

2020-2021 California WIOA, Title II: AEFLA Program Implementation Survey

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

SURVEY CONTRIBUTORS

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AEFLA (Adult Education and Family Literacy Act) PROGRAM MANAGEMENT

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

Yes

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

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

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

Goals aligned with the Victor Valley Adult Education Regional Consortium (Annual & 3 Year Plan), CAEP, WIOA and Workforce Development goals.

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

- Staffing Changes
- COVID Related Issues
- Other

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

- Improve and inform class instruction and curriculum
- Measure and monitor student learning and progress
- Assess student and community needs in order to improve program
- Prioritize and plan offered classes
- Report to the district, stakeholders and the community in order to promote adult education programs
- Plan professional development
- Collaborate with workforce partners
- Prioritize WIOA regional needs with your local CAEP consortium
- Other

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

- ✓ Students set attainable goals and monitor progress with staff
- ✓ Incentives, e.g., attendance awards and certificates, formal recognition, and priority registration
- ✓ Effective orientation and accurate level placement
- ✓ Student support services, e.g., distance learning, blended online learning, transition specialist, counseling services, child care, bus passes
- ✓ Monitoring attendance
- ✓ Managed enrollment
- ✓ Other COVID-related persistence strategies you are using to support remote student learning

Cross referral to WIOA partners and other educational and/or community partners.

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

- ✓ **Orientation:** Placing students into appropriate program and class
- ✓ **Orientation:** Assessing students' language and basic skills needs
- ✓ **Instruction:** Monitoring and tracking progress toward class and student goal attainment
- ✓ **Instruction:** Setting class goal(s) and learning objectives
- ✓ **Evaluation and Follow-up:** Comparing students' persistence rates and learning gains prior to and after goal setting processes
- ✓ **Evaluation and Follow-up:** Reporting results to students, staff and/or other stakeholders
- ✓ **Evaluation and Follow-up:** Student survey evaluations
- ✓ Other

TRANSITIONS

5. Does your agency have an established process to transition students from ABE/ASE/ESL classes into postsecondary education (CAEP, CTE, Credit Degree, and Post-Secondary Programs)?

Yes

6. Select the transition methods used at your agency to help students progress from ABE/ASE/ESL classes into postsecondary education including CTE. (Select all that apply)

Orientation procedures designed to form a plan for each student	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A
Guidance for students to explore transitions options (Transition Specialist/Navigators, Transition Centers)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A
Guest speakers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A
College tours or other field trips	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A
Partnerships with local colleges: Formalized pathways designed to lead to postsecondary certification/degree	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A
Co-location of Adult Education classes and Community College classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	ABE	ASE	ESL	N/A
College and Career Readiness Standards for Adult Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A
Bridge program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	ABE	ASE	ESL	N/A
Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A

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

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

Yes

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

Orientation procedures designed to form a plan for each student	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A
Counseling for students to explore transition options	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	ABE	ASE	ESL	N/A

Support Services for students to explore transition options	✓	✓	✓	✓
	ABE	ASE	ESL	N/A
Guest speakers	✓	✓	✓	✓
	ABE	ASE	ESL	N/A
Field trips	✓	✓	✓	✓
	ABE	ASE	ESL	N/A
Partnerships with local business, America's Job Center of California, Chamber of Commerce, Workforce Development Board (WDB) or other workplace-related organization	✓	✓	✓	✓
	ABE	ASE	ESL	N/A
Vocational ABE or ESL courses	✓	✓	✓	✓
	ABE	ASE	ESL	N/A
Co-location of Adult Education Classes with WIOA: Title I or apprenticeship activities	✓	✓	✓	✓
	ABE	ASE	ESL	N/A
College and Career Readiness Standards for Adult Education	✓	✓	✓	✓
	ABE	ASE	ESL	N/A
Other	✓	✓	✓	✓
	ABE	ASE	ESL	N/A

Victor Valley Adult Education Regional Consortium Transition Counselor is located at VVC and visits Adult Ed sites in person or virtually with students to provide transition services. Hesperia Adult School offers a variety of adult and career education all on one campus. Our students in ASE and ESL may take the free Adult Education technology course which focuses on workforce readiness. Other fee based Adult Ed CTE Courses are available to all students.

BUDGET ISSUES

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

Yes

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

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

11. If decreased, are you having to decrease because of programmatic shifts due to COVID?

Yes

12. Please describe key programmatic and budget shifts due to the pandemic.

Seating restrictions. Due to C19 classes shifted to distance learning with ongoing live teacher broadcasted sessions and in person staff and teacher support by appointment. As restrictions were reduced staff and teachers returned to provide in person on campus

supportive services. Increase in purchase of materials, supplies, furniture, shields, masks, equipment, licenses and technology to support C19 precautions while meeting the need for increased physical distancing and increased sanitation.

13. Are you maintaining a waiting list?

Yes

14. If yes, how many students are currently on the list? (Enter 0 for N/A)

ABE 0

ASE 80

ESL 60

15. How many students were never able to take a class? (Enter "0" for N/A)

ABE 0

ASE 80

ESL 60

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

Yes

16a. If yes, how to do plan on addressing those budget changes in the upcoming program year?

Anticipate an increase in CAEP and WIOA allocations for the upcoming year. Changing room capacity and social distancing guidelines/restrictions in place in July will determine classroom capacity and class offerings. If restrictions are still in place we plan to offer both in person and distance learning options as appropriate.

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

- In-kind
- Student Equity and Achievement Program (SEAP)
- Local Control Funding Formula (LCFF) State Apportionment
- California Adult Education Program (CAEP) Apportionment
- California Work Opportunity and Responsibility to Kids (CalWORKs)

- ✓ WIOA, Title I
- ✓ Pell Grant
- ✓ Carl Perkins
- ✓ Community College Apportionment
- ✓ Other funding sources

17a. Did your agency receive CARES or COVID-19 relief funds, either directly or through a partnership? (Select all that apply)

- ✓ Direct cash aid to students
- ✓ Technology device loaners (e.g., laptops, Chromebooks)
- ✓ Technology services (e.g., Wi-Fi, Hotspots)
- ✓ Enhanced support staff (e.g., tech support, additional counseling/advising)
- ✓ Print or web-based marketing and outreach
- ✓ No additional CARES or COVID-19 funds received.
- ✓ Other

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

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

COLLABORATION

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

- Receive/provide student referrals
- Host a local America's Job Center of California
- Track referrals to or from a local America's Job Center of California
- Assign staff liaison to a local America's Job Center of California
- Staff work at a local America's Job Center of California
- Provide cross-training of a local America's Job Center of California and adult education staff
- Provide classes, training, and/or skills lab
- Co-location and provide integrated services
- Co-location with a local America's Job Center of California
- Conduct workshops, conferences, or informational meetings
- Arrange job fairs
- Provide testing/assessment services
- Reimburse a local America's Job Center of California for services rendered
- We are not interacting with a local America's Job Center of California this program year
- Other

Hesperia is both a WIOA Title II partner and an Employment Training Program List (EPTL) provider with AJCC. Our WIOA MOU Consortium partners host a workforce summit to cross train partner agencies. Copartnered to host booths at each others job fairs, advisory panels, community events and resource fairs (in person and virtual due to C19). AJCC resources are provided at enrollment sessions, in classrooms, offices and cross shared virtually with email, on social media and on pa

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

Somewhat Effective

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

Yes

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

- Referrals
- Participant outcomes
- Case-management issues
- Other

Tracking students helps us to identify who is making workforce gains such as finding employment, getting skills training or postsecondary training. The challenge includes the lack of shared access to an electronic data system to track referrals and outcomes outside our own agency. AJCC has no tracking of undocumented students. This makes an immigrant pathway more challenging.

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

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

Our agency along with over 25+ WIOA MOU partners participate in quarterly meetings hosted with the local Workforce Development Board. We are partnered with groups such as the Inland Empire/Desert Regional Consortium and workforce advisory groups to support regional education and workforce needs. Hesperia is an ETPL provider. Promoted the Thursday Rapid Response workshops hosted by WDD.

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

Somewhat Effective

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

Yes

25a. If yes, what changes have been made?

Hesperia Adult School participated in several regional planning sessions with the Inland Empire and San Bernardino County Workforce Development Boards as partner in development of the WDB Strategic Plan 2020-2024.

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

25b. If no, why not?

N/A

PLANNING FOR PROFESSIONAL DEVELOPMENT

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

WIOA, Title II Data collection requirements	Basic Need
CAEP Data Collection requirements	Basic Need
Using TOPSpro Enterprise data to manage and improve programs	Basic Need
Using TOPSpro Enterprise data and assessment to inform instruction	Basic Need
NRS goals/performance	Basic Need
Establishing a Professional Learning Community (PLC)	Basic Need
ABE/ASE programs and instructions	Basic Need
ESL Programs and instruction, including EL Civics implementation	Basic Need
CTE/Workforce Preparation programs and instruction	Basic Need
Integrated Education and Training	Basic Need
Improving learner enrollment, attendance, and persistence	Basic Need
Budget/fiscal issues	Basic Need

Managed enrollment	Basic Need
Staff Development and management	Basic Need
Student transitions to employment and career training	Basic Need
Student transitions to college and education opportunities	Basic Need
Student counseling and wraparound services	Basic Need
Equity in Adult Education	Basic Need
Transitioning to remote testing	Basic Need
Transitioning to remote online learning	Basic Need
Working in Collaborative Teams	Basic Need

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

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

Transitions into postsecondary education and the workforce	Basic Need
Contextualized workforce education	Basic Need
Learner goal setting	Basic Need
Integrated Education and Training	Basic Need
Equity in Adult Education	Basic Need
Transitioning to remote testing	Basic Need
Transitioning to remote online learning	Basic Need
Working in Collaborative Teams	Basic Need

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

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

- Social Media (Twitter, LinkedIn, and Facebook)
- Digest
- Newsletters
- Email Notifications
- Shared Courses
- Other

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

www.caadultedtraining.org Virtual live session. Especially during COVID to keep up to date with changes, updates and live sessions. Feedback from our staff and other local Adult Education programs: We hope they continue to offer regional and state meetings, professional development, and other sessions with remote interactive live sessions (Zoom) as it provided opportunities for increased number of participations. Posting of the recordings is helpful when sharing with other s

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

Continue with the live Zoom sessions!

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

- WIOA, Title II Accountability Training
- CAEP Accountability Training
- CASAS Assessment Training
- TOPSpro[®] Enterprise/CASAS eTests Training
- TOPSpro[®] Enterprise reports that assist with data management and accountability
- TOPSpro[®] Enterprise reports that provide assessment results to inform instruction
- EL Civics training, including EL Civics Conferences
- CASAS Technical Support

- ✓ Statewide Network meetings for WIOA, Title II, TOPSpro® Enterprise, and EL Civics
- ✓ Regional Network Meetings
- ✓ Online resources such as the CASAS Data Portal and CASAS research briefs
- ✓ QuickSearch Online
- ✓ Online, facilitated training (Zoom)
- ✓ Online, self-paced training (Moodle)
- ✓ Remote Testing Webinars, YouTube Videos and Documentation
- ✓ Other

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

Zoom regional and statewide network meetings. Short, effective and timely with our ongoing changes due to C19 guidelines. Virtual sessions increased participation across all agencies. Provided instant access to staff from CASAS, CDE, ACSA, WIOA and other AE or WIOA partners or agencies. Ability to collaborate and share info, documents, files and resources with all agencies and partners. Great for technical data, accountability, FAQ's, What Coming and collaboration.

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

<http://www.caadultedtraining.org/> Staff check website weekly for training opportunities, meetings and updates. Shared and reviewed information with staff. Very helpful with staff working remotely or when staff were on site but needed to be socially distanced to complete sessions. Virtual sessions increased participation across all agencies. Shared digital library of Zoom session recordings, webinars, PowerPoints, chats, and documents shared drives made for easy access

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

Continue with the live Zoom Sessions! Virtual collaboration sessions by subject area or program area.

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

- ✓ Leadership Institute

- ✓ Professional Learning Communities Institute
- ✓ IET Implementation Clinic
- ✓ Training-of-Trainers Institute
- ✓ Regional Equity CoP
- ✓ Other Regional Workshops/ Communities of Practice (examples include: CCRS, Differentiated Instruction, math Instructional Strategies, Questioning Strategies)
- ✓ Written Materials from any CALPRO Training
- ✓ Administrator's Forum Webinar Series
- ✓ Instructor's Webinar Series
- ✓ Online Courses, Workshops and other Webinars
- ✓ Online Resources (e.g., Virtual Workrooms, electronic Community of Practice, links, guides)
- ✓ Printed or online publications (e.g., newsletter, research digests and briefs, fact sheets)
- ✓ Other

36. Which of the CALPRO resources indicated above did you find most useful?

Online webinars

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

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

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

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

No response

DISTANCE LEARNING

39. What classes are you able to now provide in a remote learning format? (Select all that apply)

- ✓ ABE
- ✓ ASE
- ✓ ESL
- ✓ IELCE/IET
- ✓ CTE
- ✓ Other

231 funded. ESL & Citizenship Prep agency (Hesperia Adult School is not an integrated IELCE/ICT agency.) Students are increasing literacy skills, increasing workforce readiness skills and/or preparing for citizenship. Some portions of CTE can not be taught remotely as they require the skill performance of hands on labs and practical application of skills required for completion, certification and/or licensing.

40. What classes are you NOT able to provide in a remote learning format at this time? (Select all that apply)

- ABE
- ASE
- ESL
- IELCE/IET
- CTE
- Other

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

85%

42. What online tools/resources have been most helpful for remote learning?

Odysseyware, Aztec, Google, Zoom, GED Ready Practice, TestOut software for CTE Workforce Readiness Technology Course

43. Please indicate any barriers to your agency in offering distance/blended learning. (Select all that apply)

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

C19 restrictions. Student persistence levels are decreasing as distance learning extended over the last year. Some students need more in person on campus supports to be successful (appointment or small groups). ESL, those with low levels of literacy and/or low math skills in GED Prep and HSD need more in person support for measurable skills gains, to increase persistence and to provide smoother transitions into higher levels of educational programs. Rural desert area.

EL CIVICS

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

Yes

45. If yes, how is your agency administering COAAP assessments remotely?

COAAP is N/A. Hesperia is a 231 funded ASE, ESL and Citizenship Prep only agency. Students are increasing literacy skills, increasing workforce readiness skills and preparing for entry into higher levels of education or training.

46. If yes, indicate how your agency's implementation of EL Civics (231) has affected the agency as a whole. (Select all that apply)

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

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

Increased student interaction with education, community and civic partners. Connection to community resources such as Dial 211 and connectie.org. Improved curriculum with online resources.

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

- Increased student interest in curriculum related to U.S. History and Government
- Increased student interest in curriculum related to Civic Participation
- Increased student access to, use of, or involvement with community resource agencies
- Increased student confidence to interact within the class and the community
- Improved student outcomes by linking student needs assessments to objectives, curriculum, instruction, and assessment
- Improved student outcomes because objectives, curriculum, instruction, and assessment are based on real-life experiences
- Increased student linkages to Career Technical Education
- Other

Improved curriculum with online resources. Availability of online digital curriculum with interactive activities to support and supplement instruction in ESL and Citizenship. Side by Side Levels 1 - 4. Quickly adaptable when classes moved to distance learning with live teacher supported Zoom sessions. Increased technology use.

49. Is your agency offering IELCE (243)?

No

50. How have students accessed the training component this year?

N/A

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

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

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

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

N/A Hesperia Unified is an ESL and Citizenship Preparation only agency.

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

- ✓ Increased student interest in curriculum related to workplace readiness and training
- ✓ Increased student access to, use of, or involvement with community resource agencies
- ✓ Increased student confidence to interact within the class and the community
- ✓ Improved student outcomes by linking student needs assessments to objectives, curriculum, instruction, and assessment
- ✓ Improved student outcomes because objectives, curriculum, instruction, and assessment are based on real-life experiences
- ✓ Increased student linkages to Career Technical Education
- ✓ Other

FINAL COMMENTS

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

Improved curriculum with online resources. Availability of online digital curriculum with interactive activities to support and supplement instruction in ESL, GED and HSD (Side by Side Levels 1 - 4, Aztec, Odysseyware, GED Ready.) Quickly adaptable when classes moved to distance learning with live teacher supported Zoom sessions. Increased technology use.

What strategies does your agency plan to continue during the next program year when schools reopen?

Hesperia plans to bring classes back in person to the fullest extent possible. We will continue to offer online and in person class options. Many teachers will have their in person classes on campus and as well as continue to simultaneously utilize Zoom virtual sessions for students who need flexibility or can not attend due to health precautions (if practicable). We will continue use of online digital curriculum and supplemental activities to support and supplement instruction in ESL, GED and HSD (Side by Side Levels 1 - 4, Aztec, Odysseyware, GED Ready) with teacher support. Continue in person or virtual student support services. These strategies allow us to quickly "flip the switch" to distance learning or remote services if C19 restrictions are increased.

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

Extend CASAS proxy testing dates into next fall. Continue options for in person and remote CASAS testing. Extend spending and reporting deadlines due to changes in allocations (anticipated in late April 2021) and due to extended C19 precautions. WIOA agencies across the state would like to have a shared data system with CAEP, AEFLA, WIOA, WDD and colleges with import/export options for (ASAP, TopsPro, CASAS, other MIS systems) to reduce data entry, share transitional information, share wage and employment information data. All agencies will need additional funding to provide the necessary technology for staff and students to expand distance learning and support student equity. We also need additional funding to provide more workforce readiness opportunities, adult CTE and support right to work initiatives to revive and rebuild our national workforce.

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

No response