcome Measures***	Total Periods of Participation	Number of Students that Achieved an Outcome or Median Earnings Value	Percent of Students that Achieved an Outcome
Employment Second Quarter After Exit	718	0	0 %
Employment Fourth Quarter After Exit	713	0	0 %
Median Earnings Second Quarter After Exit	718	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	628	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	628	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	52	0	0 %

4. Alignment with America's Job Center of California Partners

The state will consider:

the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the one-stop partners;

Public Law 113–128, WIOA Section 231(e)(4)

- A. Describe how the program will align and coordinate with the programs provided by the LWDB's AJCC. (500 word maximum)

Hesperia has been a partner with the High Desert America's Job Center for over 15 years as a partner of the original One Stop system. This partnership began with a One Stop Center satellite site located on our Hesperia campus with several county funded Transitional and Employment Specialists available to provide services to the entire community. As growth in the area and demand for services increased the local workforce board and county transitional support services each opened new facilities that are centrally located (in Hesperia and Victorville) to provide additional services in the area. Due to the close proximity of the new workforce and county social service buildings being just a few miles away our programs have been able to continue to expand the alignment of services across local partners in the region.

Hesperia is dedicated to our AJCC partners in "Shared Success: One System, One Vision" created in WIOA Phase I and II. In 2019 our San Bernardino County AJCC WIOA partnership website went live and is available for viewing at <http://wp.sbcounty.gov/workforce/ajcc-workforce-system/> Hesperia Adult School and the High Desert Americas Job Center began "sharing posts" and cross promoting each others programs, outreach events and employment opportunities on social media to better reach our community. Check us out on social media at <https://www.facebook.com/HesperiaAdultEd/> and <https://www.facebook.com/hdajc/> Hesperia has created "Success Stories" highlighting students and WIOA partners who contributed to a participants success.

Referral system has been implemented across all WIOA partners in San Bernardino County. Training was provided at the Super Regional Workforce Summit and local training is ongoing. Adults in HSE, ASE, ESL, Citizenship Prep and Adult CTE may be given referral forms (developed in collaboration with our America's Job Center and WIOA partners) to allow sharing of information and better promote alignment of programs and services between all WIOA participating agencies. Community members may also walk in for AJCC partner referrals. Referrals continue to be modified with input and insight gained from collaborative meetings with over 29 workforce partners in WIOA Phase I and II and modifications are ongoing with workgroup committees. To align and coordinate services, representatives from Adult Education, WIOA, AJCC, Workforce Development Board, Employment Development Department, Workforce Development Manager, Employment Specialists, Case Managers, One Stop Operator, and business representatives have been present at our Victor Valley Adult Education Regional Consortium meetings and regularly visit our campus during meetings, advisories, partner outreach events to assist with supporting each other with promoting each others programs and services leading to education and employment. WIOA partners including our LWDB AJCC continue to send Employment Specialists, Workforce Managers, and the representatives from America's Job Center system to attend many of our program orientations, Open House/Back to School Nights, Super Regional Workforce Summit, Mountain Desert Career Pathways, local economic development/workforce advisory panels and are represented at community meetings to align, coordinate and provide information on program and services of the LWDB AJCC system.

- B. Describe any formal agreements or Memorandums of Understanding (MOUs) between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (Skip to question C if you do not have any formal agreements or MOUs. A response to either B or C is required. Do not respond to both). (500 word maximum)

Hesperia has been an active partner in various WIOA sessions under WIOA Phase I and Phase II Memorandum of Understanding.. Hesperia will continue to be an active participant in WIOA meetings to provide programs and services as a result of the current MOU and the anticipated approval of our upcoming MOU. Hesperia is currently active in several workgroups referrals and desk references for all 29 agencies that have agreed to partner under the current San Bernardino County AJCC WIOA MOU. Our agency has also been a part of the desk reference and planning committee that was responsible for the creation, maintenance and distribution of both the physical as well as the electronic version of the San Bernardino County Desk Reference to assist in the cross reference of agency clients. Hesperia staff participated and presented at the San Bernardino County Workforce Summit to share both the desk reference and the referral system and will be participating in upcoming sessions. Once the WIOA partners have finalized the new 2020 MOU document (anticipated in the coming months), Hesperia will submit to our designated signatory for approval. Additional WIOA partnerships are anticipated to be created as a result of new 2020 WIOA partners being added across the region under the new WIOA approval process. We look forward to continuing to align and coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs.

Formal Agreements:

* Workforce Development Board (WDD), Workforce Innovation & Opportunity Act (WIOA), One Stop Americas Job Centers of California Partners (AJCC), WIOA Phase I and II. 29+ members under the current MOU. Additional partnerships expected with the new 2020 agreements.

* Employment Training Provider List. Hesperia Unified School District - Hesperia Adult School is an approved provider.

* Victor Valley Adult Education Regional Consortium. LWDB AJCC and Adult Education partners are listed in formal plan for alignment of programs and services.

Other: In response to the barriers of residents outlined in the local WDD plan, Hesperia Adult School has targeted our instructional focus on providing individual measurable skills gains in the following programs: High School Diploma, High School Equivalency (GED), English as a Second Language (ESL) Levels 1-3A/B, Citizenship Preparation, career readiness/workforce preparation and providing preparation for entry into higher levels of education, workforce, post secondary education and/or training. Hesperia is aligned to WIOA for the achievement of measurable skill gains and NRS reporting with CASAS, ASAP, and TOP Pro Enterprise. Hesperia Adult School is an approved workforce provider and is currently partnered with WIOA, ETPL and Generation Go to provide career training programs in Registered Dental Assisting, Pharmacy Technician, Cosmetology and Microsoft Office. We look forward to expanding adult education career opportunities in our local area either on our campus or in partnership with local agencies.

- C. Describe the steps your agency will take to establish formal agreements or Memorandums of Understanding (MOUs) between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (500 word maximum)

5. Intensity, Duration, and Flexible Scheduling

The state will consider:

whether the eligible provider's program—

(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains

Public Law 113–128, WIOA Section 231(e)(5)(A)

- A. Describe the enrollment system in place (for example, open-entry/open-exit, managed enrollment) and the expectations for students' participation and attendance (for example, number of hours, weeks, semester). (200 word maximum)

Hesperia offers managed enrollment for both Adult Education (seated and online) classes every 9, 12 or 16 weeks with open entry from a waiting list if seats are available before the term ends. Students are given the nationally recognized CASAS pre and post assessments for placement and to monitor progress at each instructional level leading to literacy gains/growth over time. Data is maintained using the WIOA standards for the number of hours, weeks of enrollment, literacy skill gains, completion, followup, transition and workforce skill gains using CASAS, ASAP and Tops Pro Enterprise systems. This data is organized, maintained and reported on a quarterly basis and is available for public access on the WIOA, CASAS.org and CAEP websites. Students must complete 15 hours of work per week in order to receive attendance credit. WIOA compliant data system of Periods of Participation from the day of their enrollment and entry assessment to the day of completion of their required coursework is used to meet program expectations. Students are offered a variety of in person or online options for completion of programs with additional tutoring, open lab and supportive services available for completion of programs.

- B. Describe how the instructional schedule is aligned with the program's standardized assessment post-testing procedure to allow sufficient intensity (hours per week) and duration (number of weeks per course) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program. (200 word maximum)

9, 12 and 16 week seat time and online instructional programs are aligned with CASAS standardized assessments post test procedures to allow sufficient intensity of hours and duration of weeks for learners to demonstrate adequate progress. Seat time students in GED, HS Diploma, ESL, Citizenship Prep and Adult Ed CTE students must meet with their credentialed teacher a minimum of hours/sessions per week in person. Morning, afternoons and evening seat time course options are available. Online students completing GED or HSD coursework must be progressing a minimum number of hours online per week to complete and submit coursework with their credentialed teacher. Online options for GED and HSD provide unlimited access to curriculum 24 hours a day, 7 days per week to support the scheduling needs of those who may be working, training or need flexible hours. Students demonstrate adequate progress on the CASAS post test assessments and by course completion to progress to the next instructional level. Students not making adequate progress will be retained at current level until the learner has demonstrated achievement to the next level. Open lab, tutoring and additional support is available to all. Hesperia's CASAS Assessment policy is updated annually.

- C. Describe how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains. (200 word maximum)

Curriculum and instruction contain the same rigor and intensity necessary for adults students to achieve learning gains. Verified in our successful and routine FPM review. Adult Education A22 course list is board approved. Curriculum and instructional materials used for HSD Diploma, GED, ESL and Citizenship Prep are aligned to academic content standards, CASAS and College & Career Readiness for Adult Education. Online curriculum for HSD and GED Prep (Odysseyware) and ESL & Citizenship Prep materials (Side by Side) are aligned. CTE courses are aligned to industry and state standards. The structure of our programs allows us to vary the pace of instruction to meet the needs of individual student gaps in credits completed or accelerate as needed. ESL curriculum is structured with learning gains toward upward movement in each Level 1, Level 2, Level 3A, Level 3B then transitioning into GED Prep, HS Diploma, post secondary and workforce. Regional instruction and curriculum alignment sessions with Victor Valley Adult Education Regional Consortium partners are ongoing. All students in adult school programs are given CASAS assessments to monitor academic progress at each instructional level. Results document our ongoing success in meeting the levels of rigor and intensity needed for adult learners.

- D. Describe the physical capacity, including the number of classrooms, learning labs, and other dedicated spaces, to teach adults. (200 word maximum)

Hesperia Adult School utilizes one campus to provide delivery of Adult Education, GED Prep (online and seated), Adult High School Diploma (online and seated), English As A Second Language (Levels 1 - 3A/B seated), Citizenship Prep and adult career education programs. Nine classrooms are dedicated to Adult Education for morning, afternoon and evening instruction. Hesperia Adult School has two computer labs on campus with open lab hours available. Mobile laptop carts are available for use in all Adult Education classrooms. Additional rooms are available for use as needed and as our program grows. Free WiFi is available on campus and in common areas. Hesperia Adult School has a room dedicated exclusively as a Certified Pearson Vue Test Center to provide easy access to our students and the community. Hesperia Adult School has dedicated a classroom exclusively for CASAS test administration and is staffed with a full time Bilingual Testing Specialist. The Hesperia Adult School administrative office space includes a triple wide converted portable building. Our campus is easily accessible and open to the public. Each classroom capacity is 30 with morning, afternoon and evening dedicated classrooms to teach adults.

- E. Describe how the agency offers flexible schedules (including daytime, evening, and weekend classes) and other strategies to enable learners to achieve learning goals. (200 word maximum)

Hesperia offers a variety of Adult Education courses to enable learners to achieve learning goals. Seat time and online learning options are available for High School Diplomas and GED Prep. Seat time GED is available Monday mornings, Monday & Tuesday afternoons and Tuesday, Wednesday and Thursday evenings. Seat time HSD courses are offered Monday-Thursday afternoons and evenings from 3:30-6:30 PM. Teachers are highly qualified. Two of our seat time High School Diploma and seat time GED Prep teachers are Special Education credentialed with Multiple Subjects. Online HSD and Online GED Prep curriculum is available 24 hours a day 7 days a week. Two Multiple Subject credentialed teachers (one with a Special Education Credential) and a CTE Tech teacher provide services to online HSD and GED Prep students and are available on the school campus for tutoring with scheduled appointments. ESL and Citizenship Prep is offered Monday-Friday from 8:30 AM to 3:00 PM with an ESL credentialed teacher. A variety of Adult Ed fee based career programs are taught by industry professionals who hold teaching credentials. Additional courses/sections will be offered as enrollment demand and funding allocations deem necessary/appropriate to enable learners to achieve learning goals.

6. Evidence-Based Instructional Practices and Reading Instruction

The state will consider:

whether the eligible provider's program—

(A) uses instructional practices that include the essential components of reading instruction;

Public Law 113–128, WIOA Section 231(e)(5)(B)

whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

Public Law 113–128, WIOA Section 231(e)(6)

- A. Detail how the agency uses rigorous research and evidence-based instructional approaches for ELA, ABE, and ASE (for example, essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment, and use of standards-based curriculum). (500 word maximum)

Our agency uses rigorous research and evidence-based instructional approaches for ELA, ABE, and ASE for example, essential components of reading and math instruction including differentiated instruction, direct explicit instruction, use of formative assessment, and use of the standards-based curriculum. We utilize a standards-based curriculum that correlates with the CASAS reading, listening, and math competency standards, College and Career Readiness Standards and the California Standards.

We employ rigorous research and evidence-based instructional approaches to students, such as providing them with the opportunity to develop academic oral language at all ability levels while teaching vocabulary across content areas in the context of the life skills needed to survive and thrive in this country. We provide direct explicit instruction by reinforcing lessons in written, verbal and sometimes audiovisual modalities. We reinforce learning through differentiated instruction by providing several modalities of learning including reading, writing, listening, speaking, computer-based learning, and discussing the meaning and usage of vocabulary in context. Our standards-based curriculum involves identifying the students learning needs through their CASAS assessments and cross-referencing the appropriate lesson to address those needs in the instructional materials. Students learn the essential components of reading instruction by learning the pronunciation, spelling, definition, and usage of new vocabulary words, in addition to learning reading comprehension strategies. Our online High School Diploma and GED Preparation programs begin by taking a formative assessment. Based upon the results of the assessment, the computer program Odysseyware, assigns students appropriate work to complete (with teacher support) which once mastered will achieve the standard of the lesson. When students complete all the assigned lessons for a subject a summative test is given in the program.

Students in GED Prep are given GED Ready practice test vouchers to take practice assessments at GED.com. This builds student confidence giving them the poise to take the actual GED test and pass.

With research indicating traditional teacher interaction with students in math concepts and course work needed, we have added math seat time GED Pre and High School Diploma classes to assist students in developing the desired math skills and complete their required course work. Our approach is to assess by a pretest, assign the appropriate program and work to assist the student in achieving mastery, then post-test to assure students have mastered the standards.

- B. Explain the agency's use of curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities. (250 word maximum)

Hesperia utilizes curriculum targeting students with special learning needs, including minimal literacy skills and learning disabilities with an enrollment of students to teachers who hold Special Education credentials. Hesperia Adult School has two California credentialed Special Education teachers on staff to make sure that accommodations are available and appropriate for all students with disabilities. The curriculum is modified and constructed by certified Special Ed teachers that have worked with students with a variety of learning disabilities. Teachers are provided with CASAS reports that include student diagnostic results for both pre assessments as well as the post assessments students complete after 40 hours of instruction. This diagnostic information is utilized differently based upon the course students are enrolled. This information is matched with the curriculum levels as well as teacher feedback to ensure that students are placed in the correct course level. For High School Diploma, English As A Second Language, Citizenship Preparation and GED Preparation this information is utilized to identify students gaps in knowledge and understandings for which the teacher can then provide reteaching or remediation. A similar approach is taken with formative assessments. The teachers regularly utilize both formal and informal formative assessments in order to be responsive to students' understanding and needs.

Our agencies accept and receive referrals from the Workforce Development Department, Department of Rehabilitation and other WIOA partner agencies to serve student needs. We work to braid the re

C. Describe how the agency provides instruction based on the results of the learners' diagnostic and formative assessment. (250 word maximum)

Our program provides instruction based on the diagnostic assessment provided from CASAS pre tests as well as quarterly assessments to provide instruction based on newly mastered levels of Language Arts and mathematics. Newly mastered levels are used to drive instruction. Teachers are provided with CASAS assessment reports that include student diagnostic results for both pre assessments as well as the assessments students will complete after every 40 hours of instruction. This diagnostic information is utilized differently based upon the course students are enrolled. This diagnostic information is utilized to identify gaps in knowledge and understanding for which the teacher can then provide reteaching or remediation. A similar approach is taken with formative assessments. The teachers regularly utilize both formal and informal formative assessments in order to be responsive to students' understanding and needs. CASAS assessments, as well as other assessments, drive instruction and learner outcomes to determine if learning outcomes are being achieved. Teacher instruction is constantly informed and adjusted to meet the needs identified by these results.

7. Effective Use of Technology and Distance Learning

The state will consider:

whether 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 systems lead to improved performance;

Public Law 113–128, WIOA Section 231(e)(7)

- A. Describe the agency plan to effectively enhance the delivery of instructional services, through the use of technology, to improve student performance. (500 word maximum)

Differentiated instruction is provided through seat time and online courses through the use of technology to improve student performance. Smart Boards, interactive computers, mobile laptop carts and projectors are available for High School Diploma, GED Prep, ESL, Citizenship Prep and career education classroom. Distance learning is offered using the Odysseyware curriculum. Distance learning is offered for High School Diploma and GED Prep. Distance Learning for ESL and Citizenship Prep has not been a high demand area but it should be noted that OdysseyWare has a translation feature for multiple languages should a student choose online GED or online HSD enrollment option. Teachers are using Google, Haiku, Aztec GED Flash and OdysseyWare as appropriate to effectively communicate with and interact with students using interactive software and/or distance services.

Hesperia is continuing the process of upgrading technology and network infrastructure districtwide to improve student resources to help improve student performance. Upgrades include increased internet access, increased network speeds, Wifi hotspots for staff and student access in all classrooms and common areas. Classrooms, student labs and teacher stations are being updated. There is a need for additional mobile laptop carts. Advisory panel is in support of these upgrades/expansions. District and various grant funding provided for these upgrades.

Hesperia will continue to establish a learning environment that promotes the use of technology to increase academic skills, interpersonal communication skills and facilitates achievement of academic, professional and personal goals. Equipment: Mobile Laptop Carts, Smart Boards, Overhead Projector, Document Camera, ELMO, Digital camera/video camera, Video recorder/player, device wifi, DVD Player/Burner, Mobile Phone, Wifii access, Music Player, Other Computer/Technology lab are available for use.

- B. Describe how the agency provides educational opportunities through online/distance/blended/hybrid learning in the ELA, ABE, and ASE programs. (500 word maximum)

The use of personal devices, expanded classroom access, additional equipment purchases, and hands on labs provide additional educational opportunities through online/distance/blended/hybrid learning in the ELA, ABE, and ASE programs. WIOA Distance & Technology survey results continue to demonstrate a need for students to experience hands on technology which could lead to online/distance/blended/hybrid learning options. Many students indicated they have no or limited data availability or no technology access at home and rarely use public computers available at the local libraries or county workforce center. Many adult learners have phones but few know how to use them effectively. Government issued phones have expanded the potential for increased learning with technology. However, internet access or lack of reception in remote desert areas continues to be a challenge. Some government issued phones have limited capability for advanced online learning systems but support basic internet access. Increasing students technology skills then leads toward online/distance/blended/hybrid learning options while increasing learning gains toward other ISTE standards of empowered learners, digital citizenship and global collaboration.

Hesperia offers a variety of Adult Education courses to enable learners to achieve learning goals. Online only options for ESL and Citizenship Prep is not available. However, supplemental internet based interactive materials such as Side by Side Interactive Plus is utilized in seat time ESL and Citizenship Prep and available on the internet 24/7 to develop technology skills which could lead into online learning at higher levels such as HS Diploma or GED Prep.

Online learning options are available for High School Diplomas and GED Prep. Online HSD and Online GED Prep Odysseyware curriculum is available 24 hours a day 7 days a week and has a language translation program built into the curriculum. Two Multiple Subject credentialed teachers (one with a Special Education Credential) and a CTE Tech teacher provide services to online HSD and GED Prep students and are available on the school campus for tutoring with scheduled appointments. All teachers hold English Learner authorizations as part of their California teacher credentials.

The promotion of the use of personal devices and devices within the classroom provides access to supplemental online technology based learning opportunities. By using a combination of commercial online curriculum such as OdysseyWare, Aztec, GED Flash, Side By Side ESL Interactive Activities as well as teacher created materials learners Hesperia will continue to establish a learning environment that promotes use of technology to increase academic skills, interpersonal communication skills, critical thinking, creativity, citizenship, collaboration and facilitates achievement of academic, professional, workforce and personal learning goals.

8. Facilitate Learning in Context

The state will consider:

whether the eligible provider's activities provide 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 to exercise the rights and responsibilities of citizenship;

Public Law 113–128, WIOA Section 231(e)(8)

- A. Detail how the agency uses IET or other models of contextualized instruction to help adult learners develop skills to advance in an educational setting, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship. (500 word maximum)

This is a growth area for the region and the state for both California Adult Education (CAEP) and WIOA agencies. Hesperia is not a formal IET funded agency. However, we do utilize a unique model as we are developing adult learner skills to advance in an educational setting so that our students are becoming more employable, engage in their communities and exercise their rights and responsibilities of citizenship. We are structuring all our lessons for English As A Second Language (Levels 1-AB/3B), Citizenship Preparation, High School Diploma and High School Equivalency (GED Prep) to include many elements of IET. Our Adult Education program offers a unique opportunity for students to be concurrently enrolled or move into our on campus Adult Education Dental Assisting, Cosmetology, Pharmacy Tech, and Microsoft Office after completion of ESL, HSD, HSE if they hold right to work status. Referrals to our local AJCC provide additional opportunities for entry into local workforce programs. Students are provided with the skills to advance in an educational setting including K-12, community college and enter the workforce. We are excited about where the partnerships may take us. Our local Victor Valley College Adult Education Regional Consortium (VVAERC) has been hosting monthly meetings of all Adult Education programs in this region. Meetings with AJCC partners are ongoing to create collaborations as well as expand options in our program offerings. Since then a process for cross referral has been implemented to partner agencies. To support our efforts, the VVAERC consortium coordinated a community partner meeting to leverage existing partners, share client resources and discuss potential labor market demand areas. VVAERC and WDD partners provide input on the needs of the community, recruit students and share resources. Adult Education agencies and Workforce Development are included in the regional Mountain Desert Career Pathways Advisory meeting held each year. VVAERC partners participated in the San Bernardino County 4 Year Planning Sessions and were represented at the WIOA Phase I and Phase II planning meetings. Local adult schools hosted Back to School Nights and Open House events which were open to the public, community and partner agencies. A regional cross-collaboration to share and expand upon best practices among local educators and support staff was held with additional sessions planned to support HSE, HSD, ESL, Citizenship Prep and various career programs. Representatives will participate in the Transition Resource Fair. We also cross refer students to the regional job fairs held at High Desert America's Job Center, Victor Valley College as well as job fairs hosted at other adult school sites in our region. Additional sessions to develop plans to increase employability, engage communities and exercise the rights and responsibilities of citizenship are planned. Students are referred to AJCC Job Fairs and local employer recruitments. We promote the High Desert AJCC social media posts promoting Job Fairs and employment opportunities on our Hesperia Career & Adult Education website and social media pages. Our strong support for education, training and workforce programs will continue to develop with new WIOA partnerships

- B. Describe how the agency's curricula and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce. (500 word maximum)

Curriculum and instructional practices are aligned to California State Standards focusing on College and Career Readiness. High School Diploma & GED Prep: Provides students the academic and workforce readiness skills necessary skills to complete the high school diploma or take the High School Equivalency GED Exam. This opens the possibility for students to transfer into post-secondary education, higher levels of training, workforce, or get a job where high school equivalency is required. English As A Second Language: Our ESL class curriculum includes lessons to build on literacy skills leading into college-level ESL or credit courses and career readiness. Citizenship Preparation: Prepares students to meet the requirements of US Citizenship, prepares students to complete the written and oral interview of the USCIS and enter the workforce. Our courses include units that cover job skills, completing a job application, resume writing, interview questions, and job searching. Hesperia offers Adult Education High School Diploma, GED Preparation, English As A Second Language (Levels 1- 3A/3B) and several career education programs all on the Hesperia Adult School campus. Our adult students can transition into the Adult fee based CTE programs (Pharmacy Tech, Registered Dental Assisting, Cosmetology, Office Technology) on the Adult School campus. Students completing a high school equivalency or high school diploma program may apply for entry into the Adult CTE programs. (HSE or diploma required by the State Board licensing agencies before entry into certain programs.) The Victor Valley Regional Adult Education Consortium funded Counselor provides transition plans to post-secondary education options through the K-16 Bridge program. Our CTE courses are also matriculated with Victor Valley College.

Our unique combined career and adult education campus promotes the transition to post-secondary education, training, and the workforce. We are working to support local pathways in the alignment and guidance of WIOA, WDD and K12 Strong Workforce Planning through participation in quarterly Inland Empire Regional Desert Consortium (IERDC) meetings and planning groups.

9. Qualified Instructors and Staff

The state will consider:

whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

Public Law 113–128, WIOA Section 231(e)(9)

- A. Describe how the agency will ensure that educational activities are delivered by well-trained and highly qualified instructors, counselors, and administrators. (250 word maximum)

As a California Department of Education recognized Adult School that is part of a California public school district in San Bernardino County all certificated personnel (Teachers, Counselors, and Administrators) must be credentialed, well trained and highly qualified in accordance with California Department of Education regulations in California Education Code, California Commission on Teacher Credentialing and our district board policy. To ensure that staff is highly qualified to deliver educational services each teacher, counselor, and administrator education, training and credentials are analyzed by our district, San Bernardino County Superintendent of Schools, California Commission on Teacher Credentialing and by our district's Credential Analyst to ensure they are highly qualified. Classified staff in Adult Education such as our School Secretary, Bilingual Testing Specialists and Program Specialists are trained to provide services in support of the unique needs of adult learners.

All staff members meet qualifications outlined in their job descriptions. Our hiring process has multiple layers of checks to ensure that we are hiring highly qualified individuals for all positions (teachers, counselors, administration, and classified staff). Applicants who pass the screening are invited to participate in an interview process. Prospective employees participate in face to face interview(s) to determine the best candidate for the position. Employees are evaluated on a regular ongoing basis. Formal and informal observations are designated to provide positive and/or corrective feedback to guide professional growth. Teachers also are provided with ongoing professional development through staff meetings and additional training opportunities throughout the year.

- B. Provide a brief description and the anticipated number of part-time and full-time adult education instructors, counselors, administrators, and volunteers implementing the grant program. (250 word maximum)

Hesperia Adult School is funded by various sources including district LCAP, CAEP and WIOA as resources in support of adult education and career efforts. We are staffed by one full time Adult Education Coordinator, one full time Adult School Secretary, two full time Program Specialists, one full time Bilingual Testing Specialist (CASAS), eight part time hourly contract Adult Education instructors (HSD, GED, ESL, Citizenship Prep, Adult Education CTE), one full time day Campus Assistant, one part time evening Campus Assistant. Teachers are highly qualified in Single Subjects, Multiple Subjects and/or Special Education with experience teaching our most at need students. One Transition Resource Counselor is provided by Victor Valley Adult Education Regional Consortium (shared). Counselor is available by appointment with an office and classroom/lab available on our campus to provide transition related workshops. Additional Adult Education hourly staff are funded as needed. In addition to our formal Adult Education English As a Second Language and Citizenship Prep classes, volunteers from Catholic Charities and TODEC provide a confidential citizenship and immigration information workshop each quarter that is promoted to partner agencies, the community and is open to the public. EDD, WDD, Managers, Case Workers and Employment Specialists volunteer to attend our program planning meeting and advisory panels to provide input on workforce needs. With increased need for Adult Education programs and services we anticipate continued program expansion. We have the potential to have two additional part time instructors and two additional support staff to support WIOA efforts.

- C. Describe the agency's plan for implementing continuous professional development for administrators, instructors, and support staff. (250 word maximum)

Administrators, teachers and other support staff frequently attend professional development events, training and conferences incorporating current research and evidence based instructional strategies that lead to effective program outcomes. Our WIOA Professional Development Plan is updated, submitted and approved annually by CDE. Professional development includes events, training and conferences hosted by WDD, CASAS, OdysseyWare, Aztec, GED, Pearson Vue, Google Summit, Smart Board, Plugged In, Innovate Education, ASAP, OTAN, COABE, and ACCE similar conferences. These professional development opportunities provide exposure to best practices and the latest curriculum. GED, Pearson Vue, OdysseyWare, and Aztec provide monthly webinars and updates as well as annual staff training. HSE exam vendors provide training and support on an annual basis. Collaborative training sessions will be held quarterly throughout our CAEP region at different sites to compare best practices and work toward aligning curriculum and data tracking and sharing. Our agency and partners share best practices as facilitators and presenters at events such as the Workforce Summit, CASAS Summer Institute, and CAEP Super Regional events.

- D. Describe how the agency's professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes. (250 word maximum)

Professional development is ongoing in each district. In addition, professional development and regional collaboration is a priority and ongoing in partnership with the Victor Valley Adult Education Regional Consortium and San Bernardino County Super Regional Consortium (Inland, Victor Valley, Chaffey, Copper Mountain, Barstow) to support instructors in incorporating current research and evidence-based instructional strategies. The goal is to improve the instructional delivery of all instructional subjects across the entire regional area. In order to share best practices, Adult Education teachers are provided opportunities to participate in professional development at conferences such as CASAS Summer Institute, CCAE, CCIS, OTAN, TAP, COABE, ACCE, ACSA, Odysseyware, Aztec, GED/HiSet, and various professional association meetings and training. Staff also participate in CASAS, ASAP and TOPS Pro training quarterly for data tracking and accountability. The instructional staff has been trained by Aztec, OdysseyWare and High School Equivalency (GED/HiSet) to support instructional needs. Our local Victor Valley Adult Education Regional Consortium has been hosting monthly meetings to ensure Adult Education programs in this region and their AJCC partners can expand opportunities for training and collaborating to support shared measurable outcomes. Cross collaboration also promotes best practices among local educators and support staff.

10. Partnerships and Support Services for Development of Career Pathways

The state will consider:

whether 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, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

Public Law 113–128, WIOA Section 231(e)(10)

whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

Public Law 113–128, WIOA Section 231(e)(11)

- A. Identify and detail federal, state, or local programs (not included in the responses to consideration 4, alignment with AJCC partners) that will be coordinated and aligned with the agency's WIOA, Title II: AEFLA adult education programs. (250 word maximum)

Additional alignment will be determined and expanded under WIOA Phase I/Phase II (and again with new MOU) to coordinate and align education, career pathways, advanced training and provide social service resources in the community. Partners include K-12 district, local adult schools, postsecondary institutions, local Workforce Investment Board, AJCC, private and public job training programs, library services, social services, businesses, industry, labor organizations, community based organizations, nonprofit organizations and others in support of career pathways.

Continued progress made in WIOA Phase I and Phase II of all partners will continue with coordination and alignment with new partners to contribute to the development of education and career pathways for adult learners. Current community resource partners are listed in the LWDB plan which is aligned to the goals of WIOA. Additional partners will be added as a result of the new WIOA MOU partners which are anticipated to be added under the new MOU.

Additional partnerships that are being coordinated, aligned and/or expanded include Dial 211, ConnectIE.org, United Way, IEHP Community Resource Center for cross referrals to local education, job training, employment, food, healthcare, transportation, social services and community partnerships. We collaborate with Catholic Charities and TODEC to help our students gain the legal right to work status if needed. Our district is a member of the Mountain Desert Career Pathways, Mountain Desert Economic Partnership, and Inland Empire Desert Region Consortium and K12 Strong Workforce Program pathways to support workforce efforts in our area.

- B. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners. (250 word maximum)

Hesperia has developed strong partnerships within our school district, in the City of Hesperia, in the community agencies within the High Desert Region and in the San Bernardino County region. Our district attends local and regional planning meetings, community recruitment/placement events, resource fairs and events in partnership with agencies such as Department of Rehabilitation, Goodwill, Molina, IEHP, Dial 211, Connect IE.org, Training Occupational Development Educating Communities Legal Centers (TODEC), Catholic Charities, Chamber of Commerce, Victor Valley Community Support Services, SELPA Resource events, as well as local WIOA providers or other partner agencies as many are the target population our partnerships have identified as needing services. Our district also has a cross-referral program in place with Victor Valley College Disabled Student Programs and Services ACCESS. We refer below basic skills students to our local libraries. Victor Valley Adult Education Consortium provides an Adult Education Transitional Counselor to help facilitate adequate student support as well as appropriate counseling matriculation services with Victor Valley College, DSPS and other service agencies. Examples of disabled student services include counselor cross-referral to partner agencies such as Goodwill Job Placement Services, Healthcare Support Services, Victor Valley Community Support Services and Transitional Age Youth Services.

- C. Describe how the coordination and alignment discussed in A and B above contribute to the development of career pathways for adult learners. (250 word maximum)

In order to promote strong partnerships and support services for development of career pathways in the High Desert region, local industry partners, school districts, Victor Valley College and San Bernardino County Superintendent of Schools have formed the Mountain Desert Career Pathways Consortium JPA and the Mountain Desert Economic Partnership. Our program is a partner in the Inland Empire Desert Regional Consortium and the Strong Workforce Consortia. These are "non WIOA funded partnerships" represented by the workforce, schools, adult education, post secondary education and career partners for which many of the districts represented also offer Adult Education CAEP and/or WIOA programs. Regional efforts coordinate and promote K-16 career and adult education pathways across the High Desert region. Member districts include Hesperia Unified, Apple Valley Unified, Snowline Joint, Victor Valley Joint and Lucerne Valley, Trona, and San Bernardino County Superintendent of Schools. Regional and Industry specific advisory committee meetings are held. Business, industry, Workforce Development Department, education and community partners provide support for coordination and alignment of regional goals. Our Victor Valley Adult Education Regional Consortium Transition Counselor hosts monthly "Welcome to VVC" informational workshops and tours at adult school sites and at Victor Valley College which include tours of career training programs. Students learn about each campus, enrollment steps, admissions, financial aid, career programs and student support services. These strong partnerships reduce barriers to educational services, support academic advancement and promote transitions into higher levels of education or entry into the workforce.

- D. Describe the agency's coordination of support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults to access educational services and to support their advancement academically and transition to postsecondary courses or career training. (250 word maximum)

Hesperia Unified School District and Hesperia Adult School provided cross referrals to our local AJCC partners to provide support for childcare, transportation, mental health services and additional career planning opportunities. Our program cross refers to the 29 partner agencies under San Bernardino county's current WIOA partner MOU. There is ongoing communication between our administrators, local workforce agencies and local adult schools so that we can inform our students about job opportunities and college and career events in our area. With the help of these support services, we have been able to provide more services for our special needs clients. Referrals to agencies such as ConnectIE.org, Dial 211, United Way, IEHP Resource Center, Molina, Department of Rehabilitation, High Desert Crisis Center and Victor Valley Community Support Services are available to support child care, transportation, mental health and career services. Our Victor Valley Adult Education Regional Consortium Transition Counselor also provides resources for childcare, transportation, mental health services and additional career planning opportunities additional services to reduce barriers for adults. As a partner with workforce under San Bernardino County's most recent MOU, our agency provided input with work groups including the Desk Reference, Referral, and the Workforce Summit planning team. We shared the desk reference, referral system and how we partner to reduce barriers for adults accessing programs and services.

11. High Quality Information and Data Collection System

The state will consider:

whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance;

Public Law 113–128, WIOA Section 231(e)(12)

- A. Describe the agency’s management information system, including data collection, data entry, data management, and data privacy. (250 word maximum)

As a public school agency our data collection, data entry, data management, and data privacy have the highest levels and capacity required to report measurable participant outcomes and monitor program performance as required by WIOA agencies. We utilize comprehensive data management practices. Staff members share responsibilities and actively participate in accurate data collection and reporting. Our Local Assessment Policy was written to define the policies and practices for data collection and provide guidance in accordance with the State and NRS requirements. Data in ASAP, TOPS PRO and CASAS meet standards for National Reporting Systems. Data collection takes place with the creation of a randomly generated confidential student identification number. This provides the collection and management of data while ensuring privacy. Initial and follow up assessments are utilized to measure learning gains that students are making. Staff administering CASAS assessments are certified annually. Printed documents are maintained in locked file cabinets and stored in a secured office. Documents not needed for program recordkeeping or audit purposes are shredded immediately to protect students personal and identifying information. Documents with student information is not left out on staff desks when not in use or overnight to protect privacy. Data from our agencies information systems are reported as required to both CAEP and WIOA. Under the WIOA Phase II MOUs identified partners such as American Job Centers, Workforce Development Department, Department of Rehabilitation, Employment Development Department and other WIOA partners may be developing advanced data systems with shared data collection in the future.

- B. Describe how attendance records and student assessments are tracked and reported. (200 word maximum)

All classes utilize the ASAP attendance system. We had great success in implementing student ID cards (linked to ASAP) for each student to electronically sign in/out of the attendance system during class sessions or a teacher will have a sign in/out sheet as a backup if the systems internet is down. Online HSD and GED Prep utilize the curriculums “built in” system usage logs for attendance tracking and online students progress is monitored by our online teachers daily. Independent study students must sign in/out when they present coursework to their teacher during our Monday-Thursday lab time. Teachers review attendance for accuracy. Program Specialists and School Secretary review records to ensure records are accurate and up to date. Attendance records are tracked on a weekly basis to show students have been participating in 15 hours of work a week and the completion of units is tracked on a weekly basis. Our Adult Education Bilingual Testing Specialist administers and monitors students CASAS assessments. Results are shared and reviewed with teachers and staff. Student assessments are tracked and reported with data and exports/imports with CASAS, ASAP and TOPSPro as required for reporting into the National Reporting Systems aligned to CAEP and WIOA requirements.

- C. Describe how the agency’s staff is assigned with clear responsibilities for data collection, data entry, attestation, and correcting errors and resolving issues. (200 word maximum)

Adult School Secretary, Program Specialists, Bilingual Testing Specialist and Administration work together with defined tasks to ensure accurate data collection, data entry, attestation, error correction and to resolve issues in a timely manner. Increased data entry in CAEP and WIOA programs have increased the need for support staff. Cross training has been essential due to the specialized nature of the clients we serve. Data integrity is reviewed weekly. Staff work together to monitor weekly attendance based on the completion of units and time spent in the physical or online classroom. Staff are trained/certified by regional trainers and vendors for data collection and monitoring of CAEP, WIOA, CDE, ASAP, CASAS and TOPS. Staff attend CDE, CASAS and WIOA informational and regional “best practices” data meetings to assist with the accuracy of data collection, data entry, attestation, correcting errors and resolving issues. Collection of students’ wage gain and employment gains are tracked by staff quarterly if a student volunteers to self identify employment status and wage gains. Employment and salary information is a data need and growth area with all WIOA partners and Workforce Development Department. WIOA partners may be developing advanced data systems with shared data collection in the future.

- D. Describe how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement. (350 word maximum)

WIOA programs utilize various tools for program management and improvement leading to learning gains and student goal achievement. CASAS is utilized to identify students who are “basic skills deficient” and provides a National Reporting System standards to assess, monitor, evaluate and report learning gains toward achievement goals. CASAS assessments verify readiness to enter the workforce and entry level employment. Data from classroom and CASAS assessments as well as direct observations and input from classroom teachers who work intimately with students is utilized for program management and improvement. Data is collected and reports on performance based measures include measurable skills gains, entry into higher levels of education or training, an entry in employment or higher education, educational skills gains, i.e., EFL literacy gains, literacy and numeracy gains and attainment of a degree or a certificate endorsed by employers. CASAS assessments measure ELA, mathematics literacy and numeracy skills as well as English language proficiency in pre employment and workplace contexts. CASAS assessments identify training needs, diagnose instructional needs, monitor learning gains, and certify mastery of basic academic skills. Pretests determine “basic skills deficiency,” Educational Functioning Level, and diagnose instructional needs. Posttests monitor learning gains including completing an EFL level for literacy and numeracy skills CASAS assessments measure academic proficiency levels from beginning literacy through a secondary level and high school diploma. CASAS measures functional basic skills for all learners (both native and non-native English speakers) in common employability and workplace contexts. In addition to ongoing monitoring, we review our year end outcomes to help plan for the next year. Monthly meetings are held with CASAS, WIOA, CDE Consultant and local Adult Education Administrators regarding assessments, data, program management and program improvement. Conversations with our CDE consultant about quarterly and annual data and its change over time help tremendously in focusing (and refocusing) our efforts and priorities.

We are eager to align and expand partnerships, program and services with WDD and our new WIOA agencies as we increase students literacy skills, increase learning gains and support student achievement goals as they transition into post secondary education, higher levels of training or workforce.

12. Integrated English Literacy and Civics Education

The state will consider:

whether the local areas in which the eligible providers are located have a demonstrated need for additional English language acquisition programs and civics education programs.

Public Law 113–128, WIOA Section 231(e)(13)

- A. Identify and describe a minimum of one career training program and career pathway offered to English Language Learners (ELLs). Include potential industry-recognized credentials available to participants upon completion of the program. (500 word maximum)

- B. Describe how ELLs will engage in the three IET components (literacy education; workforce preparation; and workforce training) and how these components will occur simultaneously and function cooperatively. (500 word maximum)

- C. Describe how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships. (500 word maximum)

- D. Explain how the IELCE program will prepare ELLs to transition into unsubsidized employment in occupations that lead to economic self-sufficiency. (500 word maximum)

PROJECTED ENROLLMENT

The AEFLA is a pay-for-performance reimbursable grant. In an effort to determine appropriate funding levels, all applicants must complete the table below. It is critically important to be as accurate as possible regarding the projected enrollment to determine total projected funding. The CDE reserves the right to adjust agency projections in determining grant awards.

Projected Enrollment for Program Year 2020, Section 225

Under each applicable program, enter the projected student enrollment for the Program Year 2020. Students must be enrolled in the ELA program to participate in ELCE and IELCE.

AGENCY	ABE Section 225	ASE HSD Section 225	ASE HSE Section 225	ELA Section 225
Hesperia Unified School District	N/A	N/A	N/A	N/A

Projected Enrollment for Program Year 2020, Section 231

Under each applicable program, enter the projected student enrollment for the Program Year 2020. Students must be enrolled in the ELA program to participate in ELCE and IELCE.

AGENCY	ABE Section 231	ASE HSD Section 231	ASE HSE Section 231	ELA Section 231	ELA Students in ELCE Section 231
Hesperia Unified School District	N/A	375	325	260	40

Projected Enrollment for Program Year 2020, Section 243

Under each applicable program, enter the projected student enrollment for the Program Year 2020. Students must be enrolled in the ELA program to participate in ELCE and IELCE.

AGENCY	ELA Students in IELCE Section 243
Hesperia Unified School District	N/A

Grant awards for previously funded agencies will be based on the number of payment points earned in Program Year 2018. Grant awards for newly awarded agencies, or previously funded agencies applying for new program areas, will be based on projected enrollments multiplied by the state aggregated average of students achieving payment points. The CDE reserves the right to adjust projected enrollment numbers before grant awards are calculated.

Federal Funding Accountability and Transparency Act Sub-award Reporting Compliance Form

In accordance with the Federal Funding Accountability and Transparency Act, sub-grantees are required to report the following information to the California Department of Education (CDE) to receive funding. Recipients are required to register and maintain their Data Universal Numbering System (DUNS) in the System for Award Management (SAM) at <http://www.sam.gov>. **This form must be returned with the application package.** Per 2 CFR Part 25.205, failure to comply may result in the CDE determining that the applicant is not qualified to receive an award or may result in delayed payments.

Please read before completing this form.

If you are an educational agency that certifies thru the OPUS-CDE web application complete item 1 and sign the form. All other entities must complete all items below as it appears in your System for Award Management (SAM.gov) profile.

1. Name of entity receiving award Hesperia Unified School District

2. Physical address associated with this DUNS number (city, state, zip + 4 required)

Address: 15576 Main Street
 City: Hesperia State: CA Zip: 92345

3. Dun & Bradstreet (D&B) DUNS Number 0 8 4 4 4 6 2 0 2

4. Total compensation and names of top five executives *if*:

a. This business or organization receive 80% or more of its annual gross revenues from the U.S. Federal government **and** those revenues are \$25M or greater in annual gross revenues?
 Yes N/A No N/A If yes, proceed to question b.

b. Does the public have access to compensation information filed under section 13(a) or 15(d) of the Securities Exchange Commission (SEC) and IRS requirements?
 Yes N/A No N/A If no, complete the table below.

	Name	Compensation Total
1.	N/A	N/A
2.		
3.		
4.		
5.		

I certify that the above information is true and accurate.

[Signature]
 Authorized official signature & Date

2-19-2020

George Landan
 Authorized official printed name

Assistant Superintendent, Business Services
 Title

Address: 15576 Main St, Hesperia, CA 92345-3482

HESPERIA UNIFIED SCHOOL DISTRICT (DUNS #084446202) is an entity registered with System for Award Management (SAM) (<https://opengovus.com/sam-entity>). The business start date is July 1, 1987.

name, address, officer	Search
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Business Overview

DUNS Number 084446202 (Data Universal Numbering System by Dun & Bradstreet)

CAGE Code 4D5V1 (Commercial and Government Entity Code by NATO Codification System)

Legal Business Name HESPERIA UNIFIED SCHOOL DISTRICT

Entity Structure 2A - U.S. Government Entity

Physical Address 15576 Main St
Hesperia (<https://opengovus.com/sam-entity?city=Hesperia>)
CA 92345-3482 (<https://opengovus.com/sam-entity?zip=92345>)

Mailing Address 15576 Main St.
Hesperia (<https://opengovus.com/sam-entity?city=Hesperia>)
CA 92345-3643 (<https://opengovus.com/sam-entity?zip=92345>)

Business Type 12 - U.S. Local Government
H6 - School District

Credit Card Usage N

Debt Subject to Offset N

Congressional District 08

Registration Purpose Z1 - Federal Assistance Awards

Record Status Active

Business Start Date July 1, 1987

Registration Date April 10, 2006

Expiration Date July 11, 2020

Update Date July 15, 2019

Activation Date July 12, 2019

Fiscal Year End Date 0630

Points of Contacts (POC)

Electronic Business POC

Contact Name & Title George Landon

Address 15576 Main St., Hesperia, CA 92345

Phone Number 7602444411 ext. 7228

Fax Number 7602447713

Email Address GEORGE.LANDON@HESPERIAUSD.ORG

Electronic Business Alternate POC

Contact Name & Title Kortney Grimm

Address 15576 Main St., Hesperia, CA 92345

Phone Number 7602444411 ext. 7222

Fax Number 7602447713

Email Address kortney.grimm@hesperiausd.org

Government Business POC

Contact Name & Title Kortney Grimm

Address 15576 Main St., Hesperia, CA 92345

Phone Number 7602444411 ext. 7222

Fax Number 7602447713

Email Address KORTNEY.GRIMM@HESPERIAUSD.ORG

Government Business Alternate POC

Contact Name & Title Kortney Grimm

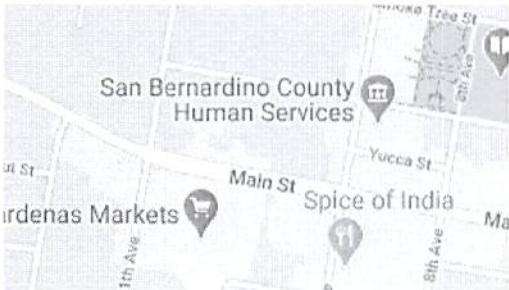
Address 15576 Main St., Hesperia, CA 92345

Phone Number 7602444411 ext. 7222



Fax Number 7602447713

Email Address kortney.grimm@hesperiausd.org



Office Location



Hesperia Unified

County	San Bernardino
District	Hesperia Unified List of active district's schools
CDS Code	36 75044 0000000
District Address	15576 Main St. Hesperia, CA 92345-3482 Google Map 
Mailing Address	15576 Main St. Hesperia, CA 92345-3482
Phone Number	(760) 244-4411 Ext. 7215
Fax Number	(760) 244-2806
Email	david.olney@hesperiausd.org
Web Address	www.hesperiausd.org 
Superintendent	David Olney Superintendent (760) 244-4411 Ext. 7215 david.olney@hesperiausd.org
Chief Business Official	Dr. George Landon Chief Business Officer (760) 244-4411 Ext. 7238 george.landon@hesperiausd.org
Status	Active
District Type	Unified School District
Low Grade	P
High Grade	Adult
NCES/Federal District ID	0600014
CDS Coordinator (Contact for Data Updates)	Michelle Rush (760) 244-4411 Ext. 7240 Request Data Update(s)

Hesperia Adult

County	San Bernardino
District	<u>Hesperia Unified</u>
School	Hesperia Adult
CDS Code	36 75044 3630886
School Address	16527 Lemon St. Hesperia, CA 92345 Google Map 
Mailing Address	16527 Lemon St. Hesperia, CA 92345
Phone Number	(760) 244-1771
Fax Number	(760) 948-3508
Email	Information Not Available
Web Address	www.careeradulthoodeducation.com 
Administrator	Kim Walker Coordinator kim.walker@hesperiausd.org
Status	Active
Open Date	January 24, 1999
School Type	Adult Education Centers
Educational Program Type	Traditional
Low Grade	Adult
High Grade	Adult
Public School	Yes
Charter	No
Year Round	No
Virtual Instruction	Not Virtual
NCES/Federal School ID	13323
CDS Coordinator (Contact for Data Updates)	Michelle Rush (760) 244-4411 Ext. 7240 Request Data Update(s)