

# California WIOA, Title II: Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey 2022–23

The survey must be completed online and is due no later than **Friday, March 31, 2023**. For technical assistance, call CASAS Technical Support at 1-800-255-1036. For questions regarding the survey or your agency's submission, contact [capm@casas.org](mailto:capm@casas.org).

**Important note:** The survey has been modified to reflect the impact of COVID-19 on the WIOA, Title II: AEFLA program. Each section includes questions addressing the changes brought on by COVID-19.

## Information about you and your agency:

First Name:	<i>Enter first name</i>
Last Name:	<i>Enter last name</i>
Agency:	<i>Enter agency name</i>
CASAS Agency ID:	<i>Enter CASAS Agency ID</i>
Street Address:	<i>Enter street address</i>
City:	<i>Enter city</i>
Zip:	<i>Enter zip</i>
Default Phone:	<i>Enter default phone</i>
Default Email:	<i>Enter email</i>
Please list names and titles of contributors to this survey: <i>(Optional)</i>	<i>Enter list of contributors</i>

## AEFLA 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 NRS performance goals for these AEFLA funded programs this program year?

- Yes
- No

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

- NRS Tables in TOPSpro Enterprise (TE)
- CASAS Data Portal
- Payment Points Targets
- CAEP Outcomes Targets
- HSE/HS Diploma Targets
- Employment and Wages Outcomes via the Follow-up Survey
- Employment and Wages Outcomes from some other source
- Regionally Collaborated Outcomes (via CAEP consortia, local workforce boards, etc.)
- Enrollment and Attendance Figures
- Fiscal-based Outcomes
- Professional Development Based Outcomes
- Other

*Specify Other: 500 Characters maximum*

**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

*Specify Other: 500 Characters maximum*

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

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

*Specify Other: 500 Characters maximum*

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

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

*Specify Other: 500 Characters maximum*

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
- Instruction:** Implement research-based strategies
- Instruction:** Implement professional learning communities
- 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**

*Specify Other: 500 Characters maximum*

## Transitions

It is important for adult education providers to create pathways for students to transition successfully between adult education programs, as well as from adult education programs into postsecondary education or workforce training.

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

Yes

No

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

	ABE	ASE	ESL	N/A
Orientation procedures designed to form a plan for each student both online and on site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance for students to explore transitions options (Transition Specialist/Navigators, Transition Centers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest Speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College tours or other field trips, including virtual tours and events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formalized pathways designed to lead to postsecondary certification/degree (partnerships with local colleges, noncredit-to-credit articulation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-location of adult education classes and Community College classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College and Career Readiness Standards for Adult Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bridge Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring Services and Academic Support Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult Special Admit Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Specify Other: 500 Characters maximum*



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

- Yes
- No

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

	ABE	ASE	ESL	N/A
Orientation procedures designed to form a plan for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling for students to explore transition options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support services for students to explore transition options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnerships with local business, America's Job Center of California, Chamber of Commerce, Workforce Development Board (WDB), or other workplace-related organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational ABE or ESL courses or workforce training in conjunction with IET/IELCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-location of adult education classes with WIOA, Title I or apprenticeship activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College and Career Readiness Standards for Adult Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Specify Other: 500 Characters maximum*

## 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
- No

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

	Increase	No Change	Decrease
Class offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff and staff hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in class structure (e.g., more online classes, labs, larger class size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Yes
- No

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

*500 Characters maximum*

**13. Are you maintaining a waiting list?**

- Yes
- No

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

ABE	<i>Enter "0" for N/A</i>
ASE	<i>Enter "0" for N/A</i>
ESL	<i>Enter "0" for N/A</i>

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

ABE	<i>Enter "0" for N/A</i>
ASE	<i>Enter "0" for N/A</i>
ESL	<i>Enter "0" for N/A</i>

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

- Yes
- No

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

- Yes
- No

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

*500 Characters maximum*

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

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

*Specify Other: 500 Characters maximum*

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

	Increased	Decreased	No Change	N/A
In-kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Equity and Achievement Program (SEAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Control Funding Formula (LCFF) State Apportionment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Adult Education Program (CAEP) Apportionment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Work Opportunity and Responsibility to Kids (CalWORKs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WIOA, Title I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pell Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carl Perkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community College Apportionment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other funding sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Specify Other: 500 Characters maximum*

## Collaboration

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

- Yes
- No

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

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

*Specify Other: 500 Characters maximum*

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

- Very effective
- Somewhat effective
- Neutral
- Somewhat ineffective
- Very ineffective
- Not Applicable

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

- Yes
- No

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

- Referrals
- Participant outcomes and transitions
- Case-management for advisement, counseling, and support
- Workforce training for IET/IELCE program
- EL Co-Enrollment
- Other

*Specify Other: 500 Characters maximum*

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

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

*Specify Other: 500 Characters maximum*

**25. How would you characterize the effectiveness of your agency's collaboration with the local WDB?**

- Very effective
- Somewhat effective
- Neutral
- Somewhat ineffective
- Very ineffective
- Not Applicable



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

- Yes
- No

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

*500 Characters maximum*

**26b.** If no, why not?

*500 Characters maximum*

## Planning for Professional Development

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

	No Need	Basic Need	Advanced Need
WIOA, Title II data collection requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAEP data collection requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using TOPSpro Enterprise data to manage and improve programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using TOPSpro Enterprise data and assessment to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NRS goals/performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing a Professional Learning Community (PLC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABE/ASE programs and instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL Programs and instruction, including EL Civics implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTE/Workforce Preparation programs and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated Education and Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving learner enrollment, attendance, and persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget/fiscal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managed enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff development and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student transitions to employment and career training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student transitions to college and education opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student counseling and wraparound services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity in adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitioning to remote testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitioning to remote online learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in collaborative teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	No Need	Basic Need	Advanced Need
Curriculum development, improvement and/or revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Learning Plans (ILPs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course outlines and lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer-based instructional strategies/curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College and Career Readiness Standards for Adult Education implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Proficiency Standards implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction for adults with learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence-based instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-level classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies for specific program areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions into postsecondary education and the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextualized workforce education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated Education and Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity in adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitioning to remote testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitioning to remote online learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in collaborative teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Face-to-face training
- Online training
- Mentoring, coaching, technical assistance support
- Conference presentations, workshops, and events
- Digital Leadership Academy (DLAC)
- California Adult Education Professional Development events ([www.caadultedtraining.org](http://www.caadultedtraining.org))
- Technology and Distance Learning Symposium (TDLS)
- [California Adult Education Digital Learning Guidance](#)
- OTAN's video resources (OTAN website and YouTube)
- EL Civics Exchange
- Learning Management System (e.g., Moodle, Canvas)/California Distance Learning Cooperative
- Online curriculum pilot projects
- Teaching with technology website
- Web-based articles
- Lesson Plan Builder
- Students Succeed
- Accessibility resources
- Social media (Twitter, LinkedIn, and Facebook)
- Digest
- Newsletters
- Email notifications
- Adult Education News Items
- California Adult Education Provider Directory
- California Adult Education Online Application and Reporting site
- None
- Other

*Specify Other: 500 Characters maximum*

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

*500 Characters maximum*

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

*500 Characters maximum*

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

- WIOA, Title II Accountability Training
- CAEP Accountability Training
- CASAS Implementation (Assessment) Training
- TOPSpro Enterprise/CASAS eTests Training
- TOPSpro Enterprise reports that assist with data management and accountability
- TOPSpro Enterprise reports that provide assessment results to inform instruction
- EL Civics training, including EL Civics conferences and YouTube Channels
- CASAS technical support
- Statewide network meetings for WIOA, Title II, TOPSpro® Enterprise, and EL Civics
- Regional network meetings
- Online resources such as the WIOA II Data Dictionary, 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
- CASAS workshop at state conference
- CASAS workshop at consortium or regional conference
- None
- Other

*Specify Other: 500 Characters maximum*

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

*500 Characters maximum*

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

*500 Characters maximum*

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

*500 Characters maximum*



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

- Leadership Institute
- Professional Learning Communities Institute
- IET Implementation Clinic
- Training-of-Trainers Institute (topics determined annually)
- Regional Communities of Practice (examples include: Immigrant integration through Civics Ed, Equity, Standards Implementation, Learner Motivation and Persistence, Differentiated Instruction, math Instructional Strategies, Questioning Strategies)
- CALPRO workshop at state conference
- CALPRO workshop at consortium or regional conference
- Administrator's Forum Webinar Series
- Instructor's Webinar Series
- Online courses (facilitated or self-guided)
- Online resources (e.g., Virtual Workrooms, electronic Community of Practice, resource links)
- Printed or online publications (e.g., newsletter, research digests and briefs, fact sheets)
- None
- Other

*Specify Other: 500 Characters maximum*

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

500 Characters maximum

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

- Agency Partnerships:** Collaborative curriculum alignment
- Equity:** Success for all learners through equity
- General Instructional Strategies:** Effective teaching for adult educators
- General Instructional Strategies:** Motivation and persistence for adult learners
- General Instructional Strategies:** Using questioning strategies to improve instruction
- General Instructional Strategies:** Supporting immigrant integration through civics education
- ABE/ASE:** College and Career Readiness Standards
- ABE/ASE:** Evidence-based writing instruction for ELA and ABE students
- ESL/ELA:** Managing the ESL multilevel class
- ESL/ELA:** Mastering the English Language Proficiency Standards
- ESL/ELA:** Optimizing ESL instructional planning: management, monitoring, and reflection
- Workforce Skills and Career Pathways:** Accelerating learning to facilitate career pathways
- Workforce Skills and Career Pathways:** Integrated and contextualized workforce skills for the ESL and ABE/ASE classroom
- Workforce Skills and Career Pathways:** Integrated Education and Training

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

*500 Characters maximum*

## Distance Learning and Technology

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

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

*Specify Other: 500 Characters maximum*

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

ABE	<i>Enter "0" for N/A</i>	%
ASE	<i>Enter "0" for N/A</i>	%
ESL	<i>Enter "0" for N/A</i>	%
IELCE/IET	<i>Enter "0" for N/A</i>	%
CTE	<i>Enter "0" for N/A</i>	%
Other	<i>Enter "0" for N/A</i>	%

*Specify Other: 500 Characters maximum*

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

*Enter "0" for N/A* %

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

*500 Characters maximum*

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

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

*Specify Other: 500 Characters maximum*

## English Literacy and Civics Education (EL Civics)

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

Yes

No

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

*500 Characters maximum*

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

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

*Specify Other: 500 Characters maximum*



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

*500 Characters maximum*

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

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

*Specify Other: 500 Characters maximum*

**50. Is your agency offering IELCE (243)?**

- Yes
- No

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

*500 Characters maximum*

**52.** If yes, how has your agency's implementation of IELCE (243) affected your 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

*Specify Other: 500 Characters maximum*

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

*500 Characters maximum*

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

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

*Specify Other: 500 Characters maximum*

## Final Comments

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

*1,000 characters maximum*

**What barriers are affecting your agency from improving your Employment and Earnings Survey response rates and/or obtaining Social Security Numbers?**

*1,000 characters maximum*

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

1,000 characters maximum

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

*1,000 characters maximum*

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

*1,000 characters maximum*