

Grant Award Notification

GRANTEE NAME AND ADDRESS David Olney, Superintendent Hesperia Unified School District 15576 Main Street Hesperia, CA 92345				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				23	Multiple	75044	
Attention Kim Walker, Coordinator				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Hesperia Adult School				Resource Code	Revenue Object Code	36	
Telephone 760-244-1771 Extension 5111				Multiple	8290	INDEX	
Name of Grant Program Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act, Public Law 113-128, Section 225, Section 231, and Section 243						615	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$345,060		\$345,060		July 1, 2023	June 30, 2024	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
84.002A	V002A230005	Adult Education and Family Literacy Act			U.S. Department of Education		
I am pleased to inform you that you have been funded for the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act Grant program.							
This award is made contingent upon the availability of funds. If the Legislature acts to reduce or defer the funding upon which this award is based, this award will be amended accordingly.							
Please return the original, signed Grant Award Notification (AO-400) to:							
Charlie Brenneman, Associate Governmental Program Analyst Adult Education Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901							
California Department of Education Contact Charlie Brenneman				Job Title Associate Governmental Program Analyst			
E-mail Address cbrenneman@cde.ca.gov					Telephone 916-323-5635		
Signature of the State Superintendent of Public Instruction or Designee 					Date July 13, 2023		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both, and I agree to comply with all requirements as a condition of funding.</i>							
Printed Name of Authorized Agent David Olney				Title Superintendent			
E-mail Address David.Olney@hesperiausd.org					Telephone 760-244-4411 x7215		
Signature 					Date 8/21/23		

Grant Award Notification (continued)**SECTION 225**

Program Focus Areas	Project Code	Resource Code	PCA	Payment Points*	Point Value	Award
Adult Basic Education (ABE) English Language Acquisition (ELA)	38	3940	13971	0	\$416	\$0
Adult Secondary Education (ASE) • High School Equivalency (HSE) • High School Diploma (HSD)	38	3940	13971	0	\$588	\$0
Positive Outcomes in Employment and Earnings (ABE and ASE)	38	3940	13971	0	\$21	\$0
One-Time Funding for Exit Reporting in Employment and Earnings (ABE and ASE)	38	3940	13971	0	\$100	\$0
Subsidy	38	3940	13971			\$0
SECTION 225 TOTAL						\$0

SECTION 231

Program Focus Areas	Project Code	Resource Code	PCA	Payment Points*	Point Value	Award
Adult Basic Education (ABE) English Language Acquisition (ELA)	39	3905	14508	192	\$416	\$79,872
Positive Outcomes in Employment and Earnings (ABE and ELA)	39	3905	14508	201	\$21	\$4,221
One-Time Funding for Exit Reporting in Employment and Earnings (ABE and ELA)	39	3905	14508	413	\$100	\$41,300
English Literacy and Civics Education (ELCE) • Citizenship Preparation • Civic Participation	39	3905	14508	0	\$104	\$0
IELCE with Integrated Education and Training (IET) points moved to Section 231	39	3905	14508	0	\$355	\$0
Subsidy	39	3905	14508			\$0
Section 231, Resource 3905 Sub-Total	39	3905	14508			\$125,393

Grant Award Notification (continued)						
SECTION 231 (continued)						
Program Focus Areas	Project Code	Resource Code	PCA	Payment Points*	Point Value	Award
Adult Secondary Education (ASE) • High School Equivalency (HSE) • High School Diploma (HSD)	41	3913	13978	266	\$588	\$156,408
Positive Outcomes in Employment and Earnings—ASE	41	3913	13978	279	\$21	\$5,859
One-Time Funding for Exit Reporting in Employment and Earnings (ASE)	41	3913	13978	574	\$100	\$57,400
Subsidy	41	3913	13978			\$0
Section 231, Resource 3913 Sub-Total	41	3913	13978			\$219,667
SECTION 231 TOTAL						\$345,060

SECTION 243						
Program Focus Areas	Project Code	Resource Code	PCA	Payment Points*	Point Value	Award
Integrated English Literacy and Civics Education (IELCE)	42	3926	14109	0	\$104	\$0
IELCE with Integrated Education and Training (IET)	42	3926	14109	0	\$355	\$0
Subsidy	42	3926	14109			\$0
SECTION 243 TOTAL						\$0
TOTAL GRANT						\$345,060

*Payment point totals for all program focus areas, except for Resource Code 3913, Section 231-ASE, reflect payment points earned in fiscal years 2020–21 and 2021–22. Payment points for newly awarded agencies, or previously funded agencies applying for new program areas, reflect adjusted projected enrollment multiplied by the state aggregated average of students achieving payment points.



Kim Walker <kim.walker@hesperiausd.org>

WIOA Title II: Adult Education and Family Literacy Act Request for Applications for Program Year 2023-27 has been submitted

1 message

Adultedsupport@otan.us <Adultedsupport@otan.us>

Thu, Dec 15, 2022 at 2:36 PM

To: Adultedsupport@otan.us

Cc: david.olney@hesperiausd.org, kim.walker@hesperiausd.org

TO: Hesperia Adult School


- Kim Walker kim.walker@hesperiausd.org
- David Olney david.olney@hesperiausd.org

FROM: California Adult Education Online Application and Reporting

SUBJECT: WIOA Title II: Adult Education and Family Literacy Act Request for Applications for Program Year 2023-27 has been submitted

Your online Workforce Innovation and Opportunity Act, Title II: Adult Education Family Literacy Act Request for Applications for Program Year 2023-27 has been submitted on 12/15/2022 2:36:25 PM.

If you have any questions, please contact the California Department of Education, Adult Education Office, at 916-322-2175.

 **390finalbe0042c1-cc18-4efc-9a74-13d47dbd11ec.pdf**
1324K

**Workforce Innovation and Opportunity Act
Title II: Adult Education and Family Literacy Act
2023–27 Application for Funding**

Application Due Date: December 15, 2022

Administrative Information

Organization Type

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).

Applicant Information

Applicant Name: Hesperia Adult School
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:
Applicant website: <http://www.hesperiausd.org>
Unique Entity Identifier: JFARC4LMCRH7
Expiration Date of SAM.gov registration: 10/24/2023
Issue Date or Date of Last Renewal of
Charitable Trust Registration:
Renewal Due/Expiration Date of
Charitable Trust Registration:

Superintendent/President/Executive Officer

First Name: David
Last Name: Olney
Title: Superintendent
Email: david.olney@hesperiausd.org
Telephone: 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:	12/15/2022 2:36:25 PM

Agency Mailing Address

15576 Main Street
Hesperia, CA 92345

Agency Street Address

15576 Main Street
Hesperia, CA 92345

Agency Contact Person (Must be employed by the applicant)

First Name: Kim
Last Name: Walker
Title: Coordinator, Hesperia Adult School
Email: kim.walker@hesperiausd.org
Telephone: 760-244-1771 x 5111
Fax: -

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: Paula
Last Name: Akompong
Title: Administrative Supervisor II
Email: Paula.Akompong@wdd.sbcounty.gov
Telephone: 909-387-4460

Program Areas and Projected Enrollment

Program Area(s) to be Addressed with This Grant

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.

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)

Agency Projected Enrollment	ABE Section 225	ASE HSD Section 225	ASE HSE Section 225	ELA/ESL Section 225
Hesperia Adult School	N/A	N/A	N/A	N/A

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)

Agency Projected Enrollment	ABE Section 231	ASE HSD Section 231	ASE HSE Section 231	ELA/ESL Section 231	ELA/ESL Students in ELCE Section 231
Hesperia Adult School	N/A	450	325	200	25

WIOA Section 243—Integrated Literacy and Civics Education

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

Agency Projected Enrollment	ELA/ESL Students in IELCE Section 243
Hesperia Adult School	N/A

Grant awards for previously funded agencies will be based on the number of payment points earned in Program Year 2021. 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.

Grant Application Narrative:

Each application will be evaluated based upon the 12 considerations below. Applicants must answer all questions in the online application.^[3]

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

[3] 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. (500 word maximum) 8 points (0, 2, 4, 6, 8)

Collaborative stakeholders from across the Inland Empire participated in the San Bernardino and Riverside County Workforce Development Board Planning Board Meetings. Local Workforce Development Board (LWDB) plans were developed as a result of a comprehensive needs analysis. Regional needs were identified in the LWDB San Bernardino County Workforce Development Board regional planning for 2021-2024. The extensive Needs Assessment and Plan is published and Forum Participation Partners are listed which are aligned to the goals of WIOA. Stakeholders identified the critical need for adult education and literacy by ensuring that adult education programs are directly aligned with needs of the workforce, postsecondary education, and training as outlined in the Workforce Innovation and Opportunity Act goals. Due to our rural desert area, very few opportunities exist for adult education, postsecondary education, and workforce training. Adult Education representatives from partner agencies of the Victor Valley Adult Education Regional Consortium (Hesperia, Apple Valley, Snowline, Lucerne, Victor College College and San Bernardino County Workforce Development Department) are collaborating and expanding programs to provide a strong workforce to the local geographic area.

Hesperia Unified School District, 15576 Main Street, Hesperia, CA 92345. Hesperia Adult School, 16527 Lemon Street, Hesperia, CA 92334. Hesperia serves over 23,500 students from Preschool through Adult Ed. Schools: Hesperia serves 15 elementary, 3 choice, 3 middle, 3 comprehensive, 1 K-12 independent study, 2 continuation, and 1 adult school. Hesperia Adult School is committed to building a strong workforce in the local geographical area under WIOA. Hesperia has successfully operated WIOA Title II: Adult Education and Family Literacy Act for over 23 years and was an original partner under the original GAIN/JPTA/WIA/WIOA programs. Hesperia is an approved Employment Training Provider on the San Bernardino County Workforce ETPL list. Hesperia has agreed to share branding and offer entry referrals to CalJobs and AJCC client services.

Hesperia and local adult schools in the Victor Valley Adult Education Regional Consortium work together to provide courses that not only meet the literacy needs of our community but also feed into workforce or post secondary education.

Hesperia seeks to remove barriers for our students so that they may attain gainful employment with a living wage.

While the region has reclaimed 130,000 jobs lost due to the COVID-19 pandemic, data suggests a mere 38% of the county's 730,000 jobs pay a living wage. Poverty rates in the county remain higher than the statewide average.

Industries that have seen the most growth in San Bernardino are Trade/Transportation/Utilities, Government, Construction, Education, Health Care, Professional and Business services.

It is forecasted that employment will continue to grow in the County of San Bernardino. By 2030, 1,375,500 jobs are projected. In 1990, there were about 600,000 jobs in the entire county.

Needs Assessments:

<https://coeccc.net/inland-empire-desert/2022/08/2022-inland-empire-desert-regional-workforce-demand-assessment>

<https://wp.sbcounty.gov/workforce/wp-content/uploads/sites/5/2021/08/SB-Local-Plan-FINAL.pdf>

https://socialinnovation.ucr.edu/sites/default/files/2022-08/4.29-1-innovation_ecosystem.pdf

<https://wp.sbcounty.gov/workforce/wp-content/uploads/sites/5/2022/11/October-2022-LMI.pdf>

- B. Describe how adult education and literacy fits into the workforce strategies articulated in the local workforce plan. (500 word maximum) 8 points (0, 2, 4, 6, 8)

Hesperia Unified School District (HUSD) is one of the 30 active America's Job Center of California system partners in San Bernardino County with formal MOU partnership agreements under local workforce plans which directly aligns education and workforce strategies to WIOA. Our AJCC Workforce System is an integrated system of service providers with the motto "Shared Success: One System One Vision." Workforce agencies, business, community based organizations, training providers and economic development agencies in our area provide opportunities to maximize funding and services to our shared clientele. Education is an important component in the collective effort as it strengthens adult learners' academic literacy skills, knowledge, language development and soft skills needed to increase education 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 Unified School District, Apple Valley Unified School District, Lucerne Valley School District, Snowline Joint Unified School District, Victor Valley Union High School District and Victor Valley College) are providing, developing, and expanding WIOA programs to support a strong workforce in the local geographic area. In response to the barriers facing residents outlined in the local plan, we provide Adult Basic Education, Adult Secondary Education, High School Diploma, GED/HiSet equivalency test prep, English as a Second Language, Citizenship Preparation, transitional education for workforce development, and entry into post-secondary education, training, or employment to meet the needs of the community. Our programs align to meet the community needs identified by the San Bernardino County Workforce Development Board with a focus on literacy and integration of job skill development, basic skill development with an increased focus on language arts and mathematics. Citizenship preparation courses support the local workforce strategies to focus on immigrant services to reduce barriers identified in the region.

Our program directly aligns services with the Priorities of the San Bernardino County Workforce Development Board plan. 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.

San Bernardino County AJCC Workforce System Partners
<https://wp.sbcounty.gov/workforce/job-seekers/ajcc-workforce-system/>

- C. Describe the demographics of the local geographic area, including ethnic and racial makeup and the number of individuals who are ELLs, unemployed, on public assistance or below the poverty level, or lacking an HSD or HSE. (500 word maximum) 16 points (0, 4, 8, 12, 16)

Information gathered by American Community Survey 2021 and the Census.gov data 2020.

San Bernardino County is the largest county measured by geographical area of the contiguous US. Attracted by the most affordable housing in Southern California, the region is growing faster than the resources needed to educate the community. Hesperia is located in the rural high desert region of San Bernardino County. Increases in Adult Education, WIOA and AJCC services are expected across the region as Hesperia is the location for the 15,000+ new homes coming in the Silverwood/Tapestry development. As AJCC "One System One Vision" partners we "Prepare Today's Students for Tomorrow's World." Partners have identified economic and educational barriers as identified in the Local Plan. In the region, we serve the more than 19.5% of the population who live below the poverty level. Our High School Diploma, High School Equivalency GED Test Prep, English As A Second Language and Citizenship Prep programs are necessary to create, sustain and maintain pathways out of poverty as described in the San Bernardino County Workforce Development Plan. Our programs "Educate and Elevate" to expand opportunities for higher levels of education, workforce readiness and employment. Adult education supports English Language Acquisition for the more than 300,000 residents speaking English "less than very well." 19.8% of adults in our region speak English less than well according to American Community Survey used in our California Adult Education Program 3 Year Plan Regional Plan. We target the areas 270,000 residents who are over the age of 18 and over who do not have a high school diploma or equivalent. By partnering with our AJCC we work to reduce the regional unemployment rate of 3.9% according to Labor Market Information report. Additionally, AJCC and the 30 WIOA identified partners work as collaborative partners in workforce and education to reduce the number of people on public assistance. Many career and post secondary opportunities are unavailable without these achievements. Local Workforce Development Board regional plan data reporting continues to demonstrate an increased need for adults ages 18 and older to attain their high school diploma or its equivalent. One key to fighting the high price of low literacy is to work with residents to increase their educational attainment to open many career and postsecondary opportunities that would otherwise be closed without these achievements.

There is an increased need for English Language Acquisition programs that are justified throughout San Bernardino County as these individuals make up at least 20% of our population according to the 2021 Census report. According to the data for the Victor Valley region that we attained for our California Adult Education Program 3 Year plan, our ELA population is closer to 30% in our local area. One key to combating the high cost of low literacy is to work with residents to increase their educational attainment, which will open many careers and post secondary opportunities that would otherwise be closed to that population.

<https://www.census.gov/quickfacts/hesperiacitycalifornia>

- 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. (500 word maximum) 16 points (0, 4, 8, 12, 16)

In response to the barriers outlined in the local WDD plan, Hesperia has targeted our recruitment to serve individuals in our community who are in need of literacy services including those who have multiple barriers to employment. We focus on recruiting and providing educational services to those needing 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.

As a member of the AJCC and a WIOA partner, regional recruitment efforts, cross referrals to partner programs and services and data tracking are being developed or expanded with 30 WIOA partners. Programs are promoted on our social media and websites then cross promoted on our partner social media and websites. Program flyers are mass emailed at least once a month to agency Eligibility Workers, Case Workers, Social Service Workers, Employment Specialists, Counselors, Guidance Technicians and Program Specialists to continue to cross refer to programs and services. Programs are advertised at local community outreach resource rooms including High Desert AJCC, United Way, Goodwill, IEHP and Family Resource Centers. Dial 211 is a nationwide call in resource center available from any phone. Program are listed with both Dial 211 and ConnectIE.org which is a searchable website to locate service providers offering education, training, employment, health care, transportation, child care, housing, food or other resources. Recruitment materials and regional postcards are shared with WDD, EDD, DOR, IEHP Community Resource Center, Training Occupational Development Educating Communities Legal Centers (TODEC), Catholic Charities, Family Resource Centers, libraries, senior centers, churches, community based organizations and emailed to agency case managers. The close proximity of our High Desert AJCC just down the street in Victorville provides students the opportunity to access a wealth of employment related services.

The Coordinator of Hesperia Adult School participates in several community advisory, program advisory and industry advisory committees. Hesperia is an approved provider on the WDD Employment Training Provider List (ETPL). CAHelp, CalWorks, Department of Rehabilitation and Generation Go have MOUs in place to provide career training programs in Dental Assisting, Pharmacy Technician, Cosmetology and Manicuring.

As a member of VVAERC we participated in development of strategies to develop branding and recruit individuals who are most in need. Our programs serve individuals in the community who are most in need of literacy services with barriers to education and employment. Adult Education Night, Education and Hiring Fairs and several multi cultural outreach events are hosted by Victor Valley College which includes Adult Education partners, WIOA partners, college departments and services such as ACCESS/DSPS and community partner booths to cross promote programs and services. Tours are offered on Adult Ed and college campuses. Dropouts from local high schools are sent emails, mailed flyers and called to recruit into Adult Education programs. Dual Enrollment with Adult Ed and Victor Valley College expands opportunities. Adult Education Regional graduation is live broadcasted to celebrate student success.

E. Describe how you overcome barriers to serve the described populations. (500 word maximum) 16 points (0, 4, 8, 12, 16)

Hesperia is an active member of the Victor Valley Adult Education Regional Consortium (VVAERC). Hesperia participated in the development of strategies and programs which provide education and services to our target populations. We continue to expand recruit efforts via print media, community events, social media, and websites in addition to collaborating directly with case managers working with target populations. Cross referrals to/from education, employment and social service partners assist our participants in overcoming barriers while addressing gaps in educational services for individuals in the community who are most in need of adult education and literacy activities. Our district has a strong focus on increasing Deep Literacy through the 6 C's (Critical Thinking, Collaboration, Communication, Creativity, Character, Citizenship) with an intensive focus on English and Mathematics across all programs.

Hesperia offers:

*ASE High School Diploma

*ASE GED Test Preparation High School Equivalency

*English As A Second Language - Level 1, Level 2, Level 3 A/B

*Citizenship Prep

*Approved WDD Employment Training Provider List (ETPL) provider for fee based CTE: Cosmetology, Manicuring, Dental Assisting and Pharmacy Technician.

*Pearson Vue Certified Education & Industry Testing Center

We actively collaborate with regional partners to align to provide services following best practices for our community. To reach out to our target population in overcoming barriers, we participate in Education, Employment, Hiring and Resource Fairs, Community Events, and Advisory panels. Our booths at the community wide Education, Hiring and Expungement Resource fairs provide outreach to our target population. We have streamlined the enrollment process with both the options of an online Enrollment/Interest form followed up with a personal welcome call and email. Our open campus and "No Wrong Door" approach provides the opportunity for walk in registration, support and guidance. As part of our service to adults in need of literacy support, several of our staff members are bilingual and programs such as Google Translate provide additional support. CASAS assessments are administered by our full time Bilingual Testing Specialist. Our Bilingual Transition Counselor rotates between regional adult education programs and engages students to discuss college dual enrollment, Adult Education or college enrollment and services they can continue with after graduation. The Bilingual Transition Counselor provides students with information and hosts workshops on both the Adult Education and Victor Valley College campuses.

The VVAERC plan falls into the three umbrella categories of Systems Alignment and Regional Equity; Counseling Services; and Data Management. VVAERC continues to implement a multi-layered, multi-year approach to streamline assessments and curriculum between the K-12, Adult Schools and community college systems. VVAERC recognizes the opportunity to seize the current momentum turn attention toward adults needing basic literacy skills for opportunities leading into higher education and/or employment and those who would benefit from English As A Second Language and/or Citizenship to tie into A Roadmap for Success. In VVAERC we are working in both our annual and 3 year plans to align services for adult learners. We are working to increase similar marketing aligned to San Bernardino County Workforce Services.

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) 12 points (0, 3, 6, 9, 12)

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 for students and staff are available at www.hesperiausd.org documenting compliance with required local, state and federal regulations including Americans with Disabilities Act of 1990 and Workforce Innovation and Opportunity Act. Hesperia Adult School also hosts a certified Pearson Vue Education and Industry Testing Center on campus that is handicapped accessible and open to the community for testing by appointment. 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.

Our district board has established Board Policies which recognize 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 in addition to our Adult Education 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), Department of Rehabilitation, Special Education Local Planning Area (SELPA), CAHelp and Generation Go for eligible education and training services. Our district attends local and regional community partner Advisory Meetings and 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, staff, and other program beneficiaries with special needs. (500 word maximum) 16 points (0, 4, 8, 12, 16)

Hesperia firmly believes that all students can learn if provided with the proper interventions and learning supports. Most 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 barriers and/or special needs. Highly qualified teachers are trained to assess students' abilities and modify instruction where appropriate or recommend additional supportive services to help clients achieve their educational goals. Hesperia Adult School has three California credentialed Special Education teachers who provide various accommodations as appropriate. Our district supports our needs by providing a Director of Student Services and a Director of Special Services for the entire district. Our ESL teacher, Bilingual Testing Specialist and other bilingual staff provide language support services.

Representatives from Hesperia attend partner planning meetings, community outreach events, resource fairs, community advisory meetings including our WIOA partners, Workforce Development, Special Education Local Planning Area, CAHelp and Department of Rehabilitation. A cross referrals program in place with Victor Valley College ACCESS Disabled Student Programs and Services. VVAERC provides a Transitional Counselor to help facilitate student support as well as referrals to appropriate diagnostic and matriculation services. Our Adult Education Transition Counselor works to create educational plans as well as those specifically for the ACCESS Disabled Student Program Service. Our regional Transition Counselor provides assistance with application, registration and the financial aid processes to aid in the completion of a seamless transition for all students.

To ensure equal access, recruitment and participation in our programs we actively participate in recruitment activities at workforce, WIOA and community partner events. We host a public Back to School Night, have an open campus and host tours for potential students and community partners. We participate in the Education, Employment and Community Resource Fairs around the community such as those at WDD, Victor Valley Mall, CAHelp and IEHP. We collaborate in communitywide Adult Education Family Nights and various outreach events hosted at Victor Valley College. We continually promote programs via social media posts, on program and district websites and in printed materials to reach out, recruit and involve participants and families of our community. 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 agency partners and cross promote each other's programs and services on each others social media for expanded recruitment. Our 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, staff, and other program beneficiaries with special needs to comply with the General Education Provisions Act (GEPA) Section 427. (500 word maximum) 12 points (0, 3, 6, 9, 12)

As a federally funded agency, our district is in compliance with serving individuals with special needs as outlined in our formal 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.

<https://www.hesperiaUSD.org/o/hUSD/page/non-discrimination-policy>

<https://www.hesperiaUSD.org/page/student-services>

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 desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Our enrollment form asks participants to share basic demographic information in which students may voluntarily disclose their self identified barriers to education and employment. Most forms are translated into English and Spanish with bilingual staff available for assistance. 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, a Bilingual Program Specialist, an ESL teacher who speaks multiple languages and several teachers who are bilingual. Our district has additional interpreters available if needed. Hesperia has ADA compliant facilities. Staff are 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. (1500 word maximum) 16 points (0, 4, 8, 12, 16)

Hesperia has a long history of 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. Hesperia Unified was formed in 1987 in the rural high desert area of California. Hesperia Adult School opened in 1999 serving 20 students. Since 1999, 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 and ongoing success 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 partnerships and cross referrals of clients since 1999 with other programs such as the former GAIN/Job Training Partnership Act, Workforce Innovation Act (WIA) which transitioned into Workforce Innovation & Opportunity Act (WIOA), Regional Occupational Program (ROP), and Career Technical Education (CTE), CalWorks, Employment Development Department, Workforce Development, Employment Training Provider List (ETPL), Department of Rehabilitation, Transitional Assistance Department and continued with the development and implementation and delivery of services under WIOA Phase I, Phase II and Phase III.

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.

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

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

ASE is 66.7% compared to CA State average 36.1% 2018-19 Exceeded State

ASE is 56.6% compared to CA State average 40.6% 2019-2020 Covid Year Exceeded state

ASE is 34.9% compared to CA State average 34.7% 2020-2021 Covid Year Exceeded state

ESL Beg Low/High is 64.7% compared to CA State average 59.8% 2018-19 Exceeded state

ESL Beg Low/High is 58.8% compared to CA State average 50.9% 2019-2020 Exceeded state

ESL Beg Low/High is 21.4% compared to CA State average 29.9% 2020-2021 Below State. Covid year intervention retained students in beginning level to increase basic foundational skill levels before moving up a level.

ESL Inter High is 71.2% compared to 49.2% CA State Average 2018-2019

ESL Inter High is 63.2% compared to CA State Average 41.9% 2019-2020 Exceeded state

ESL Inter High is 47.1% compared to CA State Average 30.6% 2020-2021 Exceeded state

Student interventions to meet students and ensure future EFL gains: During Covid years EFL skill gains across the state and nation were down significantly due to Covid illnesses, restrictions or hard closures. However our EFL skill gains exceeded State Average for Adult Secondary Education. Due to the support of our district to ensure student success in these difficult times, we were able to transition the ASE HSD group back onto campus by appointment (not exceeding 15 minutes) to provide student intervention sessions much quicker while other programs across the local area and state were still hard closed. All ESL classes moved from seated classes to live interactive Zoom sessions. Some ESL students were given the option and chose to be retained in Beginning or Intermediate ESL so that they could continue to build their own basic foundational skills while also at home assisting their children and families with distance learning. Those requests were honored. All ESL, Citizenship Prep, GED and HSD classes returned on campus once restrictions were lifted. Hesperia had fully functional online GED Prep and High School Diploma classes prior to Covid which continued as scheduled with teachers available via Zoom. Seat time GED classes were moved to live Zoom sessions with student support appointments available. All HSD, GED, ESL and Citizenship Prep classes returned on campus once restrictions were lifted.

Hesperia continues to demonstrate its overall effectiveness with students upward movement as demonstrated in the EFL data into higher levels of achievement. As further demonstrated with students increased learning gains through ELA programs with our English as A Second Language Level 1, Level 2, Level 3A, Level 3B, Adult Secondary Education (ASE) High School Diploma and GED Preparation 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, English As A Second Language, Citizenship Preparation, 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 English As A Second Language) 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.

Our past effectiveness in serving the target population is demonstrated as a stakeholder in the Inland Empire Regional Planning Unit (Riverside & San Bernardino Counties) Workforce Innovation and Opportunity Act 4 Year Regional Planning Unit Plan 2021-2024. Detailed description of the process and our agencies participation is evidenced in the Strategic Regional Planning document is available at San Bernardino County Workforce Development Local Plan and the Inland Empire Regional Plan <https://wp.sbcounty.gov/workforce/about/strategic-priorities/>

- B. Describe how the agency measures performance and transition outcomes, including completing an EFL or grade level equivalent, transitioning students into postsecondary education or training and the workforce. (500 word maximum) 12 points (0, 3, 6, 9, 12)

As a current WIOA agency, Hesperia meets/exceeds WIOA requirements for reporting of performance and transition outcomes to monitor program performance using National Reporting Standards (NRS). Our agency measures of performance, transition outcomes, completion of Educational Functioning Levels (EFL) or grade equivalent levels and transitions into post secondary education, training and workforce are included in local, state and national reporting as well as included as evidence on routine standard Federal Program Review Monitorings.

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

Hesperia as well as other California WIOA agencies must use CASAS standardized assessments 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 definitions outlined by the NRS. Data is reported to both WIOA and California Adult Education Programs using NRS standards. Overall review proves capacity to raise completion rates through research based instructional practices, professional development and systematized assessment practices as evidenced by CASAS outcomes. Assessment practices reviewed annually and revised when needed.

Hesperia uses CASAS with data systems TopsPro and ASAP to measure and track progress, measure effectiveness, improve and report performance outcomes of students Educational Functioning Level, grade level equivalent, measurable skill gains and completions of instructional levels for both WIOA and CAEP. Our Bilingual Testing

Specialist focuses on CASAS testing, placement assessments, and achievement of pre/post test pairs. Students receive a copy of their CASAS score each time they complete an assessment.

All levels of ESL (Level 1, Level 2, Level 3A/3B), Citizenship Prep, 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. Our restructuring of programs and sections by skills level and instructor specialty have assisted in developing EFL measurable mathematical skill and literacy skill gains.

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, Citizenship Prep, HSD, GED and adult career programs transitioning into postsecondary institutions including VVC and CTE courses.

All Adult Education and WIOA participants may participate in our partner agency Workforce Development Department workshops which include resume writing, applications, mock interviews, keyboarding skills/certification to support transitions into employment or into higher levels training. These workshops are offered several times a week for free at the local High Desert America's Job Center in Victorville which is conveniently located down the street from our campus in Victorville and accessible on the local bus routes from the high desert area.

Americas Job Center partners may accept NRS recognized CASAS score reports from our students to demonstrate literacy levels for employment eligibility!

Past Effectiveness

Past Effectiveness for Hesperia Adult School

Table 1: 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)	0	0	0 %
ABE Beginning Basic Education (2–3)	8	4	50 %
ABE Intermediate Low (4–5)	99	41	41 %
ABE Intermediate High (6–8)	402	89	22 %
ASE Low (9–10)	100	12	12 %
ASE High (11–12)	28	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)	60	34	57 %
ELA/ESL Intermediate High (5)	61	42	69 %
ELA/ESL Advanced (6–8)	39	10	26 %

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	616	136	22 %
HSE Certificate	616	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	145	20 %
Employment Fourth Quarter After Exit	713	8	1 %
Median Earnings Second Quarter After Exit	145	0	N/A
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	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter After Exit	742	146	20 %
Employment Fourth Quarter After Exit	738	9	1 %
Median Earnings Second Quarter After Exit	146	9483	N/A
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	653	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	653	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	58	0	0 %

Transition Outcomes	Number of Students Enrolled With 12 or More Hours of Instruction	Number Transitioned	Average Outcome Percentage
Employment	0	0	0 %
Postsecondary Education and Training	0	0	0 %

Table 1A: Previously Funded Under AEFLA, Program Year 2021

*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)	3	2	67 %
ABE Beginning Basic Education (2–3)	53	27	51 %
ABE Intermediate Low (4–5)	126	52	41 %
ABE Intermediate High (6–8)	147	36	24 %
ASE Low (9–10)	42	11	26 %
ASE High (11–12)	18	1	6 %
ELA/ESL Beginning Literacy (1)	5	2	40 %
ELA/ESL Beginning Low (2)	10	7	70 %
ELA/ESL Beginning High (3)	31	17	55 %
ELA/ESL Intermediate Low (4)	30	22	73 %
ELA/ESL Intermediate High (5)	35	23	66 %
ELA/ESL Advanced (6–8)	18	7	39 %

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	181	91	50 %
HSE Certificate	181	18	10 %

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	548	259	47 %
Employment Fourth Quarter After Exit	462	199	43 %
Median Earnings Second Quarter After Exit	261	5022	N/A
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	395	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	395	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	14	0	0 %

Core Follow-up Outcome Measures***	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter After Exit	560	264	47 %
Employment Fourth Quarter After Exit	489	216	44 %

Median Earnings Second Quarter After Exit	264	5022	N/A
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	422	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	422	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	14	0	0 %

Transition Outcomes	Number of Students Enrolled With 12 or More Hours of Instruction	Number Transitioned	Average Outcome Percentage
Employment	0	0	0 %
Postsecondary Education and Training	0	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) 8 points (0, 2, 4, 6, 8)

Hesperia has been a partner with the LWDB High Desert America's Job Center for over 20 years as a partner of the original One Stop system. This partnership began with a One Stop Center satellite site located on our Hesperia Adult School 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, Victorville and Apple Valley to provide services across 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 Adult School and the High Desert Americas Job Center "share social media posts" and cross promote each others programs, outreach events and employment opportunities 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.

AJCC partners "Shared Success: One System, One Vision" was 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/>

A 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, WDD 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 30 workforce partners in WIOA (Phases I, II, III) 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 WDD Integrated Service Delivery meetings, VVAERC meetings and regularly visit our campus during meetings, advisories, and 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 AJCC continue to send Employment Specialists, Workforce Managers, and the representatives from AJCC to attend many of our program orientations, Open House, Back to School, Super Regional Workforce Summit, 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.

Detailed description of alignment is evidenced in the Strategic Regional Planning document

<https://wp.sbcounty.gov/workforce/about/strategic-priorities/>

- B. Describe any formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (Go to question C if you do not have any formal agreements or MOUs). (500 word maximum) 8 points (0, 2, 4, 6, 8)

Hesperia is a formal LWDB WIOA, Title II: AEFLA MOU partner in collaboration with 30 education and workforce service providers under WIOA Phase I, Phase II and Phase III to coordinate services benefiting adult learners in AEFLA programs. MOU AJCC Workforce System Partners are listed at <https://wp.sbcounty.gov/workforce/job-seekers/ajcc-workforce-system/>

Hesperia will continue to be an active participant in WIOA to provide education programs and services as a result of the current MOU and with the anticipated approval of our upcoming WIOA 2023-2027 MOU.

Our agency has also been a part of the Integrated Service Delivery workgroup, Desk Reference workgroup and various planning committees that collaborated in 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 to our 30 MOU partners.

Hesperia staff participate and present at the High Desert AJCC events and various workforce events. Additional WIOA MOUs partnerships are anticipated to be created as a result of new 2023-2027 WIOA partners being added across the region. We look forward to continuing to align and coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs.

Formal Agreements:

* Local Workforce Development Board: Workforce Innovation & Opportunity Act, One Stop Americas Job Centers of California MOU Partnership. WIOA MOU Phase I, Phase II and Phase III. 30+ members under the current MOU. Additional partnerships expected with the new 2023-2027 agreements. Integrated Service Partner listing

<https://wp.sbcounty.gov/workforce/job-seekers/ajcc-workforce-system/>
MOU attached in reference section of the San Bernardino County Workforce
Development Local Plan AND Inland Empire Regional Plan
<https://wp.sbcounty.gov/workforce/about/strategic-priorities/>

* California Employment Development Department: Employment Training Provider List (ETPL). Hesperia Unified School District - Hesperia Adult School is an approved provider for LWDB ETPL training under a formal approval process MOU for Cosmetology, Manicuring, Dental Assisting and Pharmacy Tech programs.
https://edd.ca.gov/en/jobs_and_training/eligible_training_provider_list

* Victor Valley Adult Education Regional Consortium. Adult Education providers and LWDS partners are listed in a formal plan for alignment of programs and services.
<https://www.vvadulted.com/documents.html>

Other MOUs and Agreements:

*SELPA CAHelp MOU to provide Adult Ed CTE services to eligible participants ages 18 and older.

*UniteUS: Nationwide referral directory for education and support services.

*Dial 211: Nationwide referral directory for education and support services.

*ConnectIE.org Referral directory for education and partner services.

<https://www.connectie.org/hesperia-unified-school-district--hesperia-ca--high-school-diploma/5881580170772480?postal=92345>

- C. Describe the steps your agency will take to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (500 word maximum) 8 points (0, 2, 4, 6, 8)

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, semesters). 300 word maximum) 8 points (0, 2, 4, 6, 8)

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. Students are given the National Reporting System CASAS Pre and Post assessments for placement and to monitor progress at each instructional level leading to measurement of literacy gains and to demonstrate growth over time. Data is maintained using the NRS 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 systems. This data is reviewed monthly and reported quarterly. Public access on the WIOA, CASAS.org and CAEP websites. Morning, afternoon and evening classes are offered on campus. Students can enroll in multiple classes. GED and HSD students may register for on campus or online classes with teacher support. ESL Level 1-3 and Citizenship classes are in person with our multilingual teacher. GED and HSD students are offered in person or online options with additional tutoring and supportive services available. High School Diploma students must complete at least 1 unit or 15 hours of work per week in order to receive attendance credit. English As A Second Language, GED Pre and Citizenship Prep students are scheduled 3 - 12 hours per week and must attend at least 80% of class sessions. Hesperia follows a 2 week, no show drop policy. As schedules change, the student may adjust their school schedule and transfer into an appropriate class as seats are available. 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 reporting requirements. Students meeting attendance requirements and current on CASAS testing maintain priority enrollment.

- 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. (300 word maximum) 12 points (0, 3, 6, 9, 12)

Both Adult Education (seated and online) classes complete CASAS Assessment Pre and Post Test standardized assessments every 9, 12 or 16 weeks in alignment with our CASAS Local Assessment Policy. Students are given the National Reporting System CASAS Pre and Post assessments for placement and to monitor progress at each instructional level leading to measurement of literacy gains and to demonstrate growth over time.

Seat time and online instructional programs are aligned with CASAS standardized assessments post test procedures to allow sufficient intensity and duration for learners to demonstrate adequate progress. Seat time students in GED, HS Diploma, English As A Second Language, 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. Online students meet with their teachers during virtual office hours for additional support.

Students demonstrate adequate progress on the CASAS Post Test standardized assessments and by course completion to progress to the next instructional level. Students not making adequate progress will be retained at current level with additional interventions and support until the learner has demonstrated achievement to the next level. Open lab, tutoring and additional support is available to all students in each program. 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. (300 word maximum) 12 points (0, 3, 6, 9, 12)

Course offerings are approved by the California Department of Education each year in the A22 Course Approval process. All courses are aligned to CA State Standards for scope and rigor. Curriculum and instruction used for High School Diploma programs utilize our approved curriculum for grades 9-12. Our online curriculum (OdysseyWare) is similar to our curriculum textbooks in scope and rigor and allows us to vary the pace of instruction to meet the needs of individual student gaps in credits completed or accelerate learning. Online and seat time curriculum for High School Diploma and GED Prep are also aligned to state standards. ESL curriculum is aligned to state standards. The structure of our in person and online programs allows us to vary the pace of instruction to meet the needs of individual student gaps in credits completed or accelerated as needed. ESL and Citizenship Prep is structured with learning gains toward upward movement in each then transitioning into GED Prep or High School Diploma if needed. All students are given CASAS Pre and Post assessment quarterly or by semester to monitor academic progress at each instructional level and document measurable skill gains.

WIOA requires states to report performance outcomes to monitor program performance. These learning gains also document scope and rigor. To meet these requirements, local programs use standardized assessments to collect and report data on student and client 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 definitions outlined by the National Reporting System. Scale Scores, NRS Educational Functioning Levels, and Grade Levels For WIOA Title II Funded Agencies: <https://www.casas.org/training-and-support/wioa-and-nrs-compliance/scale-scores-nrs-efls-and-grade-levels>.

- D. Describe the physical capacity, including the number of classrooms, learning labs, and other dedicated spaces, to teach adults. (300 word maximum) 8 points (0, 2, 4, 6, 8)

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 - 3 seated), Citizenship Prep and adult career education programs. Eight classrooms are dedicated to Adult Education for morning, afternoon and evening instruction. Hesperia Adult School has one computer lab on campus. Mobile laptop carts with high end Dell laptops 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 Education and Industry Test Center to provide easy access for our students and the community. Hesperia Adult School has dedicated a classroom exclusively for CASAS Assessment test administration and is staffed with a full time Bilingual Testing Specialist for Adult Education. A classroom with technology support is available for use by our Adult Ed Transition Counselor workshops, TODEC presentations and partner agency sessions. The Hesperia Adult School administrative office space includes a triple wide converted portable building with offices and small meeting rooms. Classrooms are utilized for large meeting spaces, professional development or small and large workgroup areas. Each classroom capacity is 30 with morning, afternoon and evening dedicated classrooms to teach adults. Our campus is easily accessible and open to the public. The local public bus transportation is located at the front corner of our campus property with handicapped accessibility directly to our campus gate. Address: Hesperia Adult School, 16527 Lemon Street, Hesperia, CA 92345

- E. Describe how the agency offers flexible schedules (including daytime, evening, weekend, and hybrid classes) and other strategies to enable learners to achieve learning goals. (300 word maximum) 12 points (0, 3, 6, 9, 12)

Hesperia offers a variety of Adult Education courses to enable learners to achieve learning goals with flexible options. Teachers are highly qualified California credential teachers with extensive experience teaching students and adults in both a traditional and alternative education setting. Both seat time and online learning options are available for our High School Diploma and GED Test Prep to provide flexible options to accommodate students' work schedules, college class dual enrollment opportunities, child care issues or other needs to support learning goals. Seat time GED is available Monday morning, Monday afternoon, Tuesday and Wednesday evenings. Seat time HSD courses are offered Monday-Thursday afternoons and evenings from 3:30-6:30 PM. 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 also has a Special Education Credential) and another Math credentialed teacher provide services to online HSD and GED Prep students and are available on the school campus for tutoring with scheduled appointments. Three class levels of English As A Second Language and a Citizenship Prep is offered Monday-Friday from 8:30 AM to 3:00 PM with a multilingual ESL credentialed teacher. Additional ESL tutoring and support is available each week to assist students in achieving higher learning gains. A variety of Adult Ed fee based career programs are taught by industry professionals who hold teaching credentials. Our Pearson Vue Education and Industry Test Center is open one day a week from 9:00 AM to 4:00 PM by appointment. Additional courses/sections will be offered as enrollment demand and funding allocations deem necessary/appropriate to enable additional 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) 16 points (0, 4, 8, 12, 16)

Hesperia uses rigorous research and evidence-based instructional approaches for ELA and ASE. For example, essential components of Reading and Math instruction include differentiated instruction, direct explicit instruction, use of formative assessment, and use of the standards-based curriculum. We utilize the standards-based curriculum across all programs that correlates with the CASAS Reading, Listening, and Math competency standards, College and Career Readiness Standards and the California Standards. <https://www.casas.org/product-overviews/curriculum-management-instruction/casas-basic-skills-content-standards>

We created our programs based on research, best practices, learner surveys and over 20 years of research based experience in our own programs. We use evidence-based instructional approaches.

Approaches such as essential components of reading instruction, differentiated instruction, and formative assessments are included within this professional development. Additionally, our Adult Education consortium holds teacher collaboration days where adult education teachers meet to discuss and explore best practices. We utilize a formative standards-based curriculum that correlates with the CASAS reading, listening, and competency standards and the California Standards.

All of the curriculum options listed are aligned with the College and Career Readiness Standards for Adult Learner (CCRS), English Learner Proficiency Standards (ELPS)

and CASAS competencies. Teachers have participated in professional development offerings from CALPRO, OTAN, CASAS, and CAEP-TAP. These are federally and state funded agencies that focus on research and practices that will support adult education teachers and students to achieve our purpose of adults successfully entering college and/or the workforce.

Our Goals for ESL learners are to increase the literacy levels of adult learners with CASAS Measurable Skill Gains so that they can be successful in Adult Secondary Education courses, college courses or to a level where they gain employment in entry-level jobs.

Our online High School Diploma and High School Equivalency 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.

Each of our Adult Education teachers participate in live GED Professional Development sessions, webinars and align instructional practices to GED High Impact Indicators https://ged.com/wp-content/uploads/High_Impact_Indicators.pdf and alignment GED Relationships Across Content Area standards. https://ged.com/wp-content/uploads/relationships_between_HII_and_other_indicators.pdf

Students in GED Prep are issued Official Practice Test vouchers to take practice assessments at GED.com throughout the class. This builds student confidence giving them the poise to take the actual HSE test and pass. Those scoring Likely to Pass on GED may apply for a GED voucher to pay Official Testing fees.

With research indicating traditional teacher interaction with students in math concepts and course work needed, we have developed GED and HSD 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. (350 word maximum) 12 points (0, 3, 6, 9, 12)

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 three California credentialed Special Education teachers on staff to support students with accommodations that are 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 CASAS Pre Test assessments as well as the CASAS Post Test assessments students to review data of learning gains. 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 skill gaps in knowledge and understandings for which the teacher can then provide intervention, 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 Adult Education agencies across the region accept and receive referrals from the Workforce Development Department, Department of Rehabilitation and other WIOA partner agencies to serve student needs.

Students dual enrolled in Victor Valley College may also receive services from ACCESS DSPS for additional support.

We work to braid the resources of our WIOA partners to provide supportive services in the least restrictive environment.

- C. Describe how the agency provides instruction based on the results of the learners' diagnostic and formative assessment. (350 word maximum) 12 points (0, 3, 6, 9, 12)

Our program provides instruction based on the learners 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 Post Test assessments as aligned to our CASAS Assessment Policy. This diagnostic information is utilized differently based upon the course students are enrolled as related to ESL, GED Prep or High School Diploma. This diagnostic information is utilized to identify gaps in skills, knowledge and understanding for which the teacher can then provide targeted intervention, 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.

Monthly staff meetings allow us to assess our processes and practices to make necessary adjustments and improvements to our policies and practices to support student learning and improve student skill gains. We make changes as a team in order to benefit all learners.

Data teams, Adult Ed Coordinators and staff attend CASAS network meetings, statewide WIOA Network meets and our local Adult Education partners as well as meeting in our region with the Victor Valley Adult Education Regional Consortium to provide support, share best practices and review data to support learning and improve instructional practices for all students.

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's plan to effectively deliver instructional services, through the use of technology, to improve student performance. (750 word maximum) 16 points (0, 4, 8, 12, 16)

Hesperia utilizes a variety of technology, services and delivery systems including online distance learning to increase the amount and quality of learning to lead to improved performance. Differentiated instruction is provided through all seat time and online courses through the use of technology to improve student performance. Technology includes Smart Boards, interactive computers, mobile laptop carts and projectors are available for High School Diploma, GED Prep, English As A Second Language, Citizenship Prep and career education classrooms. Hesperia offered online distance learning options for HSD and GED with Odysseyware and live teacher Zoom sessions for several years prior to Covid. All programs were already using some form of technology. When health guidelines moved classes to distance learning Hesperia was in great shape as all students already had experience using technology and were already using supplemental online digital curriculum or activities such as GED Ready, ESL Side by Side Interactive or Odysseyware. With the addition of Zoom, Hesperia was able to quickly move all seated classes to online distance learning within a day! Online distance learning options are continuing to be offered using the Odysseyware curriculum for both GED and HSD. Prior to Covid, distance learning for ESL and Citizenship Prep had not been a high demand area as these students needed more intensive in person language development support with both speaking, reading and writing as there is a variety of languages spoken in the class (not just English and Spanish). During Covid restrictions, ESL and Citizenship classes moved to live interactive Zoom sessions and returned back on campus when restrictions were lifted to improve student performance. It should be noted that OdysseyWare has a translation feature for multiple languages should a student choose online GED or online HSD enrollment option. Google, GED Ready and OdysseyWare continue to be used as appropriate to effectively differentiate instruction, supplement instruction and interact with students to improve student performance. Post covid, Teachers are continuing both in person and/or online classes supplemented with interactive technology to provide student support sessions via Zoom, making calls and providing email support if “student illness distancing” is needed.

Hesperia will continue to establish a learning environment that promotes the use of technology to increase academic skills, differentiate instruction, improve interpersonal communication skills and facilitates support toward achievement of academic, professional and personal goals. Equipment: Mobile Laptop Carts, Smart Boards, Overhead Projector, Document Camera, ELMO, Digital camera/video camera, Wifi access, Music Player, Other Computer/Technology lab are available for use. Equipment is current with short term and long term equipment planned purchases funded out of both CAEP and WIOA. District funds high speed network internet and wifi access on campus.

Hesperia is continuing the ongoing plan and 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, common areas and parking lots. 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 in support of improving student performance.

- B. Describe how the agency provides educational opportunities through online/distance/blended/hybrid learning in the ESL, ABE, and ASE programs. (750 word maximum) 16 points (0, 4, 8, 12, 16)

As listed in 7A, Hesperia has continued to increase access and integrated technology in the ELA and ASE programs to provide educational opportunities through online/distance learning opportunities. To further expand, we have increased the use of personal devices, expanded classroom technology access, purchased additional interactive curriculum and supplemental digital support materials, purchased additional equipment and hands on labs to provide additional educational opportunities.

Our WIOA Technology and Distance Learning survey results continue to demonstrate a need for students to experience hands on technology which could lead to additional online, distance, blended and hybrid learning options at the adults schools and with the community college under dual enrollment. Prior to Covid, many students indicated they had no or limited wifi, limited data plan availability or no technology access at home, were sharing devices with their children, under utilized their smart phones and rarely used public computers available at the local libraries, TAD offices or county workforce centers. Some adult learners had smart phones but needed assistance in knowing how to use them more effectively. In order to promote equity through digital access, Hesperia expanded device availability and usage, implemented and expanded online learning options, added/expanded wifi access in school common areas for school or personal device usage and increased device usage in programs based on needs assessments and surveys.

To further increase availability to devices, Hesperia is also collaborating with local AJCC coalition partners, the Transitional Assistance Department and other social services agency case workers to promote and provide computers or tablets to their eligible clients. In addition, school districts and local libraries are also cross promoting the Affordable Connectivity Program (ACP) to students, families and the community. Local libraries, social service agencies and partners and many retail centers are continuing to host enrollment booths for eligible participants to apply for free or discounted devices and internet access with ACP or government funded programs.

Hesperia offers a variety of Adult Education courses to enable learners to achieve learning goals. The promotion of the use of personal devices and school laptops/carts within the classroom provides access to supplemental online technology based learning opportunities. By using a combination of commercial online curriculum such as OdysseyWare, GED Ready, 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. 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 credentialed Math 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.

Online only options for ESL and Citizenship Prep is not available as our student performance data measures as well as data from across the state indicate these students are achieving higher levels of skill gains with in person interactive classes to support reading, speaking and writing skills. This was further reinforced when comparing student performance when these classes were moved to online only during Covid. However, with the use of supplemental internet based interactive materials such as Side by Side Interactive Plus in seat time ESL and Citizenship Prep which is available on the internet 24 hours a day, 7 days a week to students on cell phones and devices with wifi connectivity reinforces technology skills learned in the classroom which could lead into online learning at higher levels such as HS Diploma, GED Prep or college dual enrollment in the future as they progress to higher levels of education.

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, ABE, ASE, ELA 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) 12 points (0, 3, 6, 9, 12)

Our teachers are taught how to use integrated education and training—practical training—in a real-world contextualized context and make it easier for students to get jobs. IET is adult education and literacy, workforce preparation, and workforce training, “each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals,” that “occur simultaneously,” “use occupationally relevant instructional materials,” and are “organized to function cooperatively” with “a single set of learning outcomes.” HSD, HSE, ESL and Citizenship Prep courses are aligned with California State Standards, with a focus on College and Career Readiness. This allows students to transfer into postsecondary education, higher levels of training, the workforce, or find work where high school equivalency is necessary.

We are structuring all our lessons for ABE, ASE, ELA to include elements of IET. We are excited about where the partnerships may take us. For both CAEP and WIOA, this is a growth area for the region and the state. Regionally, IET model-type programs are being explored for potential implementation at the community college. Adult Education students may enroll under college Dual Enrollment. 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 and expand options in our program offerings. Since then, a process for cross referral has been implemented with 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 partners participated in the San Bernardino County 4-Year Plans and were represented at the WIOA Phase I, II and III planning meetings. We hold "Open House" events and tours for the public, community, and partner agencies. 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, and ESL. Representatives will continue to participate in the Education, Employment and Transition Resource Fairs. Additional sessions to develop plans to increase employability, engage communities, and exercise the rights and responsibilities of citizenship are planned.

All students are provided AJCC Job Fairs and local employer recruitments on a monthly basis. We also cross refer students to regional job fairs hosted at WDD, EDD, IEHP, Goodwill, Victor Valley College, the Mall of Victor Valley as well as job fairs hosted at other adult schools and public service 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 Adult Education career programs. Representatives participate in the Transition Resource Fair. Additional sessions to develop plans to increase employability, engage communities, and exercise the rights and responsibilities of citizenship are planned. 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) 16 points (0, 4, 8, 12, 16)

Curriculum and instructional practices are aligned to California State Standards focusing on College and Career Readiness to incorporate the skills and knowledge learners need to transition successfully into postsecondary education, training and the workforce.

Our unique combined career and adult education campus incorporates instructional practices and transitions students into higher levels of literacy in ESL, HSD or GED while providing opportunities for post secondary education, higher levels of training, and entry into the workforce.

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 HSD, GED or 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 examination and simulates interview skills so that our students can be successful in passing the 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, Manicuring) on the Hesperia 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 may be required by the State Board licensing agencies before entry into certain programs. The Victor Valley Regional Adult Education Consortium funded a Transition Counselor to develop college education transition plans to post secondary education options through the K-16 Bridge program. Several of our CTE courses are also matriculated with Victor Valley College. Pharmacy Tech, Dental Assisting, Cosmetology and Manicuring are formally licensed by various California State Licensing Board for employment in the industry. We are working to support local pathways in the alignment and guidance of WIOA, WDD and EDD through participation in quarterly 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 diverse well-trained and highly qualified instructors, counselors, and administrators. (250 word maximum) 16 points (0, 4, 8, 12, 16)

Educational activities are delivered by diverse well trained and highly qualified staff. As a California Department of Education (CDE) recognized Adult School in a public school district within San Bernardino County, all certificated personnel including Teachers and Administrators must be credentialed, well trained and highly qualified in accordance with regulations in California Education Code, California Commission on Teacher Credentialing and in our district board policies. 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 staff are highly qualified. Classified staff such as our School Secretary, Bilingual Testing Specialists and Program Specialists are trained to provide services in support of the diverse and unique needs of adult learners.

All staff members meet qualifications outlined in their job descriptions. Our district hiring process has multiple layers of checks to ensure that we are hiring diverse highly qualified individuals for all positions (teachers, 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 feedback to guide professional growth. All employees are provided with ongoing professional development through staff meetings and additional training opportunities throughout the year which includes equity, diversity, inclusion, accessibility, safety and strategies to improve instructional practices.

- B. Provide a brief description and the anticipated number of part-time and full-time diverse adult education instructors, counselors, administrators, and volunteers implementing the grant program. (250 word maximum) 8 points (0, 2, 4, 6, 8)

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 a diverse staff with over 50% of our staff being bilingual with various ethnicities. 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 CTE), one full time Campus Assistant. Teachers are highly qualified in Single Subjects, Multiple Subjects and/or Special Education credentials with experience teaching our most at need students. One regional Transition Resource Counselor (bilingual) provided by Victor Valley Adult Education Regional Consortium who is available by appointment with an office and classroom on our campus to provide transition related workshops. Additional Adult Education hourly staff are funded as needed. In addition to our Adult Education English As a Second Language and Citizenship Prep classes, volunteers from Catholic Charities and TODEC provide a confidential citizenship and immigration workshops on campus each quarter that is promoted to partner agencies, the community and open to the public. Volunteers assist at our regional graduation ceremony. EDD, WDD, Case Workers, and Employment Specialists volunteer to attend our program events, meetings and advisory panels. With an increased need for Adult Education programs and services, we anticipate continued program expansion. We have the potential to have four 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 diverse administrators, instructors, and support staff. (250 word maximum) 16 points (0, 4, 8, 12, 16)

Instructors, Administrators, and other support staff attend an ongoing diverse array of professional development events, training, and conferences that incorporate current research and evidence-based instructional strategies that lead to diverse effective program outcomes.

Our WIOA Professional Development Plan is updated, submitted, and approved annually by CDE. Our district also provides a ongoing professional development opportunities in house lead by our district and school site leaders, District Lead Teams, Instructional Coaches and Professional Learning Community support staff in support of research and evidence based instructional practices, Deep Learning, Mental Health, Coherence, Achieving Equity & Excellence and Integrated Multi Tier Systems of Support. In addition, our instructional and support staff participate in a diverse variety of in person and online live events, training, and conferences hosted by CAAdultEdTraining.org, Workforce Development, CASAS, OdysseyWare, GED, Pearson Vue, Google, Plugged In, Innovate Education, ASAP, TOPS, OTAN, USCI, CA Civics Network, and Target Solutions. GED Tuesday for Teachers hosts monthly interactive professional development webinars for all content areas. CDE hosts an annual HSE Summer Convening (GED/HiSet) to provide additional professional development. Our agency and partners share best practices as facilitators and presenters at events such as WDD, CASAS, CAEP & WIOA Regional and Statewide Network Meetings.

Our region hosts quarterly collaborative professional development and training sessions which are rotated to various sites in support of best practices, incorporating current research and evidence based instructional strategies, aligning curriculum, reviewing data and improving instructional practices for increased program outcomes.

- D. Describe how the agency's professional development plan supports diverse instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes. (250 word maximum) 12 points (0, 3, 6, 9, 12)

Professional development is ongoing across the region to support diversity, equity and inclusion, mental health, and to expand research and evidence based instructional strategies which lead to effective program outcomes. 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, and Barstow) to support instructors in incorporating current research and evidence-based instructional strategies. The goal is to improve the way all subjects are taught across the region. The option for in person and live virtual conference has increased participation across the region and state to share research, best practice, instructional strategies and data accountability. Weekly PD is available for in person or live interactive zoom sessions on CAAdultedtraining.org Staff are provided opportunities to participate in additional professional development at in person and virtual conferences such as CASAS Summer Institute, CCAE, CCIS, CAEAA, OTAN, TAP, COABE, ACCE, ACSA, CDE, WIOA, USCIS, SBC Superintendent of Schools, Odysseyware, GED, CAEP Summits and various professional association trainings. Staff participate in CASAS, ASAP and TOPS Pro training online monthly to support instructional strategies, best practices, improved data tracking and accountability. Instructional staff has been trained by OdysseyWare and High School Equivalency GED to support instructional strategies. Our local Consortium has been hosting monthly meetings to ensure Adult Education programs in this region and their WIOA AJCC partners can expand opportunities for training and collaborating to support shared measurable outcomes.

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) 12 points (0, 3, 6, 9, 12)

We will continue to expand alignment with the 30 partners in the current WIOA Phase I/Phase II/Phase III and with new partners identified in WIOA 2022-2037 to coordinate and align education, career pathways, advanced training and to provide social service resources in the community. Additional partnerships include K-12 districts, local adult schools, postsecondary institutions, the local Workforce Investment Board, Americas Job Center of California, private and public job training programs, library services, social services, businesses, industry, labor organizations, community based organizations, nonprofit organizations and others aligned to WIOA outcomes.

Additional partnerships that are being coordinated, aligned and/or expanded to include Dial 211, ConnectIE.org, United Way, UniteUS, IEHP Community Resource Center for cross referrals to local education, job training, employment, food, healthcare, mental health, transportation, social services and community partnerships. We also collaborate with Catholic Charities and TODEC to help our students in support of immigration, citizenship and 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) 12 points (0, 3, 6, 9, 12)

Hesperia Adult School has developed strong partnerships with services providers within our school district, the City of Hesperia, in our communities in the High Desert Region, and across the Inland Empire and San Bernardino County regions. Our district attends local and regional planning meetings, community recruitment/placement events, education and resource fairs and events in partnership with agencies such as such as the Department of Rehabilitation, Local Libraries, Goodwill, Molina, IEHP, Victor Valley Community Support Services, Family Resource Centers, SELPA, CAHelp as well as local WIOA providers or other partner agencies as many are the target population our partnerships have identified as needing services.

Our program also has a cross referral program in place with Victor Valley College ACCESS Disabled Student Programs and Services. IEHP, Dial 211, Connect IE.org, Training Occupational Development Educating Communities Legal Centers (TODEC), Catholic Charities, Victor Valley Community Support Services, SELPA Resource events, local WIOA providers or other partner agencies. Our district also has a cross referral program in place with Victor Valley College ACCESS Disabled Student Programs and Services. 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 as appropriate.

- 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) 16 points (0, 4, 8, 12, 16)

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 and the Mountain Desert Economic Partnership. Hesperia is a partner in the Inland Empire Desert Regional Consortium and the Strong Workforce Consortiums. 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, Lucerne Valley 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 provide support and reduce barriers to educational services, support academic advancement and promote transitions into higher levels of education or entry into career pathways or the workforce for our adult learners.

- 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) 16 points (0, 4, 8, 12, 16)

Hesperia provides cross referrals to 30 our local AJCC partners to provide support for childcare, transportation, mental health services and additional career planning opportunities to reduce barriers for adults to access educational barriers, to support their advancement academically and transition to post secondary courses or career training. Our program cross refers to the 30 partner agencies under San Bernardino County's current WIOA partner MOU. There is ongoing communication between our administrators, case managers, social workers, local workforce agencies and local adult schools so that we can inform our students about career training, job opportunities, college and career events in our area. With our partnership with local agencies we have been able to provide additional services for our adult learners and shared clients. Referrals to agencies such as ConnectIE.org, Dial 211, United Way, IEHP Resource Center, Molina, Department of Rehabilitation, High Desert Crisis Resource 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 child care, transportation, mental health services and additional career planning opportunities to reduce barriers for adults. As a WIOA partner with WDD under San Bernardino County's most recent MOU, our agency provided input with work groups including the Integrated Service Delivery, 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) 16 points (0, 4, 8, 12, 16)

Hesperia is in compliance with Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education to protect the privacy of students' education records. Additional school board policies protect student confidentiality of records.

WIOA participants sign a WIOA Voluntary Authorization to Share Records Form Disclosure Agreement <https://www.cde.ca.gov/sp/ae/ga/mb17-01.asp>

As a public school, our Adult Education data collection takes place with the creation of a randomly generated confidential student identification number in ASAP which is then plugged into the National Reporting System CASAS. This provides the collection, data entry and management of data while ensuring privacy.

Initial and follow up assessments are utilized to measure learning gains. These results are reported following National Reporting System standards as required to both CAEP and WIOA. Under the WIOA Phase I, II and III MOUs and any upcoming WIOA MOUs, identified partners such as American Job Centers, EDD, WDD, DOR and other agencies will continue to expand advanced data systems. ASAP protects the privacy of data with a high-quality information management system that can report participant outcomes that can be measured and track program performance as required by WIOA agencies.

- B. Describe how at a minimum, monthly attendance records and student assessments are tracked and reported. (200 word maximum) 12 points (0, 3, 6, 9, 12)

Hesperia meets National Reporting System standards for attendance records and student assessments. All classes utilize the ASAP attendance system. Teachers review attendance for accuracy. Program Specialists and School Secretary review records to ensure records are accurate and up to date. Online HSD and GED Prep utilize the curriculum's "built in" system usage logs for attendance tracking and online students progress is monitored by our online teachers daily. Independent Study HSD students must sign in/out when they present coursework to their teacher during our Monday-Thursday sessions. 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. Assessment results shared reviewed with students, administration, 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. Attendance and student assessment requirements are outlined in our attendance policy and the CASAS Local Assessment Plan. Student transcripts are generated upon program completion.

- 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) 16 points (0, 4, 8, 12, 16)

Hesperia 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 and collection 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/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) 16 points (0, 4, 8, 12, 16)

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 standard to assess, monitor, evaluate and report Measurable Skill 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 teachers who work directly with students is utilized for program management and improvement. Data is collected and reports on performance based measures include Measurable Skills Learning Gains, entry into higher levels of education or training, an entry in employment or higher education, Educational Functioning Levels 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. Pre tests determine “basic skills deficiency,” Educational Functioning Level and diagnose instructional needs. Post tests 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 high school diploma level. 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, programs and services with new WIOA agencies as we increase students literacy skills, increase learning gains and support student achievement goals for students transitioning 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 ELLs. Include potential industry-recognized credentials available to participants upon completion of the program. (500 word maximum) 12 points (0, 3, 6, 9, 12)

- 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) 16 points (0, 4, 8, 12, 16)

- 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) 12 points (0, 3, 6, 9, 12)

- 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) 12 points (0, 3, 6, 9, 12)

Federal Funding Accountability and Transparency Act Sub-Award Reporting 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 Unique Entity Identifier (UEI) in the System for Award Management (SAM) at www.sam.gov. **This form must be returned with the application package.** Per 2 Code of Federal Regulation Part 25.205, failure to submit may result in delayed grant distribution or cancellation of grant award.

- 1. Name of entity receiving award: Hesperia Unified School District
- 2. Physical address associated with this UEI number (city, state, zip + 4 required)

Address: 15576 Main Street

City: Hesperia

State: CA

Zip:

3. Unique Entity Identifier (UEI):

J	F	A	R	C	4	L	M	C	R	H	7
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- 4. Total compensation and names of top five executives *if*:
 - a. This business or organization receives 80% or more of its annual gross revenues from the US Federal government **and** those revenues are twenty-five Million or greater in annual gross revenues?
Yes No 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 and Internal Revenue Service requirements?
Yes No If no, complete the table below.

Executive	Name	Compensation Total
1.		
2.		
3.		
4.		
5.		

5. SAM registration expiration date: 10/24/2023

I certify that the above information is true and accurate.

Signed by George Landon, Assistant Superintendant, HUSD

Authorized official signature



Date 12.7.22

For CDE use only

Entity service location number:

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 Landon
 Authorized official printed name

Assistant Superintendent, Business Services
 Title

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)
Last Updated	March 23, 2022

Directory Disclaimer

The California School Directory and related public school and district data files (collectively referred to as the "Directory"), contain information about California schools, districts, and school/district administrators that is voluntarily self-reported by local education agencies (LEAs) to the California Department of Education (CDE) as a public convenience. Because the information is voluntarily self-reported, the Directory does not contain information for every LEA and the information that is in the Directory may be outdated or have errors, omissions, typos and other inaccuracies. Therefore, information, or the absence of information, in the Directory should not be relied upon for any purpose and should be used only to contact the LEA. The CDE makes no representation or warranty, express or implied, with respect to Directory information.

For information regarding LEA accreditation, please visit the US Department of Education's [Accreditation and Quality Assurance](#) web page.

Hesperia Adult

County	San Bernardino
District	Hesperia Unified
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)
Last Updated	May 10, 2019

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Hesperia Adult - School Directory Details (CA Dept of Education)

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